

# ***POLICIES FOR INCLUSION IN EDUCATION: DISCUSSING THE RELEVANCE OF TRAINING EDUCATIONAL MANAGERS FOR DIVERSITY***

## ***Abstract***

*This article aims to present and discuss, based on the omnilectical perspective (SANTOS, 2013), the meanings of legislation related to the issue of social inclusion and, within this, the inclusion in education. Such meanings were captured by means of an exploratory survey on the website of the Brazilian Federal Senate. To do so, it also presents a research developed in partnership with an education management team in the municipality of Rio de Janeiro between 2014 and 2017, which used a qualitative methodology of the type action-research, and focused on the continued formation of its team of managers and on the self-review of cultures, policies and practices of inclusion in Education. Data related to the researched managers' concepts on inclusion in education are discussed in dialogue with the results of the exploratory survey, which demonstrated a still limited conception of the inclusion process, because focuses, mainly, in groups of people with disabilities. Therefore, although recognizing the relevance of such legislation to the empowerment of Brazilians with disabilities, this study argues for the importance of investing in continuing training of education managers with regard to the processes of inclusion/exclusion of everyone at school.*

***Keywords:*** *Inclusion Policies. Omnilectical Perspective. Continued Education of Educational Managers. Inclusion in Education.*