

**RESERVATION OF VACANCIES AT STATE PUBLIC UNIVERSITIES:
IMPLICATIONS FOR UNIVERSITY TEACHING**

**RESERVA DE VAGAS EM UNIVERSIDADES PÚBLICAS ESTADUAIS:
IMPLICAÇÕES PARA A DOCÊNCIA UNIVERSITÁRIA**

**RESERVA DE PLAZAS EN LAS UNIVERSIDADES PÚBLICAS ESTATALES:
IMPLICACIONES PARA LA ENSEÑANZA UNIVERSITARIA**

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ABSTRACT: This article is premised on equity of opportunity, because it aims to analyze the articulation between the reserve of vacancies of two public universities and university teaching for pedagogical practices that have the purpose of combating race, social and cultural inequality. To this end, it seeks to articulate the theoretical ideas Rodrigues and Garzón (2012), Mantoan (2013), Pimenta and Anastasiou (2005), Booth and Ainscow (2002), and Sawaia (2014) in the constitution of teachers' knowledge for teaching with inclusion; as well as the emerging need for overcoming reproduction paradigms, both of the teaching practices and the processes of formation of these teachers. It raises questions such as: How do different conceptions of disability dialogue in the process of teacher in relation to the fight against race, social and cultural inequality? What evidence does the field of university teaching at two public universities say about experiences of vacancy reserves, which lead to the reduction of inequalities among students benefited by affirmative action policies? It has as method the analysis of content of sources that standardizes the quotas in the University, research locus being: Vale do Acaraú State University (UVA), Sobral, CE and Rio de Janeiro State University (UERJ), Rio de Janeiro, RJ. Evidence that institutionalizes the policy of affirmative (social quotas) action at UVA and UERJ has expanded or access to university students from public schools, including courses of historically elitist profile.

KEYWORDS: Reservation of vacancies. Teaching practice. University education. Social inequality. Academic inclusion.

RESUMO: *Objetivando analisar a articulação entre a reserva de vagas de duas instituições públicas de ensino superior e a docência universitária para práticas pedagógicas que visem combater a desigualdade racial, social e cultural, esse artigo tem como premissa a equidade de oportunidades. Para tanto, busca articular as ideias teóricas de Mantoan (2013), Rodrigues e Garzón (2012), Pimenta e Anastasiou (2005), Booth e Ainscow (2002), Sawaia (2014) na constituição dos saberes dos professores para o ensino com inclusão; bem como na emergente*

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necessidade de superação de paradigmas de reprodução, tanto das práticas docentes quanto dos processos de formação desses professores. As questões de pesquisa giram em torno de: Como as diferentes concepções de inclusão dialogam no processo de formação de professores e de ensino-aprendizagem destes professores em relação ao combate da desigualdade racial, social e cultural? Que evidências o campo da docência universitária de duas instituições de ensino superior diz sobre as experiências das reservas de vagas, que caminham para redução das desigualdades entre estudantes beneficiados por políticas de ações afirmativas? Tem como método a análise de conteúdo de fontes documentais que normatizam as cotas na Universidade, sendo lócus da pesquisa: Universidade Estadual Vale do Acaraú (UVA), Sobral, CE e Universidade do Estado do Rio de Janeiro (UERJ), Rio de Janeiro, RJ. Evidencia que a institucionalização da política de ação afirmativa (cotas sociais) na UVA e UERJ tem ampliado o acesso de graduandos oriundos de escolas públicas, inclusive, em cursos de perfil historicamente elitizado.

PALAVRAS-CHAVE: Reserva de vagas. Prática docente. Ensino superior. Desigualdade social. Inclusão acadêmica.

RESUMEN: *Con el objetivo de analizar la articulación entre la reserva de plazas vacantes de dos instituciones públicas de educación superior y la docencia universitaria para prácticas pedagógicas que intentan combatir la desigualdad racial, social y cultural, este artículo presenta como premisa la equidad de oportunidades. Así pues, busca articular las ideas teóricas de Mantoan (2013), Rodrigues y Garzón (2012), Pimenta y Anastasiou (2005), Booth y Ainscow (2002), y Sawaia (2014) en la constitución de los conocimientos de los docentes para la enseñanza con inclusión; al igual que la necesidad emergente de superar los paradigmas de la reproducción, tan de las prácticas de la docencia como de los procesos de formación de estos docentes. Las preguntas de la investigación giran alrededor de: ¿Cómo dialogan las diferentes concepciones de la discapacidad en el proceso de formación y enseñanza-aprendizaje de estos profesores en relación con la lucha contra la desigualdad racial, social y cultural? ¿Qué evidencias dice el campo de la docencia universitaria de dos instituciones de educación superior sobre las experiencias de las reservas de plazas vacantes que apuntan a reducir las desigualdades entre los estudiantes beneficiados por las políticas de acción afirmativa? El método utilizado analiza el contenido de las fuentes documentales que regulan las cuotas en la Universidad, siendo sitios de la investigación: Universidad Estatal del Vale do Acaraú (UVA), Sobral, Ceará y Universidad Estatal de Río de Janeiro (UERJ), Río de Janeiro, RJ. Como resultado muestra que la institucionalización de la política de acción afirmativa (cuotas sociales) en UVA y UERJ ha aumentado el acceso de los estudiantes de pregrado de las escuelas públicas, incluso en cursos con un perfil históricamente elitizado.*

PALAVRAS-CLAVE: Reserva de plazas. Práctica docente. Educación superior. Desigualdad social. Inclusión académica.

Introduction

Affirmative actions are public policies that seek to bridge the gap between classes, groups and individuals, promoting the inclusion of all those historically marginalized. Therefore, since education is one of the social rights of Brazilian citizens, it is up to us to reflect

on the reservation of places in public universities, one of these policies that aim to rectify the inequality established historically since the formation of the Brazilian nation. In this context, it is from the guarantee of equal conditions of access to educational spaces, practices and services that in this article the actions of two state public universities in the country are highlighted.

Although higher education institutions, State University of Vale do Acaraú (UVA) and Rio de Janeiro State University (UERJ), have built their cultural bases of inclusion practices in different historical moments, with more than a decade of difference, both have been dedicating themselves to innovative academic practices, which contribute to the initial formation of their graduates, while allowing their faculty to have the opportunity to graduate in service.

As a starting point, we have the perspective of the Rio de Janeiro State University (UERJ), a pioneer in investing in a reservation system for places for different categories, including students with disabilities, and the State University of Vale do Acaraú (UVA), whose inclusion practice was recently implemented.

UERJ has been investing in the vacancy reservation process for 19 years. In 2000, the Legislative Assembly of the State of Rio de Janeiro (ALERJ) approved Law no. 3,524, which determined the reservation of 50% of UERJ's vacancies. Since then, five new laws have been enacted establishing changes in the current legislation, the last change being made in 2018, which extends the reserves for another ten years. In the State of Ceará, Law no. 16,197/2017 instituted the quota system for entry to universities and other higher education institutions for less than a decade.

Higher education is a space marked by inequality of access and permanence of historically excluded populations. However, with the policy of reserving places, the role of university teaching is seen in an emergency to build new knowledge that is considered elements of inclusive pedagogical practices. Therefore, the main questions of this research revolve around: How do the different conceptions of inclusion dialogue in the process of teacher formation and teaching-learning of these teachers in relation to the fight against racial, social and cultural inequality? What evidence does the field of university teaching at two higher education institutions say about the experiences of the vacancies that go towards reducing inequalities among students benefited by affirmative action policies?

Thus, based on the premise of equal opportunities, this article has as main objective to analyze the articulation between the reserve of places of two public institutions of higher education and university teaching for pedagogical practices that aim to combat racial, social and cultural inequality, in our specific case, to students with disabilities.

Public University: cultural transmission and inclusive actions

The role of the public university is understood as a place for transmitting culture, teaching professions, scientific research, ethical and moral education, social commitment to the knowledge produced and the formation of staff (CHAUI, 2001). For a long time, talking about the university was talking about a place of privileged access for the most favored classes, for white people and considered “normal”; thus, such a place was not for the poor, blacks and people with disabilities, so that, at present, there was a need to create a reserve of vacancies for these people, who for many years were prevented from accessing this space. Still with these policies, in some places there are barriers to the development of projects that encourage the use of vacancies for students with disabilities.

Unlike inclusion in basic education, inclusion in higher education happens through a selective process. Basic education and higher education also differ in terms of purposes, but they complement each other, because while the first has the purpose of developing a school education, offering means for students to progress in their work and in further studies, the second aims to in order to stimulate cultural creation, scientific spirit and reflective thinking, granting their formation in different areas of knowledge.

Since 1990, the expansion of higher education has become a pressing issue in the political actions and discourses for democratizing education, which involves a factor of growth and social development. Studies, international conferences and government actions on the inclusion of students with disabilities linked to basic education have advanced and, as a consequence, these students increasingly reach the highest levels of schooling.

Parra and Infante (2006) discuss the issue of equality and equity in higher education as values of social adjustment, development in education and formation of the individual. These authors emphasize that students with disabilities in higher education are placed in a particular circumstance, that is, their specific educational needs are considered and met. For them, inclusion requires resources (financial, human, technical), preparation of people, organizational change of the institution to compensate for the academic aspect, standardizing the development of training for people who attend students with disabilities in higher education; however, it benefits the most varied people with disabilities.

Regarding pragmatic factors for inclusion, the works of Karagiannis, Stainback and Stainback (1999) address the benefits of inclusive education. There are some aspects involving students, teachers and the community in general that are emphasized, as well as positive attitudes and teacher capacitation. They emphasize that in classrooms, all children earn by

having the opportunity to learn from each other, develop to take care of each other and acquire the attitudes, skills and values necessary to exercise citizenship.

We believe that the success of inclusion involves a set of elements: students, teachers, community, support, flexibility, resources, updating, collaboration, and planning. In addition to these important aspects, inclusive education requires the creation of a Special Needs Coordination work, with a place to assist professionals in the educational institution. For Mittler (2003), the role of the Special Needs Coordinator, both at school and at university, needs to be seen as a facilitator or a manager, as someone with the task of supporting colleagues and the education system, in order to respond to the needs of all students, although there are various perceptions about inclusion there.

The conceptions of inclusion presented are complementary, linked to different fields, such as: politics, philosophy, education and culture. These interconnections are generally able to answer questions related to the conceptions of inclusion of students with disabilities in the regular education system, they propose changes in the conception of education, philosophy, pedagogy, adaptation of physical space, corresponding to the diversity of students, which values individual conditions and differences, which must be seen not only as a problem to be solved, but as an opportunity to enrich learning (AINSCOW, 2009).

It is appropriate to insert some ideas of inclusion, from the book “*As artimanhas da exclusão: análise psicossocial e ética da desigualdade social*” (“The artifices of exclusion: psychosocial and ethical analysis of social inequality”, by Bader Sawaia, which presents reflections on the dialectic of exclusion/inclusion. For the author, “[...] this conception reverses the idea of social inclusion, unravels from the notion of adaptation and standardization, generating individual blame”³. With this, it introduces the ethics and subjectivity of the sociological analysis of inequality that expands the legalistic, minimalist interpretations of inclusion based on social justice and restricted to the crisis of the State. For the author, “society excludes to include”⁴ (SAWAIA, 2014, p. 8).

Another idea arises in the sense of ‘differentiate to include’, which is possible when the student or beneficiary of any affirmative action is in the right to choose whether or not of this differentiation. An example of this right is the student who can choose the place he will occupy in a classroom when using a wheelchair (MANTOAN, 2013, p. 30).

In Brazil, in 2008, the Federal Government assumed a relevant role with the

³ “[...] esta concepção inverte a ideia de inclusão social, desatrela-se da noção de adaptação e normatização, gerando a culpabilização individual.”

⁴ “sociedade exclui para incluir”

dissemination of the proposal for the National Special Education Policy from the perspective of Inclusive Education, defending inclusion as a political, social, pedagogical and cultural action. In this field, there is a demand for the inclusion of students with disabilities in education systems. Such proposal determines the guarantee of the right of all students to share the same education system, without any form of discrimination.

The provisions of this Policy guide the education systems in order to guarantee access to the common school, with participation, learning and continuity at the highest levels of education. It deals with the transversality of the special education modality from early childhood education to higher education. The policy has actions offered by Special Education, such as: offering and institution of Specialized Educational Service (AEE, Portuguese initials); formation of teachers and other education professionals for AEE; encouraging family and community participation in school; architectural accessibility actions; access to the school supported by a transport program, accessibility of furniture, communications and information; in addition to the intersectoral articulation for the implementation of public policies. Thus, education systems must create conditions for access to spaces, pedagogical resources and communication that favor the promotion of learning and the valuation of differences, in order to meet the educational needs of all students (BRASIL, 2008).

According to Rodriguez and Garzón (2012, p. 229), the university, by nature, is the place “of all relevant domains of discourse that reflect, as a whole, the sum total of human knowledge, a true universe of intellectual activities”⁵, which currently runs the risk of losing the *sine qua non* of its existence: conserving, making progress and disseminating independent knowledge. According to them, democracy is built, therefore, from below, not as the progressive and orderly development of an idea of citizenship that is already cleared up once and for all, but as the constant and conflicting re-creation of the world of life.

The tradition of formation of higher education teachers, in turn, is based on research, according to the quality standards determined by the *stricto sensu* postgraduate program. By analyzing reality, we found that the doctoral and master's programs are configured in a way that privileges specialization with an emphasis on knowledge and preparation for research.

The university is, then, one of the institutions that offers higher education and it has as one of its orientations the aforementioned inseparability between teaching, research and extension. The Law of Directives and Bases of Education, no. 9394, of 1996, provides in its article 52 that “Universities are multidisciplinary institutions for the formation of professional

⁵ “de todos os domínios relevantes do discurso que refletem, em seu conjunto, a soma total do conhecimento humano, um verdadeiro universo de atividades intelectuais”

staff with higher education, research, extension and mastery and cultivation of human knowledge”⁶.

According to the National Institute of Educational Studies and Research Anísio Teixeira (2016), with regard to the Higher Education Census, there is a record of 12,290 undergraduate students declared as disabled, with global developmental disorder or high skills/giftedness, equivalent to 0.4% of the total of newcomers, remembering that the same newcomer can present more than one type of declaration. Among the most common statements, 35.8% appear as physically disabled, 29.8% have low vision and 13.2%, hearing loss. These results allow the theme to be considered as a focus for the development of access and permanence policies for these newcomers.

University teaching and pedagogical practice: reflecting on inclusion and difference

In the perspective of the effective construction of inclusive education, there are two types of professional formation: the first refers to teachers of regular education with a view to a minimum of formation; and the second deals with specialized teachers, according to the author, in the different “special educational needs”, either for the direct attendance to this population, or to support the work carried out by teachers of common classrooms that integrate these students (BUENO, 1999).

Libâneo (2000) states that education involves a practical activity that takes place in an artisanal, improvised way, or that follows laws and principles resulting from scientific research. It also emphasizes that it is no longer time to oppose scientific knowledge and practical knowledge. He explains that the knowledge of the experience is added to the knowledge of explanatory and “universal” laws, so that we consider that the presence of students with disabilities in educational spaces can favor the pedagogical work to organize teaching-learning processes considering the educational needs of these students, heterogeneity, language, communication, use of accessible teaching resources, universal design, etc.

Booth and Ainscow (2002) propose an association between three dimensions, which are interrelated. These dimensions are: cultural, political and practical. The cultural dimension refers to the establishment of a culture based on inclusive principles and values, that is, an inclusive culture. The establishment of an inclusive culture in the school environment proposes the development of values that mobilize people to think, share and respect themselves. It

⁶ “As universidades são instituições pluridisciplinares de formação dos quadros profissionais de nível superior, de pesquisa, de extensão e de domínio e cultivo do saber humano”

proposes to encourage the creation of a welcoming, receptive, collaborative school community that encourages students' success. The political dimension deals with school for all, organizing support for diversity; this means that inclusion needs to be considered in all school plans, as well as in activities, strategies and other forms of support with inclusive principles.

Moura and Tamboril (2018) explain that the concept of difference is central to the formulation and development of affirmative action measures, since through targeting policies there is recognition of the socioeconomic exclusion that causes discrimination and victimization of certain social groups, as well as there is the search to face this process by increasing the participation of these groups in the political process, in the access to material goods and universal rights and in valuing different cultures.

Omote *et al.*, (2005) clarify that the access or insertion of a student with a disability in any education system does not mean that he is or is included. For the authors, many of the decisions to be made for a positive welcome and support for students with disabilities, “aiming at productive interaction with the entire classroom, may depend on the correct understanding of the proposal for inclusive education and social attitudes genuinely favorable to inclusion by part of the teacher [...]” (p. 388). In line with this logic, Pacheco *et al.* (2007) affirm that the social relations of students and teachers in the classroom encourage and bring both together, in the inclusion process.

Methodology

This article consists of a research with a qualitative approach, based on the method of content analysis of documentary sources that discuss norms about the quota reservation at the university, being the locus of the research: State University of Vale do Acaraú (UVA), Sobral, CE, and Rio de Janeiro State University (UERJ), Rio de Janeiro, RJ.

For data analysis, the proposal of Laurence Bardin (2009) follows, in which the content analysis works through the interpretation of the subjects' speeches and documents, seeking meaning in what is explicit or latent. It is designated as a set of communication analysis techniques, aiming to obtain systematic and objective procedures for describing the content of indicator messages (quantitative or not) that allow the inference of knowledge related to the conditions of production and/or reception (inferred variables) of these messages (BARDIN, 2009).

The collected data were organized as follows: surveys carried out in loco, and in responsible instances of the universities mentioned above. All of this material was organized

and coded following the steps of content analysis by Bardin (2009). Our data analysis covered four stages: (1) organization of all collected data; (2) identification of the themes related to the reports; (3) creation of analysis categories and (4) interpretation of empirical data.

The documents are sources from which evidence can be drawn to substantiate the researcher's claims and statements. It represents a way of collecting data, not only as a source of contextualized information, but that appears in a certain context and provides information about this same context (LÜDKE; ANDRÉ, 1986).

The stage of document collection refers to an important stage of documentary research, requiring the researcher to take care and technical procedures to arrive at the site to search for the most relevant sources for the investigation; in the case of this research, the sources we use are found in our field research at UERJ and UVA universities. In the first institution, Laws no. 3524, of 28 December 2000, no. 3,708, of 2001, no. 4,151, of 2003, no. 5,346, of 2008, among others, were selected. In the second, documents were raised that refer to Law no 12,077, of 1993, ministerial decree, no. 821, of 1994; Law no. 16,197, of 2017, Notice of the Executive Committee of the Selection Process - CEPS: no. 08/2017, no. 01/2018, no. 09/2018, no. 01/2019, no. 03/2019; and National Policy on Special Education from the perspective of Inclusive Education, 2008.

Reservation of places for students with disabilities at UVA and UERJ

It is understood that access to Brazilian Higher Education Institutions (HEIs) by people with disabilities is a recent achievement in the country's public education policies, after years and significant difficulties in facing this public in search of schooling, not only in higher education, as well as in the basic education network.

It is important to note that, from the Convention on the Rights of Persons with Disabilities (2007), people with disabilities are those who have long-term physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, that can obstruct their full and effective participation in society on equal terms with other people, a concept expanded with the Brazilian Inclusion Law of 2015.

With Law no. 3524, of 28 December 2000, changes in the criteria for access to state universities in Rio de Janeiro were introduced: a minimum of 50% of places in public higher education was assigned to students from public basic education institutions Municipalities and / or the State. In the following year, a new law referring to the reservation of places was approved, no. 3.708/2001, which then allocated a minimum of 40% of places to the students

who declared themselves black or brown. We emphasize that this minimum quota also included blacks and browns benefited by the previous law.

A new amendment to the 2000 and 2001 laws was enacted in 2003, Law no. 4,151/2003, which replaced the previous ones. Still regarding the reservation of vacancies in the state public higher education system in the State of Rio de Janeiro, we cite Law no. 5,074/2007, which allocated “5% (five percent) for people with disabilities, under the terms of the legislation in force, members of ethnic minorities, children of civilian, military police, military firefighters and security and prison administration inspectors, killed as a result of the service”⁷ (RIO DE JANEIRO, 2007).

In view of the changes that occurred in a short period of time, in 2008, Ordinary Law no. 5,346 introduced significant changes that remained in force for ten years. It was established that the admission of students to state universities through the quota system would be ensured, provided that the final selection and classification in the entrance exams were respected. The reservation of vacancies, therefore, started to have, initially, the social cut. Those considered to be underprivileged could, when registering for the entrance exam, choose one of the quota categories, which were defined as follows: 20% for black and indigenous candidates, 20% for public school students, and 5% for people with disabilities. disability, according to current legislation, to children of civil and military police, military firefighters and inspectors of security and prison administration, who are killed or disabled due to service.

Law no. 5.346/2008 also established an evaluation criterion for each category to which the quotas are allocated, of which we highlight: 1) needy student with regard to socioeconomic level; 2) student from public schools; 3) ethnic minorities and people with disabilities and children of civilian, military police, military firefighters and security and prison administration inspectors who died as a result of the service; 4) the candidate must choose at the time of registration which vacancy reservation he/she will compete for; and 5) state universities have the autonomy to adopt the necessary acts and procedures for the management of the system, observing the principles and rules established in the state legislation.

Regarding the filling of vacancies reserved for quota holders, these will be distributed over all courses and shifts offered at the university and, if a certain group does not fill the vacancies, respecting the classification, they will be, necessarily, occupied by candidates classified from the other groups. If, even so, vacancies persist, after all the criteria established

⁷ “5% (cinco por cento) para pessoas com deficiência, nos termos da legislação em vigor, integrantes de minorias étnicas, filhos de policiais civis, militares, bombeiros militares e de inspetores de segurança e administração penitenciária, mortos em razão do serviço”

for candidates who have chosen to reserve vacancies have been exhausted, these vacancies will be occupied by the students not opting for quotas.

Also determined by law no. 5,346/2008, in 2017, a commission was set up to evaluate the results of this affirmative action and, based on the report of said assessment, the reservation of vacancies was ratified by law no. 8,121, of 27 September 2018. For another 10 years, the percentages remained the same as no. 5,346/2008, with the black and indigenous category were included students from quilombola communities. The other categories remained the same, with the percentages established in 2008.

Self-declaration on enrollment for entrance exams and admission for black and indigenous students was also maintained, however, it is the university's obligation to establish a Permanent Assistance Commission, which must recognize or not the right to reserve places established by law, investigating possible cases of monk or ideological falsehood.

Understanding that it is the duty of the State of Rio de Janeiro to offer the social inclusion that the legislation proposes since 2008, as needy, to students entering the quota system, to promote their basic maintenance at the University, preparing their entry into the labor market, the following complementary actions are intended: I - Payment of a scholarship during the period of the university course; II - proportional reserve of placements in internships in the direct and indirect state administration; III - institution of specific personal credit programs for the installation of professional or small business establishments and service delivery centers (RIO DE JANEIRO, 2008).

In addition to the call at UERJ for a permanent scholarship, which today has a value of R \$ 500.00 (five hundred reais), quota students can also accumulate another scholarship of equal value when entering one of the types of projects offered by the University, initiation to teaching (IT), complementary internship (CI), monitoring (Mon) or extension (Ext); in these cases, the student who enters UERJ through the vacancy reservation system can receive up to R \$ 1,000.00 (one thousand reais), an amount that will help him to stay at the University.

The State University of Vale do Acaraú State was founded by means of Municipal Law, no. 214, of 23 October 1968. Subsequently, by Law no. 10,933, of 10 October 1984, the executive power of the state of Ceará creates in the form of the Vale do Acaraú State University (UVA), which has public law and administrative, financial, patrimonial and didactic autonomy in the municipality of Sobral; and is linked to the Education Department. This model of autarchy embraces the Faculty of Accounting Sciences, Nursing and Obstetrics, Education and Technology, the State University of Vale do Acaraú Foundation and the College of Philosophy Dom José, belonging to the Diocese of Sobral.

Then, it becomes the State University of Vale do Acaraú Foundation, which is linked to the Secretariat of Science and Technology, through Law no. 12,077, whose publication in the Official Gazette of the State (DOE), occurred on 22 April 1993. Currently, the liaison body is called Secretariat of Science and Technology for Secretariat of Science, Technology and Higher Education (SECITECE). In 1994, it was recognized by the Ceará Education Council and sanctioned by the Ministry of Education and Sports, through Ministerial Ordinance no. 821, of 31 May 1994.

It is observed in the case of the state of Ceará that Law no. 16,197, of 17 January 2017, brings about the institution of the Quota System in Higher Education Institutions in the State of Ceará; the law established the year 2018 for the effective inclusion of quotas.

The State University of Vale do Acaraú (UVA) started enrollment in 2018; thus, we identified a late adherence in relation to the national law for the reservation of vacancies. The State Law establishes quotas⁸: a) BBI - candidates self-declared black, brown or indigenous, b) SOCIAL - public school students, c) PwD - people with disabilities. UVA initially implemented only quotas for the first case. It was only in 2019 that the offer to reserve places in full was implemented, covering people with disabilities. There is also a small group of teachers involved in this area, although there is still no formalization before the institution (CEARÁ, 2017).

We emphasize that the perspective of affirmative actions for the inclusion of people with disabilities is guaranteed by the quota law and the Brazilian Inclusion Law, which are intended to “ensure and promote, on equal terms, the exercise of fundamental rights and freedoms for people with disabilities, aiming at their social inclusion and citizenship”⁹ (BRASIL, 2015).

But it is important to highlight that these reservations must be meticulously observed in each selection process. Especially when we observe the need for diagnosis to meet these future students with regard to the challenge within the scope of university teaching, and should contribute with inclusive pedagogical actions since the elaboration of their menus, planning, teaching practice, accessibility and responsibility for teaching with regard to equal opportunities. Thus, synthesizing with Franco's statement (2016, p. 607): “the teaching pedagogical practice is deeply related to the multidimensional aspects of the local and specific reality, the subjectivities and the historical construction of the individual and collective

⁸ Percentage of 50% (fifty percent) of their vacancies for BBI and Social and the percentage of 3% (three percent) of their vacancies in the wide dispute for People with Disabilities (PwD).

⁹ “assegurar e a promover, em condições de igualdade, o exercício dos direitos e das liberdades fundamentais por pessoa com deficiência, visando à sua inclusão social e cidadania”

subjects, the teaching practice is a practice relational”¹⁰. Therefore, mediated by multiple determinations.

Final considerations

In this work we analyze the articulation between the reservation of vacancies of two public institutions of higher education and university teaching for pedagogical practices that aim to combat racial, social and cultural inequality, based on the equality of opportunities. We spoke with some authors who stood out in our research with regard to the theme of inclusion, as well as with laws and decrees that justify the implementation of the quota policy.

The field research was carried out at UERJ and UVA, where we found documents that we used as sources in this research, which were analyzed using the data analysis methodology of Bardin (2009) and the qualitative research, which allowed an in-depth analysis of the proposed questions in this research.

In this article, we look for evidence that creates conditions for students with disabilities to advance, considering aspects that may imply university teaching. We verified in the two state universities the implementation of vacancy reservations, and at UERJ the implementation was total, in addition to a policy of permanence of these students, with the offer of a permanence scholarship, which currently has the value of five hundred reais, being able to be cumulative with another, which can be initiation to teaching, complementary internship, monitoring or extension; in the UVA, the implementation is still partial, accepting as quota holders only students from public schools, economically needy and self-declared black, brown or indigenous, thus excluding students who have a disability.

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How to quote this article

SOARES, A. C.; OLIVEIRA, V. de. Reservation of vacancies at state public universities: implications for university teaching. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 2, p. 1553-1568, Aug. 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp2.13828>

Submitted: 30/08/2019

Required revisions: 30/11/2019

Approved: 02/02/2020

Published: 01/08/2020

