INCLUSIVE EDUCATION AND HIGHER EDUCATION: REFLECTIONS FROM A NARRATIVE REVIEW OF LITERATURE AND EXPERIENCE REPORT

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ABSTRACT

The number of enrollments of people with specific educational needs in higher education has grown significantly due to public policies that emphasize, stimulate, and promote entry into higher education institutions, stimulating a modification of such institutions towards educational inclusion. Considering these aspects, this article aims to discuss inclusive education in Higher Education, especially highlighting the legislative path and university experience in the Brazilian Northeast. The methodology for construction includes the review of narrative, qualitative literature, involving the analysis of academic texts that deal with inclusive Education in Higher Education. As an illustration of the effectiveness of these aspects, the article also aims to present, as an experience report, how the process of implementation of the Accessibility and Inclusion Center of the University of Pernambuco *Campus* Petrolina (NAI-Petrolina) took place. The initial results of this process of implementation point to the solidification of inclusive initiatives, through the recognition by students of the existence of the NAI, as well as with the increase of partnerships and adherence of professors to inclusive pedagogical actions and guidelines, from various courses on the *Campus*. This represents a significant advance for the institution towards the ideals of inclusive education, in line with Brazilian legislation, and brings necessary improvements for an inclusive process in the higher education sphere.

Keywords: Inclusive Education. Higher education. Accessibility Centers. Experience report.

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INTRODUCTION

The political-social movement of Inclusive Education has conquered the world since the Salamanca Declaration (1994) became the reference for the struggle for inclusion. This document, of which Brazil was a signatory, took the lead in the discussion on equalization and rules of opportunities for people with disabilities. This was one of the first steps to follow the Convention on the Rights of Persons with Disabilities, whose text was signed in New York on March 30, 2007, and its applicability incorporated into the Federal Constitution (Brazil, 1988) and the Brazilian Law of Inclusion – LBI (Brazil, 2015), known as the Statute of Persons with Disabilities, which reiterates the right of people with disabilities to access education, including Higher Education.

For the realization of this right, Article 28 of the LBI assigns to the public power the responsibility of "ensuring, creating, developing, implementing, encouraging, monitoring and evaluating [...] XIII - access to higher education and professional and technological education in equal opportunities and conditions with other people" (Brasil, 2015, n.n.). Before this, it is worth highlighting the importance of the National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008), which triggers an entire inclusive process, as well as the construction of references for the inclusion of students who are the target audience of special education, that is, students with disabilities, with global developmental disorders and high abilities/giftedness, as proposed by the Law of Guidelines and Bases of National Education (Brasil, 1996).

In general, these events, in the form of legislation, have promoted an advance in the most different guarantees of access and permanence of students with disabilities in higher education institutions. They also announce a new look at education and public inclusion policies, providing citizens who need it with a higher quality education, even in the face of the existing challenges in the face of the broad socio-political debate on the inclusion of people in higher education institutions, considering the pedagogical practices experienced and teacher training for this purpose.

We saw that this inclusion took time to materialize in schools. But, going beyond the walls of basic education, the movement for inclusion reached higher education and the university. Inclusion can no longer be ignored in this space. It is a fact and a requirement in the face of the social demands of people with disabilities and of all those who need to be included in the educational process of higher education.

In this sense, we draw attention to professors and technicians with disabilities who are also part of universities, whose number has been growing thanks to public inclusion policies that enable these subjects to be in university spaces. However, the analysis and

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debate on the dissemination and implementation of these documents becomes increasingly relevant, to corroborate that, in fact, in the daily life of society, inclusion gains more notoriety.

Given this initial scenario, with this article, we aim to discuss the inclusion of people with specific educational needs in Higher Education, since the diversity of students that permeates it requires that rights of access and permanence be respected. As a way to broaden the discussion around the theme, we made a narrative analysis of texts and documents that point to this importance, as well as brought the descriptive report of the experience of implementing the Accessibility and Inclusion Center of a higher education institution in the Brazilian northeast.

METODOLOGY

For the elaboration of the study, we conducted a narrative literature review, with a qualitative approach, which contemplated the issues of inclusion in national Higher Education, highlighting its challenges and formative possibilities, based on a survey carried out through the Virtual Health Library (VHL), Latin American and Caribbean Literature in Health Sciences (LILACS) and *Scientific Electronic Library Online* (SCIELO).

In addition, reference documents that defend, regulate, and promote Inclusive Education in Brazilian Higher Education were included. According to Kripka *et al.* (2015), this look is extremely relevant, as it allows the understanding of a theme from the analysis of various documentary sources, which may or may not be written (Figueiredo, 2007). Therefore, the main documents considered were: Law No. 13,409, of December 28, 2016; the Declaration of the Rights of Disabled Persons, of December 9, 1975, and Law No. 13,146, of July 6, 2015, known as the Brazilian Law for the Inclusion of Persons with Disabilities; in addition to the National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008). Institutional documents of the University of Pernambuco – UPE were also analyzed, such as CONSUN Resolution No. 017/2021 and Normative Instruction No. 01/2024 of the UPE *Petrolina Campus*, due to their relevance for the understanding of the theme in question, supporting the illustrative experience report brought.

RESULTS AND DISCUSSION
THE INCLUSION OF STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS IN HIGHER EDUCATION

This topic narrates important historical antecedents and brings reflections on inclusion in higher education based on more recent research carried out. In this sense, it is important to note, initially, that Article 59 of the Law of Guidelines and Bases – LDB, emphasizes the responsibility of educational systems to ensure that students with special needs have access to adequate curricula, methods, techniques, and resources to meet their demands. He also highlights the importance of having teachers trained to integrate these students into academic and professional training activities, aiming at their complete inclusion in society. This provision emphasizes the need to adapt education systems, including Higher Education Institutions, to promote educational inclusion.

In this scenario, Circular Notice No. 277, of the Ministry of Education (Brasil, 1996), addressed to the rectors of higher education institutions, which highlighted the difficulty and importance of acquiring data describing the number of students with specific educational needs who finished high school and, therefore, would be able to enter higher education, is also noteworthy. The then minister of education of the country described the need to think about access and permanence strategies that extended from the preparation of the public notice, application and correction of entrance exams/exams to the flexibility of educational services and infrastructure, as well as the training of human resources, to better meet the special needs of people with disabilities, enabling its successful permanence.

On a larger scale, in 2005, the Higher Education Accessibility Program - Incluir (Brasil, 2005) was launched, which proposed the implementation of measures aimed at ensuring full access for people with disabilities to federal institutions of higher education (IFES). Its main objective was to promote the creation and strengthening of accessibility centers within the IFES. These centers would be responsible for organizing institutional initiatives that would ensure the integration of people with disabilities into academic life, removing behavioral, pedagogical, architectural, and communication barriers.

The 2007 public notice of the program proposed a slight design for the Accessibility and Inclusion Centers, as a physical space, with professionals responsible for organizing the actions, articulating between the different bodies and departments of the university for the implementation of the accessibility policy and the effectiveness of teaching, research and extension relations in the area (Brasil, 2007), following as a model for higher education institutions.

The following year, the then National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008) ratified the understanding of Special Education as a transversal modality at all levels, stages and modalities, including higher education, although much of the legislation is still predominantly concerned with identifying, describing and standardizing this type of service in basic education.

Simultaneously, accessibility and inclusion were included as evaluation criteria for the accreditation and re-accreditation of higher education courses in the country. This can be observed, for example, in the References for Accessibility in Higher Education and in *the on-site evaluation of the National System for the Evaluation of Higher Education (Brasil, 2013), as well as in the Evaluation Instruments for Undergraduate Courses in person and at a distance, in the versions for authorization, recognition and renewal of recognition (Brasil, 2017a, 2017b).*

As an advance, Decree-Law No. 5,626, of December 22, 2005, is also noteworthy, which, in its Article 3, inserts the Brazilian Sign Language (LIBRAS) as a mandatory subject in teacher training courses (Licentiates, Pedagogy and Special Education) and as an optional subject for students of other Higher Education and Professional Education courses. Although the study of LIBRAS is optional for students of these other courses, Higher Education Institutions (HEIs) are required to include the discipline in their undergraduate curricula. This is an item present in the evaluation instruments for recognition or renewal of recognition of courses and accreditation or re-accreditation of the HEI.

Thus, in line with international agreements and various movements for the legitimation of rights, the Brazilian Inclusion Law (Brasil, 2015) established, for example, that in the selection processes for admission and permanence in the courses offered by HEIs and professional and technological education, public and private, measures such as: preferential service to people with disabilities on the premises of HEIs; availability of an exam registration form with specific fields, so that candidates with disabilities can inform the accessibility and assistive technology resources necessary for their participation; availability of tests in accessible formats to meet the specific needs of candidates with disabilities; availability of accessibility resources and appropriate assistive technology, previously requested and chosen by the candidate; extension of time, according to the demand presented by the candidate with disabilities, both in the selection exam and in academic activities, upon prior request and proof of need; adoption of evaluation criteria for written, discursive or writing tests that consider the linguistic uniqueness of the person with disabilities, in the field of the written modality of the Portuguese language; complete translation of the notice and its rectifications in Libras.

In addition to the LBI, it is also essential to mention Law No. 13,409, of December 28, 2016, which provides for the reservation of vacancies for people with disabilities in technical courses at the secondary and higher levels of federal educational institutions (Brasil, 2016), which ratifies the right to education for people with disabilities, including the creation of educational programs that contemplate the specificities of the theme of inclusion.

This brief and incomplete picture of normative instruments shows that the inclusion of people with specific educational needs (SEN) is a right of the person and a duty of the State and institutions, recognizing that there have been significant advances in the legal area (Cantorani *et al*., 2021; Gomes *et al*., 2021). Thus, it is possible to identify that there is a growing number of people with such needs in higher education (Costa; Pieczkowski, 2020; Fantacini; Almeida, 2020).

In the Higher Education Census for the year 2022, it is possible to see the number of 84,671 enrollments of people with SEN (self-declaration), in a universe of 9,443,597. Although it represents an advance over previous years, it is still a very small number, as it represents less than 0.9% of the total number of students enrolled in higher education.

This reality may represent an obstacle in access to higher education, which has been systematically reported in the literature (Fantacini; Almeida, 2020; Oliveira *et al*., 2016). Other aspects of inclusion in the undergraduate scope are highlighted in studies in the area, such as the dimensions of accessibility (Sassaki, 2019), teacher training (Costa; Pieczkowski, 2020; Fantacini; Almeida, 2020) and other institutional actors, such as coordinators and managers (Oliveira *et al*., 2016; Veiga *et al*., 2022), and the lack of materials and resources for assistive technologies that allow them to remain in the course (Rodrigues, 2020; Silva; Pimentel, 2021).

Silva and Pimentel (2021), for example, through an integrative review, analyze the scientific production on the educational inclusion of people with visual impairment, specifically about permanence in higher education institutions. They concentrate the difficulties on two axes: teacher training and the availability of materials. Thus, they identify that although universities have been developing actions for the permanence of students with disabilities, these are still insufficient.

Pereira and Santos (2020), in the same direction, start from the experience report of the second author, a person with a physical disability, and point out discrimination by colleagues, lack of physical accessibility and, above all, the difficulty of feeling belonging to the academic world, at which time it is evident that, despite advances in the direction of

accessibility and inclusion, ableist ideas continue to permeate discussions and experiences on this topic (Carvalho; Saço; Ferreira, 2023; Lorandi; Gesser, 2023).

In the field of knowledge production, the study by Fantacini and Almeida (2020) carried out an analysis based on theses and dissertations published over the 40 years of existence of the Graduate Program in Special Education (PPGEEs) at the Federal University of São Carlos (UFSCar) and found that, of the 618 dissertations and 198 theses (doctorate) defended in that program, only 6 theses and 1 dissertation dealt with the inclusion of students who are the target audience of Special Education in Higher Education, which demonstrates how little research in the area is, compared to other levels of education.

Given this brief scenario, it is essential to highlight that the production of knowledge about the inclusion of people with specific educational needs in higher education in Brazil is still insufficient. More than that, it is salutary to observe the lack of studies that show the profile of students and the institutions to which they are linked, which is necessary to evaluate, monitor and plan the adoption of more assertive public and institutional policies to guarantee the access and permanence of students in undergraduate studies in Brazil.

In addition, as mentioned later, a few studies have shown that several universities have implemented accessibility centers and created specialized laboratories to offer continuous support to students with specific educational needs. However, full inclusion still encounters obstacles, such as the lack of teacher training and the scarcity of resources for these students. Inclusion in higher education depends, therefore, not only on legislation and policies, but on an institutional and cultural change that encompasses both students and educators (Brasil, 2008).

Given this broader scenario, in the following topic, the Accessibility and Inclusion Policy of the University of Pernambuco is presented, with emphasis on the performance of the Accessibility and Inclusion Center of the *Campus* Petrolina. It is necessary, therefore, to contextualize that the UPE *Campus* Petrolina has more than 56 years of history focused on the training of teachers from various areas of knowledge in the region of the São Francisco Valley. Only about two decades ago, it also became a training institution in the health area.

This addendum is important because, after discussing how the UPE, especially the Petrolina Campus, has been dealing with the theme of accessibility and inclusion, we move on to the debate on the subject from the initial (undergraduate) and continued (graduate) training at this same university, emphasizing the existence of curricular components and graduate courses focused on the theme. Finally, we deal with the effectiveness of an

inclusive educational practice in higher education institutions, overcoming institutional and legal limits.

ACCESSIBILITY AND INCLUSION POLICY AT THE UNIVERSITY OF PERNAMBUCO

Given the theoretical and legislative aspects raised above, we now describe how the University of Pernambuco has been dealing with the theme of Accessibility and Inclusion, especially how it has been constituting the Accessibility and Inclusion Center of the *Petrolina* Campus.

Throughout its history, the university has already had some inclusion actions, led by professors or developed in teaching, research, and extension projects and programs, in line with national legislative efforts. Although important, these initiatives were of an isolated nature. In 2021, UPE took a significant step on the path to implementing inclusive practices, with CONSUN Resolution No. 017/2021, which launched the Educational Accessibility and Inclusion Policy.

This policy aims to unite efforts from all units and sectors of the university to plan and promote actions that make UPE a truly inclusive space (UPE, 2021). CONSUN Resolution No. 017/2021 seeks to ensure that students with specific educational needs have access, support, and conditions to remain and succeed academically in their careers at the university. It seeks to create a fair, accessible, and welcoming environment for all (UPE, 2021).

The institution, in this way, demonstrates, in its institutional vision, that all people, including those with disabilities, global developmental disorders, or high abilities/giftedness, have the right to the same opportunities, equitably. Thus, through its transformative role in the community, UPE understands the importance of favoring access to education, supporting the permanence of students, and promoting their active participation, always respecting the particularities and needs of each one (UPE, 2021).

An important initiative to mention, carried out by the aforementioned institution, was the realization of the Accessibility and Inclusion Census, created to assist in a better understanding of accessibility and inclusion issues at UPE, especially within the scope of the Accessibility and Inclusion Center (NAI/Rectory). The census is an important tool to identify the needs and challenges faced by the academic community because, through the answers collected, it is possible to recognize day-to-day barriers, such as difficulties related to physical, pedagogical, technological, or communication accessibility (UPE, 2021).

In addition to indicating these demands, the census also helps to assess how existing inclusion policies are being applied. Based on the information collected, we

recognize that UPE can plan and implement more targeted actions, which not only improve the infrastructure and available resources but also encourage a culture of inclusion and respect for diversity (UPE, 2021).

The same resolution instituted the creation of the Center for Accessibility and Inclusion (NAI), an advisory body, linked to the Dean of Undergraduate Studies, with the objectives of identifying the demands related to the theme, guiding course coordinators, as well as professors, about the current legislation, supporting them regarding the didactic-pedagogical strategies necessary for the inclusion of students who are the target audience of special education and, finally, to promote continuing education for IES teachers.

At *the* Petrolina Campus, in particular, the growing demands related to inclusion and accessibility led the *Campus* to establish its own Inclusion and Accessibility Center and complement to the NAI Rectory, standardized by Normative Instruction No. 01/2024, which organizes how the center works and what its objectives are. The main purpose of the NAI is to make the Petrolina Campus more inclusive, ensuring that people with disabilities, developmental disorders, high abilities or other specific needs find a welcoming and fair space to study and develop (UPE, 2024), in line with CONSUN normative No. 017/2021, common to all UPE.

NAI-Petrolina is formed by a team of teachers with training in Psychology, Pedagogy, and a Psychology intern, with the sporadic support of teachers from other areas, through inclusive education actions and projects. Among the main functions of the NAI are to offer technical and pedagogical support to students and professors, to assist course coordinators in adapting materials and methodologies to meet specific needs, and to promote inclusion in all aspects of academic life. In addition, the center organizes activities that sensitize the community about the importance of diversity. The pedagogical monitoring of students is also a priority, ensuring that their needs are met, also evaluating the impact of the initiatives (UPE, 2024).

NAI-Petrolina's main objective is to ensure that everyone has equitable access and opportunities at the university. It works to create an environment in which autonomy and academic success are possible for all, helping to build an inclusive culture, free of prejudice and that values diversity (UPE, 2024), a reality consistent with the needs pointed out by the literature in the area, and which aim to help break down several accessibility barriers, especially attitudinal ones.

NAI-Petrolina has experienced the development of several actions with the educational community. The actions developed, since their implementation during the year 2023, involved lectures and training workshops, with the target audience being the teachers

of the courses of the aforementioned *Campus* on various themes, emphasizing the legislative aspects of inclusive education and adaptation strategies for the implementation of inclusive pedagogical actions in classrooms. Consultative meetings were also held with the course coordinators together with professors of the curricular components who made requests to the NAI, to discuss adaptations in a more focused way in their realities.

In addition to these collective initiatives, there was the establishment of the monitoring of students requesting specialized educational assistance, to understand their special educational needs and subsequent elaboration of a guiding document for adapted pedagogical practices, which was shared with course coordination and teachers of the curricular components. It is important to mention that this document is a collective construction with the student, who actively participates in this process, and whose sharing is clarified and authorized. Together with the student, the teachers of the curricular component can also make new adaptations and updates necessary to make the inclusive process effective in their classroom.

In this sense, one of the main challenges encountered for the maintenance and expansion of continuous inclusive activities by the experience reported in this article, and, consequently, for the establishment of an inclusive culture, was the insecurity highlighted by the teaching professionals who assume the curricular components, generally attributed to a lack of preparation or training for inclusive education in the context of higher education, claiming that they were not trained, through their master's or doctoral courses, to reflect on the theme and its possibilities of implementation.

Teams hired exclusively to compose the NAIs of the institutions, such as higher education technicians, forming multidisciplinary teams, are also a way to go, but without losing sight of the fact that inclusive education is done in the classroom and, therefore, even if a multidisciplinary team can offer higher education students a more complete follow-up (with pedagogues, psychologists, social workers, for example), does not replace the necessary training of classroom teachers, so that they can consider the diversity and condition of their learners in their methodological and evaluative strategies.

INCLUSIVE EDUCATION IN HIGHER EDUCATION: THE UNIVERSITY TEACHER AND THE TEACHER IN TRAINING

The implementation of the NAI-Petrolina, previously reported, allowed us to highlight some important points to be thought about in the face of the theme of inclusion in Higher Education. One of these points was the constant feeling of lack of training on the part of teachers. Another was the greater awareness of students to the theme, which is very

relevant, considering that the NAI-Petrolina is implemented in a *Campus* that currently has 09 Teaching Degree courses (eight of which are face-to-face and one in distance education), implying, necessarily, a look at this teacher in training and his appropriation of inclusive education.

In the sense of the formative path of all actors in higher education education, it is important to make some considerations. Thus, in addition to the legal initiatives already mentioned, it is necessary to mention the National Education Plan for the decade 2014-2024, approved by Law No. 13,005, of June 25, 2014, whose Goals 12.5, 12.9 and 12.10 aim to:

> 12.5) expand inclusion and student assistance policies aimed at students from public institutions, scholarship holders from private institutions of Higher Education and beneficiaries of the Student Financing Fund - FIES, which is dealt with by Law No. 10,260, of July 12, 2001, in Higher Education, to reduce ethnic-racial inequalities and increase the rates of access and permanence in Higher Education of students from public schools, Afro-descendants and indigenous people and students with disabilities, global developmental disorders and high abilities or giftedness, to support their academic success; [...]
> 12.9) expand the proportional participation of historically disadvantaged groups in Higher Education, including through the adoption of affirmative policies, by the law;
> 12.10) ensure accessibility conditions in Higher Education institutions, by legislation (Brasil, 2014).

As we can see, educational institutions considered inclusive must promote the acceptance of all people within them, stimulating diversity in all its social facets, considering human rights, ethnic, gender and religious issues. Inclusion in higher education must also be based on respect for individual characteristics, learning particularities and teaching strategies that will make this process viable.

However, we know that the agenda for inclusion in this area goes through socioeconomic challenges that often do not allow the majority of the population to remain in university. This reality is pointed out by some studies, such as the one illustrated below:

> If we pay attention to the history of universities and their developments in our country, we will realize that their teaching, traditionally, is aimed at the economic and intellectual elites, which marks the academic space as a place destined for the privileged. The expansion of education, within this perspective, must be seen carefully, so that the discourse of democratization of access does not become just another banner of public policies that, disguised as novelty, ends up maintaining, in practice, elitization in an even more perverse way [...] (Ferrari; Sekel, 2007, p. 641).

Contrary to the situations mentioned by the authors above, teacher training has gained more space in training programs within Brazilian universities. This happens so that both the faculty and other employees of educational institutions of various educational stages can discuss, debate and get to know this educational perspective, since one of the great challenges is the lack of knowledge on the subject, as reported by the teachers in the

experience of NAI-Petrolina. In this sense, in 2024, for example, the Ministry of Education (MEC),[4] in partnership with universities, opened space for registration for a free online extension course in special education.

Thus, several higher education institutions were able to open enrollment for the Special Education Course in the Perspective of Inclusive Education, including the University of Pernambuco. Parallel to this initiative, UPE, through specialization courses, offers the general public and university employees the opportunity to train on legislation and inclusive pedagogical practices.

At the stricto sensu *graduate level*, UPE offers the Professional Master's Degree in Inclusive Education in the National Network (PROFEI), recognized by the Coordination for the Improvement of Higher Education Personnel (Capes), of the Ministry of Education. The program has a permanent faculty composed of teachers from various *campuses* of the IES and aims to offer continuing education for teachers in effective exercise in the public networks of basic education.

About undergraduate education, it is possible to perceive a great advance in terms of information and knowledge acquired in debates at events and in curricular components such as Inclusive Education, offered on a mandatory basis in all UPE degree courses. The curricular component deals, among other issues, with topics such as exclusion, segregation, integration, inclusion, cultural and linguistic diversities. The discipline also presents the historical context of Special Education from the perspective of Inclusive Education, pointing out the references of the service to students with specific educational needs.

In addition, it reinforces how public policies for Inclusive Education collaborate to enforce the right of access and permanence of people with specific educational needs through vacancy reservation policies, instituted in 2016, by Law No. 13,409 (Brasil, 2016). About it, Oliveira (2021, p. 41) tells us:

> In this sense, the policy of reserving vacancies for people with disabilities in undergraduate courses of HEIs in Brazil, through Law No. 13,409/2016, represents, at the formal level, the recognition of the State regarding the situation of exclusion experienced by people with disabilities, highlighting the dimensions and social variables that permeate the phenomenon of disability, whose reality differs from that experienced by other traditionally excluded groups. And, on the symbolic level, a break with the belief that restricts the spaces for schooling people with disabilities to Education.

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[4] https://www.gov.br/capes/pt-br/acesso-a-informacao/acoes-e-programas/educacao-a-distancia/universidade-aberta-do-brasil/mais-sobre-o-sistema-uab/cursos-nacionais-do-sistema-universidade-aberta-do-brasil/educacao-especial-na-perspectiva-da-educacao-inclusiva

Similarly, in compliance with the legislation, the LIBRAS curricular component is offered as a mandatory subject in all IES degrees, promoting the learning of Brazilian sign language and the appreciation of deaf culture, enabling a more equitable and inclusive teaching performance, recognizing and valuing differences.

Even with this indication of advances, it is clear that we need to continue building more possibilities for inclusion. Ensuring access and rights alone are still not enough for the right to education to be effective. Challenges persist and need to be overcome. Among them, we can mention the inadequate infrastructure that exists in most public and private spaces and educational institutions, including the HEI discussed here

There are structural and architectural barriers that need to be broken. For this, it is necessary to readjust the spaces for the circulation of people in universities, including access maps, braille sign markers, assistive technologies, among other tools that can help in the accessibility of individuals in institutions, as highlighted in the Brazilian Inclusion Law, which refers to accessibility as being:

> possibility and condition of reach for the safe and autonomous use of spaces, furniture, urban equipment, buildings, transport, information and communication, including their systems and technologies, as well as other services and facilities open to the public, for public use or private collective use, both in urban and rural areas, by persons with disabilities or reduced mobility (Brazil, 2015, p. 2).

In addition, it is important to review exclusionary attitudes in higher education spaces. Unfortunately, there is still a culture of stigmatizing people with disabilities or those who do not fit the standards governed by a prejudiced and ableist society. Attitudes like these not only prevent the movement of people, but also generate constraints that prevent them from having access to studies. It is therefore necessary to make a change, a rethinking of behaviors and attitudes about inclusion, moving away from the model of mere integration as if this were the alternative under the guise of promoting inclusion.

That said, without a doubt, teacher training is one of the great challenges for inclusion to be effective in higher education. Among the possible articulations to be made, linked to training, are Accessibility Programs, Scholarships and incentives, and initial and continuing training. The latter, as previously analyzed, is of paramount relevance for the teaching and learning processes, as well as for coexistence in the classroom and debates about diversity. In other words, in this sense, it is relevant to think about:

> i) creation of a culture of training that articulates the theoretical, scientific, pedagogical and deontological knowledge of the profession; ii) fostering spaces for reflection aimed at dialogue and the collective construction of learning related to the specificities of university teaching and its current problems; iii) involvement of the academic community and other actors (students, administrative technicians and managers), to actively support

teachers in the task of developing a pedagogical practice within the principles of accessibility; iv) awareness and guidance of accessibility centers so that teachers find in them a space of institutional support, in terms of adapted didactic, technological and pedagogical resources, as well as teaching and assessment methods (Oliviera, 2021, p. 180).

This implies that human education sensitive to the issues of inclusion is an urgent agenda in higher education so that we can create initial formative ties with teaching and with the processes and human coexistence articulated with real and current social contexts, materialized in formative actions of teachers and technical servants in a continuous commitment to participation and collaboration of all for the common good, resulting in continuous training activities and conversation circles, debates, lectures, etc., which can contribute to the end of discrimination and prejudice. In addition, the needs to create psychological, didactic and formative care, support and counseling for students and teachers are highlighted, to meet the demands of the daily challenges of the classroom and the university context.

Educational institutions considered inclusive are those that accept all people, regardless of their characteristics, adapt teaching strategies so that individual and collective educational needs are met, and consider the uniqueness of individuals. For this to occur, more effective discussions are needed in the academic environment as a whole, but especially in the teaching practice of the classroom, that is, in pedagogical practices that reverberate in changes in attitudes.

CONCLUSION

Given the above, it is evident that, in higher education, there are still obstacles to inclusion, influenced by cultural, political and socioeconomic issues. However, despite these obstacles, it is evident that the view of inclusive education at this level of education has broadened, both through access and the expansion of accessibility and inclusion centers, as well as through the increasingly present concerns of the teaching staff.

The teacher who is attentive to inclusive issues creates in his practice a framework of knowledge and skills that help him to receive and live with diversity, contributing to the creation of a culture of inclusion in university spaces and the reduction of ableism.

The perspectives launched with public policies of inclusion and accessibility have built a possible and feasible path for the entire university community to commit to a common good. There are still attitudinal and structural barriers to be overcome within the university space. However, we also see how assistive technologies, the creation of accessibility and permanence centers, pedagogical practices and the search for inclusive teacher training have guided the most varied academic discourses on the subject.

In this way, the continuous training meetings for higher education teachers and the implementation of accessibility and inclusion centers in all university campuses correspond to promising ways to make this look effective, not only as a look at individual adaptation on the part of the student with disabilities, but also with a look at the collective, for the preparation of the faculty responsible for each curricular component, so that the institutional reality adapts to specific and diverse educational needs, contributing to the construction of a university community that strives to enable more egalitarian and fair, interactive, democratic experiences, engaged in human formation and truly inclusive.

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