

Adayeva N.A.

**Inclusive education management
in the Republic of Kazakhstan**

In the given article the author studied the problems and backgrounds of inclusive education, legislative and regulatory framework, scientific and methodological support organization related to including disabled children in a common educational space through innovative target project introduction of inclusive education. At the same time a sociological survey was conducted as well. Based on the research results concerning the readiness of society for inclusive education there were considered the main directions for the convergence of systems for general and special education issues to obtain a full education for the above mentioned children. The inclusive education management is involved in the formation of special control and inclusive education model in the Republic of Kazakhstan.

Key words: inclusive education, disabled children, backgrounds of inclusive education, inclusive education obstacles.

Адаева Н.А.

**Қазақстан Республикасындағы
инклюзивті
білім беруді басқару**

Бұл мақалада автор инклюзивті білім беру мәселелері мен алғы шарттарын, заңнамалық және нормативтік-құқықтық базасын, даму мүмкіндігі шектеулі тұлғаларды инклюзивтік оқытудың инновациялық мақсаттық жобасын енгізудің негізінде білім берудің жалпы кеңістігіне қосуды ұйымдастырудың ғылыми-әдістемелік негізін қамтамсыз ете отырып және әлеуметтанушылық сауалнама жүргізген. Зерттеу нәтижелерінің негізінде қоғамның инклюзивті білім беруге дайындығы ретінде жалпы және арнайы білім беруді жақындастырудың мәселелерін қарастыру арқылы аталған категориядағы тұлғалардың толыққанды білім алуын зерделеген. Инклюзивтік білім беруді басқару Қазақстан Республикасында инклюзивтік білім берудің арнайы басқару органы мен моделін қалыптастыруды ұсынады.

Түйін сөздер: инклюзивтік білім беру, даму мүмкіндігі шектеулі тұлғалар, инклюзивтік білім берудің алғы шарттары, инклюзивтік білім берудің кедергілері.

Адаева Н.А.

**Управление инклюзивным
образованием
в Республике Казахстан**

В данной статье автором изучены проблемы и предпосылки инклюзивного образования, законодательно-нормативная база, научно-методическое обеспечение организации включения детей с ограниченными возможностями развития в общее образовательное пространство на основе внедрения инновационного целевого проекта инклюзивного обучения и проведен социологический опрос. На основе результатов исследования готовности общества к инклюзивному обучению рассматриваются основные направления для сближения систем общего и специального образования в решении вопросов, направленных на получение полноценного образования указанной категории лиц. Управление инклюзивным образованием предполагает формирование специального органа управления и модели инклюзивного образования в Республике Казахстан.

Ключевые слова: инклюзивное образование, дети с ограниченными возможностями развития, предпосылки инклюзивного образования, барьеры инклюзивного образования.

**INCLUSIVE EDUCATION
MANAGEMENT
IN THE REPUBLIC
OF KAZAKHSTAN**

The relevance and importance of development problems of innovations in the educational system of Kazakhstan by the present stage of our state's growth is considered to be significant. Currently with the new purposes of Kazakhstan related to the entry into the number of thirty most developed countries, with the desire to develop innovative branches of economy the society needs human capital in all its manifestations. Improvement of the life quality of physically disabled people is one of the key messages sounded by the Head of our state in the so-called message "Kazakhstani way – 2050: uniform purposes, uniform interests, uniform future" [1]. In this regard the President of the country set the accurate tasks on improvement of mechanisms of social adaptation and integration into public life of people with limited opportunities. Ensuring availability of qualitative education for all segments of the population is the priority direction of the state policy of Kazakhstan. Training children with limited development opportunities is one of the main and integral conditions of their successful socialization, and also, we should ensure their full participation in society life, effective self-realization in different types of professional and social activities.

Inclusive education in the majority of the European countries and in Kazakhstan is one of the first examples of parents' struggle for the educational rights of their own kids, precedent of parents' behavior as original subjects of educational process. For example, in Spain in the eighties of the XX century the mentioned struggle took the forms of an open protest of the public against special boarding schools.

And in the remote places of Kazakhstan it is shown as a silent resistance of parents towards educational policy. The existing policy urges to the benefit for the sake to render some correctional help to their child that has problems in development, to separate children from their family, from a rural way of life and send them to city correctional boarding schools which are located far from their birthplace, at the distance of 100 and even 500 km [2].

It is important to estimate prerequisites of an inclusive education in the country and not to lose the available experience. Formation prerequisites of this new educational practice in Kazakhstan can include:

– the developed and successfully working system of vocational (correctional) education;

– the existence of important elements of psychological and pedagogical escort of children with the limited opportunities of development (LOD) in the municipal territories;

– the developed system of preparation, retraining and professional development of staff for work with children with limited opportunities of development;

– experience of experimental schools and other unique educational institutions in the territory of the country – «development points» of inclusive educational practice;

– the adopted normative legal acts concerning the development of education of disabled children and children with limited development opportunities in Kazakhstan (laws, resolutions, programs, strategies) [3].

Modern education has to be reconsidered towards the maximum disclosure of the individual potential of every learner, and their personal competence growth as well. Education in a number of the most developed countries has already been reduced to the role of accompanying tool on the way of development of personal abilities and interests of the child. That is education follows the child, but not the child is arranged to it.

In the Republic of Kazakhstan as of 2014, 7398 daytime comprehensive schools are functioning, from this number of schools just 1653 have conditions for inclusive education (22,3%). The tendency of positive dynamics of providing special conditions at comprehensive schools of the Republic is observed. In the Republic 34817 children of

school age live in settlements (1590) where there are no organizations of education. For training and education in the organizations of education for this category of children conditions are being created, transportation has been provided as well – 26738, children were placed in boarding schools– 2669. At the same time 1159 ones live at relatives, in rental apartments 192, get independently 3749, 10 children don't attend school for health reasons [3].

According to the State program of education development of the Republic of Kazakhstan for 2011 – 2020, it is planned to increase the share of the schools to 70% by 2020 that created conditions for inclusive education from their total. Within this program 6335 disabled children who are trained at home [4] were provided with computer equipment and inventory at the expense of the republican budget.

The complex diagnostics of growth violations developed in the country, the system of early correctional and pedagogical support allows only every third child with limited opportunities in development to be included in general education process. Equal access to education isn't fully provided for children of preschool age with limited opportunities in development. Coverage of children with limited opportunities in development by special educational programs makes only 39,4%.

One of important conditions of efficiency increase of inclusive education is readiness of parents for assistance in education of children with limited opportunities of health (table 2).

Table 1 – The relation of parents (trustees) to continuation of education of children with limited opportunities:

| № | Regions | Total number of children at the age of 14 and older that visit educational institutions | including parents (trustees), who want their children to continue education in the following establishments | | | | Those who don't want their children to continue getting education |
|---|------------------------|---|---|---------------------|---------|--------------------------------|---|
| | | | Secondary school (10-11 grades) | professional lyceum | college | higher educational institution | |
| 1 | Republic of Kazakhstan | 100,0 | 30,0 | 10,0 | 23,0 | 23,3 | 13,7 |
| 2 | Akmola | 100,0 | 28,4 | 16,7 | 29,4 | 20,6 | 4,9 |
| 3 | Aktobe | 100,0 | 23,1 | 7,7 | 36,5 | 11,5 | 21,2 |
| 4 | Almaty | 100,0 | 32,5 | 6,7 | 23,3 | 25,8 | 11,7 |
| 5 | Atyrau | 100,0 | 37,0 | 14,8 | 22,2 | 14,8 | 11,1 |
| 6 | West Kazakhstan | 100,0 | 30,1 | 16,4 | 12,3 | 32,9 | 8,2 |
| 7 | Zhambyl | 100,0 | 42,9 | 11,7 | 15,6 | 13,0 | 16,9 |

| | | | | | | | |
|----|------------------|-------|------|------|------|------|------|
| 8 | Karaganda | 100,0 | 18,6 | 8,8 | 25,2 | 33,6 | 13,7 |
| 9 | Kostanai | 100,0 | 15,7 | 11,4 | 28,6 | 17,1 | 27,1 |
| 10 | Kyzylorda | 100,0 | 40,0 | 5,3 | 18,7 | 16,0 | 20,0 |
| 11 | Mangistau | 100,0 | 42,6 | 1,9 | 20,4 | 13,0 | 22,2 |
| 12 | South Kazakhstan | 100,0 | 33,3 | 11,8 | 17,9 | 24,7 | 12,2 |
| 13 | Pavlodar | 100,0 | 44,1 | 2,9 | 19,1 | 17,6 | 16,2 |
| 14 | North Kazakhstan | 100,0 | 15,4 | 13,0 | 35,0 | 26,8 | 9,8 |
| 15 | East Kazakhstan | 100,0 | 35,0 | 8,5 | 28,2 | 16,9 | 11,3 |
| 16 | Astana city | 100,0 | 28,6 | 5,7 | 5,7 | 28,6 | 31,4 |
| 17 | Almaty city | 100,0 | 31,3 | 12,0 | 16,9 | 28,9 | 10,8 |

Source: RK statistics agency , Ministry of Labour and Social Protection of RK www.stat.gov.kz [5]

It is important to note that among respondents a certain part of optimistically adjusted parents was distinguished who think their children are completely or partially ready, that is they need additional education.

Thus, the analysis related to readiness state for inclusive education testifies on the one hand, to the existence of their positive relation to conditions of inclusive education, on the other hand, parents' (trustees') and children's certain fear before the unknown things. We consider that organizing purposeful work of psychologists with teachers in the form of trainings, measures on discussion of problems concerning inclusive education and also round tables will help parents to change their relation on inclusive education to the best.

In the Republic of Kazakhstan the state policy social model in realization of the right of children with limited opportunities on receiving educational services continues to be formed. The mechanism of realization of a constitutional right of persons with limited opportunities in development on education is defined in Laws of the Republic of Kazakhstan: "About education" (from June 27, 2007) [6], "About children's rights in the Republic of Kazakhstan" (No. 345 from August 8, 2002) [7], "About social and medical-pedagogical correctional support of children with limited opportunities (No. 343 from July 11, 2002) [8].

In the specified laws all modern international requirements and tendencies in the field of vocational education are considered: creation of early intervention system in the broken development and providing the conditions for inclusive education recorded in the World declaration on education for all (1990) [9]. As inclusive education is considered

to be an international phenomenon, let's apply for the international documents prepared and published by UNESCO. As the fundamental principle of inclusive education policy the fact "education is one of important human rights and a basis for creation of more fair and equal society" is considered [10]. "The usual schools that have inclusive orientation are the most effective remedy of struggle against the discriminating relation as the given schools create favorable public environment, also they build inclusive society and provide education for all ..." [11]. The Republic of Kazakhstan is the first among the states of CIS adopted the special Law "About Social and Medical-pedagogical Correctional Support of Children with Limited Opportunities". It was an important step in development of national system of vocational education and has a huge social importance. The law defines the forms and methods of social, medical-pedagogical correctional support of children with limited opportunities, is directed to creation of effective system of the help to children with development shortcomings, the solution of the problems connected with their education, training, labor and vocational training, prevention of children's disability. All laws solve many practical tasks connected with limited opportunities of development, but there is no law which allows to solve administrative problems of inclusive education which would create optimum mechanisms at the present stage.

Sociological research of inclusive education development. As the main method of obtaining information for needs assessment of minor children with the limited opportunities of development (LOD) in educational services the method of data collection that contains mass

questionnaire of parents of children with LOD aged till 18 years old was used. Questionnaire of parents of children with LOD (106 people) gave the chance to define the readiness level of these children and their families for inclusive training, their willingness to get education by the given form, the available doubts, problems, difficulties and accumulated experience. For complex assessment of scale and prospects of development of inclusive education there was conducted the survey of parents of children without LOD (79 people) that allowed to gain information about readiness of society for coeducation of children with various state of health. Carrying out focus groups with parents of children with LOD gave the chance to estimate their readiness for inclusive training, to reveal the level of demand in such

form of education (six focus groups were carried out, 52 parents from different districts of Almaty took part). The semi-structured interviews (expert poll) with specialists of educational institutions of different level, social rehabilitation centers, public organizations allowed to define readiness level of these experts for work with persons with LOD and to coeducation of children with various state of health (39 people).

Most of children with LOD whose parents participated in the research study not just in one, but in several educational institutions. The most part of children with LOD is trained outdoors (table 1). Among children with LOD whose parents participated in the research, 21,2% are trained inclusively, 38,8% visit ordinary, non- inclusive educational institutions (or just study at home).

Table 2 – The distribution of respondents' answers to the question "Do your children with LOD visit any institution where they receive educational services?", % related to the number of respondents

| Version of the answer | Total* |
|--|--------|
| Special correctional school | 23,5 |
| Comprehensive school | 22,5 |
| Establishment of additional education, school clubs, workshops | 11,0 |
| School of home training | 10,8 |
| Preschool educational institution of full day | 9,1 |
| Psychological – medico-social center | 7,4 |
| Special class in a secondary school | 5,8 |
| Kindergarten of compensating type | 3,7 |
| Group of short-term stay in kindergarten | 3,3 |
| Establishment of primary professional education | 2,3 |
| Inclusive group of early age | 2,2 |
| Social service center | 1,0 |
| Home study just | 1,0 |
| Others | 6,3 |

Source: composed by the author

* The sum can exceed 100% as many children visit not one educational institution

In selection children of school age were presented mainly (school children contain in general slightly less than 65%, preschool children – more than 15%, persons who are older 17 years – about 10%). This fact shows that attendance of schools is higher against all other educational institutions. In

general 21% of children with LOD aged from 7 till 17 years attend comprehensive schools.

More often children with safe intelligence and rather insignificant violations of health study at inclusive schools, for instance with sight violations, but not totally blind, with hearing disorder, even

completely deaf children, some of them became deaf later, i.e. who are able to speak, to be guided in class, and capable for easily acquiring the school program. It happens extremely seldom at comprehensive schools at later stage of inclusion (in comparison with preschool), when mentally retarded children study, they are with serious delay of mental development and multiple defects. Among children with violations of intellectual development nearly 95% study non-inclusively, about 75% attend correctional schools, including private ones, the rest part of kindergartens of compensating type, and also medical-psychological social centers.

During the research parents were asked the question about the preferable form of training from their point of view, also concerning the form of education for children depending on a type of health violation. As it was already noted, considerable part of parents of children with LOD supported correctional school (in most cases the parents whose children attend correctional schools). Especially it concerns children with eyesight violation and blind ones (48.8%), with

violations of intellectual development (50.8%) and deaf children and children who have problems with hearing (48,6%). According to respondents children with violations of musculoskeletal device (i.e. those who suffer from there is an environmental barriers – elevators, ramps and so forth which are easily overcome), and also children with chronic diseases would feel better at ordinary schools. This idea was supported by 27, 9% of parents of children with LOD. For other categories of children parents seldom choose an ordinary school preferring a special class at the usual school.

The government of the Republic of Kazakhstan is planning to begin active work in the sphere of inclusive education development. The existing indicators will be increased by 5 times. In this connection the Ministry of Education and Science of the Republic of Kazakhstan prepared the strategic development plan of education for 2014 – 2018. In this plan a lot of attention is paid to children with LOD who are engaged in inclusive education development (figure 1).

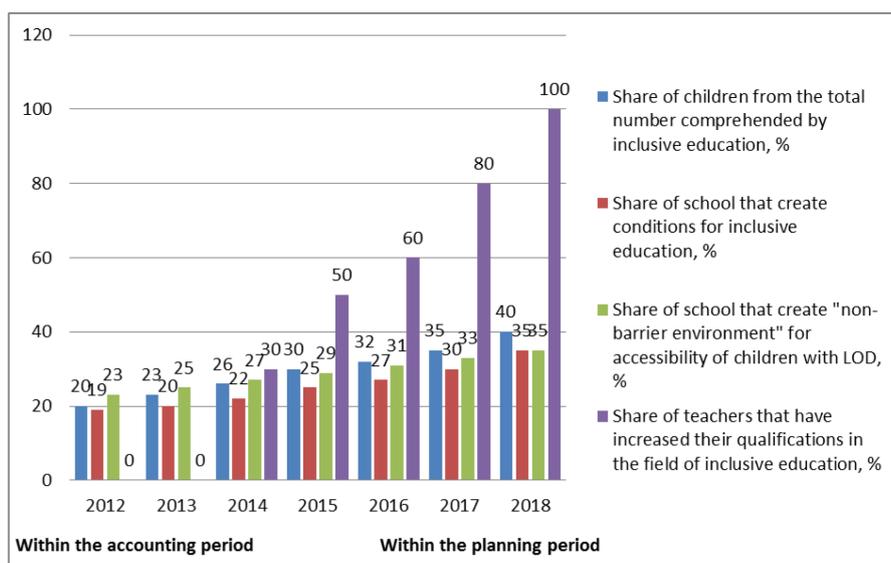


Figure 1 – 2012-2018. Providing high-quality services of inclusive education
Source: developed by the author on the basis [12]

As it is seen from the figure the share of children captured by inclusive education from total of the children recommended for inclusive education every year will grow and by 2018 will reach 40% of total of children. The share of the schools which created conditions for inclusive education by 2018 will reach 35%. The share of teachers of the organizations of preschool and general secondary education, the

general additional education which improved skills in the field of inclusive education will grow every year as well and by the end of the planned period will reach 100%. At this stage of development of our education system it is necessary to strengthen the mechanism of innovative management of inclusive education for the solution of the problem related to standard and legal, material, personnel, program and

methodical and financial and economic provision.

Barriers on the way of inclusive education realization in the country. Projecting the work on advance of inclusive education models into mass practice, we consider that it is necessary to take into account the barriers on the way to implementation of this difficult educational project to avoid risks of rash innovations, consequences of total and badly provided inclusion process. Such barriers are:

- weak interaction of the existing elements of psychological-medical-pedagogical consultations;
- maintenances of children with limited opportunities of development, necessity of their integration into the uniform operated system and providing it with necessary resources;
- insufficiency and unpreparedness of personnel resources (teachers, tutors, psychologists, surdo-teachers, visual impairment specialists, teachers-speech pathologists);
- weakness of material-technical and program-methodical security of kindergartens and schools for work with children with special educational requirements;
- deficit of regional regulatory legal base of inclusive education;
- lack of the administrative mechanism of transferring education system from private achievements and available unique inclusive experience in the region to reliably functioning system of inclusive education;
- insufficient study of the mechanism of compensation of the teachers and specialists working with children with limited opportunities of health in the conditions of mass school.

For adequate planning of steps on the recognition of inclusive approach by prospect of

education development it is important to understand the specifics of “social situation of development” of inclusive education in the rural and urban areas of our republic, as the mentioned specifics is essentially various. In Kazakhstan inclusive education de-jure is absent, and actually it exists just in the form of exclusive practices — experimental schools, unique educational institutions. Thus in the republic there are also sufficient informational, scientific and methodical, personnel potentials, and socially active public, including parental associations which are important resources for advancing the ideas of educational inclusive approach in practice.

To sum up, it is necessary to make a lot of effort to create for every specific child and every educational establishment suitable and real conditions of inclusive education and to choose the most adequate models as well.

Conclusion. The conducted research allows us to draw the following conclusions and recommendations:

- in the republic creation of the Republican center for development and monitoring of an inclusive education is required;
- allocation of additional financial resources on material equipment for children with limited opportunities is necessary;
- creation of new financial and economic mechanisms for training children with special educational needs is required;
- creation of the scientific and methodcall center is necessary in order to implement scientific applied researches for the solution of inclusive education problems;
- modification of standard and legal base of inclusive education.

References

- 1 “The Kazakhstan way – 2050: uniform purpose, uniform interests, uniform future” Message of the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan. January 17, 2014.
- 2 Bakiyeva M. Inclusive education: in the center of attention – the child [Text]: Information and methodical magazine / M. Bakiyeva//Open school. – Almaty, 2014. – No. 4(135).-12С.
- 3 Draft of the Concept of inclusive formation of the Republic of Kazakhstan.
- 4 State program of education development of RK for 2011-2020, approved as the decree of the President of Kazakhstan, December 7, 2010 No. 1118.
- 5 www.stat.gov.kz
- 6 The law of the Republic of Kazakhstan “About education” of July 27, 2007 No. 319-III (with amendments and additions as of 24.10.2011)
- 7 Law “About the Rights of the Child in the Republic of Kazakhstan” of 08.08.2002 N 345-II.
- 8 The law of RK “About Social and Medico-pedagogical Correctional Support of Children with Limited Opportunities”, July 11, 2002 N 343.
- 9 World conference “Education for All”, Dzhomtyene, Thailand, March 5-9, 1990.
- 10 The guidelines of policy in the field of inclusive education. Paris, UNESCO, 2009.

11 The Salamanca declaration and Action Framework related to training of persons with special needs. Paris, UNESCO, Ministry of Education Spain. 1994.

12 Strategic plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2014 – 2018. The resolution of the government of the Republic of Kazakhstan from 26 March, 2014 No. 258.