

**Institutional Development Plans:
a dialogue with the educational inclusion of People with Disabilities**

*Planos de Desenvolvimento Institucional:
um diálogo com a inclusão educacional de pessoas com deficiência*

*Planes de Desarrollo Institucional:
un diálogo con la inclusión educacional de personas con discapacidad*

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Abstract: This work aimed to analyze the Institutional Development Plans of ten Brazilian Public Universities, which have a General Index of Courses ranging from 5, to verify the process of educational inclusion of students with disabilities. The Institutional Development Plan is one of the most important documents of Higher Education Institutions. This document presents the school and its policies, constituting a management tool. From a descriptive documental analysis, it was found that we still have public institutions that do not even include students with disabilities in their selection processes and that although efforts are made to promote accessibility, there is still a long way to go for the Brazilian Public University is prepared to educate everyone and recognizes that inclusion is a right and not an act of assistance.

Keywords: Educational Management. Higher Education. Inclusion.

Resumo: Esta pesquisa objetivou analisar os PDIs de 10 Instituições de Ensino Públicas Brasileiras, com IGC na faixa 5, a fim de verificar o processo de inclusão educacional de alunos com deficiência. O PDI é um dos mais importantes documentos das Instituições de Ensino Superior. Esse documento apresenta a IES e suas políticas, constituindo-se em uma ferramenta de gestão. A partir de uma análise de cunho descritivo documental constatou-se que ainda temos IES públicas que sequer contemplam os alunos com deficiência em seus processos de seleção e que embora esforços sejam realizados no sentido de promover acessibilidade, ainda tem-se um longo caminho para que a universidade pública brasileira esteja preparada para educar a todos e que reconheça que a inclusão é um direito e não um ato assistencial.

Palavras-chave: Ensino Superior. Gestão Educacional. Inclusão. PCD.

Resumen: Este artículo tiene como objetivo presentar el análisis de los Planes de Desarrollo Institucional de 10 Instituciones de Educación Pública en Brasil, con el Índice General de Cursos en el rango 5, con el fin de mostrar el proceso de inclusión educativa de

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estudiantes con discapacidad. El Plan de Desarrollo Institucional es uno de los documentos más importantes de las Instituciones de Educación Superior, ya que contiene un panorama de la institución y sus políticas, constituyendo un instrumento de apoyo a la planificación y gestión. A partir de un análisis descriptivo de documentos, se constató que aún tenemos instituciones públicas que ni siquiera incluyen a estudiantes con discapacidad en sus procesos de selección y que, aunque se realizan esfuerzos para promover accesibilidad, aún queda un largo camino por recorrer por la universidad pública brasileña. Que no está preparada todavía para educar a todos y que no reconoce que la inclusión como un derecho más como un acto de asistencia.

Palabras clave: Enseñanza Superior. Gestión Educativa. Inclusión.

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Introduction

Universities, in addition to their teaching role, have the responsibility to promote social inclusion. Hence, all students, irrespective of their circumstances, should be allowed to pursue their higher education aspirations, particularly when fostering a sense of coexistence and mutual understanding (CASTANHO; FREITAS, 2006). It is crucial to break away from a model that perceives disability as a personal flaw and for universities to critically examine these values at the institutional level (BORGES et al., 2017).

Inclusion, as an educational movement, is situated in the need for schools to adapt their organizational cultures and practices to promote education for all people, thus providing their insertion in society and school and reducing social exclusion (BORGES et al, 2017). It involves a process of restructuring schools to ensure that all students have access to the opportunities offered, including the curriculum, assessment, classroom practices, and also opportunities for sports, leisure, and recreation (MITTLER, 2003).

To be included is more than an acquired value, it is to possess and master tools that allow the establishment of concrete relationships with the community (CORREIA; LACERDA; SOARES, 2021; RODRIGUES, 2004). Therefore, it is essential that universities implement inclusion policies and strongly fight exclusion actions, valuing and promoting initiatives that foster respect for diversity (CASTANHO; FREITAS, 2006).

The solidification of a specific identity for universities is linked to different factors, one of them being the construction and implementation of an Institutional Development Plan (IDP) that has knowledge and citizenship as priorities. The IDP is one of the most important documents of Higher Education Institutions since it brings together the actions to be taken to ensure the quality of education and those intended to

regulate the administrative and management tasks (DAL MAGRO; RAUSCH, 2012), besides constituting the main reference in the processes of internal or external evaluation (SEGENREICH, 2005). This document provides an overview of the university and its policies. Furthermore, it is a public document and, therefore, responsible for showing the university to society. It is recommended that representatives of the various sectors (academic, management) participate in its construction, in addition to society, through municipal representatives.

To assist the educational institutions, the Brazilian Ministry of Education (MEC) made available, through Law No. 10.861, of April 14, 2004 (BRASIL, 2004b), a roadmap for the elaboration of the IDPs, and there it guides the dimensions placed to be followed in the processes of accreditation, authorization, and recognition of higher education courses. Such processes are seen as important for the universities, since they give rise to grades, which classify these institutions publicly, passing on the image of reliability to students and the community.

One of these grades is the General Index of Courses (IGC), which ranges from 1 to 5 and is built on a weighted average of the grades of the undergraduate and graduate courses of each institution. The IGC is considered by the Ministry of Education (MEC) as a quality indicator and its calculation is performed every year (BRASIL, 2021a).

Based, therefore, on these precepts, this work aims to analyze the IDPs of 10 Public Brazilian Universities, with IGC in range 5, to verify how the process of educational inclusion of students with disabilities is presented in this document. The actions presented in the IDPs were analyzed considering the current legislation and sought to verify how the process of educational inclusion of students with disabilities is addressed and to identify guidelines and actions described in the IDPs of the institutions that aim to make inclusive practice effective.

Method

Based on the descriptive documentary research method (GIL, 2008), a survey of the numbers referring to the IGCs (General Index of Courses) of Brazilian universities made available by the MEC and measured in the triennium 2017-2019 (BRASIL, 2021a) began. Once the list was available, only the institutions in band 5 (maximum score) were selected and they were classified in increasing order of IGC. The first 10 belonging to the Public Universities group were selected to be part of this study.

The next step was to survey the IDPs on the institutions' websites. Table 1 shows the electronic pages from which the documents were taken.

Table 1 - Web pages where the IDPs of the institutions selected for the study are available.

University Name and (Acronym in Portuguese)	Document validity period	Web Page (URL)
Military Engineering Institute (IME)	2017-2021	http://www.ime.eb.mil.br/legislacao.html
State University of Campinas (UNICAMP)	2021-2025	https://www.geplanes.cgu.unicamp.br/geplanes/static/planes/Planes_2021_2025.pdf
Aeronautical Technological Institute (ITA)	2011-2020	http://www.ita.br/pdi
Federal University of Minas Gerais (UFMG)	2018-2023	https://www.ufmg.br/pdi/2018-2023/versao-final/
Federal University of Rio Grande do Sul (UFRGS)	2016-2026	http://www.ufrgs.br/pdi/PDI_2016a2026_UFRGS.pdf
Federal University of São Paulo (UNIFESP)	2021-2025	https://www.unifesp.br/reitoria/proplan/pdi
Federal University of Santa Catarina (UFSC)	2020-2024	https://pdi.ufsc.br/o-pdi-2020-2024/
The Federal University of Southern Bahia (UFSB)	2020-2024	https://ufsb.edu.br/propa/images/CPOR_DIRPLAN/PDI_2020-2024_aprovado_Consumi.pdf
São Paulo State University Júlio de Mesquita Filho (UNESP)	2019-2028	https://ape.unesp.br/pdi2019-2028/documentos.php
Federal University of Rio de Janeiro (UFRJ)	2020-2024	https://pdi.ufrj.br/textos-do-pdi/

Source: The authors

The analysis of the IDPs followed the criteria proposed by the MEC in its instruments used in processes of accreditation and course evaluation (INEP, 2021). They are as follows: Access to Higher Education; Reception and permanence; Physical, methodological, and instrumental disability accessibility; Intermediation and monitoring; Professional qualification for teachers and employees.

Findings and Discussion

After analyzing the 2019 IGCs spreadsheet (BRASIL, 2021a), the institutions presented below were selected, followed by their respective IGCs.

1. Military Engineering Institute (IME): 4,459
2. State University of Campinas (UNICAMP): 4,425
3. Aeronautical Technological Institute (ITA): 4,357
4. Federal University of Minas Gerais (UFMG): 4,303

5. Federal University of Rio Grande do Sul (UFRGS): 4,301
6. Federal University of São Paulo (UNIFESP): 4,165
7. Federal University of Santa Catarina (UFSC): 4,141
8. The Federal University of Southern Bahia (UFSB): 4,123
9. São Paulo State University Júlio de Mesquita Filho (UNESP): 4,100
10. Federal University of Rio de Janeiro (UFRJ): 4,081

Access to Higher Education

The Military Engineering Institute (IME) offers its undergraduate programs both to candidates who wish to pursue a military career and to those who do not. However, even though there is the possibility for civilian students (nomenclature used by the institution) to enter the institution, there is no differentiation in the selection process as to criteria such as being a maximum of twenty-two years of age and having a minimum height of 1.60 m (one meter and sixty centimeters) for male candidates or, if female, a minimum height of 1.55 m (one meter and fifty-five centimeters) (DOI, 2021).

In addition, all candidates (civilian or military) are submitted to a physical inspection, physical fitness test, and psychological evaluation, which are eliminatory steps (DOI, 2021).

This is also the case for the selection process of the Aeronautical Technological Institute (ITA), which makes it clear in Ordinance No. 1201/GC3, dated August 13, 2018 (BRASIL, 2018), that candidates must have health and physical fitness conditions for enrollment in the institution. All candidates (civilian or military) are submitted to an eliminatory physical examination, in addition to the tests that address the contents of high school.

The document also emphasizes that civilian applicants holding a Certificate of Exemption from Military Service due to physical disability are not admitted.

According to Article 26, §1: of the Universal Declaration of Human Rights, admission to higher education must be based on merit, capacity, effort, perseverance, and determination shown by those who seek access to education and may be developed from the perspective of continued education throughout life, at any age, with due regard for skills acquired previously. Therefore, for access to higher education, it will not be possible to admit any discrimination based on race, sex, language, religion, or economic, cultural, and social considerations, nor based on disability (ONU, 1948).

Thus, the World Declaration on Higher Education in the 21st Century: Vision and Action clarify the importance of attention to equal access to higher education, and that access

should remain open to anyone who has satisfactorily completed secondary school or its equivalent, without any discrimination (UNESCO, 1998).

One should also remember the Law of Directives and Bases of National Education (LDB/96) in its Article 3, §1 and §4, which states that education will be provided with equal conditions for access and permanence in school; respect for freedom and appreciation for tolerance (BRASIL, 1996) and Article 27 of Law 13.146/2015 (BRASIL, 2015a) which states that all people with disabilities should be assured the right to education, at all levels of learning, including higher education.

It can be seen, therefore, that the two federal institutions (IME and ITA) disrespect fundamental principles of human rights and Brazilian legislation itself by limiting the entry of students with diverse profiles, even if they have no intention of pursuing a military career.

In its IDP, the Federal University of São Paulo (UNIFESP) states that among the reserved places, there has been a percentage for people with disabilities since 2018.

The Federal University of Rio Grande do Sul (UFRGS) and the State University of Campinas (UNICAMP) address in their respective IDPs the expansion of access and diversity of the University community and the policies of inclusion, permanence, and academic support. However, students with disabilities are not considered in the vestibular quotas of the two universities.

As for the Federal University of Minas Gerais (UFMG), it indicates that starting in 2018, several vacancies reserved for people with disabilities who have attended high school in public schools were included in the reserve of 50% of undergraduate courses, and this reserve is proportional to the population of people with disabilities in the state. The institution's main form of undergraduate admission is the Unified Selection System (SISU).

In the post-graduation programs, UFMG indicates in its PDI that candidates with disabilities are admitted through a supplementary selection process, that is, a specific one for this group, with the offer of, at least, one supplementary vacancy in each of the Academic Master's, Professional Master's and Doctorate courses.

The Federal University of Southern Bahia (UFSB) points out in its PDI that with the change in the Quotas Law - Decree No. 9.034/17, it foresees a progressive increase of students with disabilities in the IES and that throughout the year 2019, the University had only 20 students, regularly enrolled, who demanded differentiated educational actions. The admission of these students to UFSB occurs through the SISU and they are included in the 75% of vacancies reserved for quota students.

The Federal University of Santa Catarina (UFSC) offers supplementary vacancies for Afro-Brazilians (2 vacancies per course), Indigenous (22 vacancies, respecting the limit of 3 vacancies per course), and quilombolas (*maroons*) (9 vacancies, respecting the limit of 1 vacancy per course), and specific entrance exams for Education of the Field and Brazilian Sign Language (LIBRAS). The institution indicates as one of its goals, until 2024, to develop pedagogical, academic, and welcoming actions aimed at affirmative actions, as well as the appreciation of diversity and people with disabilities, with an increase in the number of openings offered to the various publics.

At the Federal University of Rio de Janeiro (UFRJ), in each graduation course, 50% of the vacancies are occupied in the Affirmative Action modality and 50% in the Wide Competition modality. The institution has also made official the quota policy for graduate studies, which includes 20% of the vacancies for black, brown, and indigenous people, people with disabilities, and transgender people.

Like UFRJ, the São Paulo State University (UNESP) allocates 50% of the vacancies in its undergraduate courses to affirmative action, with such vacancies being offered to students from public schools and to black, brown, and indigenous people. However, people with disabilities are not mentioned.

For a long time, for people with disabilities, getting into higher education was something unreachable, considering the selection criteria that historically were not aimed at ensuring an equitable process. Moreover, the university environment is still seen as a place of standards of excellence where only the "best" or "able" achieve success in their studies (ANTUNES; AMORIM, 2020).

Although it can be noticed that most universities studied do provide the guarantee of vacancies to applicants with disabilities, this characteristic alone does not guarantee access, since access is the set of possibilities that enables the student with disabilities to attend and relate to the academic community (RODRIGUES, 2004). Therefore, only compliance with Law 13.409/2016 (BRASIL, 2016), which guarantees quotas for people with disabilities in federal higher education, is not enough to ensure access to higher education. Moreover, it is clearly perceived that not all universities comply with the legislation.

Cabral and Melo (2017) point out in their study that although there have been advances in the legal regulations that ensure the right of people with disabilities to enter higher education, there is still a clear gap between what is stated in the legal discourse and the actual conditions for a full academic and social participation of this public in the university environment.

Reception and permanence

The Brazilian National Education Plan (PNE) in its goal number 12 aims to expand the policies of inclusion and student assistance directed to students from public and private institutions in higher education, in order to reduce inequalities and increase the rates of access and permanence in higher education for students from public schools, afro-descendants and indigenous students and students with disabilities, global developmental disorders and high abilities or overdose, to support their academic success (BRASIL, 2015b).

However, it should be noted that two of the institutions studied (IME and ITA) do not receive students with disabilities, so the benefits mentioned by the two universities in their IDPs such as food, housing, medical, dental, hospital and psychological assistance do not apply to them.

As for student assistance, UFRJ states that besides financial aid, there are programs aimed at all the students at the University, with the goal of qualitative permanence. For UFRJ, the great challenge is inclusion followed by the reduction of social inequalities, and one of its goals is to promote actions to improve the academic performance of students with disabilities.

UFRGS, UFSC, and UNICAMP do not detail their student assistance programs in their IDP but say they are committed to guaranteeing indispensable student assistance to their students. However, they do not mention a specific program aimed at students with disabilities.

UFSB seeks to structure actions to welcome and follow up with students with disabilities, identifying in a preventive way possible obstacles to the teaching-learning process. The actions taken include prevention campaigns and health guidance, adapted sports practices, training courses, nutritional guidance, and referral to the public health network for urgent and emergency care.

UNIFESP grants the following subsidies to its students: housing, food, transportation, and daycare assistance. The school also cites the promotion of events by the academic community involving the theme of permanence in the public university and the attention to the student's health with a focus on disease prevention and through the welcoming, guidance, and referral to specialized services.

Since 2014, UFMG has run the Incentive Program for Inclusion and Promotion of Accessibility (PIPA), which offers scholarships to UFMG undergraduate students participating in projects aimed at promoting inclusion and accessibility. Besides scholarships, UFMG describes in its IDP a set of actions that aim at the permanence and welcoming of students. These actions include food, housing, pedagogical support; transportation, digital

inclusion, attention to the several dimensions of health, emergency aid, acquisition of academic material, cultural enrichment and expansion of academic education, leisure, sports, and access, participation, and learning for students with disabilities.

When evaluating the IDPs, only UFMG describes a specific program aimed at the permanence and welcoming of people with disabilities and UNESP mentions the financial aid for students with disabilities or reduced mobility and/or serious diseases that present socioeconomic vulnerability.

Even presenting a support program for students with disabilities, Valladão, Dhom, and Silva (2019) point out that UFMG still has a long way to go. There is talk about welcoming, but the student remains alone and must move from one building to another, within a campus that has the size of a small city, and still find colleagues, teachers, and staff unprepared to help him (VALLADÃO; DHOM; SILVA, 2019; CHAHINI, 2016). Quota-eligible students with disabilities are contacted by the NAI (Núcleo de Acessibilidade e Inclusão - Accessibility and Inclusion Center), but students of wide competition must seek the NAI on their own since the sector does not actively search, since the team is still reduced (VALLADÃO; DHOM; SILVA, 2019). These barriers seem small to those who produce them, but they are real for those who are subjected to them and end up leading to feelings of fear and not belonging, which trigger dropout.

As described by Bobbio (2004) the "good intentions" contained in legal documents usually do not materialize in the real world. Thus, the documents surrounding the right to education do not fundamentally reveal the progress of society, since words can be empty because they do not translate into actions.

In other words, one can consider that when faced with the discomfort of "abnormality" there is always the alternative of naturalizing the relationships, as something that is there and must be treated by experts, thus reducing it to a technical issue, even though it can include a political discussion in favor of the "abnormal" and often of inclusion. However, political will and technical competence are not enough to successfully implement inclusion. If the varied typology of "abnormality" and its genesis are not considered (VEIGA NETO, 2001).

For Alencar (2014) academic dropout points to the failure of institutions to fulfill their social role since they are also responsible for their student's path in terms of academic success or failure. For students with disabilities, staying and completing a course in higher education is a major challenge, and although statistical data show that there has been a significant increase in access, there are no records on the permanence and completion of courses by these students (ANSAY, 2015).

It can be seen, therefore, that there is much to advance concerning the real reception and permanence of students with disabilities in universities. Anache, Rovetto, and Oliveira (2014) indicate that actions aimed at raising awareness of the university community, as well as the implementation of means capable of identifying and assessing students with special educational needs, the inclusion of people with disabilities in teaching, research and extension activities and the training of the faculty and employees are important factors for the permanence of students with disabilities in universities.

Physical, methodological, and instrumental accessibility

In terms of accessibility, both IME and ITA do not demonstrate in their IDPs such concern. ITA's IDP only mentions that the new library building will have ramps and elevators to ensure accessibility.

UFMG states that the process of inclusion of students with disabilities started in the 1990s with the project called ProAcesso, whose focus was on architectural accessibility and the production of adapted teaching material for several courses. In 2015, the university created the Accessibility and Inclusion Center (NAI), which merged all the actions.

UFRGS makes clear in its IDP the university's commitment to inclusion, but also highlights the need to strengthen accessibility, social, pedagogical, and labor inclusion actions, placing these actions as some of its future goals.

Several actions related to accessibility are mentioned in UFRJ's IDP. This issue is among the main goals of the institution for the 2020-2024 period.

Among UFSB's goals for the 2020-2024 period are the expansion of physical accessibility on the campuses, the implementation of the Accessibility and Inclusion Center, the preparation of a general regulation for the Accessibility and Inclusion Policy, and the creation of a specialized team to support students with disabilities.

The UFSC mentions in its PDI that it is concerned with ensuring equal access conditions to knowledge for students with disabilities. However, the document does not explicitly state actions and states as one of its objectives the interventions in the institution's physical space for adaptations related to spatial accessibility.

The PDIs from UNESP and UNICAMP do not mention any action taken by the universities regarding accessibility, they only indicate as their objectives the refinement of the accessibility policy for people with disabilities and the adequacy of the infrastructure to ensure total physical accessibility to users.

As the PDI of UNIFESP dates from the year 2021, it raises the relevance of the COVID-19 pandemic to rethink the accessibility and inclusion guidelines and policies, especially related to educational technologies and digital inclusion. The school points to the approval, in 2018, of the UNIFESP's Accessibility and Inclusion Policy for people with disabilities, which consolidated a support network for students with disabilities and will enable advances in this area in the coming years.

It is clear the institutions' concern with physical accessibility, whether for their students, employees, or the external public since it is a law (Law 10.098/2000, modified by Law 13.146/2015 and regulated by Decree 5296/2004 (BRASIL, 2004a)). All universities cite their advances and adaptations already made, although some admit that they still need improvement. However, regarding attitudinal, methodological, and instrumental accessibilities, little is seen. Even the documents show a tendency to define accessibility only in its physical aspects, neglecting the pedagogical goals and the permanence of the person with disabilities in the university space (FEITOSA; CARVALHO, 2018).

The law 3284, from November 7, 2003 (BRASIL, 2003), which deals with the accessibility requirements for people with disabilities, to instruct the processes of authorization and recognition of courses, and accreditation of institutions, makes it clear that the university must provide students with assistive technological resources such as, for example, screen magnification software, equipment for text magnification among others and also adopt flexibility in the correction of written tests, valuing the semantic content. However, even these basic issues are not materialized in the studied IDPs, which impairs immensely the process of inclusion and permanence of students in the institutions. It is also important to evaluate that, even though it is a document that does not have the force of law, it should serve as a guide in the processes of regulation, supervision, and evaluation in higher education, weighing the universities' grades.

Analyzing the legal provisions, it is clear the educational right of the student with a disability, in this way, the accessibility is not an act of benevolence, favor, or concession from the State, but its duty. However, it is notorious that the fulfillment of this duty does not occur neutrally, but is tangentially influenced by social, cultural, and economic interests (ANSAY, 2015).

Facci, Silva, and Souza (2018) also point out that some institutions have made investments in accessibility, but it is worth remembering how impoverished and scrapped public universities are and how little they can offer to students in general, let alone to those with disabilities. There is still much to be done so that these students can be fully included in universities and develop their potential.

Intermediation and Monitoring

Both IME and ITA have pedagogical support sectors. However, both institutions do not mention mediation or follow-up with students with disabilities since they do not receive them.

Just like the two previous ones, UNICAMP also does not describe follow-up programs for students with disabilities, even mentioning that there is a lack of data about people with disabilities for the actions to be more efficient. However, the school recognizes that it needs to improve in these aspects and is seeking resources for such.

Since 2015, the Pro-Rector of Under Graduation (PROGRAD) of UFMG provides annual monitoring reports of undergraduate students for the course's coordination. Students with disabilities and/or special educational needs are referred to Accessibility and Inclusion Center (NAI).

UFRGS says it intends to continue implementing institutional inclusion and academic support programs for students with diverse profiles in their academic activities, besides expanding the bodies that accompany students and monitor their academic performance, focusing on quality and permanence. Another action considered important by the school is the permanent survey of students with special educational needs, allowing for punctual actions.

The follow-up of students with disabilities is mentioned in UFRJ's IDP. However, there is no description of the procedures. The university describes that it gives permanent encouragement to the publication of textbooks and other instructional materials, highlighting those aimed at people with disabilities.

The installation of Multifunctional Resource Rooms with assistive technology and the acquisition of books such as the Collection of Encyclopedias of the Brazilian Sign Language, besides the expansion of the "Incluir Program" are mentioned in the PDI of UFSB. Furthermore, the institution mentions the preparation of more spaces for the intermediation and follow-up of students with disabilities.

The Accessibility Program for Higher Education (Incluir Program) was launched by the Brazilian Ministry of Education in 2005 and aims at financing actions to ensure full access for people with disabilities to federal institutions of higher education. The focus would be the creation and consolidation of accessibility centers. As of 2012, the program started to attend all the Federal Institutions of Higher Education, determining already in the budget proposal the amount destined to each institution according to the total number of enrollments (BRASIL, 2021b). However, only UFSB describes actions related to Incluir Program in its PDI.

Martins, Leite, and Lacerda (2015) point out the increase in the number of enrollments of students with disabilities in in-class and distance learning undergraduate courses, especially in public institutions after the creation of the Incluir Program. However, the authors make it clear that this number still represents a minimum of the disabled population effectively enrolled in this stage of schooling.

The UFSC seeks, through its Educational Accessibility Coordination to ensure access conditions for students with disabilities, carrying out actions aimed at promoting pedagogical accessibility. However, such actions are not described in the PDI, as well as any monitoring program.

UNIFESP, on the other hand, makes it clear that in the pedagogical projects of its courses, the specific training needs of students with disabilities, global developmental disorders, and with high abilities/super dotation are considered, and measures related to methodology, teaching materials, and assessment are foreseen to ensure conditions of equity, equality, permanence, and the teaching-learning of these students.

Again, citing the Brazilian Law of Directives and Bases of National Education, now in its Article 4, §3, the right to free specialized educational care for students with disabilities, global development disorders, and high abilities or overdose is transversal to all levels, stages, and modalities (BRASIL, 1996). However, according to Rodrigues (2004) in higher education, the responsibility for learning is placed exclusively on the student. In other words, with the justification that the adult student must have autonomy, the student is held exclusively responsible for his learning, which translates into another barrier to equity.

The denial of disability and the capacitating thought represent the disrespect to the subject in its individuality. If for a long time, the person with a disability condition suffered with the rejections created by their real or apparent physical and cognitive disabilities, there is still much to work on combating the overshadowing of their individual characteristics (MARTINS; LEITE; LACERDA, 2015).

Moreover, the process of inclusion in education should be linked to participation, i.e., it is important to learn together, to be with others, expand experiences, and, above all, perform the ability to decide and have progressive autonomy (SANTOS, 2013). The purpose of educating cannot be limited only to the transmission of content, but to the personal and professional training of students (CERUTTI, 2020).

Thus, the inclusion process should be seen not only in terms of the student with disabilities but also as part of the education of all. Universities must adapt and create methodological, pedagogical, and monitoring strategies for students with disabilities as

part of their policies (CERUTTI, 2020) because it is not enough just to allow access, the most important thing is to create conditions for students to have the necessary mediations and thus be able to appropriate scientific and cultural knowledge (FACCI; SILVA; SOUZA, 2018).

Professional Qualifications for Teachers and Employees

The IME invests in the continuing education of its teachers and employees, always seeking to reflect on teaching practices and to train them to adopt innovative projects. According to the institute, this activity aims at contributing to better professional development of teachers, technical-administrative staff, and students.

ITA promotes the continuous professional qualification of its professors and administrative staff, encouraging their participation in events and improvement courses.

In 2008, the Department of Innovation and Teaching Methodologies, called GIZ, was created at UFMG. Among the objectives of the GIZ, the university proposes the consolidation of support actions for people with disabilities. As for the staff, UFMG seeks to improve the qualified service provided by the sectors and services to people with diversity and to create and strengthen specific listening sectors for these people. This improvement is made through informative and preventive material about human rights concerning violations and prejudice, training courses, and specific campaigns.

UFRGS states that the main characteristics of its personnel management are the permanent support of training actions and that it intends to expand the actions aimed at accessibility, including the training of technical-administrative and teaching staff, with emphasis on the teaching staff, for the use of assistive pedagogical resources.

UFRJ and UNIFESP present in their IDPs the qualification policies for teaching and technical-administrative staff, making it evident that they promote development actions in the competencies required for the positions. However, with regards specifically to the improvement of personnel aimed at assisting students with disabilities, nothing is mentioned.

Qualifying employees (teaching and technical-administrative staff) is one of the goals of UFSC in its Plan for Promotion of Accessibility and Inclusion of People with Disabilities. The University justifies this policy because it believes that the number of students with disabilities will increase in the coming years.

The Annual Training Plan (PAC) at UFSC is the instrument of the policy for the improvement and qualification of teaching and technical-administrative staff. It offers training courses focused on didactic and pedagogical processes, human training, complex

multidimensional relations involving social subjects, education in disability, ethno-racial, economic inequality, indigenous, quilombola (*maroons*), sexual, and gender diversities.

UNESP does not describe in its IDP the policies for the training and improvement of its employees or faculty. Among the goals of the IDP 2019-2028, the only one related to this topic is the training of all segments of the university in the use of digital tools.

UNICAMP, on the other hand, understands that it is the University's role to promote and foster the inclusion of people with disabilities besides encouraging actions to overcome prejudice and cites the importance of constant professional training and qualification of its staff, but it does not directly relate the two issues in its IDP. In a survey carried out at UNICAMP, Alcoba (2008) identified that part of the teachers feels unable to deal with students with some kind of disability, and most of them wonder what and how to deal with these difficulties.

According to Arruda, Castro, and Barreto (2020), inclusion in the educational field is based on the student's participation in all academic spheres and on the Universities commitment to offer activities that lead to his/her full development, which includes training teachers and employees to receive, welcome and guide this student. However, the authors point out that the teachers, as well as the students with disabilities, also need support and support from the institution, as they feel insecure and unprepared to teach the student with any kind of disability or special educational need since the level of training of most of them is unsatisfactory when analyzed under the aspect of inclusive education issues.

Higher education teachers are known for their outstanding scientific knowledge related to their area of expertise, but often, the specific knowledge of teaching practice is less than desirable. This professional ends up building his practice based on his experiences as a student, on models from former teachers, and exchanges with professional colleagues (SOARES; CUNHA, 2010).

Malusá, Santos e Pontes (2010) also raise that teachers' perceptions of disability directly influence their positions in the classroom. Welfare and disability visions are common. According to the authors, the teachers, despite not despising the difficulties, still believe that they are not an impediment to the student's permanence in the universities.

Teaching content and, at the same time, awakening in the students a reflective posture is a challenge for the teacher. Therefore, creating environments for analysis of the practice, exchange, and reflection on the way one thinks, deliberates, participates, and acts in the classroom is fundamental so that the teacher can also work on his weaknesses and emotions and where the development of the person and his identity is encouraged (PERRENOUD, 2002). In the Universities studied, this space was not well defined.

As well as the teachers, the professionals of the technical staff also do not know or know very little, in general, about the limitations and learning abilities of students with disabilities (ANTUNES; AMORIM, 2020). This triggers serious questions since the human aspect is described by Pereira and Lima (2019) as the main factor for the permanence of students with disabilities in schools. The attitude, commitment, and dedication of professionals are what most strongly mark the academic trajectories and memories of people with disabilities interviewed by the authors.

Therefore, the importance of attitudinal accessibility can be seen, and there is a pressing and urgent need for the qualification of higher education professionals (teachers and employees) for the coexistence, guidance, and teaching of students with disabilities.

Conclusions

After analyzing the Institutional Development Plans of the Brazilian Public Universities best evaluated by MEC, we can see that some of them are still not concerned with the educational inclusion of their students and even exclude people with disabilities from their selection processes.

But adaptations have been reported by most of the institutions studied, in the sense of promoting accessibility, even though we still see clear attitudinal barriers, maintained by the omission or impediment to the rights of people with disabilities. In other words, there is still a long way to go for the Brazilian public university to be prepared to educate everyone.

Every day, the students with disabilities who remain in the universities face, with resilience, the challenge of overcoming socially built barriers. And the commitment to overcome the educational obstacles must still be assumed by the schools, and the paradigm change of institutions and teachers is still necessary for inclusion to finally be seen as a right and not as an act of assistance.

It is also left here the suggestion of new research, which personally assesses the conditions of students with disabilities in Brazilian higher education institutions and may point out their reality and raise possible solutions, since this study was limited to the analysis of the IDPs and that possible actions for educational inclusion can be taken but would not be recorded in this document.

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