



CHALLENGES OF ACCESSIBILITY AT UFSC'S UNIVERSITY CAMPUS: HELPING TO TRANSFORM REALITY

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Abstract

Objective: to describe the experiences of undergraduate nursing students when integrating the extension project Challenges of accessibility at the UFSC's university campus: transforming reality and the process of formulating and implementing this activity. Method: An experience report based on perceptions experienced by scholars. Results: The data revealed that the concept of disability for scholars was immersed in social and cultural stigmas distant from the concept of human diversity, as well as it became evident that only physical measures of adaptation were considered accessible, suppressing any other social or behavioral measure. Conclusion: Bearing in mind that disability is a complex phenomenon that requires collective interventions to remove barriers from the environment and society, it is believed that it is essential to encourage discussions in this regard.

Keywords: Disabled Persons. Architectural Accessibility. Social Adjustment. Public Awareness. Nursing.

DESAFIOS DA ACESSIBILIDADE NO CAMPUS UNIVERSITÁRIO DA UFSC: AJUDANDO A TRANSFORMAR A REALIDADE

Resumo

Objetivo: descrever as vivências de estudantes do curso de graduação em enfermagem ao integrar o projeto de extensão Desafios da acessibilidade no campus universitário da UFSC: transformando a realidade e o processo de formulação e implementação dessa atividade. Método: relato de experiência fundamentado nas vivências experimentadas pelos acadêmicos. Resultados: Os dados revelaram que o conceito de deficiência para os acadêmicos era imerso em estigmas sociais e culturais distantes da concepção de diversidade humana, assim como ficou evidente que apenas considerava-se acessibilidade medidas físicas de adaptação, suprimindo qualquer outra medida social ou comportamental. Conclusão: Tendo em vista que a deficiência é um fenômeno complexo que exige intervenções coletivas para eliminar barreiras do ambiente e da sociedade, acredita-se que é essencial estimular discussões a este respeito.

Palavras-chave: Pessoas com Deficiência. Acessibilidade Arquitetônica. Ajustamento Social. Sensibilização Pública. Enfermagem.

DESAFIOS DE LA ACCESIBILIDAD EN EL CAMPUS UNIVERSITARIO DE LA UFSC: AYUDANDO A TRANSFORMAR LA REALIDAD

Resumen

Objetivo: describir las experiencias de los estudiantes de enfermería al integrar el proyecto de extensión Desafíos de accesibilidad en el campus universitario de la UFSC: transformar la realidad y el proceso de formulación e implementación de esta actividad. Método: relato de experiencia basado en las experiencias vividas por académicos. Resultados: Los datos revelaron que el concepto de discapacidad para los académicos estaba inmerso en estigmas sociales y culturales alejados del concepto de diversidad humana, así como se hizo evidente que solo las medidas físicas de adaptación se consideraban accesibles, suprimiendo cualquier otra medida social o conductual. Conclusión: Teniendo en cuenta que la discapacidad es un fenómeno complejo que requiere de intervenciones colectivas para eliminar las barreras del medio ambiente y la sociedad, se cree que es fundamental estimular las discusiones al respecto.

Palabras clave: Personas con Discapacidad. Accesibilidad Arquitectónica. Ajuste Social. Sensibilización Pública. Enfermería.



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INTRODUCTION

For the World Health Organization (2017), disability is a complex phenomenon, which reflects the interaction between body and social characteristics. To understand disability and the paths that led to the current situation of people with disabilities, it is necessary to know the historical path of this experience. The models of conceptual analysis of disability have been influenced historically and contemporaneously by society.

The charitable model started during the Christian Era, being scientifically and morally accepted. This model perceived the person with disabilities (PWD) as a victim deserving of charity and help. It worked in benefit of him/her, who was seen as a victim of his disability, having a tragic and suffering life. Therefore, non-disabled people should help in whatever way possible. In this context, different social institutions originated: orphanages, nursing homes and hospices, which offered care to needy individuals (RETIEFI; LETSOSA, 2018).

This model has negative aspects, as it reinforces the perception of a disabled person as impotent, needy, depressed and dependent on other people for care and protection, contributing to the preservation of mistaken and harmful stereotypes (RETIEFI; LETSOSA, 2018).

During the 18th century, disability came to be seen as a medical problem, not just a charity one. Although the assistentialist logic was still present, science and society began to understand disability, disassociating it from witchcraft and other mystical explanations, observing the cause-effect relationship and seeking to find a cure for existing pathologies. In the medical model, disability is seen as a problem related to the health and disease process, which resides in the individual. It is a defect or failure of a body system or function. Hence, is understood to be inherently abnormal and pathological, and consequently, the goals of medical intervention include healing, improving physical condition, as far as possible, and rehabilitation (BAMPI; GUILHEM; ALVES, 2010, RETIEFI; LETSOSA, 2018).

In the 1960s, in the United Kingdom, the social model was structured in opposition to the ideas of the medical model. Critically pointing to the way society was organized, disregarding the diversity of people and excluding people with disabilities from social and political backgrounds. The model identified three main barriers that the PWD faced: physical, attitudinal and institutional (BAMPI; GUILHEM; ALVES, 2010, RETIEFI; LETSOSA, 2018).

The fundamental idea of the social model is that disability should not be understood as an individual problem, but as a matter of living in society, which shifts responsibility for the

disadvantages of the individual's bodily limitations to society's inability to predict and adjust to the diversity (BAMPI; GUILHEM; ALVES, 2010; FIORATI; ELUI, 2015).

Social inclusion is a paradigm that applies to the most varied physical and symbolic spaces. It is the process by which common social systems are designed and adapted to human diversity, with the participation of the people themselves in the formulation and execution of these adaptations (SASSAKI, 2009).

Law No. 10,098, of December 19, 2000, which provides for the Promotion of Accessibility, "Establishes general rules and basic criteria for the promotion of accessibility for people with disabilities or with reduced mobility and provides other measures". This standard was created to guarantee equal rights for PWD or reduced mobility, providing access and quality of life. It determines basic rules so that the PWD is able to live and enjoy life like any other individual in society (BRASIL, 2000).

According to the Brazilian Standard 9050, of the Brazilian Association of Technical Standards (ABNT/NBR 9050, 2015), accessibility is defined as the possibility and condition of reach, perception and understanding for the safe and autonomous use of buildings, spaces, furniture, urban equipment and elements, eliminating architectural and urban barriers. To be accessible, however, it is necessary to provide reach, experienced by any person, including those with reduced mobility. This constitutes a universal right resulting from important social achievements, reinforcing the concept of citizenship and dignity.

The concept of accessibility is commonly associated with physical and architectural issues. However, this is a very broad concept, structured in six dimensions: (1) architectural, absence of physical barriers; (2) communicational, deals with effective communication, alternative if necessary, between people; (3) methodological and instrumental, without barriers in methods, techniques, instruments and tools for leisure, work, education; (4) programmatic, related to public policies, laws, norms and regulations, whether institutional or business; (5) attitudinal, linked to prejudices, stigmas, stereotypes and discrimination in society's behavior towards the disabled; and (6) technological, integrated with digital accessibility (PIVETTA; ALMEIDA; SAITO; ULBRICHT, 2016; SASSAKI, 2009).

In the last demographic census conducted by the Brazilian Institute of Geography and Statistics (IBGE), in 2010, it was found that about 45.6 million Brazilians declared to have at least one type of limitation, be it visual, auditory, motor or mental/intellectual. These people represent 23.9% of the country's population (IBGE, 2010). Almost a quarter of Brazilians live with one or more limitations, and many, perhaps the majority, have or will have some restriction or functional

reduction during their lives. Although the deficiency can occur at all ages, it is estimated that after 60 years of age, deficits related to vision, hearing or mobility are more frequent. Since the population ages gradually, the prevalence of disability will continue to increase, with personal and social consequences, as well as on health and society's costs and expenses (LAWRENCE; GOSTIN, 2015).

Data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP) showed that in the last few years there has been an increase in the number of PWD enrollments in higher education in the country. Educational inclusion was driven by a set of measures included in the Brazilian legislation. Protective measures guarantee the access and permanence of PWDS in higher education, highlighting, among others, the Law of Guidelines and Bases of National Education, Law No. 9,394 (1996d), Ordinance No. 3,284 (2003c), National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008b), Decree No. 7,611 (2011) and Law No. 13,146 (2015f) (MELO; ARAÚJO, 2018).

The objective of educational inclusion is to insert all individuals into the education system, prioritizing respect for differences. In addition to materials and adapted curricula, inclusive teaching strategies and accessibility in all dimensions (architectural, instrumental and pedagogical), major changes in the concepts of teaching and learning, valuing diversity, discussions and educational exercises related to breaking attitudinal barriers, so that the necessary transformations are actually achieved (MELO; ARAÚJO, 2018).

The Federal University of Santa Catarina (UFSC) has more than 45 thousand students in its 103 on-campus undergraduate courses. In 2017, the institution started making available a quota of vacancies for the disabled in the entrance exam. The 2018 data showed that 252 academics declared some physical or mental limitation. To welcome the diversity and plurality of students that UFSC receives, it is necessary to improve campus and undergraduate courses accessibility. For this, there is the Educational Accessibility Coordination (CAE), linked to the Secretariat for Affirmative Actions and Diversities (SAAD), which works together with undergraduate courses and comply with the principle of guaranteeing PWD rights, providing personal autonomy and access to knowledge (FEDERAL UNIVERSITY OF SANTA CATARINA, 2020).

Therefore, the extension project “Challenges of accessibility ~~on~~ at the UFSC university campus: transforming reality” has come to add strength to the initiatives developed within the university to promote awareness and reflection on diversity and accessibility. The present study aims to describe the development of the aforementioned extension project, from the discovery of the need to implementation in the student context.

MATERIALS AND METHODS

This is an experience report referring to the process of formulating, implementing, and experiencing extension activities developed in the project entitled “Challenges of accessibility at the UFSC's university campus: transforming reality”. The project is linked to the Laboratory for Teaching, Research, Extension, and Technology in Health, Nursing, and Rehabilitation (Re-Habilitar). This group, linked to the UFSC Graduate Program in Nursing, was created in May 2017 and aims to contribute to improving PWD life quality and its network, as well as teaching, research, and extension. The extension activity was conceived in the beginning of 2018 and has been active until the present moment.

The population sample included in the research involves: 03 undergraduate nursing students with an extension scholarship by the (Re) Habilitar group; 02 volunteer undergraduate nursing students; 06 volunteer graduate students in nursing (master's and doctorate); 03 volunteer professors from the Nursing Department; 01 UFSC professor coordinating the project. In line with the historical symbolism of the phenomenon under study, the present report will consider the testimonies of undergraduate and graduate students in Nursing who developed the extension activities of the current project, plus the perspectives of the professor coordinating the project. As well as, the activities of the project will be described throughout its trajectory. This project started on March 1st, 2018 and has its extension actions occurring up to the present day. It is worth mentioning that, due to the current pandemic situation, face-to-face activities temporarily ceased from March 2020, but, virtual activities were developed to raise awareness and discuss the issue of accessibility and disability through the research group's digital media.

The extension project and, consequently, the present report, took place in nine stages, from the beginning of the project to the present day. The first stage involved bringing the (Re) Habilitar group members closer to the central issue to be unveiled, accessibility. After studies and discussions on the topic, the extension project was conceived. From this, the second stage of the research consisted in the presentation of the extension project to the students of different centers of the university campus, inviting them to participate in a reflection-action about the theme. This activity was called “A different day”. In the third stage, there was an investigation of the participants' previous knowledge about difference, disability, and accessibility, as well as the possibility of forwarding suggestions for improvements that would make the UFSC university campus more accessible. The fourth stage involved the extension action itself, eight editions of the workshop “A

different day" were held, with 118 undergraduate students from different courses, nursing, medicine, dentistry, psychology, civil engineering, architecture, letters-libras, social work, and law, among others. In the activity the participants, undergraduate students, are invited to be as a PWDS (by using, for example, locomotion aids - wheelchair, walker, crutches, walking sticks - or equipment that simulates a limitation - eye patches and sound insulators in ears) during activities on the university campus (simulation). At the end of the workshop, they are invited to reflect on the simulation experiences, on the facilities and difficulties encountered in the daily life of the campus as a PWD and the possible interventions in this reality. The fifth stage involved visual recordings (photos and videos) of the activities developed, aiming at the elaboration and publication of a documentary. The sixth stage involved the application of an instrument to understand the knowledge of the participants, acquired or modified, after the simulation experience, on the topics covered, as well as suggestions for improving accessibility on campus. It is worth mentioning that the third, fourth, fifth and sixth stages were developed concurrently. The seventh stage involved an event, held in the auditorium of the Health Sciences Center, for the documentary exhibition and a conversation circle to discuss issues related to physical and social accessibility in the academic community. The eighth stage dealt with the development and publication of an undergraduate thesis on the perception of undergraduate nursing students about disability and accessibility. In the ninth stage, an educational folder on difference, disability and accessibility was prepared and validated, with students from different courses. From the ninth stage onward, the pandemic started, making the execution of face-to-face activities prohibitive, thus, arts and texts were developed to disseminate the theme in the Re-Habilitar group's digital media, as well as lives were held on the official Instagram of the group with expert guests to talk about the focus theme. Today the project is in the tenth stage, which involves making short, chronic videos, in which PWDS tell their perspectives on accessibility and the other concepts covered by the extension project.

In partnership with the Center for Health Sciences and the Dean's Office of Extension, scholars carried out various activities over the course of the project. The students did: the literary reflection and investigation of the knowledge produced about the phenomenon under study; the active search for participants in various centers on the university campus; a survey before and after the action to understand the knowledge and paradigmatic changes in the participants' perceptions; the promotion of reflection-action through communication and experiential experience; publication of scientific and documentary materials. Regarding the ethical aspects of research and extension actions, this article is part of the macro project entitled "Challenges of accessibility at the

UFSC's university campus: transforming reality", linked to the Deans' Office of Extension (PROEX) at UFSC.

RESULTS AND ANALYSES

The extension project Challenges of accessibility at the UFSC's university campus: transforming reality began on March 1, 2018 and is active. It is worth mentioning that, considering the current pandemic, face-to-face activities temporarily ceased from March 2020, but, virtual activities were developed to raise awareness and to discuss the themes of difference, disability, and accessibility through the digital media of the (Re) Habilitar group.

Through the project, which represents a partnership between the Department of Nursing, the Health Sciences Center and the Dean's Office of Extension at the UFSC, academics, who are part of the extension project, have carried out various activities over time. They carried out a bibliographic survey on the themes of difference/diversity, disability, and accessibility. They discussed and reflected upon these themes; actively pursued undergraduate students at various centers on the UFSC university campus; implemented the "A different day" workshops; developed research on the theme with undergraduate students before and after the workshops, to understand the knowledge and whether there were changes in the participants' perception of the themes; promoted reflection-action activities through communication and experiential experience; produced and published a documentary and an educational folder; and presented the extension project and the products of the activities carried out at international and national events, such as the International Congress on Rehabilitation Nursing, held in Évora, Portugal, in December 2018 and the IV International Seminar on Current Events in Rehabilitation Nursing, held in Florianópolis, Brazil, in November 2019. Other scientific materials are under development and are in the process of being published.

Since 2018, many graduates have participated in the activities developed within the scope of the extension project. Many students were made aware of the issues of difference, disability and accessibility. The experience of being part of the project was very rich and gave those who participated in the project, who now expose their experiences, a dynamic, participatory learning, as advocated by constructivism. Many were the fruits of this project, products forged by many hands, which will certainly be able to support UFSC concerning actions undertaken for the educational and social inclusion of all without distinction. Hence, the products of the project Challenges of accessibility at the UFSC's university campus: transforming reality, in chronological order.

In 2018 the project was developed based on the narratives of nursing students about the lack of knowledge when addressing PWD in the care process. The project's coordinating teacher, supported by the other members of the Re-Habilitar group, developed a project that would involve multiple stages, as well as strengthened the search in literature for the consolidation of important concepts for the activity. The process of theoretical recognition of the phenomenon, showed many gaps about the theme, especially when crossed by issues related to health and nursing care. Therefore, the project's members remained engaged in the search for updated content. The approach to this constant bibliographic analysis was based on literature reviews through access to indexed databases, such as the National Library of Medicine (PubMed), Cumulative Index to Nursing and Allied Health Literature (CINAHL), Web of Science, Scientific Electronic Library Online (SCIELO), Virtual Health Library (VHL), Latin American & Caribbean Literature in Health Sciences (LILACS), among others.

With the training of all members of the extension project, it was time to invite other undergraduate students duly enrolled at UFSC to participate in the activities. The scholarship holders conducted an active search with a hand-to-hand approach when leaving the morning, afternoon and night shifts in the university's teaching centers, at the university restaurant and in the central library. This step allowed access to people interested in the theme and sensitized academics about the relevance of the problem, it also made it possible to glimpse how the project could materialize on the university campus. From that moment, three facts began to emerge:

1. There was a thematic perception by part of the students, however few had knowledge about the terms difference, disability, and accessibility;
2. The accessibility modalities were considered by the undergraduate students as barely visible on the university campus;
3. There was space for knowledge, reflection and even the search for changes to make the UFSC University Campus more accessible.

Therefore, students who were interested in participating in the educational action, "A different day", were invited to answer a virtual form before the action. This measure was intended to understand what the participants' previous concepts were about the studied phenomenon. The Socrative Student software was used, and the data was tabulated in an Excel spreadsheet for further analysis and documentation of evidence. The data revealed that the concept of disability for academics was immersed in social and cultural stigmas distant from the concept of human diversity, as well as it became evident that only physical measures of adaptation were considered to be accessible, suppressing any other social or behavioral measure.

The awareness workshops “A different day” took place in person, with groups of 10 to 15 undergraduate students, who initially participated in an “awakening” to the central issue of the extension action. These meetings took place in an alternative teaching techniques room, which had a tatami mat throughout the floor, allowing for a more pleasant flow and distribution of the participants. With everyone sitting in a circle on the floor, the project's coordinating teacher started the activity by proposing an elucidating dialogue about difference, disability, and accessibility. From then on, scholars experimented with the simulated experience of physical limitation, such as limb immobilization, use of a wheelchair, use of blindfolds or devices to reduce hearing acuity.

It is worth mentioning that these students were accompanied throughout the experience by volunteer tutors, to guarantee the safety of the process, and that the experience lasted approximately two to three hours. During this period, the participants developed common activities on the university campus, such as going to the library, the canteen, or the photocopy room. At the end, everyone returned and debated the group experience.

Fulfilling the ethical and legal requirements, from the signing of the agreement term on the use of image and sound, the workshops were filmed using professional audiovisual recording devices. The purpose of this filming was to produce a documentary that would highlight the activity but could also give voice to members of the university community, who really experience the challenges of accessibility and are often invisible by the community. The documentary has the participation of a recording team, three PWDS were interviewed and the collaboration of a sign language interpreter was also obtained for the translation of the documentary. At the end, with approximately 23 minutes of duration, it brings many reflections on accessibility experiences. The documentary is available on the official (Re) Habilitar channel on YouTube under the link: <https://www.youtube.com/watch?v=CpnsKBeffww&feature=youtu.be>

Another product of the project was an educational folder, entitled “Do you know what accessibility is? This work was developed by the members of the project and used images obtained during the workshops. The contents of the folder were validated by undergraduate students who participated in one of the workshops “A different day”. This educational tool aims to raise the awareness of students and other collectives about accessibility, as well as the dissemination of the extension project.

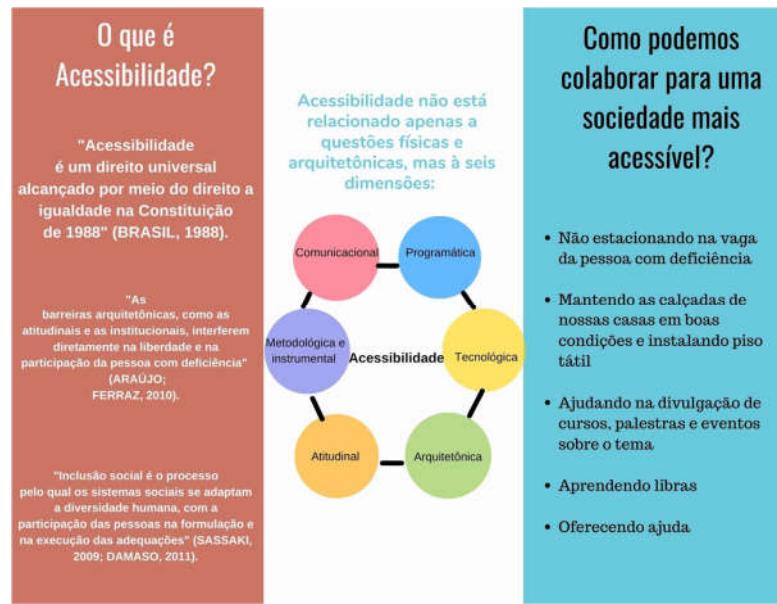


Figure 1: Folder entitled “Do you know what accessibility is?”

The development of the extension project also made it possible to carry out research, such as an undergraduate thesis, in the case of a nurse, whose title was “Challenges of accessibility on the campus of the Federal University of Santa Catarina: getting to know the reality in nursing”. This work was adapted to the format of a scientific article, being evaluated by an indexed journal in the nursing area.

Another virtual form was applied after the extension actions, “A different day”, to understand the participants' conceptualizations about the studied phenomenon. The Socrative Student software was used, and the data was tabulated in an Excel spreadsheet for further analysis and documentation of evidence. The data revealed that, after the intervention, the perception of the theme changed, allowing a more empathetic view of the experience of the disability and the difficulties and barriers related to accessibility. The participants understood the relevance of attitudinal aspects, as well as physical and architectural solutions, as powers to increase accessibility on the university campus.

The project was on a consolidated and secure trajectory until, in March 2020, the whole world stopped with the emergence of the COVID-19 Pandemic. Like several areas of the university, the project's activities had to be remodeled to the virtual environment. In this scenario, efforts were made to raise community awareness through the production of informative material for dissemination on the official (Re) Habilitar website available at the link <https://rehabilitar.paginas.ufsc.br/> and on the Instagram media page available at <https://www.instagram.com/rehabilitarufsc/>. More than 380 publications were made in the form

of images, videos or newsletters, 60 lives were recorded with invited experts in the areas of pedagogy, sociology, health and nursing, surveys and researches were held to meet the needs for thematic discussions on social networks, virtual seminars were created on topics of interest and many readings are recommended to address the themes of difference, diversity, disability, accessibility and rehabilitation. As an example of the virtual activities carried out, we mention the virtual seminar, I Neuroscience Webinar with a focus on Rehabilitation, which took place on July 18, 2020, and included the lecture “Breaks of Paradigms and Conceptions of Rehabilitation” that addressed topics such as disability and accessibility in the health system from the perspective of professionals. Another example was the Talk Science entitled “The person's post-stroke life and their sexuality”, carried out on the (Re) Habilitar YouTube platform on July 18, 2020, involving a PWD and health professionals.

In the midst of social distance, an activity was also undertaken that aims to obtain chronicles about the challenges of accessibility, based on the PWD experience. Still in a constructive process, the video collection phase has ended and the editing stage is being carried out. The intention is to publish the chronicles on the (Re) Habilitar YouTube channel by July 2021. With this it is expected to give voice to the PWD in the struggle for accessibility and to contribute to the cultural change of respect for differences and physical and social inclusion currently undertaken by UFSC. It should be noted, however, that, due to UFSC's decision not to make public Pro-scholarships available to cover extension activities in the year 2021, activities carried out within the scope of the extension project are likely to be hampered by the lack of at least one paid fellow.

FINAL CONSIDERATIONS

Bearing in mind that disability is a complex phenomenon that requires collective interventions to remove barriers from the environment and society, it is believed that it is essential to stimulate discussions in this regard. Thus, through this extension project, a change in the way of thinking and seeing difference, disability, accessibility and inclusion is being made possible for UFSC undergraduates. It is hoped that this transformation will subsequently advance to the community through these students as multipliers.

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