Teaching accessibility in Archival Science courses in Brazil: a formative analysis of the curriculum

Thayron Rodrigues Rangel
PhD in Information Science, Universidade Federal Fluminense (UFF), Niterói, RJ, Brazil. Archival technician at the Dean's Office Institutional and Human Resources Development at the Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro (PRODIN/IFRJ), Rio de Janeiro, RJ, Brazil.
https://lattes.cnpq.br/9220330099464069

Lúcia Maria Velloso de Oliveira
PhD in social History, Universidade de São Paulo (USP), São Paulo, SP, Brasil. Professor at the Departament of Information Science (GCI), Universidade Federal Fluminense (UFF), Niterói, RJ, Brazil.
http://lattes.cnpq.br/4694576349618479

ABSTRACT

As a human condition that involves several dimensions of life, disabilities require knowledge and action from agencies and entities to meet the biopsychosocial and informational needs of users of public products and services. In this sense, accessibility fulfills the role of providing access to documents and information, by means of the adoption of assistive technologies, universal design and implementation of programs and institutional actions that aim at the entrance and permanence in institutional spaces. It starts from a humanitarian bias which is part of social commitments included in a global agenda for the protection of disabled people's rights, such as the United Nations' Agenda 2030 and the standards ISO 26000 – Social Responsibility and ABNT NBR 16001 – Social Responsibility – Management System – Requirements. This paper aims to identify the existence or lack of interest and formalization in the teaching of accessibility and related themes – access, users, and social inclusion – in undergraduate courses of selected Archival Science programs in Brazil. To that end, the research employed methodological procedures including bibliographic research in databases and academic journals in the field, as well as documentary examination of the program's Political Pedagogical Projects (PPPs). The findings highlight the scarcity of these themes in the curricula, which impacts the effectiveness of access to archives.

Keywords: accessibility; people with disabilities; archive users; professional training; archival science.

[Start of Section]

INTRODUCTION

At the end of the 20th century and the beginning of the 21st century, Technological innovations in the fields of Communication and Information have driven Archival Science to seek new solutions and methods for its work processes, particularly those focused on access to archives. At the same time, these innovations have facilitated greater interaction among individuals in society, creating opportunities for previously marginalized minorities to voice their perspectives. This shift transcends technology, becoming a social and cultural phenomenon. Consequently, archives, libraries, and museums have embarked on a journey of inclusion, recognizing individuals who were not previously their focus as important users.

To ensure accessibility becomes a daily consideration, this work incorporates several reading facilitation resources. Brackets ([ ]) are used to identify the beginning and end of quotes, sections, and subsections. Additionally, all images in the text are provided with textual descriptions to guide screen readers and voice synthesizers, highlighting key points throughout the text.

Eastwood (2016) argues that today, archivists [Start of quote] "[...] se descobrem desempenhando um papel complexo enquanto mediadores entre os arquivos e as diferentes categorias de usuários com origens e necessidades diversificadas" (Eastwood, 2016, p. 30)[1] [End of quote]. Mediation, in this context, entails generating knowledge about the users of archives. This topic has been present in Brazilian archival literature for several decades; however, it is essential to prioritize the user in the mediation process to understand their biopsychosocial and informational needs.

Accroding to Oliveira (2022, p. 155)[2],

[Start of quote]

> [...] em pleno século XXI, são poucos os arquivistas que se dedicam a pensar o usuário, a conhecê-lo e a manter uma base de conhecimento sobre ele. O usuário permanece um enigma a ser decifrado. Isso só acontece porque na área existe uma resistência em assumir que o usuário é plural [...].

[End of quote]

To effectively meet the needs of all users, including those with disabilities, archivists must identify the limitations and biopsychosocial conditions of users to successfully mediate

---

1 Translation: [Start of quote] "[...] find themselves playing a complex role as mediators between archives and various categories of users with diverse backgrounds and needs" (Eastwood, 2016, p. 30, editorial translation) [End of quote].
2 Translation: [Start of quote] "[...] in the 21st century, few archivists dedicate themselves to thinking about the user, getting to know them, and maintaining a knowledge base about them. The user remains an enigma to be deciphered. This occurs because there is a resistance within the field to acknowledge that users are plural [...]". (Oliveira, 2022, p. 155, editorial translation) [End of quote]

the communication process. Archival institutions must be prepared to address users' limitations by adopting technological and infrastructural resources, as well as training professionals who will work directly with users in consultation rooms.

According to Sassaki (1997, p. 46)[3], it is the responsibility of society and the State [Start of quote] "[...] eliminar todas as barreiras físicas, programáticas e atitudinais para que as pessoas com necessidades especiais possam ter acesso aos serviços, lugares, informações e bens necessários ao seu desenvolvimento [...]" [End of quote]. In addition to the barriers identified by Sassaki (2002), Alison Turner (2021, p. 15)[4] reports that [Start of quote] "as barreiras nos arquivos podem ser físicas, psicológicas e emocionais. Os próprios documentos e a forma como são descritos e preservados, pode ser uma fonte de trauma para os visitantes, por uma série de razões" [End of quote]. In this context, according to Article 3, item I, of Law No. 13,146, dated July 6, 2015 – the Statute of Persons with Disabilities, accessibility fulfills the role of

[Start of quote]

> [...] possibilidade e condição de alcance para utilização, com segurança e autonomia, de espaços, mobiliários, equipamentos urbanos, edificações, transportes, informação e comunicação, inclusive seus sistemas e tecnologias, bem como de outros serviços e instalações abertos ao público, de uso público ou privados de uso coletivo, tanto na zona urbana como na rural, por pessoa com deficiência ou com mobilidade reduzida. (Brasil, 2015)[5].

[End of quote]

For Romeo Sassaki (2008, [s. p.])[6], [Start of quote] "o conceito de acessibilidade deve ser incorporado aos conteúdos programáticos ou curriculares de todos os cursos formais e não-formais existentes no Brasil" [End of quote]. Sassaki (2005) identifies six dimensions of accessibility: architectural, communicational, methodological, instrumental, programmatic, and attitudinal. Within these dimensions, accessibility aims to identify and eliminate barriers, which are present in all environments. In the archival context, Rangel (2023, p. 30)[7] describes that accessibility

---

3   Translation: [Start of quote] "[...] to eliminate all physical, programmatic, and attitudinal barriers so that people with special needs can access the services, places, information, and goods necessary for their development. [...]" [End of quote] (Sassaki, 1997, p. 46, editorial translation).
4   Translation: [Start of quote] "barriers in archives can be physical, psychological, and emotional. The documents themselves and the way they are described and preserved can be a source of trauma for visitors for various reasons." [End of quote]. (Turner, 2021, p. 15, editorial translation).
5   Translation: [Start of quote] "[...] the possibility and condition for individuals with disabilities or reduced mobility to safely and independently use spaces, furniture, urban equipment, buildings, transportation, information, and communication, including their associated systems and technologies, as well as other services and facilities, whether public, publicly used, or privately used, in both urban and rural areas." [End of quote] (Brasil, 2015, editorial translation).
6   Translation: [Start of quote] "the concept of accessibility must be incorporated into the programmatic or curricular content of all formal and non-formal courses existing in Brazil" [End of quote] (Sassaki 2008, [s. p.], editorial translation).
7   Translation: [Start of quote] "[...] represents a tool for social inclusion to meet the biopsychosocial needs of users, enabling their entry and stay in archival spaces (both internal and external), regardless of whether the environment is physical or digital. Accessibility in archives is the condition that enables the removal of institutional barriers, ensuring the autonomy of users with disabilities for civic participation. It is achieved through the adoption of Assistive Technologies, the use of universal design, and the development of institutional policies and programs, where accessibility, staff training, and the creation of guiding and formative documents must be explicitly included." [End of quote] (Rangel, 2023, p. 30, editorial translation).

[Start of quote]

> [...] representa uma ferramenta de inclusão social para o atendimento das necessidades biopsicossociais dos usuários, possibilitando a entrada e a permanência dos usuários nos espaços dos Arquivos (interno e externo), independentemente se o ambiente é físico ou digital. A acessibilidade nos Arquivos é a condição que possibilita a supressão das barreiras institucionais, garantindo a autonomia dos usuários com deficiência para a participação cidadã. Se materializa com a adoção de Tecnologias Assistivas, uso do design universal e por meio da elaboração de políticas e programas institucionais, onde devem constar de forma explícita, a acessibilidade, a capacitação dos servidores e a criação de documentos orientadores e formativos.

[End of quote]

In this context, it is necessary to identify the role of archivists and public archival institutions in meeting the diverse needs of users. Archives are responsible for safeguarding documents deemed essential for understanding the social, political, and administrative aspects of a particular era. However, when assessing the value of archival documents, one recognizes their potential role in power dynamics. Over time, many collections have been intentionally destroyed to cause silencing, erasure, distortion, and omission. Ultimately, history is told only with what remains. According to Carter (2006, p. 217), archives are responsible for constructing collective memory:

[Início da citação]

> [...] os documentos de arquivo forem destruídos, adulterados ou excluídos, as narrativas dos grupos não poderão ser transmitidas ao longo do tempo. Suas histórias não serão ouvidas e podem acabar desaparecendo da história[8] [nota de rodapé 1].

[Fim da citação]

Carter (2006) presents the essential elements to situate the archivist in this reality and their duty to give voice to the excluded and marginalized. This perspective views the archivist as a critical element, a competent individual capable of planning, managing, and executing activities aimed at ensuring access. To this end, it proposes an understanding of the archivist's recognition through three axes: the theoretical and epistemological definition of the concept and role of the archivist, the legal basis that underpins the profession in Brazil, and the analysis of professional training.

This study drew upon several key references: Decree N. 82,590 (November 6, 1978), which governs the archival profession in Brazil; the Brazilian Classification of Occupations (CBO); the International Council on Archives' Code of Ethics; foundational principles regarding archivists' role in upholding human rights; and the curricula and course descriptions of Archival Science programs across Brazil. [End of section]

---

[8]   Original: [Start of quote] "If Records are destroyed, manipulated, or excluded, the narratives of the groups cannot be transmitted across time. Their stories will not be heard and they may ultimately disappear from history." (Carter, 2006, p. 217). [End of quote]

[Start of section]

METHODOLOGY

This paper investigates the integration of access, accessibility, and user-centered themes within the professional training of archivists in Brazil. Through documentary research, this study examines the presence of these themes within the subjects and corresponding syllabi outlined in the Political-Pedagogical Projects (PPPs) of Archival Science programs. As integral components of the PPP framework for archivist education, curricula and syllabi are instrumental in systematizing the knowledge imparted to students. They play a crucial role in shaping the professional identity of future archivists by offering diverse learning opportunities through coursework, extension projects, and research initiatives.

The development of a Political-Pedagogical Project (PPP) is a dynamic socio-historical process that mirrors the unique geographic, economic, cultural, and political landscape of each location where an Archival Science program is offered. As Jardim (2001, p. 5)[9] notes, [Start of quote] "o currículo não é um produto, mas um processo que envolve professores, alunos, egressos, profissionais de áreas afins, representantes do mercado de trabalho etc., na sua elaboração e avaliação" [End of quote].

The operationalization of the documentary research occurred in three stages: (a) pre-analysis of the documents, aiming to confirm the hypothesis of the lack of concern with social inclusion in archival research in Brazil, (b) data interpretation, which involved collecting sources and creating tables and data systematization instruments, and (c) data processing. In the pre-analysis, the PPPs and curricula matrices, which are responsible for the training of archival professionals in Brazil, were researched. According to the School of Archival Science at the Universidade Federal do Estado do Rio de Janeiro (UNIRIO) (Maia, 2006, p. 6)[10], the PPP

[Start of quote]

> [...] não é um documento meramente formal e burocrático, mas essencialmente acadêmico e pedagógico, que procura lançar as ações dos professores, dos estudantes e dos gestores do Curso de Arquivologia para frente, organizando-as como a expressão de um compromisso datado e assumido consensualmente. O projeto é também um documento político, porque revela o sentido desse compromisso com a formação de um determinado tipo de cidadão e de sociedade e revela, igualmente, as intenções da Escola de Arquivologia ao desenvolver esse processo de formação.

[End of quote]

---

9   Translation: [Start of quote] "the curriculum is not a static product, but an ongoing process that involves the collaborative efforts of teachers, students, alumni, professionals from related fields, and representatives of the job market in its creation and evaluation." [End of quote]. (Jardim, 2001, p. 5, editorial translation).

10   Translation: [Start of quote] "[...] is not a merely formal and bureaucratic document, but essentially academic and pedagogical, which seeks to propel the actions of teachers, students, and course managers forward, organizing them as the expression of a consensually assumed commitment. The project is also a political document because it reveals the sense of this commitment to the formation of a certain type of citizen and society and also reveals the intentions of the School of Archival Science in developing this training process." [End of quote] (Maia, 2006, p. 6, editorial translation).

PPPs are documents that record the activities and decisions of the faculty and define, among their premises, the professional profile of graduates. According to Libâneo (2004, p. 56)[11], the PPP

[Start of quote]

> [...] é o documento que detalha objetivos, diretrizes e ações do processo educativo a ser desenvolvido na escola, expressando a síntese das exigências sociais e legais do sistema de ensino e os propósitos e expectativas da comunidade escolar.

[End of quote]

To gather data pertaining to the themes central to this study, the Ministry of Education's (e-MEC) electronic system was utilized to survey the subjects listed in the Political-Pedagogical Projects (PPPs) of all active Archival Science programs in Brazil. The e-MEC system, regulated by Normative Ordinance No. 21 (December 21, 2017),

[Start of quote]

> [...] é um sistema eletrônico de acompanhamento dos processos que regulam a educação superior no Brasil. Todos os pedidos de credenciamento e recredenciamento de instituições de educação superior (IES), bem como de autorização, reconhecimento e renovação de reconhecimento de cursos. [...] O Sistema e-MEC incorpora também o Cadastro e-MEC de Instituições e Cursos de Educação Superior (Cadastro e-MEC), base de dados oficial e única de informações relativas às IES subordinadas ao Sistema Federal de Ensino, bem como dos cursos de graduação e pós-graduação por elas ministrados. Os dados do Cadastro e-MEC guardam conformidade com os atos autorizativos editados pelo MEC, com base nos processos regulatórios competentes (MEC, 2020)[12].

[End of quote]

Following the e-MEC survey, institutional websites were accessed to conduct a thorough analysis of the PPPs. During the documentary research process, both mandatory and elective subjects were mapped by searching for the terms *accessibility*, *access*, *users*, and *social inclusion*. [End of section]

[Start of section]

---

11   Translation: [Start of quote] "[...] is the document that details the objectives, guidelines, and actions of the educational process to be developed in the school, expressing the synthesis of the social and legal requirements of the education system and the purposes and expectations of the school community." [End of quote] (Libâneo, 2004, p. 56, editorial translation).

12   Translation: [Start of quote] "[...] is an electronic system for monitoring the processes that regulate higher education in Brazil. All requests for accreditation and re-accreditation of higher education institutions (HEIs), as well as authorization, recognition, and renewal of course recognition. [...] The e-MEC System also incorporates the e-MEC Register of Higher Education Institutions and Courses (e-MEC Register), the official and only database of information related to HEIs subordinate to the Federal Education System, as well as the undergraduate and postgraduate courses they offer. The data in the e-MEC Register comply with the authorizing acts issued by the MEC, based on the relevant regulatory processes (MEC, 2020, editorial translation). [End of quote].

Analysis of the role and formative elements of the archival professional

The mission of the archivist aligns with the history and purpose of archives. Literature in Information Science and Archival Studies presents the archivist's profession from two perspectives: (a) focusing on their role as mediators of the interaction process between archival resources and users (Gomes, 2008; 2019), and (b) highlighting their responsibility as activists for human rights and social justice (Harris, 2002).

In Brazil, archival practice distinguishes between professional practice and academic training, guiding the legal practice of the profession since the 1970s. Regarding the role of archivists, Carter (2006, p. 230) observes:

[Start of quote]

> [...] Archivists in mainstream institutions can play a role in aiding those groups whose records are excluded (both willing lyand through force) from their institutions. Heeding Harris' call to justice, archivists must be willing to accept their roles as political players and acknowled get hat they cannot be impartial custodians.

[End of quote]

Studies on the archival profession intersect with a multitude of themes across diverse fields, including bureaucracy, human rights, citizenship, culture, knowledge organization, and information literacy. Regardless of the specific lens through which the profession is viewed, archivists play a pivotal role in humanizing archival relationships and fostering empathy. They strive to promote social awareness, hold governments and institutions accountable for omissions, and center the experiences of marginalized and silenced groups in the pursuit of social reparation. This process involves the construction of a professional identity for archivists that encompasses knowledge and activities spanning political, social, technical, and cultural domains. These skills are cultivated throughout the archivist's professional training and are ultimately realized through the dedicated efforts and unique perspectives of archivists themselves.

The term "archivist" is defined across various dictionaries dedicated to archival science and Information Science. According to the *Dicionário Brasileiro de Terminologia Arquivística* (DIBRATE), an archivist is [Start of quote] "[...] profissional de nível superior, com formação em arquivologia ou experiência reconhecida pelo Estado" (Arquivo Nacional, 2005, p. 26)[13] [End of quote]. Another definition is that of Cunha and Cavalcanti, who define the professional as:

[Start of quote]

> [...] especialista encarregado de uma ou várias funções na gerência de um arquivo (1); papelista. <=> arquivologia. 2. Profissional responsável por analisar e organizar informações registradas (documentos), públicas e privadas, de cunho histórico, governamental, administrativo, científico ou literário, gravações sonoras e filmes

---

13   Translation: [Start of quote] "[...] a professional with a higher education degree in archival science or recognized experience by the State" (Arquivo Nacional, 2005, p. 26, editorial translation) [End of quote].

(audiovisuais), organizando-os segundo sua origem e outros critérios, e dando-lhes tratamento técnico, armazenando-os em arquivos adequados, permitindo a recuperação eficiente da informação, facilitando sua consulta e evitando que se deteriorem. 3. A profissão do arquivista é regulamentada pela lei n° 6 546, de 4/7/1978. Por ela, compete ao arquivista o planejamento, organização e direção de serviços de arquivo; a identificação das espécies documentais, e a participação no planejamento de novos documentos; a classificação, arranjo, descrição; a avaliação e seleção de documentos (Cunha; Cavalcanti, 2008, p. 24)[14].

[End of quote]

A comparison of these definitions reveals an imprecision, in the delineation of the archival profession, encompassing both individuals holding a bachelor's degree in Archival Science and those with specialized expertise in the field acquired through diverse academic backgrounds. This ambiguity underscores the importance of advocating for specialized training in archival science when addressing the issue of guaranteeing access to archives.

Contributions from Pedagogy and Education to the scholarly discourse within archival science facilitate the understanding of the implications the dichotomy between the legal requirements for professional practice as established by the regulatory decree and the interdisciplinary expertise cultivated through archival practice. These two fields emphasize that the formative process of individuals involves the acquisition of competencies throughout their identity development, encompassing technical, political, ethical, and aesthetic dimensions.

The professional profile of an archivist is sculpted through a personal journey of acquiring diverse competencies, including information competence (CoInfo). As Furtado and Silva (2020, p. 25)[15] articulate:

[Start of quote]

[...] a Competência em Informação auxilia os profissionais da informação, dentre estes o arquivista, assim como os usuários, no acesso à informação, oferecendo os requisitos necessários para que o indivíduo possa recebê-las e interpretá-las de forma crítica. No cenário da legalidade de acesso à informação surgem questões éticas e políticas envolvendo cidadania e direitos humanos, e por consequência vem à tona o papel do arquivista nesse contexto.

[End of quote]

---

14   Translation: [Start of quote] "[...] a specialist responsible for one or more functions in archive management (1); paper handler. <=> archival science. 2. A professional responsible for analyzing and organizing recorded information (documents), both public and private, of historical, governmental, administrative, scientific, or literary nature, sound recordings, and films (audiovisuals), organizing them according to their origin and other criteria, and giving them technical treatment, storing them in appropriate archives, allowing efficient information retrieval, facilitating their consultation and preventing deterioration. 3. The archivist profession is regulated by law No. 6 546, dated 4/7/1978. It assigns archivists the responsibility of planning, organizing, and directing archival services; identifying document types, and participating in planning new documents; classification, arrangement, description; evaluation, and selection of documents" (Cunha; Cavalcanti, 2008, p. 24, editorial translation) [End of quote].

15   Translation: [Start of quote] "[...] Information Competence empowers information professionals, including archivists, as well as users, to access information, equipping individuals with the necessary skills to critically receive and interpret it. Within the context of legal access to information, ethical and political considerations surrounding citizenship and human rights emerge, placing the archivist in a central role" (Furtado; Silva, 2020, p. 25, editorial translation). [End of quote]

It is evident that the application of CoInfo studies within Archival Science supports archivists in developing and understanding attitudes and knowledge about both themselves and their users. This discourse underscores the inseparable link, within the technical dimension, between the archivist and the archive user.

Professional technical work, inherently tied to archival functions, can both reflect the socio-historical context embedded within the collections an archive safeguards and, at times, symbolically erase minority groups. This is exemplified by the case of *LGBTQ2+* community archives in Canada and the United States. As a volunteer and director of the *LGBTQ2+ Oral History Digital Collaboratory Council at ArQuives*, Elspeth Brown devoted herself to proposing an intersectional and trans-inclusive archival structure. Through analysis and research of the collection, she identified the absence of representation of non-white, non-cis, and non-gay groups within the *LGBTQ2+* community, a consequence of the community archive's acquisition policy. Brown (2020, p. 12) posits that community archives dedicated to social activism

[Start of quote]

[...] are often sites of radical history making, organized to preserve the histories of social movements and focused on documenting the activists, affects, and ephemera that more established archives reject. As outsider archives, these community-driven projects can be creative and capacious in terms of what they collect. (Brown, 2020, p. 12)

[End of quote]

However, the vital role of these community archives as spaces of representation and existence for marginalized groups can be undermined if the discourse of social inclusion, with its emphasis on diversity, is not recognized as fundamental to ethical and responsible archival practice.

[Start of quote]

Making visible the materials of LGBTQ2+ people outside the white, cis, settler-colonial, usually gay male norm requires specific strategies and approaches; otherwise, the default historical formation of white "gay and lesbian" people and their histories will continue to overdetermine the LGBTQ2+ archive. At the same time, however, it is critical that historically white gay and lesbian archives do not reproduce colonial relations in their efforts to acquire new collections to "diversify" white, cis, LGBTQ2+ holdings.(Brown, 2020, p. 30)

[End of quote]

Beyond technical considerations, there exists a political dimension that arises from individuals' participation in decisions and transformations impacting social life. This dimension connects and establishes a relationship between the archivist's social role, CoInfo studies, and the broader issue of social inclusion. The political dimension of CoInfo, as Furtado and Silva (2020, p. 28) explain [Start of quote] "[...] baseia-se na pluralidade dos homens e trata da convivência entre diferentes centrada em torno da liberdade, num espaço que só pode ser

produzido por muitos, onde cada qual se move entre iguais" [End of quote] [footnote 16][16]. To foster a truly inclusive and democratic archival environment, it is imperative to actively involve users in the collaborative process of representing and retrieving documents and information.

Futhermore, Jimerson (2007, p. 258) posits that [Start of quote] "For an archivist or records manager to comply with improper requests to aprove document destruction is a clear violation of professional ethics." [End of quote]. Similar concerns have arisen in Brazil with the publication of Decree No. 10,278 on March 18, 2020[17], which outlines [Start of quote] "a técnica e os requisitos para a digitalização de documentos públicos ou privados, a fim de que os documentos digitalizados produzam os mesmos efeitos legais dos documentos originais" [End of quote]. This decree underscores the pivotal role that archives play within society.

In 1996, the International Council on Archives (ICA) published its Code of Ethics for Archivists[18], establishing a comprehensive set of parameters for the professional practice of archivists worldwide.

[Start of quote]

1. Os arquivistas mantêm a integridade dos arquivos, garantindo assim que possam se constituir em testemunho permanente e digno de fé do passado.

2. Os arquivistas tratam, selecionam e mantêm os arquivos em seu contexto histórico, jurídico e administrativo, respeitando, portanto, sua proveniência, preservando e tornando assim manifestas suas interrelações originais.

3. Os arquivistas preservam a autenticidade dos documentos nos trabalhos de tratamento, conservação e pesquisa.

4. Os arquivistas asseguram permanentemente a comunicabilidade e a compreensão dos documentos.

5. Os arquivistas se responsabilizam pelo tratamento dos documentos e justificam a maneira como o fazem.

6. Os arquivistas facilitam o acesso aos arquivos ao maior número possível de usuários, oferecendo seus serviços a todos com imparcialidade.

---

16   Translation: [Start of quote] "[…] is based on the plurality of people and deals with coexistence among different individuals centered around freedom, in a space that can only be produced by many, where each moves among equals (Furtado; Silva, 2020, p. 28, editorial translation). [End of quote] [End of footnote 16]
17   Translation: [Start of quote] "the techniques and requirements for the digitization of public or private documents, ensuring that digitized documents possess the same legal validity as their original counterparts" [End of quote]. (Brasil, 2020, editorial translation).
18   Original: [Start of quote] "1. Archivists should protect the integrity of archival material and thus guarantee that it continues to be reliable evidence of the past. 2. Archivists should appraise, select and maintain archival material in its historical, legal and administrative context, thus retaining the principle of provenance, preserving and making evident the original relationships of documents. 3. Archivists should protect the authenticity of documents during archival processing, preservation and use. 4. Archivists should ensure the continuing accessibility and intelligibility of archival materials. 5. Archivists should record, and be able to justify, their actions on archival material. 6. Archivists should promote the widest possible access to archival material and provide an impartial service to all users. 7. Archivists should respect both access and privacy, and act within the boundaries of relevant legislation. 8. Archivists should use the special trust given to them in the general interest and avoid using their position to unfairly benefit themselves or others. 9. Archivists should pursue professional excellence by systematically and continuously updating their archival knowledge, and sharing the results of their research and experience. 10. Archivists should promote the preservation and use of the world's documentary heritage, through working co-operatively with the members of their own and other professions." [End of quote] (Código de Ética dos Arquivistas, 1996).

7 Os arquivistas visam encontrar o justo equilíbrio, no quadro da legislação em vigor, entre o direito ao conhecimento e o respeito à vida privada.

8 Os arquivistas servem aos interesses de todos e evitam tirar de sua posição vantagens para eles mesmos ou para quem quer que seja.

9 Os arquivistas procuram atingir o melhor nível profissional, renovando, sistemática e continuamente, seus conhecimentos arquivísticos e compartilhando os resultados de suas pesquisas e de sua experiência.

10 Os arquivistas trabalham em colaboração com seus colegas e os membros das profissões afins, visando assegurar, universalmente, a conservação e a utilização do patrimônio documental.

[End of quote]

By ensuring the enduring communicability and comprehensibility of documents and facilitating access for the largest number of users, archivists actively engage with the principle of social inclusion. This principle guides both user access and the implementation of accessibility measures within their institutions. As Dua (2010, p. 13) asserts, archivists are [Start of quote] "[...] são profissionais qualificados, com formação apropriada e contínua, que servem às suas sociedades, apoiando a produção, seleção e conservação dos documentos, e os tornam disponíveis para uso." [End of quote][19] . Furthermore, Carter (2006, p. 231) notes that

[Start of quote]

[...] Through their unique knowledge of the records in their collections, archivists have the opportunity to make injustices known, to read the archives against the grain, flagging silences and identifying the presence of the marginalized within the records of the state and its apparatus

[End of quote]

However, this perception still needs to be broadened. The second part of this subsection outlines the profession of archivist as regulated by Article 2 of Decree Nº. **82,590, of November 6, 1978**,[20] which assigns the following duties

[Start of quote]

I – planejamento, organização e direção de serviços de Arquivo;

---

19   Translation: [Start of quote] "[...] qualified professionals, with appropriate and ongoing training, who serve their societies by supporting the creation, selection, and preservation of documents, making them available for use" (Dua, 2010, p. 1, editorial translation) [End of quote].

20   Translation: [Start of quote] "I – planning, organizing, and directing archival services; II – planning, guiding, and monitoring documentary and informational processes; III – planning, guiding, and directing activities related to identifying types of documents and participating in the planning of new documents and control of multicopies; IV – planning, organizing, and directing documentation and information services or centers comprising archival and mixed collections; V – planning, organizing, and directing microfilming services applied to archives; VI – guiding the planning of automation applied to archives; VII – advising on the classification, arrangement, and description of documents; VIII – guiding the evaluation and selection of documents for preservation purposes; IX – promoting necessary measures for the conservation of documents; X – preparing reports and complex studies on archival subjects; XI – advising on scientific or technical-administrative research work; XII – conducting studies on culturally important documents." [End of quote] (Brasil, 1978, editorial translation).

II – planejamento, orientação e acompanhamento do processo documental e informativo;

III – planejamento, orientação e direção das atividades de identificação das espécies documentais e participação no planejamento de novos documentos e controle de multicópias;

IV – planejamento, organização e direção de serviços ou centros de documentação e informação constituídos de acervos arquivísticos e mistos;

V – planejamento, organização e direção de serviços de microfilmagem aplicada aos arquivos;

VI – orientação do planejamento da automação aplicada aos arquivos;

VII – orientação quanto à classificação, arranjo e descrição de documentos;

VIII – orientação da avaliação e seleção de documentos, par fins de preservação;

IX – promoção de medidas necessárias à conservação de documentos;

X – elaboração de pareceres e trabalhos de complexidade sobre assuntos arquivísticos;

XI – assessoramento aos trabalhos de pesquisa científica ou técnico-administrativa;

XII – desenvolvimento de estudos sobre documentos culturalmente importantes.

[End of quote]

Furthermore, according to the aforementioned decree, Article 3[21] specifies the responsibilities of archival technicians:

[Start of quote]

I – recebimento, registro e distribuição dos documentos, bem como controle de sua movimentação;

II – classificação, arranjo, descrição e execução de demais tarefas necessárias à guarda e conservação dos documentos, assim como prestação de informações relativas aos mesmos;

III – preparação de documentos de arquivo para microfilmagem e conservação e utilização de microfilme;

IV – preparação de documentos de arquivo para processamento eletrônico de dados;

[End of quote]

---

21   Translation: [Start of quote] "I – receiving, registering, and distributing documents, as well as controlling their movement; II – classifying, arranging, describing, and performing other tasks necessary for the custody and preservation of documents, as well as providing related information; III – preparing archival documents for microfilming and conserving and utilizing microfilm; IV–preparing archival documents for electronic data processing; [End of quote]" (Brasil, art. 3º , 1978).

An additional valuable resource for identifying the professional activities of archivists is the Occupational Classification (CBO in the Portuguese acronym) maintained by the Brazilian Ministry of Labor and Employment. According to the Ministry (2017)[22], [Start of quote] "a CBO trata do reconhecimento da existência de determinada ocupação no mercado de trabalho brasileiro" [End of quote] and serves as a document

[Start of quote]

> [...] normalizador do reconhecimento, da nomeação e da codificação dos títulos e conteúdos das ocupações do mercado de trabalho brasileiro. É ao mesmo tempo uma classificação enumerativa[23] [nota de rodapé 23] e uma classificação descritiva[24] [nota de rodapé 23] (MTE, 2007)[25] [nota de rodapé 25].

[End of quote]

Utilizing the free search function within the occupations catalog with the keyword "archivist" yielded the following terms: (1) archivist; (2) document archivist; (3) researcher archivist (journalism); and (4) archivists and museologists. The first three terms were categorized by occupation type, while the fourth was categorized by family type, as illustrated in **Table 1** below.

---

22   Translation: [Start of quote] "the CBO addresses the recognition of the existence of certain occupations in the Brazilian labor market" [End of quote] (Ministério, 2017, editorial translation).
23   Enumerative classification descriptive classification, on the other hand, offers a detailed inventory of the activities performed at work, the requirements for training and professional experience, and the working conditions.
24   Descriptive classification, on the other hand, offers a detailed inventory of the activities performed at work, the requirements for training and professional experience, and the working conditions.
25   Translation: "[...] that standardizes the recognition, naming, and coding of titles and contents of occupations in the Brazilian labor market. It functions as both an enumerative classification and a descriptive classification" [footnote 25] (MTE, 2007, editorial translation).

TABLE 1 – archivist's occupations according to the CBO

Term results	Type	Titles	Summary Description
Archivist	Ocupation	Archivist Records administrator, in charge of medical records and statistics service, archival documentation specialist, records organization specialist, document manager.	They organize documentation for institutional and personal archives, create museum and exhibition projects, and manage public and private museological collections. Their responsibilities include providing access to information and preserving collections. They prepare educational and cultural activities, plan and execute technical-administrative tasks, and oversee the implementation of technical activities. Additionally, they participate in the policy-making process for the creation and implementation of museums and archival institutions.
		Museologist Collection conservation specialist, museological documentation specialist, museum education specialist, exhibition museography specialist.	
Document Archivist	Ocupation	Documentation, information and research service assistants	They organize documents and information. They guide users and help them retrieve data and information. They make data sources available to users. They provide for the acquisition of material and incorporate material into the collection. They file documents, classifying them according to appropriate criteria to store and preserve them. They provide switching services, feed databases and prepare statistics. They perform tasks related to the creation and maintenance of files, and may also operate reprographic equipment, recover and preserve information digitally, magnetically or on paper
		Document Archivist Filer	
		Data Coder	
		Records Manager	
		Kardexist Filer	
		Copying machine operator (except quick print operator) Document copier, reprographic machine operator	

Research Archivist (Journalism)	Ocupation	Journalism Professionals	They collect, write, record through images and sounds, interpret and organize information and news to be disseminated, exposing, analyzing and commenting on events. They select, review and prepare final texts to be published in newspapers, magazines, television, radio, the internet, press offices and any other means of communication with the public.
		Research Archivist (journalism)	
		Press Officer	
		Editor-in-Chief Deputy Director	
		Editor Assistant editor, art editor, photography editor, image editor, radio editor, web editor, area editor, executive editor	
		Journalist Editorial assistant, columnist, newspaper columnist, newspaper correspondent, foreign language correspondent, chronicler, newspaper diarist, news director, editorialist, journalist exclusive employer, journalist-employer, radio journalist, newspaper screenwriter, press screenwriter	
		Text Writer	
		Reporter (radio and television only) Cinematographic reporter, correspondent reporter, web reporter, area reporter, special reporter"	
		Proofreader	
Archivists and Museologist	Family	Archivist File Administrator, Medical and Statistical File Service Manager, Archival Documentation Specialist, File Organization Specialist, Document Manager	They organize documentation of institutional and personal files, create museum and exhibition projects, organize public and private museum collections. They give access to information, conserve collections. They prepare educational or cultural actions, plan and carry out technical-administrative activities, guide the implementation of technical activities. They participate in the policy of creating and implementing museums and archival institutions.
		Museologist Specialist in the conservation of collections, Specialist in museological documentation, Specialist in museum education, Specialist in exhibition museography	

Source: Author's own elaboration using data from MTE (2007).

Upon analyzing the roles of archivist and document archivist outlined above, a distinction emerges: the former aligns with the higher-level responsibilities defined by Decree No. 82,590 (November 6, 1978), while the latter reflects the duties typically associated with an

archival technician. Furthermore, there appears to be a misconception regarding the title of "museologist." While listed alongside "archivist" in the term search results, Table 1 indicates that they share a common occupational family rather than being identical occupations. This suggests that the Ministry of Labor recognizes these fields as closely related professions.

The third axis of this study, focusing on the archivist's crucial role in ensuring comprehensive access to archives, presents a survey and analysis of Archival Science programs across Brazil. This analysis centers on the presence of the terms "access," "accessibility," and "users" within the curricula and course descriptions of these programs.

Archival education in Brazil originated with the establishment of courses designed to address technical challenges, commencing in 1838 with the founding of the Public Archive of the Empire (now the National Archive). According to Augusto Moreno Maia (2006), this training evolved over seven decades, progressing through:

- Diplomatics Course, in 1911;
- Technical Course, in 1922;
- Course for the Preparation of Auxiliary Personnel for Archives, in 1958;
- Course for the Improvement of Personnel for Archives, in 1959;
- Permanent Archive Course, in 1960;
- Minimum Curriculum for the Higher Course in Archival Science, in 1972; and Archival Science Course, in 1977

It is worth noting that Maia (2006) does not mention that the first course with undergraduate status in Archival Science began in 1973, as reported by Mariz and Aguiar (2016, p. 206)[26]:

[Start of quote]

> [...] o curso de Arquivologia da UNIRIO foi o único dos cursos de Arquivologia do Brasil que não nasceu em uma universidade. Teve sua origem no Curso Permanente de Arquivos (CPA) do Arquivo Nacional, onde já funcionava com regularidade, tendo sido criado com o objetivo de formar pessoal para trabalhar na Instituição. O decreto que determina sua criação data de 1911. Segundo José Honório Rodrigues 'A partir de 1959 começam os cursos técnicos, inclusive com a participação de um professor francês, Henri Boullier de Branche' (*apud* Castro, 2008, p. 156). Em 1973, recebeu o status de graduação, com mandato universitário da UFRJ e, em 1977, foram transferidos o corpo docente, o corpo de funcionários, o corpo discente (os alunos que estavam cursando naquele momento), e o acervo arquivístico para a UNIRIO, que à época tinha o nome de FEFIERJ, sendo alterado para UNIRIO em 1979.

[End of quote]

---

26   Translation: [Start of quote] "[...] the Archival Science program at UNIRIO stands as the only program of its kind in Brazil that did not originate within a university setting. Instead, it emerged from the Permanent Archives Course at the Brazilian National Archive, established in 1911 with the aim of training personnel for the institution. This course operated consistently until it achieved undergraduate status in 1973, receiving a university mandate from the Federal University of Rio de Janeiro (UFRJ). José Honório Rodrigues notes that "From 1959 onwards, technical courses began, including the participation of a French professor, Henri Boullier de Branche" (apud Castro, 2008, p. 156). In 1977, the faculty, administrative staff, enrolled students, and the archival collection were transferred to UNIRIO, then known as FEFIERJ before being renamed UNIRIO in 1979" [End of quote] (Mariz; Aguiar, 2016, p. 206, editorial translation).

To identify the constructs and knowledge that contribute to the development of professional competencies in archivists, this study analyzed the Political-Pedagogical Projects (PPPs) of sixteen (16) Archival Science programs across Brazil. These programs include: Universidade Federal de Minas Gerais (UFMG); Universidade Federal do Pará (UFPA); Universidade Estadual Paulista (UNESP); Universidade Estadual da Paraíba (UEPB); Universidade Federal de Santa Maria (UFSM); Universidade Federal do Rio Grande (FURG); UNIRIO; Universidade Federal da Bahia (UFBA); Universidade de Brasília (UnB); Universidade Federal de Santa Catarina (UFSC); Universidade Federal do Espírito Santo (UFES); Universidade Federal do Rio Grande do Sul (UFRGS); Universidade Estadual de Londrina (UEL); Universidade Federal Fluminense (UFF); Universidade Federal da Paraíba (UFPB); and Centro Universitário Leonardo da Vinci (UNIASSELVI). The Universidade Federal do Amazonas (UFAM) was excluded from the analysis as its PPP could not be located. The regional distribution of these programs encompasses two (2) schools in the North, three (3) in the Northeast, six (6) in the Southeast, five (5) in the South, and one (1) in the Central-West region of the Brazil.

This uneven distribution of Archival Science programs across Brazil reveals a geographical imbalance that has implications for the professional development of the field. This disparity may lead to challenges and concerns specific to regional cultures, partly attributed to Brazil's vast territory and rich cultural diversity. However, it is important to note that this analysis does not take into account population density or the number of states per region. According to Bellotto (2014, p. 211-212),[27],

[Start of quote]

> [...] o ensino arquivístico hoje caracteriza-se também por uma certa identificação com a entidade a qual o curso se acha ligado: se à universidade, se aos arquivos nacionais ou regionais, se a uma associação de classe. Em teoria, o preparo profissional do arquivista universitário exige fundamentalmente: 1. Uma formação intelectual geral. 2. Conhecimentos em torno da teoria arquivística. 3. Adestramento nos trabalhos práticos de arquivo. 4. Conhecimento da metodologia das áreas afetas aos arquivos, isto é, administração, direito e história. 5. Conhecimento teórico e prático das chamadas ciências auxiliares da história, que são a diplomacia, a paleografia, a codicologia e a sigilografia, assim como das chamadas tecnologias documentais, que são a informática, a microfilmagem, a preservação e a restauração de documentos.

[End of quote]

The archival knowledge imparted in undergraduate courses at the sixteen (16) Archival Science programs is delivered to students through a variety of disciplines. Bellotto (2014) highlights that these disciplines fall into three categories: core, complementary,

---

27   Translation: [Start of quote] "[...] Archival education today is also characterized by a certain identification with the entity to which the course is linked: whether to a university, national or regional archives, or a professional association. In theory, the professional preparation of a university archivist fundamentally requires: 1.A general intellectual education; 2. Knowledge of archival theory; 3. Training in practical archival work; 4. Knowledge of methodologies related to archives, such as administration, law, and history; 5. Theoretical and practical knowledge of the so-called auxiliary sciences of history, which include diplomacy, paleography, codicology, and sigillography, as well as the so-called documentary technologies, which encompass informatics, microfilming, preservation, and restoration of documents." (Bellotto, 2014, p. 211-212, editorial translation) [End of quote].

and supplementary. He further notes that despite the varying names these disciplines may have across different schools, their fundamental content remains consistent and the core disciplines include "Introduction to Archival Science," "Current Archives," "Intermediate Archives," "Permanent Archives," "Organization, Planning, and Management of Archives," and "Documentary Analysis." Complementary disciplines include "Administration," "History," "Law," and "Theory and Sociology of Information." In discussing supplementary disciplines, Bellotto observes that:

[Start of quote]

> [...] funcionam como suplemento porque, sendo vazias de conteúdo doutrinário, só tem sentido como instrumentos a serem utilizados, passando então a se vestirem das idiossincrasias próprias do trabalho para o qual estão sendo utilizadas (Bellotto, 2014, p. 217)[28].

[End of quote]

Therefore, having examined the factors that shape the professional training of archivists, the intent should be to move beyond the simplistic dichotomy of technical work versus humanistic work. The profession should be viewed as a dynamic social process, encompassing diverse social actors, with its foundational pillars being technical expertise, associativism (professional collaboration and advocacy), and scientific inquiry. To assess how and whether archivist training has equipped professionals to approach public archives through an inclusive lens, a comprehensive mapping of the terms "access," "users," "accessibility," and "social inclusion" was conducted within the curricula and Political-Pedagogical Projects (PPPs) of Archival Science programs across Brazil. [End of section]

[Start of section]

ANALYSIS AND DISCUSSION OF RESULTS

In this part, this study resorted to documentary research as the foundation for analysis. The research focused on the courses and their respective syllabi outlined within the Political-Pedagogical Projects (PPPs) of Archival Science programs across Brazil. The data was collected in the e-MEC database according to the following criteria: selecting the "Advanced Search" tab, specifying "Undergraduate Courses" in the "Search" field, and entering the term "Archival Science" in the "Course" field.

The search results identified nineteen (19) institutions offering a Bachelor's degree in Archival Science: UnB, UFAM, UEL, FURG, UNESP, Centro Universitário Assunção (UNIFAI), UEPB, UFPA, UFF, UFES, UFMG, UFBA, UFPB, UFRGS, UFSM, UFSC, UNIRIO, and UNIASSELVI.

---

28   Translation: [Start of quote] "[...] they function as supplements because, being devoid of doctrinal content, they only make sense as instruments to be used, thus becoming imbued with the idiosyncrasies specific to the work for which they are being used." [End of quote] (Bellotto, 2014, p. 217, editorial translation)

The search results showed that UNIFAI was a duplicate entry and that the program had not yet commenced, which was also the case for UNIASSELVI. After identifying the active Archival Science programs in the country, the next stew was to conduct a Google search to locate the websites of these institutions and retrieve their respective PPPs. Boolean operators were used with two search terms: "Archival Science school + [institution name]" and "PPP + Archival Science + [institution name]."

Further analysis indicated that some institutions did not offer the formalized PPP document for download. For instance, UFF's information is available through an institutional database, but the formalized PPP could not be located. Despite this, the research proceeded with this specific case, as the platform contained data characteristic of those of other institution's PPPs. This stage involved mapping and analyzing the titles and syllabi of both elective and mandatory program's courses, focusing on the terms "access," "user," "accessibility," and "social inclusion."

A search for the term "access" revealed its inclusion in at least one of the two surveyed fields (course title or syllabus) in eleven (11) universities. The UFMG program notably featured the term "access" in four (4) courses, while UFES was the only school to include "access" exclusively in an elective course, as depicted in **CHART 1** below.

CHART 1 – Course title and syllabus of Archival Science programs containing the term "access"
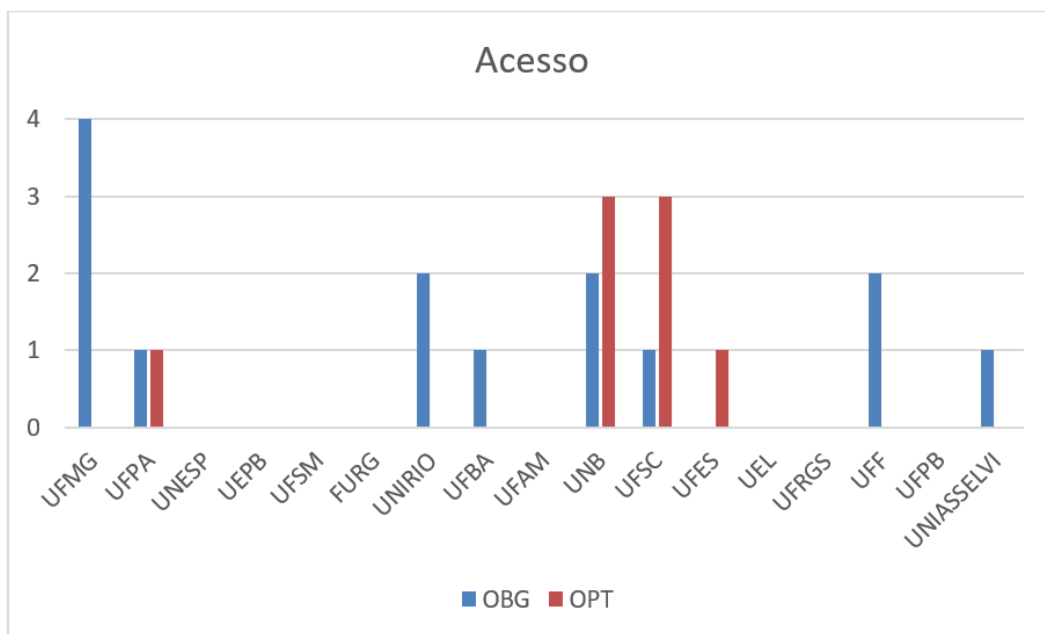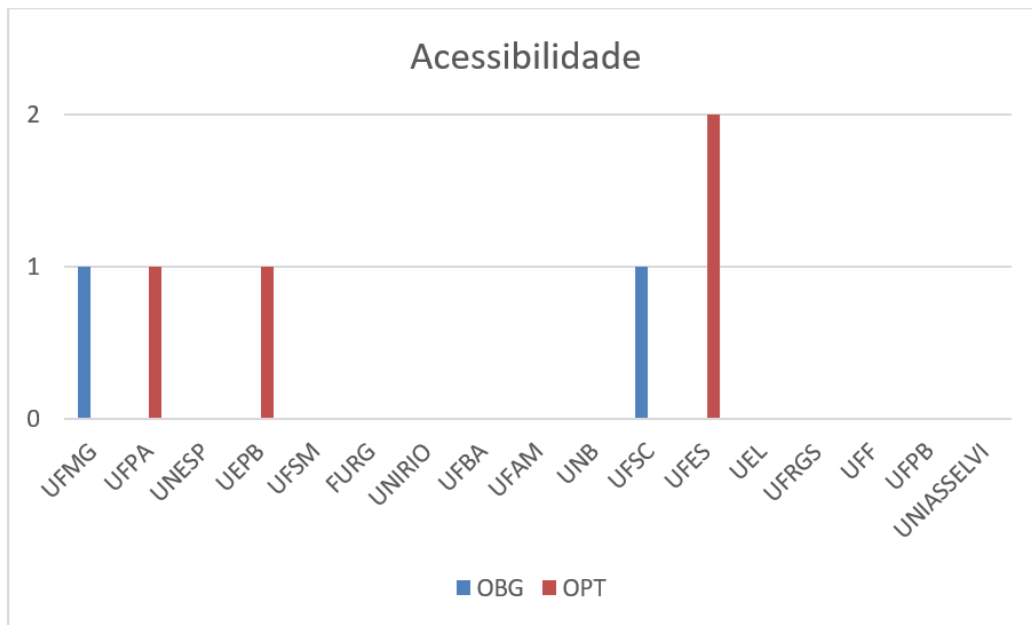

TRADUÇÃO DO TEXTO DA IMAGEM{Acesso – Access; OBG – Mandatory; OPT – Elective}

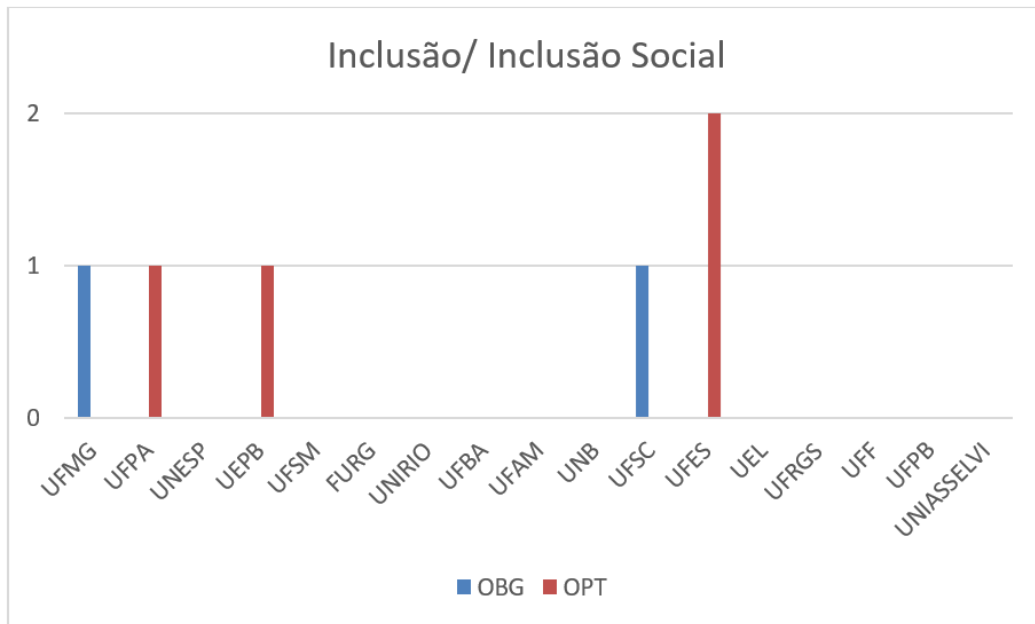[Start of image description] Graphic element featuring twelve blue and red bars arranged side by side. The vertical axis of the graph quantifies the elective and mandatory courses. The horizontal axis lists the universities, positioned next to each other. [End of image description]

Source: Author's own elaboration (2023).

The second term examined, "accessibility," revealed a growing awareness of this theme within archival education. Out of the seventeen (17) schools analyzed, only five (5) incorporated the term into their courses and PPPs. Notably, both UEPB and UEL offer a mandatory course titled "Information Architecture," which addresses accessibility within its syllabus, as depicted in **Chart 2** below. It is significant that all courses addressing accessibility focus on the digital realm.

Chart 2 – Course title and syllabus of Archival Science programs containing the term "accessibility"

TRADUÇÃO DO TEXTO DA IMAGEM {Acessibilidade – accessibility; OBG – Mandatory; OPT – Elective}

[Start of image description] Graphic element featuring five blue and red bars arranged side by side. The vertical axis quantifies the elective and mandatory courses on accessibility. The horizontal axis lists the universities, positioned next to each other. [End of image description]

Source: Author's own elaboration (2023).

The terms "inclusion" or "social inclusion" were found in five (5) PPPs, as illustrated in **Chart 3** below. The UFMG and UFSC programs each include one (1) mandatory course that addresses digital inclusion. The PPPs of UEPB and UFPA each feature one (1) elective course on the topic, while UFES offers two elective courses. Notably, no course was found to address "social inclusion" in a broader, more comprehensive sense. As highlighted in the literature review, there seems to be a prevailing tendency to interpret "inclusion" narrowly, primarily within the context of the digital environment.

CHART 3 – Course title and syllabus of Archival Science programs containing the term "Inclusion/Social Inclusion"

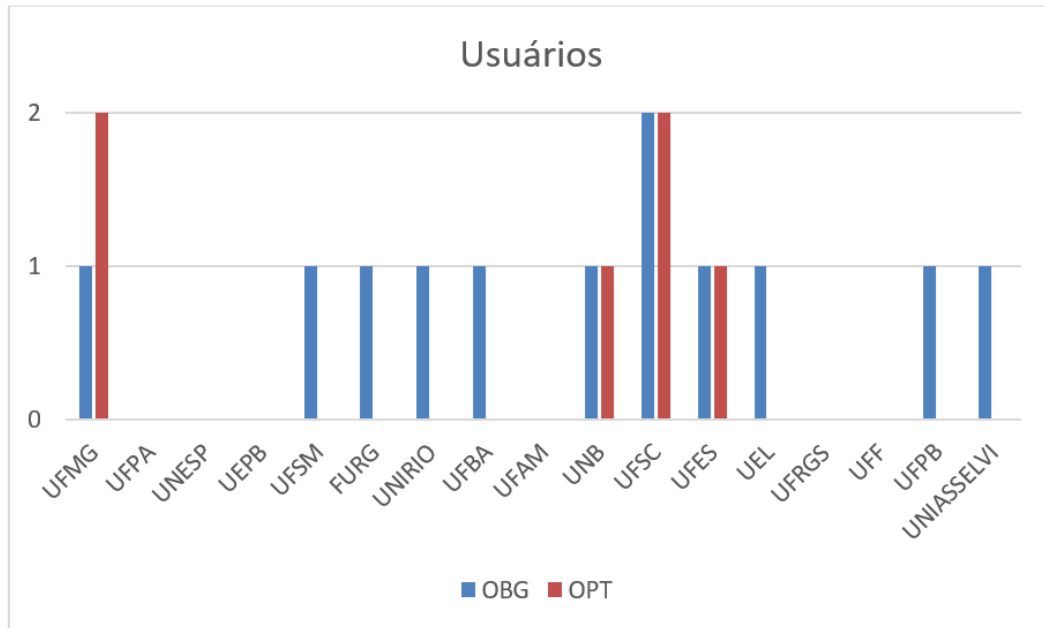TRADUÇÃO DO TEXTO DA IMAGEM {Inclusão/Inclusão Social – Inclusion/Social Inclusion; OBG – Mandatory; OPT – Elective}

[Start of image description] Graphic element featuring fifteen blue and red bars arranged side by side. The vertical axis quantifies the elective and mandatory courses on Inclusion/Social Inclusion. The horizontal axis lists the universities, positioned next to each other. [End of image description]

Source: Author's own elaboration (2023).

As the research indicates, the term "user" appears in the titles or syllabi of courses in the majority of Archival Science schools. Fourteen (14) programs incorporate at least one mandatory course that addresses archive users, signifying notable progress in this area of study. However, it is worth noting that the programs at UFPA and UFRGS do not include any courses specifically focused on this topic, as illustrated in **CHART 4** below.

**CHART 4** – Course title and syllabus of Archival Science programs containing the term "user"

TRADUÇÃO DO TEXTO DA IMAGEM {usuário – user; OBG – Mandatory; OPT – Elective}

[Start of image description] Graphic element featuring fifteen blue and red bars arranged side by side. The vertical axis quantifies the elective and mandatory courses on users. The horizontal axis lists the universities, positioned next to each other. [End of image description]

Source: Author's own elaboration (2023).

Finally, considering the enactment of the Statute of the Person with Disabilities in 2015, an analysis was conducted on the PPPs that were either updated or published after that date. This approach was based on the premise that it is not feasible to definitively confirm a lack of concern for the theme of disability in pedagogical proposals developed before 2015, as illustrated in **CHART 5** below.

Chart 5 – Publication date of the PPPs of Archival Science schools in Brazil and the Statute of the Person with Disabilities
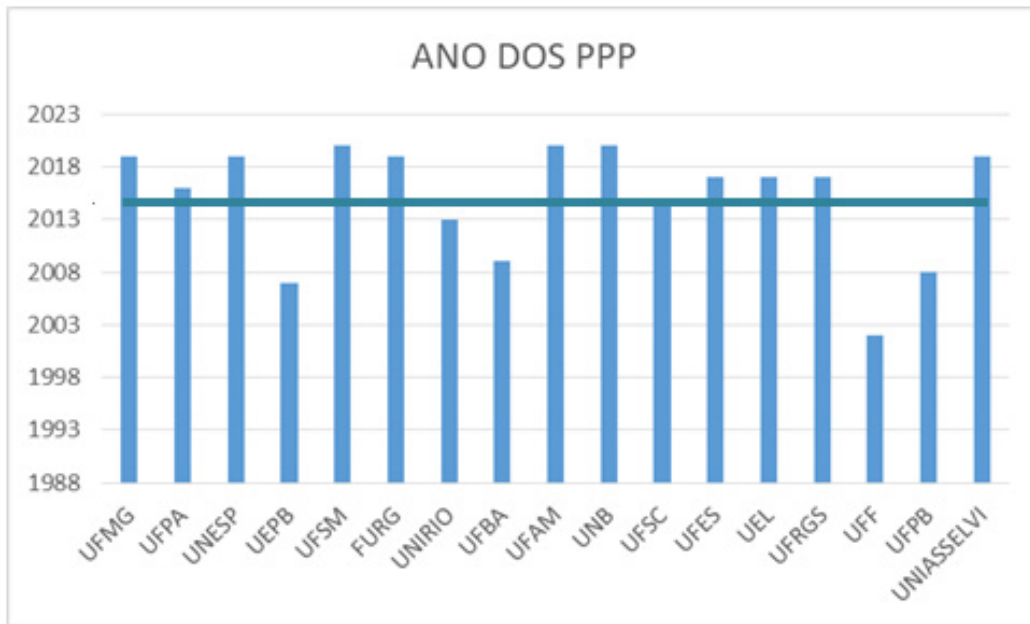
TRADUÇÃO DO TEXTO DA IMAGEM {Anos dos PPPs – PPPs' publication date}

[Start of image description] Graphic element featuring seventeen blue bars arranged side by side. The vertical axis quantifies the publication dates of the PPPs. The horizontal axis lists the universities, positioned next to each other. [End of image description]

Source: Author's own elaboration (2023).

Analysis of the data presented in the chart reveals that five schools (UEPB, UNIRIO, UFBA, UFF, and UFPB) published their PPPs before the 2015 enactment of the Statute of the Person with Disabilities. UFSC's PPP was published in 2015, while the remaining eleven schools (UFMG, UFPA, UNESP, UFSM, FURG, UFAM, UnB, UFES, UEL, UFRGS, and UNIASSELVI) published theirs afterwards. A cross-referencing of the data on the use of the terms "access," "accessibility," "users," and "social inclusion" in course title and syllabi with the PPP publication dates indicates that these topics are not prioritized in the eleven schools that approved their PPPs post-2015. This suggests a potential disconnect between the legal mandate for inclusivity established by the statute and the educational priorities of these programs.

CONCLUSIONS

This paper aimed to identify the initiatives and efforts related to accessibility and social inclusion undertaken by Archival Science programs in Brazil, as reflected in their Political-Pedagogical Projects (PPPs), to prepare future professional archivists. The infrequent occurrence of these subjects in the educational and training agendas of Brazilian institutions

appears to mirror the persistent exclusionary nature of contemporary Brazilian society. Notably, since the 2015 publication of the Statute of the Person with Disabilities, eleven (11) schools have updated their PPPs, yet only one (1) includes accessibility as a mandatory course.

This finding suggests that the Brazilian archival science field may not have fully embraced the ideal of ensuring access to archives for all. Investment is needed in the training of professionals to employ diverse methods, tools, and solutions tailored to the specific needs of users with disabilities, considering their unique biopsychosocial requirements.

Meeting informational needs will only be achieved by addressing biopsychosocial needs. After all, what good is a well-described collection or refined research tools if the user cannot access the material due to existing barriers or limitations?

REFERENCES

ARQUIVO NACIONAL. **Dicionário brasileiro de terminologia arquivística**. Rio de Janeiro: Arquivo Nacional, 2005.

BELLOTTO, H. L. **Arquivo**: estudos e reflexões. Belo Horizonte: UFMG, 2014.

BRASIL. **Lei n° 13.146 de 6 de julho de 2015**. Institui a Lei Brasileira de Inclusão da Pessoa com Deficiência (Estatuto da Pessoa com Deficiência). Brasília: Diário Oficial [da] União, [2015]. Available at: http://www.planalto. gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm. Access on: 25 jan. 2023.

BRASIL. **Decreto n° 82.590, de 6 de novembro de 1978**. Regulamenta a Lei nº 6.546, de 4 de julho de 1978, que dispõe sobre a regulamentação das profissões de Arquivista e de técnico de Arquivo. Brasília, Diário Oficial [da] União, [1978]. Available at: http://www.planalto.gov.br/ccivil_03/decreto/1970-1979/d82590.htm. Access on: 14 jun. 2023.

BRASIL. **Decreto nº 10.278, de 18 de março de 2020**. Regulamenta o disposto no inciso X do caput do art. 3º da Lei nº 13.874, de 20 de setembro de 2019, e no art. 2º-A da Lei nº 12.682, de 9 de julho de 2012, para estabelecer a técnica e os requisitos para a digitalização de documentos públicos ou privados, a fim de que os documentos digitalizados produzam os mesmos efeitos legais dos documentos originais. Brasília. Available at: https://www.planalto.gov.br/ccivil_03/_ato2019-2022/2020/decreto/d10278.htm. Access on: 14 maio 2023.

BRASIL. Ministério da Educação. **Perguntas frequentes** – O que é o sistema e-MEC. [*S. l.*]: [*s. n.*], 2020. Available at: https://emec.mec.gov.br/emec/nova. Access on: 15 nov. 2021.

BRASIL. Ministério do Trabalho. Classificação Brasileira de Ocupações. **Informações gerais**. Brasília: Ministério do Trabalho, [2017]. Available at: http://www.mtecbo.gov.br/cbosite/pages/informacoesGerais.jsf. Access on: 27 jun. 2022.

BROWN, E. H. Archival Activism, Symbolic Annihilation, and the LGBTQ2 + Community Archive. **Archivaria** – The Journal of the Association of Canadian Archivists, [*s. l.*], n. 89, p. 6-33, maio. 2020. Available at: https://archivaria.ca/index.php/archivaria/article/view/13729. Access on: 27 jun. 2022.

CARTER, R. G. S. Das coisas ditas e não ditas: poder, silêncios de arquivo e poder no silêncio. **Archivaria** – The journal of the Association of Canadian Archivists, [*s. l.*], n. 61, p. 215-233, set. 2006. Available at: https://archivaria.ca/index.php/archivaria/article/view/12541. Acesso em 10 dez. 2022.

CONSELHO INTERNACIONAL DE ARQUIVOS; FONSECA, V. M. M. Princípios básicos sobre o papel dos arquivistas na defesa dos direitos humanos. **Informação Arquivística**, Rio de Janeiro, v. 5, n. 1, jan./jun. 2016. Available at: https://www.brapci.inf.br/index.php/res/v/41993. Access on: 8 nov. 2021.

CUNHA, M. B.; CAVALCANTI, C. R. O. **Dicionário de biblioteconomia e arquivologia**. Brasília: Briquet de Lemos, 2008. xvi, 451 p.

DUA. **Declaração Universal sobre os Arquivos**. Poder Judiciário do Estado do Rio de Janeiro, Rio de Janeiro, 2010.

EASTWOOD, T. Um domínio contestado: a natureza dos arquivos e a orientação da ciência arquivística. *In*: EASTWOOD, T.; MACNEIL, H. (org.). **Correntes atuais do pensamento arquivístico**. Belo Horizonte: UFMG, 2016.

FUNDAÇÃO UNIVERSIDADE DO RIO GRANDE. **Curso de Arquivologia** – projeto pedagógico. Rio Grande: FURG, 2017. Available at: https://arquivologia.furg.br/images/PPC-Arquivologia-2017.pdf. Access on: 7 nov. 2021.

FURTADO, R. L.; SILVA, V. M. O papel do Arquivista na defesa dos direitos humanos: em busca de elementos da Competência em Informação. **ConCI**: Convergências em Ciência da Informação, Belém, v. 2, n. 2, p. 23-43, jan. 2020.

GOMES, H. F. A mediação da informação, comunicação e educação na construção do conhecimento. **DataGramaZero** – Revista de Ciência da Informação, Salvador, v. 9, n. 1, p. 1-15, fev. 2008. Available at: https://repositorio.ufba.br/handle/ri/3041. Access on: 20 nov. 2021.

GOMES, H. F. Protagonismo social e mediação da informação. **Logeion**: Filosofia da Informação, Rio de Janeiro, v. 5, n. 2, p. 10–21, 2019. DOI: 10.21728/logeion.2019v5n2.p10-21. Available at: https://revista.ibict.br/fiinf/article/view/4644. Access on: 20 nov. 2021.

HARRIS, V. The archival sliver: power, memory, and archives in South Africa, **Archivalscience**, v. 2, n. 1, p. 63-86, 2002. Available at: http://metafactory.ca/arch-eph/wp-content/uploads/2010/01/harris2002b.pdf. Access on: 27 dez. 2022.

JARDIM, J. M. A formação do arquivista na sociedade contemporânea. **Cadernos BAD**, Lisboa, n. 7, 2001. Available at: https://www.bad.pt/publicacoes/index.php/congressosbad/article/viewFile/707/706. Access on: 22 maio 2022.

JIMERSON, R. C. Archives for All: Professional Responsibility and Social Justice. **The American Archivist**, [*s. l.*], v. 70, n. 2, p. 252-281, 2007. Available at: https://meridian.allenpress.com/american-archivist/article/70/2/252/24093/Archives-for-All-Professional-Responsibility-and. Access on: 1 nov. 2021.

LIBÂNEO, J. C. A aprendizagem escolar e a formação de professores na perspectiva da psicologia histórico-cultural e da teoria da atividade. **Educar em Revista**, Curitiba, n. 24, p. 113-147, jul. 2004. Available at: http://dx.doi.org/10.1590/0104-4060.352. Access on: 26 jun. 2021.

MAIA, A. M. **A construção do curso de Arquivologia da UNIRIO**: dos primeiros passos à maturidade universitária? 2006. Dissertação (Mestrado em Educação) – Universidade Federal do Estado do Rio de Janeiro, Rio de Janeiro, 2006.

MALCHER, L. T. Código de Ética. **Boletim da Associação dos Arquivistas Brasileiros**, ano 6, n. 3-4, jul./dez. 1996. Available at: http://koha.an.gov.br/cgi-bin/koha/opac-retrieve-file.pl?id=102deb2b74f52f791713e00ee1d74fcf. Access on: 8 jun. 2023.

MARIZ, A. C. A.; AGUIAR, A. F. S. O Curso de Arquivologia da UNIRIO: breve histórico, características e sua importância no cenário da Arquivologia brasileira. **Revista AGCRJ**, Rio de Janeiro, n. 7, p. 205-222, 2013. Available at: http://wpro.rio.rj.gov.br/revistaagcrj/wp-content/uploads/2016/11/e07_a8.pdf. Access on: 19 nov. 2021.

OLIVEIRA, L. M. V. Governança arquivística em instituições de memória. *In*: CUNHA, F. J. A. P.; MATOS, BRITTO, M. T. N.; LIMA, QUEIROGA, G. L. (org.). **Governança arquivística em organizações públicas e privadas no Brasil**: teoria e prática. Salvador: EDUFBA, 2022. p. 147-159.

RANGEL, T. R. R. **(Re) pensando a universalidade do acesso nos arquivos públicos**: a acessibilidade como uma ferramenta inclusiva para a garantia da cidadania. Orientadora: Lúcia Maria Velloso de Oliveira. 2023. 410 f. Tese (Doutorado em Ciência da Informação) – Programa de Pós-graduação em Ciência da Informação da Universidade Federal Fluminense. Niterói: UFF, 2023.

SASSAKI, R. K. **Inclusão**: construindo uma sociedade para todos. 7. ed. Rio de Janeiro: WVA, 1997.

SASSAKI, R. K. **Acessibilidade**: uma chave para a inclusão social. Sociedade Inclusiva. [*S. l.*], 2005. Available at: https://www.sociedadeinclusiva.com.br/2020/05/01/acessibilidade-a-chave-para-a-inclusao-social/. Access on: 2 jun. 2022.

SASSAKI, R. K. **As escolas inclusivas na opinião mundia**l. Viver consciente. [*S. l.*], maio 2008. Available at: http://www.viverconsciente.com.br/exibe_artigo.asp?codigo=75&codigo_categoria=13#:~:text=uma%20escola%20inclusiva%2C%20diferentemente%20de,defici%C3%AAncia%20nas%20classes%20comuns%3B%206. Access on: 20 ago. 2022.

TURNER, A. Archival Readiness: Archive Making in an Emergency Shelter. **Archivaria**, Kingston, v. 92, p. 74-107. Available at: https://archivaria.ca/index.php/archivaria/article/view/13819. Access on: 18 jun. 2023.

UNIVERSIDADE DE BRASÍLIA. **Projeto pedagógico do curso de Arquivologia**. Brasília: UNB, 2020. Available at: http://arquivologia.fci.unb.br/index.php/curriculo?download=158:projeto-pedagogico-do-curso-de-arquivologia. Access on: 17 jun. 2022.

UNIVERSIDADE ESTADUAL DE LONDRINA. **Deliberação** – Câmara de Graduação n. 031/2017. Estabelece o currículo do curso de Arquivologia a vigorar a partir do ano letivo de 2018. Universidade Estadual de Londrina, Londrina, 2017. Available at: http://www.uel.br/prograd/documentos/deliberacoes/2017/deliberacao_31_17. pdf. Access on: 7 nov. 2021.

UNIVERSIDADE ESTADUAL DA PARAÍBA. **Projeto pedagógico**. UEPB. Paraíba, [20–?]. Available at: http:// arquivologiauepb.com.br/curso/projeto-pedagogico/. Access on: 07 nov. 2021.

UNIVERSIDADE ESTADUAL DE SÃO PAULO. UNESP. **Projeto pedagógico do curso de Arquivologia**. Marília, 2012. Available at: https://www.marilia.unesp.br/Home/Graduacao/Arquivologia/projeto-pedagogico-2013. pdf. Access on: 7 nov. 2021.

UNIVERSIDADE FEDERAL DO ESPÍRITO SANTO. **Estrutura do Currículo** – grade curricular completa. UFES. Espírito Santo, [20–?]. Available at: https://arquivologia.ufes.br/sites/arquivologia.ufes.br/files/field/anexo/ ppc_arquivologia_2016_versao_final_grade_curricular_e_ementario_26052017.pdf#overlay-context=grade-curricular. Access on: 7 nov. 2021.

UNIVERSIDADE FEDERAL DO ESTADO DO RIO DE JANEIRO. **Plano de ensino das disciplinas do Bacharelado em Arquivologia 2018**. Rio de Janeiro: Escola de Arquivologia, 2018. Available at: http://www. unirio.br/arquivologia/arquivos/programa-das-disciplinas/plano%20de%20ensino%20das%20disciplinas%20 2018.2.pdf. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL FLUMINENSE. **Quadro de horários**. UFF. Niterói, [20–?]. Available at: https:// app.uff.br/graduacao/quadrodehorarios. Access on: 7 nov. 2021.

UNIVERSIDADE FEDERAL DE MINAS GERAIS. **Projeto pedagógico do curso de arquivologia**. Belo Horizonte: UFMG, 2012. Available at: http://colgradarquivo.eci.ufmg.br/documentos/projeto-pedagogico-do-curso-de-arquivologia. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL DO PARÁ. **Projeto pedagógico do curso de arquivologia**. UFPA. Pará, [20–?]. Available at: https://faarq.ufpa.br/projeto-pedagogico/. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL DA PARAÍBA. **Projeto Político Pedagógico** – curso de Arquivologia. João Pessoa: UFPB, 2008. Available at: https://sigaa.ufpb.br/sigaa/public/curso/ppp.jsf?lc=pt_BR&id=1626802. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL. **Projeto pedagógico do curso de arquivologia**. UFRGS. Rio Grande do Sul, [20–?]. Available at: https://www.ufrgs.br/fabico/graduacao/arquivologia. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL DE SANTA CATARINA. **Projeto pedagógico do curso de graduação de arquivologia**. Florianópolis: UFSC, 2015. Available at: https://arquivologia.paginas.ufsc.br/files/2016/05/PROJETO-PEDAGOGICO-DO-CURSO.pdf. Access on: 17 jun. 2022.

UNIVERSIDADE FEDERAL DE SANTA MARIA. **Projeto pedagógico (PCC)**. UFSM. Santa Maria, [20–?]. Available at: https://www.ufsm.br/cursos/graduacao/santa-maria/arquivologia/projeto-pedagogico. Access on: 17 jun. 2022.