

**SOCIOLOGICAL ANALYSIS OF THE ENROLLMENT OF STUDENTS WITH
DISABILITIES IN HIGHER EDUCATION BY GENDER AND RACE**

**ANÁLISE SOCIOLÓGICA DAS MATRÍCULAS DE ESTUDANTES COM
DEFICIÊNCIAS NO ENSINO SUPERIOR POR GÊNERO E RAÇA**

**ANÁLISIS SOCIOLÓGICO DE LAS MATRÍCULAS DE ESTUDIANTES CON
DISCAPACIDADES EN LA EDUCACIÓN SUPERIOR POR GÉNERO Y RAZA**

 <https://doi.org/10.56238/sevened2025.036-123>

**Thayara Rocha Silva¹, Silvia Marcia Ferreira Meletti², Angela Maria de Sousa Lima³,
Jucenir da Silva Serafim⁴**

ABSTRACT

This article presents data regarding the enrollment of students with disabilities in Brazilian higher education with a focus on data from Paraná state universities (IEES-PR) and the characterization of these students by race/gender. The data were extracted from INEP (2011-2019), exported using SPSS (Statistical Package for the Social Sciences), and analyzed in light of Sociology. The main objectives were to identify the characterization of these students and to map what the scenario found reveals to us, making it possible to clarify who these subjects are. In general terms, the data reveal many challenges for the access of the black and brown population with disabilities to higher education. In relation to sex, we observe that the national sociological characterization points out that one of the effects of state policy, which does not align the State of Paraná with the national trend, is the greater access of male persons with disabilities than female persons with disabilities. Regarding the type of disability, we observed a higher incidence of physical disability in the national data and in the State of Paraná, followed by low vision. In the state universities of Paraná, we highlight low vision, which makes up 68% of the total enrollments of people with disabilities throughout the entire period. Such data evidence, for example, the need for public policies that contemplate the incentive for a transformation of the scenario of this social reality found, that is, of the social markers that often configure themselves as markers of inequalities and differences.

Keywords: Higher Education. Disability. Race. Gender. Social Indicators.

RESUMO

Este artigo, apresenta dados referente a matrículas de estudantes com deficiências no ensino superior brasileiro com foco nos dados das universidades estaduais do Paraná IEES-PR e à caracterização das mesmas por raça /gênero. Os dados foram extraídos do INEP(2011-2019), exportados através do SPSS (Statistics (Statistical Package forthe Social Science), e analisados à luz da Sociologia. Os principais objetivos esteve em identificar a caracterização desses estudantes e mapear o que o cenário encontrado nos revelam, viabilizado esclarecer quem são esses sujeitos. Em linhas gerais, os dados revelam muitos

¹ Dr. in Education. Universidade Estadual de Londrina (UEL). E-mail: thayara_rs@hotmail.com

² Dr. in School Psychology. Universidade Estadual de Londrina (UEL). E-mail: smeletti@gmail.com

³ Dr. in Social Sciences. Universidade Estadual de Londrina (UEL). E-mail: angellamaria@uel.br

⁴ Dr. in Education. Universidade Esdual de Londrina (UEL). E-mail: jucenir@uel.br



desafios do acesso da população preta e parda com deficiência ao ensino superior. Em relação ao sexo, observamos que a caracterização sociológica nacional aponta que um dos efeitos da política estadual e que não coloca o Estado do Paraná alinhado à tendência nacional é em relação ao maior acesso de pessoas com deficiência do sexo masculino, do que de pessoas com deficiência do sexo feminino. Sobre o tipo de deficiência, observamos maior incidência de deficiência física nos dados nacionais e no Estado do Paraná, seguida pela baixa visão. Já nas universidades estaduais do Paraná, destacamos a baixa visão, a qual compõe 68% do total de matrículas de pessoas com deficiência ao longo do período todo. Tais dados evidenciam, por exemplo, a necessidade de políticas públicas que contemplem o incentivo a uma transformação do cenário dessa realidade social encontrada, ou seja dos marcadores sociais que se configuram, muitas vezes, como marcadores das desigualdades e das diferenças.

Palavras-chave: Ensino Superior. Deficiência. Raça. Gênero. Indicadores Sociais.

RESUMEN

Este artículo presenta datos referentes a la matrícula de estudiantes con discapacidad en la educación superior brasileña con foco en los datos de las universidades estatales de Paraná (IEES-PR) y a la caracterización de las mismas por raza/género. Los datos fueron extraídos del INEP (2011-2019), exportados a través del SPSS (Statistical Package for the Social Sciences), y analizados a la luz de la Sociología. Los principales objetivos fueron identificar la caracterización de esos estudiantes y mapear lo que el escenario encontrado nos revela, posibilitando esclarecer quiénes son esos sujetos. En líneas generales, los datos revelan muchos desafíos del acceso de la población negra y parda con discapacidad a la educación superior. En relación al sexo, observamos que la caracterización sociológica nacional apunta que uno de los efectos de la política estadual y que no coloca al Estado de Paraná alineado a la tendencia nacional es en relación al mayor acceso de personas con discapacidad del sexo masculino, que de personas con discapacidad del sexo femenino. Sobre el tipo de discapacidad, observamos mayor incidencia de discapacidad física en los datos nacionales y en el Estado de Paraná, seguida por la baja visión. Ya en las universidades estatales de Paraná, destacamos la baja visión, la cual compone el 68% del total de matrículas de personas con discapacidad a lo largo de todo el período. Tales datos evidencian, por ejemplo, la necesidad de políticas públicas que contemplem el incentivo a una transformación del escenario de esa realidad social encontrada, o sea, de los marcadores sociales que se configuran, muchas veces, como marcadores de las desigualdades y de las diferencias.

Palabras clave: Educación Superior. Discapacidad. Raza. Género. Indicadores Sociales.



1 INTRODUCTION

In this, we present the enrollment data of students with disabilities in Brazil, in Paraná (all HEIs) with a focus on the state universities of Paraná⁵, between the years 2012 and 2019, based on the intersectionality of the data with the race/gender categories allowed us to draw a parameter on the characterization of the enrollment of these students in higher education. From a dialectical and critical perspective, we will make considerations of what we have found.

Table 1 presents data on the race category among people with disabilities enrolled in Brazilian higher education, at the State of Paraná level (including public and private) and the quantitative focused on the State Universities of Paraná. Table 2 shows the data distributed in the same sequence for the gender category. Below, we find table 3 in these same distributions, referring to the category "types of disabilities" addressed in this article, namely: hearing, physical, intellectual, multiple disabilities, deafness, deaf-blindness, low vision and blindness.

It is important to analyze these specificities as an axis of discussion, because according to data from the "2010 Census Booklet - People with Disabilities", organized by Luiza Maria Borges Oliveira (2012), among 45,606,048 Brazilians, 23.9% of this total population have some type of disability – visual, hearing, motor and mental or intellectual.

Therefore, the main objective is to map and characterize who are the subjects with disabilities who occupy the benches of universities and from this to carry out a sociological analysis of what these data reveal to us in the face of a given social reality.

2 THEORETICAL FRAMEWORK

We started with the category of race among people with disabilities, because it is not only a marker of difference and belonging, but also a marker of inequality in the country, which justifies the relevance of public educational policies that expand the access and permanence of black populations and people with disabilities in universities. After all, as Quijano (2005) reports, "race has become the first fundamental criterion for the distribution of the world population in the levels, places and roles in the power structure of the new society. In other words, in the basic mode of universal social classification of the world

⁵ State University of Londrina (UEL); State University of Western Paraná (Unioeste), State University of Paraná (Unespar), State University of Maringá (UEM); State University of the Midwest of Paraná (UNICENTRO), State University of Ponta Grossa (UEPG) and State University of Northern Paraná (UENP)

population (QUIJANO, 2005, p.118). It should be noted how the category of race carries a Eurocentric ideology of whitening, which synthesizes the conceptions of colonialism to justify exploitation, discrimination, inequalities in power relations against historically marginalized populations. Thus, for the same author, the category of race consists;

[...] with total certainty, the most effective instrument of social domination invented in the last 500 years. Produced at the mere beginning of the formation of America and capitalism, in the transition from the fifteenth to the sixteenth century, in the centuries that followed it was Ethnic-racial Characteristics of the Population: Classifications and Identities imposed on the entire population of the planet as part of the colonial domination of Europe (QUIJANO, 2000, n.p.).

Another marker of difference and belonging, but also of social inequality in Brazil, is configured in the gender category, hence the importance of analyzing such data when reflecting on the characterization of people with disabilities in Brazil, in Paraná and in the IEES/PR. In this research, as well as in Gomes (2018, p.01), "gender is taken as a question, as a category that allows us to question subjects – as subjects of culture, as social subjects, as historical subjects, as political subjects and as subjects of rights".

Based on data from the "2010 Census Booklet - People with Disabilities", prepared by Luiza Maria Borges Oliveira (2012), of the 45,606,048 Brazilians, 25,800,681 (26.5%) are women and 19,805,367 (21.2%) are men. From this general demographic data (45,606,048 Brazilians), 38,473,702 people live in urban areas and 7,132,347 Brazilians live in rural areas.

From a sociological perspective, we can say that gender;

[...] as an ontological category, it considers the differences and inequalities attributed to men and women, which gain meaning through cultural symbolic systems that designate masculinity and femininity as a set of opposite and hierarchical qualities within the framework of androcentrism (the view of men as the center and the norm for human beings) and patriarchy (institutionalized systemic sexism, which implies subordination and oppression of women) (CARVALHO; ANDRADE; MENEZES, 2010; HOOKS, 2000). Feminist studies problematize the notion of the naturalness of sex, based on the biological view, and seek to understand the power relations that are imbricated in gender roles, identities and stereotypes. (Apud DANTAS, SILVA, CARVALHO, 2014, n.p.).

These data show the importance of public policies that consider the intersectionality between disability and gender, a connection that still appears undervalued in national surveys. As a cause or as a consequence of this, there is a "common view about people with

disabilities generally related to the disabling label of disability, leading to the invisibility of sexuality and the non-recognition of being a man/woman with a disability" (DANTAS, SILVA, CARVALHO, 2014, n.p.).

3 METHOD

Of a predominantly quantitative nature, we will resort to educational indicators, obtained through the National Institute of Educational Studies and Research Anísio Teixeira (INEP), extracted and exported through the SPSS (*Statistics (Statistical Package for the Social Science)*). Interpreted via "Read-Me" corresponding to each year and subsequently analyzed. Social indicators via microdata refer to quantitative data that reveal different variables about a social reality. It is possible, through this methodological resource, to identify, demonstrate and prove social changes during its process. (JANNUZZI, 2002, p. 2)

We can characterize the reading of the results based on the knowledge of the Social Sciences "[...] by a multiplicity of approaches, with different assumptions, methodologies and styles" (ALVES-MAZOTTI; GEWANDSZNAJDER, 2000, p. 128). In the case of this qualitative-quantitative research, we defend the analytical, critical and dialectical approach in the understanding of social phenomena.

4 RESULTS AND DISCUSSION

Table 1, 2 and 3 present the results obtained, as well as their analysis according to their categories.

Table 1

Number of enrollments of people with disabilities by race in higher education in Brazil, Paraná and with a cut in the state schools of Paraná

Color/Race	Year	National			Nún Total	Paraná		State (PR)		
		No. Total	%	% among declared		%	% among declared	N. Total	%	% among declared
White	2012	9110	26,3%	58,5%	950	32,6%	62,2%	285	59,0%	70,7%
	2013	9800	25,9%	57,2%	680	27,2%	66,3%	244	57,7%	70,1%
	2014	14161	31,4%	49,2%	1471	40,8%	65,4%	327	62,0%	72,2%



	2015	19825	38,4%	50,1%	2051	39,7%	62,8%	378	65,6%	73,1%
	2016	20706	41,6%	52,5%	2552	40,9%	65,1%	423	68,1%	72,2%
	2017	22323	42,5%	51,4%	2670	41,1%	61,7%	453	69,4%	70,8%
	2018	25723	43,2%	49,1%	3981	53,4%	58,3%	493	70,0%	70,9%
	2019	28879	43,3%	47,7%	4631	55,2%	59,2%	517	67,8%	68,5%
Black	2012	1113	3,2%	7,2%	53	1,8%	3,5%	10	2,1%	2,5%
	2013	1258	3,3%	7,3%	63	2,5%	6,1%	8	1,9%	2,3%
	2014	2452	5,4%	8,5%	143	4,0%	6,4%	14	2,7%	3,1%
	2015	5361	10,4%	13,5%	187	3,6%	5,7%	21	3,6%	4,1%
	2016	3881	7,8%	9,8%	201	3,2%	5,1%	31	5,0%	5,3%
	2017	4564	8,7%	10,5%	262	4,0%	6,1%	37	5,7%	5,8%
	2018	5506	9,3%	10,5%	483	6,5%	7,1%	38	5,4%	5,5%
	2019	5948	8,9%	9,8%	518	6,2%	6,6%	46	6,0%	6,1%
	Brown	2012	4068	11,7%	26,1%	174	6,0%	11,4%	74	15,3%
2013		5121	13,5%	29,9%	220	8,8%	21,4%	67	15,8%	19,3%
2014		10808	24,0%	37,5%	519	14,4%	23,1%	82	15,6%	18,1%
2015		13030	25,2%	32,9%	788	15,3%	24,1%	91	15,8%	17,6%
2016		13471	27,0%	34,2%	907	14,5%	23,1%	99	15,9%	16,9%
2017		15157	28,8%	34,9%	1136	17,5%	26,3%	116	17,8%	18,1%
2018		19524	32,8%	37,3%	2020	27,1%	29,6%	124	17,6%	17,8%
2019		23959	35,9%	39,6%	2371	28,3%	30,3%	145	19,0%	19,2%
Yellow	201	1178	3,4%	7,6%	345	11,8%	22,6%	32	6,6%	7,9%



	2	%								
	2013	870	2,3%	5,1%	56	2,2%	5,5%	28	6,6%	8,0%
	2014	1248	2,8%	4,3%	104	2,9%	4,6%	26	4,9%	5,7%
	2015	999	1,9%	2,5%	223	4,3%	6,8%	22	3,8%	4,3%
	2016	1047	2,1%	2,7%	229	3,7%	5,8%	30	4,8%	5,1%
	2017	1098	2,1%	2,5%	235	3,6%	5,4%	31	4,7%	4,8%
	2018	1227	2,1%	2,3%	295	4,0%	4,3%	37	5,3%	5,3%
	2019	1279	1,9%	2,1%	248	3,0%	3,2%	41	5,4%	5,4%
Indigenous	2012	95	0,3%	0,6%	5	0,2%	0,3%	2	0,4%	0,5%
	2013	98	0,3%	0,6%	7	0,3%	0,7%	1	0,2%	0,3%
	2014	141	0,3%	0,5%	13	0,4%	0,6%	4	0,8%	0,9%
	2015	357	0,7%	0,9%	18	0,3%	0,6%	5	0,9%	1,0%
	2016	320	0,6%	0,8%	29	0,5%	0,7%	3	0,5%	0,5%
	2017	327	0,6%	0,8%	23	0,4%	0,5%	3	0,5%	0,5%
	2018	411	0,7%	0,8%	53	0,7%	0,8%	3	0,4%	0,4%
	2019	431	0,6%	0,7%	60	0,7%	0,8%	6	0,8%	0,8%

Source: INEP-Census Data (2020)

Whites represent the largest proportion of students with disabilities at all levels (national, state and state levels of PR). People of brown color showed significant growth in the period, both in Brazil and in Paraná. The increase in the number of browns enrolled reflects greater access to higher education for historically underrepresented groups. In relation to black people, a percentage still lower than the other groups, but on the rise, especially from 2016 onwards.

In this context, we identified, in table 01, through national data, from Paraná and from the state universities of Paraná, the prevalence of white people with disabilities in relation to



people with black and brown disabilities, classified by the IBGE as the black population. Thus, among people with disabilities inserted in higher education institutions there should also be this same proportion, that is, greater in numbers of blacks and browns.

What the data reveal is that the access of the black and brown population with disabilities to higher education does not follow the same demographic proportion of this population, whether in the state of Paraná, in the state of Paraná or at the national level. For example, in the State of Paraná, we have a percentage of black and brown people that is around 34%, according to the latest demographic surveys (BRASIL, IBGE-2010).

With regard to data on the population with disabilities in Paraná, among the people who most access higher education, the white population prevails. This information follows the trend of having a majority of people without disabilities white in the State of Paraná, as well as in the seven IEES/PR, but with a rate much lower than that related to people with disabilities when we make the demographic comparison of the general population.

Table 2

Number of enrollments of people with disabilities by gender in higher education in Brazil, in the State of Paraná and with a focus on the State Schools of Paraná

Gender	Year	National		Paraná		State (PR)	
		In a . Total	%	Num. Total	%	No. Total	%
Male	2012	17035	49,2%	1522	52,2%	260	53,8%
	2013	18586	49,2%	1427	57,1%	227	53,7%
	2014	22079	49,0%	2000	55,5%	275	52,2%
	2015	25477	49,3%	2997	58,1%	297	51,6%
	2016	24070	48,3%	3467	55,5%	328	52,8%
	2017	25270	48,1%	3596	55,3%	351	53,8%
	2018	28227	47,4%	3815	51,2%	393	55,8%
	2019	31744	47,6%	4215	50,3%	412	54,0%
Women	2012	17621	50,8%	1396	47,8%	223	46,2%
	2013	19210	50,8%	1074	42,9%	196	46,3%
	2014	23009	51,0%	1606	44,5%	252	47,8%
	2015	26208	50,7%	2163	41,9%	279	48,4%
	2016	25743	51,7%	2776	44,5%	293	47,2%
	2017	27272	51,9%	2907	44,7%	302	46,2%



2018	31269	52,6%	3639	48,8%	311	44,2%
2019	35006	52,4%	4168	49,7%	351	46,0%

Source: Prepared by the authors based on microdata from the Higher Education Census (MEC/INEP, 2012-2019)

In relation to gender, we observed that the national sociological characterization points to a higher incidence of women with disabilities in universities and this national trend is not maintained in Paraná or in the state universities of Paraná. In the same way that there is no higher incidence of some type of disability in white people, we also do not have a higher incidence of disability in males. So, what we are going to observe is that one of the effects of the state policy that does not put the State of Paraná in line with the national trend is in relation to greater access for male people with disabilities than for female people with disabilities.

This higher incidence of males with disabilities is also observed in Basic Education and in even higher proportions than those found in this population's access to universities.

Table 3

Number of enrollments of people with disabilities by category of disabilities in higher education in Brazil, in the State of Paraná and with a cut in the State Schools of Paraná

Type of Disability	Year	National		Paraná		State (PR)	
		Num. Total	%	Num. Total	%	Num. Total	%
Hearing Impairment	2012	7464	21,0%	1117	38,0%	36	7,3%
	2013	8559	22,1%	189	7,2%	40	9,3%
	2014	7667	16,6%	475	12,9%	48	9,0%
	2015	7550	14,3%	539	10,2%	45	7,7%
	2016	7124	14,0%	702	11,0%	39	6,2%
	2017	7572	13,8%	617	9,3%	48	7,2%
	2018	8204	13,1%	895	10,8%	59	8,1%
	2019	9144	13,1%	1117	12,7%	70	8,6%
Physical Disability	2012	9007	25,3%	524	17,8%	56	11,3%
	2013	10354	26,7%	825	31,6%	42	9,8%
	2014	14216	30,8%	1020	27,8%	60	11,2%
	2015	18210	34,4%	1917	36,3%	72	12,4%
	2016	18319	36,0%	2527	39,8%	78	12,4%
	2017	20146	36,8%	2777	41,8%	95	14,2%



	2018	21762	34,7%	2760	33,2%	110	15,2%
	2019	23089	33,0%	2641	30,0%	131	16,0%
Intellectual Disability	2012	744	2,1%	37	1,3%	2	0,4%
	2013	746	1,9%	52	2,0%	1	0,2%
	2014	1346	2,9%	148	4,0%	4	0,7%
	2015	2280	4,3%	187	3,5%	3	0,5%
	2016	1895	3,7%	293	4,6%	4	0,6%
	2017	2724	5,0%	356	5,4%	4	0,6%
	2018	3662	5,8%	503	6,0%	12	1,7%
	2019	5605	8,0%	558	6,3%	11	1,3%
Multiple Disability	2012	666	1,9%	19	0,6%	0	0,0%
	2013	524	1,4%	17	0,7%	2	0,5%
	2014	781	1,7%	56	1,5%	2	0,4%
	2015	844	1,6%	77	1,5%	4	0,7%
	2016	1079	2,1%	104	1,6%	5	0,8%
	2017	961	1,8%	105	1,6%	5	0,7%
	2018	1336	2,1%	155	1,9%	5	0,7%
	2019	1201	1,7%	146	1,7%	5	0,6%
Deafness	2012	2197	6,2%	220	7,5%	5	1,0%
	2013	2061	5,3%	265	10,2%	3	0,7%
	2014	2361	5,1%	299	8,1%	3	0,6%
	2015	2464	4,7%	276	5,2%	3	0,5%
	2016	2520	4,9%	345	5,4%	8	1,3%
	2017	2857	5,2%	316	4,8%	19	2,8%
	2018	3053	4,9%	344	4,1%	18	2,5%
	2019	3459	4,9%	345	3,9%	37	4,5%
Deafblindness	2012	171	0,5%	6	0,2%	0	0,0%
	2013	208	0,5%	9	0,3%	0	0,0%
	2014	152	0,3%	13	0,4%	0	0,0%
	2015	156	0,3%	12	0,2%	1	0,2%
	2016	139	0,3%	16	0,3%	2	0,3%
	2017	210	0,4%	21	0,3%	0	0,0%
	2018	203	0,3%	27	0,3%	0	0,0%
	2019	229	0,3%	20	0,2%	0	0,0%



Low vision	2012	8399	23,6%	748	25,5%	388	78,5%
	2013	8830	22,8%	1049	40,2%	334	78,0%
	2014	10351	22,4%	1196	32,6%	403	75,5%
	2015	12297	23,2%	1291	24,4%	435	74,9%
	2016	14675	28,8%	1597	25,1%	469	74,3%
	2017	14326	26,2%	1560	23,5%	459	68,7%
	2018	17041	27,2%	2348	28,2%	463	63,8%
	2019	18951	27,1%	2523	28,6%	472	57,7%
Blindness	2012	5186	14,6%	100	3,4%	7	1,4%
	2013	5773	14,9%	56	2,1%	5	1,2%
	2014	2442	5,3%	222	6,0%	11	2,1%
	2015	2582	4,9%	388	7,3%	13	2,2%
	2016	2858	5,6%	439	6,9%	18	2,9%
	2017	2909	5,3%	405	6,1%	23	3,4%
	2018	3398	5,4%	566	6,8%	28	3,9%
	2019	3461	4,9%	685	7,8%	23	2,8%

Source: Prepared by the authors based on microdata from the Higher Education Census (MEC/INEP, 2012-2019)

If we take as a reference the total population residing in the country, according to the 2010 Census, that is, 45,606,048 Brazilians, we have that:

[...] 23.9% had at least one of the disabilities investigated: visual, auditory, motor, and mental or intellectual. The prevalence of disability varied according to their nature. Visual impairment had the highest occurrence, affecting 18.6% of the Brazilian population. In second place is motor disability, occurring in 7% of the population, followed by hearing impairment, in 5.10% and mental or intellectual disability, in 1.40%. (BRASIL, 2012, p. 07).

Regarding the type of disability, when we cut the data for the period from 2012 to 2019, we observed that the types with the highest incidence in the national data are physical disability and low vision, an incidence that is repeated in the state of Paraná.

What this data shows us, unlike all the data from Basic Education, in which the highest incidence is of intellectual disability, reaching almost 70% of the cases in some states, in higher education we have an alignment of the trend of incidence of the type of disability with the demographic data.

So, in higher education, we observed a higher incidence of physical disability in national data and in the State of Paraná (all HEIs), followed by low vision, in the same way that there is this incidence of both conditions in the population in general. In the state universities of Paraná, we highlight low vision, which makes up 68% of the total enrollment of people with disabilities throughout the period, with a drop in the incidence of low vision from 2017 onwards, corresponding to about 60% of cases.

Another highlight is the low incidence of people with hearing impairment or deafness in state universities. In the national data, we observed the numbers of hearing impairment oscillating from 2012 with 20% of cases to reaching 2019, between 12% and 13%. While, in the state universities of Paraná, throughout the period, cases of hearing impairment do not exceed 10% and in Paraná as a whole, it is noteworthy that in 2012 hearing impairment made up almost 40% of cases, but reaching 12% in 2019, fluctuating very little over the period.

Therefore, we conclude that, in relation to these data, we have a greater guarantee of access to higher education for people with these two types of disabilities, both physical and low vision. Such information shows that there must be an increase in these public policies so that there is greater acceptance of people with other types of disabilities in universities.

5 INTERSECTIONALITY BETWEEN RACE, GENDER, AND DISABILITY

The relationship of coloniality takes us back to past times and presupposes that a group of people overlaps with others, that is, the persistence in the relations of power and domination between dominant and dominated. However, not living in colonial times is not the same as breaking with the characterization of this context, because from a social logic, those so-called dominated subjects of colonial times would occupy which places within a social reality throughout history?

In this context of inequalities and colonialism, Quijano (2005) explains that colonialism is established in a global structure, because its main articulator is power. Those who hold power are the dominant ones, while the others, their dominated. From this perspective, colonialism or these unequal power relations allow us to think about the persistence of oppression in relations of gender, sex, schooling, and also for people with disabilities.

The coloniality of power is a concept originally developed by Aníbal Quijano in 1989 and widely used by the group. It expresses a simple observation, that is, that the relations of coloniality in the economic and political spheres did not end with the destruction of colonialism. The concept has a double pretension. On the one hand, it



denounces "the continuity of colonial forms of domination after the end of colonial administrations, produced by colonial cultures and by the structures of the modern/colonial capitalist world-system" (Grosfoguel, 2008, p.126). On the other hand, it has an explanatory capacity that updates and temporizes processes that supposedly have been erased, assimilated or overcome by modernity. This understanding is well explained by Grosfoguel. (Apud BALLESTRIN, 2013, p.99-100).

Organization and labor relations are forms of domination, especially when we think from the perspective of the capitalist system and its forms of control through the division of labor. In addition, it is worth thinking about the intersectionality of gender, race, class, and also of people with disabilities. Thus, when Quijano (2005) proposes that one of the forms of domination occurs through the organization of work and its products (the wealth it generates), it can be thought that the division of labor itself, when understood based on the criterion of racialization, consolidated colonial power and reaffirmed new forms of control, especially from the development of the capitalist system.

Coloniality of power consists **of the identification of peoples according to certain phenotypes established and imposed by Western thought**. It can be seen that race has become the most effective and durable instrument of domination, also influencing other aspects that were used for the propagation of Modernity and Eurocentric thought, such as gender, sexuality, knowledge, political, environmental and economic relations (QUIJANO, 2005, p.118).

In these assumptions, we are faced with countless possibilities of social inequalities and exclusionary scenarios, education being one of them. Therefore, how the schooling process of people who experience or carry some social mark of inequality takes place is a pertinent problematization.

One of the ways to combat the contexts of exclusion, to which different social groups are exposed, is through public policies that operate in different ways. In this sense, it is relevant to understand what inclusion policies and programs say and, above all, their effects on a certain social reality, in this case, on the enrollment of students with disabilities in IEES-PR.

When we talk about race, specifically, we think of the power relations established throughout history between the white man and his superiorities over the black man. When we look at history, we realize the authority of whites over public control, identifying themselves as different and superior.



In this sense, the operationalization of the so-called democracy is put at risk, since it is required that everyone sees themselves and exercises their rights as equals, compromising the position of the so-called whites, because for this, it would be necessary to break with the relations of dominator-dominated-exploiter and exploited, that is, it would be necessary to give up their privileges maintained by this unequal relationship.

The "abolition" constitutes a milestone in this process, which placed the black man in the position of adapting to the new system of work, that is, of inferior and disadvantageous conditions that little by little, in the need for cheap labor, were introduced into the economic development of society. The relationships in which they experienced in the historical context of enslavement, for many generations, are characterized, to this day, as a result of the delay in access to various areas of life and education, and one of them.

To combat this backwardness, which still persists, even within public policies in Brazil, it is necessary to consider the distinction between "black theme" and "black life", brought by the black Brazilian sociologist Guerreiro Ramos, because one conception of public policy is that aimed at black populations with disabilities and another conception of public policies is that not only aimed at these populations, but built by these people and gestated by them, valuing their knowledge, their voices, their demands and their spaces of speech.

There is the theme of the black and there is the life of the black. As a theme, blacks have been, among us, the object of scalping perpetrated by literati and by the so-called "anthropologists" and "sociologists". As life or effective reality, blacks have been assuming their destiny, they have been making themselves, according to the particular conditions of Brazilian society. But one thing is the black theme; the other, the black-life. The black-theme is something examined, looked at, seen, sometimes as a mummified being, sometimes as a curious being, or in any case as a risk, a trait of the national reality that draws attention. The black-life is, however, something that does not allow itself to be immobilized; it is misleading, prophetic, multiform, of which, in fact, one cannot give a definitive version, because it is today what it was not yesterday and tomorrow it will be tomorrow what it is not today (GUERREIRO RAMOS, 1955, p. 215).

Therefore, we can infer that the trajectory and historical marks of black people in life in society reflect to this day in different contexts, especially regarding schooling. When we refer to black people with disabilities, we can say that it is a great advance to have this reality present in higher education institutions.

But, if we consider that more than half of the Brazilian population, according to data from the 2010 IBGE Census, are brown and black, identified by the agency as black, and that



we are far from having the same proportion in public universities in Paraná, this denotes that existing public policies have not yet been sufficient to increase this number.

When we look at the gender category, from this same perspective, we identify relations of oppression on women's rights in society. It is not difficult to remember the predominantly caretaker role of the home and children. However, the very constitution of the capitalist market requires the help of women's labor force in the family income, from the perspective of the productive work performed by women, corresponding to a cheaper labor force that at the same time generates profit, in addition to the fact that such activities already add to so many others already performed by them.

There is no doubt that the introduction of women into the educational system and, above all, into the qualified labor market is much more costly and disturbing. In this scenario, of women in the labor market, we have another front of analysis, that is, the participation of black women in society, who were exposed not to a labor relationship, but to an exclusively commodity relationship, which unfortunately was not overcome, even with the "abolition" of the slave system.

In other words, in this connection already mentioned in the history of blacks, we have an aggravating factor when we talk about the history of black women in society. In this sense, the understanding of the phenomenon of the number of enrollments in higher education of people with disabilities must consider the intersectionality of intrinsically interconnected elements when one wishes to have a parameter of a given social reality. In this case, when we talk about people with disabilities, we also talk, for example, about other social markers of inequalities, such as black people and different gender identities.

When we turn our gaze specifically to people with disabilities, the social markers lead us to the same categories in which black people and also women were constituted, that is, indicators of segregation, exclusion and inequality in different contexts. With regard to education, the reality was no different.

In the capitalist context in which society develops, the human being has his value for his potential to produce and contribute to this system, so people with disabilities were very late being introduced into civic life, in education, for example, the "special" model began only at the end of the twentieth century.

When we talk specifically about higher education, the advances are more recent and still incipient, as the data show. In this context, although we have noticed a slight increase in the number of enrollments of students with disabilities in higher education in Paraná, for



example, it is still a much lower amount than the number of people with disabilities in Brazil (23.9% of the Brazilian population in general).

Here again the importance of public policies and Affirmative Actions to expand access and permanence to actually provide the process of democratization in public higher education, even if it is still an inexpressive measure in the face of social inequalities that affect all institutions, not only educational ones.

In addition, it is stated that gender and race are the main factors between people with and without disabilities, due to the trajectory and historical marks of both the slavery and patriarchal issues. However, there is still a lack of more studies in the areas of Social Sciences and Education that articulate the connection of these categories in terms of their effective participation in different social areas, especially in school institutions.

6 FINAL CONSIDERATIONS

We understand that in addition to access, public educational policies that deal with the permanence of people with disabilities in Higher Education must strive to combat all types of violence and injustice, which expand the confrontation of the violence of ableism. This means that such public policies need to excel in the dimension of intersectionality of positive markers of belonging, differences, identities and diversities, vehemently combating the markers of racial, sexual, gender, generational, economic, regional, territorial, ethnic, racial, cultural, and political inequalities, historically crystallized in this country and in the State of Paraná. In this path, we also emphasize the methodological importance used, which provides us and reveals the statistical sources via microdata about this social and educational reality, where we highlight as main results found the characterization of the enrollment of students with disabilities in Higher Education, revealing their race/color, their sex/gender, their types of disabilities, among other relevant variables. The data show us many challenges. The access of the black and brown population with disabilities to higher education does not follow the same demographic proportion of this population, whether in the state of Paraná, in the state of Paraná or at the national level. With regard to data on the population with disabilities in Paraná, among the people who most access higher education, the white population prevails. As we have shown, this information follows the trend of having a majority of people without white disabilities in the State of Paraná, as well as in the seven IEES/PR, but with a rate much lower than that of people with disabilities when we make the demographic comparison of the general population. In other words, there is no statistically speaking, the

representativeness, according to statistics between demographic data and INEP, of the number of enrollments of black and brown people in IEES-PR.

In relation to gender, we observed that the national sociological characterization points out that one of the effects of the state policy and that does not place the State of Paraná in line with the national trend is in relation to greater access for male people with disabilities than for female people with disabilities. Regarding the type of disability, when we cut the data for the period from 2012 to 2019, we observed a higher incidence of physical disability in the national data and in the State of Paraná, followed by low vision, in the same way that there is this incidence of both conditions in the population in general. In the state universities of Paraná, we highlight low vision, which makes up 68% of the total enrollment of people with disabilities throughout the period, with a drop in the incidence of low vision from 2017 onwards, corresponding to about 60% of cases.

Therefore, we conclude that, in relation to these data, we have a greater guarantee of access to higher education for people with these two types of disabilities, both physical and low vision. Such information shows that there must be an increase in these public policies so that there is greater acceptance of people with other types of disabilities in universities.

We can affirm, from the set of data presented, that specific public policies for the state universities of Paraná benefit the access of people with disabilities to higher education institutions, but they are still incipient and very timid, with regard to ensuring effective conditions for the permanence of these people. It is still necessary to conceive what conception of permanence we are defending. It is a conception of permanence with dignity, with accessibility in all senses, with inclusive actions of pedagogical monitoring and with the right to access services that confront all types of discrimination and violations of the rights of this population.

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