




The Right to Education in Higher Education of Persons with Disabilities

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ABSTRACT

The education of everyone and the duty of the State is guaranteed in the Constitution. With regard to higher education, there is a movement to mobilize society to ensure that people with disabilities have access to higher education. In this context, a systematic review was carried out with the aim of raising the works that approach the subject, taking as sources of research the catalog of theses and dissertations of Capes, the Brazilian Digital Library of Theses and Dissertations, the scientific journals in the bases Scielo and Capes, in addition to the International Journal of Higher Education. Based on the analysis, it was possible to deduce that, in recent years, there has been an increase in the number of studies focused on the question. It is worth emphasizing the advances that have been made regarding the enactment of laws and the formulation of educational policies that guarantee the right to higher education for the disabled, by reserving a percentage of the vacancies of each course and shift of the Federal Institutions of Higher Education.

KEYWORDS

Disabled person. Higher education. Right to Higher education.

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Submitted: 18 Oct. 2018

Accepted: 31 Jan. 2019

Published: 18 Feb. 2019

 10.20396/riesup.v5i0.8653711

e-location: e019035

ISSN 2446-9424

Antiplagiarism Check



Distributed under



O Direito à Educação no Ensino Superior de Pessoas com Deficiências

RESUMO

A educação direito de todos e dever do Estado está garantida na Carta Magna. No tocante ao ensino superior, presencia-se um movimento de mobilização da sociedade, para garantir que as pessoas com deficiências tenham acesso à educação superior. Nesse contexto, realizou-se uma revisão sistemática, com o intuito de levantar os trabalhos que abordam a temática, tomando como fontes de pesquisas o catálogo de teses e dissertações da Capes, a Biblioteca Digital Brasileira de Teses e Dissertações, os periódicos científicos nas bases SciELO e Capes, além da Revista Internacional de Educação Superior. A partir das análises, foi possível depreender que, nos últimos anos, vem ocorrendo um aumento no número de estudos voltados para a questão. Vale acentuar os avanços ocorridos com relação à promulgação de leis e a formulação de políticas educacionais que garantem o direito à educação superior para a pessoa com deficiência, por meio da reserva de um percentual das vagas de cada curso e turno das Instituições Federais de Ensino Superior.

PALAVRAS-CHAVE

Pessoa com deficiência. Ensino superior. Direito à educação superior.

El Derecho a la Educación en la Enseñanza Superior de las Personas con Discapacidad

RESUMEN

La educación derecha de todos y deber del Estado está garantizada en la Carta Magna. En cuanto a la enseñanza superior, se presenta un movimiento de movilización de la sociedad, para garantizar que las personas con discapacidades tengan acceso a la educación superior. En este contexto, se realizó una revisión sistemática, con el propósito de levantar los trabajos que abordan la temática, tomando como fuentes de investigación el catálogo de tesis y disertaciones de Capes, la Biblioteca Digital Brasileña de Tesis y Disertaciones, los periódicos científicos en las bases Scielo y Capes, además de la Revista Internacional de Educación Superior. A partir de los análisis, fue posible deducir que, en los últimos años, se ha producido un aumento en el número de estudios dirigidos a la cuestión. Es importante acentuar los avances ocurridos en relación a la promulgación de leyes y la formulación de políticas educativas que garantizan el derecho a la educación superior para la persona con discapacidad a través de la reserva de un porcentaje de las vacantes de cada curso y turno de las Instituciones Federales de Enseñanza Superior.

PALABRAS CLAVE

Persona con discapacidad. Enseñanza superior. Derecho a la educación superior.

Introduction

The Brazilian Greater Law, considered as a citizen's constitution, reserved a special chapter to deal with social rights, among them, the right to education. In defining education as a right of all and the duty of the State, which must be implemented by governments at the municipal, state and federal levels, the 1988 Federal Constitution not only proposed to all born and naturalized Brazilians the right to attend school, also called on the federated entities the obligation to offer free basic education (BRASIL, 1988).

In dealing with higher education, the Magna Carta expresses, in art. 208, that "the State's duty to education will be fulfilled by guaranteeing: - access to the highest levels of education, research and artistic creation, according to the capacity of each" (BRAZIL, 1988). When looking at international legislation, there is a tendency for the Brazilian Law to follow the understanding of international organizations and multilateral agencies, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank, which point out access to higher education based on the capacity of each one, according to article 26 of the Universal Declaration of Human Rights: "Every human being has the right to education. The instruction will be free, at least in elementary and fundamental degrees. [...]. Technical-professional instruction will be accessible to all, as well as higher education, it is based on merit "(ONU, 1948).

In the context of the right to education of persons with disabilities, the Magna Carta expresses, in art. 208, that "the State's duty with education will be fulfilled by guaranteeing: III - specialized educational services for people with disabilities, preferably in the regular educational network" (BRAZIL, 1988).

Although the constitutional text deals specifically with the guarantee and compulsory nature of basic education, in recent years a political movement has been observed, to a great extent driven by social movements, to create laws that ensure the right to higher education for people with disabilities.

It is important to note that the discussions, studies and demands of researchers, teachers, non-governmental organizations, disabled parents 'and students' movements and organized civil society have only achieved effective results regarding the right to education in higher education for people with disabilities in the year of 2016, with the promulgation of Law No. 13,409/2016, which, among other things, guarantees the reservation of vacancies in the Federal Institutions of Higher Education (IFES) for people with disabilities (BRASIL, 2016).

In Brazil, the enrollment of people with disabilities in higher education has been gaining prominence in the last decades, due in large part to the advances made in educational policies, which ensured, among other things, enrollment in the regular education system, with positive consequences a greater number of students with disabilities finishing high school and, later, competing in the vacancies of public higher education institutions. The increase in the demand for

higher education, as well as greater enrollment of these subjects in this modality of education, had as main drivers the University for All Program (PROUNI), the quota policies and affirmative actions, launched during the last two decades.

In order to investigate the effects of educational policies for people with disabilities in recent years, data from the Higher Education Census, which is conducted annually by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), were collected. The Census of Higher Education classifies persons with disabilities as persons with special educational needs, who have the following characteristics: individuals with blindness, low vision, deafness, hearing loss, physical disability, deaf/blindness, multiple disabilities, childhood autism, Asperger's syndrome, Rett syndrome, Childhood Disintegrative Disorder and giftedness (BRASIL, 2012).

It is worth emphasizing that, although each characteristic is specified in a column, it is not possible to dismember, since in the spreadsheet availability with the data of the Higher Education Census there is an observation stating that the same student may present more than one type of disability, being computed in all cases. Thus, it was decided to present the number of students with special educational needs, since this figure considers the numbers of people enrolled and not the numbers of deficiencies found.

It should also be noted that the Statute of the Person with Disabilities, Law 13,146 / 2015, considers "a person with a disability who has a long-term physical, mental, intellectual or sensorial disability, which, in interaction with one or more barriers, can obstruct their full and effective participation in society on an equal basis with other people" (BRAZIL, 2015).

When analyzing the data of the census of higher education of the years 2012 and 2016, there was an increase of 8,748 enrollments in institutions of higher education, people with special educational needs, and in 2012, 27,143 enrollments, and, in the year 2016, 35,891 registrations. When comparing the same period, excluding the students with giftedness of the total number of registrations, we found a total of 26,058 registrations in 2012 and 34,689 in 2016, with an increase of 8,631 registrations in five years, that is, a growth of 33.12 % in the number of enrollments of people with disabilities in higher education.

Notwithstanding this significant increase in the number of people with disabilities in higher education in the period from 2012 to 2016, it is noteworthy that only in the year 2016 was promulgated the Law 13,409 / 2016 which, among other things, guarantees the reservation of vacancies in the Federal Institutions of Higher Education (IFES) for people with disabilities (BRASIL, 2016). As the Census of Higher Education for 2017 has not yet been published, it was not possible to verify if there was an increase in the percentage of enrolled persons after the publication of the vacancies reserve for people with disabilities.

However, it is possible to deduce that Law 13,409 / 2016 came to protect the right to higher education for people with disabilities, since it is in the scope of higher education that opens up a range of opportunities for inclusion and training of the subjects historically

excluded from the educational pyramid, thus allowing the rise of less favored groups economically and socially.

The right to reserve vacancies for students with disabilities in public higher education is guaranteed by law, but its effectiveness, that is, its faithful compliance, must be sought and executed. Therefore, when it comes to the effectiveness of educational policy, it is sought to investigate the measures that are adopted by the public IFES to ensure that these students are inserted in the school environment and that they are able to follow the classes, being successful during the course.

In this context, the present study aimed to review the studies and discussions that permeate the issue of the right to education in higher education for people with disabilities. In order to do so, we sought to base the study in the field of systematic review through the collection of articles, theses and dissertations that are available in the Brazilian digital databases.

Methodological procedures

As the discussion about the right of people with disabilities to education in higher education is relatively new in Brazil, it was decided not to define a space for the systematic review of theses and dissertations. With regard to the survey of the articles, it was decided to read the topics and abstracts with the intention of selecting the works that would be analyzed, and a systematic review of the articles published starting in 2013.

In this *desiderato*, the search for articles, dissertations and theses, produced by researchers of the area was defined, taking as research sources the catalog of thesis of Capes¹, the Brazilian Digital Library of Theses and Dissertations², the scientific journals in the SciELO³ databases and CAPES⁴ in addition to these journals, searches were conducted in the International Journal of Higher Education⁵.

In this sense, the methodology was defined as a systematic review through the use of descriptors, and in a second search, the descriptors "Right to education of persons with disabilities and higher education", "Persons with disabilities and education superior "and" policies of access to higher education "since only the use of the first descriptor did not achieve the expected success.

During the survey of papers dealing with the subject of the right to higher education of people with disabilities in the Brazilian Digital Library of Theses and Dissertations, we found

¹ Available on: <http://catalogodeteses.capes.gov.br/catalogo-teses/#/>

² Available on: <http://bdtd.ibict.br/vufind/>

³ Available on: <http://www.scielo.org/php/index.php>

⁴ Available on: <http://periodicos.capes.gov.br/>

⁵ Available on: <https://periodicos.sbu.unicamp.br/ojs/index.php/riesup/issue/archive>

a result of 252 (two hundred and fifty-two) works produced over the last years. However, when reading the abstracts, it was detected that a percentage of 2.38% addressed the issue of the right to higher education of people with disabilities, mainly because the quota law in public universities is 2012, as well as the reserve of vacancies for people with disabilities is 2016. Thus, it focused on the study of 06 (six) dissertations that were defended from 2012.

Continuing the research, a survey was carried out in the catalog database of theses and dissertations of Capes. The search allowed to find a quantitative of 10 (ten) dissertations that deal with the issue of access of people with disabilities in higher education. Only three (3) theses that dealt with the subject were found.

In the survey of the articles in the databases of Scielo, Capes and the International Journal of Higher Education, more than 3,000 (three thousand) articles were found in these databases, through the use of descriptors. Thus, we opted for an initial reading of the themes and abstracts, which allowed us to select 12 (twelve) articles for analysis.

After the survey of the articles, theses and dissertations that approached the theme of the present work, it was defined as methodology for selection, reading and analysis of the collected materials, the year of defense of the works, being analyzed according to the proximity with the object of search. In the list of analyzes carried out, it was verified that, although the reserve of vacancies for people with disabilities is 2016 and that some public universities have adopted, based on the university autonomy provided for in the Federal Constitution, policies for reserving vacancies prior to this law, the oldest dissertation found in this research was defended in the year 2005 and the article published in the year 2013.

Considering that studies and research carried out over the last decades on the theme of the right to education of people with disabilities have enabled the evolution of the discussions, as well as contributing, along with other factors, to the development of educational policies that ensure the insertion of this public in Brazilian higher education, the present research was focused on the analysis of these works, in order to identify the theoretical discussions that have been carried out until now, placing the research in the current context of the study.

Results

The systematic review sought to analyze what the consulted papers proposed to research, the results achieved and the contributions they brought to the area. From the survey, a total of 31 publications were analyzed. Thus, the results and discussions were structured in three axes of analysis, in order to provide a better understanding of the context of the works surveyed and analyzed. In the first axis, the general data of the articles, dissertations and theses consulted were considered, considering the type of work, the year of publication, the region of concentration of the works and the area of concentration. In the second axis, the methodological procedures used to carry out the selected works were presented. In the third

axis, the discussions discussed in the papers were analyzed, being divided into three categories, according to the proximity to the research object.

General Data of the Articles, Dissertations and Theses Consulted

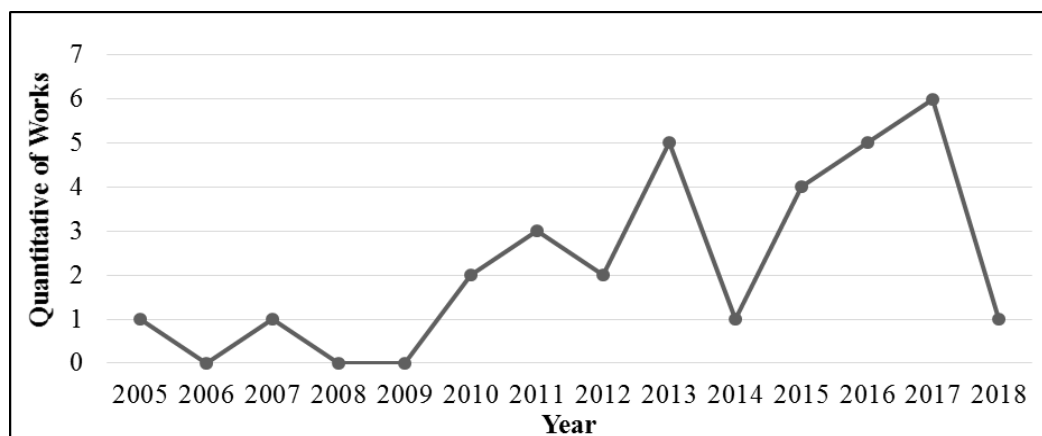
After a survey carried out in the databases, it was verified that a significant percentage of the works consulted were carried out in the Graduate Programs at master's level, totaling 51.61% of the researches carried out, according to table 1. Another important information captured in the analyzes was the low percentage of research carried out within the scope of the doctoral programs, representing only 9.68% of the total work done. Based on this information, it is possible to identify the relevance of studies that approach the subject in question, in the scope of Post-Graduate Programs at the doctoral level, considering the small number of theses that have been published in recent years addressing the subject.

Table 1. Search results by type of work

Type of Work	Quantity	Proportion
Thesis	03	9,68%
Dissertation	16	51,61%
Article	12	38,71%
Total	31	100%

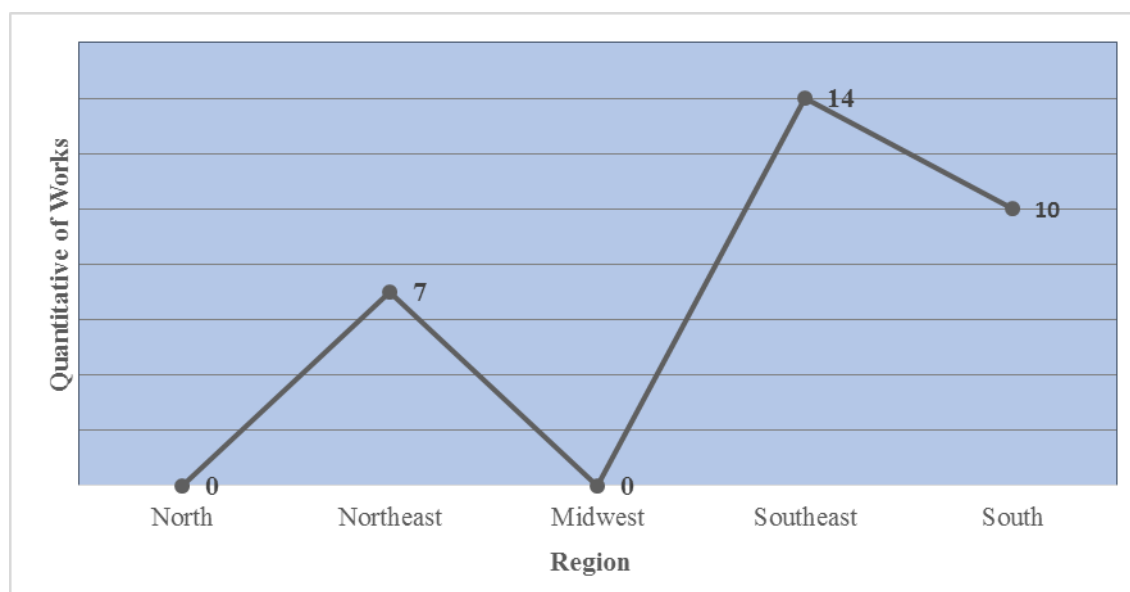
Source: Prepared by the author from the survey of works in the databases of CAPES, Scielo, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

When analyzing the years of publications and defenses of the studies surveyed (figure 1), it was verified that there was an increase in academic interest in the researched subject in the *stricto sensu* postgraduate programs and in the consulted periodicals, although it cannot be considered a significant variation. The analysis also made it possible to identify an increase in the number of papers published in the years 2016 and 2017, which may be a reflection of the studies focused on the access of persons with disabilities to higher education as of the enactment of Law 13,409 / 2016, which It is about reserving vacancies for people with disabilities. In this sense, there is a need for continuity of research aimed at studying the right to higher education of people with disabilities due to the social and economic reach that such educational policy brings to society. Thus, it is believed that analyzing the effectiveness of educational policy, which ensures the reservation of places for people with disabilities in the Federal Institutions of Higher Education, can contribute to the definition of paths, as well as pointing out clues and new ideas for inclusive higher education which are, in fact, an asset in this respect.

Graph 1. Search results by year of publication

Source: Prepared by the author from the survey of works in the databases of CAPES, Scielo, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

When analyzing the results of the survey of the Brazilian regions where the works were defended (figure 2), a concentration on the production of articles, dissertations and theses in the Southeast, South and Northeast Regions was defended and published 14 (fourteen) papers in the Southeast, 10 (ten) in the South and 7 (seven) in the Northeast. Considering that the analysis of the 31 studies revealed that none was defended and / or addressed in the research universities of the North Region, it is believed that this is an opportune moment for the development of work that researches the theme of the right to higher education of people with disabilities in this area. region, due to the relevance of the study, due to the lack of approach in the North Region. Finally, it is worth mentioning the fact that this researcher, despite studying for a doctorate in the Southern Region, resides and will carry out her research in the North Region.

Graph 2. Search results by region where the work was defended / published

Source: Prepared by the author from the survey of works in the databases of CAPES, Scielo, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

When analyzing the work according to the area of activity (Table 2), there was a greater concentration of research in the large area of education, 61.28%, of which 19.35% are in the area of higher education and 41.93% in the education area. Soon after, comes the area of law, representing 12.90% of the works consulted, which reinforces the relevance of the study of educational policies for the respective areas. The research results showed that the educational area is focused both on the study of national and international legislation and on the formulation and implementation of educational policies that ensure access, permanence, attendance of classes and participation in academic life for people with disabilities or who are vulnerable groups.

Table 2. Search results by area

Area	Quantity	Proportion
Law	04	12,90%
Education	13	41,93%
Higher Education	6	19,35%
Social Innovations and Local Development	01	3,23%
Politics and Education Management	01	3,23%
Public Politics of Higher Education	02	6,45%
Public Politics on Human Rights	01	3,23%
Psychology, Education and Health	02	6,45%
Political Sociology	01	3,23%
Total	31	100%

Source: Prepared by the author from the survey of works in the databases of CAPES, Scielo, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

The survey and analysis of the works published in the last decades addressing the access and permanence of people with disabilities to higher education made it possible to identify an advance in the implementation of educational policies aimed at the expansion of higher education in the Brazilian context, especially regarding a greater access to higher education.

Methodological Procedures Found in Articles, Dissertations and Theses

The survey of the methodological procedures used in the consulted papers showed a higher concentration of qualitative research (table 3), where 28 of the 31 papers consulted make use of qualitative research. Thus, the relevance of this type of research to the subject of higher education and people with disabilities, as well as to the study of affirmative educational policies, is verified. It is also worth mentioning that 100% of the articles and 94% of the dissertations analyzed used the nature of qualitative research. On the other hand, the analysis of the theses revealed an equitable distribution with regard to the choice in the nature of research, being verified that of the 03 theses, one opted for the qualitative, another for the quantitative and the third for the quantity-qualitative.

Table 3. Nature of the research

Type of Work	Qualitative	Quantitative	Quanti-quali	Total
Article	12	-	-	12
Dissertation	15	-	01	16
Thesis	01	01	01	03
Total	28	01	02	31

Source: Prepared by the author from the survey of works in the databases of CAPES, Scielo, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

Data collection techniques used in the articles, dissertations and theses consulted (Table 4) showed that the bibliographical, documentary, interview and case study were the most used. From the analyzes of the collection technique by type of work, it was possible to identify a greater predilection for the bibliographical and documentary techniques in the articles, being found in 07 (seven) works. The analyzes of the dissertations revealed that the techniques of bibliographic collection, documentary, interview and case study were the preferred ones, being used in 10 (ten) works. In the theses it was possible to identify a greater diversification of the techniques of data collection used, highlighting the choice of more than one type of research nature, as well as data collection techniques. Thus, we identified the use of descriptive, documentary research and the use of statistical methods to quantify the data in a single thesis and also the techniques of questionnaire, interview and direct observation in another thesis.

It is worth emphasizing that, due to the nature of the theses, the option to make use of more than one type of research and data collection techniques is extremely relevant, given the wealth of information that is extracted with the use of such techniques, which leads to the deepening of the discussions, aiding in the confirmation of the thesis defended.

Table 4. Data collection techniques used in articles, dissertations and theses

Data collection techniques	Article/Quantity
Bibliographic	04
Bibliographical and documentary	03
Bibliographical, documentary and statistical method	01
Descriptive	01
Exploratory-descriptive	02
Interview	01
Total articles	12
Data Collection Technique	Dissertation / Quantity
Bibliographic	01
Bibliographical and documentary	04
Descriptive	01
Documentary and interview	01
Documentary and questionnaire	01
Interview	03
Case study	03
Field study and interview	01
Field research	01

Total Dissertations	16
Data Collection Technique	Thesis / Quantity
Descriptive, documentary and quantitative data	01
Questionnaire	01
Questionnaire, interview, direct observation	01
Total	03

Source: Prepared by the author from the survey of works in the databases of CAPES, SciELO, Brazilian Digital Library of Theses and Dissertations and International Journal of Higher Education.

The analysis of the works consulted revealed a greater tendency of the methodological procedures, adopted in the studies focused on the subject of higher education, focusing on bibliographical, documentary, interview and case study studies. It is worth mentioning that studies of educational policies generally depart from the collection and analysis of legal frameworks, which foresee its implementation, thus requiring documentary and bibliographic studies. The interview and the case study contribute to identify the perception of the subjects involved and beneficiaries of educational policy.

Main Discussions Addressed in Articles, Dissertations and Theses

To analyze the discussions addressed in the papers, the division was divided into three categories, according to the proximity to the research object, namely: Right to education of persons with disabilities and higher education, Persons with disabilities and higher education and Policies for access to higher education.

Right to education of people with disabilities and higher education

In the course of the research, three papers dealing specifically with the subject of the right to education in the higher education of people with disabilities were found: two dissertations, Janine de Carvalho Ferreira Braga (2016) entitled "Right to education of persons with disabilities in higher education; a study of architectural accessibility and communications in universities in Ceará, "and Simone Aparecida dos Santos (2017) entitled "The right to access to higher education as a human right for deaf people "and an article by Anderson Vichinkeski Teixeira and Aquiles and Silva Maciel entitled "Fundamental right to education and social inclusion of people with disabilities: a critical analysis in the case of higher education" (2017).

The first author analyzes the effectiveness of the right to higher education of people with disabilities, based on a qualitative research, through the study of relevant legislation, bibliographical and field research in seven universities in the state of Ceará. The second author discusses the promotion of education as a way of guaranteeing interdependent human rights of the right to education as a fundamental human right, discussing deaf people's right of access to the public university as a way to guarantee equal opportunities for all.

When entering the analysis of the right to education of persons with disabilities, Braga (2016) initially traces a profile of international legislation, then contextualizes the path covered in the Brazilian constitutions, passing through the political discussions that were carried out at the time, passing, afterwards, to the investigation and analysis of Brazilian infra-constitutional legislation. In addressing the issue of the right to education of persons with disabilities, the author emphasizes the International Convention on the Rights of Persons with Disabilities and Law 13.146 / 2015 (Disabled Persons Statute).

Authors such as Teixeira and Maciel (2017), outline the main Brazilian legislations that address the issue of inclusion of people with disabilities in Regular Education and, more precisely, in Higher Education. The research identified as the oldest normative document, Decree nº 3.298 / 1999, which regulates Law no. 7,853 / 1989. The art. 27, Decree No. 2998/1999, establishes that "higher education institutions shall offer the necessary adaptations of evidence and the necessary support, previously requested by the student with the disability, including additional time for the tests, according to the characteristics of the disability"; in the selective processes for admission to their respective courses (BRASIL, 1999).

It should be noted that Law No. 7,853/1989, which provides for support for persons with disabilities, was published one year after the promulgation of the Federal Constitution of 1988. As the aforementioned Law was instituted with a more general aspect, the regulations of Decree No. 3,298/1999, ten years later, made it possible to detail the rights of persons with disabilities, as well as the State's obligations to provide public services to persons with disabilities, including the provision of free public education.

Thus, it is observed that although the Brazilian law specifies, in art. 208, the State's obligation to basic education⁶ and, therefore, the obligation and the duty to offer vacancies, over the years, popular demands have been gaining strength in the executive branch, having a reflex in the formulation of educational policies and the launching of programs aimed at increasing the population's enrollment in higher education.

In this sense, the efforts and demands made by the various social groups could be visualized with the edition of Ordinance No. 1,793 / 1994, of the Ministry of Education and Culture, which pointed out the need to complement the training of teachers and other professionals who work with persons with special needs, recommending, further, in art. 3, "the maintenance and expansion of additional studies, undergraduate and specialization courses already organized for the different areas of Special Education" (BRASIL, 1994).

In analyzing the Brazilian legislation regarding the inclusion of persons with disabilities in higher education, Teixeira and Maciel (2017) maintain that there is no point in

⁶ CF / 88, Art. 208. The State's duty to provide education shall be ensured by guaranteeing: I - free compulsory basic education from 4 (four) to 17 (seventeen) years of age, including its free offer for all those who have not had it access to own age; II-progressive universalization of free secondary education; III-specialized educational services for the disabled, preferably in the regular network of education [...].

having a well-defined legislation if there are no public policies and governmental and institutional actions to ensure the implementation and implementation of what is provided for in the standard.

This understanding is shared by Braga (2016) who, in analyzing the right to higher education of the disabled, has observed significant advances in Brazilian legislation in recent years, regarding the guarantee of access of persons with disabilities to higher education, but also reinforces that there are many barriers that need to be transposed in several aspects, among them, the accessibility of the disabled person, with a long-term physical or sensorial impediment, in terms of barriers in physical structure and communications.

Braga's (2016) study also showed that both the academic community and the functional body of the universities demonstrate a lack of knowledge about what the concept of disability encompasses and how they can help to reduce barriers, allowing the full participation of the person with in the academic environment.

Following this approach on the right to access to higher education, Santos (2017) conducted a survey of deaf students from a high school in Brasilia, noting that the vast majority were unaware of the existence of the University of Brasilia, the courses offered, which the institution is public as well as having the right to an interpreter.

This confirms the fact that, despite the advances achieved through social movements, demands from various segments of society, there are still many obstacles for people with disabilities, such as lack of information about their rights, possibilities and access to higher education. Santos (2017) also noted the difficulty in performing the entrance exam and the National High School Examination (ENEM) by deaf students, due to the need to translate the test in Pounds.

It is important to stress that, when approving educational policy, the sphere of government that established it provides the population with the right to join the judiciary to request the right provided for in the policy that created the policy. Thus, when promulgating Law No. 13,409/2016, which deals with the reservation of places for persons with disabilities in the technical courses of the middle and higher level of the federal educational institutions, the federal government guarantees the disabled person the right to the percentage of vacancies provided for by law.

Finally, the analysis of the work allowed to identify that Brazil has been improving, through specified laws and formulation of educational policies, the right to education of people with disabilities that the Constitution mentions but leaves open how it should be implemented.

Higher Education and People with Disabilities

The second category focused on the discussions about people with disabilities and higher education, which allowed the analysis of a total of sixteen papers, which are the following: the dissertation "Attention to people with disabilities in higher education: a study about the Senac University Center "By Lia Fernanda Sorrilha Gonsales (2007); the dissertation "The process of inclusion of people with disabilities in the higher education institutions of Maceió", Márcia Rafaella Graciliano dos Santos Viana (2010); the thesis of Sabrina Fernandes de Castro (2011), entitled "Admission and permanence of students with disabilities in Brazilian public universities"; the thesis "Students with disabilities in higher education: subsidies for the policy of inclusion of UNIMONTES", by Antonia Soares Silveira e Oliveira (2011); the dissertation of Heloisa de Paula Pessoa Rocha (2011), entitled "Policies of quotas for the admission of persons with disabilities in public universities and their consonance with the provisions of the Constitution"; the dissertation "Educational Inclusion of Persons with Disabilities at the Federal Institute of Minas Gerais", by Tania Maria Neves Waldemar (2012); the dissertation "Access and permanence of deaf individuals in higher education", by Priscila Escanfella Alves de Lima (2012); the dissertation "Contribution of information and communication technologies (TICS) for the accessibility of visually impaired people: the case of the Federal University of Ceará", by Vera Lucia Pontes Juvencio (2013); the dissertation of Haila Lopes de Sousa (2013) entitled "TO REMEMBER THAT YOU EXIST: a case study on inclusion policies for students with disabilities at the Federal University of Espírito Santo"; the dissertation "Policies of access, autonomy and permanence of persons with disabilities in public institutions of higher education in the Metropolitan Region of Cariri", Guilherme Brito de Lacerda (2013); the thesis "Attitudes of university students towards students with disabilities at UNESP of Presidente Prudente", by Eder da Silva Santana (2013); The article "Experience of people with disabilities in higher education: a look at the experience of empowerment and self-advocacy" by Taisa Caldas Dantas (2015); the dissertation of Raquel Motta Calegari Monteiro (2016), entitled "Inclusion of people with disabilities: education in Brazilian higher education"; the article by Danielle S. Pinheiro Wellichan and Camila da Silva Souza entitled "Inclusion in practice: students with disabilities in higher education" (2017); the article "Assistive technologies and the inclusion of deaf students in higher education" by Pricila Kohls dos Santos and Nozângela Maria Rolim Dantas (2017); the article entitled "Senses of inclusion of students with disabilities in higher education: looks from the Federal University of Juiz de Fora" by José Guilherme de Andrade Almeida and Eliana Lucia Ferreira (2018).

The dissertation of Márcia Rafaella Graciliano dos Santos Viana (2010) and the thesis of Sabrina Fernandes de Castro (2011) point out the need to implement policies to ensure not only access in public universities, but also the maintenance and participation of people with deficiencies in the academic environment. The authors mention that several actions developed by the institutions to ensure inclusion were found, however, still insufficient to eliminate the many existing barriers, such as architectural, pedagogic, attitudinal and communicational.

Thus, Castro (2011) traces the normative path taken in Brazil to reach the current moment of inclusion of people with disabilities in higher education, reinforcing the need for effectiveness in compliance with the norms through the formalization and implementation of institutional educational policies.

Viana (2010) points out that until the early 1980s, a small number of people with disabilities arrived at the university, whether due to the lack of inclusion in the regular classes in basic education, or the financial difficulties of families, among other reasons. The author cites the 1980s as essential for the advancement of discussions on the rights of people with disabilities, with the International Year of Disabled Persons being established in 1981 and then the United Nations Decade for Persons with Disabilities (1983) -1992). This period brought great achievements to this group historically excluded from legal norms and educational policies.

It was in this context that the major Brazilian law was enacted, expressing in its article 208 the right to "specialized educational services for people with disabilities, preferably in the regular educational network" (BRAZIL, 1988). Thus, a right that was required in time was legitimized, mainly because the educational equity provides the equality of conditions of access and permanence of all in the regular school.

Authors such as Mazzoni (2003) and Piovesan (2008) argue that the formulation of educational policies focused on ensuring the inclusion of people with disabilities in the environment of higher education institutions is necessary, and in no way represent privileges, but , they do allow equal opportunities for socially vulnerable groups, through actions that have gradually been taken to guarantee access on an equal footing, as well as to reduce the physical, structural, attitudinal, pedagogical and administrative barriers of institutions .

When studying the educational inclusion of people with disabilities in professional and technological education, based on what is recommended in art. 59, item IV, of Federal Law 9,394 / 1996, and art. 28, Decree No. 2998/1999, which "ensure the disabled person access to special education for work, both in a public and private institution, that provides effective integration in life in society," Waldemar (2012) verified that they have progress has been made in guaranteeing the access, permanence and successful exit of people with disabilities from the Federal Institute of Minas Gerais, which was the research site. The author also points out that such advances are only the beginning of the work and commitment that must be made to comply with all the legislation and that the commitment and commitment of the institution (higher administration, teachers, administrative technicians and students) is necessary, since the inclusion it is not the work of a small group or sector, but rather of the institution as a whole.

It is known that only the legislation that provides for the right to education of the disabled person is not enough to guarantee the effectiveness of this right, being necessary for its implementation the formulation of educational policies at the national and institutional level to, in fact, promote the assimilation rights and duties for all.

Monteiro (2016) corroborates the fact that people with disabilities do not seek differential treatment, on the contrary, they want equality of law, so that they are part of society, to be integrated. After decades of exclusion and social marginalization, we seek recognition and the right to be part of life in society, without its deficiency being an impediment due to lack of structural, architectural, communicational adequacy, among many other impediments imposed by the so-called "normal".

In this sense, Wellichan and Souza (2017) emphasize the importance of raising the debate about the long period of discrimination and social exclusion that people with disabilities faced, pointing out the need for deep debates so that the whole society is aware of the impacts negatives that such denial of these subjects caused, leaving them to the margin of the social life. The authors make a historical contextualization until reaching what they call a landmark in the definition of the rights of people with disabilities, which is the promulgation of Law 13,146 / 2015, which establishes the Brazilian Law on the Inclusion of Persons with Disabilities (Statute of the Person with Disabilities) reiterating the progress that the Statute brought to school inclusion, based on the notes of the rights and duties of federal entities, regarding the compulsory provision of education in the regular network of education, which resulted in a higher percentage of students with disabilities completing high school and competing the vacancies of higher education.

Taisa Caldas Dantas (2015) verified the importance of inclusion for the self-esteem and learning of students with disabilities, since the analysis of the inclusion of people with disabilities in higher education, based on the perception of the subjects with disabilities entering this modality of education, interaction and participation in the academic environment, between students with and without disabilities, create new opportunities for learning and knowledge, making them feel part of the university.

The research carried out by Dantas (2015) points out that, despite the interaction between students with and without disabilities in the classroom, there are still barriers regarding acceptance that these students need specialized monitoring to effectively achieve to enter the university environment, since they have some physical, intellectual, cognitive and audiovisual impediments, among many other barriers that a so-called "normal" university does not face. From the research it was possible to identify the importance of implementing inclusive methodologies by the teaching staff, which favor the learning of students with and without disabilities.

This understanding is shared by Santos and Dantas (2017), who, when researching assistive technologies and the inclusion of deaf people in higher education, concluded that it is of fundamental importance and therefore necessary to use the technical-pedagogical resource so that the deaf student can follow and participate in classes.

Thus, the relevance of educational policies and programs focused not only on access, understood as admission, but rather on access, understood as admission, permanence and

successful academic life of people with disabilities. Fortunately, the subject has become an object of interest for researchers in the area of educational policies in recent years in Brazil.

Policies for access to higher education

The third category deals with policies on access to higher education, and the following studies examining public policies as a mechanism to guarantee the right to higher education in the perspective of social inclusion are analyzed: the dissertation by Fabiana Harumi Sasazawa (2005), entitled "Teaching and special education at the State University of Maringá: Some reflections "; the dissertation of Renato Justino Borges (2010) "The right to higher education in the perspective of social inclusion in Santa Catarina"; the article "Access in the Policies of Higher Education: dimensions and indicators in question" by Maria das Graças Martins da Silva and Tereza Christina Mertens Aguiar Veloso (2013); the dissertation "Public Policies in Higher Education: Affirmative Actions at UFPB", by Maria Luciene Ferreira Lima (2014); the dissertation of Marina Jacob Lopes da Silva Santos (2015), entitled "Public Policies and Law: Democratization of Access to the Federal System of Higher Education"; the article by Ligia de Oliveira Barbosa "Destinations, choices and the democratization of higher education" (2015); the article "Public policies for the expansion of federal higher education in Brazil in the context of the globalization of capital" by André Moura Blundi Filardi and Dayton Fernando Padim (2015); the dissertation of Rafaela Santos Venâncio de Araújo (2016) "Globalization and quota policy for admission to higher education: analysis of human rights and international documents"; the article "Expansion of higher education: notes on its limits and social possibilities" by Anita Helena Schlesener and Maria de Fátima Rodrigues Pereira (2016); the article by Edineide Jezine entitled "Expansion and access to higher education: how is gender equality?" (2016); the article "Politics of Quotas and Democratization of Higher Education: The Vision of Implementers" by Andreliza Cristina de Souza and Mary Ângela Teixeira Brandalise (2017); the article by Maria Luciene da Silva Araújo entitled "Reconfiguration of Brazilian Higher Education: Law or Dismantling?" (2017).

With regard to social inclusion in higher education, the research carried out by Borges (2010) found that public education policies that have been implemented since 2003 are achieving positive effects in the insertion of young people between the ages of 18 and 24 in Brazilian higher education. The author also mentions the need to formulate public policies that ensure the maintenance of these students in the studies, since it is not enough to increase access to higher education for a larger number of people, or even reserve a percentage of the vacancies for a certain public, if there are no mechanisms, public policies that help the permanence of these students.

Authors like Silva and Veloso (2013), Dubet (2015) and Barbosa (2015), point out that the expansion of the higher education system does not mean a democratization of this type of education for all Brazilians, but an increase in the percentage of individuals from

previously excluded sectors who are able to enter higher education. Another important observation that the authors make is the permanence of students belonging to the most socially and economically vulnerable classes, pointing out the need to adopt programs and actions aimed at the maintenance of these subjects in teaching, enabling the successful completion of graduation.

When analyzing access in higher education policies based on the Federal Constitution of 1988 and the Law on the Guidelines and Bases of National Education (LDB) of 1996, Silva and Veloso (2013) outline the norms and plans that have followed since. To that end, they express that the term access encompasses the entrance and permanence of the less favored social classes, with the admission referring to the quantity of available places and the selection mechanisms. The permanence observes the actions developed with the purpose of ensuring the maintenance and attendance of students, as well as the completion of higher education. The authors point out that the educational policies implemented since the 2000s are largely focused on the expansion of enrollment in order to change the historical scenario of inequality in Brazilian higher education. Despite the advances, in terms of admission, there are still many challenges for the permanence and completion of higher education.

In the current educational scenario, the effectiveness of public policies is fundamental to guarantee access to education, and therefore, the reserve of public resources in the budget of the federated entities is necessary. Therefore, it is necessary the involvement of all to charge the execution of educational public policies. Cury (2007, p.832) defines public policies "[...] as some form of state intervention in the provision and protection of certain rights of citizenship."

Ligia de Oliveira Barbosa's (2015) research reinforces the understanding that social origin is an important factor in school performance, reflecting directly on the future of subjects entering higher education, since, besides the impacts on professional life, access to teaching enables the expansion of knowledge, the opening to a new world, full of ideas and new discoveries. The author points out that cultural factors have a considerable impact on the percentage of admission and stay in higher education, but it is undeniable that economic factors are still determinant for access, understood here as admission, permanence and conclusion.

Part of this is the need for and relevance of studies that point out the impacts that educational policies and programs have on the social segments historically excluded from the higher education system. Authors such as Lima (2014) and Araújo (2016) point out the educational policies adopted in recent years as fundamental to safeguard the access of the less privileged social classes to higher education. Lima (2014) mentions that affirmative action policies reserve a percentage of places for social and ethnic-racial cleavage in the edicts and selective processes of higher education institutions, allowing a more equitable distribution of places for admission, but does not provide mechanisms for permanence of this student.

Such understanding is corroborated by Souza and Brandalise (2017) when they affirm that some specific educational policies, such as quotas policy, allow students from public

schools and social segments previously excluded from this modality to enter higher education, since, historically, Brazilian higher education was extremely elitist, especially in the courses of greater social prestige, which contributed to the access of the public belonging to the most favored social classes. The authors point out that educational policies of affirmative actions and quotas are focused only on admission, there is no national or institutional program to assist in the permanence and follow-up of these students in the course of their studies.

Authors such as Schlesener and Pereira (2016) point out that a large part of the public policies and programs formulated by the governments that succeeded the 1990s, aiming at the expansion of higher education in Brazil, were geared to the interests of capital and only a minority, was focused on the social interest of the population.

In this context, it is possible to infer that it is not enough for governments to formulate educational policies, making it necessary to justify and specify the benefits that such policies will bring to society. It is worth emphasizing that in Brazil the normative advances verified in the last decades show that the country is one of the most prepared and instrumented in terms of the legal prediction of the right to education, as well as the prediction of the entry of social classes, historically excluded, in higher education.

In analyzing human rights legislation, international documents and regional regulations, Araújo (2016) points out that there is a divergence of understanding when it comes to access to higher education, noting that although all jurisprudence raised affirm that education is a right of all should not be discriminated against, some documents point to merit as the only mechanism for entering higher education.

As a result, there was a lack of global and national consensus regarding the legislation and formulation of public policies for access and permanence in higher education of more vulnerable social groups. It is worth emphasizing that the normative analysis showed that Brazil is one of the countries that have been enacting laws that guarantee the right to inclusive education for all, especially for the economically and socially disadvantaged groups.

Conclusion

The present study made it possible to understand the production of knowledge about the right to education in the higher education of people with disabilities, allowing to glimpse the advances and/or possible gaps in the discussions of the subject in question. Thus, the investigation of the main theoretical and methodological approaches, as well as the analysis of the academic political positions and their discursive tendencies, allowed to situate the object of study in the context of current discussions.

The survey of national and international legislation and regulations pointed out that there is a global consensus regarding the universalization of basic education as an effective

and necessary mechanism to ensure citizenship, classifying itself in the role of fundamental human rights, however, when it comes to of access to higher education, there are still many discussions and controversies, mainly due to the non-compulsory provision of higher education for all (ARAÚJO, 2016).

The right to education of persons with disabilities must be carried out at all levels of education, aiming at not only training for work and living in society, but also the full development of the person. Thus, the implementation of educational policies, which help in the effectiveness of the right to education, provided for in the Brazilian legal system, is necessary for the development of the human being, insofar as it prioritizes the person as a complete being, endowed with capacities and powers to develop their knowledge from what is offered, interacting with the environment in which it is inserted.

It is worth mentioning that, in recent years, considerable progress has been made in Brazil regarding the enactment of laws and the implementation of educational policies aimed at expanding and safeguarding the right to higher education of persons with disabilities and other vulnerable groups (VIANA, 2010 and CASTRO 2012).

Regarding Brazilian legislation, the results of the studies indicate that the educational achievements achieved are largely due to the mobilization and organization of society, which is more attentive to the constitutionally constituted rights, thus invoking the legislative and executive powers , in order to create laws and adopt concrete measures for educational inclusion through public policies, which do not mean granting privileges, but rather the recognition of a constitutionally guaranteed social right for all without distinction (MAZZONI, 2003 .

The analysis revealed the relevance of the broader and more profound study on the institutional, academic and social acceptance of educational policies aimed at insertion and maintenance of social classes, historically less favored, as in the case study of people with disabilities, through the analysis of the effectiveness and the impacts that inclusive educational policies generate for all involved.

In this sense, the results of the studies show the relevance of research in the context of research and analysis of the effectiveness of educational policies focused on social inclusion, as in the case of the present study, the right to access, stay and successful conclusion of the study. graduation courses for people with disabilities. According to an exposition carried out during the course of work, educational policies play a very important role in expanding the service to the right that the population has, but which the State cannot offer without adopting a specific public policy to meet the educational needs of a particular group.

Considering that the survey carried out in the portals of Capes, Scielo, the Brazilian Digital Library of Theses and Dissertations and the International Journal of Higher Education, even using filters, returned a great number of works with the most varied results, it is emphasized that it was not it is possible to analyze all, only reading the works whose subject

matter was close to the object of the present study. Thus, it should be noted that some work inherent to the subject may not have returned in the search and / or have not been found to be related to other descriptors.

At the end, it is evident the enrichment that this systematic review has brought to the knowledge of what is being discussed in the academic political environment, favoring the retrieval of national and international laws and regulations, as well as educational policies that deal with the issue of people with disabilities and higher education. This review also reaffirmed the contemporaneity and relevance of the study, which focuses on the effectiveness of educational policies aimed at the enrollment of persons with disabilities in higher education, both in the educational and social areas and in society in general.

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