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The Necessity of Qualitative Evolution of Exceptional Children's Education with Emphasis on Legal Documents

Jahan Khatoon Bijani, Mostafa Saraji*

Department of Law, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran.

ABSTRACT

In the teachings of the holy religion of Islam and the principles enshrined in the United Nations Charter and international conventions, freedom, justice, peace and the recognition of the dignity and equal rights for human beings have been emphasized. And the various countries of the world have expressed their belief in the fundamental human rights, human dignity and worth, and their determination to promote human development and human well-being in order to achieve equal rights and human dignity.

Keywords: Qualitative Evolution, Exceptional, Legal Documents.

INTRODUCTION

"The right to education" is one of the most fundamental human rights in today's world (Evans, 2008; Skutnabb-Kangas, 2000; Steiner, Alston, & Goodman, 2008). It brings about the flowering of the soul, the nature and the mind of man (Nowak, 2001). The right to education can be interpreted as the right to humanity and the right to the flourishing which is necessary for the identity and essence of mankind (Freeman, 2017).

Education in today's world has multiple functions. The trained person not only finds himself in a better position in society, but the community also benefits from him (Dave, 2014). An exceptional child has the right, like all his peers, to enjoy the biological and cognitive and emotional needs and characteristics of the educational programs of the community he belongs to (Mandic, Rudd, Hehir, & Acevedo-Garcia, 2012).

In recent years, education has evolved in many countries, and they have come to believe that patterns and methods used to develop education have not been effective (Hanushek, 1995; Moore & Kearsley, 2011).

A flexible military educational system, which has a native feature on the one hand (that is, in accordance with its national and religious conditions), and on the other hand, is based on a humanistic approach, in such a way that education as a goal It does not consider it as a vehicle for the growth of human values and the ability of individuals to live together. In such a situation, focusing on the student as the main issue of academic failure is removed and focuses on other factors such as teacher's attitudes, peer's attitudes, education officials and policy makers, facilities and training conditions. This is how the structure of the educational system is separated from one's

* . Corresponding Author: Saraji, M.

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own state, in which individuals are separated from each other on the basis of disabilities, and individual and social differences, and the small, but actual, sample of a universal society(Gartner & Lipsky, 1987).

Therefore, the answer to this important question is to what extent the legal rights of Iran in terms of the qualitative evolution of education of children and exceptional students are consistent with the standards and legal documents?

Our studies in psychology and psychometrics of students and other people suggest that at least five of the following great features should also be added to the top ten: 1) Exceptional doubles (having high talent and simultaneous learning weaknesses; 2) poor thinking; 3) disturbance of identity and personality; 4) social and cultural learning; and 5) psychopathic morale and poverty(Barber & Mueller, 2011; Seif Naraghi & Naderi, 2006); healthy citizenship characteristics, Each one can be the subject of detailed discussion. The goal is, the liberation of education is that the state of the present and future lives of all children and young people from the present to a humanitarian situation deserves the full development of all of them; Educational and educational opportunities for all children and adolescents aged 5 to 18, regardless of the potential that they may have.

School and teacher work and equipment, and learning environment and open and educational curricula, is facilitate the realization of the best interests and interests of children and adolescents and meet the human needs and make a difference in their present and future lives. In such a situation, students do not have enough basic desire to learn and grow their thoughts and feelings and behaviors, and the school is considered as a command-dominant atmosphere controlling their thoughts, feelings and behaviors.

GLOBAL AREAS FOR MOVING TOWARDS INCLUSIVE EDUCATION

Global areas for moving towards inclusive education International statistics show that in every society more than 10% of children are born with different characteristics than other children that Different from the mentally or physically or the normal children(Mittler, 2012). This group of children as children with special needs is considered by the education authorities of all countries and so far special programs have been developed for their education. There are numerous international documents available in this field, some of which are as follows:

1. The Convention on the Rights of the Child

The first document is the United Nations Convention on the Rights of the Child in 1989. The treaty states that inelible children have the right to participate actively in society and that their education will lead to the greatest social integration possible in individual development (Article 23). This article is then approved by Article 29, which states that education must be aimed at maximizing potential for the development of the personality of the child's mental and physical abilities. These rights apply without any discrimination in any context to all children (Article 2 specifically refers to disability), and Article 28 of the Convention raises the principle of equal opportunities in educational procurement and members must make primary education mandatory and Available to everyone(Detrick, Doek, & Cantwell, 1992).

2. The World Bank

In this regard, the Bank's report entitled "Providing facilities for children with special educational needs in the Asian region" is based on research conducted in 15 countries. It suggests that the development of compulsory primary education is not the only possible solution. The best option is to get education for everyone in the region. A report from the World Bank adds that if special education is provided for all children with special needs(Peters, 2003; Sosale, 2000). The

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relevant costs for developing countries will be huge and deterrent. But if integrated in-class education is provided with a reinforcement teacher system for the majority of children with special needs, additional costs will be very low if they are not forbidden.

3. The United Nations Standard Rules

Another prominent document of the United Nations Standard Rules on Equal Opportunities for Persons with Disabilities, introduced in 1993. The document asks Member States to be incapacitated for people with disabilities in integrated educational opportunities for children from the "integrated part" of the educational system. Integrated education and community-based programs should be considered as complementary approaches to cost-effective education for people with disabilities.

4. Salamanca Statement and Practical Framework

The Salamanca Statement and the Special Needs Education Framework (adopted by 92 countries and 25 international organizations) raise the clearest and most ambitious request for integrated and inclusive education. With this guideline, ordinary schools should accommodate all children regardless of their physical, mental, emotional, social, linguistic or other needs (Florian, 1998). According to the Salamanca Declaration's Practical Framework, all policies should stipulate that incapacitated children should be present at their neighboring school "The school where the child was present in the absence of a disability." This statement begins with the commitment to education for all and the recognition of the urgency of providing education for all children, adolescents and adults within the normal education system. That child with special educational needs should have access to regular schools. The statement also calls on UNESCO, UNICEF and the World Bank to endorse the training of children with special needs in ordinary classes (Hunt, 2011).

5. The World Conference on Education for All

The World Conference on Education for all, titled meeting basic learning needs marked the beginning of a movement called "Education for All". The goal of expanding literacy in the world is to increase the learning opportunities for all and improve the quality of learning with the support and support of international organizations (Chabbott, 1998). The summit portrays a picture of pure reality that affects inappropriate and unsuccessful educational services for millions of children and adults. This number includes more than 100 million children who do not have any access to elementary education (Haggis, 1991).

6. World Summit Dakar, Senegal

The World Education Summit in Dakar approved a document entitled "Dakar's Framework for Action" for everyone to practice collective action (Barry, Brun, & BAEYENS, 2000). Participants welcomed the commitments made by the international community since the 1990s, in particular the approach that recognizes education as a right, and the Universal Declaration of Human Rights. They all committed themselves to the international community to implement the motto of education for every citizen in each community. Iran has also been a participating country and committed to this summit (Combes, 2005).

CONCLUSION

Education is one of the basic and fundamental human rights that ensures the development, peace and development of human societies. Everyone admits that access to the minimum basic education is the right of every human being. But the idea that a large percentage of people have basic training is the ability to read, write, and calculate. While basic education is the foundation for lifelong learning and citizenship. It is imperative to have exceptional children and students access to educational opportunities and opportunities in exceptional and ordinary schools. The

principle of educational justice is essential for the flowering of talents and the empowerment of these students, which requires empathy and purity of effort, all responsible. Obviously, in order to provide education for these children, there is a policy that needs to be clearly defined and understood and accepted in each school and by the wider community. There is also a greater need for curriculum flexibility, the ability to adapt teaching methods and provide accessible learning resources in the classroom and school libraries. There is a need for trained teachers, continuous teacher training and additional support teachers to meet the needs of children with special educational needs.

Suggestions

1. Raise the public's awareness of exceptional children through mass media and work towards a realistic understanding of the strengths and weaknesses of exceptional children in the people.

2. Provide conditions for contacting people with exceptional people in order to know more about them; this can be done through inclusive education programs.

3. Introducing exceptional children's abilities to society through the organization of art exhibitions for these children.

4. Conduct conferences on the recognition of exceptional children with the presence of ordinary and exceptional children's families.

5. Creating a suitable platform for inclusive education through education for ordinary students and family education programs for their parents in the field of introducing and recognizing children and how to adapt to them.

6. Participation of all individuals, governmental and non-governmental organizations in support of exceptional students.

7. Formation of special associations to support exceptional students throughout the provinces.

8. Familiarize people with the provisions of the Children's Rights Convention through workshops and family education classes.

9. Introducing successful people to the community.

10. Organize special education courses for teachers and teachers to learn more about exceptional children.

11. Equal opportunities for children (both ordinary and exceptional) through inclusive education programs.

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