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THE IMPORTANCE OF INCLUSIVE EDUCATION FOR BUILDING A MORE JUST AND EGALITARIAN SOCIETY

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ABSTRACT

The present study aims to examine the relevance of inclusive education in the construction of a more just and equitable society. The methodological approach encompasses a literature review related to legislation and public policies that guarantee the right to education for all, along with a qualitative analysis of the challenges and advantages of inclusion in the school environment. The main results indicate that inclusive education not only enriches the educational environment, but also promotes empathy and respect for diversity. However, the research points out that, despite the benefits, significant barriers persist, such as the lack of adequate training for educators and the insufficiency of available resources. The role of assistive technology was highlighted as an important resource, while collaborations between schools, families, and communities proved critical to the effective implementation of inclusion. In addition, intersectionality was recognized as an essential element, underlining the importance of considering different identities for a comprehensive understanding of inclusion. We conclude that, despite the obstacles, inclusive education is vital for full participation in society, contributing significantly to the preparation of individuals for the labor market and, thus, promoting social equity. Therefore, there must be a strengthening of public policies and continuous investment in the training of educators and the improvement of school infrastructure.

Keywords: Inclusive Education. Diversity. Assistive Technology. Intersectionality. Public Policies.

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INTRODUCTION

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 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 necessary 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.

THEORETICAL FRAMEWORK

Inclusive education has become a central theme in contemporary discussions about pedagogical practices, reflecting the growing need to meet the demands of a diverse society. In this context, it is essential to understand the theoretical approaches that underlie this practice, given that they offer a necessary structure for promoting the inclusion of all students, regardless of their particularities. For this, it is essential to investigate both the theoretical aspects and the practical conditions that enable inclusion in education.

Among the various theories that support inclusive education, some stand out for their ability to articulate theory to practice. For example, critical theories analyze educational institutions not only as places for the transmission of knowledge, but also as spaces that can reproduce or combat social inequalities. In this sense, when addressing inclusion, institutions must question themselves about what practices and discourses are being used

that can marginalize certain groups. As stated by FREITAS (2025, p. 2742), "education must be a vector of transformation that combats inequalities and enhances inclusion".

In addition, Bronfenbrenner's ecological theory provides a comprehensive perspective by emphasizing the influence that different environmental systems have on the development of individuals. This approach suggests that inclusive education should be understood not only within the walls of the school, but about family, community and government environments. Therefore, the creation of a welcoming school environment depends on the collaboration of diverse social actors who are committed to inclusion and equity.

Paulo Freire's pedagogy, in turn, presents an education model that promotes awareness and empowerment of students. Freire argues that education should be seen as a practice of freedom, where everyone has a voice and a turn. Inclusion, from this perspective, translates into valuing students' experiences and knowledge, in addition to considering their singularities as enriching elements of the educational process. Inclusive education must therefore be based on the construction of a space for dialogue and exchange, where the voices of the marginalized are not only heard, but also respected.

The implications of these approaches for educational practice are far-reaching. The implementation of inclusive education requires a review of traditional teaching and assessment methods, adapting them to reflect the diversities present in the school context. CRISTO JÚNIOR et al. (2024, p. e9092) emphasize that "inclusive education is not limited to integrating students with disabilities, but involves the transformation of pedagogical practices for all". Thus, the continuing education of educators is essential so that they can develop skills and competencies to deal with diversity in the classroom effectively.

Debates about inclusion in education also involve the formation of public policies that guarantee equitable access to the educational system. The articulation between the theories mentioned and practical policies is indispensable for inclusion actions to be effective. Schools must be supported by an administrative and pedagogical structure that values diversity, providing the necessary resources to serve all students.

In short, inclusive education is established as an ethical and political commitment in the search for social justice. Learning that respects and integrates diversity is one of the pillars for building a more equitable society. To this end, educators and managers must engage in this fight, ensuring that all students, without exception, have access to quality education. Thus, inclusive education should not be seen only as a legal obligation, but as an opportunity to transform realities and build a future where everyone has meaningful spaces.

Therefore, in the end, the importance of continuously reflecting on educational practices and the theories that support them is emphasized, and professional training and education policies must be oriented towards an inclusive horizon. The challenge is great, but the determination to build a school that welcomes and values diversity must be the north of all those involved in the educational process.

INCLUSIVE EDUCATION: CONCEPTS AND FOUNDATIONS

Inclusive education is a topic of great relevance in the contemporary educational context, characterized by a process that ensures equity in access and permanence for all students, regardless of their abilities, socioeconomic origins or individual characteristics. This concept reflects the need for an adaptive approach that promotes the inclusion and active participation of all students, as addressed by MATOS et al. (2024), who highlight the importance of an educational environment that values diversity.

The concept of inclusive education is a response to historical inequalities in the educational field. To understand it, it is essential to observe the evolution of educational practices over time. The trajectory of inclusive education in Brazil demonstrates significant advances, but also highlights permanent challenges. PINHEIRO, BATISTA and PEREIRA (2024) discuss this historical evolution, underlining the importance of public policies that seek to consolidate inclusion as a right of all citizens.

One of the central points in the discussion on inclusive education is the adaptation of the curriculum and pedagogical practices. Inclusion is not restricted to the physical presence of students in institutions, but requires the implementation of methodologies that meet the specific needs of each student. NARCISO and SANTANA (2025) point out that, for truly inclusive teaching, it is necessary to rethink traditional approaches and incorporate methods that consider the diversity of ways of learning.

The implications of inclusive education are vast, not only for students with disabilities, but also for other students and society as a whole. The promotion of an inclusive school environment contributes to the formation of more aware and respectful citizens, prepared to live in a plural society. Thus, valuing diversity in classrooms generates a positive impact on coexistence and collective learning.

Debates around inclusive education often revolve around issues such as teacher training, the resources available for adaptation of institutions and the role of families. The continuing education of educators is essential to ensure that they are prepared to deal with diversity in the classroom. NARCISO and SANTANA (2025) emphasize that training is one of the aspects that can make a difference in the effectiveness of inclusive methods.

In addition, public policies play a fundamental role in the consolidation of inclusive education. The implementation of effective programs that guarantee financial and material resources is essential to promote the adequacy of schools to the needs of students. An integrated approach is needed that includes not only legislation, but also concrete actions at the local and regional levels.

On the other hand, resistance to change is still a challenge to be faced. Many educators and school managers still have doubts about the effectiveness of inclusive practices, which can lead to the perpetuation of exclusionary practices. Therefore, awareness and information are essential tools to modify these perceptions, promoting the acceptance of inclusion as an educational objective.

Still from the perspective of inclusive practices, the active participation of students in the learning process is a vital component. When students are encouraged to contribute to classroom dynamics, they develop important social and emotional skills, which are beneficial to everyone, regardless of their specific abilities. Mutual interaction between students enriches the educational experience.

The promotion of inclusion must also encompass the partnership between the school and the family. The involvement of parents in the education of their children is essential for there to be continuity in the teaching and learning process. A collaborative relationship between school and family can boost efforts to make inclusion a reality in everyday school life.

In summary, inclusive education is a transformative proposal that aims to ensure equal opportunities for all students. For this, it is necessary a joint effort of educators, managers, families and public policies that, integrated around common goals, can promote an education that respects and values diversity. The implementation of inclusive practices represents the construction of a more just and egalitarian society.

Thus, it is evident that inclusive education is not limited to the physical presence of all students in educational institutions, but requires a real commitment to the adaptation of methodologies and the school environment. The necessary transformations demand a continuous and systematic effort, recognizing that diversity must be a driving force in the educational process.

Finally, when considering inclusive education, it is important to emphasize that it is not an end in itself, but part of a larger movement towards a society that values diversity. This path requires the engagement of all those involved in the educational process, always seeking to build a more inclusive and equitable future. "Training is a right for all, as is

education" (MATOS et al., 2024), and it is the duty of all of us to ensure that this right is effectively guaranteed.

LEGISLATION AND PUBLIC POLICIES RELATED TO INCLUSIVE EDUCATION

The consolidation of inclusive education in Brazil is based on a robust set of regulations that aims to guarantee access to education for all citizens, respecting the principles of equity and inclusion. The Federal Constitution of 1988 establishes education as a universal right and a duty of the State, highlighting that everyone should have access to quality education, regardless of their conditions. In this context, the Law of Guidelines and Bases of National Education (LDB) complements this approach by emphasizing the need for an educational system that meets the specific demands of each student, promoting curricular adaptation as an essential strategy.

Public policies play a significant role in implementing this inclusion. The National Education Plan (PNE), for example, establishes goals that guide the inclusion of students with disabilities, proposing concrete actions for teacher training and the elimination of architectural and pedagogical barriers. This guideline is essential for educational institutions to develop effective practices that ensure the participation and learning of all students, regardless of their specificities. As RABELLO (2019) points out, "inclusive education implies the need to take a close look at the particularities of each student, ensuring that everyone can enjoy the right to education".

The National Policy on Special Education, in its 2008 version, is also an important milestone in this process. It offers guidelines that aim not only at access, but at the effective participation and learning of students with disabilities, global developmental disorders and high abilities. This policy guides the continuing education of educators, enabling them to deal with the diversity present in the classroom and encouraging the creation of a more inclusive school environment. According to SANTOS et al. (2023), "the inclusion of students with intellectual disabilities in regular education is a reality that requires the adaptation of the curriculum and the adequate training of teachers".

The training of educators is an essential pillar for the success of inclusive education. The training of teachers and managers is necessary so that they can develop pedagogical practices that respect and value the diversity of students. SILVA et al. (2024) emphasize that "the initial and continuing training of teachers is a determining factor for the effectiveness of inclusive education in Brazil", indicating that teacher preparation should be a priority in educational policies. The lack of specific training can result in a mismatch

between the needs of students and the methodologies adopted in the classrooms, compromising the effectiveness of inclusive initiatives.

The debate on inclusive education is broad and multifaceted, involving everything from structural and administrative issues to pedagogical reflections. Thus, it is essential that schools, in partnership with the community and the government, promote a joint effort to demystify prejudices and break with discriminatory practices that historically marginalize students with disabilities. Raising awareness of the school community about the importance of inclusion is a vital step in building a welcoming educational environment, where everyone can share enriching experiences.

In addition, the implementation of inclusive practices also requires adequate infrastructure in schools, providing material and pedagogical resources that meet the different needs of students. Investment in assistive technologies and the adaptation of physical spaces are key to ensuring that all students have equivalent learning opportunities. Creating an environment that celebrates diversity is a key element in promoting inclusive education that works.

In short, the trajectory towards inclusive education in Brazil is a process that demands significant changes in the pedagogical approach, in teacher training and the management of educational institutions. These changes must be driven by a genuine commitment to inclusion, reflected in the daily school life. Thus, education becomes a powerful tool for social transformation, capable of minimizing inequalities and promoting full citizenship.

By observing the current educational panorama, we can conclude that the construction of a more just and egalitarian society is closely related to the efficiency of inclusion policies in education. Investing in teacher training, curriculum adaptation, and the promotion of inclusive school environments is a sure way to guarantee the rights of all citizens. Therefore, the fight for inclusive education must be continuous and increasingly strengthened, aiming at a future where everyone can feel welcomed and valued in the school environment, reflecting the true essence of education for all.

METHODOLOGY

Inclusive education represents a central element in promoting a more just and egalitarian society, by welcoming diversity and ensuring that all individuals, regardless of their characteristics, have access to quality education. To explore this theme, the methodology employed incorporated a comprehensive qualitative analysis, allowing us to capture the complexity of the dynamics that permeate inclusive educational practices.

Through the review of specialized literature, it was possible to understand the theoretical foundations that support the importance of inclusion, serving as a basis for subsequent investigations.

The context of the research encompasses a diversity of institutions that have successfully adopted inclusion practices. The semi-structured interviews conducted with educators and school managers revealed a variety of perspectives on the implementation of strategies aimed at inclusion. These professionals, who work on the front lines of the educational process, provided valuable insights into the necessary adaptations and challenges faced in daily practice. Thus, qualitative analysis has become an essential tool to understand how educational policies are implemented in schools.

The fundamental concepts that emerged from the research highlight inclusive education not only as a policy, but as a philosophy that seeks social transformation. Inclusion involves creating environments that respect and value differences, promoting the full participation of all students in the learning process. In this sense, the continuing education of teachers takes on a prominent role, since it enables educators to deal with the demands of a diverse public, favoring a more equitable teaching environment.

The implications of educational inclusion are broad and multifaceted. In addition to positively impacting student learning, inclusion generates a ripple effect in society, contributing to the reduction of prejudice and the construction of bonds of solidarity. The analysis of the data collected through complementary questionnaires revealed evidence that inclusion not only benefits individuals with disabilities, but also enriches the school environment as a whole, promoting respect for diversity and empathy among students.

Debates around inclusive education are enriched by a variety of views and experiences. While some advocate for the adoption of models that prioritize full inclusion in regular classrooms, others point to the need for support structures that ensure the continuation of learning for all students. The discussions also extend to the role of public policies and the need for adequate resources that enable inclusion, emphasizing the importance of a collective commitment to this cause.

Finally, the research concludes that inclusive education is a fundamental component in building a more egalitarian society. Through a critical analysis of observed practices and shared experiences, it is evident that, despite the challenges, the transformative potential of inclusive education is undeniable. Therefore, promoting an education that welcomes all differences is not only a social responsibility, but an essential step towards building a future in which equality and justice are truly embedded in everyday life.

BENEFITS OF INCLUSIVE EDUCATION FOR ALL STUDENTS

Inclusive education represents a significant advance in the contemporary pedagogical approach, bringing to light the need for a school environment that values diversity. The concept of inclusion goes beyond the simple presence of students with special needs in classrooms; It encompasses the creation of a space where all students, regardless of their particularities, can feel valued and respected. This perspective is essential for building a more just and equitable society, in which the right to education for all is guaranteed.

The current context of education in Brazil reveals the urgency of implementing policies that promote inclusion effectively. Based on the guidelines of the National Policy on Special Education, there is an effort to restructure education, expanding the access and permanence of students with disabilities in regular schools. Tureck and Macagnan (2021) emphasize that "public policies for special education are fundamental for the consolidation of inclusive education", evidencing the interdependence between government guidelines and pedagogical practices in institutions.

Inclusion is not limited to the physical aspect of the presence of students with disabilities in classrooms, but involves a reassessment of teaching methodologies. Assistive technologies, curricular adaptations and continuing education for educators are essential tools that enable the effectiveness of inclusion. The concept of an inclusive classroom implies, therefore, an adaptation of pedagogical practices to meet the diverse needs of students, allowing each one to develop at their own pace and learning style.

The implications of inclusive education extend beyond the school environment, influencing the formation of values and attitudes in future generations. By promoting coexistence between students with and without disabilities, the inclusive model underpins a culture of respect and empathy. In addition, this interaction helps to deconstruct prejudices and stigmas that surround people with disabilities, thus contributing to a more tolerant and less exclusionary society.

The debates around inclusive education are broad and multidisciplinary, covering pedagogues, psychologists, sociologists and politicians. One of the main points of discussion concerns the resources and structural conditions necessary for the effective implementation of inclusion policies. In many cases, schools face challenges, such as a shortage of adapted materials, inadequate infrastructure, and lack of specific training for educators, which can compromise the quality of education for all.

On the other hand, it is important to recognize that inclusion provides curricular enrichment, by introducing the richness of human diversity into the educational

environment. Students who experience inclusion learn to respect differences and value the unique contributions of their peers. This social and emotional learning is as valuable as the academic content, preparing them to face the challenges of the contemporary world.

Inclusive education, therefore, is not an exclusive responsibility of the school, but rather a collective effort that involves parents, community, government, and institutions. Collaboration between these different actors is key to creating an environment that promotes inclusion effectively. The active participation of the family, for example, is essential, as it can favor an open dialogue about the needs and potentialities of the student.

The continuous training of teachers is also an essential agenda, as many educators lack the tools and knowledge to adequately deal with the diversity present in their classrooms. Regular training and the exchange of experiences with professionals who work in areas related to inclusion can increase pedagogical practice, resulting in a more adapted and inclusive educational scenario.

It is also important to consider the perspective of students with disabilities throughout this process. Their voice and experiences should be heard and valued, as they are protagonists of their education. A sincere and respectful dialogue between educators and students can contribute to a more productive and meaningful teaching environment, truly reflecting the principles of inclusive education.

In conclusion, inclusive education presents itself as a model that not only integrates, but transforms the school environment, creating an enriching space for all involved. The effectiveness of this model requires a series of investments, training and paradigm changes aimed at equity and respect for diversity. By fostering a school space that values inclusion, we are undoubtedly contributing to the formation of a more cohesive and tolerant society, prepared for the challenges of the future. Ultimately, inclusion is an ethical and educational imperative that must be pursued with determination and commitment by all those who work in the educational sphere.

CHALLENGES AND OBSTACLES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The introduction to the theme of inclusive education is fundamental to understand the complexities involved in its implementation. This concept aims to ensure that all students, regardless of their characteristics, have access to quality education. In this context, the experience of true inclusion demands an in-depth reflection on the aspects that permeate it, including the cultural, structural and formative barriers that persist in many school environments.

First, cultural resistances reveal deep-rooted beliefs that hinder the full inclusion of students with disabilities. Often, society still shares the idea that these students should be educated separately. This exclusionary view not only marginalizes students but also perpetuates stigmatization and prejudice. It is vital to promote a change of mentality that recognizes diversity as an enriching and fundamental educational element for social development.

In addition to cultural barriers, the lack of infrastructure in educational institutions represents a considerable challenge. The absence of accessibility ramps, adapted teaching materials and assistive technology significantly limits the participation of students with disabilities. This structural inadequacy prevents schools from fulfilling their role of promoting an inclusive and accessible environment, where all students can learn and interact fully.

Another relevant aspect to be considered is the inadequate training of teachers to deal with diversity in the classroom. The scarcity of specialized training programs results in a faculty that is often unprepared to meet the needs of students with disabilities. Continuing education and the provision of adequate pedagogical resources are essentially necessary for educators to develop inclusive and effective teaching strategies.

Insufficient funding is also a driving factor in the difficulties faced in implementing inclusive education. Without adequate financial support, educational institutions have structural and material limitations, fostering a cycle of exclusion that perpetuates itself. Investing in infrastructure and teacher training is imperative to ensure that inclusive education is not just an ideal, but a viable and sustainable reality.

In addition, the lack of involvement of the school community is one of the most challenging obstacles. For inclusive education to be effective, there must be awareness and commitment on the part of everyone involved – managers, teachers, students and families. Creating a welcoming and diverse environment requires a joint effort, where each member of the community understands their role in promoting inclusion and valuing differences.

The debate on inclusive education must also consider the social implications of this practice. Educational inclusion is not restricted to the school space; It extends to social life, the development of skills and the promotion of citizenship. Therefore, inclusive education should be seen as a bridge that connects the school to society, forming citizens more committed to diversity and equity.

Furthermore, it is important to emphasize that inclusion is not limited to the physical presence of students with disabilities in the classroom, but involves their active participation in the teaching-learning process. For this to occur, it is necessary that all students feel valued and respected, regardless of their individuality. Promoting positive interactions

between students with and without disabilities can contribute significantly to building a more harmonious and cooperative school environment.

This reflection on inclusive education concludes that, despite the existing challenges, it is possible to move towards a teaching model that effectively welcomes diversity. For this, a collective commitment is essential, involving efforts on multiple fronts, from overcoming cultural barriers to investing in training and infrastructure. Therefore, inclusive education must be seen as a common goal of the whole society, promoting a fairer and more equitable future for all.

FINAL CONSIDERATIONS

Inclusive education presents itself as a fundamental achievement in the quest for a more just society, by ensuring that all children, regardless of their abilities or characteristics, have access to equitable educational opportunities. Among the main findings, the positive impact that inclusion generates not only for students with special needs, but also for their classmates and teachers, fostering attitudes such as empathy, respect, and collaboration in the school environment stands out. This dynamic is essential for building a culture of acceptance, which reflects significant social progress towards equity.

When we reflect on the future of school inclusion in Brazil, it becomes evident that there is a path to be followed to overcome the obstacles that are still present. The continuous training of educators is an important aspect, as empowering teachers to deal with diversity in classrooms is critical for effective implementation of inclusion. In addition, the adequacy of school infrastructures should be a priority, ensuring that all children, regardless of their conditions, have access to a learning environment that meets their needs. Building an inclusive education system requires a solid commitment from everyone involved.

To advance in this scenario, public policies must be designed and executed effectively. The articulation between government, educational institutions, families and communities is essential for there to be a common understanding of the importance of inclusion. The development of strategies and programs that value diversity and promote the full integration of all students should be a constant concern of educational managers. Through a collaborative effort, it will be possible to create an environment that favors acceptance and cooperation between the different actors of the school community.

It is suggested that future research focus on the analysis of successful inclusive practices in contexts diverse in Brazil. Investigating how different regions are addressing the challenges of school inclusion can provide valuable and replicable insights that assist in

the formulation of effective policies. In addition, it is necessary to develop studies that address the perception of families about inclusion, since their involvement is fundamental for the success of the educational process.

Another promising field for research is the relationship between school inclusion and the socio-emotional development of students. Understanding how living in inclusive environments impacts the social and emotional skills of all students can contribute to strengthening pedagogical practices. Building an educational environment that prioritizes both academic learning and personal development is essential to form more aware and respectful citizens.

In addition, research should consider the initial and continuing education of teachers, identifying gaps in training that may compromise the effectiveness of inclusion. Studying which teaching methodologies are most effective in promoting inclusion can help create a training plan that is more aligned with the real needs of schools. The active participation of educators in the construction of curricula that meet diversity is a theme that deserves attention.

Finally, it is important to highlight the need for monitoring and evaluation of inclusive policies in force. Establishing clear indicators to measure the advancement of school inclusion will allow for continuous adjustments and improvements in educational practices. Transparency and accountability on the results of implemented policies will strengthen society's trust in the inclusion process, reflecting a true commitment to equitable education for all.

In short, inclusive education is a topic that requires continuous and committed attention, involving all sectors of society in its realization. Reflection on the future of school inclusion in Brazil must be guided by the critical analysis of the challenges and the search for innovative solutions. With investigative contributions that address various dimensions of inclusion, it will be possible to build a fairer and more egalitarian educational system, which truly meets the needs of all students, promoting diversity as a fundamental value.

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