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Accessibility and inclusion at IFCE: challenges and perspectives within the scope of the Development Plan. Institutional (pdi)

Accessibility and inclusion at ifce: challenges and perspectives within the scope of the institutional development plan (pdi)

Accessibility and inclusion in the ifce: challenges and perspectives under the Institutional Development Plan (pdi)

Gabriel Marcos Agustinho Nunes – Federal Institute of Education, Science and Technology of Ceará (IFCE), gabriel.nunes@ifce.edu.br

Abstract: This study investigates accessibility and inclusion actions at the Federal Institute of Ceará (IFCE) through the analysis of its Institutional Development Plans (IDP) between 2009 and 2018. The qualitative research uses document analysis to examine the evolution of strategic planning under the paradigm of Inclusive Education and the six dimensions of accessibility, according to Romeu Kazumi Sassaki: architectural, communicational, instrumental, methodological, programmatic, and attitudinal. The results indicate that the first IDPs (2009-2013)
The 2014-2018 Institutional Development Plan (PDI) focused on expanding and adapting the physical infrastructure and consolidating the Accessibility Centers for People with Special Needs (NAPNEs). The 2019-2023 PDI revealed a maturation by using performance indicators focused on the retention and success of students with disabilities, in addition to the expansion of assistive technologies. Finally, the 2024-2023 PDI...
The 2028 plan projects a more holistic vision, emphasizing attitudinal and digital accessibility as cross-cutting themes, seeking the institutionalization of inclusion policies that transcend existing barriers within the institution. It concludes that, although IFCE has made significant normative progress, the current challenge lies in the practical execution of these goals to guarantee full inclusion in a scenario of institutional expansion, highlighting the necessary attention to the implementation of programmatic and methodological accessibility.
Keywords: Accessibility. Inclusive Education. Strategic Planning.

Abstract: This study investigates accessibility and inclusion actions at the Federal Institute of Ceará (IFCE) by analyzing its Institutional Development Plans (PDI) from 2009 to 2028. This qualitative research employs document analysis to examine the evolution of strategic planning under the paradigm of Inclusive Education and Romeu Kazumi Sassaki's six dimensions of accessibility: architectural, communicational, instrumental, methodological, programmatic, and attitudinal. The results indicate that the initial PDIs (2009-2018) focused on expanding and adapting physical infrastructure and consolidating the Accessibility Centers for People with Specific Needs (NAPNEs). The 2019-2023 PDI revealed a maturation process through the integration of performance indicators focused on the retention and success of students with disabilities, alongside the expansion of assistive technologies. Finally, the 2024-2028 PDI projects a more holistic vision, enhancing attitudinal and digital accessibility as cross-cutting themes and seeking to institutionalize inclusion policies that transcend existing barriers. We conclude that while IFCE has made significant regulatory progress, the current challenge is the practical execution of these goals to ensure full inclusion amid institutional expansion. This task requires further attention to implementing programmatic and methodological accessibility measures.

Keywords: Accessibility. Including Education. Strategic Planning.

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1. Introduction

First, it is necessary to present a brief context about the founding of the Federal Institute of Education,
Science and Technology Institute of Ceará (IFCE), the locus of this research, which will investigate the actions of
Accessibility and inclusion practices employed by the institution.

The Federal Government, through Law 11.892 of December 29, 2008, created 38 Federal Institutes.
of Education, Science and Technology, with 312 campuses spread throughout the country, each of them
constituting an educational autonomous body linked to and supervised by the Ministry of Education.
by the Secretariat of Secondary and Technological Education, all endowed with administrative autonomy,
patrimonial, financial, didactic, pedagogical and disciplinary (IFCE, 2009, p. 19).

In this scenario, the restructuring of IFCE is consolidated in conjunction with a broad movement of
national expansion of the federal network of technical education. Even though the time frame of the present
the research has been structured in such a way as to only include documents issued after its publication.
Regarding its consolidation as a Federal Institute, it is worth revealing that its activities date back to the beginning of the century.
XX.

On September 23, 1909, through Decree No. 7,566, the Government of Brazil founded the Schools
of Apprentice Artisans, mirroring the model of French vocational schools, with the aim of
to serve the population in situations of socioeconomic vulnerability (IFCE, 2009).

Furthermore, according to IFCE (2009), with the boost to the industrialization process, subsequent
At the end of World War II, the institution was renamed the Industrial Lyceum of Fortaleza.
In 1941, and in 1942, it was renamed the Industrial School of Fortaleza. On February 16, 1959,
Through Federal Law No. 3,552, the Industrial School of Fortaleza was granted the status of an autonomous entity.
federal, now endowed with administrative, patrimonial, financial, and didactic autonomy.
disciplinary, moving on to work in technical vocational training at the secondary level.

In the same document, IFCE (2009) records that, in 1965, it became the Federal Industrial School of
Ceará; in 1968, it was reconfigured as the Federal Technical School of Ceará; in 1994, it was transformed
at the Federal Center for Technological Education; in 1995, it implemented two Units of
Decentralized Education Units (UnEDs) in the cities of Cedro and Juazeiro do Norte; and, in 1999, it becomes
To effectively develop teaching, research, and outreach activities.

Since its founding, structured in December 2008 as a Federal Institute of Education,
Science and Technology: IFCE demonstrates alignment of its internal regulations with the principles of...
Inclusive Education, as stipulated in its statute, observes the following principles in its actions.
guiding principles: [...] d) inclusion of people with specific educational needs and disabilities”
(IFCE, 2009, p. 137).

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For the operationalization of the principle highlighted above, as well as for its fulfillment
The mission and scope of its institutional vision, as well as that of other educational institutions, is paramount for IFCE.
Higher education institutions in Brazil, both public and private, need to develop an Institutional Development Plan.
(PDI), a document that formalizes your five-year strategic plan and regularizes your status.
Operating within the Ministry of Education.

2. Theoretical Framework

2.1 Accessibility and its multiple dimensions

The theoretical model presented in this research is configured as the analytical "lens".
necessary to interpret the Institutional Development Plans (PDI) of IFCE from the perspective
of Inclusive Education. The model adopted is based on the biopsychosocial paradigm, which
It shifts the focus from disability as a pathology to the interaction between the individual and the barriers of
school environment.

This paradigm shift in policies for people with disabilities in Brazil evolved from
stages of exclusion and segregation leading to inclusion. According to the social model, "disability was the result
of the capitalist political and economic order, which presupposed an ideal type of subject.
"productive" (DINIZ, 2007, p. 11), a thesis that corroborates the consolidation of a philosophy of inclusion.
which argues that “the problem is not with the person, but with the physical, programmatic and
attitudinal norms that society imposes” (SASSAKI, 2006, p. 33).

This model is the cornerstone of the UN Convention (2007) and the Brazilian Inclusion Law (2015).
requiring the school to adapt to accommodate all students, regardless of their
Diversity, instead of imposing obstacles and conditions on access to their rights.
This brings to the forefront the imperative of embracing accessibility as a collective demand of the whole society.
which already constitutionally recognizes its definition, understood as: possibility and condition
within reach for safe and autonomous use of spaces, furniture, and equipment.
urban areas, buildings, transportation, information and communication, including their systems and technologies,
as well as other services and facilities open to the public, for public use or private use.
collective, both in urban and rural areas, for people with disabilities or reduced mobility.
reduced (BRAZIL, 2015, Art. 3, Paragraph I).

From a legislative standpoint, a foundation is built that enables standardization,
The pursuit and enforcement of urgent social rights inherent to the various dimensions of accessibility.
The first one to be presented, programmatic accessibility, permeates the field of law, and should...

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to be understood as “[...] the elimination of 'invisible' barriers embedded in public policies (laws, decrees, ordinances), in rules and regulations (in schools, companies, clubs, churches, condominiums) etc.)" (SASSAKI, 2006, p. 42), implying the duty of social alignment with the right of access. that every individual possesses, from the initial planning of institutional actions to their actual implementation. implementation.

The most well-known dimension, because it is commonly associated with people with and without disabilities, Since it encompasses the population with reduced mobility, it is architectural accessibility, which can be... understood as "[...] the elimination of physical barriers that prevent access to spaces constructed. Such barriers are obstacles that limit or impede freedom of movement and "Safe circulation" (MANZINI, 2005, p. 5). This movement and circulation must be able to be executed with the perspective of promoting “[...] the use in an autonomous, independent and environmental safety, including buildings, furniture, urban equipment and elements, is a priority. possible number of people [...]” (ABNT, 2020, p.15).

The third dimension, which encompasses aspects related to barriers in communication and In information, it is communicational accessibility that encompasses "any impediment, obstacle, attitude or behavior that makes it difficult or impossible to express or receive messages” (BRAZIL, 2015, Art. 3). It must be conceived: [...] without barriers in interpersonal communication. (face-to-face, sign language, body language, gestural language, etc.), in written communication (newspaper, magazine, book, letter, booklet, etc., including texts in braille, texts with enlarged print) for people with low vision, laptops and other assistive technologies for communication) and in virtual communication (digital accessibility) (SASSAKI, 2005, p. 23).

Next, we have the fourth dimension, methodological accessibility: “(also known (as pedagogical accessibility) refers to the absence of barriers in study methods and techniques. of work, leisure and social services” (SASSAKI, 2006, p. 42).

The fifth dimension is instrumental accessibility, which aims to ensure that individuals, regardless of their physical, cognitive, or sensory conditions, they can use equipment, tools and technologies in an independent and safe manner.

Instrumental accessibility refers to the absence of barriers in utensils and instruments. and work tools (manual, electric and electronic), study tools, leisure and recreation tools. (...) Unlike architectural accessibility, which focuses on the building itself, instrumental accessibility focuses on the movable object that the individual needs to manipulate to perform an action (SASSAKI, 2006, (pp. 42-43).

Finally, by personal choice of the researcher, the sixth dimension, accessibility, is presented. attitudinal, positioned at the end of this subsection, as it is understood to be the most complex of

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to implement effectively, as it involves an essentially particular stance, the understanding of which and transposition permeate the field of culturally ingrained prejudice.

Attitudinal accessibility refers to perceiving others without prejudice or stigma. Stereotypes and discrimination. All other forms of accessibility will be compromised if... If attitude is not worked on. (...) Attitudinal barriers are the most difficult to remove, as they reside deep within each person, shaped by centuries of exclusion and invisibility of people with disability (SASSAKI, 2006, pp. 42-43).

In concluding this methodological approach, it is important to highlight that attitudinal accessibility must be... prominent and at the top of the list of priority actions in public policies, given that the The construction of a truly equitable society can only be consolidated through the exercise of... solidarity and empathy.

2.2 Accessibility as a guiding principle of the Federal Institutes of Education

Since its founding in December 2008, as the Federal Institute of Education, Science In addition to Technology, IFCE demonstrates alignment of its internal regulations with the principles of Education. Inclusiva, as stipulated in its statute, states that "in its actions, it observes the following Principles" guiding principles: (...) d) inclusion of people with specific educational needs and disabilities" (IFCE, 2009, p. 137).

This principle was materialized after years of maturation and institutional action, by through Resolution 143 of the Superior Council of IFCE, from December 2023, which guides the Implementation and consolidation of Accessibility Centers for People with Disabilities Specific (NAPNEs), with the expectation that they will carry out activities on all campuses of the institution. It records the scope of its actions, as presented below: The Napne will promote, in conjunction with other sectors of IFCE, labor support and technical and scientific assistance, academic, pedagogical and psychosocial aspects necessary for teaching, research and outreach activities, developed in the area of accessibility and inclusion, from the perspective of human rights and diversity (IFCE, 2023, Art. 2, Paragraph 4).

This consolidation of the recognition of the social role, in the face of the struggle for people's rights. with disabilities and specific needs, it carries with it an international historical heritage. based on economic and financial aspects, since: [...] the change in mindset regarding People with disabilities, therefore, stemmed primarily from societal pressure against the State. moving towards a period of changing consciousness motivated by the idea that it was becoming It is far too costly, from both a financial and social standpoint, to house these individuals instead of engaging them.

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in the market and in everyday life (ROZENDO et al., 2022, p. 6).

Nationally, Sassaki (2006) points out that Brazil lived for centuries under the paradigm of exclusion. Attention to people with disabilities was essentially welfare-oriented and segregated. provided in closed special schools and in hospital-colonies. In the 70s and 80s, the approach It became known as "Social Integration." In this context, the person with a disability began to interact and live alongside others. with public spaces, however, subjected to the logic of adapting to standards of normality. social. After the 1990s, the responsibility for accessibility and inclusion ceased to be focused on The subject becomes essentially the domain of society, which must act to remove the barriers to its effective implementation. The exercise of citizenship for all.

From this perspective, the author extends an invitation for a timely and urgent reflection, because “No The mere absence of architectural barriers is not enough; accessibility must be complete, encompassing the communication, methodologies, and, above all, the attitudes of people without disabilities" (SASSAKI, 2006, p. 132).

In this context, the present study focuses on accessibility in the Federal Institutes of Education, Science and Technology, focusing on the problem of how IFCE carries out the strategic planning of their accessibility actions, as foreseen in their Plans of Institutional Development (IDDs).

3. Materials and Methods

This research is characterized as a qualitative, descriptive study that... It uses document analysis as the exclusive method for data collection and production. For Sá- According to Silva, Almeida and Guindani (2009), the main function of document analysis is to act as a method of selecting and verifying data, allowing access to relevant sources for the investigation.

The documentary corpus of this study is composed of documents of an institutional nature, covering the period from mid-2009 to December 2023. The choice of this time frame This is justified by coinciding with the period of dissemination and implementation of the tools. strategic planning and management of the Federal Institute of Education, Science and Technology of Ceará (IFCE), a public institution analyzed in light of the Inclusive Education paradigm.

The 4 (four) Institutional Development Plans (IDP), prepared by this institution – PDI 2009-2013, PDI 2014-2018, PDI 2019-2023 and PDI 2024-2028 – were selected as Primary sources of the analyzed data, collected remotely through a search on the website. The institution's website (https://pdi.ifce.edu.br/). The research used the following inclusion criteria:

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Full documents, issued within the specified time frame and directly related to the topic.
Strategic planning for the implementation of public policies on accessibility and inclusion in
IFCE.

For the processing of the documents, the Content Analysis technique was used, following...
the phases proposed by Bardin (2011), starting from a floating reading of all the collected material to
organization and final selection of the corpus (pre-analysis), performing the coding and categorization of
data based on the thematic areas “Architectural Accessibility”, “Instrumental Accessibility”
"Methodological Accessibility", "Communicational and/or Digital Accessibility", "Accessibility
Attitudinal” and “Programmatic Accessibility” (exploration of the material) and, subsequently, carrying out
The inference and interpretation of coded data (data processing) in light of the theoretical framework.
by Romeu Kazumi **Sassaki** and other authors, in a process of dialogue with Brazilian legislation.
and international, seeking to answer the research question.

Given that this is a qualitative study of smaller scale, it was decided not to use...
Complex tools were used in data analysis. Critical reading and interpretation were performed.
manually by the researcher, focusing on the analysis of the context and the historical evolution of the actions.
accessibility and inclusion measures adopted by IFCE, seeking to connect the meaning of these
actions and studies and research used as a theoretical framework.

The researcher chose to structure the work in two stages: in the first, it is reported that...
The approach to accessibility and inclusion themes in each of the 4 editions of the PDI; and, in
Next, the documents are analyzed individually and comparatively, seeking to establish
Points of recurrence, advances, declines and/or silences, in light of the Education paradigm.
Inclusive.

4. Results and Discussion

4.1 Accessibility and Inclusion in IFCE's PDIs

4.1.1 PDI 2009-2013

The strategic planning outlined in this plan focused on strategic objectives and actions.
Goals and deadlines related to the expansion of the IFCE network. "These actions address the demands
of the four segments that make up the Institute's structure: teaching, outreach, research, and management"
(IFCE, 2009).

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Its administrative structure was present in 9 cities in Ceará: Cedro, Crato, Fortaleza, Iguatu, Juazeiro do Norte, Limoeiro do Norte, Maracanaú, Quixadá and Sobral. Starting from Planning the strategic and specific actions of the campuses listed above will present the following. indications of their positioning in relation to the categories presented (accessibility, inclusion, disability and NAPNE) or matters related to these, according to the segments highlighted by the institution.

4.1.1.1 To meet the demands of education:

Considering the 9 campuses, only the Crato campus presented demands related to Accessibility and inclusion – the Juazeiro do Norte campus recorded teaching demands in the section aimed at management – through its strategic objective/action of modernizing and restructuring the pedagogical and teaching support resources. As a specific action, the unit identified the The need to train teachers and technicians to support special needs students, with the goal Physics to complete 2 courses by December 2010 (IFCE, 2009).

4.1.1.2 To meet the demands of extension and research:

No records of objectives or strategic and/or specific actions were identified. related to the subject of this study and linked to the demands of the 9 IFCE campuses in this edition of the PDI.

4.1.1.3 To meet management demands

In this segment, most campuses presented objectives and actions, both strategic and specific, so that their presentation and analysis can be better understood from the

See the following table:

Table 1 - Demands from the management segment, presented by the IFCE campuses, directly and expressly related to accessibility and inclusion.

	Campus Objectives/Actions	**Specific Actions**	**Physical Goals**	**Deadlines**
1	Cedar	Carry out reforms and block, with 4 (four) floors, aiming to adapt and expand the physical area of the campus, with 4 rooms per floor, equipped with access to Cedar carriers of	1	Until December 2013

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			special needs		
2	Crato	-	-	-	-
3	Strength	Promoting the accessibility for people with disabilities (PWD) through modernization of laboratories. rooms academic environments and access signage suitable for the special needs	Construction of ramps	10 ramps and	Until August 2013
			Implementation of administrative people with each type of need. special	100	Until December 2013
4	Iguatu	-	-	-	-
5	Juazeiro North	To promote the modernization of signage for people with special needs. laboratories, rooms academics, environments administrative and access implemented holders of the needs	implementation of appropriate signage 100		Until 2009
			Structuring the NAPNE	01 NAPNE	Until 2009
			Acquisition of equipment and material project for NAPNE	According to special teaching	Until 2009
6	Lemon tree of environments North	Implement, restructure and modernize access for people with disabilities (6 ramps) laboratories, pilot plants, academic rooms, special (PNE)	Construction of ramps to		Until December 2012
		administrative, construction of appropriate signage for 30 signs accessibility for people with disabilities of all types of special needs special	Implementation including the		Until December 2012
7	Maracanaú	Improve infrastructure the Maracanaú campus	Elevator on	1	Until December 2010
8	Quixadá	Create conditions for people with disabilities and/or reduced mobility, including access to two bathrooms. reduced mobility	Construction of ramps access is provided for people with mobility difficulties.	Where for	Until 2011
			Bathroom construction		Until 2011
			Widening of doors to improve access. people with disabilities and/or reduced mobility need to be accommodated.	Where for	Until 2011
9	Sobral	-	-	-	-

Source: Adapted from PDI IFCE 2009-2013

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4.1.2 PDI 2014-2018

Approved by Resolution 04 of the Superior Council (CONSUP) of IFCE, on January 31st. In 2014, the institutional document made adjustments to the goals and formalized the beginning of... Implementation of its 2014-2018 Institutional Development Plan. The strategy developed by senior management framed objectives and goals in 4 perspectives: student, internal processes, learning and growth and Budgetary and financial responsibility, understood as follows:

The Student Perspective aims to show whether IFCE's strategic choices are... contributing to an increase in the perceived value for students in relation to teaching, research and extension. From the Internal Processes Perspective, objectives are established aimed at Improving existing processes and implementing innovative processes. The Perspective of Learning and Growth aims to promote the growth and modernization of physical capital and intellectual. Finally, the Budgetary and Financial Responsibility Perspective, which aims to create The greatest possible value for society and for the students with the amount of resources available. (IFCE, 2014, p. 19)

Based on the perspectives above, the IFCE's positions will be identified below in Regarding the thematic areas of analysis of the object of this study, associated with accessibility and inclusion.

4.1.2.1 Objectives and Goals of the Federal Institute of Ceará

4.1.2.1.1 Student Perspective

Record of objective AL_07 (IFCE, 2014, pp. 39-40) - To equip the campuses with infrastructure and Educational conditions geared towards people with disabilities in order to guarantee success. academic, described with the intention of adapting physical spaces, in accordance with NBR 9050/2004, as well as acquiring and/or developing teaching materials for students with educational needs. specific.

This objective presented two outcome indicators, the first of which was associated with the level student satisfaction, with a goal of achieving 87% positive evaluation, scaling up from 30% in 2014. and progressing successively to rates of 43%, 58%, 73% and 87%, respectively in the years of 2015, 2016, 2017 and 2018. Linked to this indicator, the institution intended to adopt the initiatives strategies for conducting research related to infrastructure, human resources, and teaching materials. pedagogical, in addition to conducting a needs assessment based on data from the Commission. Self-Assessment (CPA).

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The second outcome indicator for objective AL_07 addressed the ratio of incoming students. with severe disabilities, as defined by Law No. 8.213/1991, and the total number of graduating students with severe deficiency. To that end, the goal was to achieve a 94% ratio, scaled to 45% in 2015 and progressing successively to rates of 60%, 75% and 94%, respectively in years 2016, 2017 and 2018. Their strategic initiatives were related to the creation and/or structuring from the NAPNEs on all campuses, to the promotion of continuing education courses for staff and students and the carrying out of an annual census of people with disabilities (PWD) in IFCE, with the intention of feeding the SISTEC system.

4.1.2.1.2 Internal Processes Perspective

Record of objective PI_05 (IFCE, 2014, pp. 48-50) - Intensify the use of technologies educational and social resources, described with the intention of promoting the integrated and interactive use of diverse resources. Media plays a role in the knowledge-building process, democratizing access to information.

This objective was measured by the total number of people served through Assistive educational technologies / total number of people with needs x 100. Their goal focused on to achieve 100% in this relationship, with the prospect of progressing from 18% in 2014 to rates of 40%, 62%, 82%, and 100%, respectively, in the years 2015, 2016, 2017, and 2018.

To achieve the above goals, the linked strategic initiatives were implemented, and they were the hiring qualified staff to meet the demands of assistive educational programs, as well as The expansion and creation of physical infrastructure and equipment to meet the demands. assistive educational programs.

4.1.2.1.3 Learning and Growth Perspective and Responsibility Perspective Budgetary and Financial

These perspectives did not record any objectives related to the subject of this study.

4.1.2.2 Other institutional initiatives

As part of its student assistance policy, IFCE offers its students the possibility consideration, through selection notices, of the eyeglasses assistance program, intended for students in need. socioeconomically vulnerable individuals who have difficulty acquiring eyeglasses or contact lenses corrective.

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In section 3, of the academic organization, in subsection 3.1.7 concerning Education policies.
Inclusively, the IFCE's effort to promote initiatives to strengthen accessibility is noteworthy.
and inclusion, highlighting accessibility adaptation measures, such as the construction of ramps in buildings,
Installation of elevators, installation of directional tactile paving on parking lot sidewalks,
adaptation of sanitary facilities, adequacy of methodological and evaluative procedures and the
offer of professional development courses aimed at teachers

Item 4 presents a detailed description of the institution's infrastructure, reporting on...
There are 90 classrooms adapted for people with disabilities, but there is a need to expand this number to 204.
Furthermore, Table 6 - Accessibility, records the adaptation and installation of spaces and structures.
existing physical facilities at IFCE, up to the time of preparation of this edition of its Institutional Development Plan, which include
The indication of the existence of 109 restrooms adapted for people with disabilities, and 17 parking spaces.
Exclusively for people with disabilities, 14 vertical elevators and 51 access ramps.

Further on, the instrument reinforces the importance of carrying out the planning.
budget, prepared by each campus, noting that it was reinforced by determining
what:

> [...] the actions related to the execution of civil works that will be carried out during the years 2014 to 2018 will only have their resources released when they are foreseen in the investment plan, as presented in the tables below."
> (IFCE, 2014, p 126).

The actions identified in the tables mentioned above, recorded in this edition of the PDI, which
The issues related to accessibility and inclusion are summarized in the table below:

Table 2 – Capital stock actions of IFCE campuses in the 2014-2018 Institutional Development Plan (PDI)

	Campus	**Description of the Work**	**Year/Period of Execution**
1	Acaraú	Accessibility infrastructure construction 2015 for people with disabilities	
2	Aracati	-	-
3	Baturité	Storage area and construction of a common area and accessibility features. Construction of restrooms for 2014. teachers	
4	Camocim	Acquisition and installation of elevators in new buildings 2014-2018 Facilities with multiple floors: Adaptation of	
5	Canindé	event and videoconferencing laboratory, data infrastructure and CCTV, 2014-2018 accessibility	
6	Caucaia	-	-
7	Cedar	-	-

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8	Crateús	-	-
9	Crato	Campus-wide signage considering 2014 including accessibility signage	
		Urbanization and landscaping of the campus (sidewalks, circulation routes, accessibility, lighting) 2014-2018 outdoor areas and blocks, etc.)	
10	Strength	-	-
11	Iguatu	-	-
12	Jaguaribe	-	-
13	Juazeiro do Norte: Expand	NAPNE and NTEAD	2014-2015
14	Limoeiro do Norte -		-
15	Maracanaú	Implementation of full accessibility on campus.	2014
16	New Residence	-	-
17	Quixadá	-	-
18	Sobral	-	-
19	Northern Plateau -		-
20	Tauá	-	-
21	Tianguá	Construction of accessibility infrastructure 2015-2016 for people with disabilities	
22	Ubajara	-	-
23	Umirim	-	-

Source: Adapted from PDI IFCE 2014-2018

Finally, the strategic objective PC_02 (IFCE, 2014, p. 164), linked to the Plan, is highlighted. Strategic Plan for Information Technology 2014/2018, which promotes accessibility to solutions of IT, described as the imperative to offer IFCE IT solutions that enable inclusion and Digital accessibility for people with disabilities (PWD) linked to it.

Their indicators were linked to the percentage of service provided to that audience. scaling up from 20% in 2014 and progressing successively to rates of 40%, 60%, 80% and 100%, respectively, in the years 2015, 2016, 2017 and 2018. To achieve these percentages, the initiatives The strategies associated with this indicator were as follows: conduct research to identify, in internal audience, the existence of people with special needs; identifying the needs of people with special needs, and what interventions are necessary. require updating/expansion to meet requirements; provide IT solutions to meet the requirements. accessibility for internal and external audiences and training the IT staff in Brazilian Federal Government software accessibility standards.

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4.1.3 PDI 2019-2023

In this edition of its Institutional Development Plan (PDI), IFCE begins the document by noting the capillarity of its...
performance in various municipalities of Ceará, contextualizing the history of creation, implementation and
performance of its campuses.

Next, the institution presents the methodology used in strategic planning.
adopted during this five-year period, defined as follows:

> In this sense, IFCE's strategy consists of themes, objectives, performance indicators, goals, and strategic projects to be implemented in the period 2019-23. The strategic themes correspond to the priorities to be worked on during the planning period and are considered fundamental to achieving the vision for the future. [...] The strategic objectives, in turn, are linked to the strategic themes and represent what is intended to be achieved with the actions to be developed over the next five years. In order for IFCE to monitor the intended results of the strategic objectives, performance indicators are established. Each of these indicators has a target that allows the institution to assess whether the actions taken contribute to the intended results. Finally, the strategic projects are responsible for directing the institution's tactical and operational actions, aimed at achieving the targets of the performance indicators (IFCE, 2019, p. 88).

Regarding the strategic themes and objectives linked to the subject of this study, the
The institution registered its initiative to develop the themes of accessibility and inclusion.
Identify accessibility and diversity as strategic themes, with their respective objectives.
to strengthen actions in the areas of accessibility and ethnic-racial diversity.

In Table 2 of the document, the performance indicators and targets were identified.
for 2023. The indicators related to the above objective were the extension activities index.
carried out in the area of accessibility and ethnic and racial diversity and the implementation rate of NAPNEs,
with their respective goals: 15% of outreach activities focused on accessibility and diversity.
Ethnic and racial diversity and 100% implementation of NAPNEs (Special Needs Support Centers) on campuses that did not yet have such centers.
(10).

Subsequently, IFCE presents the portfolio of strategic projects crucial for achieving this goal.
of its institutional objectives. Among these projects, those identified as relevant to
Accessibility and inclusion were addressed as follows: a) certification of students with special needs;
b) to profile and systematically evaluate the satisfaction of students with special needs; c)
Training for staff to assist people with disabilities; d) accessibility
communicational; e) architectural accessibility; f) effective implementation of NAPNEs; g) realization
internal games with a category for students with disabilities eh) meeting of the staff (festival)
talent shows, games with categories for athletes with disabilities, literary contest, inclusion of capoeira.

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The aeh indicators were projected to be realized in the period from 2019 to 2020, while the
Furthermore, for the period from 2019 to 2023.

Other institutional actions identified in the document record the development of programs and projects aimed at promoting accessibility, within the scope of research and academic extension, the expansion of conditions for democratic participation, for training and the As an exercise in citizenship, aimed at accessibility, the annual call for applications for scholarships is offered. to work on accessibility projects on IFCE campuses, compliance with the reservation policy of vacancies, in accordance with Law No. 13.409 and respect for formats accessible to people with disabilities. disability, related to the acquisition of materials that make up the library system of institution.

For IFCE (2019), the Support Centers for People with Educational Needs Specific (NAPNEs) aim to create a culture of "education for coexistence," acceptance of diversity and, above all, the elimination of barriers that prevent the exercise of citizenship, including architectural, technological, educational, and attitudinal aspects.

Finally, the existence of an equine therapy center, linked to the Iguatu campus, was noted. A training center for guide dog instructors and trainers is being implemented on campus. Limoeiro do Norte, a center for assistive technology, a research group in accessibility. Virtual, linked to the Fortaleza campus, the work of 10 professional translators and interpreters of Brazilian Sign Language (Libras), in addition to other actions with visibility and impact at the institutional, local, and national levels.

4.1.4 PDI 2024-2028

In this edition of the Institutional Development Plan (PDI), the institution begins the document with an evaluation of the previous edition. highlighting the performance achieved in relation to the main objectives established, linked essentially to the core areas of teaching, research and outreach.
With regard to accessibility and inclusion, the goal is to strengthen accessibility actions and Ethnic-racial diversity is described with the purpose of "Developing inclusion strategies." aiming at the autonomy of people with disabilities, autism spectrum disorder, high levels "Skills/giftedness, Black, Indigenous, and Quilombola people" (IFCE, 2019, p. 29). Its evaluation... recorded as unsatisfactory for having achieved only 1% of the extension activities related to accessibility and ethnic and racial diversity, when the target set was at least 15%.
Upon recognizing this scenario, the institution conducts the following analysis:

> Based on the analysis carried out, the following recommendations related to this objective are highlighted: 1. Include a specific theme in the 2024-2028 Institutional Development Plan (PDI)

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> affirmative actions, in order to "accommodate" strategic projects for these purposes. 2. 1. Analyze with PROEXT the possibility of replacing the indicator “Index of extension activities carried out in the area of accessibility and ethnic and racial diversity” with the indicator “Inclusion of vulnerable populations in extension activities” from Setec/MEC Ordinance No. 299/2022. 2. Constantly monitor the evolution of the indicators and adjust the strategies as necessary. 3. Define achievable goals for the period 2024-2028. 4. Sensitize extension coordinators to keep the SigProext system always updated (IFCE, 2019, p. 30).

Next, according to IFCE (2023), the structure of the planning model was presented. The strategic approach adopted in the instrument, which was based on the construction of macro-processes. final objectives (intrinsically linked to the institution's value chain), indicators (forms of monitoring of core macro-processes), targets (monitoring parameter of the level performance achieved through indicators), strategic themes (priority areas of action for the institution), strategic objectives (scenario in which intervention is intended to take place, linked aligned with the institution's mission and vision), initiatives (connecting the strategic and tactical levels, for action direct response to problem situations) and strategic projects (detailing of actions, at the level of schedule and resource allocation).

Interconnected with the institution's macro-processes, Cross-Cutting Theme 2 was established. (TT-2): Accessibility, Inclusion and Diversity, having been established by the institution's management as Regarding its monitoring, the adoption of the EXT-5 indicator – Percentage of extension activities – is a key element. aimed at including vulnerable populations, with the goal that at least 10% of the actions of extensions should be aimed at that audience.

Linked to TT-2 is Strategic Objective OE-20 — “Establish a culture institutional inclusion, diversity and accessibility in the educational environment of IFCE” (IFCE, 2023, p. 75). In the document, the strategic alignment of this objective is linked to the theme transversal TT-2, to the objectives of the Federal Government's Multiannual Plan 2024-2027 (OE-1, OE-2 and OE-3), to the strategic objectives of the Federal Network of Professional, Scientific and Technological Education Technological (RF-2 and RF-6) and the Sustainable Development Goals of the Organization of United Nations (SDG-4).

According to IFCE (2023), regarding the initiatives, after consultation with the academic community From both external and external sources, three priority initiatives were chosen to address the cross-cutting theme mentioned above. These include: "Qualifying employees in the treatment of people in the spheres of diversity and..." "Inclusion." Strengthen initiatives to support students with specific needs. Strengthen the Neabis, Napnes and Nugeds centers” (IFCE, 2023, p. 83). In addition to these initiatives, As shown in Table 3 below, the institution listed a significant number of other initiatives to achieve the OE-20 objective.

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Table 3 - Initiatives linked to TT-2: Strengthening and Consolidating Affirmative Actions

Initiatives	
1	Strengthen initiatives to support students with special needs.
2	To relate institutional data on teaching, research, and outreach with the social and ethnic-racial profile of people with disabilities, for the purpose of analyzing efficiency and performance indicators. Monitoring of quota graduates.
3	To train public servants in how to treat people, in the areas of diversity and inclusion.
4	Adapting IFCE's transportation to accommodate people with special needs.
5	Increase investments in accessibility.
6	Strengthen the Neabis, Napnes, and Nugeds core groups.
7	Develop regulations for physical accessibility of campus infrastructure.
8	Strengthen the IFCE Accessibility Policy in order to guarantee entry, retention, and... The success of students with disabilities, as well as the inclusion of employees with disabilities who are permanent members of the institution.
9	Implement ongoing training programs on accessibility and inclusion at IFCE.
10. To enhance the acquisition and production of assistive technologies for the NAPNES (Centers for Support to Students with Special Educational Needs) of IFCE (Federal Institute of Education, Science and Technology of Ceará).	
11	Allocate specific financial resources to support ongoing institutional events and calls for proposals. related to affirmative action.
12	To understand the social profile of employees based on data and to establish affirmative action policies.
13	Create specific calls for proposals for teaching, research, and outreach aimed at the target audience of affirmative action programs (Black people, people with disabilities, LGBTQIA+ people, quilombola communities, and Indigenous people).
14	Create a mental health care program for public employees who are the target audience of affirmative action policies.
15	To promote the development of training processes for public employees regarding affirmative action policies.
16	To strengthen and consolidate the implementation of Laws 10.639/03 and 11.645/08 in the PPCs (Pedagogical Project of the Course) of the courses offered by IFCE (Federal Institute of Education, Science and Technology of Ceará).

Source: Adapted from PDI IFCE 2024-2028

Next, the focus given to the role of the constitution and operation of NAPNE in is highlighted. institution.

With the main objective of promoting inclusion and guaranteeing equal access conditions. and participation in the educational environment for students with specific educational needs, Each IFCE campus has a Center for Assistance to People with Special Needs. Specific Educational Needs Support (NAPNE). This organizational unit plays a role. fundamental in ensuring that the institution adequately meets the specific demands of each student, respecting diversity and promoting equity (IFCE, 2023, p. 94).

Finally, mention was made of the adoption of practices related to pedagogical accessibility. and attitudinal, due to the availability of distance education courses.

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4.2 Discussion of the results

In its first Institutional Development Plan (PDI), in which IFCE recorded its strategic planning for the period From 2009 to 2013, there is a clear institutional concern, predominantly related to physical infrastructure, with a view to eliminating or at least minimizing barriers architectural features present on the campuses. Of its 9 campuses that originally comprised its structure, 6 presented demands related to the management of the units, with plans for the construction of blocks, access ramps, elevator installation, and signage for people with disabilities. special needs (PNE).

Although important, it is worth highlighting here the need for further complementary actions. profound and transformative measures, adopted simultaneously with addressing the elimination of Physical obstacles, given that effective accessibility needs to be considered in its multiple aspects. dimensions.

In this regard, the Crato campus and the Juazeiro do Norte campus stood out for They presented, respectively, the demand for "Training of teachers and technicians for the "Services for special needs students" (IFCE, 2009, p. 88) and the demand for "Acquisition of equipment and teaching material for NAPNE" (IFCE, 2009, p.106). These proposals interact harmoniously. Following Mantoan's (2003) thinking, she emphasizes that inclusive culture should be propagated in throughout the entire school, transcending the classroom environment and reaching all spaces and actors. educational institutions, which makes it imperative to extend this training to their technical staff. teaching.

In the study by Rocha and Miranda (2009), possible directions for this are presented. training. The authors, when conducting interviews with coordinators whose undergraduate and graduate courses... Postgraduate programs at the Federal University of Bahia included students with some form of disability. They obtained reports on the importance of appropriation and training in content related to legislation, diagnosis and learning about people with disabilities, aimed at both teaching staff as well as the technical-administrative staff of the institution. This approach would promote, in a way More effectively, the inclusion of people with disabilities in academic routines.

Thus, the analysis identified alignment with the record of demands related to dimensions of architectural accessibility and instrumental accessibility.

However, in contrast to the institutional initiatives presented, the absence of [other initiatives] is noted. of structural demands proposed by the Crato, Iguatu, and Sobral campuses, as well as the lack of requests from the teaching area, related to accessibility and inclusion, originating from the campuses from Cedro, Fortaleza, Iguatu, Limoeiro do Norte, Maracanaú, Quixadá and Sobral. This lapse

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The administrative aspect could be related to the institutional maturation process of the directorates.
of campuses?

Moving on to the next document, the 2014-2018 PDI demonstrates a noticeable leap in methodology for developing your strategic plan, in which your objectives and goals Institutional processes are now framed within four main perspectives: student, internal processes, Learning and growth, and budgetary and financial responsibility.

From the student's perspective, the recorded objective AL_02 demonstrates alignment with the dimensions of architectural accessibility and instrumental accessibility, relating to Improvements in infrastructure and teaching conditions. However, some points are observed that An improvement in the development of this strategy, since the objective, clearly breakable into two parts... In its major areas of institutional activity (administration and teaching), it was linked to the Directorate of Student Affairs, a predominantly academic unit. At this point of constructive criticism, Furthermore, the strategies, indicators, and goals linked to the objective in question demonstrate... Alignment with the theoretical field, without proposing more practical initiatives.

From the perspective of internal processes, the institution listed objective PI_05, related to educational and social technologies – similar to objective PC_02 (IFCE, 2014, p. 164), linked to Strategic Plan for Information Technology 2014/2018. It presented an indicator of... result associated with the development of assistive technologies, encompassing the dimension of Communication accessibility, with a robust goal of serving 100% of people. using these technologies until 2018.

However, it is worth highlighting that the goal linked the indicator to the "total number of people with "necessity," stemming from a strange logic according to which inclusion itself would be potentially exclusionary. According to Mantoan (2003), the inclusive educational institution generates reflection. and benefits its entire audience, bringing improvements to all users of its services. This implies that actions need to be planned to be accessible to everyone, and not just to people with disabilities. disability or special educational needs.

Also in the same document, IFCE reports the existence of other institutional actions. focused on accessibility, recording, in numbers, its structure at the time and pointing out the need for expansion. However, according to Table 2 of this study, only 9 of its 23 campuses submitted budget requests related to the structuring and improvement of their facilities. services, from an accessibility perspective.

Another institutional challenge for promoting effective accessibility at the time (2014) refers to- Regarding the use of the term PNE (People with Special Needs or Specific Needs), associated with attitudinal barriers to accessibility. On the subject, the Convention on the Rights of

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The UN People with Disabilities Commission (2006/2007) had already established that the appropriate term for The term used to designate this segment of the population as "person with a disability" (PwD), replacing the terms highlighted ableists mentioned above.

As an area for improvement, the importance of establishing indicators is also noted. and specific goals aimed at serving the public servants of IFCE, in accordance with their Specificities. Channeling efforts in this direction, in addition to enabling an increase in quality of life and worker productivity levels would also contribute to the training agents to multiply the culture of accessibility and inclusion, promoting significantly the adequate reception of people with specific needs, through More assertive performance from the institution's teaching and technical staff.

In its third edition, the PDI 2019-2023 focuses on expanding accessibility initiatives and Inclusion linked to outreach, as well as the consolidation of NAPNEs across all campuses of institution. The document highlights the importance of the role of NAPNEs, established with the aim of "to create a culture of education for coexistence, acceptance of diversity and, above all, the Breaking down architectural, technological, educational and attitudinal barriers" (IFCE, 2019, p. 210).

Another major and significant advancement relates to the portfolio of strategic projects. in which the institution lists a series of 8 projects associated with accessibility and inclusion. In addition Furthermore, it is reported that there is an equine therapy center, an instructor training center, and... guide dog trainers, an assistive technology center, an accessibility research group virtual, the work of 10 professional translators and interpreters of Libras (Brazilian Sign Language), the acquisition of materials accessible resources linked to the library system, among other actions.

With all these initiatives, IFCE now includes in its strategic planning the Promoting architectural, communicational, instrumental, and attitudinal accessibility. However, Given the complexity of its predictions and applications, a lack of accessibility was noted. methodological and programmatic accessibility:

> Methodological accessibility, without barriers in study methods and techniques (curricular adaptations, classes based on multiple intelligences, use of all learning styles, participation of the whole student, new concept of learning assessment, new concept of education, new concept of didactic logistics, etc.), community action (social, cultural, artistic methodology, etc. based on active participation) and the education of children (new methods and techniques in family relationships, etc.). [...] Programmatic accessibility, without invisible barriers embedded in public policies (laws, decrees, ordinances, resolutions, provisional measures, etc.), in regulations (institutional, school, business, community, etc.) and in norms, in general (SASSAKI, 2005, p. 23).

Finally, we have the institution's current Institutional Development Plan (PDI), finalized and approved at the end of 2023, to be...

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Executed between 2024 and 2028. Its structure began with a performance evaluation.

institutional performance regarding the fulfillment of the main objectives of the previous Institutional Development Plan.

The established goal is for 15% of outreach activities to be related to accessibility and...

Ethnic and racial diversity was a major failure, achieving only 1%. Because of this...

As a result, the institution decided to back down, because according to them:

> It was observed that there is a pressing need to reduce performance indicators in order to improve accuracy and focus on core areas (teaching, research, outreach, and innovation). The excessive complexity of the current indicators compromises the effectiveness of the evaluation. Thus, a thorough review of the indicators is necessary, prioritizing those that have a direct impact on institutional objectives and, thus, contributing to the simplification and **effectiveness of the planning evaluation process** (IFCE, 2019, p. 31, emphasis added).

This logic may imply minimizing effort to achieve significant results.

and increasingly significant for people with specific needs, who benefit from the actions

institutional, under the claim that the process of monitoring the execution of the goals is

complex.

And, for this edition, the PDI established, as a way to work on accessibility and inclusion, the

“Cross-cutting Theme 2: Accessibility, Inclusion and Diversity” (IFCE, 2019, p. 59). For

To monitor this and other topics, indicators were established according to criteria.

as explained in the document:

> For this edition of the PDI, instead of establishing its own indicators, it was decided to use those of Setec to monitor the performance of the Federal Network of Professional, Scientific and Technological Education (RFEPCT) (IFCE, 2023, p. 61).

The indicator related to the above topic is EXT-5, which highlights:

> Percentage of outreach activities aimed at including vulnerable populations. [...] Minimum of 10% of extension activities* [...] (*) This indicator is under discussion for a better definition for the population in a vulnerable situation (IFCE, 2023, p. 66).

Adapting the methodology for monitoring indicators related to

accessibility and inclusion, adopting the EXT-5 indicator: Percentage of extension activities aimed at

to the inclusion of vulnerable populations. It may demonstrate an attempt to mischaracterize the agenda.

particular to people with specific needs, merely to mask the difficulty.

institutional capacity to effectively promote actions aimed at this community, given the result

unsatisfactory indicator as seen in the previous edition (PDI 2019-2023).

Next, we have a textual confusion that, at first glance, may seem like an oversight, but which

This corroborates the line of reasoning presented above. This confusion relates to the fact that in

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On page 59, TT-2 is titled "Accessibility, inclusion and diversity," as illustrated above.
On page 83, the same theme is described as "Strengthening and consolidating affirmative action".
a moment in which the three initiatives most voted for by the academic community are highlighted, such as
The priorities for achieving the objectives are: "To train employees in the handling of..."
People in the spheres of diversity and inclusion. Strengthen actions to welcome students.
with specific needs. Strengthen the Neabis, Napnes and Nugeds centers" (IFCE, 2023, p. 83).

On the positive side, the identification of 16 initiatives contributing to TT-2 stands out.
encompassing actions in the areas of the Center for Afro-Brazilian and Indigenous Studies (NEABI), of
NAPNE and the Center for Gender and Sexual Diversity (NUGEDS).

Compared to the previous PDI, the current one demonstrates progress, especially by presenting...
explicitly focusing on methodological accessibility, particularly in education.
at a distance, while maintaining mention of the other dimensions of accessibility, with the exception of
programmatic accessibility.

Final Considerations

The analysis of the Institutional Development Plans of IFCE, which include the
Predictability of actions within the periods of 2009 to 2028 converges to
recognition of the rights of individuals, as well as the institutional role in their realization.
of this reality of accessibility and inclusion, without, for that reason, establishing, in its most
A robust planning tool, providing a concrete basis for its effective implementation.

In this sense, the achievement of institutional objectives and goals would be vulnerable, at least
with regard to the organization's ability to pool efforts and act proactively and
diligent in actions aimed at people with specific needs, whether they are students or
agency employees. Their concern, while not the primary one, would be rooted in feasibility.
of the actions, distancing itself from the responsibility of being at the forefront of public education, of teaching.
professional, technical, technological and higher education.

The comparative analysis of the four documents marks a discursive retreat in the approach.
objective and quantitative nature of the matter, reflecting the non-existence, or at least the non-identification, of
The way in which the institution will make these initiatives feasible, recognizing here the
merit of its registration.

Documentary analysis, therefore, made it possible to examine the evolution and consistency of
The information presented validates the theory that the institution has evolved significantly in
An approach to accessibility and inclusion, with due regard to accessibility.

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programmatic, which needs to be improved.

In response to the initial question: **How does IFCE carry out strategic planning? their accessibility initiatives, as outlined in their Institutional Development Plans (PDIs)?** It was found that IFCE adopts a participatory planning model that involves everyone. segments of the academic community conducting research with people with special needs. specific and decentralizing its actions through the NAPNE (Center for Support to Students with Special Educational Needs) of each campus. The Rectorate of The institution provides support to the centers, in conjunction with their Vice-Rectorates, acting primarily based on the incidence of themes, objectives, indicators, goals, projects and actions. constants in the PDIs, in the dimensions of architectural accessibility, communicational accessibility, Instrumental accessibility, attitudinal accessibility, and methodological accessibility.

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