

BRAZILIAN LEGISLATION: GUIDELINES FOR EDUCATIONAL INCLUSION OF PEOPLE WITH DISABILITIES AND INCLUSION OF STUDENTS IN HIGHER EDUCATION

LEGISLAÇÃO BRASILEIRA: DIRETRIZES PARA INCLUSÃO EDUCACIONAL DE PESSOAS COM DEFICIÊNCIA E INCLUSÃO DE DISCENTES NO ENSINO SUPERIOR

LEGISLACIÓN BRASILEÑA: DIRECTRICES PARA LA INCLUSIÓN EDUCATIVA DE LAS PERSONAS CON DISCAPACIDAD Y LA INCLUSIÓN DE ESTUDIANTES EN LA EDUCACIÓN SUPERIOR

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ABSTRACT

In this article, we analyze how Brazilian legislation guides the educational inclusion of Persons with Disabilities (PwD), with a focus on Higher Education. Starting from a historical-conceptual approach and international inclusion milestones, we analyze the 1988 Constitution, LDB/1996 (and updates), Brazilian Inclusion Law (Law 13.146/2015), Quota Law (Laws 12.711/2012 and 13.409/2016), Accessibility Law (10.098/2000), and Decree 10.094/2019 (Assistive Technology) and their implications for policies, management, and pedagogical practices. We found that even with the support of laws and public policies, there is still a divergence between norms and practices, evidenced by lower-than-desirable enrollment and retention rates for students with disabilities and by programmatic, attitudinal, methodological, and instrumental barriers. We analyzed the need for continuing teacher training with a focus on accessibility; provision of accessible materials, platforms, and spaces; monitoring indicators of access, retention, and learning; and encouraging the production and adoption of assistive technology. True inclusion requires a transition from legal compliance to consistent and emancipatory implementation in university life, ensuring participation, autonomy, and academic success for all.

Keywords: Educational Inclusion. People with Disabilities. Brazilian Legislation. Accessibility. Assistive Technology. Public Policies.

RESUMO

Neste artigo analisamos como a legislação brasileira orienta a inclusão educacional de Pessoas com Deficiência (PcD), com foco no Ensino Superior. Partindo de uma abordagem histórico-conceitual e dos marcos internacionais da inclusão, analisando a Constituição de 1988, LDB/1996 (e atualizações), Lei Brasileira de Inclusão (Lei 13.146/2015), Lei de Cotas (Leis 12.711/2012 e 13.409/2016), Lei de Acessibilidade (10.098/2000) e Decreto 10.094/2019 (Tecnologia Assistiva) e suas implicações para políticas, gestão e práticas pedagógicas. Verificando que mesmo com o respaldo de leis e políticas públicas ainda sim

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é observado a divergência entre norma e prática, evidenciado por taxas aquém do desejável de ingresso e permanência de estudantes com deficiência e por barreiras programáticas, atitudinais, metodológicas e instrumentais. Analisamos a necessidade da formação continuada docente com foco em acessibilidade; provisão de materiais, plataformas e espaços acessíveis; monitoramento de indicadores de acesso, permanência e aprendizagem; e estímulo à produção e adoção de tecnologia assistiva. Para a verdadeira inclusão exige transitar da conformidade legal para a implementação consistente e emancipatória no cotidiano universitário, assegurando participação, autonomia e sucesso acadêmico de todos.

Palavras-chave: Inclusão Educacional. Pessoas com Deficiência. Legislação Brasileira. Acessibilidade. Tecnologia Assistiva. Políticas Públicas.

RESUMEN

En este artículo, analizamos cómo la legislación brasileña orienta la inclusión educativa de las Personas con Discapacidad (PcD), con foco en la Educación Superior. Partiendo de un enfoque histórico-conceptual y de los hitos internacionales de inclusión, analizamos la Constitución de 1988, la LDB/1996 (y actualizaciones), la Ley de Inclusión Brasileña (Ley 13.146/2015), la Ley de Cuotas (Leyes 12.711/2012 y 13.409/2016), la Ley de Accesibilidad (10.098/2000) y el Decreto 10.094/2019 (Tecnología de Asistencia) y sus implicaciones para las políticas, la gestión y las prácticas pedagógicas. Encontramos que incluso con el apoyo de leyes y políticas públicas, todavía existe una divergencia entre normas y prácticas, evidenciada por tasas de matriculación y retención inferiores a las deseables para estudiantes con discapacidad y por barreras programáticas, actitudinales, metodológicas e instrumentales. Analizamos la necesidad de formación docente continua, con especial atención a la accesibilidad; la provisión de materiales, plataformas y espacios accesibles; el seguimiento de indicadores de acceso, retención y aprendizaje; y el fomento de la producción y adopción de tecnología de apoyo. La verdadera inclusión requiere una transición del cumplimiento legal a una implementación coherente y emancipadora en la vida universitaria, garantizando la participación, la autonomía y el éxito académico de todos.

Palabras clave: Inclusión Educativa. Personas con Discapacidad. Legislación Brasileña. Accesibilidad. Tecnología de Apoyo. Políticas Públicas.

1 INTRODUCTION

Educational inclusion in recent decades has presented itself as a global movement to guarantee rights, driven by international frameworks and normative advances that reposition people with disabilities as subjects of rights. In Brazil, this process redefines educational purposes, reorganizes environments and methodologies, and promotes the call to intuitions and faculty to transform practices to ensure access, participation, and learning with equity, especially in higher education.

In this article, we will continue with the coordinates of Brazilian legislation, believing that "inclusive education is a democratic, community education that proposes to the teacher the breaking of paradigms, in which educators and students define themselves as contextualized subjects ... in a strong commitment to emancipatory practice" (Fróes et al., 2003, p. 344), which leads us to think about the existence of the search for social and educational justice and equity.

We adopt a perspective that articulates rights, public policies and pedagogical practices. On the one hand, the legal frameworks (constitutional and infra-constitutional) that underlie inclusion; on the other, the institutional arrangements and didactic mediations that give effect to these rights in everyday life.

We organize the article into three axes, starting with the historical evolution, terminology and international milestones of inclusion, then we analyze the Brazilian legal and political frameworks, with emphasis on the implications for the educational system and we end by verifying the implementation, accessibility and contemporary challenges, addressing accessibility dimensions, ongoing programs and the role of the public sector and society. By verifying normative foundations with practical propositions, we seek to support pedagogical and management decisions that promote active participation, permanence, and academic success of people with disabilities.

2 INCLUSION: HISTORICAL EVOLUTION, TERMINOLOGY AND INTERNATIONAL MILESTONES

To begin this reflection on national legislation and educational inclusion, it should be clarified that the term "inclusion" is characterized as a worldwide movement fighting to guarantee the rights of people with disabilities. Its objective is to equalize the treatments provided, so that people with disabilities can participate in life in society and act in the labor market. It was in the midst of the process of formation of social movements in favor of new

rights, intensified in the post-World War II period, that people with disabilities, including people with visual impairments, also began to be recognized as subjects of rights (Brumer *et al.*, 2004).

Over the years, the terms that define disability have adapted to the evolution of science and society. Currently, the correct term to be used is Person with Disabilities (PwD), a designation that is part of the text approved by the International Convention for the Protection and Promotion of the Rights and Dignities of Persons with Disabilities, approved by the UN General Assembly in 2006, and ratified in Brazil in July 2008, originating from the World Program of Action for Persons with Disabilities, of the UN (1982), which aimed, according to Brumer *et al.* (2004), promote measures "for the prevention of disability... rehabilitation and achievement of the objectives of 'equality' and 'full participation' of disabled persons in social life and development" (UN, 1982). This means seeking equal opportunities for the entire population and an equitable participation in the improvement of living conditions resulting from social and economic development.

These authors present an interesting reflection on this 1982 UN measure, stating that experience has shown that, to a large extent, it is the environment that determines the effect of a disability or disability on the person's daily life. In the sense that the person accommodates disability when he is denied rights and opportunities. These, Brumer *et al.* tell us. (2004), are generally necessary for life, such as living in equal conditions in the family space, attending school, becoming professional, working and obtaining economic conditions to acquire housing, personal security, health, as well as actively participating in their community, relating affectively, attending educational, religious, and public institutions, among others.

Therefore, Brumer *et al.* (2004), the relevance of the perspectives established by the UN in 1982: people with disabilities should be considered citizens with rights and obligations, participants and builders of society. Below, the citation of some of the rights contained in the Declaration of the Rights of Disabled Persons, proclaimed by the UN in 1975, which provided theoretical support for the 1982 measures.

The right to respect for one's human dignity, the right to enjoy the same fundamental rights as one's fellow citizens of the same age, with a view to having a decent, as normal and full life as possible;
Civil and political rights equal to other human beings;
Rights to training aimed at achieving self-confidence;

The right to medical, psychological and functional treatment, to medical and social rehabilitation, to education, to vocational training and rehabilitation, to assistance, to counselling and other services that enable the development of their capacities and skills to the maximum, accelerating the process of social integration; The right to economic and social security, obtained through the development of useful, productive and remunerated activities carried out according to their capacities, in addition to participation in trade unions;

The right to have their special needs taken into account at all stages of the nation's economic and social planning;

The right to live with their families and to participate in all social, creative and recreational activities, if it is essential to stay in specialized establishments, they must approximate the reality of the normal life of people of their age.

The right to protection from all exploitation and discrimination.

Right to qualified legal assistance and legal measures according to their physical and mental conditions.

The right of organizations of disabled people to be consulted in all matters relating to the rights of disabled people.

Right to information about the rights contained in this Statement.

3 LEGAL FRAMEWORKS AND INCLUSION POLICIES IN BRAZIL

In Brazil, according to Pinheiro (1997), the struggles in favor of the rights of people with disabilities, or in favor of the condition of subjects with different wills and of various other organized social movements, go back less than three decades. During this period, there were significant advances in social visibility. However, there are still obstacles that maintain the exclusion of people with disabilities in terms of an independent, self-sustaining and fulfilling life.

It is important to note that Brazilian legislation until the 1980s had a basically welfare and paternalistic character. In the case of visually impaired people, these policies focused on the organization of teaching and setting up classes in Braille and on social adaptation and rehabilitation. Thus, it was up to the person to adapt to the environment in which he lived (Pinheiro, 1997).

The main laws formulated in Brazil that proposed to broaden the perspectives of inclusion of people with visual impairment occurred after the 1990s, involving cultural aspects such as the identification of prejudice and the terminologies used to refer to People with Disabilities and the stigmas associated with them, including through language, as it is expressed, voluntarily or involuntarily, respect or discrimination in relation to people with disabilities, as well as in social and economic aspects, involving education, vocational training and access to the labor market.

In the 2000s, the National Policy for Persons with Disabilities in Brazil followed the initiatives carried out at the international level organized by the Human Rights Movements and the UN, adopting Law 10.048, which prioritized the care of people with disabilities. "Inclusion" began to involve the cultural, educational, socioeconomic, and political spheres. It was hoped that societies and their institutions would adapt to receive people with disabilities, in the belief that the construction of a true inclusive society involves this preparation.

In this sense, at least three International Declarations, belonging to the United Nations (UN), represent legal frameworks for inclusive education: starting with the Declaration of Human Rights promulgated by the UN in 1948, which established rights to freedom, equality, education and dignity for every human being. It was this 1948 Declaration that served as the theoretical basis for the World Declaration on Education for All (1990) and the Plan of Action to Meet Basic Learning Needs in Jomtien, Thailand. Then, another document entitled "World Conference on Special Education" was prepared, which took place in Salamanca, Spain (1994). This dealt with the principles, policies and practices in the area of special educational needs, in which Brazil established commitments to expand the concept of special educational needs.

It is worth remembering that it was in 1961 that the Brazilian Legislation established its first commitment to Special Education. The Law of Guidelines and Bases of National Education n. 4.024/1961 (LDB, 1961) suggested an organization in private institutions of a welfare nature and made some public classes available to serve this population. The second Law of Guidelines and Bases of National Education n. 5.692/1971 (LDB, 1971) began to replace the previous one, with the objective of making official the care of this population in the special school. The inclusion of students with special needs in regular schools was not on the agenda. The special school was intended to receive children with disabilities (Pineiro, 1997).

In the 1980s, in Brazil, the first discussions on the theme of "educational integration" began: the idea was that the teaching of children and young people with special difficulties should be carried out within the regular school. Allied to this idea, the Brazilian Constitution of 1988 began to state that it is the duty of the State to guarantee specialized educational care to people with disabilities, preferably in the regular school system. This proposal was solidified by the Declaration of Salamanca, in Spain, in 1994, as one of the main world documents in defense of the school and social inclusion of students with special educational

needs. At the national level, Law No. 6,949, of August 25, 2009, enacted the International Convention on the Rights of Persons with Disabilities, with the objective of safeguarding the rights of this population (Brasil, 2009).

The following are some guidelines defined in the Brazilian Legislation to ensure the inclusion of people with disabilities in the educational space: the Federal Constitution (1988), the Law of Guidelines and Bases of National Education (LDBN, 1996), the Accessibility Law (2011), the Law of Quotas for Higher Education (Law No. 12,711/2012 and Law No. 13,409/2016), the Brazilian Law of Inclusion (Law No. 13,146/2015) and the Brazilian Legislation on Assistive Technology, Decree No. 10,094 of 2019.

The Federal Constitution of 1988 guarantees, in article 205 and following, the right to education for all citizens. This right aims at the full development of the person, his preparation for citizenship, his qualification for work and dignity for the human person, including those with disabilities (art. 1, items II and III). In article 3, item IV, it makes it clear that one of its fundamental objectives is the promotion of the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination. In addition, the Constitution elects as one of the principles for education "equal conditions of access and permanence in school" (art. 206, item II), adding that the State's duty with education will be fulfilled through the guarantee of access to the highest levels of teaching, research and artistic creation, according to the capacity of each one (art. 208, V)" (Mantoan, 2003, p. 34).

The Law of Guidelines and Bases of Education (1996) represents the set of guidelines that regulates Brazilian education, as well as establishes and specifies that schools must guarantee the service to students with special needs and that teachers must be trained to meet these needs. It defines the obligation of educational institutions to ensure access and permanence of people with disabilities in elementary and secondary education. This obligation is also included in the National Common Curriculum Base (BNCC), not only to highlight the rights of people with visual impairment, but to contribute to reflection and awareness in society that people with disabilities are citizens, participants in society, in all sectors and spaces, and their rights must be respected.

Several updates were inserted in the LDB of 1996. To briefly mention the latest: the 2021 LDBN improves the rules for offering Bilingual Education for the Deaf. The 2022 LDBN provides for the guarantee of furniture, equipment and pedagogical materials appropriate to the age and needs of each student; and the 2023 LDBN brings technological skills to the

The National Policy on Special Education (PNEE): Equitable, Inclusive and with Lifelong Learning, of the Secretariat of Specialized Modalities of Education of 1994, aimed to ensure that people with disabilities, including those with visual impairment, have access to quality inclusive education. This Policy included the provision of Special Education in regular teaching settings, as well as resources and support for teachers and students with special needs. The National Education Plan (PNE, 2014-2024) also defined the objective of ensuring the inclusion of people with disabilities in elementary, secondary, and higher education (MEC/SEMESP, 2020).

In general terms, the Accessibility Law No. 10,098, of 2000 (MEC), establishes the standards for accessibility of buildings, means of transport, services and urban equipment for people with disabilities. Ordinance No. 3,298, of December 20, 1999, establishes the rules for the accessibility and inclusion of people with disabilities in Educational Institutions. This norm also establishes the obligation to create an accessibility plan for each institution, in addition to measures to ensure the inclusion of people with visual impairment, including the provision of specialized educational services (Brasil, 1999).

About the Quota Law for Higher Education Institutions (HEI), sanctioned in 2012 under No. 12,711:

it imputes normative, administrative, and academic responsibilities to HEIs linked to the federal education system, making it mandatory to reserve vacancies for candidates who self-declare themselves black, brown, indigenous, and/or disabled, in the case of state public HEIs (Jeffrey, 2023).

And it also provides for the reservation of vacancies for low-income groups (up to 1.5 minimum wages of monthly family income per person) and people who studied in public schools. In 2016, there was the inclusion of people with disabilities (PwD), under Law No. 13,409. There are also quotas for people with visual impairment in universities and federal educational institutes, which have been a reality since 2017. In general, this quota system aims to guarantee the right to enter the Higher Education System. The Quota Law 13.409, of December 28, 2016, reserves a number of vacancies for people with disabilities in the technical courses of secondary and higher education levels of the Federal Educational Institutions.

Law No. 13,146, of July 6, 2015, specifically deals with the inclusion of people with disabilities, better known as the Statute of Persons with Disabilities, which came into force in

January 2016. This Law provides for access to guarantees and rights for people with disabilities in all areas (Brasil, 2016).

Within the context of inclusion in the educational area, the Brazilian Legislation on Assistive Technology, Decree No. 10,094 of 2019, stands out especially, where government actions point to the right of citizens with disabilities to the granting of the Assistive Technology resources they need. Regarding the National Legislation of TA, in the context of the inclusion in the educational area of Decree No. 10,094 of 2019, it is important to remember the enactment of Decree 3,298 of 1999, in article 19, which speaks of the right of Brazilian citizens with disabilities to Technical Aids.

Sole paragraph: I. Technical aids: Hearing aids, visual and physical...

For the purposes of this Decree, technical aids are considered to be those elements that make it possible to compensate for one or more motor, sensory or mental functional limitations of the person with a disability, with the objective of allowing him to overcome communication and mobility barriers and to enable his full social inclusion.

Article 4: General obligations: To carry out or promote research and development, as well as the availability and use of new technologies, including information and communication technologies, technical aids for locomotion, devices and assistive technology suitable for persons with disabilities, giving priority to affordable technologies; Provide accessible information for persons with disabilities regarding technical aids for locomotion, assistive devices and technology, including new technologies as well as other forms of assistance, services and support and facilities; (BRAZIL, SDHPR – National Secretariat for the Promotion of the Rights of Persons with Disabilities – SNPD, 2012. In: BERSCH, 2017 p. 15 and p.16).

Also, the Brazilian Law of Inclusion Law No. 13,146, of July 2015, already mentioned above, in its article 74 says: "People with disabilities are guaranteed access to products, resources, strategies, practices, processes, methods and services of assistive technology that maximize their autonomy, personal mobility and quality of life".

4 IMPLEMENTATION, ACCESSIBILITY AND CHALLENGES: DIMENSIONS, PROGRAMS AND SOCIAL ACTORS

Sassaki (2019), considering the relevance of the Laws presented in the previous section and states that they represent efforts to improve the quality of life of people with disabilities in Brazil. The government has implemented policies and programs to promote inclusion and accessibility, Sassaki (2019) tells us, especially the Law for the Inclusion of People with Disabilities and the National Accessibility Program. Accessibility, as indicated by

Sassaki (2019), represents a guideline that leads people with disabilities to the right to feel like a citizen in the broad sense of the term, to recognize and be recognized by society, to be able to act and react, in the manifestation of attitudes, rights and social duties, for what the author calls true inclusion.

To present the breadth of Accessibility, Sassaki (2019) lists seven complementary dimensions, which involve architectural, communicational, methodological, instrumental, natural, pragmatic, and attitudinal. Based on Sassaki (2019), Amorim (2021, p. 73), presents a synthesis of the dimensions of accessibility and their specifications as follows:

1. Architectural accessibility: access without physical barriers built inside and around buildings and urban spaces;
2. Attitudinal access: access without barriers resulting from prejudice, stigma, stereotypes and discrimination;
3. Communication accessibility: barrier-free access to communication, which can be: interpersonal or face-to-face, spoken, written or at a distance;
4. Instrumental accessibility: barrier-free access to instruments, tools, utensils and technologies used in the execution of activities in any field;
5. Methodological accessibility: barrier-free access to the methods, theories and techniques used in the execution of activities in any field;
6. Natural accessibility: barrier-free access to spaces created by nature and existing on land and waters of public or private property;
7. Programmatic accessibility: access without invisible barriers embedded in normative texts such as: laws, service standards, notices, news, organization policies, operational manuals, internal regulations, etc.

According to the coordinates offered by Sassaki (2019), it is possible to understand that the Brazilian Inclusion Law, n. 13.146/2015, or the Statute of Persons with Disabilities, understands disability as a situation of reorganization of physical and social spaces that are not ready to receive them. Therefore, in the educational area, in the face of the inclusion movement, it is believed that it is necessary to see inclusive education not as special, but as a reorganization of both teaching and learning methodologies, physical spaces and materials, as well as in the qualification of professionals who must be able to serve everyone, regardless of physical conditions, intellectual or sensory.

There are other policies and programs underway in Brazil to improve the education of people with disabilities, such as the Digital Inclusion Program, which provides access to Assistive Technology and training for people with disabilities. The National Program for Access to Technical Education and Employment (PRONATEC) offers technical and vocational courses for people with disabilities. Published in the Official Gazette of the Union,

Law 14,417/2022, which originates from Law 3,144/2015, authorizes the participation of technical assistance and rural extension providers in the National Program for Access to Technical Education and Employment.

As for the advances identified for people with visual impairments, in the context of the Special Education Policies of the Secretariat of Continuing Education, Literacy, Diversity and Inclusion (SECADI) of the MEC, there is the Accessible Book program in partnership with the Benjamin Constant Institute, which offers textbooks and paradidactic books in Braille for students with visual impairment, enrolled in basic education. This program is part of the National Textbook Program (PNLD) and aims to provide in Braille the same books used by other students. In 2016 and 2017, around 3,000 works were distributed. It is worth remembering that, in 2000, Law 10.098 made the government responsible for the implementation of the training of Braille script interpreters and interpreter guides to favor direct communication (Brasil, 2000).

The Brazilian Braille Commission (CBB) of the Ministry of Education monitors and updates the use and application of the Braille System in Brazil in all areas of knowledge. It is recalled that the CBB/MEC published the Braille Chemical Spelling for use in Brazil, which will serve students and professionals in basic and higher education. The goal is to achieve more autonomy. Thus, the individual when entering the university must find an inclusive and citizen environment with accessibility. It is up to the government to guarantee not only their vacancy, but also their inclusion and permanence. This means following classes in real time, having easy and instant access to all printed or digital school supplies.

For the record, there are other bodies responsible for the inspection and implementation of laws and guidelines for the inclusion of people with disabilities, linked to the Federal Public Prosecutor's Office, together with the Secretariats of Persons with Disabilities, which are spread throughout Brazil, and believe that continuous verification work is important to ensure that these guidelines are implemented and effective.

There are also non-governmental organizations and groups that defend the rights of people with disabilities that work to improve the awareness and inclusion of these people in society, such as the Association of the Visually Impaired of the Paraíba Paulista Valley (NGO ADV-VALE), in the state of São Paulo, founded in 2000. It is a statutory non-profit civil association that aims at the inclusion and integration of people with visual impairment in society. "Through partnerships, it develops actions aimed at education, sports, employability,

improvement of the quality of life and health of people with visual impairment". Currently, it has one hundred visually impaired members (Roma, 2020, p. 23).

Based on this Brazilian scenario, laws and guidelines aim to safeguard the guarantee of social and school inclusion of people with visual impairment in Brazil. However, it is important to point out that there are still barriers that need to be overcome in order to improve the effectiveness of accessibility, inclusion and permanence of people with visual impairment in Higher Education. This need is registered in the low rates of visually impaired students enrolled in Higher Education. This is because, according to researchers in the area, Education, especially Higher Education, represents the vanguard of learning and equality in democratic societies.

5 FINAL CONSIDERATIONS

The historical, normative and operational reading that we made shows that Brazil already has laws and rights for the educational inclusion of People with Disabilities (PwD). The focus on removing barriers (physical, communicational, methodological and attitudinal) and the incorporation of specific policies from the 1988 Constitution to the LDB/1996 (and its updates), from the Brazilian Inclusion Law (Law No. 13,146/2015) to Decree No. 10,094/2019 (Assistive Technology) converge to a paradigm of rights, in which full participation, permanence and learning become explicit purposes of the educational system.

Even so, the distance between norm and practice persists. The enrollment and permanence rates of visually impaired students in higher education continue to fall short of what is desirable, signaling that there are still barriers such as programmatic (internal rules and institutional flows), attitudinal (stigma, low expectations), methodological (didactics that are not very accessible) and instrumental (scarcity of assistive technology and inclusive materials) that continue to limit inclusion. In this sense, inclusion ceases to be a "set of laws" and becomes a continuous organizational process, which requires planning, budgeting, training and evaluation.

We can observe practical implications such as the need for educational institutions to provide for the different needs of people with disabilities, acquiring materials and building accessible environments: with books, virtual platforms and physical spaces without forgetting the continuing education of teachers in the use of assertive technologies and pedagogical accessibility; maintain a verification of indicators and monitoring of access, permanence,

learning and satisfaction of people with disabilities; and also to stimulate the production of assistive technology, and studies that promote inclusion.

For inclusion to get off the ground, the system needs to move from legal compliance to consistent implementation in daily school and university life. Reaffirming the horizon of Fróes et al. (2003), we speak of an inclusive, democratic and community education, committed to emancipatory practice, which transforms the norm into a concrete experience of teaching and learning, ensuring active participation, with autonomy and academic success, achieving justice, social and educational equity for all.

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