



On inclusive education: human rights as a transversal axis in education.

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ABSTRACT

This article reflects on inclusive education, rights of people in the role of students, and teaching work in the development and integration of human rights within the classroom, addresses education for all, taking into account that they are essential aspects within the teaching-learning processes to pay for the development of comprehensive higher education, more inclusive equitable.

Human rights focus on principles of equality, dignity, respect, participation, and non-discrimination towards the diversity of people.

Human rights are taught, learned and practiced, respected, protected, and promoted, that is, the development of values and attitudes that safeguard human rights is encouraged.

INTRODUCTION

Human rights are inalienable, irrevocable, proper, and inalienable, this implies respecting without distinction of color, race, religion, status, and political ideology each human being in the different spaces.

Therefore, it is important to integrate all those who aspire to be part of an educational system, and not only to be part of the system, but also to ensure educational quality, including everyone with their various characteristics, thoughts, emotions, and culture.

In this sense, teachers play a fundamental role in promoting the development of values and attitudes within the classroom, in addition to developing strategies that help advance the search for equity in schools.

To break existing barriers, it is necessary to implement new paradigms that modify stereotypes and preconceived prejudices in people.

The purpose of this article is to reflect on the fundamental aspects that concern educational systems and sub-systems as fundamental axes to improve education and therefore society.

At present, inclusive education is a priority for the construction of a better society, but we cannot ignore that for this achievement we must start by promoting human rights in the classroom, strengthening values and attitudes that favor human coexistence.

Teachers are obliged to try to eradicate discrimination radically, and for this it is essential, in principle, to pay more attention to the student with various learning difficulties since it is often concentrated in an accentuated way on those who manage to learn with greater ease by having more developed their capabilities. On the contrary, these students should be taken advantage of with greater learning opportunities, sensitized and involved in the working groups to help optimize learning in the less qualified, this is mentioned because many times the most qualified students do not accept classmates with different abilities, whether physical, sensory, with low IQ, cultural diversity, sex, religion, among others.

The importance of this issue lies in the challenges and challenges to favorably influence the adoption and empowerment of the transversal axes of inclusive education.

REFLECTIONS

Concept and approach to the emergence of inclusive education

The development and construction of the humanities have created parameters, standards, and styles that form paradigms that have instinctively become inclusive or exclusive of human beings, as participants in these societies.

Inclusive education is an evolving concept that implies, in short, offering quality education to the entire student population, regardless of their personal or social conditions; today it is the greatest challenge facing education systems, regardless of whether they are developed or developing countries.

Inclusive education is a training process based on the idea that in the human being there are singularities in the way of learning that promote the use of the necessary resources for each individuality and consider that each person has a life history marked by factors of an organic, social or cultural nature; and it implies, at the same time, that everyone in a given community learns together, regardless of our personal, social or cultural conditions, including those with a disability. (Gazo Moreno, 2014, p.29)

In recent times we have been reflecting on the processes of inclusion seeking that in one way or another the “excluded” are part of a better society, inequality, giving greater importance to children who have special educational needs or are variously skilled with physical and/or cognitive difficulties in the classroom, to interact, socialize and enter a normal learning process.

Education means the construction of individual knowledge from the incorporation and internalization of cultural patterns, which includes the sharing of knowledge and constitutes the necessary basis for learning. Inclusion from an educational perspective is to make effective all, the rights to education. Inclusive education encompasses all those groups discriminated against, excluded, and marginalized, and not only those who have a disability. Inclusive education addresses diversity in the classroom, and not only attends to the needs of a certain educational population but all students. (Dussan, 2011)

In this regard, reference is made to the following principle “The right to education is a fundamental human right”. This means that all children and young people must and can integrate to develop their school stage in the same center, and ordinary classroom, in other words, in the same community. All children should have the same opportunity to learn as children who do or do not have a disability.

Human Rights and Education for Everybody

Human rights are inherent to every human being, in this sense, it is assumed as a fundamental aspect of harmonious development and peace. We all have the same human rights without discrimination. In this sense, “All human beings are born free and equal in dignity and rights and, endowed as they are with reason and conscience, must behave fraternally towards one another” (COPREDEH, 2011, p.13).

Human rights are based on values that dignify all human beings, and to the extent that teachers strive to cement values in education, it will be transcendental for the healthy and healthy development of students, therefore, education will be guaranteed to all. , without distinction of colors, race, and religion and in this way will be contributing favorably to the fulfillment of the fundamental rights established by the universal declaration of human rights.

Education shall aim at the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms; promote understanding, tolerance, and

friendship among all nations and all ethnic or religious groups, and promote the development of United Nations peacekeeping activities (COPREDEH, 2011, p.32).

Education is one of the factors that most influence the development of people and societies, since it promotes knowledge, culture, spirit, values, in short, everything that defines us as human beings. Education contributes to forming more just, fruitful, and equitable societies, it is a social good that makes human beings more free and independent.

In this sense, the final report of (UNESCO, 1998, P.2) states that:

Higher education in the twenty-first century must be resolutely embedded in the global project of continuing education for all, become its engine and its ideal space, and contribute to incorporating into it the other levels and forms of education by strengthening their links with each other.

If we say that education is the backbone to developing autonomous thoughts that contributes to having a better society then, we must reflect and act in the search for an inclusive and non-exclusive education in which everyone, absolutely all, human beings without distinction of any condition have access to education.

The final report of the (UNESCO, 1998, P.3) states that:

“All citizens should know that, according to the Universal Declaration of Human Rights, it is merit and effort that open access to higher education.” In other words, there is no reason to deny access to education to every human being who has the desire to integrate into the university.

Now, it is plausible to recognize that in Nicaragua our government has been growing in the development and implementation of programs that restore the rights to an education at all levels: primary, secondary, university.

The Government of Reconciliation and National Unity in its axes of the National Human Development Program (2018-2021, p.5) proposes: “Deepen the progress towards educational quality, which impacts on integral formation and learning, from the access and mastery of knowledge, science, technology and training in values in routes of learning, undertaking and prospering.”

Reflecting on the “progress towards educational quality” this is a relevant aspect that has been causing recurrent concern over the centuries because it is linked to the combination of many things such as equity which implies justice and equal opportunities between men and women respecting the diversity of society, democratic participation, that is, the freedom of participation, in this case, teacher, student, family. Co-responsibility, that is, the responsibility of each agent, being part of the decision, management, and results of the educational system. In

other words, the involvement of all in the process and development of the educational system. Investment and effective use of resources must have the necessary resources, in addition to transparency and efficiency in the investment of these resources. Finally, the usefulness and social relevance are the correspondence between the usefulness and need of personal and social training, that is to say, that so important is the preparation in a certain specialty both for the subject and for society.

In short, we must not only focus on access to education for all but also on the responsibilities and involvement that we all have as part of society, in addition to taking on the challenge to have the desired effect, education for all with quality and human warmth, an inclusive education:

“Consolidate the implementation and quality of educational, preventive health, sports, cultural and social work programs.” (AXES OF THE NATIONAL HUMAN DEVELOPMENT PROGRAM, p. 47)

Similarly, the strengthening and improvement of the quality of educational programs are being promoted in all aspects aimed at integrating all those most unprotected sectors such as those deprived of liberty and that the government has taken into account in its axes of the national human development program.

Human rights and teaching

The teaching profession serves society for the formation of knowledge and carries with it an intrinsic relationship with human rights training through teaching work, the teaching of human rights theory, and fundamentally from its practice, from its example, from its modeling significant learning is achieved and therefore, that he exercises his citizenship consciously concerning rights and duties, knowing that it is essential to integrate the notion of one's right and that of others to develop an equitable education.

The law of teaching career in article 37, number (3) “Maintain and develop teaching with the professional ethics that the position requires. (TEACHING CAREER ACT, 1990, p.11)

The teacher bears a high percentage of responsibility for the training of people with human quality who achieve the development of a society more sensitive to the needs of others.

The teacher must highlight in his teaching the value of the rights of the most unprotected, most vulnerable people and the role they must play in these people and/or situations, in addition to being an important aspect in the political-social context that we are experiencing.

In this sense, the teacher must use strategies that involve and integrate the student in the teaching-learning process, it is important to promote spaces for discussion where the

student freely expresses his ideas and thoughts. In addition, encourage active listening and respect for the expressions given by each of the students, therefore, the role of the teacher is to be a mediator in this process of training and participation of students.

Ideal education is achieved through universities that promote democracy, that facilitate critical analysis, creativity, dialogue, tolerance, expression of their feelings, and emotions, respect, and acceptance of the differences of others.

Challenges for inclusive education of the future in Nicaragua

The challenges for education for the future:

- Redesign teacher training processes.
- Grant privileges to more unprotected sectors about the procedures of entry to educational institutions.
- Permanently evaluate the teaching staff in their performance
- Adapt the curricular design to make the contents accessible to the whole group, or modify those elements of the curriculum that are not functional for all students. She tries to take into account the methodological limitations in the didactic plans, considering the characteristics and needs, diversifying the teaching-learning strategies.
- Optimize the conditions of physical structures for the proper development of educational activities.
- Consolidate the articulation of the system and subsystems to ensure a united, systemic, systematic, and joint approach to inclusive education.
- Finally, it is essential to educate society and to understand inclusion as a human right to build a country with the same opportunities for all.

CONCLUSIONS

The education of the XXI century must be centered on the human condition, that is, we are called to be sensitive, kind, empathetic, sociable, understanding, tolerant, and respectful teachers. In other words, we must start with ourselves from teaching practice to strengthen values and attitudes to exemplify and thus persuade the student.

It is necessary that teacher training responds to the complexity of people, establish good human relations, respect people's rights, and serves as an example in the classroom.

“Nobody gives what they do not have” the first step to education is to have lived, felt, and experienced what you want to transmit. Then you have to inform yourself and prepare about actions to resume to achieve success with students.

On the other hand, the issue of human rights as a transversal axis to education must be integrated into the Curriculum that represents a new conception of practice in the classroom.

Education must be aimed at achieving integral development with quality and warmth in human personality

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