



DEMOCRATIC SCHOOL MANAGEMENT: A PATH TO THE CONSTRUCTION OF A FAIRER AND MORE PARTICIPATORY SCHOOL



<https://doi.org/10.56238/levv16n46-016>

Submitted on: 06/02/2025

Publication date: 06/03/2025

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ABSTRACT

The objective of this study is to explore the relevance of democratic school management in the creation of fair and participatory educational environments. To this end, a qualitative approach was adopted, which included a literature review and the analysis of successful cases in several educational institutions. The main results indicate that democratic management, based on principles of equality and collaboration, effectively transforms the school culture by ensuring that all participants, teachers, students, parents and the community have an active voice in decisions. Despite significant challenges, such as resistance to change and scarcity of resources, the experiences examined demonstrate that the active participation of the school community has a positive impact on academic performance and the quality of education. It was found that the implementation of collaborative and inclusive practices is directly related to the improvement of several indicators of educational quality, showing that democratic management is decisive for this transformation. In addition, promoting democracy in schools not only enriches the teaching-learning process, but also helps to form more engaged and aware citizens, who consider themselves an integral part of society. In summary, democratic school management should be a priority in educational policies, as it can result in a more equitable education, where everyone has the chance to contribute and benefit collectively. This approach not only improves the school environment but also prepares students for more active citizen participation in the future.

Keywords: School Management. Democracy. Participation. Educational Quality. Citizenship.

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INTRODUCTION

Democratic school management has been consolidated as a fundamental concept in discussions about the reformulation of the contemporary educational environment. This paradigm proposes to transform the school into a space that not only meets academic needs, but also promotes a fairer social environment, in which all the voices of the school community — students, parents, educators, and administrators — are heard and considered. In view of the current demands and complexities faced by education, democratic management stands out for its ability to foster effective and inclusive dialogue within educational institutions.

In recent years, school management practices have been challenged by a range of contemporary issues, including socioeconomic inequalities, the growing importance of inclusion, and the need to cater to cultural and individual diversities. This evolution brings to light the relevance of democratic management as an approach that not only considers the plurality of voices, but also seeks concrete actions to integrate these perspectives into the formulation of educational policies and practices. The recognition of diversity as a valuable asset in schools is an important step towards building a collaborative and respectful environment.

The need to deepen the discussion on democratic school management is justified by the growing mobilization of communities in favor of greater involvement in decisions that affect the education of their children. Research in this field is fundamental to understand how democratic practices can be effectively implemented and what impacts they have on the quality of education. In addition, through the study of democratic management, it is possible to identify models that not only seek participation, but also promote real change in interpersonal relationships within the school.

Thus, the research problem that is proposed is: how can democratic school management be effectively implemented in educational institutions and what are its effects on the school environment and on the quality of education? This issue is complex, as it involves a series of variables, including resistance to change, the continuing education of educators and community participation. In addition, the investigation of this theme reveals the interconnection between management practices and the formation of a school culture that values collaboration and co-responsibility.

The general objective of this research is to analyze the practices of democratic school management, proposing an in-depth understanding of their implementation and impacts on school dynamics. This study seeks to contribute with reflections and insights

that can direct improvements in the management strategies adopted in schools, promoting more inclusive and respectful environments.

Specific objectives include: 1) mapping current school management practices in different contexts; 2) to identify the challenges faced by managers and educators in the implementation of democratic management; 3) to evaluate the perception of the school community about its participation and its impact on management; and 4) to propose guidelines for effective democratic management in educational institutions.

The research will adopt a bibliographic methodology, which will allow a survey and critical analysis of literature pertinent to the theme of democratic school management. This approach will enable a broader understanding of existing theories and practices, as well as facilitate the identification of gaps and opportunities for future interventions.

In short, the introduction proposes to present the relevance of democratic school management, the challenges and nuances that involve its implementation, the importance of research in this field, the central problem to be investigated, the objectives of the research and the methodology to be used. With this, it seeks to establish a solid basis for the analyses that will follow in the body of the work, contributing to a critical and reflective understanding of the theme in question.

THEORETICAL FRAMEWORK

Democratic school management is based on values that promote equal opportunities, the active participation of the school community and the incessant search for social justice. In this context, the theories of renowned educators serve as pillars, bringing a deep reflection on the role of education in the formation of critical and conscious citizens. This approach proposes a collaborative environment, where all members of the school, from students to teachers and families, have a voice and are encouraged to contribute to the construction of a more democratic educational space.

Paulo Freire's perspective, which sees education as an act of freedom, emphasizes the relevance of dialogical relationships between educators and students, promoting the development of critical consciousness. From his reflection, the school becomes a place not only for the transmission of content, but for the collective construction of knowledge, where each individual is respected and their experiences are considered in the learning process. This form of education makes students feel like protagonists of their trajectories, which is fundamental for the effectiveness of democratic management.

John Dewey complements this view by emphasizing the importance of practical experience in education, arguing that learning should be connected to students' realities. By

integrating everyday school experiences, democratic management proposes to cultivate an environment that instigates curiosity and participation, making the school a space for the formation of citizens capable of acting in society. Educational practice must therefore transcend the walls of the classroom, nurturing learning that reverberates in the lives of students.

In addition, Gramsci's critical analysis of power relations in the educational space reveals the school as a space of potential social transformation. In this sense, democratic management must be attentive to the power dynamics that exist within the school community, promoting equity and respect for diversity. The construction of an environment where all voices are heard and valued is vital for the true essence of democracy to be lived in the daily life of the school.

The empirical evidence that supports the effectiveness of inclusive management corroborates the importance of adopting practices that truly engage and benefit students. Increased academic engagement and achievement demonstrate that by fostering a culture of participation and mutual respect, the school becomes a conducive place for meaningful learning. Thus, democratic management should not be seen as an option, but as a necessity for the construction of quality education.

Therefore, the reflection on the theoretical foundations of democratic school management must be transformed into concrete actions within educational institutions. The implementation of these practices requires a collective commitment, in which all school agents strive to create a fairer and more participatory environment. This not only enriches the school experience, but also contributes to the formation of more aware and active citizens in society, thus promoting a positive cycle of transformation and educational evolution.

FUNDAMENTALS OF DEMOCRATIC SCHOOL MANAGEMENT

Democratic school management emerges as a significant alternative in the search for more inclusive and participatory educational practices. In this context, the principles that underpin it, such as participation, transparency and collegiality, play an essential role in the formation of school environments that respect the diversities present in educational communities.

In recent years, the discussion on school management has taken on new proportions, especially in view of the need to include the voices of different actors in the school community. The increase in diversity in classrooms and the growing demand for inclusive education foster the relevance of management models that promote the active

participation of all those involved. The literature has shown that "a management that favors the participation of different segments of the school community is vital for the construction of a fairer and more equitable education" (FREITAS, 2021, p. 2740).

The core concepts of democratic school management include active participation, transparency in decisions, and collaboration among all segments of the school. These elements, when integrated, form a structure that values the opinions and needs of students, parents, and teachers. According to Cintra (2019), "an inclusive education demands the construction of a space where everyone has a voice and a turn" (p. 03). In this sense, the practice of democratic management can be considered not only an administrative strategy, but also a pedagogical proposal.

The implications of democratic school management are broad and deepen in the strengthening of the school community. By adopting this model, schools can improve the relationship between those involved, promoting a climate of trust and respect. This aspect is reinforced by Florentino and Costa (2023), who state that "collaborative dynamics and open dialogue guarantee an environment that respects and values the specificities of each student" (p. 190). Thus, democratic management is directly linked to the development of a culture of inclusion.

Debates around this management model often focus on resistance to change within educational institutions. The transition from traditional models, which may be more hierarchical, to collegiate management often involves significant challenges. However, as discussed by NARCISO et al. (2024), the "implementation of inclusive methodologies is a challenge that must be faced with courage and determination" (p. 88). These debates also extend to the role of educator training in this new reality.

In view of the considerations presented, it is evident that democratic school management represents an advance in the promotion of a more inclusive and participatory education. This model not only benefits the school administration, but also contributes significantly to the formation of critical and active citizens. Therefore, it is essential that educational institutions continue to explore and implement practices that promote the voice of all members of the school community, thus ensuring an educational environment that respects and values diversity.

CONCEPTS AND PRINCIPLES OF SCHOOL MANAGEMENT

The concepts and principles of school management are based on the idea that education should be an inclusive and participatory process, integrating various actors in its functioning. Effective management is based on values such as inclusion, equity and



cooperation, promoting the construction of an environment where open communication between teachers, students and parents is encouraged. Additionally, principles such as shared responsibility and accountability are essential, as they ensure that decisions are the result of a reflected consensus, respecting the cultural and social diversities of each educational context.

IMPORTANCE OF DEMOCRACY IN EDUCATION

Democracy in education is important, as it is a principle capable of transforming the school into a space for participatory and critical learning. This model not only promotes active citizenship among students by integrating direct democracy practices into pedagogical processes, but also fosters an institutional culture that values diversity and dialogue. In addition, the cultivation of democratic practices in schools prepares students to live in a plural society, teaching them values such as equality, justice and respect for human rights, essential for coexistence in an increasingly interdependent world.

PARTICIPATION AND INVOLVEMENT IN SCHOOL MANAGEMENT

Democratic school management is a topic that deserves special attention in contemporary times, given its fundamental role in the construction of a more inclusive and participatory education. This model is characterized by the inclusion and active participation of all members of the school community, from students, parents, teachers to the administrative team. This approach aims not only to improve the school environment, but also to strengthen citizenship and promote essential values such as respect, equity, and solidarity.

Contextually, democratic management is inserted in a scenario where the effective participation of the school community is seen as a central element for the construction of quality education. In an environment where everyone has a voice, decisions are made more collaboratively, ensuring that different perspectives are considered. According to Santos et al. (2023), "the importance of teacher qualification for inclusive education" is directly linked to the construction of an environment that favors the participation of all. This qualification goes beyond technical training and extends to mediation and dialogue skills, which are essential in a plural school context.

In this sense, the concepts of transparency and co-responsibility emerge as fundamental pillars of democratic school management. Transparency allows all participants to understand the processes and decisions made, while co-responsibility encourages each member to assume their role in the development of the school community. As stated by

Carmo et al. (2019), "the convergences and distances in the area of special education" are deeply related to the ways in which management is conducted, evidencing the need for an approach that unites diverse knowledge and practices.

The implications of democratic management go beyond the school sphere, impacting society as a whole. When the school community is organized around common goals, it creates a space conducive to the development of essential skills, such as collective leadership and conflict resolution. Freitas and Franco (2022) highlight the relevance of "pedagogical practices in special education" as a reflection of this participatory management, where action research translates into strategies aimed at inclusion and appreciation of the diversities present in the school.

The debate on democratic school management also involves the analysis of the barriers that still persist in the implementation of this model. Despite its transformative potential, many challenges remain, such as resistance to change and the lack of adequate training for those involved. The continuing education of educators is vital to overcome these obstacles, since it enables professionals to work collectively and implement practices that favor inclusion.

Conversations around democratic management should incorporate voices from different segments of the school, allowing the exchange of experiences and learning. In an environment where active listening is valued, the school community gains strength and cohesion, enabling the development of projects that promote inclusion and respect diversity. This collective construction is, therefore, a continuous process that involves reflection, action and reevaluation of educational practices.

It is worth mentioning that participatory management is not a simple task and requires the commitment of all those involved. The engagement of parents, the local community and educators is essential for the proposed actions to be meaningful and effective. Through the creation of spaces for dialogue and the promotion of joint projects, democratic management can be consolidated as an effective and sustainable model.

In this context, valuing diversity must be a constant goal. Inclusive education, while respecting the particularities of each student, requires that school management practices consider the differences and specific needs of all students. Thus, democratic management becomes an important tool in building an environment where each individual can thrive.

Finally, reflection on democratic school management must permeate daily practices, promoting a culture of collaboration and mutual respect. The results to be sought are not restricted only to the improvement of academic performance, but include the integral formation of the citizen. As Santos et al. (2023) conclude, "an inclusive education in the

public school system" does not translate into isolated actions, but into a collective construction that involves all actors in the school community.

In this way, democratic school management presents itself as a promising model that, even in the face of challenges, can transform the educational reality. The creation of a space where everyone feels they belong and is active contributes to the development of a fairer and more equitable education, reflecting on the formation of conscious and participatory citizens. Therefore, the search for the effectiveness of this model requires a continuous commitment from all those involved, reinforcing the importance of education as a fundamental human right.

ROLE OF THE DIFFERENT ACTORS IN PARTICIPATORY MANAGEMENT

Participatory school management is essential for strengthening democratic practices within educational institutions. In this context, each actor plays a key role, starting with managers, who have the responsibility to create a transparent and inclusive environment. They should promote spaces that encourage the active participation of all those involved: teachers, students, parents and community members. This approach not only democratizes the educational process but also builds a sense of belonging and engagement at all levels.

Teachers, as mediators, play a paramount role in promoting the involvement of students and families. By facilitating communication and dialogue, they help to create a welcoming school climate where everyone feels comfortable expressing their opinions. In addition, by involving students in the planning and evaluation of activities, educators encourage autonomy and accountability, allowing students' voices to be heard and valued. This process is vital to cultivating a culture of participation and collaboration, which benefits the school environment as a whole.

The contribution of parents and the community cannot be underestimated, as they expand the support network and bring perspectives that enrich school decisions. The active participation of these groups promotes a link between the school and society, reinforcing everyone's commitment to education. As stated by Alves and Fiorini (2018), "adaptation as a path" is essential to ensure that all those involved feel integrated and can collaborate effectively in the development of inclusive and democratic practices in schools. This mutual collaboration is what enhances the improvement of educational quality and the promotion of a fairer and more participatory environment.

CHALLENGES AND POSSIBILITIES OF DEMOCRATIC SCHOOL MANAGEMENT

Democratic school management is faced with a series of challenges and opportunities in the current educational scenario. Among the most significant obstacles, cultural resistance to innovations stands out, which often prevents the adoption of new pedagogical practices. In addition, institutional bureaucracy imposes limits on the agility needed to implement changes that reflect the needs of the school community. Poor training of managers and educators also contributes to the difficulty in leading transformative processes, resulting in a lack of effective strategies to involve all school members.

The lack of financial resources and political support also stands out as a limiting factor in promoting a more democratic management. The absence of incentives and investments causes a cycle of demotivation among educators, who often feel overloaded and undervalued. Even in the face of these difficulties, there is the possibility of building an educational environment that promotes active participation and collaboration among all those involved. When the members of the school community feel heard and respected, the construction of a more cohesive educational space becomes viable.

Democratic management practices create a scenario where dialogue is valued and equal opportunities are prioritized. By fostering this environment, it is possible to promote inclusion and diversity, ensuring that different voices are represented in school decisions. School autonomy is strengthened when educational communities engage in a process of collective construction, which, in turn, results in a more meaningful development for students. This approach not only transforms the daily school life, but also favors the formation of critical and participatory citizens.

The strengthening of students' active citizenship is an important result of the implementation of democratic management. When students have the opportunity to engage in decision-making, they develop essential skills for life in society. This stimulates a sense of responsibility and commitment to the school environment, while promoting a greater connection between theory and practice. Schools that adopt this approach are prepared to form more aware and engaged individuals.

A school management that prioritizes democracy can also contribute to instituting a culture of mutual trust between educators and administrators. Recognizing the skills and contributions of each member of the school community is key to creating a sense of belonging. This collaboration is an essential factor in promoting initiatives aimed at continuous improvement, allowing the school to respond more effectively to the demands and challenges that arise. Sharing responsibilities helps build healthier and more productive relationships.

Therefore, democratic management represents a viable path for the transformation of educational experiences. By empowering all actors involved, an environment is fostered in which creativity and innovation can flourish. A school that continually reinvents itself models practices that reflect the needs and aspirations of its community. It is through this process of innovation and adaptation that the identity of the educational institution is strengthened.

In addition, democratic management has the ability to foster youth protagonism, since students are encouraged to become agents of change. This protagonism is decisive for the formation of conscious leaders, who act not only in the school space, but also in their communities. By cultivating leadership skills, schools prepare students for the challenges they will face throughout their lives, contributing to the construction of a more just and equitable society.

Democratic practices also have a positive impact on the motivation of educators. When their knowledge and experiences are valued, professionals feel more motivated to offer the best to their students, creating a virtuous cycle of engagement and commitment. This willingness to collaborate is not limited to the interior of the school; It can involve the local community, creating partnerships that enrich the educational process.

Despite all the challenges, the trajectory towards democratic management is not only necessary, but desirable. By embracing this approach, schools have the opportunity to become spaces for social transformation, where education goes beyond the mere transmission of knowledge. This educational perspective broadens horizons, promoting the integral education of students and preparing them to be active citizens committed to building a more sustainable and humane future.

METHODOLOGY

Research on democratic school management seeks to understand how this approach can contribute to the creation of a more equitable and engaging environment in educational institutions. For this, a qualitative methodology was used, centered on a case study. This study focused on schools that have implemented practices that promote the participation of all members of the school community. Data collection was carried out through semi-structured interviews, which ensured a comprehensive view of the experiences of principals, teachers, students and other members of the school.

The interviews were complemented by a survey of documents, such as administrative records and meeting notes, which enriched the data analysis. This combination of sources allowed not only the construction of a clearer panorama of the

practices adopted, but also the identification of nuances in the management of the school environment. The strategy of crossing the different perspectives brought to light the complexity of the relationships and the dynamics involved in participatory management.

The triangulation of the data was a fundamental point to validate the information obtained and ensure consistency in the analyses. Thus, it was possible to identify both the factors that favor the implementation of democratic management and the obstacles that still persist. This critical examination of the two sides of the coin contributed to a more complete view of the educational landscape. In addition, it allowed mapping how the interactions between the various actors directly impact the school's daily life.

The in-depth analysis of the collected data followed thematic coding techniques. Through these techniques, it was feasible to recognize patterns of practices that proved to be effective and, at the same time, the gaps that still need to be filled to achieve an ideal model of educational management. Such standards were associated with the ability of each institution to foster an environment where everyone felt represented and engaged in decisions.

Understanding the relationship between participatory management and school performance was another important objective of this research. When evaluating the impact of these practices, it was evident that the promotion of collaborative management not only improves the educational environment, but also reflects positively on the academic results of students. This perception reinforced the idea that the active participation of all actors is essential for the development of a healthy school culture.

In summary, the analysis of democratic management in schools allows us to glimpse a future in which everyone has a voice and a turn. Reflection on this theme is not only an academic exercise, but an invitation to the transformation of educational practices. By valuing collective participation, the way is paved for the construction of a fairer, more inclusive and quality education, where the potential of each individual is respected and stimulated.

EVALUATION AND MONITORING OF DEMOCRATIC SCHOOL MANAGEMENT

The evaluation and monitoring of democratic school management are fundamental processes to ensure the effectiveness and quality of educational practices that involve the participation of all. These processes require a constant analysis of methods and results, where the different opinions of the school community are considered a priority. Through the use of both formative and summative evaluation tools, it is feasible to measure the effects

of the actions implemented, in addition to making adjustments to strategies to more effectively meet collective demands.

Adequate follow-up requires the collection and interpretation of qualitative and quantitative data, providing a space for joint reflection to occur. This collective dialogue is essential for the evolution of democratic practices within the school, allowing all those involved to feel part of the process. The active participation of parents, students and educators enriches the discussion and strengthens the decisions made together.

Another relevant aspect in this context is the construction of a culture of transparency and accountability. These elements are essential to establish and maintain the trust of the different actors that make up the school community. When decisions and outcomes are shared openly, there is an increase in everyone's engagement and accountability for education development. The strengthening of the bonds of partnership between the different groups is indispensable for the success of democratic management.

With this, the effective participation of all becomes an engine for the continuous improvement of the school environment. Schools that adopt this approach are more likely to identify emerging needs and implement changes that benefit the community. Flexibility in practices is a characteristic that must be cultivated, as it allows institutions to adapt and be more responsive to community dynamics.

In addition, the continuous training of all those involved in school management is essential to develop skills that promote more active and meaningful participation. Investing in training results in more effective practices and an educational environment that values the diversity of voices. Thus, education becomes a space for mutual learning and collective growth.

Finally, it is important to emphasize that the construction of democratic and participatory school management is a process in constant evolution. The search for best practices must be uninterrupted and involve the school community as a whole. By promoting this harmonious coexistence among all participants, the school becomes a model of citizenship and respect, thus reflecting the values we wish to cultivate in society.

FINAL CONSIDERATIONS

At the end of the analysis on democratic school management, we observed that, despite the significant challenges that arise during its implementation, valuable opportunities also arise that can transform the school into a fairer and more participatory space. We recognize obstacles such as cultural resistance and scarcity of resources, but

we believe that these problems can be overcome through continued commitment and the formation of leaders committed to the promotion of democratic values.

The data collected suggest that the adoption of collaborative and transparent practices can bring improvements not only in the school environment, but also in the academic performance of students. Evidence shows that when members of the school community, including students, teachers, and parents, actively participate in management, there is a significant increase in the motivation and engagement of all those involved. The construction of spaces for dialogue and shared decision-making contributes to a more harmonious and inclusive school climate.

To achieve these results, it is essential to implement training programs for educators, focusing on the development of skills that promote effective democratic management. Training should include not only technical aspects, but also the promotion of a culture of respect and appreciation of diversity. This will allow educators to become active agents in the transformation of their schools, fostering an environment that values everyone's participation.

With regard to public policies, it is essential that guidelines be created that ensure the active participation of all those involved in the educational process. These policies should be developed together with the school community, ensuring that the diverse voices are heard and respected. Only in this way can we institute an educational system that not only respects but also encourages democratic participation.

By looking at future research, it is possible to glimpse the need to deepen studies on the effectiveness of democratic practices in schools in different contexts. Investigating how the particularities of each location influence the adoption and success of these practices can contribute to the strengthening of democratic management in different scenarios. In addition, the relationship between active participation and academic performance deserves a more detailed analysis, which can reveal valuable insights for the continuous improvement of the system.

In summary, the proposed objectives were met and the findings of the research are promising, offering a positive perspective on democratic school management. It is essential that the educational community remains firm in its commitment to overcoming challenges and promotes an educational model that responds to contemporary demands and values the participation of all.

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