

In 2015, 195 nations agreed with the United Nation
that they can change the world for the better (SDG goals)

This can be accomplished by bringing together respective governments, businesses, media,
institutions of education, local NGOs etc.

The overall goal is to improve quality of living in physical conditions on the Earth
and overall quality of people lives
including harmonious relationships in their countries.

The goal is to support optimal individual self-development (genetics)
in optimal bio-psychical and social environmental conditions.

Quality of life of the people can be improved also through human social interaction and
communication (Mental Health):

1. Inclusive societies which promote equal and equity social conditions for all differences between people and thus optimal interpersonal relationships

2. Equality of people's rights and freedom through mutual personal respect and respect of human rights toward optimal self-development in respect to genetic differences.

SDG goals can be achieved through activity of many public channels in argued communication and specially in school places,

Through curriculum that emphasizes importance of the role of human understanding of social and physical life conditions on Earth and Universe

required activities to keep natural conditions necessary for quality life existence should be done.

Raising awareness of necessity to keep our Planet "green and blue"
raises also question how schools should be organized

so that we can realize such a heavy task of raising human awareness
toward main goal:

preserving natural environment in which human kind was evolutionary created
including human (inclusive) relationship among people.

United Nations agreed that children have priority and that governments should act in the
direction of the best interests of the children.

The idea of EFA (Education for All) and inclusive education were born on the basis of
"Convention on the Rights of the Child" which was signed by 196 countries on the World.

Fundaments for inclusive education can be found on
WORLD CONFERENCES (also SDG), UNESCO, UNICEF

All documents concerning inclusive education and SDG goals should be realized till the year 2030.

Knowledge can't be transferred from the teacher's head to the learners' heads without individual self-constructing transformation.

We can't develop or shape learners by our own image through planned curriculum.

We can only try to influence them so that they will decide right.

Inclusion means that it is necessary to help each learner to be able to create her/his own thought constructs in interacting thinking processes and make responsible decisions.

Inclusion builds on positive experiences of bio-psycho-social balance inside inclusive learning environments as "ecological environment", which offer a true example of sustainable Earth environment.

Such inclusive way of learning can encourage individual understanding of the SDG goals.

Living beings are self-decision making Living systems.

We can't decide for them.

But we can try to persuade them through inclusive individual approach.

The only learning process that adults can encourage is to influence learners self-decision mechanisms hidden in hudge homeostatic nerv-networks.

Inclusion in education means:

promoting and organizing inclusive environments (UNESCO, UNICEF, WC SDG...),

which enable to all different children and adolescents process of

individual optimal self-balanced development

and the creation of their own experiential mental constructs (personal responsibility).

Inclusive (SDG) environments should thus ensure optimal self-development to every learner, optimal individual responsible understanding of SDG goals.

In this way we can contribute to "full development of the personality" and individual potentials (Convention on the Rights of the Child - UNCRC, 20. nov. 1989).

Inclusion is based on the logic that it is possible to influence child's decisions without productivity pressure (special force) and "accumulation" of huge amount of information through curriculum.

From 1990 (EFA) until 2023 inclusion was defined in numerous UNESCO and UNICEF documents.

Also, SDG 4 (2015) makes obligation of countries around the World to approach the development of school systems in the direction of inclusive, equitable quality education.

Main points for development of inclusive education in the World community are defined in several ways:

1. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.
2. School systems around the World must make a shift from integration (exclusion) to inclusion till 2030.
3. Inclusion is about the presence, participation, and achievement of all learners to construct knowledge for inclusive, equitable, responsible and sustainable societies.
4. Education for All (EFA, 1990) means ensuring that all children have access at least to basic education of optimal quality.

This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn and self-develop specific genetic potentials.

5. Optimal school environment must be inclusive for all children,
effective with children, friendly and welcoming, healthy and protective for children

and gender sensitive and it must set an
eloquent example how sustainable environment
(in physical and social sense) should look like.

6. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA.

The fundamental policy shifts are required to promote the approach of inclusive education,
thereby enabling schools to serve all children to obtain quality education which includes
responsible attitude toward 17 SDG goals.

Specially realization of SDG 4 in coordination with SDG 3 are the key to successful organization of
inclusive education.

Optimal child self-development must be the highest achievement of every individual learner.

Understanding how an individual child functions
as a specific bio-psycho-social whole with a need
for specific assistance to child's self-help toward empowerment of psychical (mental),
psycho-physical and social individual potentials.

If we don't understand how children function we can make serious mistakes using physical or
psychical force to persuade child specially if force is uncontrolled.

Optimal self-developing of ability for responsible behavior toward sustainable development of
the community and natural environment in which learners live and work
should be the highest goal.

Seeking and achieving bio-psycho-social balance and Health
should be the main goal in an ecologically (natural) balanced school environment.

Continuing strive for a naturally preserved and just world
should be ongoing responsibility task of human kind starting in inclusive school.

Main elements for modeling an Inclusive learning environment:

1. Teleological starting points for curriculum in school systems around the World should promote and support realization of all SDG goals

specially SDG 4 with support of SDG 3 goal till 2030.

2. Curriculum and organization of subjects in school to promote SDG goals should be scientific complexity of multidisciplinary and transdisciplinary knowledge.
3. Actual disciplinary and interdisciplinary organization of curriculum is inadequate, insufficient and ineffective for optimal individual understanding and "meeting individual learning needs".

Help and support need all children for optimal bio-psycho-social development starting with genetic diversity of their human potentials.

4. Pedagogics and didactics should be oriented into individual construct formation of understanding SDG goals through inclusive "ecological" and socially acceptable environment,

not into productivity presentation of knowledge for all DIFFERENT learners the same using force.

5. Different sensory, learning and thinking styles of learners should be supported by pedagogics and didactics which help learners to construct their individual

"big and integrated picture of sustainable green and blue World"
inside inclusive (human) societies with full mental Health support.

6. Inclusive learning environment should encourage self-development of bio-psycho-social balance inside school-life (health) as example of "future green and blue Planet".

7. School architecture should be constructed from high quality ecological materials for full protection of Health of learners

and example of optimal health environment which should be achieved in World dimensions.