INTERSEÇÕES NA GESTÃO DA ACESSIBILIDADE NA EDUCAÇÃO BÁSICA E NO ENSINO SUPERIOR: UM ENSAIO OMNILÉTICO

INTERSECCIONES EN LA GESTIÓN DE LA ACCESIBILIDAD EN LA EDUCACIÓN BÁSICA Y LA EDUCACIÓN SUPERIOR: UN ENSAYO OMNILECTICO

INTERSECTIONS IN THE MANAGEMENT OF ACCESSIBILITY IN BASIC EDUCATION AND HIGHER EDUCATION: AN OMNILETICAL REFLECTION

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RESUMO: Este artigo, de caráter ensaístico, objetiva discutir criticamente a acessibilidade em duas instituições federais de ensino: uma de nível superior e outra de nível básico. Argumentamos que o comprometimento da gestão institucional faz toda a diferença quando se trata de acessibilidade. Resguardadas as especificidades de cada nível de ensino, a partir dos casos narrados tecemos comparações a respeito dos encaminhamentos dados por cada instituição e concluímos, a partir de uma análise omnilética, que o sucesso de iniciativas de acessibilidade – e, consequentemente, de inclusão, no caso do presente artigo, de pessoas com deficiência –, está intimamente vinculado ao compromisso e coerência que a gestão assume em promover acessibilidade e inclusão para todos como uma premissa institucional.

PALAVRAS-CHAVE: Gestão. Educação básica e ensino superior. Acessibilidade e inclusão. Pessoa com deficiência. Perspectiva omnilética.

RESUMEN: Este artículo, de característica ensayística, tiene la intención de discutir críticamente el estado actual de la accesibilidad en dos instituciones educativas federales: uno del nivel superior y el otro del nivel básico. Sostenemos que el compromiso de la gestión institucional marca la diferencia cuando se trata de accesibilidad. Dadas las especificidades de cada nivel de educación, de los casos narrados tejemos comparaciones con las referencias a las tomadas de decisión por cada institución y concluimos, a partir de una análisis omnilectica, que el éxito de las iniciativas de accesibilidad – y, en consecuencia, la inclusión, en el caso de este artículo, de personas con discapacidad, están íntimamente ligados al compromiso y la coherencia que asume la gestión en la promoción de la accesibilidad y la inclusión para todos como premisa institucional.

PALABRAS CLAVE: Gestión. Educación básica y Educación superior. Accesibilidad y inclusión. Persona discapacitada. Perspectiva omnilectica.

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ABSTRACT: *This essay intends to critically discuss the current state of accessibility in two federal educational institutions: one belonging to higher education level and the other to the basic education level. We argue that the commitment of institutional management makes all the difference when it comes to accessibility. Given the specificities of each level of education, from the reported cases we draw comparisons regarding the referrals taken by each institution and conclude, from an omniletical analysis, that the success of accessibility initiatives – and, consequently, the inclusion of people with disabilities, in the case of this article -, is intimately linked to the commitment and coherence that management assumes in promoting accessibility and inclusion for all as an institutional premise.*

KEYWORDS: *Educational management. Basic and higher education. Accessibility and inclusion. Disabled person. Omniletical perspective.*

Introduction

The themes of accessibility and inclusion of people with disabilities have been a strong subject of discussion in Basic Education since the 1990s. From 2008 onwards, especially at the international level; and 2015, at the national level, such themes have also been the agenda of higher education agendas.

With regard to Basic Education, we can highlight as a trigger document of this agenda at the national level the World Declaration on Education for All (UNESCO, 1990), which in item 3.5 specifically mentions the group of people with disabilities as having the right of access and permanence to/in education.

At the national level, we can trace the moment of the initial "trip" to the LDB (Portuguese initials) - Law of Guidelines and Bases of National Education 9394/96 (BRASIL, 1996), whose Chapter 5 is entirely dedicated to the theme of Special Education, a theme that is deeply related to accessibility and inclusion themes.

Regarding Higher Education, at the international level, it is possible to highlight as a starting document the World Declaration of Higher Education (UNESCO, 1998), which in its article 3 mentions the importance of facilitating access to the university by vulnerable groups, among them the disabled people. The article also mentions the relevance of providing adequate support for such groups to remain in university and successfully complete their studies.

At the national level, we highlight the National Education Plan, Law no. 13.005/2014 (BRASIL, 2014), whose Goal 12 refers to the need for expansion of higher education students. In its fifth strategy, the urgent need to expand the institutional policies of inclusion and student assistance is highlighted, with a view to reducing inequalities and successfully expanding access and permanence of vulnerable student groups, people with disability included therein.

Thus, the term *accessibility* has a more specific character in that it is linked to certain groups or people (generally people with disabilities, reduced mobility and the elderly). The term inclusion is understood to be a basic principle, closely linked to the ideals of human rights and, as such, addresses all without exception or specification. This means stating, in apparent contradiction, that in order for rights to be effectively guaranteed to all, one must approach them with differentiation.

In this sense, to speak of inclusion is to think of everyone and to act for each one, while, complementarily, to speak of accessibility is to think of each one with the intention of acting for everyone. Both ultimately imply the effort to develop social justice cultures, policies and practices, precisely because thinking is about promoting justice for a collective, but the doing that guarantees it is non-standardized.

A brief digression should be made here to clarify that our perspective, the Omniletic, is epistemologically constituted in the development of a view that starts from the premise that human and social life can be understood from 5 dimensions: cultural, political, practical, dialectical and complex. The first three dimensions are based on the works of Booth and Ainscow (2002; 2006; 2012; 2016), which associate cultures with the development of inclusion values; policies to the administrative organization of an institution in support of inclusion; and practice in curriculum planning and execution. In omniletics, we broaden the idea of politics to incorporate, also, the norms and legal precepts of national, regional, local and institutional level. We also expanded the practices to extrapolate the execution of the curriculum to also understand any existing social practice within educational institutions, including those of violence.

The dialectical dimension, in omniletics, is inspired by Lukács (2015) when working on the aspect of the totality of dialectics, as well as the notion of its organization in complexes of complexes. Finally, the dimension of complexity, derived from Morin's (2008) works, is incorporated into the omniletic in what it brings in relation to the uncertainty principle and with the enhancement and openness of the view on social problems as doors not yet opened for to arrive at other new situations (always provisional, given the uncertainty of things) that may serve as "exits", solutions or new doors to be explored, continually reframing reality.

Having made this clarification about our understanding of accessibility, inclusion and the omniletic perspective, and taking up our initial reasoning on these topics in Basic and Higher Education, we can assume that the promotion of accessibility and inclusion movements at each level of education have similarities and differences in various aspects and depending on each institution. Dealing with the "all" and "each" mentioned above makes it virtually impossible to

create criteria that will allow us a completely reliable comparison between the realities of the Brazilian education structure and its institutions of varying levels.

Even so, some questions remain: what intersections can be drawn between these two levels of education? What would be the relevance of carrying out such a venture? What could such intersections teach us, if identified, in terms of promoting inclusion and accessibility?

Keeping these issues in mind, we have organized our article into 4 sections. In the first, we will talk about the experience in basic education. In the second, we will describe an experience in higher education. Then, we will conduct an analytical essay that will try to answer the questions posed in this article and, in the end, we will reach some conclusions and, perhaps, suggestions on the theme of promoting accessibility and inclusion regarding institutional management.

In a final introductory word, we want to clarify the essayistic character of the article, that is, incipiently reflective. As says Meneghetti (2011):

> [...] the essay values aspects related to the qualitative changes that occur in the objects or phenomena analyzed by the essayists. [...]. The way the essayist experiences, speculates, and lives the object becomes possible only in his qualitative understanding. It gives up simple classifications and quantifications that can create generalizable categories for shared human understanding. [...] Its logic evades the instrumental rationality or the calculability of the modern world (p. 322).[3]

Thus, the essayistic text is not based on a research, but on readings and experiences that, carefully observed, serve as the basis for the questions that are thrown and, in the future, perhaps also to guide a research.

About the federal school of basic education

The school we report in this article was founded on April 4, 1960 with the purpose of educating/training the children of civilians and military of the military force to which it belongs. It currently serves 1100 students in the morning and afternoon shifts from elementary school grade 1 until high school grade 3, of which most students are dependent on civilians. It also offers preparatory courses for the National High School Exam (ENEM), for civil students and

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[3] [...] o ensaio valoriza aspectos relacionados às mudanças qualitativas que ocorrem nos objetos ou fenômenos analisados pelos ensaístas. [...]. A forma como o ensaísta experimenta, especula e vivencia o objeto só se torna possível na compreensão qualitativa dele. Abre-se mão das simples classificações e quantificações que possam criar categorias generalizáveis para o entendimento humano compartilhado. [...] Sua lógica foge à racionalidade instrumental ou à calculabilidade do mundo moderno (p. 322).

those coming from military institutions, as well as the Nursing Technician course. According to Legislation 829/81, which deals with the school subordination regime, it is designated as military education, thus excluded from the scope of the civil system. This means that it is regulated by special law, which places it outside the reach of the Ministry of Education and, consequently, of the State Secretariats and Councils of Education. Article 83 of the Law of Guidelines and Bases of Education (Law 9394/96) confirms that military education is regulated by a specific law, allowing the equivalence of studies, according to the norms set by the education systems. The school of our article has 132 teachers, among them federal civil servants, career military, temporary military and retired military.

The project *tirando dúvidas e sanando dívidas*

According to Lima and Souza, in an article about this school:

> In 2013, the faculty [...], in the final class council, indicated a significant number of students who failed the 9th grade, who presented serious learning disabilities and age/grade lag. Given the real situation and the certainty that the methods being applied for years were not effectively solving the learning problems of these students, two teachers proposed to the board of the school a differentiated teaching project (2018, p. 148).[4]

The project proposed to open a ninth gade class with the worst-performing students and the highest age / grade lag and aimed to develop alternative forms of teaching focused on the group of students who were candidates for failure and subsequent expelling. The project's orientation was to strengthen teaching in the areas of Portuguese Language and Mathematics, in addition to the compulsory subjects, and also to insert in the curriculum subjects such as Philosophy, Sociology and Music. The idea was that:

> if the student can read and write in a way that clearly and objectively understands and conveys what he has read and wrote, and properly performs mathematical operations on the set of real numbers, it would be believed that he could understand the other curriculum contents (LIMA; SOUZA, 2018, p. 149).[5]

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[4] em 2013, o corpo docente [...], em conselho de classe final, apontou um número expressivo de alunos reprovados no 9º ano, os quais apresentavam sérias dificuldades de aprendizagem e defasagem idade/série. Tendo em vista a real situação e a certeza de que os métodos que estavam sendo aplicados há anos não estavam resolvendo efetivamente os problemas referentes à aprendizagem desses alunos, dois professores propuseram à direção do colégio, um projeto de ensino diferenciado (2018, p. 148).

[5] se o aluno souber ler e escrever de modo a compreender e transmitir com clareza e objetividade o que leu e escreveu, além de realizar com propriedade as operações matemáticas no conjunto dos números reais, acreditar-se-ia que ele poderia compreender os demais conteúdos curriculares (LIMA; SOUZA, 2018, p. 149).

The authors cited report that "the first weeks were difficult; the students did not accept being part of a project that was being labeled by the school as the 'repeating project'". According to them, teachers understood that along with the difficulty of learning was the question of self-esteem (LIMA; SOUZA, 2018, p. 149).

Currently, the project has expanded its field of action with two other classes: in addition to that of the ninth grade of elementary school, one of the first year and one of the second year of high school were started. The objective of the project is to recover students in school activities, and in so doing, work towards the increase of their self-esteem, aiming at a greater social inclusion of students who felt excluded. An example of this is the case of a 21-year-old high school sophomore who has intellectual disabilities. According to the documents collected by the school, such as school transcripts and psychological assessment, the student completed elementary school through the supplementary modality and presents many learning difficulties, which go back to her literacy process, abstract thinking and infantilized posture.

For the purposes of this analysis, it is worth highlighting the efforts of the project team of teachers to contribute to the cognitive and social development of the individual student and other colleagues as a collective. Research on each case, an accurate look at the doubts and even meetings with a research group from the Federal University of Rio de Janeiro to discuss their didactic strategies worked, make up a team effort to take the students' doubts and get them back from the classroom. best possible way. We believe that the commitment of the school management, allowing the creation of the project, and the participating teachers, make a difference in the development of students who would otherwise be outside the educational process.

Actions that make a difference

In spite of the creation of three classes outside the regular context of the school, with specific purposes to support students with learning difficulties, but that in its own structure would separate them from the same year classmates, the project *Tirando Dúvidas e Sanando Dívidas (Anserting questions and settling debts)*[6] represented, at school, the attention space in which concepts related to schooling, learning, participation, development, and teaching were re-signified. The participating teachers were made aware of the students' school histories, their

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[6] This project was developed internally at the school and was not published.

learning difficulties. In addition, they were given more flexible time to work with students as content that was not completed in 9th grade could be developed in subsequent years.

The curriculum has been expanded to include the Spanish Language, Biology, Sociology and Philosophy subjects and increasing the workload of the Portuguese Language and Mathematics subjects in two weekly courses. Extra activities during the night were offered, such as tutoring and workshops, in which student participation was of fundamental importance. In line with the project, the school has appointed a pedagogical advisor to accompany the classes exclusively, bridging the student, teacher and family, and limiting the number of students per class to 20.

In order to know the specificities of each student and the work developed by the project teachers, weekly meetings of conversations, exchange of experiences and studies were held. These meetings also served as mutual support for teaching work. In the project, seeking to work on students' autonomy, self-recognition and self-esteem, as well as school content, teachers were also touched. They were perceived as important and fundamental actors in the lives of those students.

Omniletically, we can say that this institution lives its contradictions (like any other), which points to the dialectical character of this totality, while being surrounded by complexity, always looking for new alternatives. In this movement, it develops, albeit unknowingly, new cultures, policies and practices.

About the federal university

The university narrated here will complete in 2020, on September 7, a century of existence. It should be noted that its beginning took place in a peculiar way: not as a university in itself, but from the union, in university, of different units that already existed. They were: the Faculty of Medicine, the Polytechnic School and the Faculty of Law. Its expansion began in 1930 and today it is made up of 42,549 active enrolled students[7] in 176 undergraduate courses that work in morning, afternoon and evening shifts. In graduate school, the university has[8] 130 academic and professional master's courses and 94 doctoral courses, as well as 283

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[7] Data obtained from the university website. Available in: https://xn--graduao-2wa9a.ufrj.br/images/_Nova_Estrutura/Pesquisa_Analise_Dados/Graduacao_em_Numeros_-_Bloco_I.pdf. Access: May 1, 2019.

[8] Data collected from the UFRJ Post-graduate Dean's Office and website, through the UFRJ Communication Coordination, on May 5, 2018.

specialization courses, 84 residency courses and 5 further training courses. The graduate student population is comprised of 20,174 students, distributed as follows: 1,459 professional masters students, 5,946 academic master's students, 6,788 doctoral students, 4,943 specialization students, 893 residency students and 55 undergraduate students.

With regard to its staff (teachers, technicians and outsourced workers), it has 13,664 people, of which 101 are teachers of basic education, 4,198 of higher education, 9,365 are technicians and 2,518 are outsourced. Putting all these together, we reach the significant overall university population of 70,725.

Constitutionally predicted as autarchies, federal universities are defined by the 1988 Constitution, which states in its article 207 that

> Universities enjoy didactic-scientific, administrative and financial and patrimonial management autonomy, and will obey the principle of inseparability between teaching, research and extension.[9]

Like every educational institution, the university analyzed here is regulated by the aforementioned law that establishes the guidelines and bases of national education, whose purposes are explained in its article 43, within which we highlight, for the purposes of this article, the following purpose:

> VI - To stimulate the knowledge of the problems of the present world, in particular the national and regional ones, to provide specialized services to the community and to establish a reciprocal relationship with it;[10]

In summary, we can say that, among other responsibilities, it is up to the federal university to promote teaching, research and extension activities with other institutions, particularly in partnership with schools of basic education and for mutual benefit. This means that, precisely because they are so administratively different realities, this partnership would depend, to say the least, on competent management.

Regarding the interests of this essay, we chose accessibility as an articulating theme, that is, the theme through which we intend to discuss how the management of both institutions has behaved and what kind of learning could take place in the exchange of experiences between both. Given that we have already described the aspect of accessibility in the elementary school

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[9] As universidades gozam de autonomia didático-científica, administrativa e de gestão financeira e patrimonial, e obedecerão ao princípio de indissociabilidade entre ensino, pesquisa e extensão.
[10] VI - Estimular o conhecimento dos problemas do mundo presente, em particular os nacionais e regionais, prestar serviços especializados à comunidade e estabelecer com esta uma relação de reciprocidade;

that is the focus of this article together with the university, we are also going to describe how the organization of accessibility has been given in this last institution.

The question of accessibility at the federal university

Concern with this theme as we conceptualize it in this article has always been present at the university narrated here, in the performance of teaching, research and extension groups. However, such actions remained unarticulated for many decades.

In 2005, with the launch of the Include Program, the first efforts to articulate these groups began, with a view to enabling the university to participate in the Program's Invitation to Bid. About twenty research and extension groups were invited to participate in this movement, which culminated in the creation, in 2007, of an inclusion and accessibility division linked to the Dean of Graduation. This division lasted for a few years, but was led by only one technique and no other contributions from the university. The budget obtained by the participation of that university in the Include Program notices was what guaranteed accessibility actions at the university, and such budget has always fallen far short of the needs of the university as a whole.

In 2015, a new attempt was made to articulate such groups in a major initiative for inclusion and accessibility at the university. This time, the movement was organized with greater force and this success culminated in the foundation of the Permanent Forum Accessible and Inclusive University (FPAI, Portuguese initials), on September 20, 2016. This Forum meets monthly, and one of its main functions is to build the agenda relating to accessibility issues for people with disabilities in the university community.

Also, in 2016, Law 13,409 of December 28, 2016, which establishes the reservation of vacancies for affirmative action also for postulants with disabilities to higher education, was promulgated. Needless to say, the immediate impact that such a measure had on public universities, and that our university was no exception. The time had come, after all, when the presence of students with disabilities would be most visibly present in university daily life.

Thus, throughout 2017, the participants of the FPAI discussed in a poignant way how to make the first selection from the referred Law, and how it would be organized to comply with its ordinances. For this reason and other discussions that took place during the year, FPAI members were realizing that just building the guidelines and discussing them would not be enough. It was necessary to ensure an executive instance focused on accessibility. Thus, as a result of the Forum's 2017 fight on February 22, 2018, the university's disability community, through the FPAI, managed to get the dean's office to create a new Board, an executive body,

directly linked to the rectory: the Directorate of Accessibility – DIRAC (Portuguese initials, which we will talk about next.

The Accessibility Board - DIRAC: Actions That Make a Difference

In its Ordinance, number 1,319 of February 22, 2018, published in the Extraordinary Bulletin of the University no. 8 on February 22, 2018, DIRAC was created to construct institutional accessibility and inclusion policies, focusing on the inclusion of persons with disabilities.

In this sense, we can say that DIRAC has both an executive and an educational role. Executive Officer, in order to follow the guidelines desired by the Rectory in terms of accessibility, as well as to address the accessibility demands brought to DIRAC by the FPAI before the university's superior management. The educational character of its actions lies in the fact that it would be impossible for a central administration alone to be responsible for promoting accessibility in such an institution. Moreover, it should always be remembered that inclusion is and should be the business of everyone, not just some institutional or state bodies.

In this way, the board has done a tireless work of visits and guidance to all units and campuses of the university. As a technician, such as helping the Units to (re) think their curricula and pedagogical practices, DIRAC has had a strong presence. Its performance has occurred on various fronts, and in the administrative sphere managed to compete 12 servers in 2018, which form its technical team. Likewise, it has endeavored to secure a seat in the High Collegiate of the management colleges, as well as organizing the process of reviewing reports upon entry of students with disabilities by quotas for persons with disabilities (PwD), among many other actions.

Here, we highlight the actions to respond to processes submitted to them by candidates not approved in their reports as PwD quota holders. Such lawsuits come from both the Public Prosecution Service and the Public Defender's Office, and require elaborate answers to explain why the negative ones. In this regard, it should be clarified that the majority of cases are approved, leaving out those whose reports do not fall under the terms of Decrees 3,298 of 1999 and 5,296 of 2004, which regulate the types of deficiencies accepted as quota for entry in the University.

Of the cases that DIRAC receives in relation to judicial appeals, the most emblematic may be deaf candidates already approved as quota holders and who, upon entering university, have faced the lack of interpreters to accompany them during their academic career. Such cases

are emblematic because they have so far generated the University's signature of TAC (Conduct Adjustment Term, Portuguese initials). According to Sources (n/d),

> The term or conduct adjustment is a way in which the perpetrator is given the opportunity to fulfill the established obligations, committing the legitimate entity, for its part, not to propose the public civil action or to end it, if it is already in progress. [...]. Thus, once the adjustment is fulfilled, the commitment will have reached its goal, without the need to move the entire judicial machine (p. 49).[11]

The signed term provides for the hiring by bidding, until July 2019, of 40 interpreters of Libras (Brazilian Sign Language, Portuguese initials) by the university. It is noteworthy that DIRAC has been attempting this hiring long before the TAC was necessary: since the beginning of 2018, when the first deaf for PwD quotas entered. These attempts have been unsuccessful, among other reasons, on account of the bureaucratic slowness that such bidding implies.

In addition, and perhaps mainly, the costs of this bidding action exceeded what the university had in its budget. At the end of 2018 an attempt was made to expand DIRAC's budget forecast to meet this demand, with the assumption that a lawsuit would soon take place. However, in view of the continuous contingencies that federal universities have been going through, not only could the forecast not be expanded, but it also suffered a 50% contingency.

The fact is that so far (May 2019), despite the signing of the TAC, no hiring could be made. On June 30, 2019, the current management ends and the question that remains is: will it be possible to bid before that? If not, how will the next management behave? This issue also brings us back to one of our concerns: Was it a lack of commitment on the part of university management?

We sincerely believe not. Through our omniletic look, we can perhaps highlight a little disorganization by inexperience with work, some ignorance about the legal urgency of the matter, and some obstacles imposed by the federal system itself are some of the factors we can raise to analyze the causes of this gap. But we do not believe there is a lack of commitment, and this can be proved by the granting of some of the dean's own reserve vacancies for positions held by interpreters and other technicians equally important for the promotion of accessibility.

The elementary school and the huge university: two scenarios, many intersections

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[11] O termo ou ajustamento de conduta é um modo pelo qual é dada ao autor do dano a oportunidade de cumprir as obrigações estabelecidas, comprometendo-se o ente legitimado, de sua parte, a não propor a ação civil pública ou a pôr-lhe fim, caso esta já esteja em andamento. [...]. Assim, desde que cumprido o ajuste, terá o compromisso alcançado seu objetivo, sem a necessidade de movimentar toda a máquina judiciária (p. 49).

In the Brazilian scenario, basic education calls for attention at all levels, but especially with regard to the processes triggered by specific laws on inclusion in education. However, even this scenario of unpreparedness seems more prepared when it comes to higher education. Historically, schools have been working with students with disabilities and learning disabilities for a long time, but universities were, in this sense, reserved for those with no learning disabilities, whites, those able to complete a university course.

The fact that they are invisible (when present) or absent from the university, are numerical minority or do not experience educational processes crossed by disabilities or other social and identity markers used as justifications for the execution of discriminatory processes that lead to various exclusions, distanced universities from schools, despite all the research done in the field of inclusion. The entry of students with disabilities and other excluded or invisible groups at the university level has updated a pressing demand for a more open, more accessible university reframing.

The movement of change for each space, whether in a specific school or a huge university, generates physical, structural and personal transformations. In the school focus of our analysis, such a change has gone through the discomfort felt by a group of teachers, the learning difficulties presented by several students, with imminent risk of joy. For the university in question in this analysis, such changes have required the legal need to "prepare" for the moment when they would actually receive students with disabilities and other quota holders.

Since 1990, the beginning of social discussions on the inclusion movement, until February 22, 2018, with the creation of DIRAC, has been 28 years. Precious years for those students who dreamed of attending higher education. Better late than never, was the popular saying. However, this time seems to have placed the school in the role of teaching, based on its vast experience, the giant to walk.

Analyzing the two processes of adaptation for an inclusive education, we realize extremely positive points, but also points that need further reflection. Regarding the school, we consider the moment of break with the current education, that of the discomfort felt by a group of teachers when students with learning disapproval fail. On the other hand, we believe that the creation of specific classes places the school in the model of those who adopted special classes as an alternative for the education of students with disorders or disabilities.

With regard to the university, the Include Program in 2005 was the trigger for discussions about accessibility. Such discussions included the analysis of spaces such as access routes, libraries, classrooms inaccessible to those with limited mobility, or even wheelchairs. In this space, the issue of accessibility was the trigger for the initial discussions. In this sense,

considering that at school the trigger point of the movement for transformations in favor of inclusion occurred with the disapproval and subsequent rejoicing of students at the university, the questions about accessibility were prioritized. Does this mean that the school was already accessible? Or that the university already had the didactic strategies to educate and train the student with disabilities?

For the two questions the answer is: not necessarily, because if for the school the pedagogical question spoke louder, this may have happened because of years of experience with students with different conditions and the alternatives adopted over these years to overcome the everyday barriers. For the university, dating from the early twentieth century, with many of its buildings listed as Historical and Cultural Heritage and suffering from short and sparse public funding, the issue of accessibility seemed urgent.

Despite the drivers of change, the school and university made consistent choices. In the case of the school, the teachers' awareness of the project students' family history, the pedagogical advisor's keen eye for the students' entire learning process, and even the flexibility of the learning time were fundamental for the consolidation of the project aligned with the principles of inclusion in education.

In the case of the university, structural changes based on the creation and maintenance of discussion groups linked to the rectory, gave meaning and body to the changes to come. In this sense, the university followed the academic logic. According to Marx (1867), "the worst of architects differs from the most skilled of bees in that, before making a wooden box, he already built it mentally" (*apud* VYGOTSKY, 2003, p. 7). In other words, it sought to think, to articulate, to develop conceptually before it was left for the act, in this case, to receive, educate and effectively train students with disabilities.

These paths led the school and the university to a peculiar moment of complementarity, in which, on the one hand, the interaction with students with different physical, psychic, cognitive and social conditions enabled the schools to develop strategies that went beyond the teaching-learning process by threatening social relationships such as the various faces of bullying, child depression and suicide. Other aspects were also bravely viewed by schools as gender issues.

On the university side, partnership relationships have always been established with schools through research groups. These studies, based on school institutions, reflected and continue to reflect, often in collaboration, students, teachers and researchers, the foundations of an academic knowledge about the teaching-learning relationship, which form a conceptual and practical framework for the realization of the educate act within the university.

Although, in the field of inclusion, the university's experience is more conceptual than practical, the creation of institutional instances aimed at defending the inclusion and permanence of students with disabilities in the academic space offers a concrete and safer panorama for the realization of actions for inclusion in schools. What is clear is that both school and university have much to teach and much to learn from each other. The exchange of experiences and information seems fundamental to the development of cultures, policies and practices of inclusion in education.

Final considerations

We begin this article by reflecting on the advances and challenges still present in terms of promoting inclusion and accessibility in higher education and basic education. We ask some questions for reflection: what intersections can be drawn between the cases mentioned here? What would be the relevance of carrying out such a venture? What could such intersections teach us, if identified, in terms of promoting inclusion and accessibility? Our central hypothesis was that management committed to inclusion and accessibility would make a difference.

There are many, and desirable, possible intersections between school and university. The main one, in our perception, is the possible exchange and even an eventual exchange of roles, in which the schools, with their material and old experience of inclusion and accessibility, can teach the university regarding its necessary adaptation to the new times. By contrast, the university can - shall! -, with their knowledge and conceptual frameworks, strengthen the school's activities in order to make them more creative and empowered in the search for solutions to the problem of exclusion and lack of accessibility.

From our notes on the two cases narrated here, we deduce - and argue - that there is much to learn (university and school) mutually, and this is possible when management is, even with all political and material difficulties, truly committed to the progress in relation to the development of cultures, policies and practices of inclusion in their daily lives. Regarding the institutions focused on here, the materialization of this occurs in a partnership project currently underway, which involves the commitment of both managements, which makes us very gratifying and hopeful.

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