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**VISUAL
INACCESSIBILITY: THE
INSTITUTIONALIZATION
OF EMPTINESS**

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Abstract: Accessibility as a thematic focus has naturally been building mechanisms and theories that, through the desires and needs of society, behave as thematic drivers in the academic field, some of which are highlighted in a historical clipping of struggles for human rights under the accessibility bias, supported by concepts and aspects about institutional practices, raised by other authors, corroborate the hypothesis that the images are not accessible, partially or totally on their websites. Having the potential institutions, supported by values and legislation, which can promote the elimination of barriers in communication and even caused by ignorance, they incur in the institutionalization of emptiness.

Keywords: Institutional Accessibility; Social inclusion; and Textual description of image.

ACCESSIBILITY PLOTS TO THE TEXTUAL PERCEPTION OF THE IMAGE

A communication, be it a message, an advertisement, a report or a cartoon which were prepared containing visual and textual information by reference, in no way will it be complete if it is unavailable by one of the parties, this is a common scenario for many visually impaired people. when accessing university websites. In the virtual environment, information becomes more than the structure of communication, in this context they are the basis for the construction of the environment in which it will be registered for the construction of the communication flow.

The programming codes configure a systematized and standardized language which through rules through different means of commands built by a programmer who establishes through the source code in a file through a programming language, a construction process task setup instructions. This language is also used for images and can be displayed through opening commands to

read the source code, which will allow the analysis and possible improvements for the textual description of images.

When we think of the image as also autonomous information, which, although it is linked to other information, it by itself will already transmit information, being capable of much more than simply producing a reading, the image has the capacity and potential to reach the subjective of the to be, to the point that the non-perception of this image causes a void in communication.

Absence, when repeatedly introduced within the scope of institutions, can be understood as a non-concern of the university, since the institution is responsible for the continuous emptiness, it takes on institutionalized characteristics, based on the concepts revisited by Renicia Innocenti, Rogério Lunkes and Valdirene Gasparetto:

The concept of institution refers to a state, while institutionalization refers to the processes and mechanisms that create these social structures. Institutionalization begins with the repetition of actions that are assimilated by all members of a given organization. (INNOCENTI; LUNKES; and GASPARETTO. 2021, p. 307).

Given social demands and concomitantly with educational programs for access to PWD in private institutions, the presentation of an accessible website becomes a decision-making factor and, in the absence of adequate levels of informational accessibility, it becomes an impediment. In Brazil, since the 1990s, public educational policies have undergone important changes, especially with regard to access to formal education by PWD (GARCIA, BACARIN, LEONARDO, 2018). This process, called by the specialized literature as inclusive education, “aims to guarantee people with special needs, including those with disabilities, the right to education in regular education institutions” (DE LIMA MENDES, RIBEIRO, 2017, p.190).

During this same period, Higher Education underwent changes, among which the expansion and diversification of Education stands out. A milestone in this process was the publication by the Ministry of Education of the document “The democratization and expansion of Higher Education in the country. 2003-2014” (MEC, 2015). With this, a commitment was made to expand access, contributing to the reduction of regional asymmetries, still persistent at the time (BRASIL, 2015; CAMARGO, ARAÚJO, 2018). Through programs for PWD access to Higher Education, it was found that in 2009, 20,530 were enrolled in higher education, while in 2017, this number jumped to 38,272, which represents an increase of approximately 86.54% (INEP, 2018).

And corroborating the Declaration of Salamanca - Spain, during the World Conference on Education, in 1994, highlighted the urgency of guaranteeing the universal right to a quality education that meets the special needs of each student. For this, Education Systems must develop strategies that favor the teaching-learning process, making educational institutions promoters of an inclusive society (UNESCO, 1994).

In this context, websites play a key role in the institutional search for ensuring accessibility, occupying the position of the main vehicle of communication of Higher Education Institutions, either through interactions with the internal or external public, being even more evident the inexistence of images, the institutionalization of the void resulting from the inaccessibility of visual information due to the non-textual description of the images, in whatever form, which excludes part of the Brazilian population for not promoting equity of access through the numerous projects and accessibility programs established in universities.

When dealing specifically with

Informational Accessibility for images, we must understand that it is a right for all and in response to social demands, Public Policies have been reinforcing and building tools that allow the population with disabilities to have full autonomy, as well as the Accessibility Model in Electronic Government. (e-Mag), based on the Web Content Accessibility Guidelines (WCAG 2.0), a series of actions and elements of adequacy that would guarantee the expansion of accessibility to the information displayed on websites, if implemented and in full operation, actions developed as normative in institutions public education institutions, as well as possible investments by private education institutions, in the search for better access and dispersion of information.

When envisioning the hypothesis that the images are not accessible, partially or totally on university websites, which makes it difficult or even prevents the perception of visual information by the visually impaired user. And with websites occupying a prominent place in ensuring informational accessibility in Higher Education Institutions, as a means of communication for Informational inclusion, which according to Cusin (2010) “is the ability to access, search, evaluate, use and recreate information with social responsibility, appropriating the processes and contents made available via, or not, information technologies”.

In the case of images, they build a parallel rhetoric, in which it can induce the reader to the intentional sense of the sender of this information, in which he can highlight the characteristics of the text, illustrations of the content or even build a panorama contrary to what was written. seeking, also, an exemplification through antagonistic perceptions, which work as boosters of products, actions and emotions, as pointed out by Eduardo Neiva, “only what is translated into images is real” and this must be accessible

to everyone.

Being in the persuasion of the construction or in the perception of the image understood as “a relationship of the image with power, ie the inherent power of visual representation: to manifest ideas, beliefs or values (eg mystical, religious, cultural, social, political, aesthetic, etc. .) and, thus, influence” (BARROSO, 2017, p.51).

However, evidence suggests inadequacies regarding Informational Accessibility on websites. Cusin (2010) verified the existence of “digital information environments with problems related to the description of resources and their accessibility, which causes difficulties in their use by people with disabilities”. Ritter, Roque (2016), when studying the two largest news portals in Brazil, highlighted that the elements that would facilitate the use by PWD were not planned for this purpose.

Carvalho, Cagnin and Paiva (2017) when studying State Government websites concluded “that most states had several problems in relation to web accessibility, with barriers to accessing information”, which can also be understood as a direct result of not being a priority of institutional investments or even the lack of knowledge on the part of the team of programmers and content developers.

Popular initiatives bring in their scope actions that in the medium and short term may not seem important, however the massification of information and even hashtags introduced textually by the hash symbol (#) in social communication networks and also imported to websites and other content in cyberspace building an information network, through the use and reverberation of the adoption of a code that groups all correlated posts, such as the one used to indicate textual description of images in Brazil, the hashtag #Pracegover, “created with the aim of digitally including individuals with this deficiency, the campaign has been legitimized by different audiences

and alerts to an important discussion about the barriers present in the lives of blind individuals” (FLORIANO, et al., 2020, p. 185).

The hashtag (#Pracegover) is most used to indicate the existence of descriptions on social networks and websites in general in Brazil, it was formulated with an educational and inclusive character and functions. It is a pun between visual impairment and visual ability, with the aim of encouraging the general population to produce conditions for experimentation and perception of images through textual descriptions.

In Brazil, in the search for improvements in Higher Education Institutions, parameters and quality criteria were established for existing courses and for proposals for operating authorizations, accreditation and recognition of courses. The General Course Index was instituted and organized by the Ministry of Education (MEC) in the year, looking through indicators of analysis of the structure of the courses and also using the results of the National Student Performance Exam (Enade), which seek to point out potential for improvement, adaptation needs and difficulties in meeting the minimum quality standards established by the MEC, as in the electronic document obtained from the ministry’s website and authored by the Communications Advisory team of the National Institute of Educational Studies and Research Anísio Teixeira (INEP):

The National Institute of Educational Studies and Research Anísio Teixeira (Inep), linked to the Ministry of Education, defined the procedures for disseminating the Enade Concept, Preliminary Course Concept (CPC) and General Index of Evaluated Courses of the Institution (IGC), referring to 2015, of each higher education institution. Final results will be announced on February 25th. Until that date, Inep will follow the routines for calculating the indicators, after analyzing the manifestations and eventual changes requested by the institutions after

the data conference. (INEP, No Date).

The construction of the assessment grade indicator can also be measured through a formula without carrying out the ENADE given the period in which the course is located. Newly accredited courses are graduated through the Preliminary Course Concept which, according to INEP (No Date):

CPC – It is the concept that evaluates the course, on a scale from 1 to 5. For the calculation, the following are considered: Enade Concept (students' performance in the Enade test); Difference Indicator between Observed and Expected Performance (IDD); faculty (information from the Higher Census on the percentage of masters, doctors and work regime) and students' perception of their training process (information from the Enade Student Questionnaire). (INEP, No Date).

However, even new courses must pay attention to the regulations and adjustments arising from Normative Ordinance No. In the text of Section I - Decision Standard for the Final Opinion of the University Accreditation and Reaccreditation Processes, the agreement is established, as well as the standardization of parameters to be scored in the procedural analyzes mentioned above through the Accessibility Assurance Plan:

Art. 3 In the final opinion stage, the analysis of accreditation and re-accreditation requests will have as reference the Institutional Concept - CI and the concepts obtained in each of the evaluated axes, without prejudice to other requirements provided for in the legislation and measures imposed in the scope of supervision, observing, at least and cumulatively, the following criteria: I - CI equal to or greater than three; II - concept equal to or greater than three in each of the axes contained in the on-site external evaluation report that make up the IC; III - accessibility guarantee plan, in accordance with the legislation in force, accompanied by a technical report issued by a competent professional or public body; IV - compliance

with the legal requirements of building safety, including an escape plan in the event of fire, attested by a specific report issued by a competent public body; and V - clearance certificate of tax debts and regularity with social security and the Severance Indemnity Fund - FGTS. Single paragraph. The criterion contained in item II of this article will be considered as having been met in the event of obtaining a grade equal to or greater than 2.8 in one axis, provided that the other axes and the final grade are equal to or greater than 3.0. (MEC, 2017).

In addition to Technical Note nº 21/2012/ MEC/SECADI/DPEE, which guides the articulation between special and common education, aiming to guarantee schooling and the provision of specialized educational assistance to people with disabilities, in which it points out that the “requirements for image description in the generation of accessible digital material” by subdividing them into 30 items, of which the following stand out:

1. Identify the subject, object or scene to be described - What/who;
2. Locate the subject, object or scene to be described where;
3. Use adjectives to qualify the subject, object or scene of the description - How;
4. Use verbs to describe the action and adverb to - Describe the circumstances of the action - Do what/how; - Use the adverb to refer to the time when the action occurs - When; and
5. Describe the circumstances of the action - Do what/how.

Although there is a technical note from the Ministry of Education guiding and encouraging the use and construction of textual descriptions of images, it is believed that there is still no equity factor that guarantees the visually impaired user to perceive the image, which makes a website a continuous reading, even if it is through the different software available and consequently makes the perception, emotion and enjoyment of an image in a complete void.

BUT HOW TO PROVE THAT THE IMAGE IS NOT THERE? AT LEAST NOT FOR THE VISUALLY IMPAIRED.

To justify that, although educational institutions are investing in improvements in their websites, the lack of textual description of images still causes a void for the visually impaired due to the lack of textual description and other specific accessibility mechanisms for the visual perception by the visually impaired. of user.

The sample definition of this research was built using the grade of the General Course Index of 2018 (IGC - Continuous), published on the Inep website and updated in 2020, with the best classified in the private and public education regimes being listed. in each of the states and the Federal District, totaling 54 institutions.

After the construction of this list, the official electronic addresses of each of the institutions were accessed through the institutional registration at the Ministry of Education and in cases of NO functioning or different information, the site was located by a Google search engine. Each of the 54 websites was visited on the same day, March 17, 2021, all existing images on the homepage were quantified by highlighting how many had the textual description of apparent images, or the vocative #Pracegover and/or the description alternative text [alt] in the programming code, used in the description of image content to be inserted in the label.

The analysis was performed through scanning, in the programming code of the analyzed page, it can be started in two ways: through the right button of the cursor (mouse) choosing Inspect or in the form of keyboard shortcut with the combination of [Ctrl +Shift+I] in the Windows Operating System and in the System or in the IOS Operating System [Command + Option + I], this command is what allows digital content

developers, programmers or any user, even if basic, to understand and visualize the composition of existing programming codes.

Visually impaired people can also rely on reading software and can make use of tools that guarantee greater equity of access and accessibility to the information available on the website. These software interrelate with the operating system, so that it can read the programming codes and existing texts in order to transform them through sound synthesizers.

After analyzing the websites and their programming codes, specifically about the images, it resulted in quantitative data about possible textual descriptions, to be exposed in Table 01, which points out: The name of the university and its referred region in Brazil; Administrative category; Federative Unit (UF); Web site; General Course Index (continuous), Number of images found on the website page; and o Number of images that contain some kind of textual description.

The textual detail in the previous paragraph about Table 01, entitled: Quantification of images with textual description on the websites of Higher Education Institutions, is also a perception of the need to provide better conditions of access and accessibility for people with visual impairments, in the study of tables and graphs, description often allows for a more direct interpretation of data. During elaboration through YESples headers of columns and rows, reordering the states by regions and repeating the header.

The observation of the results brought to light secondary instigations, which motivated to question the existence of documents and information published on websites that bring terms correlated with the theme.

To answer this question, it was necessary to resume data collection through institutional websites and through internet search engines, Google was chosen. By crossing

the article's keywords, in addition to the terms: Accessibility program; Inclusion Program; Accessibility project; and Inclusion Project, providing seven links to search for information in institutions on the subject. In the search engine, commands were used with specifications that emit results more specific to the scope of the research, being built in order to be replicated using the addresses of the sample websites, such as: site:www.unb.br "institutional accessibility" – pdf advertisement.

Searches using these command combinations provide results that are very specific and exclusively within the domain of the website, of each of the institutions, which reduced the amount of search results and directed the search better. The spacing between the commands: site:www.unb.br; "institutional accessibility"; – advertisement; and PDF are necessary for the search to be carried out correctly, each of them has its specific function in the final combination. Even as the Google search engine shows similar results, when NO finds the exact term, but YES the words that make up the search term, with the following standard message "No results found for site:www.unb.br "inclusion project" – pdf ad Results for site:www.unb.br inclusion project – ad pdf (without quotes):", these results were cataloged and quantified and will be the basis of future studies, being used at the moment only the information on the existence of the terms, which would prove that somehow the term was used in some document within the scope of of the institution.

We opted for the use of file type determination because we understand that an institutional document with the theme of this article does not match another digital document format, since PDF has as its characteristics the maintenance of quality, conservation of sources and information

security.

In Table 02, entitled: Terms found in the content of the websites of the institutions studied, data on the existence or not of the search terms will be exposed, in which it points: The name of the university and its referred region in Brazil; Institutional accessibility; Social inclusion; Textual description and images; Accessibility program; Inclusion Program; Accessibility Project; and Inclusion Project.

RESULTS AND IMPACTS

From this point, the quantitative results built in the development of this research will be exposed, it is worth mentioning that this cut of the whole is a sample and does not point to the unanimity of all institutions, however everything leads to the understanding that the accessibility of images for visually impaired people is minimal, reinforcing the need for reorientation and readjustment.

University name Midwest region	Administrative Category	Estate	Website	IGC (Continuous)	Number of Images	Images with Text Description
Universidade de Brasília	Federal Public	DF	www.unb.br	3,94404	8	0
Faculdade ICESP de Brasília	Private for profit	DF	www.icesp.br	3,50108	21	0
Universidade Federal de Goiás	Legal Entity of Public Law - Federal	GO	www.ufg.br	3,60070	19	0
Faculdade Unida de Campinas	Private for profit	GO	https://facunicamps. edu.br/	3,69969	9	0
Faculdade Unigran Capital	Private for profit	MS	https://www.unigran.br/ campogrande/	3,40951	12	0
Fundação Universidade Federal da Grande Dourados	Federal Public	MS	www.ufgd.br	3,34787	40	0
Faculdade de Ciências Contábeis e de Administração do Vale do Juruena	Private non-profit	MT	https://juina.ajes.edu.br	3,39650	7	0
Universidade Federal De Mato Grosso	Federal Public	MT	www.ufmt.br	3,16486	30	0
University name Northeast Region	Administrative Category	UF	Website	IGC (Continuous)	Number of Images	Images with Text Description
Centro Universitário Tiradentes	Private for profit	AL	https://www.fits.edu.br/ piedade/?	3,08325	9	0
Universidade Federal de Alagoas	Legal Entity of Public Law - Federal	AL	www.ufal.br	2,99676	11	0
Faculdade de Ensino Superior da Cidade de Feira de Santana	Private for profit	BA	https://unef.edu.br/site/	4,12659	16	0
Universidade Federal da Bahia	Legal Entity of Public Law - Federal	BA	www.ufba.br	3,76080	13	0
Universidade Federal do Ceará	Legal Entity of Public Law - Federal	CE	www.ufc.br	3,88057	8	0
Centro Universitário Christus	Private for profit	CE	www.unichristus.edu.br	3,49466	11	0
Faculdade de Balsas	Private for profit	MA	www.unibalsas.edu.br	3,86701	20	0
Universidade Federal do Maranhão	Legal Entity of Public Law - Federal	MA	https://portalpadrao. ufma.br/site	3,17522	8	0
Universidade Federal da Paraíba	Legal Entity of Public Law - Federal	PB	www.ufpb.br	3,51484	20	0
Faculdade Anglo- Americano de João Pessoa	Private for profit	PB	www.faajp.br	3,13936	3	0
Centro Universitário Brasileiro	Private for profit	PE	https://grupounibra. com/	3,83929	2	0
Universidade Federal de Pernambuco	Legal Entity of Public Law - Federal	PE	www.ufpe.br	3,78665	18	0
Universidade Federal do Piauí	Federal Public	PI	www.ufpi.br	2,90769	27	0
Centro de Ensino Superior do Vale do Parnaíba	Private non-profit	PI	https://cesvale.edu.br/	3,43179	10	0

Faculdade Católica do Rio Grande do Norte	Private non-profit	RN	http://catolicadorn.com.br/	3,99035	15	0
Universidade Federal do Rio Grande do Norte	Legal Entity of Public Law - Federal	RN	www.ufrn.br	3,67319	11	0
Universidade Federal de Sergipe	Federal Public	SE	www.ufs.br	3,27842	6	0
Faculdade de Administração e Negócios de Sergipe	Private for profit	SE	https://portal.fanese.edu.br/	3,05755	25	0
University name North region	Administrative Category	UF	Website	IGC (Continuous)	Number of Images	Images with Text Description
Faculdade Meta	Private for profit	AC	http://fameta.athenaseducacional.com.br/	3,12489	35	0
Universidade Federal do Acre	Legal Entity of Public Law - Federal	AC	www.ufac.br	3,15990	30	0
Centro Universitário Ceuni - Fametro	Private for profit	AM	https://fametro.edu.br/	2,91791	24	0
Universidade Federal do Amazonas	Federal Public	AM	https://www.ufam.edu.br/	3,02046	26	0
Faculdade de Tecnologia do Amapá	Private for profit	AP	https://meta.edu.br/faculdade/	2,95312	2	0
Universidade Federal do Amapá	Federal Public	AP	www.unifap.br	3,32955	15	0
Universidade Federal do Pará	Legal Entity of Public Law - Federal	PA	www.ufpa.br	2,60276	11	0
Centro Universitário do Estado do Pará	Privada sem fins lucrativos	PA	www.cesupa.br	3,33193	26	0
Faculdade de Educação e Cultura de Vilhena	Private non-profit	RO	https://www.unescnet.br/vilhena/	3,29697	3	0
Fundação Universidade Federal de Rondônia	Federal Public	RO	www.unir.br	3,61011	8	0
Faculdade de Ciências, Educação e Teologia do Norte do Brasil	Private non-profit	RR	https://www.faceten.edu.br/	2,82758	7	0
Universidade Federal de Roraima	Federal Public	RR	www.ufrb.br	2,82459	7	0
Centro Universitário Luterano de Palmas	Private non-profit	TO	http://ulbra-to.br/	2,97264	5	0
Fundação Universidade Federal do Tocantins	Federal Public	TO	www.uft.br	2,96272	20	0
University name Southeast Region	Administrative Category	UF	Website	IGC (Continuous)	Number of Images	Images with Text Description
Faculdade FUCEPE	Private non-profit	ES	www.fucepe.br	4,30587	8	0
Instituto Federal de Educação, Ciência E Tecnologia do Espírito Santo	Federal Public	ES	www.ifes.br	3,04901	5	0
Universidade Federal De Minas Gerais	Legal Entity of Public Law - Federal	MG	www.ufmg.br	4,24965	32	0

Faculdade Jesuíta De Filosofia e Teologia	Private non-profit	MG	https://www.faculdadejesuita.edu.br/	4,31586	8	0
Instituto Militar De Engenharia	Federal Public	RJ	www.ime.br	4,46357	5	0
Escola Brasileira De Economia e Finanças	Private non-profit	RJ	www.ebef.br	4,86829	5	0
Universidade Estadual De Campinas	State Public	SP	www.unicamp.br	4,39927	35	0
Escola De Economia De São Paulo	Private non-profit	SP	www.eesp.br	4,77078	11	0
University name South region	Administrative Category	UF	Website	IGC (Continuous)	Number of Images	Images with Text Description
Universidade Federal Do Paraná	Legal Entity of Public Law - Federal	PR	www.ufpr.br	3,96994	7	0
Faculdade De Tecnologia Inspirar	Private for profit	PR	www.inspirar.br	4,20682	9	0
Universidade Federal Do Rio Grande Do Sul	Legal Entity of Public Law - Federal	RS	www.ufrgs.br	4,29714	13	0
Faculdades EST	Private non-profit	RS	www.est.edu.br	4,16985	15	0
Universidade Federal De Santa Catarina	Legal Entity of Public Law - Federal	SC	www.ufsc.br	4,08822	45	0
Faculdade SOCIESC	Private non-profit	SC	www.edu.br	4,20176	4	0

Table 1 - Quantification of images with textual description on the websites of Higher Education Institutions

Source: Table 01 of own authorship based on data collection described in the article

As advanced in the research methodology, the results created a statistical strangeness, when the lack of textual descriptions of the image, which goes beyond the proof of the initial hypothesis, which raised the question of an unsatisfactory existence for these accessibility actions for people with disabilities. However, when faced with this panorama, many other questions arose, the main one being to try to understand if the panorama is specifically of lack of investments and adaptations for accessibility or if the void is beyond administrative institutionalization.

Table 02 tried to answer this question in a simple and direct way. Through the search for terms published on the institutions' websites, it was possible to understand the non-existence of textual descriptions of image as a factor resulting from institutional policies that apparently do not pay attention to this specific theme, despite possible correlated investments, but that in the case of specifically

accessibility in images proved to be almost non-existent.

University name - Midwest	Institutional accessibility	Social inclusion	Textual description of images	Accessibility Program	Inclusion Program	Accessibility Project	Inclusion Project
Universidade De Brasília	NO	YES	NO	NO	NO	NO	NO
Faculdade ICESP De Brasília	NO	YES	NO	YES	YES	YES	NO
Universidade Federal De Goiás	NO	YES	NO	YES	NO	NO	YES
Faculdade Unida De Campinas	NO	YES	NO	NO	NO	NO	YES
Faculdade Unigran Capital	NO	YES	NO	NO	NO	YES	YES
Fundação Universidade Federal Da Grande Dourados	NO	NO	NO	NO	NO	NO	NO
Faculdade De Ciências Contábeis E De Administração Do Vale Do Juruena	NO	YES	NO	NO	YES	NO	NO
Universidade Federal De Mato Grosso	NO	YES	NO	NO	YES	NO	YES
University Name - Northeast	Institutional accessibility	Social inclusion	Textual description of images	Accessibility Program	Inclusion Program	Accessibility Project	Inclusion Project
Centro Universitário Tiradentes	NO	YES	NO	NO	YES	NO	NO
Universidade Federal De Alagoas	NO	NO	NO	NO	NO	NO	NO
Faculdade De Ensino Superior Da Cidade De Feira De Santana	NO	YES	NO	NO	NO	NO	NO
Universidade Federal Da Bahia	NO	YES	NO	NO	NO	NO	NO
Universidade Federal Do Ceará	NO	YES	NO	NO	NO	NO	NO
Centro Universitário Christus	NO	YES	NO	NO	YES	NO	NO
Faculdade De Balsas	NO	YES	NO	NO	YES	NO	NO
Universidade Federal Do Maranhão	NO	NO	NO	NO	NO	NO	NO

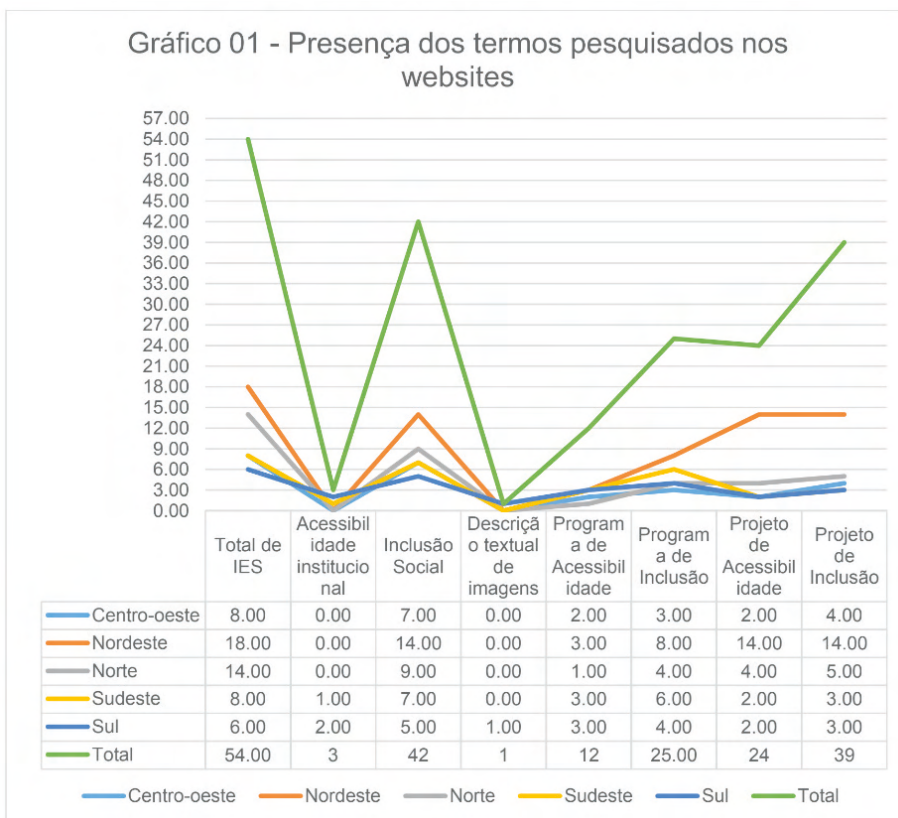
Universidade Federal Da Paraíba	NO	YES	NO	YES	YES	YES	YES
Faculdade Anglo-Americano De João Pessoa	NO	NO	NO	NO	NO	NO	NO
Centro Universitário Brasileiro	NO	YES	NO	NO	YES	NO	NO
Universidade Federal De Pernambuco	NO	YES	NO	YES	YES	YES	YES
Universidade Federal Do Piauí	NO	YES	NO	YES	YES	YES	YES
Centro De Ensino Superior Do Vale Do Paraíba	NO	NO	NO	NO	NO	NO	NO
Faculdade Católica Do Rio Grande Do Norte	NO	YES	NO	NO	NO	NO	NO
Universidade Federal Do Rio Grande Do Norte	NO	YES	NO	NO	NO	NO	NO
Universidade Federal De Sergipe	NO	YES	NO	NO	YES	YES	YES
Faculdade De Administração E Negócios De Sergipe	NO	YES	NO	NO	NO	NO	NO
University name – North	Institutional accessibility	Social inclusion	Textual description of images	Accessibility Program	Inclusion Program	Accessibility Project	Inclusion Project
Faculdade Meta	NO	NO	NO	NO	NO	NO	NO
Universidade Federal Do Acre	NO	NO	YES	NO	YES	YES	NO
Centro Universitário Ceuni – Fаметro	NO	YES	NO	YES	YES	YES	YES
Universidade Federal Do Amazonas	NO	YES	NO	NO	NO	NO	NO
Faculdade De Tecnologia Do Amapá	NO	NO	NO	NO	NO	NO	NO
Universidade Federal Do Amapá	NO	YES	NO	NO	NO	YES	YES
Universidade Federal Do Pará	NO	YES	NO	NO	NO	NO	NO

Centro Universitário Do Estado Do Pará	NO	YES	NO	NO	NO	NO	YES
Faculdade De Educação E Cultura De Vilhena	NO	NO	NO	NO	NO	NO	NO
Fundação Universidade Federal De Rondônia	NO	YES	NO	NO	YES	NO	YES
Faculdade De Ciências, Educação E Teologia Do Norte Do Brasil	NO	NO	NO	NO	NO	NO	NO
Universidade Federal De Roraima	NO	YES	NO	NO	NO	NO	YES
Centro Universitário Luterano De Palmas	NO	YES	NO	NO	YES	YES	NO
Fundação Universidade Federal Do Tocantins	NO	NO	NO	NO	NO	NO	NO
University Name – Southeast	Institutional accessibility	Social inclusion	Textual description of images	Accessibility Program	Inclusion Program	Accessibility Project	Inclusion Project
Faculdade FUCAPE	NO	YES	NO	NO	YES	NO	NO
Instituto Federal De Educação, Ciência E Tecnologia Do Espírito Santo	YES	YES	NO	YES	YES	YES	YES
Universidade Federal De Minas Gerais	NO	YES	NO	YES	YES	YES	YES
Faculdade Jesuíta De Filosofia E Teologia	NO	YES	NO	NO	YES	NO	NO
Instituto Militar De Engenharia	NO	NO	NO	NO	NO	NO	NO
Escola Brasileira De Economia E Finanças	NO	YES	NO	YES	YES	NO	NO
Universidade Estadual De Campinas	NO	YES	NO	NO	YES	NO	YES

Escola De Economia De São Paulo	NO	YES	NO	NO	NO	NO	NO
University name – South	Institutional accessibility	Social inclusion	Textual description of images	Accessibility Program	Inclusion Program	Accessibility Project	Inclusion Project
Universidade Federal Do Paraná	NO	YES	NO	YES	YES	NO	YES
Faculdade De Tecnologia Inspirar	NO	YES	NO	NO	NO	NO	NO
Universidade Federal Do Rio Grande Do Sul	YES	YES	NO	YES	YES	YES	YES
Faculdades EST	NO	YES	NO	NO	YES	NO	NO
Universidade Federal De Santa Catarina	YES	YES	YES	YES	YES	YES	YES
Faculdade SOCIESC	NO	NO	NO	NO	NO	NO	NO

Table 02 - Which of the terms can be found in the content of the institutions' website

Source: Table 02 of the authorship based on the data collection described in the article



Graph 01 - Presence of searched terms on websites

Centro-oeste = Midwest Nordeste = Northeast Norte = North Sudeste = Southeast

Sul = South Total = Total

Total de I.E.S. = total of universities

Acessibilidade institucional = institutional accessibility

Inclusão social = Social inclusion

Descrição textual das imagens = Textual description of images

Programa de acessibilidade = accessibility program

Programa de inclusão = Inclusion program

Programa de acessibilidade = Programa de acessibilidade

Projeto de inclusão = Inclusion program

Source: Graph of own authorship based on data collection described in the article

To build a more comparative analysis, a line graph is used, named as Graph 01 - Presence of searched terms on websites, which demonstrates the numerical values of the quantification of the terms found.

Two of the terms studied articulate with the choice of title and based on the hypothesis raised, the low number displayed for two of

the terms borders on institutional emptiness. The first, Institutional Accessibility, was located in only two of the Brazilian regions, South and Southeast, and only in 03 of the 54 institutions in the sample, as well as the other, Textual Description of Images, is found in only one institution in the South Region of the country.

The non-existence of the terms could also be understood by the non-use of this writing specifically in the norms and other regulatory mechanisms of the university. However, the low quantification of the 07 correlated terms points to a common panorama of little or no institutional action, whether for research, knowledge construction, institutional projects or a YESple journalistic or informative mention on the subject. If we consider the total numbers, only two of the searched terms manage to reach percentage rates higher than 50% of institutions have some form of appearance.

It is also important to emphasize the existence of 02 terms correlated with each other, Social Inclusion and Inclusion Project, they present numbers that correspond to a degree above 70% relating them to the total sample. What can be interpreted as institutional actions in the search for measures against the exclusion of minority groups, although they do not mention the textual description of images, still imply the search for equity and the reduction of social ills, presenting the potential to also adhere to specific actions to the access of visually impaired people to the possibility of perceiving information constructed through images.

Despite new and continuous studies on the subject, the construction of this initial mechanism for analyzing the accessibility of visual information points us to a real void. It is worth mentioning that the inequity of access to information or the accessibility of systems is a crucial point for human development, which implies greater difficulties for people with visual impairments, even if they are equipped with software that enable reading.

Being exposed an inadequate, non-inclusive panorama, which does not allow the image to be perceived by all users, concluding this population cut of Higher Education Institutions which may be causing the

impossibility of the image transmitting quickly and directly, through textual description, what we can, through our uncompromised vision, glimpse, move, or even ignore, but can only be set aside for those who can see more than the shocking institutionalized emptiness of the images.

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