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Submitted: 27 Nov 2019

Accepted: 12 Jun 2020

Published: 22 Jun 2020

 [10.20396/riesup.v7i0.8657649](https://doi.org/10.20396/riesup.v7i0.8657649)

e-location: e021019

ISSN 2446-9424

Anti-plagiarism Check



Distributed under



The Process of Inclusion of Students with Disabilities: Actions Developed by the University*

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ABSTRACT

This article aimed to analyze the actions taken for the process of inclusion of students with disabilities from a university in the Rio Grande do Sul. To this end, it was characterized as a qualitative, descriptive, and interpretative methodology, having as sample 5 collaborators, being 4 from the Inclusion and Accessibility Support Center (NAIA) and 1 from the Student Support Center (NAE). A semi-structured interview was used as data collection instrument, as well as a review of the University documents (Website, Institutional Development Plan, and the Social Responsibility Report). To analyze the data, we used Bardin's content analysis proposal, resulting in three pre-established categories: 1st) Access; 2nd) Permanence; and 3rd) Opportunities. After analyzing the information obtained through the interviews of the collaborators and documents of the institution, as well as verifying the measures established in the current Brazilian legislation, it was concluded that the University is complying with all the requirements established by law, besides elaborating actions to prevent unusual access situations, personalized service according to individual needs to ensure permanence, and a program of training and opportunities for jobs and paid internship.

KEYWORDS

Higher education. Inclusion. Person with disabilities.

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O Processo de Inclusão de Alunos com Deficiência: Ações Elaboradas pela Universidade

RESUMO

Este artigo tem como objetivo analisar as ações adotadas para o processo de inclusão dos alunos com deficiência de uma universidade do Rio Grande do Sul. Para tanto, caracterizou-se como uma metodologia qualitativa, descritiva e interpretativa, tendo como amostra 05 (cinco) colaboradoras, sendo 04 (quatro) do Núcleo de Apoio à Inclusão e Acessibilidade (NAIA) e 01 (um) do Núcleo de Apoio ao Estudante (NAE). Foi utilizado como instrumento de coleta de dados a entrevista semiestruturada, além de uma revisão de documentos da Universidade (Site, Plano de Desenvolvimento Institucional e o Relatório de Responsabilidade Social). Para analisar os dados, utilizou-se a proposta de análise de conteúdo de Bardin, resultando em três categorias pré-estabelecidas: 1ª) Acesso; 2ª) Permanência; e 3ª) Oportunidades. Após analisar as informações obtidas por meio das entrevistas das colaboradoras e documentos da instituição, bem como verificar as medidas estabelecidas na legislação brasileira vigente, concluiu-se que a Universidade está cumprindo com todos os requisitos estabelecidos em lei, além de elaborar ações para prevenir situações inusitadas no acesso, atendimentos personalizados conforme as necessidades individuais para garantir a permanência e um programa de treinamento e de oportunidades de vagas de emprego e estágio remunerado.

PALAVRAS-CHAVE

Ensino Superior. Inclusão. Pessoa com deficiência.

El Proceso de Inclusión de Alumnos Discapacitados: Acciones Preparadas por la Universidad

RESUMEN

Este artículo tuvo como objetivo analizar las acciones tomadas para el proceso de inclusión de estudiantes con discapacidad de una universidad en Rio Grande do Sul. Para este fin, se caracterizó como una metodología cualitativa, descriptiva e interpretativa, teniendo como muestra 5 colaboradores, siendo 4 Centro de Apoyo a la Inclusión y Accesibilidad (NAIA) y 1 Centro de Apoyo al Estudiante (NAE). Se utilizó una entrevista semiestructurada como instrumento de recopilación de datos, así como una revisión de los documentos de la universidad (sitio web, plan de desarrollo institucional y el informe de responsabilidad social). Para analizar los datos, se utilizó la propuesta de análisis de contenido de Bardin, que resultó en tres categorías preestablecidas: 1º) Acceso; 2do) Permanencia; y 3 º) Oportunidades. Luego de analizar la información obtenida a través de las entrevistas a los colaboradores y documentos de la institución, así como verificar las medidas establecidas en la legislación brasileña vigente, se concluyó que la Universidad cumple con todos los requisitos establecidos por la ley, además de elaborar acciones para prevenir situaciones. Acceso inusual, servicios personalizados de acuerdo con las necesidades individuales para garantizar la permanencia y un programa de capacitación y oportunidades de trabajo y prácticas remuneradas.

PALABRAS CLAVE

Educación superior. Inclusión. Persona discapacitada.

Introduction

The debates about the inclusion of People with Disabilities – PwD have gained visibility in different areas in the last years, among them, in Education, through the theme of school inclusion in its different levels of educations. In Brazil, this theme has been emphasized, since the 1990s, with the agreed commitment with the United Nations – UN, in order to establish policies aiming at an “Education for All” (THOMA; KRAEMER, 2017).

Regarding the Brazilian legislation, according to Reis, Mota and Jesus (2015), the process of inclusion of PwD went through advances that have been developed for about thirty years, initiating its first milestone with the rights in the Federal Constitution from 1998, strengthened with the Law of Directives and Bases of Nacional Education – LDB, Law no. 9,394 from December, 20th, 1996, and having its recognition improved in 2015 by the Brazilian Law for the Inclusion of People with Disabilities (Statute for People with Disabilities) – LBI, Law no. 13,146 from June 6th, 2015.

These legal developments that initiated in 1973 have been improving, considering that until the Federal Constitution from 1988, were considered isolated events and that covered the rights of only some PwD, that is, established the integration of people with only certain types of pre-established deficiencies and that characterized a low level of limitations (MIRANDA, 2004; DINIZ, 2007).

It is worth mentioning the difference in meanings of the terms integration and inclusion, for a better comprehension of the advances in the achievements of the rights of PwD. According to Lopes and Fabris (2013), although the term inclusion has been officially named during the 1990s, their researches prove that, until the end of the 20th century, the word integration was used as a guideline to introduce students with disabilities in schools of regular education. They also emphasize that there is an opposition of meanings between these two terms in relation to the equal rights of these people, because integration is understood as a correction of the subject, that is, a manner of normalization, which starts from the logic of following the reference of a normal subject, as well as the full responsibility of the PwD in adapting to the environment in which he was introduced.

Given the relevance of a research in higher education with a bias towards the inclusion of PwD, it becomes important, first, to understand the meaning of the term “inclusion”, so that we can have a discussion that makes it possible to understand how it works at that level of education.

As for the meaning of the word, according to Teixeira and Maciel (2017), the term inclusion is generically used, both in literature and in legal documents and speeches. The author also reiterates that to know the meaning of this expression is important to first understand about “social exclusion”. Based on this premise, reflecting on inclusion is understood to be relevant, initially addressing the term exclusion, because methods are only thought of to include a social group when it is understood how excluded subjects are determined.

According to Martins (2002, p. 25), the “exclusion of these themes that are part of a set (that can almost be said systemic) of inaccurate categorizations”, that is, without a concrete understanding and that is used to identify some social problems, according to the author:

In fact, the exclusion category is the result of a metamorphosis in the concepts that sought to explain social order that resulted from capitalist development. More than a precise definition of problems, it expresses uncertainty and great theoretical insecurity in understanding the social problems of contemporary society (MARTINS, 2002, p. 27).

Following this same principle of not having a unique and concrete concept about exclusion, Castel et al. (2011), complement this thought affirming that, for a use of the word “exclusion”, the correct would be to comprehend its process better and not only one certain concept. Though, according to a search in the Brazilian legislation on the definition of the word, nothing was found specifying its understanding in a denotative way. However, measures that must be adequate for the so-called inclusion are shown (BRASIL, 2006). The same also occurred when searching in the educational scope, according to the legal understanding, in a document issued by the Ministry of Education and Secretary of Special Education, which mentions that:

The inclusion proposal proposes that educational systems become responsible for creating conditions to promote quality education for all and make adjustments that meet the special educational needs of students with disabilities (BRASIL, 2006, p. 15).

Following the premise that inclusion is seen as a process and not determined as a unique and concrete concept, for this article we will analyze it through three factors provided by law that guarantee the rights to students with disabilities in higher education. They are access; permanence; and opportunities (BRASIL, 2015).

This study will not focus on describing the historical process of inclusion legislation for these people, but on verifying how this inclusion is currently occurring in Education, primarily at the level of higher education.

The choice for the university environment is justified by three main reasons, the first being the Education, which according to Laplane (2007), is directly associated with human development because, in addition to improving the quality of the Work area, formal education is one of the basic conditions for raising the population’s income level.

The second reason is the results of the data presented by Kebach, Carminatti and Paaz (2017), in the 1st Luso-Brazilian Seminar on Inclusive Education, when they present data from the National Institute of Educational Studies and Research Anísio Teixeira – INEP, from 2014, about inclusion students in higher education. In addition to presenting low rates of students entering higher education, comparing to those who have completed high school, there is also another relevant information, which demonstrates the great difference in the number of inclusion students in relation to the others in all institutions in Brazil, representing only 2.35% of academics. It is understood, in accordance with the authors, that as much as people with disabilities had their rights legally recognized in society and that the laws ensure social inclusion of quality and dignity, only a small portion of this public benefits from this.

The third reason that justifies this research is the lack of studies directed to this referred level of education. This statement is reiterated by Santos and Hostins (2015) when declaring that even that the inclusion legislation of People with Disabilities in higher education has improved over the years, this theme is still very recent and needs more in-depth and targeted research.

Thus, this study will address the inclusion, and its analysis was based on the academic environment. The research occurred in a University from the Rio Grande do Sul and had as analysis material the information obtained through interviews with the institution's employees, who exercise their functions in the Inclusion and Accessibility Support Center (NAIA) and at the Student Support Center (NAE), as well as documents available on the website, in the Institutional Development Plan, and the last Social Responsibility Report prepared by the university.

Therefore, the present article aims to analyze the actions taken for the inclusion process of students with disabilities from a university in Rio Grande do Sul.

Methodology

To achieve the objective proposed in this article, the methodology is characterized as qualitative, descriptive, and interpretive. The choice of the qualitative methodology is justified by allowing a more in-depth analysis of the factors that influence and impact on possible results (TURATO, 2005), as well as the measures adopted by the educational institution regarding the process of inclusion of students with disabilities at a university from Rio Grande do Sul will be verified.

The research context occurred in a university from Rio Grande do Sul and had as instruments for data collection documents, field diaries, and semi-structure interview. First, we initiated with the documentary research, analyzing the process of inclusion of students with disabilities at the university. This type of research is usually characterized by being the basis of an investigation work that can guide its process, since it seeks information in documents from primary sources, that is, that have not received any scientific and/or analytical treatment (PRODANOV; FREITAS, 2013).

For the article, three sources of documentary research were used: the institution's website, the Institutional Development Plan 2016/2020 (PDI) and the 2017 Social Responsibility Report (RRS). However, these data were out of date, as a result of the year in which they were prepared, 2017, and some doubts arose regarding the actions performed by the team of professionals from the Inclusion and Accessibility Support Center (NAIA) to promote the process of inclusion regarding the access, permanence, and opportunities for students with disabilities. Therefore, we applied a semi-structured group interview with the team that make up this group. Due to the little information obtained by the interview with the NAIA team on the issues of internship and employment opportunities offered to students, an interview was also applied with the person in charge of the Student Support Center (NAE), as this is the sector responsible for such an issue.

The interviews included four interviewees from the NAIA team and one from the NAE, as shown in chart 1:

Chart 1. Relation of Interviewed Participants

PSEUDONYM	SECTOR	FUNCTION	DATE OF INTERVIEWS
Ana	NAIA	Responsible for the attendance of the visually impaired	April 8, 2019
Bianca	NAIA	Responsible for the attendance of the hearing impaired	April 8, 2019
Carla	NAIA	Secretary	April 8, 2019
Deise	NAIA	Sector coordinator	April 8, 2019
Sandra	NAE	Sector coordinator	July 25, 2019

Source: Elaborated by the authors.

The interview with the NAIA team was in group and lasted approximately one hour and occurred in the meeting room of the referred Center

For the interview, a script containing ten questions divided into two blocks was constructed, being the first focused on the presentation of the research participants, as well as their functions and that of the center. The second block was subdivided with questionings about their actions to promote the process of inclusion of students regarding their access, permanence, and opportunities.

The interview applied to the person responsible for the NAE was also characterized as semi-structured, lasting approximately one hour, and aimed exclusively on the questions about the opportunities directed at PwD students.

After the data collection, interviews, and document analysis, Bardin's content analysis proposal (2016, p. 131) was used, thus following three steps: 1) Pre-analysis – it is the organization phase, which represents a first moment and aims to put into practice and systematize the initial idea capable of building a precise scheme for an analysis plan; 2) Exploration of the material – this step is considered the longest and most tiring, as it involves “coding, decomposition or enumeration, according to previously formulated rules”; and 3) Treatment of the results obtained – in this step, after obtaining the results of the research, it is possible to make inferences and anticipate interpretations in relation to the objectives proposed in the study. And, in this case, three categories were pre-established for analysis, which compose the legal understanding of the process of inclusion, determined as 1st) the access – which is the measure taken by the university to facilitate and guarantee the accessibility of the space and material resources for the candidates at the moment of the selection process, the entrance exam; 2nd) the permanence – which are the actions planned and developed by the university to guarantee the entire academic path, thus avoiding their evasion and guaranteeing equity for dignified and equal educations; and 3rd) the opportunities – which refer to internships and jobs opportunities destined for these students.

This research respected the ethical parameters according to the Resolution 510/2016 from the National Health Council, aware of the ethical obligations, preserving the respect for people, and was approved by the Research Ethics Committee of Feevale University, under number 04497118.3.0000.5348.

Results and Discussion

From the analysis of the results, using the Barding's Content Analysis (2016) technique, we will present the discussion divided into three pre-established categories: Access, permanence, and opportunities. These are the three factors according to the Brazilian Law of Inclusion (LBI), which compose the process of inclusion of People with Disabilities (PwD) in higher education.

These three categories mentioned above served as a basis to analyze the research sources, which were the institution documents (Website, PDI, and the Social Responsibility Report), as well as the responses obtained through the interviews with the NAIA team and the person responsible for NAE. And these passed through a comparison with the current laws that establish rights to PwD in higher education, which are: Brazilian Law of Inclusion (LBI), Law of Directives and Basis (LDB), National Education Plan (PNE), and also the Federal Constitution. The Analysis Summary Chart is shown below:

Chart 2. Analysis Summary Chart

CATEGORIES	LEGISLATION	DOCUMENTARY RESEARCH	INTERVIEWS (NAIA and NAE)
ACCESS	<ul style="list-style-type: none"> - Equal opportunities in access (LBI art. 28, XIII; LDB art. 59, V; FC88, art. 206, I); - a field in the application form for the candidate to inform the accessibility features needed (LBI, art. 30, II); - Exams in accessible formats (art. 30, III); - Availability of accessibility and assistive technology resources, previously requested by the candidate (LBI, art. 30, IV); - Extension of time, upon previous solicitations and proof of need (LBI, art. 30, V); - Adoption of criteria for the evaluation of written exams, which consider linguistic uniqueness (LBI, art. 30, VI); - Complete translation of the notice in Libras (LBI, art. 30, VII). 	<ul style="list-style-type: none"> - Set goals and organize strategies for the access and permanence of PwD (PDI); - Offer access conditions as requested in the entrance exam registration and contact the candidates by phone (PDI); - Ensure adequate structure for the entrance exam candidates (PDI and website); - Assist in physical adaptations (PDI); - Adapt materials and adapt spaces (PDI). 	<ul style="list-style-type: none"> - In addition to the NAIA team confirming the statements in the documents and acting in accordance with the legislation, the interviewee Deise (NAIA Coordinator) states: “When he (student) enrolls in the entrance exam and indicates a need, the NAIA is activated, and the first contacts are made.” (DEISE, NAIA Coordinator). - Provide adapted materials, in addition to those indicated by candidates, as wider spaces.
PERMANENCE	<ul style="list-style-type: none"> - Offer of school support professionals (art. 28, XVII); - Preferential assistance for people with disabilities on the premises of the Higher Education Institutions (HEI) and services (art. 30, I); See article 30, items IV, V, and VI. - Provide educational methods, techniques, and resources for students with disabilities (LDB, art. 59, I); - Expand the inclusion and student assistance policies in order to support their academic success (PNE, goal 12.5); - Institutionalize digital and audiovisual programs to ensure accessibility (PNE, goal 12.15). 	<ul style="list-style-type: none"> - Guarantee support for students and articulate teaching actions (RRS); - Promote continuing formation actions for inclusion of professors (PDI); - Systematically accompany students with differentiated learnings (PDI and website); - Assist in physical adaptations (PDI and website); - Forward, if necessary, to pedagogical interventions (Leveling) (PDI and website); - Adapt materials and adapt spaces (PDI); - Priority, immediate, and differentiated service (PDI). 	<ul style="list-style-type: none"> - They confirmed the actions provided by law and in the institution documents, such as: - Assistance with professors (BIANCA, NAIA); - Refer students to the Leveling Program (DEISE, NAIA Coordinator); - Provide interpreters and different assistive technologies as requested (DEISE, NAIA Coordinator).
OPPORTUNITIES	<ul style="list-style-type: none"> - Special education for work, for effective integration into society (LDB, art. 59, IV); - Specialized assistance for social integration, through training and facilitation to the labor market (FC, art. 227, §1º item II). 	<ul style="list-style-type: none"> - There is nothing documented on strategies and measures taken by the university regarding the opportunities offered directly to students with disabilities 	<ul style="list-style-type: none"> - The person responsible for NAE state: “In the Opportunities field, on the website, companies offer job and internship opportunities, indicating for candidates with PwD.” - The Inove Program recruits and sends students with disabilities to positions offered by companies.

Fonte: Elaborado pelos autores.

From the observation of Chart 2, the discussion on the process of inclusion of students with disabilities will be divided into three subtitles, which refer to the pre-established categories, that is, the measures developed by the university to guarantee access, permanence, and the opportunities of these students.

The Access of Students with Disabilities in Higher Education

Access to higher education is understood as the selection process to enter the institution, in the case of the researched university, the entrance exam. According to Zago, Paixão and Pereira (2016), historically, the higher education institutions are millennials, however, in Brazil, this educational level has not yet completed a century. And the first government programs that instituted public policy actions aiming to expand the access opportunities appeared only in 2003. These actions resulted in an increase in enrollments in higher education courses for the excluded population, until then, this level of education, both for socio-economic issues as well as for issues of recognition and social belonging, as in the case of quota opportunities.

To initiate a discussion on the measures taken by the university to guarantee the access of students with disabilities, we first verified that about public policies for expanding vacancies and facilitating access, such as the University for All Program (PROUNI) and Student Financing (FIES), PwD candidates follow the same guidelines of the institution as all other candidates, that is, through the entrance exam or by the grade of the National High School Exam (Enem). Also, according to information obtained by the Inclusion and Accessibility Support Center (NAIA) coordinator, the institution does not provide quotas to students with disabilities, however, there is an internal program, the Organizational/Social Inclusions of Special Values (INOVE)¹, which provides scholarships opportunities with discounts up to 100% for PwD employees.

Regarding the actions developed exclusively for PwD candidates concerning the accessibility and measures provided by law for the entrance exam, it is possible to observe, in chart 2, that most of the current laws, such as LBI from 2015, LDB from 1996 and, also, the Federal Constitution from 1988, establish the right to equality in access, as well as its articles and items present measures to be fulfilled by educational institutions.

Starting with the university document analysis on the measures taken regarding access, we used the institution's website, the Institutional Development Plan 2016/2020 (PDI), and the 2017 Social Responsibility Report (RRS) as a source of research.

¹ The Inove Program, created by the studied university in 2007, aims to include People with Disabilities in its staff, offering, in addition to the benefits guaranteed by Brazilian Labor Law Code (CLT), health plans and insurance and scholarships for all education modalities of the institution, as the language center, undergraduate and graduate (Information obtained on the institution's website and the PDI). We emphasize that we will not go deeper into an analysis of this Program, since it deals with the area of Work of PwD in the institution, and our research focus is the inclusion in Education.

The website was the place where the information about the inclusion process of students with disabilities was less detailed, compared to the other sources mentioned above that were analyzed. In the “accessibility” tab, the text begins with the university's objective of seeking equity, from the conditions of access to the completion of studies by students of inclusion, promoting respect for diversities. About the institution's mission and purpose, it is described as follows:

[...]its mission of “promoting the production of knowledge, the integral formation of people and the democratization of knowledge, contributing for the development of society” takes respect for differences and human diversity as an institutional purpose, seeks to identify in its everyday practices the potentialities and vulnerabilities of a social, economic and cultural nature, understanding that this is the most appropriate way to effect inclusion (UNIVERSITY WEBSITE, 2019).

From the objectives presented by the educational institution, it informs that to achieve them, actions developed by the team of its Inclusion and Accessibility Support Center (NAIA) are promoted. There is also a description of the objective of this Center together with the University Dean of Education, who propose:

[...]to articulate actions that enhance the student's learning process, understanding that learning is a subjective process and, also, it is a space for monitoring academics who can indicate different learning issues, as well as academics with special educational needs since the selection process of the entrance exam until the conclusion of their academic trajectory (UNIVERSITY WEBSITE, 2019).

The descriptions of these actions developed by the Dean of Education through NAIA are better specified in the Institutional Development Plan 2016/2020 (PDI)², in chapter 10, entitled “Assistance to People with Special Educational Needs or with Reduced Mobility”, more precisely in the third sub-chapter, “10.3 Pedagogical and Psycho-pedagogical Support”.

The NAIA team consists of professionals with multidisciplinary training, such as pedagogues and professionals specialized in areas of different types of disabilities. The actions promoted by the team comply with all the requirements established by the legislation, ranging from providing a specific field in the entrance exam registration form, so that the candidate indicates about his disability and the resources he will need on the day of the exam, as well as, the adequacy and adaptation of materials and physical space to ensure the accessibility of the candidate.

According to Nunes and Magalhães (2016), it is the duty of the university to develop methods of actions to guarantee the accessibility of students from access to completion, as well as the creation of a Center responsible for the elaboration and monitoring of these strategies. Therefore, in order to obtain more details of the actions to promote these guarantees mentioned in the PDI, we conducted the interview with the NAIA team, thus beginning with questions about the access of PwD students, in addition to measures taken by the university team during the entrance exam.

² In the year in which the university's Institutional Development Plan (PDI) was elaborated, the center responsible for the inclusion of students with disabilities was called the Accessibility and Permanence Center (NUAP), however, the name was changed and is called the Inclusion and Accessibility Support Center (NAIA) and, when referring to this center, we will quote it as currently registered, NAIA.

Law no. 13,146 (LBI), in Chapter IV, Article 30, specifies requirements that higher education institutions must fulfill in the selection process for the admission of PwD candidates. This law determines since the availability of a specific field in the registration form for the candidate to inform his disability and the resources, both accessibility and technology, that he will need at the time of the exam, until the specified availability of the materials to be provided to them, such as the exam in an accessible format and assistive technologies that meet the student's needs according to their request, as well as a different time for these students to perform the exam (BRASIL, 2015).

According to the answer of the interviewee Deise, NAIA coordinator, in addition to the university fulfilling the requirements provided for in the legislation, it also adopts some other measures to better serve these candidates: “[...] We usually get in touch beyond what he writes in the registration form, to have the guarantee that he will be attended in all his needs in the exam” (DEISE, NAIA COORDINATOR, 2019). The coordinator also reports some situations that occurred when the applicant requested a wrong resource or needed more than what he wrote on the application form, so, for this reason, they adopted measures to always have more than one adapted material available, as well as some interpreters, if necessary, for the assistance of any student, as reported by the interviewee:

Just as there was the case of a student who said he was just hearing impaired, that he did not need an interpreter. He arrived on time and the need was seen and he was moved to the room where the interpreter was. So, we usually predict exam with expanded size, we already predict one or two more for any situation to be ready. There have been cases where the student broke his leg the day before (the entrance exam) and we had to find an adapted table, with a larger space, because it was too tight in a room with forty people, at the time we got organized to handle it. The entrance exam day is a rush, everyone here runs from side to side to attend these emergencies, right? There is no way for us to predict. Each case is different, but we always try to respond in the best way (DEISE, NAIA COORDINATOR, 2019).

As mentioned by the NAIA Coordinator, Deise, about the need to transfer the class candidate, the interviewee Ana (responsible for visually impaired students, NAIA) pointed about this measure of relocating candidates to a specific room according to their physical limitations and/or the need to use a technological resource or an interpreter. It also reiterates that these measures are taken both for the convenience of students with disabilities and to avoid the lack of concentration of other candidates who are taking the test.

Thus, according to Chart 2, it can be said that the university complies with all the requirements provided by law to ensure the accessibility of candidates in the entrance exam. As well as some public policies (PROUNI, FIES, and QUOTAS) promoted an increase in the number of vacancies targeted at the population who were previously unable to attend this level of education. However, Rocha and Miranda (2009) warn that even if there has been an advance, that is, that there has been an increase in the number of PwD students entering universities in recent years, as indicated by the data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP), there is much to be improved for full inclusion to actually occur. The authors further state that:

Although these quantitative data indicate a jump in the number of enrollments, the challenge of an inclusive education in higher education still needs to reach qualitative data, it is still necessary to implement public policies that meet and respect the specificities of each student with disabilities, measures that attend diversity (ROCHA; MIRANDA, 2009, p. 201).

We understand, therefore, that although PwDs have their rights to access university provided by law, there are still barriers to be overcome, such as “attitudinal, pedagogical, and architectural barriers, among others, that overlap the access of people with disabilities [...]” (ROCHA; MIRANDA, 2009. p. 202).

For Pacheco and Ristoff (2004), another critical point presented by INEP is related to the socio-economic conditions of students who would be “able” to enter higher education, that is, with high school completed. The authors point out that more than 25% of these students, a percentage that represents approximately 2,100,000 students, are in situations so needy that they would not be able to continue studying even with a full scholarship, as they would still depend on student housing and/or transportation, food in university restaurants and paid scholarships.

From the notes on these issues to be reflected in order to develop more effective measures to guarantee the access of students to the university, we found that another relevant point is to go beyond admission, with actions that guarantee the permanence of these students at the university. Therefore, we start the next subtitle that will bring questions about actions provided by law and developed by the university that aim at the permanence of PwD.

Actions and Measures Developed by the University to Guarantee the Permanence of Students with Disabilities

The discussion about the second pre-established category in this study, permanence, becomes a little more complex compared to the first category mentioned in the previous subtitle. This complexity occurs in relation to the quantities and varieties of actions developed and legal measures provided by the current laws in order to remedy the obstacles of students throughout their academic trajectory, thus respecting the individuality of each student to ensure teaching and learning with equality for all students.

According to Zago, Paixão and Pereira (2016, p. 147), even with the progress in relation to access to higher education, there are still problems in remaining at this level of education and point out as an example the high dropout rate. Thus, they reiterate that, “therefore, there have been changes in the forms of exclusion, because, if before it was primarily a result of containing access, today, exclusion occurs within the education system”.

According to Chart 2, we observe that all measures provided by law to guarantee the student's permanence are complied with by the institution, with some of the actions indicated in the PDI and on the university's website. These actions range from priority assistance to PwD to pedagogical methods to mediate teaching with equity. In order to obtain more detailed information about these actions, we asked about this in the interview with the NAIA team.

Regarding the questions about the actions directed to the students to guarantee their permanence, they were the ones that took more time during the interview, due to the attendance being treated individually, aiming to meet the needs of each student according to their specificities. Thus, as the interviewees repeated several times during this block: “Each case is a case”. So, from the interview, we try to understand the application of the methods developed by the institution, since, according to Nunes and Magalhães (2016), the legislation gives the university autonomy to take its internal measures, in order to guarantee the equality of teaching and learning of these students, as well as ensuring their permanence and completion.

According to the interviewees, some of the measures taken by the center to guarantee the student's permanence in the university vary from the assistance provided to the teachers, the assistance of the student with a psycho-pedagogue (only “for more specific situations” according to Bianca from NAIA), to leveling. The NAIA Coordinator pointed out that leveling is a university program aimed at all students and not just at those with a disability³.

Still, on the issues related to permanence, it was asked about the evaluation methods for these students and the adjustments for the equality of their teaching-learning. As for the evaluations, the interviewee Bianca (NAIA) replied that normally the exams are the same as for all the other students, what can differentiate, in the case of the deaf student, is the help of an interpreter, however, there are some conditions, as she explains: “only that we have a combination, any doubt that the student has regarding the test he calls the teacher and then asks the teacher and the interpreter mediates the communication” (BIANCA, NAIA, 2019).

They gave other examples of adaptations, such as, in the case of the visually impaired, the printed exam is enlarged, in this case, some manage to do it together with the others in the classroom, or in cases of some major limitation to see, students can take the test in the NAIA room, which has computers adapted with 43-inch monitors, among other assistive technologies. However, it is up to the teacher to decide on the evaluation processes of his students.

The interviewee Deise (NAIA Coordinator) points out that most students served by NAIA do not have learning problems, that people need to demystify this idea that disability is always associated with learning problems. She also reiterates that this is the main concern of teachers who seek them to help the way they should teach these students, being the team's standard response, that teachers should teach these students as they teach everyone else. She also adds:

³ According to information on the university's website, the Leveling Program is made available, in the form of Distance Education (EaD), to students who are interested and feel the need for a better understanding of the basic concepts that are no longer built by the academics in schools of high school, aiming to provide equal conditions in the access to knowledge, thus enabling an improvement in higher education. The contents offered in this Program refer to Basic Education in the disciplines of Chemistry, Mathematics, Portuguese Language, and Biology.

And if there is a learning issue associated, well, it is another associated issue, but it is not because he has a disability that he has a learning disability. So, we try to demystify (hããã), because that is sometimes implicit in speech and that is not true. They have as many conditions as anyone else (DEISE, NAIA COORDINATOR, 2019).

This expression "demystifying" used by the interviewee is considered, by Candau (2008), one of the challenges to be overcome in order to have an inclusive education, that is, with a mediated teaching with equality and respect for diversity. The author uses the term "deconstruction" to explain this challenge, that is, to identify the issues of prejudice and discrimination that are present so subtly and in a naturalized way in the living environment, in order to be able to "denaturalize them".

An example of this deconstruction of aspects, socially naturalized, can be observed in the work of Goffman (1988, p. 15), when he presents the stigmas, one of them being "the abominations of the body", in which People with Disabilities would fit. The author states that stigma is a social construct, created by society to rank the types of individuals in relation to their values and rights. This social valorization, or rather, devaluation, according to Reis, Mota and Jesus (2015), is also a consequence of the common sense of society, including the PwD themselves, when comparing disability with a disease, thus considering these people as defenseless, incapable, and without rights, considering them inferior and excluding them from effective participation and inclusion in society.

In order to address some of these challenges that possibly imply in the process of inclusion of students with disabilities and which we consider to be the result of social and cultural factors, we brought to the debate in the interview the question of self-prejudice, also understood as the victimism of the PwD himself, because, according to Pacheco and Alves (2007), this can be a reason for exclusion, since the subject isolates himself and discredits his abilities.

Interviewee Deise (NAIA Coordinator) disagrees that this occurs in the higher education environment, she says that students at this level of education have more autonomy and are much more optimistic in their abilities when compared to students in basic education, where this behavior is more frequent, both of "victimization" and of over-protection of parents, and states that "[...] the student who arrives in higher education has another process of autonomy. It is different from the student who is still there in high school. I think he has overcome, a little, this issue of being a victim, he is in another moment." However, she ends her speech by saying that they often have to reinforce with students the difference in the process of studying in higher education in relation to basic education, that is, study strategies, the dedication of time for this, but says that this question is not the problem only for students with disabilities, but for so many other university students.

The interviewee Bianca (Responsible for the attendance of the hearing impaired, NAIA) complements the speech of her colleague Deise (NAIA Coordinator) about the autonomy of these academics, that even though they have some disability, when it does not harm them in the learning process, they do not even seek advice from the center, some even attended all

education without speaking up and/or dispensed any help offered. The interviewee Ana from NAIA, who is responsible for the visually impaired, also points out that it is not the NAIA team that seeks students to offer adjustments, but rather that they make requests when they need them, so there are some PwD at the university that they are not even aware, since they have never been in contact with the Center.

Still on the permanence, to conclude, there was the question about students' dropout. The interviewees say they are not aware of dropouts, however, they believe that, if there are any, it is not for reasons of adaptations and accessibility, but financial reasons. This relationship between dropout and the socioeconomic profile is a fact confirmed by INEP, since this profile is much higher among graduates when compared to that of those entering higher education.

In relation to the university, there are some more specific issues to be observed, considered as barriers to the practice of this inclusion, one of them being the mistaken idea of confusing integration with inclusion. Omote (2016, p. 211) mentions that just the fact that students with disabilities have entered the university and are with the other students without disabilities is not an inclusion. In other words, "it is necessary for students with disabilities to have access to all social, cultural, and academic opportunities, on whose participation their full university education may depend". The author also adds that higher education can only be considered inclusive when the teaching is of quality and that it makes available several resources so that this teaching can be used by all academics regardless of their limitations or capabilities.

Other notes mentioned regarding the procedure for a university to be considered inclusive are cited by Machado (2014), stating that:

Thinking about an inclusive university requires that education professionals who are closest to the students to be included must know more about how to act, how to teach, how to deal with diversity, have technical dimensions. While managers need to have more knowledge of the managerial and also administrative dimension: knowing how to diagnose, plan, control, and evaluate (MACHADO, 2014, p. 127).

Complementing the author's quote, regarding the understanding of an inclusive university, Laplane (2007, p. 61) contributes, bringing a note on his understanding of Education for All⁴, stating that it is not an exclusive issue of the educational scope, but also "[...] is related to social policies, income distribution, differentiated access to material goods and culture, among others". Based on this logic, we start the next subtitle, which refers to opportunities for students with disabilities related to job and professional internships vacancies.

⁴ Education for All is a program resulting from the World Conference on Education for All, which took place in Thailand in 1990, practically "ten years after the International Year of People with Disabilities" in 1981, as defined by the United Nations (UN). One of the objectives of this program is the universalization of access to education and the expansion of the focus on education for all (LAPLANE, 2007, p. 59).

The Opportunities for Students with Disabilities in Higher Education

The third pre-established category, opportunities, was the factor with less information obtained both in the university and in the legislation, as shown in Chart 2. When addressing this issue, we refer to professional opportunities for the work area that are related to undergraduate courses in which students with disabilities are enrolled.

Brazilian legislation specifies these issues of opportunities in two moments: first in the Federal Constitution, Article 227, § 1º, item II, “Specialized care for social integration, through training and facilitation to the labor market” (BRASIL, 1988), followed LDB, Article 59, item IV, “Special education for work, for effective integration into society” (BRASIL, 1996).

Due to the lack of information in the university documents analyzed, we asked, through an interview with the NAIA team, about the opportunities offered to these students. But, both on information about paid internships and in relation to post-training job opportunities, the interviewees said they did not have the knowledge and explained that this issue is directly related to the university's Human Resources (HR) sector. Interviewee Deise (NAIA Coordinator) only clarifies that she advises academics who are interested in working in their graduating area to register their curriculum in the opportunities tab on the institution's website, as the other students do.

When researching the other sectors and service centers of the university, we were informed that the Student Support Center (NAE) would have the information we were looking for. And through an interview with the coordinator of this center, to whom we will refer with the pseudonym Sandra, we obtained the answers on the subject.

The interviewee informed that the university has two programs that facilitate and provide opportunities for students to enter the job market in terms of paid internship and jobs under the CLT regime, the first being Student Support, which is found in the Opportunities tab in the institution's website. Sandra (NAE Coordinator) explains that this service is not directed exclusively to PwD students, but to everyone interested in entering the job market. However, there is a space for both companies that register their job offers and students who apply, which specifies whether or not that vacancy is intended exclusively for PwD, or whether it is indifferent in this regard. Here is the information on the website:

The website discloses the opportunities available both to work at Feevale University and at partner companies that use the website to publish job opportunities, non-mandatory internships, and trainee programs. There is no restriction to access the opportunities, just to be in accordance with the desired profile in the vacancy to apply (UNIVERSITY'S WEBSITE, 2019).

The second program informed by the interviewee Sandra (NAE Coordinator) is Inove, which was already mentioned at the beginning of this article, in the subtitle about student access. She adds that this service, in addition to being destined for the institution's employees, develops training and recruitment for companies in the region that do not have the structure or qualified personnel for this function.

We verified, then, that the university has programs and services both in relation to the offer of employment and paid internship as well as the attendance/training of students interested in these professional opportunities. With that, we can discuss a reflection on the role of higher education in the training of students, that is, that transcends the mediation of merely conceptual contents, but has the ability to instruct and strengthen attitudinal practices regarding critical sense, sense of belonging, and recognition social status of students.

The study by Braga and Schumacher (2013) corroborates this strengthening of social belonging, clarifying issues of recognition as a factor in the development of identity in a bias of combining collective and individual elements. This sense of belonging is associated with social appreciation, the recognition of the individual in society as a citizen of rights, and this recognition, according to Souza (2012), in a perspective of Charles Taylor, understood as the attribution of respect and self-esteem, considered a link for the formation of both individual and collective identity. Also according to Souza's thesis (2012), the recognition or lack of it directly affects the identity of the individual or social group, impacting on the social devaluation of those who classify them as inferior groups, in addition to influencing their self-image, which internalizes this feeling of devaluation and feels naturally depreciated. Thus, it is understood the importance of recognition both related to society's respect for diversity and, thus, in the constitution of equal rights, as well as for the equality laws to be effective.

According to Nunes and Magalhães (2016), higher education institutions play an important role in strengthening the social inclusion of this social group represented by PwD, since, by containing a space for discussion and reflection on issues of social diversity, it is possible to provide a critical and innovative sense to create strategies to minimize social inequalities and promote social inclusion more effectively.

About these contributions that are mentioned, Fernandes (2016) states that it is possible to identify the intensification of recognition and social belonging of this population both within the academy and as a preparation for their social life, thus exemplifying that the classroom is a space for reflection on cultural diversity as well as being able to “(trans) form people”.

Teixeira and Maciel (2017) reiterate this issue, stating that one of the proposals of the National Education Program (PNE) for higher education is that they are able to promote research and extension activities to reduce social inequalities. As well as, because it also aims to qualify students for the job market and train critical subjects, institutions become the main responsible for achieving the strengthening of the feeling of belonging of these students to society.

For Amorim, Medeiros Neta and Guimarães (2016, p. 244), an important factor to be considered for the effectiveness of inclusion, in addition to those already mentioned, is not to fragment the inclusion by social sectors, that is, it is necessary to think of a whole social. Inclusion in Education is not enough if, after these students complete their level of education, they are not included in society. The authors suggest a break in the “social barriers”, with regard to prejudice and recognition, guaranteeing People with Disabilities the full right to “participate in the economic, political, social, and cultural life of the country”.

Conclusion

From this article, which aimed to verify the actions taken for the process of inclusion of students with disabilities at a university in the Rio Grande do Sul, when starting with a discussion about the meaning of the term “inclusion”, we verify that it is not of a unique and concrete concept, as well as that its understanding occurs from a process. This process is determined according to the factors present in the Brazilian Law of Inclusion, which were pre-established in three categories for the analysis of this article, namely: access, permanence, and opportunities for students with disabilities in higher education.

About access, that is, the selection process for the candidate to enter this level of education occurs through the entrance exam. And the university, in addition to complying with all the requirements established by law to guarantee the accessibility of PwD candidates, has developed, through NAIA, actions to prevent any unexpected situations, such as contacting the student to make sure of their limitations and resources they will need on the day of the exam, as well as the availability of additional resources (adapted materials, technology, space, and interpreters) to those who were requested in the entrance exam registration.

The second category was the most complex to address, as we analyzed several issues that can influence the permanence of students. In addition to the institution, through the NAIA Team and the documents, claiming to be complying with the measures provided for in the legislation, it also adopted internal actions according to the peculiarity and need of each student who requested some type of resource or advice.

The third category, opportunities, was the one we found the least information about, both in legislation and in university documents. With that, we had to investigate another sector of the educational institution. As indicated by the NAIA coordinator, we contacted the person in charge of the Student Support Center, who informed us that the institution complies with the legislation, offering job opportunities through its digital page, where students can register and check the companies that offer vacancies for PwD. In addition, the Inove Program, in partnership with some companies in the region, has recruitment and advisory service for companies that do not have this structure.

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