

# Inclusion is a Fundamental Human Rights

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## Abstract

*The foundation of Education for All (EFA) is the widely accepted view that access to quality education is crucial to national and personal prosperity. Studies of inclusive education abroad have shown that this view is also upheld by international human rights legislation. Except for kids with "special educational needs" and other disadvantaged groups, inclusion initiatives have failed to adequately address their requirements. It is evident that in order to support them in overcoming obstacles, meeting their specific learning needs, and having access to the best educational opportunities, they require individualised educational interventions. The purpose of this study is to investigate the connection between fundamental human rights and inclusion education. It seeks to offer suggestions and draw conclusions regarding the right to inclusive education for a particular set of disadvantaged kids. A comprehensive and laborious inquiry was conducted to gather convincing arguments and solid evidence from Greek and international literature in order to accomplish this goal.*

**Keywords:** Education For All (EFA), Inclusion Education, Basic Human Rights, and Special Education Needs.

## Introduction

An important step towards removing obstacles to participation and learning is implementing an inclusive education policy that guarantees all students have access to quality education and values diversity. Everybody has the right to an inclusive classroom where peers who are usually developing and those who have special needs work side by side. Every student has the right to a high-quality, tailored education, regardless of their family's financial status, gender, or level of physical or cognitive ability. With the goal of achieving social justice, inclusion education seeks to eradicate social and educational inequalities by removing obstacles. Promoting diverse acceptance and recognising every child's right to attend their local school are its key goals, along with integrating kids with special needs into school and social communities. Children with disabilities benefit greatly from inclusive classrooms, according to research. They are able to learn more, develop personally, have better social skills, and become more integrated into the school community.

## Promoting Fundamental Human Rights through Inclusive Education

### 1. Revitalizing Traditional Education: A Reconstruction Perspective

There needs to be a mental shift in educational institutions and buy-in from stakeholders if all students are going to have access

to inclusive, high-quality education. Regardless of grade or school type, this transition should allow all children to fully participate in the educational process. But this endeavour cannot proceed without major state investment and societal structural reforms. Fostering healthy connections and establishing a unified school environment requires teachers to engage in ongoing learning processes. Effective inclusion education also requires changes to administration, infrastructure, feedback mechanisms, and curricula. The success of inclusion schools depends on the collaboration of parents, community organisations, and the schools themselves.

## **2. Integrating Special Education into the Mainstream Education System**

As recognized by the United Nations General Assembly, the 1989 International Convention on the Rights of the Child underscores the importance of providing all children with equitable access to education. Similarly, the 2006 United Nations Convention on the Rights of Persons with Disabilities ensures that all children have equal educational opportunities. With its call for tolerance, inclusion, and accessible education, this convention is a watershed moment in the fight for disability rights. Efstathiou (2015) argues that in order to avoid classification based on deficiencies, inclusion education should seek out and fix structural problems inside the educational system. According to Efstathiou (2015), segregation in the classroom prevents social justice and equality by excluding pupils with impairments. Inclusive classroom training helps children with exceptional needs develop social, emotional, and cognitive competencies. To guarantee that students with disabilities have equitable access to school, the Ombudsman (2008) emphasises the significance of incorporating special education within mainstream classroom instruction. According to Efstathiou (2015), removing obstacles for people with impairments requires a harmonisation of general and special education legislation. This method is useful for creating programmes that help students with impairments become more integrated into regular classrooms since it takes diagnostic criteria and educational demands into account.

## **3. Utilizing Transparent and Respectful Language in Communication**

The absence of a universally acknowledged educational vocabulary poses challenges in implementing inclusive reforms, as highlighted in Greek literature (European Agency for Development in Special Needs Education, 2011). To begin inclusion training and evaluate its effectiveness, concepts like “integration,” “mainstreaming,” and “inclusion” need to be ideologically defined (UNESCO, 2008). Replace “integration” and “inclusion” with “mainstreaming.” According to UNESCO (2008), “inclusion” and “integration” are not synonymous in the context of special education since in the second, the student works through the material at his or her own speed. The word “mainstreaming” is used in place of “inclusion” or “integration” when the former two are deemed inappropriate. The discriminatory special education system, which violates basic human rights, is being preserved, and its ideological roots are being eroded, because people confuse “inclusion” with “mainstreaming” or “integration” (Efstathiou, 2015). According to Taylor (2006), inclusive education is all about ensuring that children with different skills and impairments have equal opportunities to learn in mainstream classrooms.

## **4. Interdisciplinary**

“Interdisciplinary collaboration” refers to the collaborative efforts of both general and special education teachers, as well as professionals specializing in diagnostic assessment and intervention development and implementation (Stroggilos & Xanthou, 2007). In inclusive settings, a variety of specialists from fields such as physical therapy, occupational therapy, speech-language pathology, paraprofessional support, nursing, and general education teaching are involved. Carter, Parter,

Jackson, and Marchant (2009) assert that cooperation among these experts is essential for successful inclusion. Anthropological and psychological research suggests that learning disabilities are often attributed more to personality traits than to a lack of aptitude in specific subject areas. So, instead of concentrating on instructional objectives, educators should welcome student issues (Souliis, 2002). Therefore, the state should establish transparent lines of communication between institutions and specialists that assist kids with special education requirements or disabilities. Every student should have their basic needs covered, and schools should give them a fair chance to succeed academically despite whatever challenges they face (Mitchel, 2010).

## Conclusion

Disability has been acknowledged as a human rights issue since the late 1960s, with an emphasis on the right to education for all individuals, according to the 2008 Study on Lifelong Learning Disabilities. In accordance with the principles of inclusion, the elimination of discriminatory education practices can be achieved by the integration of special education students into mainstream schools. It is imperative for both parents and educators to collaborate effectively to guarantee that every student receives equitable access to high-quality education, as mandated by law. Regardless of students' abilities, teachers play a pivotal role in fostering learning by employing diverse teaching methods. Cooperation between special education teachers and other support staff is vital for promoting inclusivity and delivering necessary assistance to students. Liasidou and Svensson (2013) state that social justice and human rights should be important components of teacher education programmes. To remedy the present system's flaws, Gee (2000) calls for public schools to be more efficient and adaptable.

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