

### INCLUSIVE EDUCATION AS A RIGHTS-BASED APPROACH TO EDUCATING CHILDREN WITH DISABILITIES

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#### **Abstract**

Inclusive education has emerged as a fundamental human rights-based approach to ensuring equitable access to quality education for children with disabilities. This study explores how inclusive education aligns with international human rights frameworks and evaluates its effectiveness in promoting participation, equality, and social integration.

**Keywords:** Inclusive education, rights-based approach, disability, equal access, educational equity, social inclusion, special education, policy implementation

#### **Introduction**

Education is a fundamental human right recognized globally, yet children with disabilities often face exclusion and discrimination in educational settings. Inclusive education, grounded in a rights-based framework, seeks to eliminate barriers and provide equal learning opportunities for all students regardless of their abilities.

#### **Literature Review**

Scholars have widely discussed inclusive education within the framework of human rights and social justice. According to UNESCO (2020), inclusive education is essential for achieving equitable and quality education for all learners. Research by Ainscow (2005) highlights that inclusion is not merely about physical placement but involves restructuring schools to respond to diversity. Similarly, Slee (2011) argues that inclusive education challenges traditional deficit-based views of disability and promotes participation and belonging.

#### **Methodology**

This study adopts a qualitative research design based on document analysis and literature review. The analysis involved thematic coding to identify recurring patterns related to rights-

based approaches, implementation strategies, and challenges. This method allows for a comprehensive understanding of inclusive education across different contexts.

### Results

The findings reveal several key themes:

#### 1. Alignment with Human Rights Principles

Inclusive education supports principles of equality, non-discrimination, and participation.

#### 2. Positive Educational Outcomes

Students with disabilities show improved academic performance and social interaction in inclusive settings.

#### 3. Implementation Barriers

- Limited teacher training
- Insufficient resources
- Inaccessible infrastructure

#### 4. Policy-Practice Gap

Although many countries adopt inclusive policies, practical implementation remains inconsistent.

### Discussion

The results confirm that inclusive education is a powerful tool for promoting human rights and social justice. However, its success depends on systemic changes, including curriculum adaptation, teacher training, and community awareness.

A rights-based approach shifts the focus from “fixing” the child to transforming the educational environment. This perspective aligns with global frameworks advocating for equity and inclusion. Nevertheless, bridging the gap between policy and practice remains a critical challenge.

### Conclusion

Inclusive education, as a rights-based approach, plays a crucial role in ensuring equal opportunities for children with disabilities. While progress has been made, significant challenges persist. Governments, educators, and stakeholders must collaborate to address

barriers and promote inclusive practices. Future research should focus on practical interventions and longitudinal studies to measure long-term impacts of inclusive education.

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