

**Title:** *Inclusive education and the child's right to education: who can dispute the child's right to inclusive education?*

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### **Abstract**

While on a theoretical level, concepts such as rights and inclusive education are powerful slogans, complex responses are required to do justice to the complexities of policies for inclusive education and the child's right to education, as they require the removal of material, ideological, political and economic barriers that reproduce inequality and discrimination in children's lives.

In the context of the inclusive approach to education, diversity gains importance, as it is not considered as another external factor that should be taken into account in the organization of educational structures. Nor is it treated as a "particularity" to be normalized or a "problem" to be solved. The political dimension of inclusive education that includes the negotiation of the terms of democracy and justice answers the question related to the different ways of giving meaning to inclusive education, as there are many theoretical approaches that talk about inclusion but rarely conceptualize it in the same way.

Modern society has moved into a new phase of paradoxical social exclusion which is much more ready to accept diversity, but at the same time to exclude it. The exclusion this time is found in the risk of the difference appearing. To maintain people's immunization against the subjectivity of their behavior, new social relations are formed governed by new rules, norms, agreements and contracts that determine relations with society and education. New closed identities are formed that operate with new moral and institutional rules. The institutional tendency to recognize diversity, encouraging publicizing of "differences" in the name of rights, continues to be controlled by normalizing forces.

The instrumental approaches of inclusive education and the right to education can be a source of concern, if the goals are based on conditions and prerequisites of individual biological, socio-cultural abilities rather than on a critical consideration of the institutional deficits of education systems.