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**GRADUATION COURSES IN SPECIAL EDUCATION  
AND EMERGING CONTEXTS**

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CURSOS DE LICENCIATURA EM EDUCAÇÃO ESPECIAL E CONTEXTOS EMERGENTES

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**ABSTRACT:** The text addresses Higher Education policies and emerging contexts in undergraduate courses in Special Education. It aims to understand the interrelationship of Higher Education policies with the emerging contexts in the Undergraduate-Full Special Education courses of the Federal University of Santa Maria. It portrays the context of a qualitative research, of the case study type, that counted on the construction of data with the online mixed questionnaire and the documentary analysis. The results point to the configuration and understanding of the emerging contexts in Higher Education and to the recognition of challenges and new ways of being, to be and to organize the institutions of higher education in which it is concluded that the emerging contexts influence the organizational dynamics of the institutions and their courses, as well as in the development of teaching work.

**KEYWORDS:** Emerging contexts. College education. Special education. Public policy.

**RESUMO:** O texto aborda políticas de Educação Superior e contextos emergentes nos cursos de licenciatura em Educação Especial. Objetiva compreender a inter-relação de políticas de Educação Superior com os contextos emergentes nos cursos de Educação Especial Licenciatura-plena da Universidade Federal de Santa Maria. Retrata o contexto de uma pesquisa de abordagem qualitativa, do tipo estudo de caso, que contou na construção de dados com o questionário misto on-line e a análise documental. Os resultados apontam para a configuração e a compreensão dos contextos emergentes na Educação Superior e para o reconhecimento de desafios e novos modos de ser, estar e se organizar as instituições de ensino superior em que conclui-se que os contextos emergentes influenciam nas dinâmicas organizacionais das instituições e respectivos cursos, bem como no desenvolvimento do trabalho docente.

**PALAVRAS-CHAVE:** Contextos emergentes. Educação superior. Educação especial. Políticas públicas.

**RESUMEN:** El texto aborda políticas de Educación Superior y contextos emergentes en los cursos de licenciatura en Educación Especial. Objetivo comprender la interrelación de políticas de Educación Superior con los contextos emergentes en los cursos de Educación Especial Licenciatura-plena de la Universidad Federal de Santa María. En el estudio de casos, se contó en la construcción de datos con el cuestionario mixto on-line y el análisis documental. Los resultados apuntan a la configuración y la comprensión de los contextos emergentes en la Educación Superior y para el reconocimiento de desafíos y nuevos modos de ser, estar y organizarse las instituciones de enseñanza superior en que se concluye que los contextos emergentes influyen en las dinámicas organizacionales de las instituciones y sus respectivos cursos, así como en el desarrollo del trabajo docente.

**PALABRAS CLAVE:** Contextos emergentes. Educación universitaria. Educación especial. Políticas públicas.

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## INTRODUCTION

This text is derived from related studies in the Research Group "Public Policies and Educational Management" together with the project "Impacts of Teacher Training Policies in Emerging Contexts", with emphasis on teacher training in the undergraduate courses of the Federal University of Santa Maria (UFSM).

Emerging contexts refer to configurations under construction in higher education, observed in contemporary societies, which coexist in tensions with pre-existing conceptions, thus reflecting historical trends, movements and [re] configuration of management processes (MOROSINI, 2016). In this way, it is considered important to analyze these movements, since their consequences reverberate in management processes, [re] formulation of policies that mark and make viable Higher Education, triggering among other aspects in the formation of special educators.

In Brazil, policies of expansion and inclusion exist that triggered the emergence of government programs and, in this perspective, it was tried to approach the policies that underpin and Higher Education and the processes of teacher training from the following problematic: How policies undergraduate courses in Special Education at the Federal University of Santa Maria articulate with emerging contexts? Therefore, it was prioritized by the objective of this study to understand the interrelation of Higher Education policies with the emergent contexts in the Undergraduate-Full Special Education courses of the Federal University of Santa Maria.

In the sequence, it is sought to address the policies of higher education that configure in emerging contexts in undergraduate courses and which are related to the undergraduate courses in Special Education of UFSM. In addition, a mapping of how the policies of expansion, diversification, inclusion and internationalization in the respective degree courses are being configured.

## METHODOLOGICAL AND CONJUNCTIONAL RESEARCH MOVEMENTS

The theoretical-methodological assumptions of this study are anchored in a qualitative case study. Triviños (1987, p. 128-30), presents some contributions of Bogdan, which indicate the following characteristics for the qualitative research:

- 1) Qualitative research has the natural environment as a direct source of data and the researcher as a key instrument;
- 2) Qualitative research is descriptive;
- 3) Qualitative researchers are concerned with the process and not simply with the results and the product;
- 4) Qualitative researchers tend to analyze their data inductively;
- 5) Meaning is the essential concern in the qualitative approach [...].

It is therefore a qualitative approach for this research to be explored and to allow inherent and subjective questions in the context and in the researched subjects, providing an investigative approach that makes it possible to understand, interpret and study the particularities and individual experiences of the collaborating subjects.

So, the case study, in a multisite perspective, is focused on three undergraduate courses in Special Education, from the Education Center of the Federal University of Santa Maria, which have different management and curricular matrix. The multichannels study makes it possible to raise relevant and reliable evidence compared to single case studies and is also used to contribute to the knowledge of individual, organizational, social, political and group phenomena, as well as other phenomena related to these phenomena. (YIN, 2001).

The research was also based on documentary analysis (Table 1), since it facilitated the search in legal frameworks related to macro and micro-education public policies and government programs that have relation with the respective course. The documentary analysis also helped to obtain information regarding the data and indicators of the National Institute of Studies and Educational Research Anísio Teixeira (INEP) related to the UFSM and the undergraduate courses. Lima (2004, p 112) states that documentary analysis is "... an indispensable methodological resource when we wish to explore themes that recover historical dimensions of reality", therefore, it is an indispensable contribution to the analysis of inter- related to the research object.

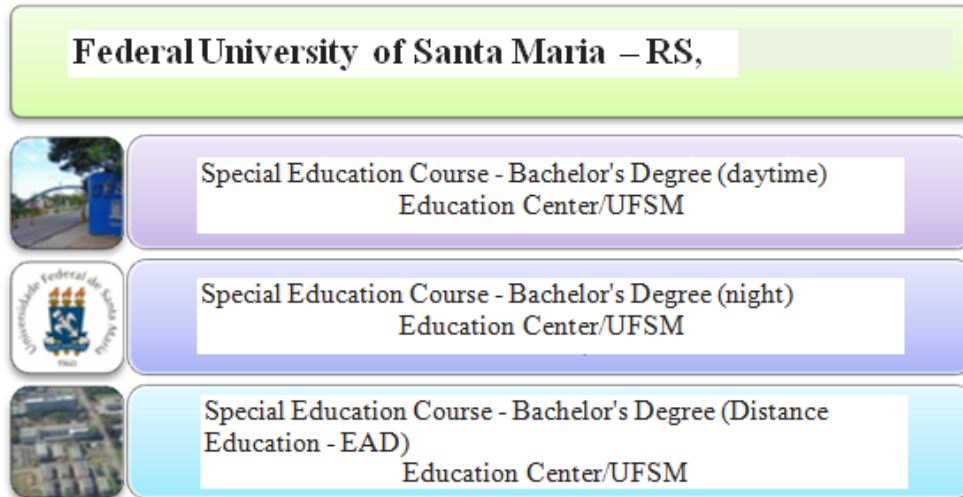
**Table 1.** Documents used in the study

Document	Year
Constitution of the Federative Republic of Brazil	1988
World Conference on Education for All	1990
Declaration of Dakar	2000
National Guidelines for Special Education in Basic Education	2001
CNE / CEB Resolution No. 02/2001	2001
National Policy on Special Education in the Perspective of Inclusive Education	2008
Decree nº 7.611	2011
Decree nº 7.612	2011
National Education Plan Law nº 13.005	2014
Declaration of Incheon	2015
Resolution CNE / CP nº02 / 2015	2015

Source: Prepared by the authors.

For the analysis of the data we opted for the content analysis, based on Bardin (2009), in which a pre-analysis was initially performed through readings and choosing the basic documents of the Higher Education policies. Therefore, the material exploration, the data collection process and the treatment of the results were carried out, using the interpretation and analysis of the contributions of the collaborators with the questionnaires.

Considering that this research intends to understand the interrelation of higher education policies with the emerging contexts, the researched locus deals with undergraduate courses in Special Education.



**Figure 1.** Context of the search  
Source: Prepared by the authors.

For the purposes of characterization and analysis of the speeches of the research collaborators, the following aliases chosen by them are used: "Learning" Coordinator, Coordinator "Inclusion" and Coordinator "Management". It is worth mentioning that "Learning" has acted as a course coordinator between two and four years, and "Inclusion" already has four to six years in the management of the course, and "Management" has been working in coordination for more than eight years.

### **THE POLICIES OF HIGHER EDUCATION: A LOOK AT UFSM SPECIAL EDUCATION COURSES IN CONNECTION WITH EMERGING CONTEXTS**

The current conjuncture of the public educational policies in Brazil intend to reflect on the processes of initial and continuous formation with respect to its conception, implementation and the direction that reflects in the teaching practices of Higher Education and Basic Education. Currently, the movements that have emerged have configured some emerging contexts such as inclusion, accessibility, Information and Communication Technologies (ICTs), universities expansion and expansion of night and distance courses (EAD), government policies and programs, academic mobility, networks between universities and are especially related to the specificities of expansion, diversification, inclusion and internationalization, among others.

The 1990 World Conference on Education for All, held in Jomtien, Thailand, by the United Nations Educational, Scientific and Cultural Organization (UNESCO), began to determine the countries' commitment to education, based on the prejudices and stereotypes of any kind in education.

Another important historical milestone is the World Conference on Special Educational Needs: Access and Quality, held in Spain in 1994, which resulted in the Salamanca Declaration and Action Line on Special Educational Needs. He provided specific perspectives for actions in the area of Special Education (UNESCO, 1994).

After 10 years in Jomtien, Thailand, the United Nations Educational, Scientific and Cultural Organization promoted the Dakar World Education Forum (UNESCO, 2000) in which one of its objectives was to promote Education for All policies, of national actions, increasing investments in basic education, among others. The World Education Forum (UNESCO, 2015) was also highlighted, which resulted in the Incheon Declaration, based in Jomtien and Dakar, which presents actions for education by 2030 and aims to achieve the goals mentioned in the sustainable development agenda in one of its 17 objectives, education and "... ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all" (UNESCO, 2015, p.1).

In order to comply with the precepts and commitments of the World Conferences and Forums and other orientations of related international organizations, Brazil has created enforcement instruments for educational action and legal frameworks to regulate and support the construction of inclusive educational systems in the different public spheres: municipal, state and federal levels. Among the main landmarks that have emerged in Brazil are the current Federal Constitution (BRAZIL, 1988), the National Education Guidelines and Bases Law - Law No. 9.394 (BRAZIL, 1996), the National Education Directives (BRAZIL, 2001), the National Education Plan - Law nº. 13.005 (BRAZIL, 2014), Decree Nº. 7.611 (BRAZIL, 2011b), which provides for Special Education and Specialized Educational Assistance and Decree No. 7.612 (BRAZIL, 2011a), which established the National Plan for the Rights of Persons with Disabilities.

This situation has brought to the Institutions of Higher Education (HEI) and its professionals regulations and movements that reflect strongly in the management organization and the university context, such as; inclusion process, accessibility, reservation of vacancies / quotas, access and permanence, continuous training, use of digital and assistive technologies, among other proposals to guarantee the construction of knowledge. In this perspective, teacher education for Special Education needs to take into account Resolution CNE / CEB No. 02/2001 (BRASIL, 2001), which determines the need for training of trained and specialized human resources in Special Education. Also, consider the current regulations of Resolution

CNE / CP No. 02/2015 (BRAZIL, 2015) regarding the Curriculum Guidelines for Teacher Training.

The Federal University of Santa Maria, thinking about the training of specialized teachers, defined by the training in undergraduate courses, considering Art. 18, paragraph 2 of Resolution CNE / CEB 02/2001:

[...] special education teachers are those who have developed competencies to identify educational needs, to define, implement, lead and support the implementation of flexibilization strategies, curricular adaptation, pedagogical didactic procedures and alternative practices adequate for care as well as working as a team, assisting the common classroom teacher in the practices that are necessary to promote the inclusion of students with special educational needs (BRASIL, 2001, p.4).

It should be noted that, currently under the terms of Resolution CNE / CP N° 02/2015 (BRAZIL, 2015), undergraduate courses in Brazil are in the process of curricular [re] structuring, which is the case of Special Education courses also.

Regardless of the national regulations for teacher training, a set of competences are provided for in the training of Special Education professionals and it is considered that it is extremely important that the professionals graduated from the undergraduate courses reflect on initial training, training continued among other aspects, because the appropriation of theoretical-practical contributions studied in disciplines during the course will be very important to base the practices developed by the teacher.

The training dynamics of these professionals is explained in Art. 3 of Resolution CNE / CP N° 02/2015, which deals with initial training and continuing education as preparation and development of professionals for teaching functions in basic education in its stages: elementary education, high school - and modalities - youth and adult education, special education, among others.

Art. 3 [...] § 4º The professionals of the basic education magisterium comprise those who carry out teaching activities and other pedagogical activities, including the educational management of the education systems and of the basic education school units, in the various stages and modalities education, primary education, secondary education, youth and adult education, special education, vocational and technical secondary education, indigenous school education, rural education, quilombola school education and distance education), and minimum required by the federal legislation of the Directives and Bases of National Education (BRAZIL, 2015, p.4).

The National Policy on Special Education, in the perspective of inclusive education, guarantees and ensures the offer of:

[...] continuity of schooling at the highest levels of education; teacher education for inclusive education; family and community participation; physical accessibility in

communications and sector articulation in the implementation of public policies (BRASIL, 2008, s / p).

That is, this movement for inclusion is a political, cultural, social and pedagogical action that triggers in defense of the right to education, without restrictions, aims at equality and difference with inseparable values and is based on the conception of human rights. Thus, it is understood that the existence of the Special Education course, by itself, is configured as an emerging context, since it is born from the course of Pedagogy aiming to specify the area of Special Education in the scenario of Higher Education in Brazil, because very few Higher Education Institutions offer special education graduates (Federal University of Santa Maria and Federal University of São Carlos).

It is a course that converges to the achievement of the proposals foreseen in the precepts of the World Declarations of Education regarding the inclusion and formation of persons with special needs and also as to the achievement of government programs focused on accessibility, teacher training for the Assistance Educational Specialization, among other aspects. This training prioritizes a professional capable of identifying the possibilities and needs of the students, who can act in the education networks in which the demands of work are not only of a single deficiency, needing to establish a dialogue between the knowledge that is proper with the situations of the everyday life.

The Federal University of Santa Maria has been training human resources that have been working in the area of Special Education since 1962 and currently have three teacher training courses (full degree) subdivided into two face-to-face (day and night) and one at a distance (EAD).

The day course of Special Education - Graduation is forming its 39<sup>o</sup> class and the night course is in the 9<sup>o</sup> class. The EAD course in 2005 was the accreditation and authorization for this educational modality to start its offer along with the Distance Specialization Course in Special Education.

The special education course - Bachelor's degree (daytime) was created at UFSM in the year 1984 and made possible the training of the licensee from qualifications focused on specific areas, however from 2004, when the inclusion policies and the compulsory of special education, no longer has a vision of care / clinical bias and turns to school education. The night course was developed to meet other demands for regulation of the state and the National Policy on Special Education in the perspective of Inclusive Education that aimed at the multifunctional teacher, with a role in the Specialized Educational Assistance Service (BRASIL, 2008). Both courses aim to train Special Education teachers in undergraduate degree, full undergraduate level, to act in early childhood education and in the initial years of elementary education, as well as in the different modalities of Special Education. However,

its curricular matrix as to the supply of disciplines and respective hourly loads differ, as well as coordinations that are also organized separately.

The Special Education course (daytime) has a mandatory workload to be paid in the curricular matrix for a total of 2.745 hours, with completion of eight semesters. The Special Education (night) course has 3.220 compulsory hours in its curricular matrix, which results in nine semesters. The Special Education course (EAD modality) totals 3.030 hours in the curricular matrix, with completion expected in eight semesters. In addition to the workload, the courses have a curricular matrix with different disciplines. The day course focuses on "learning difficulties, deafness and cognitive deficits". The evening course features disciplines offered for emphasis on "mental deficiency, high skills / giftedness, deaf blindness, global developmental disorders and visual impairment." The EAD course is focused on "mental deficiency and deafness".

Between the years of 2015 and 2016, according to the UFSM "University in numbers" data, there are 134 graduates. Data for 2017 is not yet available due to the school year not being finalized.

**Table 2.** Students graduated by modality and year

Students graduated by modality	Year 2015	Year 2016
Special Education (daytime)	22 students	18 students
Special Education (night)	24 students	18 students
Special Education Distance Education - EAD	35 students	
Special Education (National Plan for Teacher Training (PARFOR))	17 students	

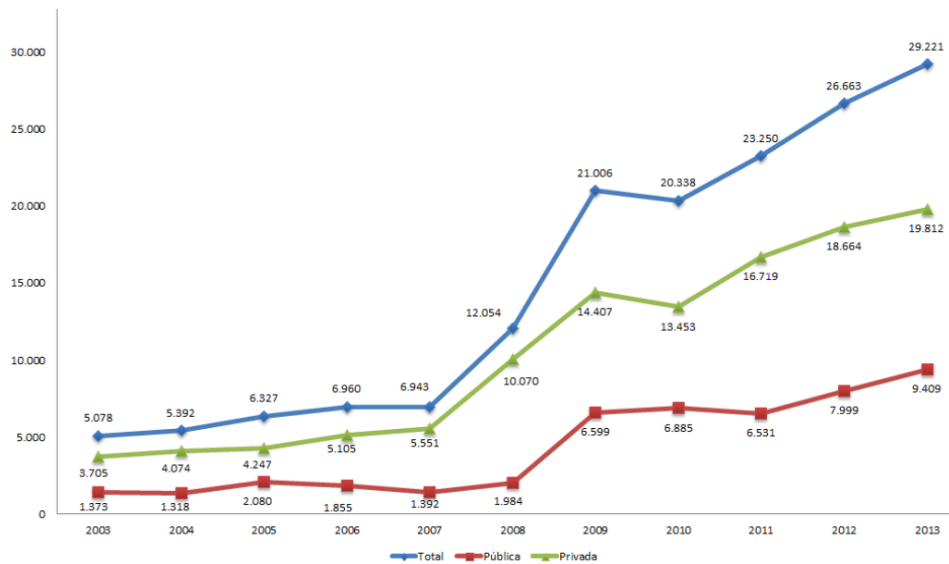
Source: Elaborated by the authors from the document "UFSM in numbers" (Federal University of Santa Maria., 2017).

The undergraduate courses in Special Education - night and distance education emerged from projects implemented at the Education Center of the Federal University of Santa Maria. The night course is considered a proposal of university expansion foreseen by the Project of Restructuring and Expansion of the Federal Universities (REUNI).

The Federal University of Santa Maria, even before it was adapted to the vacancy reserve system, had a serial selection process that determined 40% of the total of its places for quota students. Since then, resolutions have emerged that contribute to a better articulation of the training. Among them, the candidate with a disability who presents a special educational need, self-declared black, brown and indigenous, egressed from the public education system



and low income. With this, it is possible to perceive a breakthrough in the access of persons with disabilities in Higher Education, as shown in the following chart.



**Graph 1.** Access for people with disabilities in higher education

Source: Census of Higher Education (2014), MEC / INEP.

We can see the progress in the number of enrollments for people with disabilities in Higher Education and all this situation brings to discussion, in addition to access issues, the permanence that presents itself with aids such as housing, food aid, training, architectural accessibility, service in language for the deaf (Libras), equipment and resources in language for the blind (Braille), among other strategies and actions that are articulated as new dynamics of university management in the scenario of undergraduate courses, among others.

With the new demands of students with different realities emerged the need to follow these emerging actions was created Resolution 33/2015 (FEDERAL UNIVERSITY OF SANTA MARIA, 2015), which regulates the process of pedagogical accompaniment, since a new subject reflects large changes in practices and attitudes in teaching. Therefore, the need for a Coordination and Support Centers for inclusion in the university emerged, such as the Coordination of Educational Actions (CAED), the Accessibility Center, Support Center for Learning in Education and the Center for Support to Learning in Education and the Nucleus of Education, Research and Extension in Special Education (NEPES) which is currently configured as a training space and for projects carried out with the students of the Special Education courses due to the lack of investment in special spaces.

All these movements have materialized in the elaboration of teacher education policies and, more and more, are present in the discussions about the role of Higher Education in society

and in the contemporary world. Thus, the national policy for teacher training interferes directly with the institutional norms and the processes of management and creation of sectors and nuclei underlying the demands, in this case, of Special Education.

According to the Technical Report of the Higher Education Census "[...] in the period 2012-2013 enrollment in undergraduate courses increased by 0.6%" (DALLA CORTE, SARTURI, 2015, p.41). The authors emphasize the importance of the discussion and analysis for the movements related to the recent trajectory of public policies for teacher education in Brazil.

The facilitation of entry into public higher education institutions can also be seen by the expansion movement that, according to Oliveira (2013), can be called "massification" of higher education to meet social demands. Thus, with populist development and democratization, there is a growth in the number of higher education establishments and, consequently, an increase in the number of places.

This process of expansion has given the universities the need for active participation in social demands, deepening democracy, social exclusion and environmental degradation, and especially in the defense of cultural diversity (SANTOS, 2005).

Following this discussion of the expansion of Higher Education, Law Nº. 12.711 of August 2012 arises, which provides for the reservation of places for students who have fully attended elementary education in public schools, having an exclusive effect on the Federal Institutions of Higher Education (LÁZARO, 2015).

With the idea that the public university today plays a very important social role that aims to educate for diversity, the institution that was surveyed, that is, the UFSM, assumed 40% of its vacancies for quota students through the Serial Selective Process until the year 2014. In 2008, the Program of affirmative actions of racial and social inclusion, which determined 50% of the vacancies for quota students, emerged in this same perspective, the university began to join the Unified Selection System (SISU), bringing indigenous students, among others.

In addition to public vacancies in public higher education institutions, the Brazilian government proposed specific legislation for private sector institutions, and in 2005 created the University for All Program (PROUNI), granting scholarships in the amounts of tuition fees in institutions private partnerships for low-income students who attended high school in public institutions.

The Program to Support Restructuring and Expansion Plans of Federal Universities (Reuni), established by Decree No. 6.096, of April 24, 2007 (BRASIL, 2007) according to Filho and Oliveira (2010), defined as one of its objectives, the necessary conditions for the fulfillment

of a constitutional precept for the expansion not only of access to higher education, but also of the permanence in it.

Especially, this set of policies has significantly altered the profile of Brazilian university students in the areas of income, race / color, school origin, parental schooling, among others. Thus, the public policies of student assistance in Higher Education Institutions should be part of the educational process and be articulated with the basic and inseparable tripod of the academic life of teaching, research and extension.

Another point to highlight is the influence of international organizations on national education policies. Education, according to Akkari (2011), is one of the areas that receives the most development aid, but it is also an area that is always subject to further reform. For example, the World Bank and UNESCO have exerted a strong influence on educational policies, especially with regard to Brazil

Akkari (2011) states that the World Bank has financed several projects aimed at improving the quality of education, these projects "orient" towards decentralization, accountability and quality; this all raises a responsibility and strong pressure on the performance of teachers and the respective formation of these. UNESCO, in turn, focused on disadvantaged social classes and especially on cultural diversity in the educational system, also signaling that qualified teacher training is indispensable for success in Basic and Higher Education.

## **MOVEMENTS OF HIGHER EDUCATION IN INTERFACE WITH THE CONTEXTS EMERGING IN SPECIAL EDUCATION**

The university constitutes a scenario of transformations, which are called emerging contexts of Higher Education. Morosini (2014: 289) points out that these contexts are "[...] configurations under construction in higher education observed in contemporary societies and that coexist in tension with pre-existing conceptions reflecting historical tendencies." Ball (1994) states that because contexts are meaning producers, policies need to be understood as text / representation and as discourse. Therefore, the expansion, the vacancy / quota reservation system, affirmative action programs, accessibility and inclusion, distance education, assistive technologies, virtual environments, internationalization, among others that are present in this scenario, constitute emerging contexts in the setting of universities and their courses.

Among the various possibilities of emergent contexts that make up the Special Education courses researched, the coordinators identified affirmative action programs, accessibility, virtual teaching and learning environments (AVEA) and internationalization as determinants.

Junior and Catani (2013) bring the processes of internationalization as the "basilar spring" of higher education, in which from the beginning it is the locus of possibilities for citizen integration and is inherent in the idea of university in a global village. This idea has been defended by multilateral collective processes, increasingly present in recent documents on higher education.

In this scenario, it is also possible to highlight internationalization through international cooperation, which has a greater relationship with the federal government's Science Without Borders Program, aimed at promoting the consolidation, expansion and internationalization of science, technology and innovation in Brazilian competitiveness through the exchange and international mobility between undergraduate and graduate students with scholarships (JUNIOR; CATANI, 2013).

Laus (2012) affirms that the internationalization of a university corresponds to the process of dialogue, such as cooperative work, exchange, adaptation of institutional structures, conflicts and problems with other universities or organizations (companies, governments, international agencies, non-governmental organizations ) from the world outside the national frontier in the design, development or implementation of its teaching, research and extension functions.

The coordination affirms about his involvement with these contexts: "[...] They are the everyday not only of Course coordination but also of any teacher involved in university education." Regarding the contexts closely related to undergraduate courses, policies of teacher training, the Learning Coordinator states that: "The insertion of disciplines (contents) related to human rights, social vulnerability, ethnic-racial relations ..." Also, he points out:

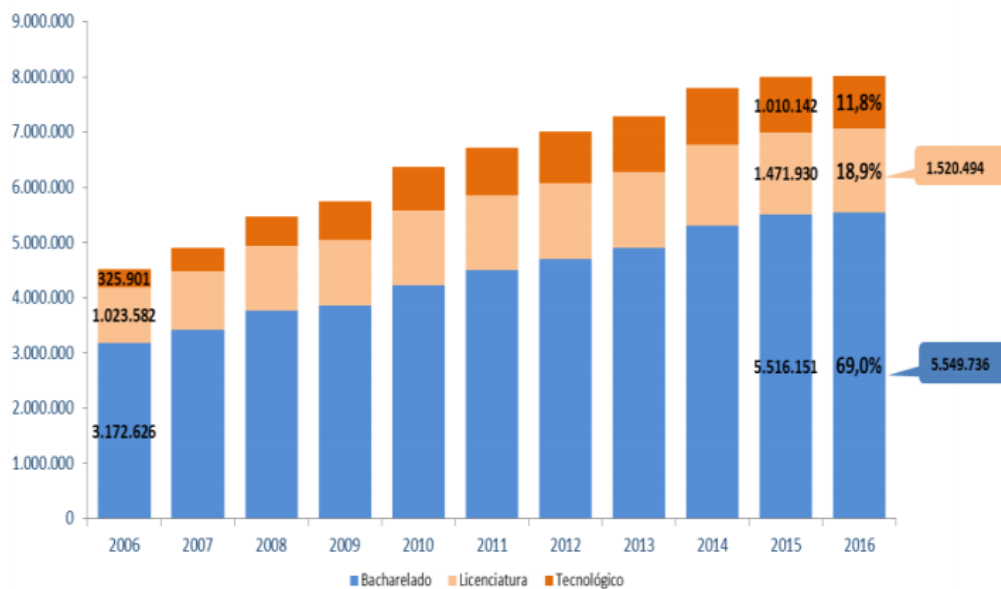
The policies directly impact on the curricular structure and dynamics of the course, insofar as they define the hours, disciplines, contents, theoretical-practical dimensions, extension actions, production conditions of a pedagogical practice, among others (COORDINATOR / LEARNING).

These challenges have a change in the profile and even in the characteristics of the teachers, coordinators and managers of the university space in relation to their professional performance (FRANCO, 2001). It assumes a university professor according to some perspectives, the situational, the institutional, the political, the professional and the advancement of knowledge.

[...] the insertion of disciplines provided for in the National Teacher Education Guidelines; in that we have a special education teacher training course offered in the distance modality; insofar as we are involved in inclusion and accessibility actions for students targeting special education in the context of higher education; inasmuch as we are required to have scientific publication in the area in the relevant journals so that we can act in the postgraduate course; among others (COORDINATOR / LEARNING).

The mentioned movements reflect the diversification policies that have shaped the university scenario, among other contexts that broaden and intend the challenges to be faced by higher education and also the possibilities that emerge.

Therefore, according to the Census of Higher Education of the National Institute of Studies and Educational Research Anísio Teixeira (INEP, 2016), it should be noted that undergraduate courses in 2016 had the highest growth (3.3%) among academic degrees when compared to 2015, the baccalaureate degree courses continue their predominance in Brazilian higher education with a participation of 69% of enrollments.



**Graph 2.** Number of enrollment in undergraduate courses, by academic degree - 2006-2016  
Source: MEC / INEP. Graphic prepared by DEED / INEP (2016).

Existing teacher training policies reverberate on impacts for undergraduate courses. In this sense, a Coordinator points out:

It was necessary to make some adjustments in the curricular structure - time load and inclusion of some contents in disciplines - contents provided for in the Resolution of July 2015. Our course - Special Education - Graduation (distance) is still the only UFSM that is provided for in Resolution [...] (COORDINATOR / MANAGEMENT).

This Resolution had implications for [re] organization of the curriculum. All mentioned, especially with regard to Resolution N° 02/2015 and the National Policy on Special Education from the perspective of Inclusive Education (COORDINATOR / INCLUSION). One can highlight the Art. 7 of CNE Resolution 2/2015, (BRAZIL, 2015), which defines the National

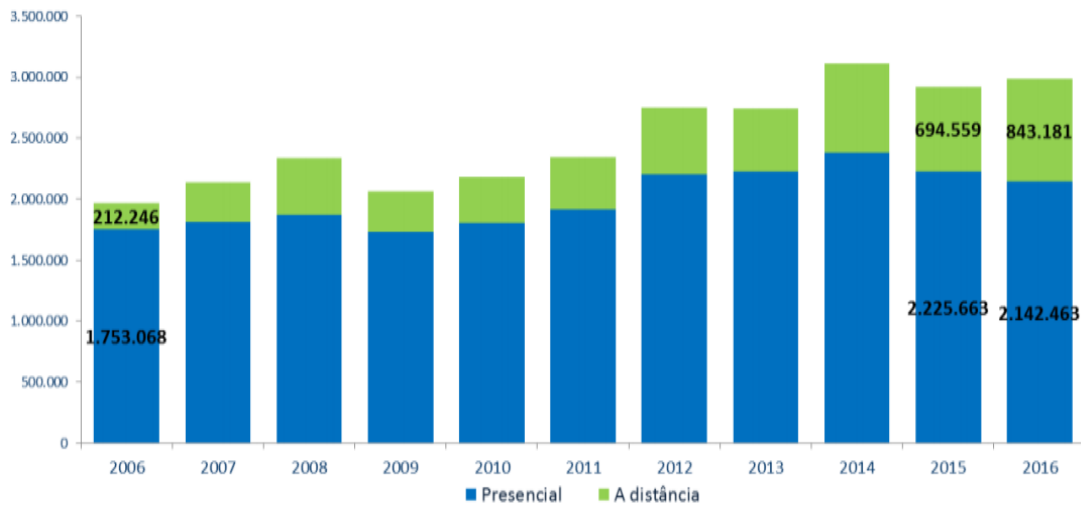
Curricular Guidelines for initial training in higher level (undergraduate courses, pedagogical training courses for graduates and second degree courses ) and for continuing education:

The newly graduated of the initial and continuing training should have a repertoire of information and skills composed of a plurality of theoretical and practical knowledge, a result of the pedagogical project and of the lived experience that will come from a professional exercise based on principles of interdisciplinarity, contextualization, and social relevance, ethics and affective and aesthetic sensibility, in order to allow him: I - the knowledge of the educational institution as a complex organization in the function of promoting education for and in citizenship; II - the research, analysis and application of the results of investigations of interest of the educational and specific area; III - professional performance in teaching, in the management of educational processes and in the organization and management of basic education institutions.

This idea, therefore, also reflects not only in face-to-face courses, but as already discussed and presented by the Coordinator in distance education courses. This organization reverberates into changes in the organization of these courses, especially in curriculum, hours, disciplines and their contents, which implies changes in structure, theoretical-practical relations and other challenges.

Nowadays, there is a process that is increasingly evolving in order to produce and disseminate information, an example of this phenomenon is the internet, which enables the development of distance education, which in this scenario has shown a considerable evolution, contributing to the access to education and, consequently, to the world economy, thus becoming an emerging context.

In fact, distance education emerges to meet the ever-increasing needs for access to initial and continuing education, which sometimes stands out as a simple form of education, however, according to Machado; Botelho; Silva (2013), current society needs educational specificities, which are found in distance education as continuing education, permanent updating of information and production of new knowledge that requires flexible educational processes.



**Graph 3.** Number of undergraduate courses, by type of education  
Source: MEC / INEP. Graphic prepared by DEED / INEP (2016).

The volume of new entrants increased in 2016 in the distance education modality and, consequently, there was a decrease in the face-to-face modality. This was because the distance modality increased by more than 20% in the last two years, while in the face-to-face courses there was a decrease in the number of new entrants.

The Coordinator corroborates with this idea, also affirming the existence of a "significant increase in teacher training courses offered in the distance modality". It is noticeable that the demand for and entry into distance education is increasing, in this sense, it can be seen as the modality "[...] that enhances the democratization of access to education, as well as the search for new educational paradigms" (MACHADO, BOTELHO, SILVA, 2013, p.351).

According to Carvalho (2014), in 2005, the Open University of Brazil (UAB) program was created, with the aim of expanding and internalizing the offer of courses and higher education programs in the country. The objectives were to offer, as a priority, undergraduate courses and initial and continuing training of teachers in service of the public basic education network. The courses would be offered, in collaboration with the federative entities, by public institutions of higher education, in articulation with poles of face-to-face support.

Linked to this at the request of the Ministry of Education (MEC), there were some graduates graduated from the National Teacher Training Plan (PARFOR), which is a national program implemented by the Coordination for the Improvement of Higher Education Personnel (CAPES), in collaboration with the Secretariats of Education of the States, Federal District and Municipalities and with Higher Education Institutions (IES), to offer distance courses in the UAB System for teachers or professionals in public education networks.

Thus, the participation of the “Learning” Coordinator as [...] of the team responsible for offering Continuing Teacher Training Courses for the Specialized Educational Assistance (EAD). This course was offered by this university, through the Teacher Training Program for Specialized Educational Assistance and had 10 editions.

The “Inclusion” Coordinator pointed out three government programs aimed at teacher training that were developed by teachers who work in the degree course coordinated by it: The National Pact for Literacy in the Right Age - PNAIC, the More Education Program and the Institutional Program of Initiation Grants (PIBID). According to him / the programs: "Enable the insertion in spaces of pedagogical action in practice."

Regarding the programs of the federal government, aimed at teacher training, which are or were developed by teachers who work in the Graduation course, the “Teaching” coordinator highlighted the Teacher Training Program for Specialized Educational Assistance: "It brings important contributions in that offers a formative process for those who would not be able to carry it out if it was not in the distance modality ". However, it also reflects on the challenges of this process:

[...] presents weaknesses insofar as we do not know the effects of these formative processes on the pedagogical practice of these teachers and [...] the course has a much more technical approach to the detriment of a basic, conceptual and fundamental pedagogical discussion / supports the current school (LEARNING COORDINATOR).

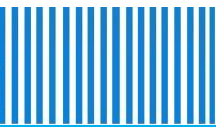
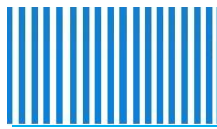
In the perspective of teacher training, and at the national level, the Ministry of Education and Culture, thinking about these movements, intensified actions from the provision of scholarships for initial training, continuing and for teacher researchers, as well as financial support for projects related to the formation and support to the municipalities, states and Federal District (DALLA CORTE; SARTURI, 2015).

As government programs, in this same sense, there are existing emerging issues that challenge old management concepts, which entail a need to change postures, thus confirming the importance of discussing and engaging with those processes that imbricate in changes within the university.

## FINAL DISCUSSIONS

This production facilitates the approach to the emerging contexts that are articulated with the Special Education Degree courses, increasing theoretical contributions and understanding about some processes that involve and move the policies of Higher Education and configure such contexts.



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The identification and understanding of the emerging contexts in Higher Education are distinct for each involved, however, all the collaborators expressed the recognition of new ways of being and of being, as well as influence in the organizational dynamics and in the development and organization of the work of the management and the teaching . In this way, it is emphasized that new requirements pose new challenges to university managers, which imbues a series of changes in both organizational and posture aspects of these new processes.

It was possible from the Coordinators' answers to articulate theoretical references and build a dialogue about the dimensions that permeate and are part of the management processes developed through emerging contexts within the university. In this perspective, it was verified that the emerging contexts, considering the expansion, inclusion, diversity and internationalization, are challenges to undergraduate courses and that the Special Education course, by itself, is already emerging due to the social demands and educational public policies worldwide.

It was also recognized that the indicatives of emerging contexts aimed at teacher education are interrelated to aspects such as access to vacancies, quotas, expansion of classes and courses and their specificities, curricular guidelines, guidelines of multilateral organizations, and internationalization of Institutions of Higher Education, as well as in the production of educational policies that unveil in governmental and / or institutional actions such as distance education courses and government programs focused on the curricular dynamics of teacher training courses.

Therefore, the results point out that the configuration and understanding of the emerging contexts in Higher Education lead to what is in this scenario and to the recognition of challenges and new ways of being, being and organizing institutions, especially with regard to the search of new ways of administrative, financial and pedagogical management. Thus, it is concluded that the emerging contexts influence the organizational dynamics of institutions and their courses, as well as the development of teaching work.

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