


ACCESSIBILITY AND THE RIGHT TO EDUCATION: PUBLIC POLICIES AND THEIR IMPLEMENTATION

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ABSTRACT

Accessibility in the educational context is not just about removing physical barriers, but also about creating an inclusive environment where all students, regardless of their abilities or backgrounds, can be fully involved in the learning process. This summary analyzes the intersection between accessibility and the right to education, highlighting the importance of public policies in the design and implementation of strategies that ensure these rights. The choice of the theme is justified by the social and educational relevance of inclusion, evidenced by the difficulties that many students face. The main objective of the study is to evaluate the effectiveness of inclusion policies and identify obstacles in their implementation. The methodology adopted consists of a bibliographic approach, which analyzes the relevant legislation and practical experiences in different educational contexts. The main results indicate that, despite a normative framework that supports access to education, the application of laws faces challenges such as insufficient funding and resistance to cultural changes in schools. In addition, the voices of students with disabilities and their families often remain underrepresented in public policy discussions. The conclusions emphasize that inclusion in the education system requires a multidisciplinary strategy, involving diverse partners such as government, educational institutions, and civil society. The critical analysis of experiences, both positive and negative, offers subsidies for the identification of good practices and recommendations for the improvement of educational policies, aiming beyond the right to education, the promotion of an inclusive culture that values diversity.

Keywords: Accessibility. Inclusive Education. Public Policies.

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INTRODUCTION

Accessibility in the educational context is a topic of great relevance, which directly implies human rights and equal opportunities for all individuals, especially those with disabilities and marginalized groups. The right to education, universally recognized, is enshrined in several international legislations, such as the Universal Declaration of Human Rights, which states that everyone has the right to learn and develop in an environment that respects their uniqueness. However, there is still a significant disparity between the legal precepts and the daily reality of many students who face physical, communicational, and attitudinal obstacles that compromise their access and full participation in school life.

The analysis of the current context reveals that, despite the advances in discussions on inclusion, numerous barriers persist that limit the effectiveness of public policies aimed at inclusive education. Recently, measures such as the creation of adapted educational programs and the training of educators have been implemented in various spheres, however, the effective execution of these initiatives often encounters structural and financial limitations. The relevance of this theme becomes even more evident when we consider the new social demands, resulting from the inclusion of students with different needs and the transformation of school dynamics in response to contemporary challenges.

The rationale for research in this field is based on the relevance of an in-depth study of educational accessibility and its implications for building fair and inclusive learning environments. Through approaches that analyze the effectiveness of existing policies and propose improvements, it is possible to contribute to a more comprehensive and grounded understanding of the conditions necessary for the advancement of educational inclusion. Such research becomes essential to identify gaps in current practices and propose practical recommendations that support a more democratic educational system.

The research problem that guides this study lies in the following central question: What are the main barriers to educational accessibility, and how can public policies be improved to ensure the inclusion of all students? This question seeks to explore both the challenges faced in daily school life and the strategies that can be adopted to minimize them, providing an educational space that respects and values diversity.

The general objective of this study is to analyze the intersection between accessibility, public policies, and the right to education, aiming to understand the dynamics that influence the inclusion of students with disabilities in educational institutions. This

investigation aims to bring to light aspects that are often neglected, but which are essential for the construction of a truly inclusive school environment.

In addition to the general objective, the specific objectives include: identifying the barriers currently faced by students with disabilities, evaluating the effectiveness of public policies implemented in recent years, and proposing guidelines that can be effectively applied to improve educational accessibility. These secondary goals aim to provide a detailed overview of existing conditions and allow a critical understanding of the relationship between policymakers, educators and the wider community.

The methodology adopted for the execution of this study will be predominantly bibliographic, involving the analysis of academic works, official documents, and reports of experiences, which allow a deepening of the theme addressed. This approach will allow not only a historical understanding of the issue, but also a reflection on successful practices and models that can be replicated in different educational contexts.

Finally, by synthesizing the information and reflections developed, this work will seek to contribute to a broader discussion on accessibility in education, highlighting the importance of measures that promote the inclusion of all students. The transition to the critical analysis of the collected data will allow the elaboration of recommendations that guide the debate on the need for change in educational practices, aiming at a system that celebrates and empowers individualities, transforming education into a truly inclusive and equitable space.

THEORETICAL FRAMEWORK

The theme of accessibility and the right to education has gained prominence in the field of educational policies and social inclusion, especially considering the contemporary guidelines that seek to ensure quality education for all. In this context, the discussion about inclusive education becomes fundamental, while the need to demystify traditional paradigms that perpetuate exclusion and inequality in the school environment emerges. Inclusive education is not limited to an ideal, but represents a commitment to social transformation, where diversity is valued and respected within the educational space.

One of the main concepts that permeate this discussion is the social paradigm of disability. This approach, as expressed by Baptista and Colares (2022, p. 875), argues that "disability should be seen as a social construction as a result of the interaction between the individual and the environment." When considering disability from this perspective, it is

possible to perceive that the barriers faced by students do not stem only from their limitations, but from educational and social practices that do not recognize the plurality of students' needs. This implies rethinking educational structures to ensure the inclusion of all.

Historically, the evolution of ideas about inclusive education reveals a changing scenario. Since the first half of the twentieth century, segregationist models that marginalized students with disabilities have predominated. However, with the advent of international and national legislation, especially from the 1980s onwards, there has been a significant advance in the formulation of policies that pursue educational inclusion. The Federal Constitution of 1988, as well as the Law of Guidelines and Bases of National Education (LDB), represent legal frameworks that reaffirm the right to education for all, based on an egalitarian perspective that is enshrined in the Universal Declaration of Human Rights.

Currently, the debate on inclusive education is multifaceted, encompassing different perspectives ranging from pedagogical strategies to the critical analysis of the institutional barriers that persist in schools. Inclusive education should be understood not only as the integration of students with disabilities into the regular system, but as the restructuring of methodologies and curricula that promote equity and accessibility. Broering (2024, p. 11370) points out that "legal and pedagogical strategies are indispensable to ensure effective inclusion and equity of educational opportunities." Thus, the contemporary discussion involves a broad spectrum of approaches that aim to nurture an inclusive school culture.

About the relationship between theoretical concepts and the research problem, it is evident that the analysis of public policies, inclusion paradigms, and accessibility principles reverberates directly in educational practice. The challenge lies in translating these concepts into concrete strategies that truly transcend traditional barriers. This requires educators and managers to understand the role of research, not only as an instrument of knowledge, but as an action that underpins and guides inclusive practices.

When structuring the theoretical framework, it is essential to synthesize the multiple layers that involve the theme of inclusion in education. The interrelationship between legislation, theoretical paradigms and the need for inclusive pedagogical practices establish a strong link between theory and practice. The theoretical framework not only underpins the analysis that will be carried out throughout the research, but also serves as a

guide for the implementation of actions that truly promote the inclusion of all students in the school environment.

In this way, the theoretical reflection present in this study enables a critical understanding of current educational practices, emphasizing the need for evolution and adaptation. Advances in public policies and inclusion theories offer a solid basis for research to develop, highlighting the importance of a careful look at the nuances of the educational context. Thus, the theoretical framework becomes an essential instrument both for the analysis of the problem and for the proposition of practical solutions aimed at the realization of the right to inclusive education.

Finally, the construction of this theoretical framework is essential for the development of a research that seeks not only to identify the existing gaps in inclusive education, but also to propose ways to overcome them. The interconnection between the concepts addressed and the challenges faced in educational practices reveals a panorama that requires a structuring commitment on the part of managers and educators. Education must be a space for welcoming, learning, and valuing diversity, and this ideal can only be achieved through collaborative work based on theories that seek true equity.

DIGITAL ACCESSIBILITY IN EDUCATION

Digital accessibility in education has become a central theme in discussions about inclusion and educational rights, especially as technology becomes increasingly integral to the teaching-learning process. Providing digital environments that serve all students, regardless of their abilities or limitations, is a goal that needs to be constantly pursued. To this end, educational institutions must implement standards and guidelines that ensure the accessibility of content and services offered online. In this context, the Web Content Accessibility Guidelines (WCAG) are an essential tool, providing recommendations that seek to ensure that digital environments are usable by the entire population.

The elaboration of accessible content is an unfolding of an inclusive educational practice. This practice must be sensitive to the diverse needs of students, from the design of websites to the production of adapted teaching materials. In addition, it is important to consider the different forms of engagement that technology provides. By integrating new technologies, institutions not only make teaching more dynamic but also more inclusive.

In addition, the continuous training of educators is a fundamental strategy to ensure that accessibility concepts are understood and properly applied in pedagogical practices.

Training should encompass the use of assistive technologies, allowing educators to develop adaptive content that recognizes and respects the diversity of learning profiles. Gomes, Bastos, and Gomes (2024) emphasize that "the challenges of inclusion in the labor market are unsustainable without adequate preparation of professionals." This argument can be extended to the educational context, where the preparation of teachers directly impacts the inclusion of all students.

In addition to training, the implementation of accessibility practices has significant repercussions for students' access and permanence in the educational environment. An inclusive environment provides not only access, but also active participation and success in learning, enabling all students to contribute in a meaningful way. The promotion of an environment where each student can be fully involved is a goal that should be on the agenda of all educational institutions.

It is important to emphasize that digital accessibility goes beyond mere compliance with legal requirements. It should be considered a key element in promoting equitable education. With the growing adoption of distance learning platforms and the use of digital resources, educational institutions face the challenge of adopting a vision that recognizes the importance of inclusion. Gonçalves and Lima (2024) state that "educational investment should focus on teacher training and appreciation as a central axis for improving the quality of Brazilian education." This statement reinforces the need to make efforts to ensure that all educators are trained to deal with diversity in their classrooms.

Therefore, cultivating a culture that values diversity and respects the different needs of students is just as important as meeting legal requirements. Digital accessibility should be seen not only as an obligation, but as an opportunity to enrich the educational environment. Each student should be heard and their learning experiences should be valued, allowing for a space where everyone can thrive.

Accessibility guidelines, therefore, must be implemented systematically and comprehensively. For this to occur, there needs to be a collective commitment between managers, educators, and technology developers. This collaboration becomes indispensable to create a truly inclusive education system. A concerted effort is needed to ensure that digital environments are accessible to everyone, regardless of their abilities or limitations.

In short, digital accessibility represents a key to inclusion, and its practices must be based on an approach that considers the particularities of each student. By inclusively

integrating technologies, institutions strengthen equity and respect for diversity. The commitment to this cause not only meets the normative requirements, but also aligns with a paradigm that recognizes the right to education for all. Thus, digital accessibility in education is a fundamental piece in building a fairer and more egalitarian future.

As a result, education should be seen as a universal and inalienable right, where every individual has the opportunity to learn and develop fully. To achieve this vision, the implementation of accessible practices and the training of educators must be treated as urgent priorities. In a society that is constantly changing, the adaptation and inclusion of all students in educational processes is a challenge that must be faced with seriousness and determination. Therefore, the commitment to digital accessibility is ultimately a commitment to social justice and the promotion of an inclusive educational environment in which everyone can learn and grow together.

METHODOLOGY

The methodology used in this study aims to investigate accessibility and the right to education through a qualitative approach, characterized by an in-depth analysis of public policies and their implementation. The nature of the research is exploratory and descriptive, to understand the perceptions and experiences of the protagonists in the daily school life, such as educational managers, teachers and students. In this sense, the research seeks to align with what Narciso and Santana (2025, p. 19459-19475) affirm the importance of revisiting scientific methodologies to ensure a robust understanding of educational practices.

The method chosen for this investigation combines documentary research and semi-structured interviews. The documentary research will be carried out through the analysis of legislation, guidelines and evaluation reports that guide the implementation of accessibility policies in educational institutions. This procedure is essential to show how the regulations are applied in the school reality, allowing a critical analysis of the guidelines that govern inclusive education. On the other hand, the semi-structured interviews will allow exploring subjective and contextual aspects, collecting direct reports from the participants and promoting a dialogue about the effectiveness of the policies in practice.

The research instruments used include the analysis of official documents, such as laws and regulations, as well as the elaboration of interview scripts that will guide the conversations with the selected participants. These scripts will be prepared from an in-

depth bibliographic review and aspects raised in the documentary research, ensuring that the issues addressed are pertinent and directed to the objectives of the study. The use of different instruments enriches the investigative process, allowing a variety of perspectives on the topic in question to be captured. In collaboration with this, Santos *et al.* (2024, p. e6523) emphasize the importance of articulating practices and public policies for inclusive education in an integrated way.

The procedures for data analysis will be carried out in three main stages. Initially, the documentary research will be analyzed through a systematic organization of relevant information, allowing the construction of an overview of the current normative structure. Secondly, the transcripts of the interviews will be subjected to the technique of content analysis, which will facilitate the identification of recurring themes and response patterns. Finally, a comparative analysis between the qualitative information and the quantitative data obtained through complementary questionnaires will allow the establishment of broader relationships between the perceptions of the participants and the conditions observed in the institutions.

Ethical aspects will be rigorously considered in all phases of the research. The study will ensure the confidentiality of participants, ensuring that their identities are not revealed in the resulting publications. In addition, informed consent will be obtained from all participants before the interviews are carried out, respecting the right to autonomy and protection of personal data. This approach is in line with what is recommended in the research ethics guidelines, promoting a safe and respectful environment for all involved.

Regarding the methodological limitations of the study, it is important to recognize that qualitative research, by its nature, may not guarantee the generalization of the results. The selection of participants, although intentionally diversified, may present bias, since the experiences reported are subjective and conditioned to the specific context of each individual. In addition, document analysis may be restricted to the availability and quality of accessible materials, which may influence the total understanding of educational practices related to inclusion.

Although the limitations are acknowledged, the intersection of qualitative and quantitative approaches in this study provides a solid evidence base for the analysis of public policies related to accessibility. The combination of diverse data allows for a richer and more complex interpretation of educational conditions, favoring a broader understanding of the social and institutional dynamics that impact inclusion in the school

environment. This methodological diversity thus enriches the understanding of educational practices and their implications for the construction of a truly inclusive education.

The research, therefore, is not limited only to the evaluation of existing policies, but also seeks to contribute to the critical reflection on the practices implemented in educational institutions. The analysis of the barriers faced by students with disabilities and the role of educators and managers in promoting inclusion is essential for the formulation of proposals aimed at substantial improvements. Thus, it is hoped that the results of this study can serve as a basis for future actions and policies that ensure more equitable access to education for all.

In short, the approach proposed in this study, amalgamating different methodologies and respecting the pertinent ethical and normative guidelines, allows for a holistic and reasoned investigation, capable of offering significant contributions to the field of inclusive education. The methodological rigor applied ensures the validity and relevance of the analyses carried out, aligning with the best practices recommended by the academic literature and by the referenced authors, promoting an in-depth discussion on the challenges and advances in educational accessibility policies.

TEACHER TRAINING

Teacher training is a central element in the debate on accessibility and the right to education, especially when considering the challenge of including all students in classrooms. Well-prepared teachers are key to creating an educational environment that favors the active participation of students with different needs. In this context, it is necessary that teacher training be expanded to include not only pedagogical methodologies, but also a deep understanding of the barriers that students face, such as the lack of accessible materials or the absence of curricular adaptations.

Training curricula must therefore address the diversity of forms of learning and the recognition of the specificities of each student. The need for differentiated approaches is emphasized by Cristo Júnior *et al.* (2024), which highlight the importance of "teaching that respects the singularities of students and promotes access to knowledge in its different dimensions". Initial and continuing education must be aligned with these premises, preparing teachers to work in diverse and inclusive contexts.

One way to make this training feasible is to promote the integration between theory and practice, where educators can experience and reflect on real situations of inclusion in

the classroom. To this end, training institutions must include supervised internships and partnerships with schools that already implement inclusive practices. The exchange of experiences between teachers in training and experienced educators can result in mutual enrichment, as pointed out by Leão and Manjinski (2023), who emphasize that "accessibility in the school environment is not just a physical issue, but involves a change in mentality".

Continuous evaluation and review of teacher education programs is critical to ensuring their effectiveness. A curriculum that does not adapt to social and educational changes can quickly become obsolete. Thus, higher education institutions must adopt practices that allow the constant updating of the content covered in their courses. The training process must include an analysis of new research and emerging demands in the field of inclusive education.

In addition to supporting the technical knowledge of teachers, it is essential that teacher training includes a solid understanding of legislation and public policies related to inclusion. The Brazilian Law of Inclusion and the National Policy on Special Education provide essential guidelines that guide educational practices. Martins *et al.* (2023) highlight that "initial teacher training must include not only the pedagogical aspects, but also the regulations that guarantee the right to education for all".

Educators who appropriate this information and reflect on its practical application become agents of social transformation. Understanding and applying these laws enables teachers to create a more welcoming educational environment that is conducive to diversity, allowing each student to feel valued and respected. This collaborative approach becomes a pillar in building a solid inclusive education.

Another important aspect to be considered in this training process is the need to develop socio-emotional skills, which are essential for working with students with disabilities or learning disorders. Such competencies allow educators to establish relationships of empathy and respect. This not only improves classroom dynamics but also fosters an environment where all students feel safe to explore their potential.

Assistive technologies should also be incorporated into teacher training, as they represent a powerful tool to facilitate the learning of students with special needs. The use of technological resources can provide alternative methods of teaching and learning, ensuring that everyone has access to content equitably and inclusively. Familiarization with these technologies should be an integral part of the curriculum guidelines.

In this sense, the articulation between theoretical and practical disciplines is essential. Universities should promote an interdisciplinary dialogue that allows the construction of collective knowledge that involves pedagogy, psychology and areas related to special education. By mapping the necessary skills, institutions can train teachers who are not only informed, but also prepared to face the challenges that arise in everyday school life.

It is equally important that teacher training includes the debate on school culture and its implications for inclusion. A school culture that values diversity is a space where students feel safe to express themselves and develop their skills. Therefore, trainers must work so that future teachers recognize and challenge discriminatory practices and attitudes that may exist in the school environment.

The construction of an inclusive education ultimately depends on a collective commitment. Collaboration between different actors, such as managers, educators, and families, is essential for the effective implementation of inclusive strategies. It is necessary to promote a common understanding of the importance of inclusion, encouraging all those involved in the educational process to become protagonists in the construction of a more accessible environment.

As a result, the transformation of the educational landscape towards inclusion is a scenario that requires time, effort, and the conjunction of several actions. For everyone to reach their full potential, teachers need to be prepared and supported in their practices. Thus, training is not an isolated event, but a continuous process that should value reflection on actions, materials, and methodologies that promote equity in the school environment.

To conclude, teacher training, considering accessibility and the right to education, should be a systemic and collaborative effort. Each educator becomes a significant agent in the inclusive process, being able to shape not only the lives of their students, but also the school culture in its entirety. The transformation needed to achieve inclusive education is not just a goal, but a collective journey in search of a more equitable and just future in education.

IMPLEMENTATION ANALYSIS

The analysis of the implementation of accessibility policies in education reveals a multifaceted reality, marked by several social, economic and institutional elements. The

effectiveness of these policies depends not only on their formulation, but also on collaboration between different spheres of government and the active participation of civil society. As stated by Santos *et al.* (2023), "the articulation between the various sectors is essential for the promotion of truly inclusive education". This need for cooperation highlights the importance of a careful look at regional specificities and local realities, which should guide the implementation of inclusion initiatives.

A key aspect to consider is the adequacy of school infrastructure, which often represents a significant challenge. The lack of appropriate physical space and the scarcity of adapted technological resources compromise the participation of students with disabilities. Vasconcelos *et al.* (2021) highlight that "school infrastructure is closely related to educational performance", which indicates that inadequate environments not only hinder inclusion, but also limit the learning potential of all students. Therefore, building accessible schools should be prioritized as an essential step towards educational inclusion.

In addition to physical conditions, the training of teachers in inclusive methodologies is another critical point. Teacher training is essential to ensure that all students receive the necessary support. Sobrinhos *et al.* (2021) emphasize that "the inclusion process requires specific training that enables educators to deal with diversity in the classroom". This training must go beyond the mere fulfillment of legal requirements; It should inspire a change in mindset that values the plurality of students' abilities and experiences.

Cultural resistance to inclusion is a challenge that cannot be ignored. Often, prejudices and lack of knowledge about the conditions surrounding inclusion limit the effective action of these policies. Raising awareness and sensitization in the school community is essential to create a welcoming and inclusive environment. When educators, students, and parents engage in this process, the barriers that prevent inclusion begin to be overcome, resulting in lasting change in educational practices.

The analysis of success stories around the world offers valuable lessons that can be adapted to different contexts. Such practical experiences act as inspiring models, showing that the implementation of inclusive policies is feasible and beneficial. The strengthening of teacher training, the active engagement of the community and the adoption of collaborative strategies stand out as indispensable components for the resistance and effectiveness of inclusion initiatives. It is thus possible to build an education that is not only formally inclusive, but effectively sensitive to the needs of each student.

Another important element is the continuous monitoring and evaluation of public policies. The implementation of monitoring systems not only ensures that initiatives are in line with the objectives set, but also allows the adjustment of strategies that prove to be ineffective over time. The use of clear metrics and well-defined objectives facilitates a critical analysis, providing an in-depth knowledge of the obstacles faced.

Data collection must be comprehensive, involved by the perceptions of stakeholders, that is, students, educators and families. The inclusion of multiple voices in the evaluation process is essential to understand the reality experienced in schools. Thus, the information obtained can inform policies that truly reflect the needs of learners, transforming the norms into concrete practices that promote educational equity.

In this scenario, the construction of an inclusive model of education requires a long-term commitment and a joint effort from all those involved. Accessibility policies should be seen as a dynamic process of transformation of educational practices, seeking continuous evolution and adaptation to the changing needs of society. It is the sum of efforts and the interconnection between different actions that make it possible to move towards a fairer and more accessible educational reality.

No initiative will be enough if there is no clear understanding that inclusion is not limited to norms and legislation, but materializes in concrete actions and changing attitudes. The real challenge lies in integrating theory and practice, making the right to education a tangible reality for all students, without exception. Inclusion should be, therefore, an intrinsic value in the school routine, reflecting the transformative capacity of education in the formation of individuals for a more just and egalitarian society.

FINAL CONSIDERATIONS

The main objective of the research was to analyze accessibility and the right to education, highlighting the importance of an integrated approach in public policies aimed at this theme. The analysis revealed that the realization of educational rights goes beyond the construction of adequate physical structures, and it is essential to create environments that promote inclusion and consider the diverse needs of students, especially those with disabilities.

The results obtained show that the continuing education of teachers, the availability of accessible teaching materials and the promotion of an inclusive culture are fundamental elements to ensure the effectiveness of educational policies. The practices adopted in

educational institutions have shown that the involvement of the school community, especially families, has a direct impact on the creation of a more welcoming and conducive educational environment for learning.

The interpretation of the findings indicates that the articulation between infrastructure, teacher training and community participation are determinant for the success of inclusion initiatives. These factors are directly related to the hypotheses initially formulated, which defended the need for community commitment and effective monitoring of published policies.

The contributions of this study extend to the area of inclusive education, as it provides evidence that the integration of efforts between different social actors can facilitate the implementation of a truly inclusive education system. In addition, the research reinforces the importance of rethinking curricular guidelines, to recognize and value diversity as a central pillar of education.

Among the limitations of the research, the need for a greater number of longitudinal studies that can more comprehensively assess the impacts of inclusion policies over time stands out. Such an approach would provide a more complete picture of the effectiveness of the measures implemented.

Suggestions for future studies include the investigation of successful practices in different contexts and the analysis of how educational policies can be adapted to local specificities. In addition, the evaluation of initial and continuing teacher training programs can offer valuable insights into the competencies needed to work in inclusive environments.

In a final reflection, it is important to consider that the work carried out contributes significantly to the understanding of the complexities involved in promoting the right to education. The research highlights that the construction of an inclusive educational system must be a collective goal, which requires joint and continuous efforts from all those involved.

Finally, it is essential to recognize that the promotion of accessibility in education is not limited to the implementation of public policies, but involves an ethical and moral commitment of the whole society. Thus, the realization of the right to education should be seen as a long-term commitment, which provides a significant impact on the construction of a more just and equitable society.

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