

Experiences of students with disabilities in extracurricular activities in higher education

Experiências de estudantes com deficiência em atividades extracurriculares na educação superior

Experiencias de estudiantes con discapacidad en actividades extraescolares en la educación superior

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Abstract: This article is part of a master's degree that aimed to analyze the panorama of Brazilian academic productions on the experience of students with disabilities enrolled in Higher Education, in extracurricular activities. In this scope, a Systematic Literature Review was carried out between October and November 2022 on the Capes and BDTD platforms. Through the results obtained, it was possible to perceive the interference that extracurricular activities had in their trajectories, both in personal development and in academic development. There were also perceptible reports on capacitism, in which the ability of students was, even if not directly, questioned, whether in selection processes or even in the exercise of AE tasks.

Keywords: Special Education. Extracurricular activities. University education. Systematic review.

Resumo: O presente artigo é parte de uma pesquisa de mestrado que visou analisar o panorama das produções acadêmicas brasileiras sobre a experiência de estudantes com deficiência matriculados na Educação Superior, em atividades extracurriculares. Nesse escopo, foi realizada uma Revisão Sistemática de Literatura, entre outubro e novembro de 2022, nas plataformas Capes e BDTD. Por meio dos resultados obtidos, foi possível perceber a interferência que as atividades extracurriculares tiveram em suas trajetórias, tanto no desenvolvimento pessoal quanto no desenvolvimento acadêmico. Foram perceptíveis, ainda, os relatos sobre capacitismo, em que a capacidade dos estudantes foi, mesmo que não diretamente, questionada, fosse em processos seletivos ou até mesmo em exercício das tarefas das AE.

Palavras-chave: Educação Especial. Atividades extracurriculares. Educação superior. Revisão sistemática.

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Resumen: Este artículo forma parte de una investigación de maestría que tuvo como objetivo analizar el panorama de las producciones académicas brasileñas sobre la experiencia de estudiantes con discapacidad matriculados en la Educación Superior, en actividades extracurriculares. En este ámbito, se realizó una Revisión Sistemática de la Literatura entre octubre y noviembre de 2022 en las plataformas Capes y BDTD. A través de los resultados obtenidos se pudo percibir la interferencia que tenían las actividades extracurriculares en sus trayectorias, tanto en el desarrollo personal como en el desarrollo académico. También hubo relatos perceptibles sobre el capacitismo, en los que se cuestionó, aunque no directamente, la habilidad de los estudiantes, ya sea en procesos de selección o incluso en el ejercicio de tareas de AE.

Palabras clave: Educación especial. Actividades extracurriculares. Enseñanza superior. Revisión sistemática.

Received on: march 23, 2023

Accepted on: may 03, 2023

Introduction

The following article was designed based on data gathered for a master's degree thesis still under development, which seeks to identify the participation of students with disabilities in extracurricular activities in Brazilian Higher Education. It is common knowledge that this population has been historically characterized by segregation, discrimination, and exclusion from the schooling process.

The Article 205 of the Federal Constitution of 1988 guarantees education to all Brazilian citizens as a responsibility of the State and of the family. Education is to be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work (BRASIL, 1988). However, we know that our country is deeply marked by inequality, exclusion of minorities and, in the words of Amaral (1995), responds to a neoliberal perspective of the ideal human being: male, heterosexual, white, healthy, and rich.

Given this context, the organization of social mobilizations, specifically those linked with people with disabilities in the 1970s and 1980s, sets off a period of struggles and clashes of the population for social rights, contributing to the growth of the political movement of people with disabilities (LANNA JÚNIOR, 2010).

As a public policy, it was only in the 1990s and the beginning of the 21st century, induced by regulations imposed by international organizations, such as the Salamanca Declaration (1994), that the discourse in favor of the so-called inclusive education gained in strength, and a process of enrollment of students with disabilities began, preferably in the common spaces of the Brazilian regular basic school.

Given this context, in Brazil, the 2020 School Census indicates 49,369,568 enrollments in Basic Education, out of which 1,819,970 are students with some type of disability. When compared to previous periods, studies indicate an increase in the number of enrollments for this level of education (BRASIL, 2008; BUENO, 2011). This increase suggests only a moderate boost in enrollments in Higher Education. In the latest data provided by the Census of Higher Education (2019), there were 12,350,832 enrollments in higher education, out of which 66,750 (0.05%) were students with disabilities.

Furthermore, the last Demographic Census (2010) indicates that out of the total number of people aged 15 years or older and with at least one of the disabilities investigated 61.1% have no level of education or incomplete elementary school education; 14.2% have complete elementary school education or incomplete high school education; 17.7% have complete high school education and incomplete higher education; and 6.7% have complete higher education (CABRAL, 2021). These data demonstrates that the representation of students with disabilities in higher education is kept to a minimal, despite current inclusion policies (CABRAL, 2021). Moreover, they reveal the contradictions of the capitalist system, after all:

For decades, public policies have promoted and advocated in favour of inclusive educational practices, but, despite some improvements, the educational system still seems to struggle to accommodate disabled students. [...] As evidence shows, governmental measures have prioritised the expansion of private organisations, while the representation of disabled students in Brazilian universities remains a scenario of exclusion. (CABRAL; ORLANDO; MELETTI, 2021, p. 1).

Given this context, it is necessary to problematize and question: How does the education of students with disabilities enrolled in Brazilian Higher Education work? Specifically, how has the participation of students with disabilities in extracurricular activities been organized in Higher Education? What does the academic production reveal?

In this sense, this study aims to verify and analyze the panorama of Brazilian academic productions on the experience of students with disabilities enrolled in Higher Education in extracurricular activities.

Extracurricular activities (AE, in Portuguese) are offered by Higher Education Institutions (HEI) in several spheres. The most common are university extension projects, study/research groups, scientific initiation, initiation to teaching, monitoring, and internships. Undergraduate courses commonly demand a specific number of hours dedicated to the participation in some of these activities as a requirement for obtaining a degree. In this case, they are usually called complementary activities and are defined by each institution's course coordination, but there are no parameters to be followed.

The lack of normative documents that would establish the parameters for extracurricular/complementary activities finds its explanation on the understanding of the National Education Council (CNE, in Portuguese), linked to the Ministry of Education (MEC, in Portuguese), that HEIs are autonomous to formulate their own institutional and academic documents (BRASIL, 2001; 2003). Therefore, it is up to each institution to define its curricular guidelines, which should include the AE considered as complementary activities.

In the same way, there are no specific norms provided by the CNE for the participation of students with disabilities in such activities, precisely because each IES is responsible for their formulation. Therefore, the documents designed by the HEIs must consider all students, whether they are typical or not.

Participation in paid-extracurricular activities may be related to the permanence of students in the undergraduate course and facilitate the connection between the content taught in the classroom with practice, as indicated by Almeida Neto (2015).

Seeking a better elucidation of the theme to be addressed, the Systematic Literature Review (SLR) method was adopted for the bibliographic survey conducted. Although the SLR is originally designed by the health studies area, due to its criteria and efficiency, it has also been adopted in the area of education (RAMOS; FARIA, P.; FARIA, A., 2014).

For Kitchenham (2004, p. 1), this type of review "is a means of identifying, evaluating, and interpreting all available research relevant to a specific particular research question, or topic area, or phenomenon of interest." Even if the methodological rigor to be used in the SLR is a consensus among many authors (RAMOS; FARIA, P.; FARIA, A., 2014; BRIZOLA; FANTIN, 2016; GALVÃO; RICARTE, 2020), it should be noted that the step-by-step to be followed for the conduction of the Systematic Literature Review is still not clear.

Therefore, for the review presented here, we chose to use a model adapted from the works of Akobeng (2005) and Costa and Zoltowski (2014). The criteria listed by the authors are divided into eight steps, namely: 1) defining the review's objective and selection criteria; 2) defining data sources for comprehensive data collection; 3) defining keywords; 4) searching and storing the results, applying eligibility criteria, and justifying any exclusions; 5) gathering the widest possible data set, according to inclusion and exclusion criteria; 6) analyzing eligible results; 7) evaluating the papers; 8) synthesizing and critically interpreting the data.

The path

Aiming to meet the objective, the inclusion criteria established were: a) works in which students with disabilities reported on their own participation in some

extracurricular activity in Higher Education; b) works that indicated the positive and/or negative aspects of these activities; c) full-works available on the accessed databases; d) in the case of papers, those which had been peer-reviewed. Works that did not meet these criteria were excluded.

The searches were carried out exclusively in electronic databases. According to Costa and Zoltowski (2014, p. 58), these databases usually store "a large volume of material on specific topics and can be easily accessed."

Initially, the search was conducted using the Directory of Open Access Journals (DOAJ) and the Scientific Electronic Library Online (SciELO) databases. However, no papers were found using the keyword combinations established. The search was then conducted using the platform of the Coordination for the Improvement of Higher Education Personnel (Capes) because it supposedly covers the journals of the platforms initially selected. Moreover, the institutional login via CAFE was used, which allows access to journals with restricted paid content. The databases selected for the search were Capes and the Brazilian Digital Library of Theses and Dissertations (BDTD).

Due to the specificity of the theme, keywords were used instead of descriptors, namely: (I) *estudantes com deficiência*; (II) *atividades extracurriculares*; (III) *educação superior*; (IV) *educação especial*⁴.

After the first search, two other keywords were added due to the possibility of having productions that used other terms, namely: (V) *ensino superior* e (VI) *atividades complementares*. The keywords were then combined in order to verify the production of academic works that addressed the theme.

It must also be noted that all searches were conducted in the "advanced search" field and using the Boolean "and". There was no time filter for the publication of the papers or the language of origin of the publication. Data was collected between October and November 2022.

Step by step

The initial idea was that the primary studies would be selected based on the analysis of the abstracts. However, none of the abstracts mentioned the objectives and/or results and conclusions or reflections about the participation of students with disabilities in extracurricular activities.

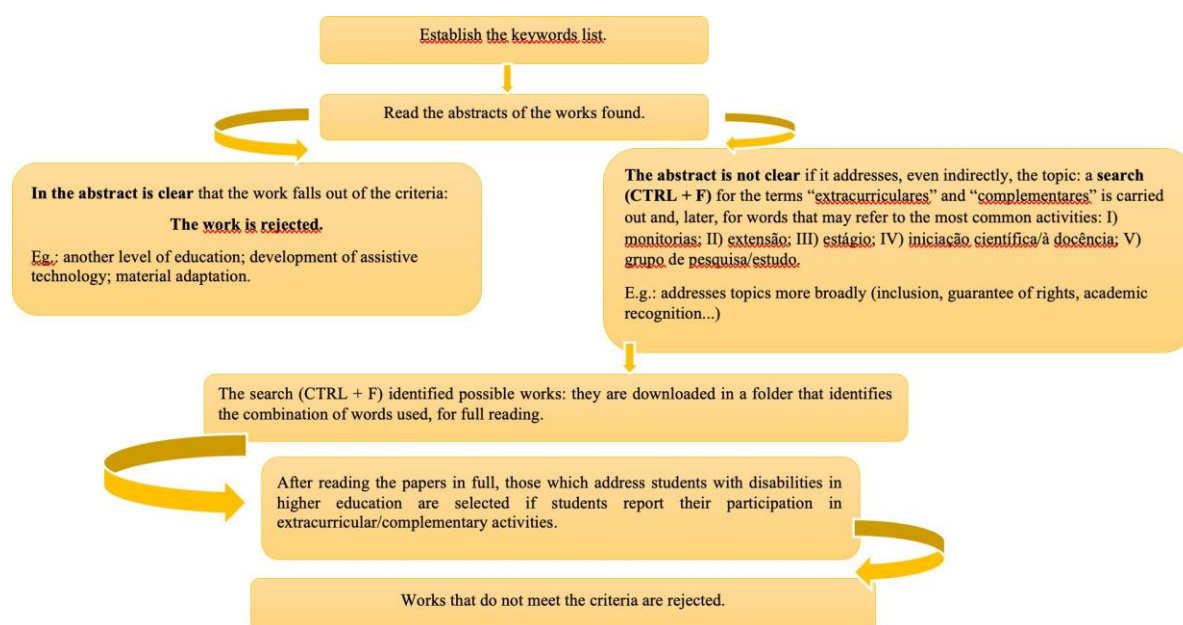
Hence, the criterion was broadened so that in cases in which no information about EA was found on the abstract, common activities carried out in Higher Education were searched

⁴ Translator's note: Keywords are not translated.

using the computer search shortcut (CTRL+F): I) *monitorias*; II) *extensão*; III) *estágio*; IV) *iniciação científica/à docência*; V) *grupo de pesquisa/estudo*. The eligibility criterion for these words was precisely because they are the most common activities offered in the educational level under investigation here.

The works that mentioned the participation of the students with disabilities in such activities were downloaded to the computer and separated in a folder that identified the combination of keywords used (which will be explained in the next section). They were to be read in full and in order to verify the inclusion and exclusion criteria. A step-by-step scheme is presented below.

Figure 1 - Step by step



Source: designed by the authors.

All searches carried out in the BDTD were exported to an Excel file, with the title and the author's name, and a color-based system was used to indicate the condition of each one – if it was rejected and why, those that were duplicated, and the ones selected. The document was filed for eventual examination. The Capes' papers, on the other hand, were exported in a PDF, containing, in addition to the title and the names of the authors, the abstracts of the papers. The same color-based system was used.

Furthermore, all searches carried out in both platforms were registered in Word files, which contain the following information: search combinations and date, Boolean used, results before and after the use of filters, duplicates found, quantity and reason for rejection of papers, and other relevant information. The entire step by step process was also conducted by a second researcher, who assisted in this process as a second evaluator.

Some of the search attempts did not show any results in either of the platforms. They are presented in Table 1. The remaining combinations will be presented later, in order to facilitate the understanding and discussion of the works found.

Table 1 – Combinations of keywords that showed no results in the platforms

“estudantes com deficiência” AND “atividades extracurriculares” AND “educação superior”
“estudantes com deficiência” AND “atividades complementares” AND “educação superior”
“estudantes com deficiência” AND “atividades complementares”
“estudantes com deficiência” AND “atividades complementares” AND “educação superior”
“estudantes com deficiência” AND “atividades extracurriculares” AND “ensino superior”
“estudantes com deficiência” AND “atividades complementares” AND “ensino superior”

Source: designed by the authors.

It is clear that the activities, whether they are called complementary or extracurricular, are still not being promoted amongst students with disabilities.

The works found

Although the search was conducted on the Capes platform, all the works selected that met the eligibility criteria were found on the BDTD database. Thus, two distinct tables will be presented: Table 2, referring to Capes, only as part of the research presentation, since none of the works met the criteria to be analyzed; and Table 3, with the results found on BDTD.

It must also be noted that none of the works found had the same focus as the present investigation, only works that indirectly approached the topic.

Table 2 – Search on the CAPES Platform

Keyword combination	Search	Peer-reviewed	Rejected for duplication	Final Selection
“estudantes com deficiência” AND “ensino superior”	127	37	7	0
“estudantes com deficiência” AND “educação superior”	73	19	6	0
“educação especial” AND “educação superior”	122	45	7	0
“educação especial” AND “ensino superior”	272	79	1	0
Total:				0

Source: designed by the authors.

Based on the survey carried out, it is possible to infer that the number of academic articles focused on the participation of students with disabilities enrolled in Higher Education in Brazil in extracurricular activities is still incipient.

Table 3 – Search on the BDTD Platform

Keyword combination	Search	Rejected for duplication	Previously rejected	Search (CTRL+F)	Selected after full reading
“educação especial” AND “educação superior”	88	11	74	3	1
“educação especial” AND “ensino superior”	204	30	172	2	0
“estudantes com deficiência” AND “ensino superior”	102	23	79	6	4
Total:					5

Source: designed by the authors

Regarding the works selected, it may be observed that they mention the student's participation in some AE, but did not provide any further information. For example, in the work of Ribeiro (2017), the deaf participant says that he is part of the Institutional Scholarship Program for Teaching Initiation (Pibid, in Portuguese), but this piece of information is not explored. Therefore, there is no access to the student's perception of his involvement in the activity.

Alves (2019) reports that a participant with cerebral palsy was prevented from participating in a selective process for a position as a monitor due to lack of professional support. This information is also not detailed. It does not mention whether this had already happened to the student or to any other students at the institution where the research took place; nor is it known whether the student sought administrative assistance.

In other cases, such as Zampar's (2015) and Arnais' (2021), participants are asked about the meaning of academic recognition and success. Two participants in each survey - one student with a physical disability and one with a hearing impairment in the first paper, and two students with low vision in the second paper - responded that, for them, the meaning of academic recognition and success is the involvement in research/scientific initiation. However, it is not known if they are involved in such activities.

Although these works leave the reader with the feeling that "something is missing", it is understood that none of the works found had as focus on extracurricular activities.

Table 4 below presents information on each selected work. They were organized by year of publication, between 2003 and 2016. It is presented in landscape to facilitate the understanding of the information.

Table 4 – Works selected based on the criteria

Author	University	Post-graduate program	Type	Year	Title	Objective	Results
Elaine Teresa Gomes de Oliveira	Universidade Estadual Paulista – Unesp	Post-graduate program in Education	Master's thesis	2003	Accessibility in the Universidade Estadual de Londrina: the disabled student perspective ⁵	Identify, describe, and analyze, from the point of view of disabled students, the accessibility conditions at UEL - Universidade Estadual de Londrina	The results indicated that accessibility was both present and absent during the academic trajectory of the student with special needs, regardless of the type of disability.
Denise Molon Castanho	Universidade Federal de Santa Maria –UFSM	Post-graduate program in Education	Master's thesis	2007	A policy to the inclusion of students with special educational necessities: study in universities and at the University Centre from Santa Maria - RS ⁶	Investigate the policies for inclusion of students with special educational needs in the Universities and University Center of Santa Maria-RS	With the analysis, it is inferred that the inclusion of students with special educational needs in Universities and University Centers is a recent discussion and the presence of these students is new in this environment.

⁵ Translator's note: the translation of the title is the responsibility of their author.

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Haila Lopes de Sousa	Universidade Federal do Espírito Santo – UFES	Post-graduate program in Education	Master's thesis	2013	To remember that you exist: a case study on inclusion policies for students with disabilities at the Federal University of Espírito Santo	Analyze the inclusion of students with disabilities at the Federal University of Espírito Santo (UFES), emphasizing the relationship between the policies proposed by the institution and the academic experiences of students with disabilities	In its data, the study observes that the access to the university, through the entrance exam, is pointed out as a positive aspect, because it provides the candidate with the necessary resources to take the exam.
Jackeline Susann Souza da Silva	Universidade Federal da Paraíba – UFPB	Post-graduate program in Education	Master's thesis	2014	Accessibility, barriers and overcoming: case study of disabled students' experiences in higher education	Identify and analyze, based on the Cultural Studies, experiences of accessibility (or not) in the entrance exam (access), during	The main findings show that: (a) accessibility is a topic that should start being dealt with long before the entrance exam; (b) the federal government and the UFPB are very slow to
						the course, until graduation (permanence and success).	implement an effective institutional policy of inclusion; (c) the different types of accessibility are interdependent and influence each other.
Marcilene Magalhães da Silva	Universidade Federal de Ouro Preto – Ufop	Post-graduate program in Education	Master's thesis	2016	The process of inclusion in higher education: the case of students with disabilities at the Federal University of Ouro Preto	Investigate the process of inclusion of students with disabilities in Higher Education, identifying, according to the perception of the students themselves, the effects of the academic training received	Attitudinal, communicational, and physical barriers and how students responded to them were identified and located. The identification of these barriers, as well as of accessibility, can contribute to the construction of an inclusive institutional culture.

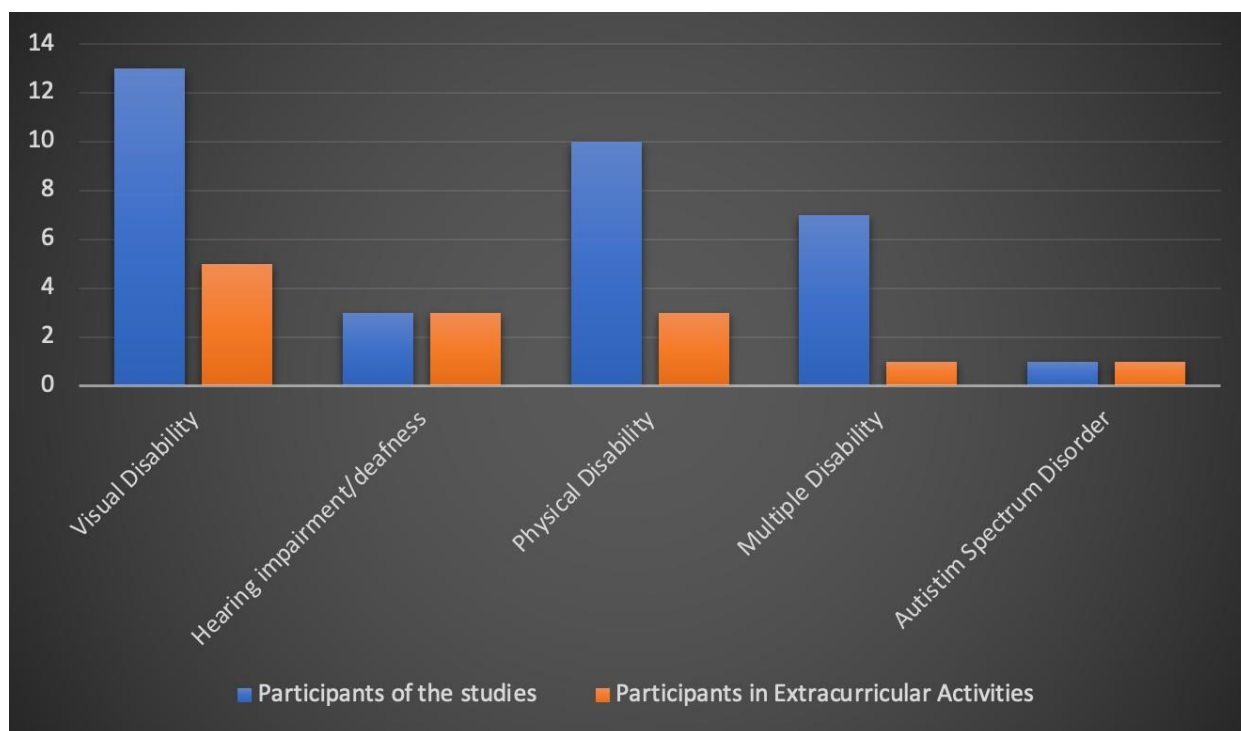
Source: prepared by the author based on eligible works.

In the selected works, it is possible to observe that three were about inclusion and two were about accessibility. None of the studies focused on extracurricular activities. However, since they address the experience of students with disabilities in AE, they meet the inclusion criteria of this study.

In addition to the students with disabilities, two of the studies also interviewed professors, those in administrative positions and/or the staff. However, as this paper focuses on students, we will present the results related to these subjects. Considering all the students who participated in the five studies, there were 34 participants, out of which only 14 said they had participated in some kind of AE.

The period attended by the students at the time of the research is not known; thus, it is possible that some of them were freshmen to the course. According to Oliveira, Santos and Dias (2016), the interest in extracurricular activities can be manifested throughout the course, since not all freshmen are acquainted with such activities. A chart is presented below with the comparison between the participants according to the disability.

Figure 2 – Participants of the studies and in extracurricular activities according to disability



Source: designed by the authors.

The next image presents the extracurricular activities mentioned by the research participants, according to the disability. It should also be noted that some of the participants mentioned participation in more than one activity.

Figure 3 – Number of students according to disabilities and extracurricular activities.

	Visual Impairment/Low Vision	Deafness/Hearing Impairment	Physical Disability	Multiple Disabilities	Autistic Spectrum Disorder	Total
Study or research group			3			3
Internship	1	2	1	1		5
Academic Centre			1			1
Extension	4	2	2			8
Monitoring	1			1	1	3
PET	1		1	1		3
Scientific Initiation	1					1
Junior Enterprise	1					1
Participation/organisation of cultural or scientific events			2			2
Total:	9	4	10	3	1	

Source: designed by the authors.

Another noteworthy aspect is the course area of the participants, most of them are students in the Humanities, with 22 students; seven were in were from the Exact Sciences, three in Biology, and two in Health.

It is also noticeable that aspects such as ethnicity and family income did not appear frequently. Only one of the works (SILVA, M., 2016) addressed the issue of ethnicity with all participants, out of whom three were white and two were brown. The issue of income did not appear in any of the studies.

It is also worth mentioning that, out of the five eligible papers, four were conducted exclusively with students from public universities. Only Castanho (2007) collected data from two private and one public university.

The experiences of the participants of the selected works

In Oliveira (2003), out of the 11 participants, only two, both with visual impairment, reported taking part in extracurricular activities. Based on one of the participant's report, it is possible to infer that the participation in the project makes him feel "equal" to the other colleagues, exactly because the meetings take place at night, for "those who work with me see as little in the dark as I do... so I can use other senses, for instance, touch is very important, even hearing" (OLIVEIRA, 2003, p. 49).

Also in Oliveira's research (2003), six of the participants believed in the importance of exchanging experiences and personal growth through additional investment in academic

education. The experience of different people is in line with the statement of one of the participants in the work of Sousa (2013):

people are used to put all disabilities in the same big bag, so until then I had contact with things related to physical disability, because I was in a wheelchair and was also a student of swimming for people with disabilities. **Then I started working in a research project, with young people and adults with intellectual disabilities, quite different from the person with physical disabilities** (SOUSA, 2013, p. 116, **emphasis added**).

Because of her involvement in the project, the student got in contact with a new reality, different from that of people with physical disabilities, with which she was used to. Moreover, it is noticeable in the student's statement the generalization made about people with disabilities, as if they were "just one thing".

The self-knowledge experienced during the extracurricular activities was also a finding in the studies. Silva, J. (2014) found out that the involvement with the group helped one of the participants to go through the process of self-acceptance and identification "of her acquired condition as a woman with disability [and could] start the processes of getting to know, discussing, and producing knowledge about her social and educational rights" (SILVA, J., 2014, p. 181). Even her confidence improved, she started to empower herself.

Thus, it may be inferred that the participation in the group had a direct effect on her as a critical citizen and person with disabilities.

The participation in extracurricular activities may be an opportunity to think about the course chosen as a career, as indicated by one of the participants in the study by Castanho (2007), who was about to start an extracurricular internship: "the expectation is great, so without any anxiety, with patience [...] we will overcome any difficulties... That I know I will have because, well, I will have to prepare a class, and Braille material we know is complicated" (CASTANHO, 2007, p. 76).

The extracurricular internships are meant for learning purposes. In undergraduate courses, for example, students can experience teaching with the help of a teacher-supervisor, for lesson planning, doubts, conflicts and, who knows, even rethink about the chosen course, as appears in the work of M. Silva (2016). One student reports that the expectation with the internship was to have more interested in teaching, however, "it was not what happened. I'm still in a moment of considering if I really want to work in this area" (SILVA, M., 2016, p. 146).

In the same research, a second participant reports that it was precisely the experience in internships and mentoring that strengthened the will to pursue a career: "I like to think about various possibilities. I can do a master's degree, but for now, my

idea is to specialize in Education and teach" (SILVA, M., 2016, p. 185). In the same sense, a participant in J. Silva's research (2014) reports: "it is the project in the Lab that makes me active in the course and makes me think about what area I will specialize in later studies" (SILVA, J., 2014, p. 180-181).

As a result, it is evident how the involvement in extracurricular activities can provide a broader vision of the course chosen, as well as offer a perspective in relation to the professional future.

The transition to university life is often accompanied by other changes. In the research developed by M. Silva (2016), one of the participants reports that the period when he entered university was also when he started living in a shared house with other university students:

Because my understanding of life changed with two experiences, the shared house and the "empresa junior". Because I had to make decisions for myself. In the "empresa junior" I had a team to lead, to meet the market deadlines, so it was my responsibility there, my skills. The university can provide the greatest support in the world, but the person will not learn to get by themselves if they do not have a challenging experience (SILVA, M., 2016, p. 156).

It was through the experience in the "empresa junior" (junior enterprise) that the participant found the job he was working in at the time of the interview, as a coach. Thus, even though he did not follow the career of his degree, the "empresa junior" program contributed to his education.

There are also reports that the participation of students was hindered, as if people with disabilities needed to "prove" themselves as capable beings. An example is found in Castanho (2007), in which a participant describes an experience in an extracurricular internship:

it was difficult [...] the school did not take advantage of our potential (mine and my colleague's), did not open the doors to the contributions we could give. **I don't know if there was some kind of concern related to visual impairment, people have doubts until you show your potential.** People do not show it, but we know well how it works (CASTANHO, 2007, p. 75, our emphasis).

In another case, one of the participants in J. Silva (2014), even after meeting the requirements in a public notice to assist in the organization of a scientific event, was not convened. She was told that there was a "quota" on students with disabilities and that the position had already been filled. However, the student did not accept the excuse she was given and asked for the intervention of a professor, who reversed the decision. It is also mentioned that the team was surprised with the performance of the student with disabilities, who ended up having other opportunities to participate.

J. Silva (2014) also reports of another participant who had participated in several selection processes to join research groups, both with and without scholarships, and was never selected. For him, this is subjectively associated with "the fear and challenges of working with the student with disabilities" (SILVA, J., 2014, p. 179), in addition to causing problems to the students to finish the course, since such activities are mandatory in courses.

The three situations mentioned above are examples of how students were affected by attitudinal barriers, that is, "attitudes or behaviors that prevent or hinder the social participation of people with disabilities on equal terms and opportunities with others" (BRASIL 2015). Such barriers are the result of ableism,

a category that defines the way people with disabilities are treated as incapable (unable to produce, to work, to learn, to love, to care, to feel desire, to have sexual intercourse), bringing the demands of the movements of people with disabilities closer to other social discriminations such as racism, sexism, and homophobia (MELLO, 2014, p. 94-95).

The attitudinal barriers, therefore, usually arise from common sense and prejudice and create obstacles to the full participation of people with disabilities in society.

Although this is not the focus of the present study, it is worth pointing out, in Oliveira (2003), that seven students, out of the 11 participants, reported having financial restrictions to participate in extracurricular activities due to the need to have a caregiver. The other four participants in the research mentioned the lack of time to balance studies, work, and other activities.

It is essential to think of this lack of time and financial resources as something intrinsic to the society we live in: the capitalist society, in which leisure becomes a privilege (DUARTE, 2001). Not only leisure, but the simple fact of being able to choose what one wants to do ends up becoming a situation of privilege.

Another element that needs to be highlighted is found in the research of M. Silva (2016). One of the interviewees reports that, in his opinion, the course places great emphasis on research, but falls short on practical aspects of teaching.

It is important to think about this aspect based on the idea of Saviani (1999) when the author describes the non-critical pedagogies and, among them, the Technician Pedagogy, which aimed to reorder the educational process so that it would be objective and mechanical, so that the individual would not have "time" to think. In fact, what is expected is to have schools that transform "individuals from submissive, passive, conformed subjects into critical, active, transforming agents (the citizens)" (SAVIANI, 2010, p. 16).

Finally, we highlight a point addressed both in the work of Castanho (2007) and Sousa

(2013), which is the issue of the quality of education associated with the involvement in extracurricular activities. In Castanho's (2007) work, the author calls these activities "extra-class". She points out:

These experiences are indispensable to academic life, as **the involvement with these activities contributes to a productive and more comprehensive learning experience**. If students with special educational needs were given the opportunity to participate in extension activities, the interaction with academics in schools would certainly contribute to the acceptance of difference and the transformation of the mindset of students and teachers in the public and private schools (CASTANHO, 2007, p. 77, our emphasis).

For Sousa, the issues of permanence in Higher Education are intrinsically related to the quality of learning, and she questions: "what about the contact with research and extension, if the student can barely get to the classroom?" (SOUSA, 2013, p. 115).

Thus, for the authors, the fact that students do not integrate the EA is directly related to the gap in the quality of the education they are receiving. In addition to the access to the classroom, these students should be included in selective processes of the different activities and not have their ability questioned due to their disability.

Finally, it was possible to identify in the statements of the participants of the analyzed papers references to professional plans thought due to the involvement in extracurricular activities, the process of self-knowledge and of others, as well as the need to be proving oneself as a capable being, showing the importance that extracurricular activities had in their academic/professional lives.

Final considerations

The work presented here is part of the development of a master's degree thesis. The main objective was to verify and analyze the panorama of the Brazilian academic production on the experience of students with disabilities, enrolled in Higher Education, in extracurricular activities. To this end, a Systematic Literature Review was carried out between October and November 2022, on the Capes and BDTD platforms.

The data found, according to the selection criteria, revealed the lack of academic production focused on the participation of students with disabilities in extracurricular activities in Brazilian Higher Education.

The reports of the experiences of students demonstrated the influence that extracurricular activities had in their trajectories, both in terms of personal (OLIVEIRA, 2003; SOUSA, 2013; SILVA, J., 2014) and academic development (CASTANHO, 2007; SILVA, J., 2014; SILVA, M., 2016).

There were also reports about ableism, in which the students' abilities were - even if not directly - questioned in selection processes (SILVA, J., 2014) or while performing the tasks as part of the AE (CASTANHO, 2007).

This work did not intend to cover all the scientific production available on the topic, but to highlight a gap that still exists in research on the area of inclusion in Brazilian Higher Education. Hence, the relevance of future works in the area is highlighted.

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