



INCLUSION OF PEOPLE WITH DISABILITIES IN HIGHER EDUCATION: AN INTEGRATIVE REVIEW

INCLUSÃO DE PESSOAS COM DEFICIÊNCIA NO ENSINO SUPERIOR: UMA REVISÃO INTEGRATIVA

INCLUSIÓN DE PERSONAS CON DISCAPACIDAD EN LA ENSEÑANZA SUPERIOR: UNA REVISIÓN INTEGRATIVA

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RESUMO

Objetivo: analisar a produção científica sobre a inclusão de pessoas com deficiência no Ensino Superior por meio dos discursos dos discentes deficientes. **Método:** os dados foram coletados nas bases de dados LILACS, MEDLINE, Biblioteca Virtual SciELO, entre os anos 2014 a 2018, utilizando-se os descritores controlados Inclusão *and* Deficiência *and* Ensino Superior; Inclusão *and* Ensino Superior; Deficiência *and* Ensino Superior. A amostra final foi constituída por sete artigos selecionados após a análise dos títulos, resumos e textos na íntegra. Os artigos foram analisados de acordo com os eixos inserção e permanência. **Resultados:** os resultados demonstraram que o discente com deficiência ainda sente que as barreiras arquitetônicas e humanas são desfavoráveis à sua inclusão no Ensino Superior, tanto no ingresso quanto na permanência. **Conclusão:** nesta perspectiva, os próprios discentes sugerem mais divulgação e disseminação de aspectos legais sobre a inclusão, respeito e promoção de capacitação para os profissionais das mais diversas áreas do conhecimento.

Descritores: Pessoas com Deficiência; Ensino Superior; Estudante.

ABSTRACT

Objective: to analyze the scientific production on the inclusion of people with disabilities in Higher Education through the discourses of disabled students. **Method:** data was collected from the LILACS, MEDLINE databases, Virtual Library SciELO between the years 2014 and 2018, using the controlled descriptors Inclusion and Disability and Higher Education; Inclusion and Higher Education; Disability and Higher Education. The final

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sample consisted of seven articles selected after the analysis of titles, abstracts and texts in full. The articles were analyzed according to the insertion and permanence axes. **Results:** the results showed that disabled students still feel that architectural and human barriers are unfavorable to their inclusion in Higher Education, both in admission and in permanence. **Conclusion:** in this perspective, the students themselves suggest more promotion and dissemination of legal aspects on the inclusion, respect and promotion of training for professionals from several areas of knowledge.

Descriptors Disabled Persons; Education; Higher; Student.

RESUMEN

Objetivo: analizar la producción científica sobre la inclusión de personas con discapacidad en la Enseñanza Superior, a través de los discursos de los alumnos discapacitados. **Método:** los datos fueron recolectados en las bases de datos LILACS, MEDLINE, Biblioteca Virtual SciELO entre los años 2014 a 2018, utilizando los descriptores controlados Inclusión *and* Discapacidad *and* Enseñanza Superior; Inclusión *and* Enseñanza Superior; Deficiencia *and* Enseñanza Superior. La muestra final fue constituida por siete artículos seleccionados después del análisis de los títulos, resúmenes y textos en su totalidad. Los artículos fueron analizados de acuerdo con los ejes inserción y permanencia. **Resultados:** los resultados demostraron que el alumno con discapacidad todavía siente que las barreras arquitectónicas y humanas son desfavorables a su inclusión en la Enseñanza Superior, tanto en el ingreso y en la permanencia. **Conclusión:** en esta perspectiva, los propios discentes sugieren más divulgación y diseminación de aspectos legales sobre la inclusión, respeto y promoción de capacitación para los profesionales de las más diversas áreas del conocimiento.

Descriptores: Personas con Discapacidad; Educación Superior; Estudiante.

INTRODUCTION

In Brazil, Law N. 13,146 / 15, known as the Brazilian Inclusion Law, in its Article 2, clarifies that a person with a disability is "one who has a long-term physical, mental, intellectual or sensorial which, in interaction with one or more barriers, may obstruct their full and effective participation in society on an equal basis with other persons."¹

According to the 2010 Census, in Brazil, there are 23.9% of the total population with some kind of disability, be it visual (18.6%), hearing (5.1%), motor (7%) or mental / intellectual (1.4%).² In this way, it can be noted that it is a considerable number of people who need some adaptation in their daily life.

When thinking about the Brazilian education scenario, it is noteworthy to highlight the number of people with disabilities enrolled in these places, since the legislation encourages the enrollment of people with disabilities in regular educational institutions (Declaration of Salamanca, Law of Guidelines and Bases

of National Education, National Policy on Special Education in the Perspective of Inclusive Education, etc.).³⁻⁵

Of those with a disability, 14.15% have completed Elementary School or incomplete Secondary School and only 6.66% have completed upper level.² In this way, it is possible to perceive the inversely proportional relation regarding the number of people with disabilities and the level of formal education.

With regard to the abovementioned legislation on the rights of persons with disabilities, as regards education, it should be noted that the Declaration of Salamanca (1994) is considered to be one of the worldwide documentary bases for Inclusive Education. In Brazil, Law No. 9,394 of 1996 establishes the Guidelines and Bases of National Education (LDBEN) and, in its chapter V, includes the definition of Special Education and the guarantee of the attendance of students with disabilities in classrooms of the common regular education.⁴

With regard to Higher Education, there are specific laws that ensure the entry and permanence of people with disabilities at this level of education. For example, Law No. 13,146 of July 2015 (Brazilian Inclusion Law), in Article 30, guarantees measures that must be adopted for the entry and permanence of persons with disabilities in Higher Education. It is worth noting that there are tests in accessible formats, accessibility and technology resources, extension of the term according to the student's demand, both for the selection tests and for academic activities, among others.¹ In addition, Normative Order No. 9, dated May 5, 2017, certifies the guarantee of vacancies reserved for persons with disabilities in Higher Education Institutions (HEIs). It is important to emphasize that both laws aim to provide inclusion in Higher Education, such as access and permanence.⁶

It is added that some authors contextualize that the inclusion of people with disabilities does not occur only with decrees and laws, but it needs an effective change in facing the facts and propose appropriate interventions to help in the access and permanence in Higher Education. In this way, it is necessary to analyze how the laws are being applied in this scenario and if indeed they are adequate.⁷

Since 1990, there has been a more effective discourse on people with special educational needs (SEN). Thus, one can perceive a political and social advance of the causes defended.⁸ Thus, in contextualizing these advances with Higher Education, it is noteworthy that, according to data from the Census of

Higher Education of the National Institute of Studies and Educational Research Anísio Teixeira (Inep), in a period of ten years, between 2004 and 2014 , the admission of people with disabilities to higher education has increased significantly. In this way, it is relevant to consider that the changes in the legal framework, together with the changes in the scenario of inclusion of people with disabilities in society, have helped to increase this number effectively. However, it is important to emphasize that there is a distinction between admission and permanence, and this becomes fundamental in the inclusion of people with disabilities, since it is necessary to have measures of accessibility throughout the individual's academic trajectory to ensure the effective inclusion.⁹

Data from the Census of Higher Education in 2016 found a total of 37,927 enrollments for people with disabilities, overall developmental disorder or high stated skills. These figures correspond to 0.5% in relation to the total number of undergraduate enrollments in 2015.¹⁰ From this perspective, this study aims to identify, through the integrative review, how the inclusion of people with disabilities in Higher Education Institutions (HEIs), in the view of the students, occurs in the period from 2014 to 2018. From the results, it will be it is possible to promote a discussion about the insertion and permanence of this public, since it is already proven that there was a significant increase of these people in Higher Education. It will be analyzed, from the current literature, how this insertion is occurring, in the eyes of the students.

METHOD

The integrative review of the literature consists in making feasible the knowledge produced on a given problem and, after the results, allows the application of the clues in practice.¹¹ Given method, initially, it was used for health areas for the production of protocols. When migrating this type of research to the area of education, one has the possibility to better understand what was produced on a given topic and, thus, to develop possible conclusions / interventions on this.¹²

In order to guarantee the methodological precision of the study, the six steps proposed by the aforementioned authors were followed, being: to establish hypothesis, respectively; search literature; classify studies; qualify the studies

included in the review; elucidate the results and realize the synopsis of knowledge.¹¹

The purpose of this study was to identify, through the integrative review, how the inclusion of people with disabilities in Higher Education Institutions (HEIs), in the view of the students, occurs in the period from 2014 to 2018. For this purpose, the following databases were used of data: Latin American and Caribbean Literature in Health Sciences (LILACS); Virtual Library Scientific Electronic Library Online (SciELO) and in Medical Publications (MEDLINE). The following keywords were used in the searches: Inclusion, Deficiency and Higher Education. To aid in the searches, the Boolean modeler "and".

As a result of the analysis of the studies, the following inclusion criteria were used: (1) articles in which the topic of the inclusion of people with disabilities in Higher Education; (2) works that deal with the view of the student as the main theme; (3) studies produced between 2014 and 2018; (4) full-text journals available online; (5) work done in Brazil; (6) articles published in Portuguese. The exclusion criteria were: (1) articles dealing with people with special needs unrelated to education; (2) works that were not performed in the period from January 2014 to November 2018; (3) works addressing another location outside Brazil; (4) articles repeated in databases; (5) articles in a language other than Portuguese; (6) works that did not use the student's vision as a reference; (7) articles dealing with specific shortcomings.

The initial research was carried out using the words Inclusion and Deficiency and Higher Education. Soon after, the amount of works found (72 articles) was analyzed. Thus, sequencing, the research was filtered in the following requirements: period from January 2014 to November 2018; Portuguese language and only articles. The number of papers found (34 articles) was analyzed again. Then, the titles of the works were checked to select the most suitable ones for the revision demand (16 articles).

Then, a dynamic reading of the selected articles was performed to analyze what the authors had in the body of each text (six articles), when there were six articles selected. By following the same parameter, to amplify the research, the following words were analyzed: Inclusion and Higher Education. In this way, the number of papers found (327 articles) and the exclusion criteria (81 articles) were analyzed.

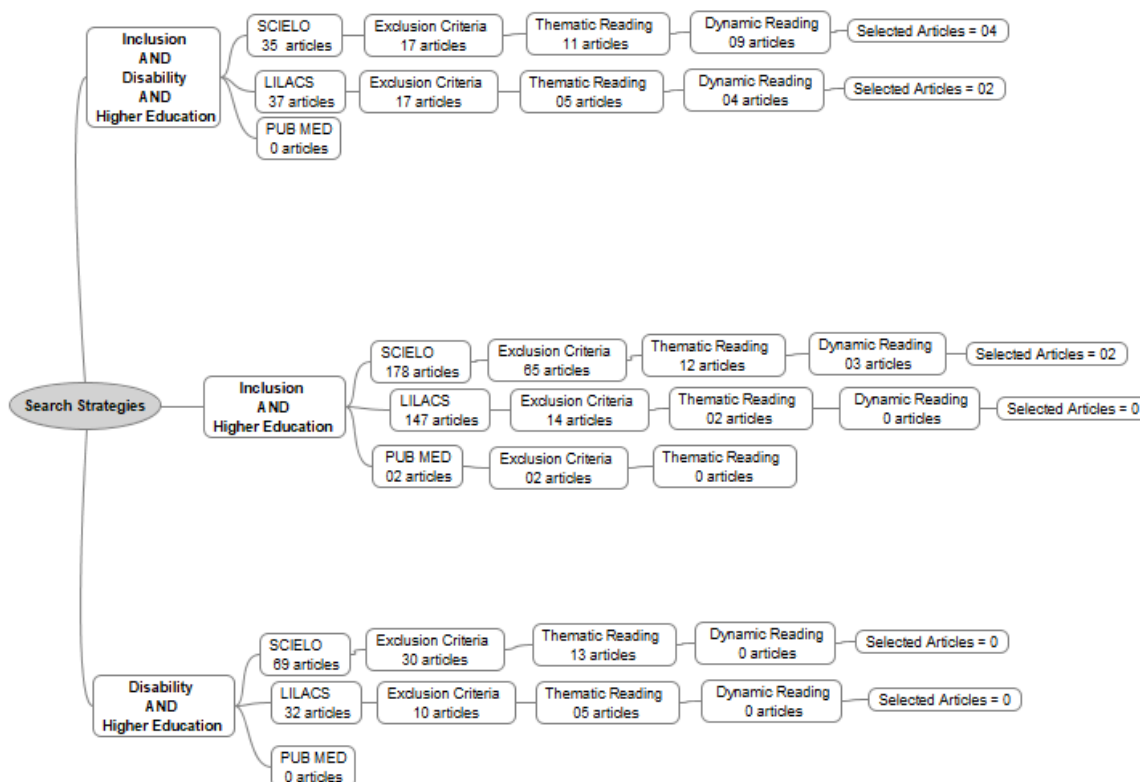
The titles of the works were verified (14 articles). Subsequently, the dynamic reading of the articles (three articles) was carried out. Thus, no article was selected. Added to this, the words Deficiency and Higher Education were also used for the research, and the total of works found (101 articles) was analyzed. Subsequently, the exclusion criteria (40 articles) were inserted and the topics were read (zero article). Thus, there was no article selected with these words. In this way, afterwards, the searches resulted in seven articles selected for this study.

For the construction of the mental map, the FreeMind software (available for free at: <http://freemind.sourceforge.net/wiki/index.php/Download>). This program will facilitate the visualization of data search strategies and their presentation.

RESULTS

The construction of the analyzed data sample, described below, is arranged in the mental map format, shown in figure 1.

Figure 1. Mental map.



From figure 1 and after the readings of the collected articles, it was possible to notice that there are few studies that analyzed the vision of the disabled students in relation to the access and the permanence of these people in Higher Education.

After the first screening, it is noteworthy that, of 55 articles, only 48 included the inclusion of people with disabilities in Higher Education. Of these, seven articles related the view of the student as the subject to be approached. Thus, when analyzing the sample found, it can be seen that five articles were found in the Virtual Library SciELO, two articles, in the LILACS database and none in the MEDLINE database.

The data related to the analysis of the selected materials will be presented.

Table 1. Number of publications per year.

Year of publication	N	%
2014	1	14.28
2015	0	0
2016	1	14.28
2017	1	14.28
2018	4	57.14
Total	07	100

According to table 1, it was possible to perceive that the year of greatest publication of articles with the theme of inclusion of people with disabilities in Higher Education, in the view of the student, was 2018, with 57.14% of the total sample. It was still possible to infer that, in the year 2015, there was no publication in the area.

As for the journal category of the selected articles, table 2 below was obtained.

Table 2. Journal category.

Qualis	N	%
A1	2	28.57
A2	4	57.14
B2	1	14.28
Total	07	100

Table 2 shows that the studies found were published in Qualis high periodicals and all indexed, with most studies (57.14%) in Qualis A2 journals.

This reveals that the researches are having methodological and ethical rigor, demonstrating the verisimilitude with reality.

Regarding the administrative category of the institutions where the research was carried out, table 3 was obtained.

Table 3. Administrative category of the institution.

Model	N	%
Public	5	71.42
Private	1	14.28
Public and private	1	14.28
Total	07	100

Table 3 shows that 71.42% of the works produced refer to students of Public Institutions of Higher Education, in contrast to 14.28% of private institutions. Thus, a greater presence of people with disabilities in this category of institution is reflected. In this perspective and corroborating this factor, there is the fact that public higher education institutions have, as a triad, teaching, research and extension; already the private HEIs have only the teaching.

Figure 1 provides general information about the selected articles.

Figure 1. General information.

Author/Year	Title	Objective	Conclusion
Guerreiro, Almeida, Silva Filho (2014)	Evaluation of Student Satisfaction with Disability in Higher Education	Identify the level of satisfaction of students regarding their access and permanence.	The level of satisfaction could not be displayed. However, the data pointed out that the students' internal factors (psycho-affective and attitudes) can contribute to the student's permanence in the institution, together with the adequacy of the means (structural and operational), which was the object of considerable dissatisfaction.
Calheiros, Fumes (2016)	The inclusion of university students with disabilities in	To understand the process of inclusion of university students with disabilities in undergraduate courses in Physical Education in the city of Maceió / AL.	The permanence of the students is related to their own efforts and to the help of classmates. Numerous barriers are still present in educational space, leaving them more vulnerable to exclusion
Berberian et al. (2017)	Physical Education Courses in the city of Maceió /	Describe and analyze the view of students with disabilities about their academic	Inclusion is under development, however, there are some failures to be addressed. These make the

	AL	experience.	disabled students vulnerable to exclusion.
Garcia, Bacarin, Leonardo (2018)	Inclusion of students with disabilities at a private university in Curitiba	To analyze how the students with disabilities of a Public Institution of Higher Education perceive the real conditions of access and permanence in the university	In the subject matter, the institution is adjusting to the public policies of inclusion, according to the demand. However, with regard to accessibility, limitations on permanence are demonstrated.
Anache, Cavalcante (2018)	Analysis of the conditions of permanence of students with disabilities in Higher Education	To verify the conditions of permanence of academics with disabilities in courses of higher education of a federal institution.	Some progress has been made, however, there is still a need for investments in infrastructure, change in curriculum design, teacher training and other professionals and information to disseminate the culture of inclusive education.
Almeida, Ferreira (2018)	Sense of inclusion of students with disabilities in higher education: looks from the Federal University of Juiz de Fora	To discuss the process of inclusion of students with disabilities in Brazilian higher education.	In the sense of inclusion, there is an unpreparedness and an ignorance of the conditions of permanence of the students. In this way, there are obstacles to their participation and conditions of equality in higher education.
Lourenço, Battistella (2018)	Mapping of target public education students at the Federal University of São Carlos in 2014-2015	Carry out the mapping of Special Education students in undergraduate courses at the Federal University of São Carlos	The study was important for the university, because it brought positive aspects regarding the access and permanence of Special Education students. It has been reported the issue of prejudice that these students suffer, and that is something to be worked daily in Higher Education, so that they have the sense of security. In this way, they will be easier to expose their needs and seek their rights

Through data collection, it was possible to perceive that most of the work produced on people with disabilities in Higher Education is relative to the area of health care, since the number that relates this public with the educational scope is reduced. Thus, it is noteworthy that some authors still relate the person with disability as a health condition, thus disengaging the discussion about the approximation of these people with the educational context.

After the presented results, they will be analyzed in light of the literature and discussed.

DISCUSSION

This study aimed to analyze the view of students with disabilities on the insertion and permanence in Higher Education through an integrative analysis. Thus, after reading the articles found, the results showed that the inclusion of people with disabilities in Higher Education is constantly evolving. However, there is still dissatisfaction, in general, on the part of the students, what makes difficult the access and the permanence of the same ones.

To think about the insertion and permanence of the disabled person in Higher Education is to analyze two basic conditions to obtain an academic formation: the entrance and the permanence. The first will offer conditions for insertion and the second will propose possibilities for continuity and training.¹³ After reading the texts selected, it was noticeable that access to Higher Education is reported only when the entrance exam is the institution's own.¹³⁻¹⁶ It was not possible to obtain any knowledge, through the students' reports, in the analyzed works, on the accessibility in the Unified Selection System (Sisu). This is a computerized system, managed by the Ministry of Education (MEC), through which public institutions of higher education offer places to candidates participating in the National Examination of Secondary Education (Enem).

With regard to the enrollment of persons with disabilities in the scope of Higher Education, some students were satisfied with the way of insertion, while others reported opinions contrary to this one. Some authors bring, in the body of their text, reports of disabled students about accessibility.¹³⁻¹⁵

A study made explicit that the people who requested special care in the entrance examinations were attended each one in its specificity, not having greater problems in the accomplishment of the exams.¹³

In this way, it can be verified that, in some institutions, students with disabilities are successful in requesting special care, a factor that directly assists the individual's better access to Higher Education, since resources are available for them to perform the plural form. However, not all students had such access.

As for the accessibility of the disabled person, some researchers point out that "some colleges do not have the conditions to have interpreters of Libras",

14:529 and there are often no people trained to perform the interpretation of the Portuguese Language for the Brazilian Sign Language and vice versa.

According to the aforementioned research, there are sometimes no plausible conditions to carry out the test, as there is not a professional able and fluent in Pounds to translate it. Thus, this fact directly impairs student performance during the test. In this way, the importance of the training of personnel for the performance of these functions is perceived.

Added to this, it is noteworthy that between 2000 and 2010, there was a 933% increase in enrollments of people with disabilities in Higher Education. However, after the analysis of the articles, it can be seen that in all there is dissatisfaction with the permanence of students with disabilities in the academic field, thus, it is possible to classify two relevant barriers: infrastructure and resources pedagogical.¹⁷

When linking the infrastructure, in only one university, the students were satisfied with the architectural accesses.¹⁵ Already, in the others, the architectural barrier was present expressively.

Reports such as the lack of ramps, toilets, tactile floors, and other accessible factors that interfere directly with student mobility can be noticed. Some authors make this point very clear in the students' own speeches, reporting that the regulations are only standard for compliance with legislation, but that, in practice, there is no accessibility, as well as reports about the non-functioning of elevators and problems in the space for persons with reduced mobility, such as the use of crutches.¹⁸

In this same vein, some authors concluded that the lack of infrastructure is a detrimental factor for the permanence of students with disabilities. According to some researchers, the accessibility scenarios in a federal public education institution still require investments in infrastructure.¹⁹ Other authors highlight students' dissatisfaction with structural factors.²⁰ In this same vein, other authors report that the interviewees manifested notorious failures about actions that refer to architectural accessibility.¹³

In this way, it was possible to understand that architectural barriers are still an obstacle for students with disabilities to have a satisfactory mobility. In addition, there are still the pedagogical barriers that, in most cases, prejudice the students in the contents to be learned.

In the researches used, some students reported the teachers' lack of preparation on how to approach them and on teaching strategies consistent with their special educational needs.¹⁵ In this context, there is still a lack of professionals who should make this intermediation between the teacher and the student, as is the case of the translator-interpreter of Libras. Often, the student, already enrolled, does not have the professional to help him, being necessary the use of the force of the law for such.¹⁴

In addition to the speeches of students with disabilities, there are also fragments of the authors that report students' dissatisfaction with pedagogical issues. Some research reports that attitudinal barriers are expressed through the neglect of other actions coming from teachers, technicians, managers and classmates.¹⁹ Also, others present the pedagogical aspects as fragile and arrived at this conclusion after verifying participants' answers.¹⁵ In addition, others express the lack of availability and flexibility of teachers when referring to evaluation methods.¹⁶

CONCLUSION

In view of the presented results, it is evident that the disabled student still feels that the architectural and human barriers are unfavorable to their inclusion in Higher Education, both in admission and in permanence. In this perspective, the students themselves suggest more dissemination and dissemination of legal aspects about the inclusion, respect and promotion of training for professionals from several areas of knowledge.

In addition, in aiming for a breakthrough in this process, it is suggested that institutions offer different courses that provide dialogues on the context of disability and its implications for the entire academic community. The data presented here reinforce the importance of having other studies with greater amplitude involving teachers, classmates and employees in general.

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