

## **Human and fundamental rights, diversity and integration within education system in EU: Paradigma(s)**

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### **Abstract**

The education in nowadays European legal structure and strategic political context/action(s), as well as, within the UN System advocates the unquestionable respect for differences, quality education and equal opportunities for “all”. The social, economic, ethnic, cultural or religion characteristics of the educational structures, for students and teacher/professors, should be considered as a “natural wealth”. It’s important to state that education system should recognize the differences and develop a team work to promote the diversity in the pursuit of the guaranty of the equality in access, in the study stay as in the results, ensuring the teaching, the learning and the human strategies and resources conducting to the future society based on the promotion and defense of Human Rights in general, and in the European Fundamental Rights, in particularly. Although all legal and political strategies, this is a complex context, as there are serious problems the European Union is facing concerning the education system, as there is a serious conflictual conjuncture due the most different reasons: the pedagogical strategies, the non-updated programs, the absence or fragile education for the diversity. There is legal (juridical and judicial) consequences but the individual and group effects are serious and should be object of an urgent intervention. There are instruments to implement the diversity education and specially the effective integration, however this is more “virtual” than real. Considering the actual social complexity but the important education instruments and strategies, mostly patented in the policies, this paper aims expose the existing contexts opposed to the laws, policies and education for the diversity and to the real inclusion. More than a single study, this research aims to develop a map of the reality and the guidelines to implement the action. This paper presents a set of theoretical reflections in the disciplinary interface between legal and education sciences, school administration and management, with the aim of understand the real inclusion characteristics in a balance with the inclusion policies and the need(s) of an education for Human Rights, especially for diversity. The transdisciplinary is a pedagogic and social education perfect approach using the Human Rights binomial – teaching and learning – supported by the inclusion laws according to the realistic needs for an effective successful society construction.

**Keywords:** Rights, transdisciplinary, integration policies, education for diversity.