

**ORGANIZATION OF ACCESS AND PERMANENCE OF PEOPLE WITH
DISABILITIES IN HIGHER EDUCATION FROM THE INTRODUCTION OF THE
INCLUIR PROGRAM**

**ORGANIZAÇÃO DO ACESSO E PERMANÊNCIA DAS PESSOAS COM DEFICIÊNCIA
NO ENSINO SUPERIOR A PARTIR DA INSTAURAÇÃO DO PROGRAMA INCLUIR**

**ORGANIZACIÓN DEL ACCESO Y PERMANENCIA DE LAS PERSONAS CON
DISCAPACIDAD EN LA ENSEÑANZA SUPERIOR A PARTIR DE LA
INSTAURACIÓN DEL PROGRAMA INCLUIR**

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ABSTRACT: The Incluir Program influenced institutional policies for the implementation of accessibility actions for people with disabilities in higher education, in all Brazilian states. With financial support from the MEC, Brazilian universities created and/or restructured diversity support units in Federal Institutions of Higher Education and State Institutions of Higher Education. Thus, the objective of this work is to analyze how the current situation is, from the productions of theses and master's thesis, since their publication, to understand how these Higher Education institutions have organized to support the entry and permanence of people with disabilities after this financial contribution and the publications of the inclusion public policies in Brazil. The methodological procedures of this research are qualitative and bibliographic in nature, using content analysis. The results of this investigated period revealed progress in the implementation of public policies, after 2005, with the creation of diversity support units and resources for the inclusion of young people and adults with disabilities, it was also possible to identify the need for teacher formation and for professionals working in these institutions to eliminate the attitudinal and communication barriers located in many higher education institutions.

KEYWORDS: Inclusion. Higher education. Disability. Special education.

RESUMO: O Programa Incluir influenciou as políticas institucionais, para a implementação de ações de acessibilidade para pessoas com deficiência no ensino superior, em todos os estados brasileiros. Com o apoio financeiro do MEC, as universidades do Brasil criaram e/ou reestruturaram os núcleos de acessibilidade nas Instituições Federais de Ensino Superior e Instituições Estaduais de Ensino Superior. Assim, o objetivo desse trabalho é analisar como está a situação atual a partir das produções de teses e dissertações, desde sua publicação, para compreender como as Instituições de Ensino Superior estão se organizando para apoiar o

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ingresso e a permanência de pessoas com deficiência, após esse aporte financeiro e as publicações das políticas públicas de inclusão no Brasil. Os procedimentos metodológicos dessa pesquisa são de caráter qualitativo e bibliográfico por meio da análise de conteúdo sobre o tema. Os resultados desse período investigado revelaram o avanço da implementação das políticas públicas, após 2005, com a criação dos núcleos de acessibilidade e os apoios para a inclusão de jovens e adultos com deficiência, contudo foi possível identificar a necessidade da formação docente e dos profissionais que atuam nestas instituições para eliminar as barreiras atitudinais e comunicacionais encontradas em muitas instituições de ensino superior.

PALAVRAS-CHAVE: *Inclusão. Ensino superior. Deficiência. Educação especial.*

RESUMEN: *El Programa Incluir influenció las políticas institucionales, para la implementación de acciones de accesibilidad para personas con deficiencia en la enseñanza superior, en todos los estados brasileños. Con el apoyo financiero del MEC, las universidades de Brasil crearon y/ o reestructuraron las unidades de apoyo a la diversidad en las Instituciones Federales de Enseñanza Superior e Instituciones Estatales de Enseñanza Superior. Así, el objetivo de este trabajo es analizar cómo está la situación actual a partir de las producciones de tesis y disertaciones de maestría, desde su publicación, para comprender como estas instituciones de Enseñanza Superior se han organizado para apoyar el ingreso e la permanencia de personas con discapacidad, después de ese aporte financiero y las publicaciones de las políticas públicas de inclusión en Brasil. Los procedimientos metodológicos de esta pesquisa son de carácter cualitativo y bibliográfico usando el análisis de contenido. Los resultados de este período investigado revelaron el avance en la implementación de las políticas públicas, después de 2005, con la creación de las unidades de apoyo a la diversidad y los recursos para la inclusión de jóvenes y adultos con discapacidad, además fue posible identificar la necesidad de la formación docente y de los profesionales que trabajan en estas instituciones para eliminar las barreras actitudinales y comunicativas localizadas en muchas instituciones de enseñanza superior.*

PALABRAS CLAVE: *Inclusión. Enseñanza superior. Discapacidad. Educación especial.*

Introduction

In Brazil, the reflection of international declarations was decisive for the implementation of public access policies for people with disabilities in higher education. Pletsch and Leite (2017, p. 88, our translation) state that since the 1990s, “the social and educational rights of people with disabilities have been present in national and international debates”, with higher education as a space for plurality, diversity and respect for differences. The first decade of the 21st century, in Brazil, was supported by affirmative actions, with the recognition of the guarantee of rights, as a social paradigm and a growing process of adopting support strategies for the quality of education for all.

The National Education Council, through Opinions no. 17, 2001 and no. 4, 2002, and Resolution no. 2, 2001, presents guidelines from the perspective of inclusive education, setting

national curriculum guidelines, guiding educational systems and establishments as to the procedures to be adopted, with educational institutions being responsible for organizing the needs of people with disabilities.

Although this Resolution has a more inclusive character, in its Article 9, it allows schools to create, extraordinarily, special classes, thus, Bueno (2011, p. 163) points out that

[...] the legislation and rules in force in the country sought to emphasize the school inclusion of students with disabilities, but which, prudently, leave open spaces for non-inclusion, seeking to establish limits to segregated forms of education (our translation).

The repercussion of the inclusion of people with disabilities was more focused on basic education, support for permanence, and the perception of the limits of schooling for all.

Decree no. 5,296/2004 (BRASIL, 2004), regulates the conditions for the implementation of a national accessibility policy and in Article 24, determines that educational establishments of any level, stage or modality, public and private, provide access conditions and use of their environments or compartments by people with disabilities or reduced mobility, including classrooms, a library, auditoriums, sports facilities, laboratories, leisure areas and toilets.

In this sense, the Federal Government's INCLUIR Program was implemented in 2005, aimed at Higher Education, aiming to develop the policy of accessibility for people with disabilities. The program provided financial support from MEC, for proposals from universities throughout Brazil, to support projects for the creation or restructuring of accessibility centers in Federal Institutions of Higher Education and State Institutions of Higher Education.

The INCLUIR Program was carried out on public calls between 2005 and 2011 for the implementation of access and permanence actions for people with disabilities in public higher education institutions, for the identification of barriers and the guarantee of access. In 2012, there was an investment of financial resources directly into the budget matrix of the Federal Universities, for this purpose due to the number of students with disabilities enrolled in the institutions.

The accessibility actions related to the INCLUIR Program were:

- Architectural adaptation for accessibility in the different environments of the HEIs. Adaptations: ramps, support bars, handrails, floor and tactile signs, signaling, widening of doors and tracks, installation of elevators, etc..
- Acquisition of assistive technology resources to promote pedagogical accessibility in communications and information to students with disabilities and other members of the

university community. Materials: computers with accessibility interface, Braille printers, Braille lines, electronic magnifiers, beehive keyboards with accessible triggers, etc.

- Acquisition and development of accessible didactic and pedagogical materials;
- Acquisition and adaptation of furniture for accessibility;
- Formation of professionals for the development of inclusive educational practices and for the use of assistive technology resources, of the Brazilian Sign Language - Libras and other codes and languages (BRASIL, 2013).

Garcia and Michels (2011) when analyzing the special education policy in Brazil, in the period 1991 - 2011, citing the Incluir Program, the authors consider that:

the fact that educational policy has undergone an insertion of concepts and actions related to the idea of inclusion has not made the educational space more democratic. Public notice management has presented political definitions for the sector, inducing adherence to the model assumed in the federal government project. The proposed relationship between the executing school unit and the management body for specialized services in each education system represents a decentralized form of administration. This model moves from executive policy implementation tasks to local levels while maintaining centralized management control processes. The proposed relationship between the executing school unit and the sector responsible for coordinating the specialized assistance in each teaching system, in these terms, refers to a model in which those who are in the "center" regulate, through guidelines and evaluations, the actions of those who are in the "tip", executing policies (p. 114, our translation).

The movement to organize actions for the inclusion of people with disabilities requires a process of political debate in different sectors so that actions are implemented according to the needs of the target audience of special education.

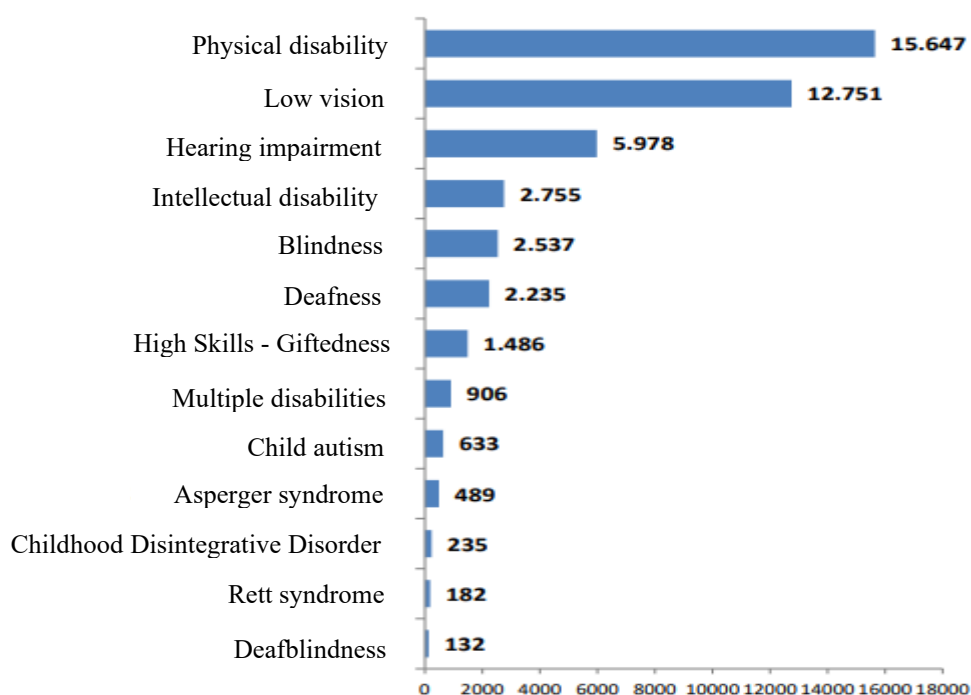
Finally, in 2008, the Ministry of Education instituted the National Policy on Special Education in the Inclusive Perspective. The document specifies the target audience of this policy and establishes the Specialized Educational Service for the success of school inclusion, through the support of specialized teachers and a multifunctional resource room or in Specialized Educational Service Centers.

This inclusion policy has significantly reflected the entry of people with disabilities into higher education, so Decree no. 7,611/11 (BRASIL, 2011) provides for Specialized Educational Assistance and the structuring of accessibility centers in federal institutions of Higher Education, aiming to eliminate attitudinal, physical and communicational barriers, which restrict the participation and academic and social development of students with disabilities.

The publication of laws and decrees guarantees the right of all persons with disabilities to occupy spaces previously not considered possible. Thus Ferreira and Duarte (2010, p. 19) consider that "the laws, certainly, represent an achievement for the fundamental human right of these people to be recognized as different while biological and social beings, but not unequal as citizens" (our translation).

In the Higher Education Census, published by the National Institute of National Studies and Research Anísio Teixeira (INEP), in 2018 it was 43,633, this number means 0.52% in relation to the total enrollment in undergraduate courses, as follows:

Figure 1 – Graph of Number of enrollments in undergraduate courses of PAEE students, by type of disability - Brazil 2018



Source: INEP (2018)

These numbers indicate the need for public and institutional policies such as the Accessibility Centers in higher education institutions, for the access of people with disabilities, however the challenges remain, due to the need of formation of the entire academic team to support this specific public, especially those who need a specific plan to stay.

In addition to the Accessibility Centers, some Public Universities in Brazil adopted the quota system to democratize entry into higher education in the early 2000s. education and low-income youth.

Through quota discussions, public universities in Brazil have been increasing and reserving a percentage of their places for people with disabilities, normally 5% of the places are reserved for students targeting Special Education.

There was also an increase in transfers by the Federal Government, through the Program to Support Federal University Restructuring and Expansion Plans - REUNI, created by Decree no. 6,096/07 (BRASIL, 2007), with the objective of increasing the number vacancies at public universities.

Thus, the programs: INCLUIR, REUNI, SISU, PROUNI and FIES are considered affirmative policies for access to higher education and continue with Federal Government regulations for adherence by Higher Education Institutions. The mobilization of universities with actions for the entry of people with disabilities has repercussions in the daily life of the HEIs, in their responsibility for teacher formation and human resources for welcoming and meeting this demand.

To this end, this article presents the organization being made by the HEIs for access and permanence in the inclusion of people with disabilities in higher education. This time frame is based on revealing the reflection of the policy implemented in 2005, by the INCLUIR Program, in Higher Education and the publication of the National Policy on Special Education from the perspective of Inclusive Education in 2008. The objective is to map and analyze the production of theses and dissertations to understand how Higher Education Institutions are organizing themselves to support the entry and permanence of people with disabilities.

Sebastián-Heredero (2019) considers that an inclusive educational institution is never fully built, being a process that needs the collaboration of all and only with actions planned in the long term, it can be completed. Thus, this work is justified by the need to understand how the processes were implemented in Higher Education Institutions and how the organization of actions, carried out by it, has reflected on the permanence of students with disabilities and the success of inclusion.

Methodology

In order to carry out the analysis on the accumulated knowledge about the study's theme, the Brazilian Digital Library of Theses and Dissertations (BDTD - IBICT) and the Bank of Theses and Dissertations of the Coordination for the Improvement of Higher Level (Capes).

In procedural terms, qualitative and bibliographic research with documentary analysis on the topic, seeks to map and discuss the main trends in the area. According to Ferreira (2002, p. 257) the state of the art of bibliographic character, tries to answer which

aspects and dimensions have been highlighted and privileged at different times and places, in what ways and under what conditions certain master's dissertations, doctoral theses, publications in journals and communications in conference and seminar proceedings have been produced (our translation).

The following descriptors were used: “*acesso e ensino superior*”, “*pessoa com deficiência e ensino superior*”, “*núcleo de acessibilidade e ensino superior*”, “*público-alvo da educação especial e ensino superior*”³. In the interval between 2005, when the INCLUIR program was created, and the year 2020, 278 works were found - dissertations and theses - between Capes and BDTD. Using the exclusion criteria of staying out of the focus of access and permanence of students with disabilities in Higher Education, this derived from the analysis of the abstracts, 41 theses and dissertations that met the study criteria were selected.

Table 1 shows the results of the bibliographic review of the 8 theses (T) and 33 dissertations (D) selected according to the year of their publication, where we can observe an increase in publications from 2015.

Table 1 - Theses and dissertations produced between 2005 and 2019 on the thematic inclusion of people with disabilities in Higher Education, Capes and BDTD

Work Type	Year													total
	2005	2007	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Thesis			1		2	1			1	1		2		8
Dissertations	1	1	1	1	2	1	2	2	5	9	3	2	3	33

Source: Devised by the authors

As can be seen, of the 41 papers that were finally analyzed, thirty-three are from master's and eight for doctorates, with almost half of them in 2015 and 2016 and three in 2019.

As a bibliometric curiosity, we observed a greater concentration of works in Public Universities compared to private ones, even though most selected works were in Federal

³ Translated descriptors: “access and higher education”, “people with disabilities and higher education”, “nucleus of accessibility and higher education”, “target audience of special education and higher education”

Universities, in a total of thirty-four, eleven were in State Universities and four in Private Universities.

For data analysis, the papers were read and grouped according to the following three categories: access policies in higher education; support for the permanence and promotion of accessibility; perception of students with disabilities in higher education; derived in turn from the content analysis of abstracts, although from the analysis of the text, other subcategories were obtained, which appear detailed in the results. Table 2 summarizes the theses and dissertations by category.

Table 2 - List of categories listed from the analysis of theses and dissertations

Categories	Type	Authors and year of publication
Access policies in higher education	T (3)	Castro (2011); Góes (2015); Fiorin (2018).
	D (13)	Pereira (2007); Duarte (2009); Souza (2010); Rocha (2011); Santos (2012); Sousa (2013); Galdino (2015); Silva (2016); Alves (2016); Aguiar (2016); Pereira (2017); Luz (2018); Chaiben (2019).
Support for the permanence and promotion of accessibility	T (2)	Comarú (2012); Breitenbacha (2018).
	D (11)	Alencar (2013); Ciantelli (2015); Dillenburg (2015); Ribeiro (2016); Santiago (2016); Santana (2016); Silva (2017); Ricardo (2017); Vieira (2018); Seeger (2019); Madruga (2019).
Perception of students with disabilities in higher education	T (3)	Rosseto (2009); Guerreiro (2011); Borgamnn (2016).
	D (9)	Fortes (2005); Nascimento (2011); Tavares (2014); Sousa (2014); Carvalho (2015); Torres (2015); Cruz (2016); Cruz (2016); Passos (2016).

Source: Devised by the authors

After analyzing the content of the works and based on these categories, we present the qualitative reflections woven from all the productions, grouped in the pre-established categories of analysis, which will illuminate us about the organization of access and permanence of students with disabilities in Higher Education.

Access Policies in Higher Education

For the discussion on policies for access to higher education, the theses of Castro (2011), Goes (2015) and Fiorin (2018) will be presented, followed by the thirteen dissertations.

With the objective of identifying the actions and initiatives of Brazilian public universities regarding the entry and permanence of people with disabilities, in order to verify the barriers and facilitators encountered by students in the everyday of higher education, Castro (2011), carried out a research of field at 13 Brazilian public universities in eight states in Brazil, plus the Federal District. The author identified actions such as Specialized Educational Assistance, the structure and organization of the Inclusion Support Department and the Support Center for People with Special Needs, changes in the library, accessible guide, the increase in the number of students with disabilities in the universities, accessible guide and candidate manual.

All these actions contributed to the academic success of students with disabilities, according to Castro (2011), but are still not enough. The author identified, through interviews with students, architectural barriers, such as the absence of ramps; communication barriers, such as the lack of accessible information and a Libras interpreter; pedagogical barriers, such as inappropriate pedagogical practices or lack of adapted didactic material and attitudinal barriers, which are the most cited by students. The attitudinal barriers, mentioned by Castro (2011, p. 226) are those:

[...] attitudes of teachers in the classroom, relationships with colleagues, disrespect for reserved spaces in parking lots for people with disabilities, parking in front of ramps and obstacles on sidewalks and paths (our translation).

All the evidence found by Castro (2011) indicates the need for institutional public policies, discussed by Goes (2015) when analyzing the inclusion policies and conditions for students with disabilities at the State University of Western Paraná (UNIOESTE). Through semi-structured interviews with students with disabilities, teachers, course coordinators, Campus directors and Institutional Centers for Actions concerning People with Special Needs and managers of the University Campus, Goes (2015), also identified architectural barriers, which the author calls physical barriers, attitudinal and systemic barriers.

The HEI investigated by Goes (2015) presents an Institutional Program of Actions Relating to People with Special Needs (PEE), being recognized by the interviewees as an affirmative action for access to the university, as the newsstands of the vestibular selection process, however indicated the need from the financial transfer to the hiring of specialized

professionals to meet the existing demand in all the University Campus. The author expresses the absence of policies to remain in the HEI, such as the distribution of scholarships, as a support for students with disabilities. The systemic barriers presented by Goes (2015, p. 218) are described as the lack of assistive services, such as: “lack of a Libras interpreter, difficulties in printing in Braille, absence of programs for teacher and student formation”. The author concludes that the legislation on inclusion in the State of Paraná represents only a positive right, with serious difficulties to become effective.

Fiorin's thesis (2018) reflects the expansion of the number of places in Higher Education, after the implementation of REUNI in 2007 and the actions for the permanence and conclusion in undergraduate courses, by students with disabilities in federal universities in the State of Rio Grande do Sul. The author got to know the spaces, the sectors and interviewed employees from three different institutions in the state of Rio Grande do Sul and despite the differences between the institutions there was a homogeneity regarding the permanence actions developed and the difficulties faced.

Fiorin (2018) located in the investigated HEIs the sectors focused on learning, academic development and psychology (SAP); the accessibility and inclusion sectors (SAI), this author highlighted the actions of guidance to teachers and coordinators regarding the necessary adaptations for each student with disabilities; sectors focused on affirmative actions (SAF); sectors focused on student assistance (SAE), with a focus on the aid/programs offered (transportation, housing, food, daycare, among others). The author found that institutional changes are still insufficient in view of the growing demand presented by these policies, the quotas and the unified selection system and ENEM, the need for actions to welcome students with disabilities, the need to reduce barriers (pedagogical, architectural, communicational) that hinder the accessibility of these subjects and actions that contribute “to the equality of opportunities, essential in the production of knowledge and in the access to institutional spaces” (GOES, 2018, p. 186, our translation).

Among the dissertations, part focused on the quota policy: Pereira (2007) and Rocha (2011) discuss this subject as a process for real inclusion from their access.

Pereira's dissertation (2007) addresses the inclusion, in Higher Education, from a study related to students with disabilities who entered through the quota system, at the State University of Rio Grande do Sul, from 2002 to 2005. The author states that the implementation of the quota system for students with disabilities at the University contributes to inclusion, democratizing access, in line with Constitutional principles, in guaranteeing the rights of people with disabilities.

The results of the research carried out by Pereira (2007), showed the occurrence of difficulties in the teaching-learning process and the need for specific actions to support students with disabilities.

Rocha (2011), also discusses the implementation of the quota policy for the entry of students with disabilities into higher education, through bibliographic and documentary research, considering the insufficiency of this system due to the difficulties arising from basic education.

Admission is legitimized through quotas, according to Rocha (2011), however she identified the difficulty, but the investigation did not discuss the need for support for permanence.

Two others focus the research on ways of access for people with disabilities in higher education: Sousa (2013) and Santos (2012) and the importance that this process represents for this purpose based on the policies developed.

Sousa (2013), through a case study, analyzes the inclusion of students with disabilities at the Federal University of Espírito Santo. The study carried out with the participation of University managers and official documents point out that the tests for admission of people with disabilities to the university are carried out with the use of resources according to the candidate's need, however, after admission, there is a lack of accessible infrastructure, monitoring academic life and materials for students, as well as directing teachers' work. The author emphasizes the need for an institutionalized policy for this University.

Santos (2012) investigated eighteen notices of the selection process for admission to undergraduate courses in Higher Education Institutions in the city of Natal - RN, with the aim of understanding to what extent these institutions are following the recommendations contained in Brazilian legislation, specifically the Circular Notice no. 277/96 - MC/GM, with regard to the conditions offered to students with disabilities for the entrance exam. The author found that only two notices presented clear information to candidates about the services and resources offered by the HEI to those who request special assistance for the tests.

Santos (2012) points out the need to comply with the legislation in force, ensuring that candidates with disabilities have the right to compete in the entrance exam selection process, on an equal basis, in all stages, from registration to final exam correction.

Most of the studies analyzed focus on the importance of breaking down barriers through the establishment of several internal actions in HEIs that allow students to remain in higher education: Duarte (2009); Souza (2010); Silva (2016); Luz (2018); Aguiar (2016) or Chaiben (2019).

The guarantee of access in higher education was addressed by Duarte (2009), with the research entitled: “*A inclusão de pessoas com deficiência nas Instituições de Ensino Superior e nos cursos de Educação Física de Juiz de Fora pede passagem. E agora?*” (The inclusion of people with disabilities in Higher Education Institutions and in Physical Education courses in Juiz de Fora demands a place. And now?) Through semi-structured interviews applied to the coordinators of private and public HEI courses, the author found that students with disabilities are accessing the courses but notes the need to break architectural and attitudinal barriers for the success of this schooling process.

The INCLUIR Program was the subject of research carried out by Souza (2010). The author analyzed the five notices published by MEC between 2005 and 2009 and the projects of some Higher Education Institutions contemplated by the Program. With the objective of encouraging the construction and strengthening of the Accessibility Centers in HEIs, the Incluir Program proposed to improve the access of people with disabilities to all spaces, environments, actions and processes developed in the institutions. The author identified that of the 236 Public HEIs in Brazil, only 57 had approved projects, representing only 24.15% of the total.

Souza (2010) found that as of the 2008 call, the focus of the INCLUIR Program turns to access and permanence in Higher Education and the creation and strengthening of accessibility centers. Another movement highlighted by the author, from the notices published during the years 2005 to 2009 of the INCLUIR Program, is the initial concern in meeting the public policies of affirmative action to meet the special education policy in Higher Education. The author, when analyzing the actions implemented by the Institutions through the INCLUIR Program, which had their projects approved and implemented the Accessibility Centers, shows that they are insufficient to guarantee quality in access and, above all, the permanence of subjects with disabilities in Higher Education.

Silva (2016) analyzed the laws that guarantee access for people with disabilities in higher education and verified the inclusion practices in two private higher education institutions in Curitiba / PR. The survey results indicated the need for teacher formation to meet the needs of students with disabilities and the review of institutional practices for improving the academic formation process.

The right of access and permanence of people with disabilities to higher education was analyzed by Luz (2018), through the analysis of the implementation processes of the accessibility policy of the Federal University of Goiás and its relationship with the guarantee of the right of the person with disabilities to education, verifying the actions of the Accessibility Centers of the Catalão, Goiás, Goiânia and Jataí regions. The author noted the promotion of the

right of access for people with disabilities as an essential condition for achieving dignity and citizenship.

The dissertation presented by Aguiar (2016) deals with the Inclusive Education policy in Higher Education in the Southern Region of Santa Catarina. With an empirical-documentary study, the author analyzed the PPP and the Institutional Political project of three higher education institutions. Despite the similarities and differences between the documents analyzed, Aguiar (2016) reinforces that the struggle for inclusive institutions requires concrete transformations in the context of interpersonal and social relationships. The lack of funds and professional qualification was one of the aspects mentioned by the author.

The research work developed by Chaiben (2019) presents aspects of public policies for the entry of people with disabilities in higher education courses at the Federal Technological University of Paraná - UTFPR. Through documentary analysis and interviews with professionals who work with newcomers with disabilities at the University, the author mentions the Support Center for People with Disabilities (NAPNE) and considers the need for affirmative policies for the permanence of this public, pointing out the challenges for teachers, servers, service providers, the creation of structure, especially in the pedagogical part and in accessibility.

The works of Galdino (2015); Alves (2016) and Pereira (2017) present research that offers data on the increase in enrollment of students with disabilities from the introduction of access policies at Universities.

Galdino (2015) and Alves (2016) researched public policies for access to higher education for people with disabilities, analyzing data from the basic and higher education census of the National Institute of Studies and Research Anísio Teixeira (INEP). Galdino (2015) saw a 571% increase in the number of students with disabilities at the Federal University of Paraíba and Alves (2016), considered that the Federal Government's Incluir Program contributed to the efforts of the Federal University of Pernambuco to guarantee access and the permanence of students with disabilities.

Pereira (2017) analyzes the policies for inclusion and permanence in higher education between public and private. The author cites the Reuni program - Program to Support Federal University Restructuring and Expansion Plans, which financed the construction of new Public University campuses, in the interior of the States, and was heavily criticized due to “non-planning of infrastructure and demand generating a disorderly growth, which often made it difficult fulfill the vacancies in some municipalities” (PEREIRA, 2017, p. 50, our translation).

The research showed that with the guarantee of a greater injection of capital from the State, almost all Federal Universities joined REUNI and expanded the offer of places for students to access higher education, however, with the decrease of public funds for universities, the difficulties in guaranteeing the standards of excellence in the courses offered, has been a challenge for university deans and professors (PEREIRA, 2017).

Democratization and access at federal universities were systematized through SISU/ENEM, established by Normative Ordinance No. 2/2010. Pereira (2017) cites this public policy as the biggest “computerized management system of the MEC for the access of candidates to the vacancies available in the various undergraduate courses of public institutions of Higher Education” (p. 51, our translation). After the creation of the SISU, policies such as Law No. 12,711/2012 (Quota Law), mentioned above and Law No. 13,409/2016, there is, in effect, the guarantee of reserving places for people with disabilities in the courses of federal educational institutions. The author presents the INCLUIR Program as a public policy of access and guarantee of rights for people with disabilities. In addition to these, the author mentions the Student Financing Program - FIES and the University for All Program - PROUNI.

Support for the permanence and promotion of accessibility

The perspective of including students with disabilities in higher education institutions requires a support network for permanence and success in academic formation. Thus, it will be presented the study of two theses and eleven dissertations that reflect the reality of higher education institutions, which are adapting to the care of students with disabilities.

Facilitating access to the content covered in courses in the field of biomedicine, by students with visual impairments, was the theme of the research conducted by Comarú (2012). In the thesis, concrete actions and new teaching methodologies for visually impaired undergraduate students in the biomedical field in the state of Espírito Santo were developed and shared. Microscopy boards using relief and textures for the teaching of histology at graduation were developed as pedagogical resources, validated both for use by visually impaired students and for seeing students. The author concludes that the proposal to use models can work as a methodological solution for accessing the content of morphological disciplines and that institutional support centers play a fundamental role in this inclusion process.

Breitenbacha (2018) investigated the learning of students with intellectual disabilities in higher education, through interviews with professionals working in the Accessibility Center, pedagogical support professionals, teachers and course coordinators. Data collection was

performed at four Brazilian federal universities: two in the South, one in the North and one in the Northeast. To understand the learning possibilities of these students, the author emphasizes attendance, easy treatment, punctuality, interest, dedication, participation in the classroom, the search for the teacher in extra-class moments and the performance of extra activities are attitudes considered positive, in addition to the community as a possibility of compensating for the disability.

The study developed by Breitenbacha (2018) also highlights the need for teachers to use different strategies for mediation and assessment of learning, as well as for students with intellectual disabilities to receive extra-class monitoring. The author identifies as an obstacle the weakness of the strategies developed for the permanence and learning of these subjects.

The dissertations by Santiago (2016), Ricardo (2017), Vieira (2018) and Seeger (2019) investigated the use of assistive technology resources as an accessibility practice in higher education.

Santiago (2016) proposes the use of an Accessibility Guide in the production of teaching materials for people with visual impairments in higher education, to assist teachers and technicians in adapting the teaching material as a guarantee of quality education and necessary support for students with Visual impairment.

In order to present accessibility proposals, based on assistive technology and universal design, Ricardo (2017) investigated the profile of the accessibility centers of Federal Universities, participants in the INCLUIR program and the use of Assistive Technology. The author discussed Universal Design as a new model that aims to “create a curriculum and environments that, by design, minimize traditional learning barriers as much as possible” (RICARDO, 2017, p. 194, our translation).

With the aim of rethinking teaching methodologies for teaching Geography to seeing students and, above all, visually impaired, Vieira's dissertation (2018) describes the creation of an information and communication technology that helps students through recorded audio description of maps of the state of Mato Grosso do Sul. As a possibility of building methodological alternatives to work with researchers, teachers, educators and students with or without disabilities, the author qualified the teaching-learning process in Geography through the development of an accessible product.

Seeger (2019) in his study on assistive technologies for the inclusion of people with disabilities in higher education, analyzed at the Franciscan University of Santa Maria, RS, how resources are used in the formation practices of students with disabilities. Through the analysis of the documents of the Accessibility and Inclusion Center and others, as well as online

questionnaires for students, the research revealed that the appropriation of assistive technologies finds difficulties regarding their handling by both students and teachers, due to the complexity used in assistive technologies or due to the need for technical knowledge for its use.

The work of Alencar (2013), Dillenburg (2015), Ciantelli (2015), Santana (2016), Ribeiro (2016), Silva (2017) and Madruga (2019) focused on the services available to students with disabilities in Higher Education Institutions focusing on the actions of the accessibility centers.

Alencar (2013), when analyzing the inclusion policy in higher education at the Federal University of Juiz de Fora, evaluated the actions of the Coordination of Educational, Physical and Informational Accessibility, of the University's Accessibility Center, whose proposal is to promote conditions of access and permanence of persons with disabilities in the Institution. The author identified that many physical adaptations were made, through the actions of the nucleus such as the placement of elevators, the reservation of adapted parking spaces, adapted restrooms and drinking fountains.

Alencar's research (2013) identified obstacles in the teaching practices of teachers. There was a lack of guidance on the specific needs of students with disabilities for access the content presented in class. The greatest barrier identified by the author was that of attitudinal accessibility, which the researcher cites the change in culture, a “change in precepts often already instilled in the practices and attitudes of each one” (ALENCAR, 2013, p. 129, our translation).

The inclusion of students with disabilities and the actions of the accessibility centers were the focus of the research carried out by Dillenburg (2015), when analyzing, through a semi-structured interview with the coordinators of classroom and distance courses, the reflection of the entrance of students with deficiency in the courses, regarding the challenges for accessibility, actions, uncertainties and discoveries. The right and legitimacy of these students to access the courses was a consensus among the interviewees and the need for adjustments in accessibility, permanence and promotion of learning, was identified by the researcher as being the necessary actions for inclusion.

Ciantelli (2015) analyzed the actions of the accessibility nucleus of Federal Universities, focusing on the work of psychologists, in favor of the participation of students with disabilities in higher education. The coordinators of the Centers benefited by the Incluir Program participated in the research in 2013. The author, through studies in the field of Social Psychology, outlined the profile of actions for the removal of attitudinal barriers carried out by the Centers, the same subject addressed by Ribeiro (2016). Ciantelli (2015) identified

sensibilization and/or awareness programs, lectures and campaigns that allow critical reflection on the importance of accessibility in Brazilian Higher Education. Thus, the author found the participation of the psychologist in the accessibility centers, showing herself as essential to work with overcoming the attitudinal barrier.

The strategies and actions of the Accessibility and Affirmative Actions Division, of the Federal University of Mato Grosso do Sul, were the focus of the research carried out by Santana (2016). Through documentary analysis, the author considers that the availability of resources for public institutions, contributed to the implementation of accessibility centers and allowed access and permanence for students with disabilities at the University. According to Santana (2016) the Federal University of Mato Grosso do Sul has a Laboratory for teaching, research and extension projects to meet the unique needs of students with disabilities.

Silva (2017) investigated the challenges of the permanence of students with disabilities in the State Universities of Paraná. Through a bibliographic survey and documentary analysis, especially in the Accessibility Center and in the events that took place in these Universities, he identified numerous difficulties and barriers faced by technicians, teachers and especially by students due to the demand for accessibility policies in these public institutions. Silva (2015) highlights the challenges, the gaps, the barriers and the distance between the needs of students targeting Special Education and the educational policies of Higher Education.

The research carried out by Madruga (2019) focuses on specialized educational assistance at public and private universities in the state of Mato Grosso do Sul, for students targeting Special Education. Through semi-structured interviews with the heads of the Universities' Accessibility Centers and documentary analysis, the author identified that the accessibility spaces were organized after the publication of the Incluir Program, a fact identified in Santana's dissertation (2016).

Madruga (2019) identifies that the students served by the accessibility centers of the researched Universities are not restricted to the target audience of Special Education. The author cites assistance for students who have needs due to “emotional issues, learning gaps, cognitive deficits, among others” (MADRUGA, 2019, p. 159, our translation), causing tension in the area, since the Special Education target audience is extended to those with learning disorders and/or mental disorders. Madruga (2019) concludes by pointing out the need to change the institutional culture of universities and the need for Specialized Educational Assistance to be part of the curriculum for the formation of teachers entering higher education institutions.

Perception of students with disabilities in higher education

In order to understand the advances and challenges with the access of students with disabilities in higher education, this category of analysis sought in the research carried out to understand the perception of those who experience inclusion. Thus, three theses and fourteen dissertations defended in different regions of Brazil were selected.

Rosseto's (2009) work sought to understand the singularities of the personal trajectory and those related to the education of people with disabilities who attended the State University of Western Paraná - UNIOESTE. From the account of her life stories, the author analyzed the schooling process, the family context, the professional insertion and the image about oneself of four people with disabilities, one being blind, one with low vision and two deaf. The author considers that the subjects' life stories reaffirm that:

The constitution of the human being and his singularities, even in conditions of disadvantage, always occurs in the relationship with himself and with the other. And, more than that, that the look that the family and the school direct to the student with disabilities, will have repercussions on the student's own view of himself, influencing his performance and meanings built before society (ROSSETO, 2009, p. 225, our translation).

With the same work methodology, Borgmann (2016) interviewed four students with disabilities, enrolled in undergraduate courses and who were assisted by the Institutional Monitoring and Accessibility Center at the Regional University of the Northwest of the State of Rio Grande do Sul - UNIJUÍ. The interpretations of the narratives made it possible to express the recognition of the difference as being one of the great challenges for the inclusion of students with disabilities in higher education, both in the affective sphere and in the legal sphere, in guaranteeing entry and permanence.

The satisfaction of students with disabilities in higher education was the subject of the research conducted by Gerreiro (2011). Through a case study at the Federal University of São Carlos, the author constructed an instrument called: Scale of Satisfaction and Attitudes of People with Disabilities - SSA, and applied the study with eighteen students with disabilities on campus. The structural and operational factors had low levels of satisfaction, however, the levels in the psycho-affective factor and in the attitudes, factor were pointed out in the satisfaction range. The author considers it necessary to apply an instrument that measures the satisfaction of students with disabilities in higher education, in order to assess institutional policies and guarantee access and permanence.

Research carried out by Fortes (2005), Cruz (2016) and Sousa (2014) focused on students with visual impairments in higher education.

Fortes (2005) conducted a survey in 2003, prior to the Federal Government's Incluir Program, on the inclusion of three visually impaired students at the Federal University of Rio Grande do Norte, in the Philosophy, Economics and Social Sciences courses. Through an interview, he identified that inclusion in higher education demands for visually impaired students to overcome barriers, such as the entrance exam, where accessibility adaptations for them were not mentioned.

In addition to overcoming factors for students with visual impairments, Fortes (2005) cites the benefits of inclusion for students without disabilities, with the coexistence and respect for the limitations and potential of those with visual impairments. The author identifies the need for formation the faculty and staff, the breaking of attitudinal and pedagogical barriers, and the human and material support, essential to the full development of these students.

Cruz (2016), through a semi-structured interview, applied individually with six visually impaired students, identified in the results an exclusionary inclusion, with regard to the absence of adapted teaching material and architectural and attitudinal barriers at the Federal University of Paraíba. The author highlights the achievement and the rights of people with disabilities to access higher education, however despite this positive perspective, the ideal of inclusion regarding access to knowledge for all is still far from ideal.

Sousa (2014) conducted the research at the Federal University of Ceará and identified the reflection of the policy implemented after 2005, through the institutionalization of the Accessibility Secretariat, UFC Incluir. The author's work methodology was the semi-structured interview with seven visually impaired students and identified in the results that these students know the Secretariat of Accessibility and consider it as essential for the completion of studies each semester. In addition to mentioning the inclusive processes for entering University courses, students with visual impairment cited as a difficulty, the relationship with teachers, who compromise the completion of studies, resulting in some cases failure in some disciplines or even locking them.

The works by Nascimento (2011) and Passos (2016) focused on the inclusion of people with disabilities in Higher Education, based on the perception of the experiences. The authors involved the target audience of special education.

The results of Nascimento's research (2011) show that the percentage of enrollment of young people with disabilities in higher education is still very small and that prejudice and lack of accessibility at the University of Recife/PE and João Pessoa/PB, constitute a great obstacle

to their access and permanence. The author identified the absence of public and institutional policies aimed at meeting the demands of this group of students and the perseverance of students with disabilities to face the various barriers imposed for full participation in academic life.

Passos (2016) also identified a series of limits and challenges to inclusion in higher education, in the field research carried out at the Federal University of Mato Grosso in Rondonópolis. Thus, the following results are pointed out: the invisibility experienced at an interpersonal and institutional level; the interference of social inequalities in access, permanence and development; the distance between Brazilian legislation and its materialization; the lack, inadequacy or insufficiency of physical and pedagogical accessibility, with the pressing need for formation and information for teachers and students, in addition to the implementation of a more structured and effective internal policy.

To assess and identify the difficulties, limits and possibilities experienced by students with disabilities in higher education, Tavares (2014) and Carvalho (2015) interviewed graduates with disabilities, formed in courses at the State University of Maringá and the University of São Paulo.

Tavares (2014) interviewed five graduates and focused on the school path and accessibility in higher education. The author identified as the conditions for the appropriation of school contents, the accessibility itself regarding communication, architectural and pedagogical issues, with daily pedagogical practice as the great attitudinal barrier for access to knowledge and the idea of homogenization of teaching, which generates attitudes of exclusion and absence of accessibility conditions. Tavares (2014) when asking, in the interview with the graduates, suggestions and recommendations to higher education institutions, they pointed out the following measures:

initial and continuing formation of teachers to carry out objective mediations; the organization of external mediating instruments and resources that guarantee access to the institution as a whole; more effective action by the Accessibility Programs or Centers and expansion of discussions about their possibilities for learning and development (TARAVES, 2014, p. 114, our translation).

Thus, Tavares (2014) emphasizes the need for discussions and actions based on an understanding of the historical and cultural context about exclusion.

Carvalho (2015) reports the difficulty in locating students with disabilities concluding the Accounting course at the University of São Paulo, due to the lack of data available at the Secretariat of Undergraduate and Postgraduate Studies. Thus, the author identified the target

audience of her research, through the report of the institution's professors and professionals and conducted the interview with six alumni. The results of the study demonstrate that the facilitating aspects for access to Higher Education are the classmates and the difficulty identified, pointed out by the author, is regarding the dissemination of existing services at the University to guarantee the rights of people with disabilities.

The work of Torres (2015) and Cruz (2016) had the participation of students with disabilities, teachers and other professionals involved with the processes of inclusion in higher education.

Torres (2015) aimed to investigate the practice of evaluating learning carried out with students with disabilities enrolled in undergraduate and postgraduate courses at the College of Economics, Administration, Actuaries, Accounting, Executive Secretariat and Finance at the Federal University of Ceará. The interviews were conducted with 14 people, 8 students with disabilities. The author identified that there were changes, however they are primary in relation to what would be necessary, such as teacher formation for teaching practice with students with disabilities; the lack of adaptations in resources to assess the student with disabilities in an accessible way; and the teacher's lack of knowledge of the needs of students with disabilities in terms of “appropriate assessment practices and resources that assist in the development of learning more adequately” (p. 96, our translation).

The research carried out by Cruz (2016) was attended by twenty-two participants, five teachers, five students without disabilities, five students with disabilities and five companions to understand the inclusion process at the Federal University of Sergipe. The results of the study, pointed out by students with disabilities, reveal the difficulties in accessing the University's environments due to “loose, incorrect or missing tactile clues; elevators that do not work; incorrect Braille communication in buildings, among others” as an architectural barrier (p. 127, our translation). The author highlighted the inclusion of disciplines related to teacher formation, in the Department of Education and Psychology, in the area of Inclusion of people with disabilities and the institutional policy of promoting educational accessibility, through companions to students with disabilities.

Final considerations

The papers presented discuss issues related to the construction of a more inclusive Higher Education Institution, therefore, despite the difficulties pointed out and the many localized barriers, it is possible to identify the Government's commitment, with the publication

of the Incluir Project in 2005 and the continuity of actions in the following years to make the higher education environment more inclusive.

With this mapping carried out, it was possible to identify actions in different regions of Brazil and an increase in the interest of researchers in the topic of inclusion of people with disabilities in higher education, especially in federal universities in Brazil, since these Universities were contemplated with the incentives of the Incluir Program.

This program fostered the accessibility of young people and adults with disabilities in educational institutions, democratizing access and seeking to break the barriers, identified in all works. Thus, it is possible to affirm that they exist in all Institutions, despite the presence of the Accessibility Centers and the challenges related to investment in material and human resources to guarantee equal opportunity for all.

The Special Education PN from the perspective of Inclusive Education influenced institutional measures and policies, such as Specialized Educational Assistance to identify the needs of the Special Education target audience and the availability of pedagogical resources and strategies. The research reveals the fragility of the formation of university professors to plan inclusive practices.

The category of analysis of the perception of students with disabilities revealed the need to listen to this public, for the implementation of institutional policies and the role of protagonist that they can have, as subjects capable of building a more inclusive environment.

The need for teacher formation and professionals working in higher education institutions was evident in the studies analyzed, especially in the report of young people and adults who, in a daily basis, are excluded from access to knowledge due to the absence of more inclusive pedagogical practices.

The period under investigation revealed the progress in the implementation of public policies after 2005 and the reflection of the trajectory of students in higher education who face architectural, attitudinal and communicational barriers daily.

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