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INCLUSIVE EDUCATION AND TRANS EMPLOYABILITY: THE ROLE OF TECHNICAL TRAINING IN BRAZIL'S LABOR MARKET

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Abstract: This study investigates the challenges faced by transgender individuals in accessing education and formal employment in Brazil, with a focus on evaluating the role of technical training programs as tools for productive inclusion. The research is justified by the persistent underrepresentation of trans people in the labor market and the lack of organizational preparedness to support their inclusion. Drawing on a qualitative approach, the study combines bibliographic research and semi-structured interviews with six transgender individuals from different Brazilian states. The analysis was conducted using content analysis supported by NVivo software, allowing for the identification of thematic categories related to educational trajectories, professional experiences, organizational culture, and perceptions of training programs. The findings reveal that trans individuals face structural and symbolic barriers, including school dropout, institutional transphobia, racial and geographic exclusion, and unrealistic prerequisites for employment. Although all participants viewed training programs positively, they expressed concerns about limited career advancement and the lack of inclusive practices within organizations. The study concludes that technical training alone is insufficient for comprehensive inclusion; it must be integrated with diversity, equity, and inclusion (DEI) strategies and ESG-oriented organizational policies. By articulating theory and practice, the research contributes to the academic and professional debate on trans inclusion, offering insights for companies, policymakers, and civil society. The study also highlights the need for intersectional and longitudinal approaches in future research to strengthen institutional transformation and promote equitable labor market access.

Keywords: Diversity, equity, and inclusion (DEI). Labor market. Organizational practices**.** Professional training. Transgender inclusion.

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INTRODUCTION

In recent years, the appreciation of diversity, equity, and inclusion (DEI) in the formal labor market has gained increasing relevance, especially in contexts where pluralities demand recognition, respect, and structural transformation. Organizations, as reflections of society, must ensure the presence and participation of underrepresented groups, assuming responsibility for implementing inclusive measures that contribute to a more just and equitable environment.

Among these groups, transgender individuals, including trans men, trans women, and travestis[1], face persistent barriers to accessing education and employment. These challenges are exacerbated by systemic prejudice, low qualification levels, and institutional transphobia, which collectively hinder their entry and permanence in the formal labor market (Fundação de Amparo à Pesquisa do Estado de São Paulo, 2023). The average life expectancy of trans people in Brazil is alarmingly low, around 35 years (Associação Nacional de Travestis e Transexuais, 2023), reinforcing the urgency of inclusive policies that address both immediate and structural needs.

Despite growing corporate discourse around DEI, the gap between intention and practice remains significant. The "Diversidade Aprendiz" survey (Somos Diversidade, Organização Internacional do Trabalho & Práxis Informação e Estratégia, 2021) revealed that although 90% of companies express concern about diversity, 40% lack concrete programs or actions to promote inclusion. This contradiction highlights the need for empirical studies that not only explore the lived experiences of trans individuals but also examine the effectiveness of organizational strategies aimed at inclusion.

This study seeks to understand the challenges faced by transgender individuals in Brazil in accessing education and formal employment. It investigates whether the promotion of technical training opportunities by organizations can contribute to increasing the representation of trans people in the labor market. The research is guided by the following problem: How do structural and symbolic barriers affect the employability of transgender individuals in Brazil, and to what extent can technical training programs serve as tools for their inclusion in the formal labor market?

To address this problem, the study adopts a qualitative approach, combining a literature review, interviews with transgender individuals, and content analysis. The aim is to explore the relationship between professional qualification and labor market inclusion, considering the perceptions and experiences of trans individuals regarding recruitment, workplace dynamics, and career development.

Although the topic of trans inclusion has gained visibility in recent years, there remains a notable gap in the literature regarding the role of technical training as a pathway to employability. By examining the labor context of transgender individuals and identifying the main barriers to their inclusion, this study contributes to the academic and professional debate on DEI, offering insights for organizations, policymakers, and civil society. The research does not seek to validate predefined hypotheses, but rather to understand complex realities through the voices of those directly affected.

[1] Travesti refers to a person assigned male at birth who identifies with a feminine gender expression but does not necessarily conform to the traditional concept of womanhood. The term carries specific cultural and political significance in Latin America (Naomi, 2022).

LITERATURE REVIEW

The concept of gender has undergone significant transformations throughout history. Initially associated with biological sex and anatomical characteristics, particularly in the 15th century, the term evolved by the 18th century to encompass social constructions that define roles and expectations within society (Pontifícia Universidade Católica de São Paulo, 2017). In contemporary contexts, gender identity is understood as a deeply personal and social experience that transcends binary classifications, reflecting how individuals perceive and position themselves in relation to societal norms (Prado & Dangelo, 2017).

Scholars such as Bento (2008) have critically examined the binary system of gender, arguing that it perpetuates the notion that gender merely mirrors biological sex. This perspective reinforces normative expectations and limits the recognition of diverse identities. Bento emphasizes that transsexuality should be viewed as a legitimate identity experience, marked by a dissonance between assigned gender at birth and self-perception. This incongruence often leads to psychological distress and social alienation, particularly in the absence of supportive environments (Moreira, 2015).

The challenges faced by transgender individuals frequently begin in early life, as the lack of identification with the gender assigned at birth can result in feelings of estrangement, anger, and disconnection. These experiences are often intensified by the absence of guidance from families and educational institutions, contributing to long-term exclusion from social and professional spaces.

To understand the nuances of gender identity, it is essential to distinguish between cisgender and transgender experiences. Cisgender individuals identify with the gender assigned to them at birth, whereas transgender individuals identify with a gender different from their biological assignment. This includes trans women (assigned male at birth, identifying as female) and trans men (assigned female at birth, identifying as male), as well as non-binary and travesti identities, which challenge traditional gender norms (Transcendemos Consultoria, 2024).

Jesus (2012) highlights that transsexual individuals often adopt names, appearances, and behaviors aligned with their gender identity, though not all pursue medical or surgical interventions. The defining element of trans identity lies in self-recognition, not in physical transformation. Travesti identity, as discussed by Naomi (2022), carries historical and social significance, often associated with marginalization and resistance. Travestis identify as feminine but do not necessarily conform to conventional notions of womanhood, and the term itself has been reclaimed from its historically pejorative use.

The recognition and respect for diverse gender identities are fundamental to fostering inclusive environments. However, organizational and academic spaces have historically failed to accommodate these identities adequately. Studies in organizational diversity have begun to address this gap. Baggio (2017) argues that transgender individuals represent new subjects in the study of organizational diversity, challenging existing paradigms and demanding more inclusive practices. Similarly, Collins, McFadden, Rocco, and Mathis (2015) emphasize the need for critical actions in human resource development to address the marginalization of transgender people. Rudin et al.

(2016) advocate for transformative approaches to organizational attitudes, highlighting the importance of education and policy in advancing transgender employee rights.

These perspectives collectively underscore the importance of moving beyond binary frameworks and embracing a more inclusive understanding of gender. They also highlight the need for structural changes in organizations and institutions to support the full participation of transgender individuals in society.

The lack of official data on the transgender population in Brazil has historically hindered the development of inclusive public policies. The Brazilian Institute of Geography and Statistics (IBGE) has not included questions about gender identity or sexual orientation in its national census, which contributes to the invisibility of this population and the consequent neglect of their rights (Farias, 2023). Recent efforts, such as the inclusion of gender identity questions in the National Demographic and Health Survey, represent a step forward in recognizing the diversity of identities in the country (Freire, 2023).

Empirical studies have attempted to fill this gap. Research conducted by the Botucatu School of Medicine at São Paulo State University (Farias, 2023) estimated that trans and non-binary individuals represent approximately 2% of the Brazilian population, with transgender individuals specifically accounting for 0.69% of the sample. These individuals are geographically distributed across central and inland regions, and their average age is 32.8 years,a figure that reflects the vulnerability of this group, whose life expectancy is alarmingly low, around 35 years (Associação Nacional de Travestis e Transexuais, 2023).

The prevalence of violence against trans people remains a critical issue. Transphobia, understood as prejudice and aversion toward gender expressions that deviate from the binary norm, manifests in various forms, including social exclusion, verbal aggression, and physical violence (Jesus, 2012; Lanz, 2014). Although the Brazilian Supreme Federal Court (STF) equated acts of homophobia and transphobia with the crime of racism in 2019, the persistence of discriminatory practices continues to undermine the citizenship and dignity of trans individuals (Spagna, 2022).

In the context of employability, the absence of comprehensive demographic data complicates the understanding of the socioeconomic profile of the trans population (Diéguez et al., 2021). Mapping studies, such as the one conducted by Centro de Estudos de Cultura Contemporânea (2021) in São Paulo, reveal that a significant portion of trans individuals engage in informal or precarious work. Sex work remains a primary occupation for many, particularly among travestis and trans women, while formal employment with labor contracts is accessible to only a minority.

Appearance and conformity to normative gender expectations are frequently cited as barriers to labor market entry. Trans individuals often face discrimination based on how closely their presentation aligns with societal standards, which affects their chances of being hired or retained in formal positions (Pizzi, Pereira, & Rodrigues, 2017). Moreover, educational exclusion plays a central role in limiting professional opportunities. The difficulty in completing formal education, often due to bullying, exclusion, and lack of institutional support, directly impacts the ability of trans individuals to qualify for competitive roles (Santos & Fajardo, 2020; Teixeira, 2019).

The intersection between education and employability is further complicated by the lack of inclusive organizational practices. Baggio (2017) emphasizes that transgender individuals challenge traditional models of organizational diversity, requiring new frameworks that recognize their specific needs. Collins, McFadden, Rocco, and Mathis (2015) argue that human resource development must adopt critical actions to address systemic exclusion, while Rudin et al. (2016) advocate for educational initiatives that transform organizational attitudes toward transgender rights.

In this context, training and development programs emerge as strategic tools for inclusion. Chiavenato (2014) highlights the evolution of training from a bureaucratic function to a strategic asset that adds value to individuals and organizations. However, Mantovani et al. (2022) observe that companies have become increasingly selective, favoring candidates with advanced degrees and sidelining internal development efforts. This trend exacerbates exclusion for individuals with limited access to formal education.

Silva et al. (2020) argue that professional qualification within organizations can generate positive outcomes for individuals and institutions, especially when it includes first-job opportunities and structured training initiatives. For trans individuals, such programs can serve as gateways to formal employment, provided they are designed with sensitivity to their social realities and accompanied by inclusive policies.

The concepts of diversity and inclusion have gained prominence in organizational studies, particularly in response to the increasing heterogeneity of the workforce. Diversity refers to the coexistence of individuals with distinct identities within the same social system, where majority and minority groups interact, although the former often benefit from historical advantages in terms of access to resources and power (Fleury, 2000). Inclusion, on the other hand, encompasses social and political dimensions, aiming to ensure that all individuals can participate actively in society while being respected for their differences (Freire, 2008).

In organizational contexts, diversity and inclusion management involves a range of human resource practices, including the implementation of diversity policies, inclusive recruitment strategies, training and development programs, equitable compensation, and community engagement initiatives (Silva & Castro, 2022). These practices are essential for creating environments that value pluralism and promote equal opportunities.

Brazil's social structure presents unique challenges to the implementation of diversity and inclusion policies. As a country shaped by Indigenous, African, and European influences, Brazil is inherently diverse. However, it is also deeply stratified, with access to education and prestigious labor market positions often determined by racial and economic background (Fleury, 2000). This stratification disproportionately affects historically marginalized groups, including women, Black and mixed-race individuals, Indigenous peoples, people with disabilities, and the LGBTQIA+ community.

The persistence of inequality in the labor market is rooted in a culture of privilege that denies full citizenship to those outside dominant social categories. This culture normalizes discrimination and reinforces social hierarchies, limiting access to rights such as decent work and equitable participation in economic development (Abramo, 2022). For transgender individuals, these dynamics are further intensified by cisnormative expectations and institutional exclusion.

In response to these challenges, the concept of equity has become increasingly relevant in corporate discussions. Unlike equality, which assumes uniform treatment,

equity acknowledges that individuals have different starting points and require differentiated support to access the same opportunities. Equity-oriented policies seek to mitigate structural imbalances and ensure that all individuals can exercise their rights fully (Moragas, 2022).

To effectively implement diversity, equity, and inclusion (DEI) programs, organizations must align their workforce composition with the demographic realities of the country. Moreover, it is essential to cultivate work environments that genuinely value diversity, allowing individuals to express their identities freely and participate fully in professional development and career advancement (Silva & Castro, 2022).

These principles are particularly critical when addressing the inclusion of transgender individuals in the labor market. As Baggio (2017) points out, trans people challenge traditional frameworks of organizational diversity, requiring new approaches that recognize their unique experiences. Collins et al. (2015) emphasize the importance of critical interventions in human resource development to combat marginalization, while Rudin et al. (2016) advocate for educational strategies that transform organizational attitudes and promote the rights of transgender employees..

The acronym ESG,Environmental, Social, and Governance,has become a central framework for evaluating corporate responsibility and sustainability. Originating from English terminology, ESG encompasses a set of practices aimed at environmental preservation, social engagement, and transparent governance (Quartucci, 2022; Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, 2022). Within the social dimension, key commitments include the promotion of labor rights, workplace health and safety, support for diversity and inclusion, corporate involvement in social causes, and active participation in community development.

By adopting ESG-oriented strategies, companies can contribute not only to environmental and economic sustainability but also to the social inclusion of underrepresented groups. These practices have the potential to expand access to education, healthcare, housing, and employment, offering new life perspectives to marginalized populations, including transgender individuals (Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, 2022).

Despite the growing visibility of ESG in corporate discourse, challenges remain in its implementation. Many organizations still lack dedicated budgets and specialized teams to operationalize ESG and diversity initiatives. It is common to observe companies that publicly support LGBTQIA+ causes through marketing campaigns while failing to reflect this commitment internally,an inconsistency known as “Diversity Washing” or “ESG Washing” (Gelenske, 2022). This disconnect between external messaging and internal practices undermines the credibility of corporate inclusion efforts and reinforces the need for structural change.

Building a corporate culture grounded in ESG principles requires sustained effort and genuine commitment. Although the process is complex, it is essential for fostering inclusive environments and promoting long-term benefits for all stakeholders. Integrating ESG with diversity, equity, and inclusion (DEI) strategies can enhance organizational resilience and social impact, particularly when these efforts are aligned with training and development programs.

The theoretical framework developed throughout this review highlights the interdependence between professional qualification, inclusive organizational culture, and ESG practices. For individuals with limited educational backgrounds, such as many trans people excluded from formal schooling due to systemic discrimination, training and development initiatives are crucial for labor market integration (Silva et al., 2020). These programs must be designed to address not only skill gaps but also the broader social barriers that hinder access to employment.

In this context, diversity and inclusion are not merely ethical imperatives but strategic components of sustainable business practices. They reflect the plurality of Brazilian society and respond to its pressing social inequalities. When implemented holistically, ESG and DEI frameworks can transform workplaces into spaces of equity, dignity, and opportunity, benefiting both individuals and the broader community.

This theoretical framework presented integrates key discussions on gender identity, organizational diversity, equity, and ESG practices, highlighting the structural and symbolic barriers that affect the inclusion of transgender individuals in the labor market. The literature reviewed underscores the importance of moving beyond binary and normative frameworks, adopting inclusive strategies that combine professional qualification, institutional transformation, and genuine commitment to diversity. These insights provide the foundation for analyzing how training and development programs can serve as effective tools for promoting equity and expanding opportunities for trans people in organizational contexts.

METHODOLOGY

Methodology, as defined by Gil (2019), refers to the set of procedures adopted to achieve the objectives of a study. It encompasses the decisions made to guide the research process and obtain valid and reliable results. According to Lakatos and Marconi (1992), research is not merely a search for truth, but a systematic activity that seeks to answer specific questions through scientific methods.

This study adopts an exploratory qualitative approach, which is appropriate for investigating complex social phenomena and understanding the lived experiences of marginalized groups (Gil, 2022). The research aims to explore the challenges faced by transgender individuals in accessing education and employment, and to analyze their perceptions regarding technical training programs as tools for inclusion in the formal labor market.

Two main procedures were employed: bibliographic research and semi-structured interviews. The bibliographic research was conducted using books, peer-reviewed articles, and online publications, selected for their relevance and credibility (Gil, 2019). Although the study does not follow a systematic review protocol, the selection of sources was guided by thematic relevance and academic rigor.

The interviews were designed to collect firsthand qualitative data from transgender individuals. The interview script was developed based on the literature reviewed, incorporating themes such as educational background, professional experiences, and perceptions of inclusion initiatives. The script consisted of nine open-ended questions, allowing participants to elaborate on their experiences and viewpoints.

Participants were recruited between July and August 2024 via the professional social network LinkedIn. A total of 58 individuals were contacted, and six agreed to participate in the study. Selection was based on self-identification as transgender, inferred from profile information such as LGBTQIA+ symbols or identifiers. Interviews were conducted remotely via Microsoft Teams, each lasting between 30 and 45 minutes.

The sample includes trans men, trans women, and travestis, aged between 23 and 33 years, residing in different Brazilian states. Although the sample size is limited, it aligns with the logic of qualitative sampling, which prioritizes depth over breadth and seeks data saturation rather than statistical representativeness (Gil, 2022).

The interviews were analyzed using content analysis, following the framework proposed by Bardin (2011). This technique allows for the systematic and objective interpretation of textual data, identifying patterns, themes, and categories relevant to the research problem. The analysis was supported by NVivo software, which facilitated the coding, organization, and visualization of qualitative data (Alves, Figueiredo Filho, & Henrique, 2015).

The categorization process was conducted a posteriori, based on emergent themes from the participants' narratives. This inductive approach enabled the identification of recurring issues such as institutional transphobia, educational barriers, and perceptions of training programs. NVivo was used to manage the data corpus, apply codes, and generate frequency tables and thematic maps, enhancing the analytical depth and transparency of the process.

All stages of the research were conducted in accordance with ethical principles for studies involving human subjects. Participants were contacted voluntarily, informed about the study's objectives, and provided informed consent prior to the interviews. Their identities were anonymized to ensure privacy and confidentiality. No personal identifiers are disclosed in the final report, and the study complies with ethical guidelines as outlined by Witiuk et al. (2018).

RESULTS AND DISCUSSION

The qualitative data collected through six interviews with transgender individuals, comprising four trans women, one travesti, and one trans man, revealed recurring patterns that reflect the structural and symbolic barriers faced by this population in accessing education and formal employment. The participants, aged between 23 and 33 years, reside in the states of São Paulo, Minas Gerais, Goiás, and Rio Grande do Sul, and present diverse educational and professional trajectories.

To ensure confidentiality and protect the identities of the participants, all interviewees were anonymized and are referred to as E1 through E6 throughout the study. The six individuals interviewed represent a diverse range of backgrounds in terms of age, gender identity, education, professional fields, and career trajectories.

In terms of education, three participants had completed higher education, two were currently enrolled in undergraduate programs, and one had not completed tertiary education. Professionally, four interviewees worked in data-related fields, one in human resources, and one in technology. All had formal work experience, although half of them had previously engaged in informal or low-skilled jobs to gain access to better opportunities. This finding aligns with the literature that highlights the precarious

insertion of trans individuals in the labor market, often marked by informal employment and underutilization of skills (Santos & Fajardo, 2020; Centro de Estudos de Cultura Contemporânea, 2021).

None of the participants transitioned during basic education, which prevented direct experiences of school dropout during that period. However, all reported having faced disrespect toward their gender identity, particularly through the refusal to use their social name, a form of symbolic violence that reinforces institutional transphobia (Jesus, 2012; Spagna, 2022). Two participants (E5 and E6) experienced explicit transphobia in the workplace, including dismissal and repeated relocations, while others (E4 and E5) reported compounded discrimination due to racial and geographic factors, consistent with intersectional analyses of exclusion (Abramo, 2022).

All interviewees expressed a positive view of professional training programs aimed at subsequent hiring, recognizing their potential to increase trans representation in the labor market. However, concerns were raised regarding the nature of these opportunities. Participants noted that such programs often direct trans individuals to positions with limited career advancement or impose excessively high entry requirements, which contradict the inclusive intent of these initiatives. These critiques echo the findings of E3, who emphasized the mismatch between affirmative action discourse and the actual structure of recruitment processes.

Moreover, the lack of organizational preparedness to receive trans employees was a recurring theme. Participants cited issues such as refusal to use social names, incorrect pronoun usage, and inappropriate or disrespectful questions during hiring and onboarding. These experiences suggest that inclusion efforts must go beyond recruitment and encompass organizational literacy, cultural sensitivity, and structural support mechanisms (Silva & Castro, 2022; Gelenske, 2022).

The word frequency analysis presented in Table 1 reinforces the thematic centrality of gender identity, education, and employment in the participants' narratives. These elements are not only recurrent but also interdependent, shaping the lived experiences of trans individuals in their pursuit of professional inclusion.

Table 1 - Word Frequency Analysis.

Word	Count	Percentage (%)	Similar Words
Trans	33	0,93457%	Transgender, travesti
Work	22	0,62305%	Employment
Education	18	0,50977%	
Transition	15	0,44248%	
Graduation	14	0,39648%	

Source: Developed by the authors using Bardin (2011) as a reference and NVivo software (Alves, Figueiredo Filho, & Henrique, 2015).

The data support the argument that technical training, while valuable, must be integrated into broader strategies that address systemic exclusion and promote equity in organizational contexts (Fleury, 2000; Moragas, 2022).

Individual Experiences: Analytical Categories

To deepen the understanding of the lived experiences of transgender individuals in the labor market, the interviews were analyzed through emergent categories derived from the data corpus. These categories, educational trajectory, professional inclusion and exclusion, organizational preparedness, and perceptions of training programs, reveal the complexity and intersectionality of the barriers faced by trans people.

Educational Trajectory and Access: participants E1, E2, and E3 emphasized the role of education in shaping their professional paths. E1, a trans woman and Business Administration student, highlighted the institutional resistance to using her social name, even after legal rectification. E2, a lawyer with postgraduate training, reported high dropout rates among trans individuals due to classroom discrimination, reinforcing findings by Teixeira (2019) and Santos & Fajardo (2020). E3, who transitioned during university, noted the lack of institutional support and limited access to affirmative policies, such as entrance exams with restricted spots. These accounts confirm that educational exclusion is not merely a result of academic performance but is deeply tied to systemic transphobia and lack of institutional preparedness (Jesus, 2012; Moreira, 2015).

Professional Inclusion and Exclusion: All participants had formal work experience, but several reported exclusionary practices. E5 was dismissed after disclosing her trans identity and mental health condition, while E6 faced repeated relocations despite meeting performance targets. E4, a Black trans woman, described undergoing 56 job interviews before securing her first opportunity, illustrating the compounded effects of racism and transphobia (Abramo, 2022). These narratives reflect the findings of Centro de Estudos de Cultura Contemporânea (2021), which indicate that trans individuals are often relegated to informal or precarious work, and that appearance and racial identity significantly influence employability (Pizzi, Pereira, & Rodrigues, 2017).

Organizational Preparedness and Workplace Culture: participants consistently reported a lack of organizational readiness to receive trans employees. Common issues included refusal to use social names, incorrect pronoun usage, and inappropriate questions during recruitment. E2 recounted a phone interview that ended abruptly after the recruiter heard her voice, highlighting the persistence of passability as a discriminatory filter. Such experiences underscore the need for organizational literacy and inclusive practices beyond hiring, as discussed by Silva & Castro (2022) and Gelenske (2022). Inclusion must be embedded in workplace culture, not limited to symbolic gestures or superficial policies.

Perceptions of Training Programs: All interviewees viewed training programs positively, recognizing their potential to increase trans representation. However, concerns were raised about being directed to low-growth positions or facing unrealistic entry requirements. E3 criticized the mismatch between the inclusive discourse and the technical demands of entry-level roles, which often require advanced degrees or fluency in English. This critique aligns with Mantovani et al. (2022), who argue that companies have become increasingly selective, sidelining internal development efforts. For trans individuals, such selectivity reinforces exclusion rather than promoting equity.

These findings demonstrate that while technical training is a valuable tool, its effectiveness depends on broader structural changes. Inclusion must be accompanied by

retention strategies, mentorship, and the dismantling of cisnormative and racialized barriers that persist in organizational environments.

CONCLUSION

This study investigated the challenges faced by transgender individuals in accessing education and formal employment in Brazil, with a particular focus on the role of technical training programs as mechanisms for productive inclusion. Grounded in a qualitative approach, the research combined bibliographic analysis and interviews with six transgender individuals from different Brazilian states, aiming to understand how structural and symbolic barriers, such as school dropout, institutional transphobia, racial and geographic exclusion, and unrealistic prerequisites for employment, affects their employability.

The findings revealed that, despite the participants' resilience and qualifications, they continue to face significant exclusion in recruitment processes and workplace environments. Technical training programs were positively evaluated by all interviewees, especially when aligned with their social and economic realities.

However, the study demonstrated that such programs alone are insufficient to guarantee equitable inclusion. Their effectiveness depends on being integrated into broader organizational strategies that include diversity, equity, and inclusion (DEI) policies, ESG-oriented practices, and structural actions such as organizational literacy, retention mechanisms, and real opportunities for career advancement.

By articulating theory and practice, this research contributes to the academic and professional debate on trans inclusion, offering a grounded diagnosis of the limits and possibilities of training as a tool for equity. It provides actionable insights for companies, public administrators, and civil society organizations committed to building inclusive and sustainable work environments.

Nonetheless, the study presents limitations. The small sample size and concentration in specific regions restrict the generalizability of the findings. Additionally, the qualitative nature of the data does not allow for longitudinal analysis of the impact of training programs.

Future research should expand the sample, incorporate intersectional dimensions such as race, class, and disability, and explore the perspectives of employers and HR professionals. Investigating the medium and long-term effects of inclusion programs will be essential to assess their sustainability and to strengthen institutional transformation toward equitable labor market access.

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