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ÓMIRZAQ SULTANĠAZIN ATYNDAĠY
QOSTANAI MEMLEKETTİK PEDAGOGİKALYQ ÝNİVERSİTETİ
QOSTANAI OBLYSY ÁKİMDİGİNİŇ BİLİM BASQARMASY
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«Білім беру практикасының сапасын жоғарылатудың өзекті мәселелері» тақырыбындағы Алтынсарин оқуларының Халықаралық ғылыми - практикалық конференция материалдары осы жинаққа енгізілген.

Мақала авторлары: жоғары оқу орындары және колледж оқытушылары, мектеп мұғалімдері мен ғылыми-ізденушілер білім беру үрдісінің сапасын жоғарылату және білім беруді жаңғырту мәселелері бойынша халықаралық кәсіби қауымдастықтың өзекті мәселелерін талқылауға алған.

Аталған жинақ жоғары оқу орындары және колледж оқытушылары, мектеп мұғалімдері мен ғылыми-ізденушілерге арналаған.

В сборник включены материалы Международной научно-практической конференции Алтынсаринские чтения «Актуальные проблемы повышения качества образовательной практики».

Авторы статей: преподаватели вузов и колледжей, учителя школ и научные сотрудники обсудили актуальные проблемы повышения качества образовательного процесса, модернизации образования.

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COMPARATIVE ANALYSIS OF KAZAKHSTANI EDUCATIONAL POLICIES AND PRACTICES AGAINST THE UNESCO POLICY GUIDELINES FOR INCLUSION IN EDUCATION (2009)

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Аннотация

Мақала инклюзивтік білім беру саласындағы Қазақстан мен ЮНЕСКО-ның саясатын және инклюзивті білім беруді дамытудың алғышарттарын және инклюзияны енгізудің негізін салыстырмалы талдауына арналған.

Аннотация

Статья посвящена сравнительному анализу политики Казахстана и ЮНЕСКО в сфере инклюзивного образования, которая отражает предпосылки для развития инклюзивного образования в Казахстане и международную политику, как основу внедрения инклюзии.

Abstract

The article is devoted to comparative analysis of Kazakhstani and UNESCO policies for inclusion in education, which reflects the premises for the development of inclusive education in Kazakhstan, and international policies which are the basis of inclusion.

Түйінді сөздер: инклюзия, саясат, арнайы білім беру қажеттіліктері, бәрине арналған білім, алғышарт, бұзушылық.

Ключевые слова: инклюзия, политика, специальные образовательные нужды, образование для всех, предпосылка, нарушение..

Keywords: inclusion, policy, special educational needs, education for all, premises, disorder.

Introduction

The assurance of equity in Education for All (EFA) has become one of the leading tendencies of school education development in the modern world. The first signs of a serious attitude made by international leaders towards the problem of the equal access to education were observed at the Universal Conference on EFA in Thailand, based on the Universal Declaration of Human Rights and the Convention on the Rights of the Child. The slogan of this conference “Education for All by 2000” became the leading guide to solve this issue [1]. According to the World Declaration on Education for all (1990), every child despite such indicators as race, gender, nationality, financial and health conditions are promoted with equal opportunities for education. This application was addressed to overcome the barriers, which appeared in the education sector.

The World Conference on Special Needs Education in Salamanca, Spain in 1994, which was organized cooperatively by the government of Spain and UNESCO, proclaimed the objective to include all children in the world with or without disabilities or special needs into school education and to initiate reform of schools concerning this issue. This was done in order to confirm the principles and discuss the practical methods on how to include children with special educational needs (SEN) into a common educational process; and what actions to take to make them a fully-fledged part of the educational community [2]. According to the Salamanca Declaration (1994), inclusive education is a special system of providing educational services, which are based on the principles of ensuring an inalienable right of a child to be educated. These principles can be followed by adapting curricula and plans, methods and forms of staff training, resources for individual educational needs and different forms and methods of educating children with special needs.

Nevertheless, a common vision on EFA was built up approximately twenty years ago, when the participants of the World Education Forum in Dakar (2000) stated that the crucial role belonged to inclusive or integrated education, or to be more precise to their development

and improvement. In the framework of realization the principle of EFA, all the states parties must ensure inclusive education on all the stages and guarantee the principle of life-long learning [3].

As a result, more and more countries, including Kazakhstan, tend to support all schools to obtain an inclusive character. The actions towards inclusive education reforms in Kazakhstan and ratifications of international regulatory documents within inclusive education will be analyzed in this paper. Moreover, this paper will present a comparative analysis that considers Kazakhstan's educational policies and practices against the UNESCO Policy Guidelines for Inclusion in Education (2009).

The stages of Development of Inclusive education in Kazakhstan

Kazakhstan is a country with twenty six years of independence. For this reason practically all spheres of education went through reforms and are still being reformed. Inclusive education is not the inclusion here. Before making a comparative analysis on Kazakhstan's educational policies and practices against the UNESCO Policy Guidelines for Inclusion in Education (2009), it is necessary to make a historical review on the conditions of special education within the country.

By the middle of the nineties, Kazakhstan had a permanent network of special schools and preschool organizations, such as schools for deaf children, separately for hearing impaired children, for blind children, separately for visually impaired children, mentally retarded children, as well as children with speech disorders, mental retardation, and musculoskeletal disorders. In general, the number of special schools counted eight different directions, enumerated above [4].

The first premises of inclusive education originated in the eighties. At this time the first special classes began to appear in comprehensive schools along with special schools. These changes towards inclusive education embraced children with retarded mental development and intellectual disability. Comparing the development of inclusive education around the world, especially the inclusion of children with SEN into comprehensive educational process, the first steps were made simultaneously, both by the Soviet and Western countries. However, the problems in inclusive education tend to come across with are still spontaneous and uncontrolled. As a result, the number of special correctional organizations decreases, while the number of children with SEN is increasing [5].

The legislation of the Republic of Kazakhstan, in accordance with the fundamental international documents in the field of education, provides the principle of equal rights to education for people with disabilities.

Guarantees of the right of children with disabilities in development to receive education are accepted in the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan "On Rights of the Child in the Republic of Kazakhstan", "On Education", "On Social and Medical Pedagogical Correctional Support for Children with Disabilities", "On Social Protection of Disabled People in the Republic of Kazakhstan", "On Special Social Services" [6].

However, in spite of approved and accepted regulatory documents, inclusive education continues to experience difficulties in different spheres of its application and implementation. These difficulties are connected with several reasons, among them are a lack of educational facilities and organizations, undeveloped curricular and accommodations, and a lack of qualified staff. Consequently, the attendance of comprehensive schools by children with SEN can be suggested just formally without creating necessary conditions in schools and kindergartens, as well as ensuring the professional development of teachers and the psychological preparation of families.

According to 17 new Global Goals in the frames of Sustainable Development by 2030, admitted by the decision of UN General Assembly in September 2015, Kazakhstani

education system should be focused on achieving the fourth one – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” [7].

One of the priorities of the State Program for the Development of Education for 2011-2020 is the introduction of a system of inclusive education and an increase in the proportion of preschool organizations and schools that created conditions for the inclusion of children with special needs in the comprehensive educational process [8]. However, the National Action Plan for the Development of EFA in the Republic of Kazakhstan [9] emphasizes that preschool and general school organizations are not able to provide qualified support to children with special needs, as evidenced by the fragmented practical implementation of inclusive education in educational organizations. The problem is not only rooted in transferring children with SEN to comprehensive schools, but rather in how to transform a regular school so that it meets all the expectations of the diverse needs of all students. It is important that the presence in the classroom of different children (children with SEN, orphans, children without parental care, and representatives of national minorities) be perceived by the participants of the educational process not as a problem, but as an enabling environment for the formation of tolerance and the preparation of children to live in conditions of diversity [5]. To implement these tasks, the efforts of all the stakeholders of the educational process are required.

Present day situation on Inclusive education in Kazakhstan. Statistics data

Present day Kazakhstan has been integrating the principles of inclusive education through the reforms of school and preschool education [7]. In compliance with the statistics data on the number of children with additional needs, dated from egov.kz (portal of the electronic government of the Republic of Kazakhstan), there are 144,783 children with special educational needs , including 96,555 schoolchildren and 48,228 preschool children [9].

In the terms of preschool education, approximately one tenth of kindergartens (495 out of 4910) has officially implemented inclusive education in its curricular. In comparison with preschool sector, school education with 44,7% or 3289 schools respectively have created special conditions for inclusive education, and embraced more than forty thousand children with SEN [9]. Centers for inclusive education were established along with the development of inclusive education in school and preschool sectors. These centers are aimed to supply teachers and parents with support in methodological, consultative and scientific directions.

According to the data retrieved from egov.kz the number of special kindergartens has increased to 42, on a par with them there are 435 special groups in ordinary preschool organizations. In general, both special and ordinary kindergartens educate more than thirteen thousand preschool children with SEN. Concerning the school sector there are 97 special schools and 2605 special classes, which embrace about twenty five thousand school children [9]. The professional pedagogical support for children with SEN is ensured by 13 rehabilitation centers, 149 offices of psychological and pedagogical correction, 58 psychological, medical and pedagogical consultations [7].

In the terms of vocational and higher education, Kazakhstan has made the first initiatives in the development of these directions. Ministry of education and science supports about three thousand students with special educational needs with training programs in 178 colleges. To prepare qualified staff for the inclusive education sector, seventeen universities around Kazakhstan prepare professionals in the specialty “Defectology” [7]. Nazarbayev University is the first higher educational organization, which implemented Master Program in “Educational leadership: inclusive education” in 2015 in Kazakhstan. The first cohort of students graduated from this program will be in 2018. Within the last few years more than 2,770 teachers have passed the programs of professional development in inclusive education.

Kazakhstan’s educational policies and practices against the UNESCO Policy Guidelines for Inclusion in Education

In the framework of international policies and practices on inclusion education Kazakhstan has also signed “Dakar Framework of Actions” in 2000. The main initiative of this document has become the program “Education For All” (EFA). Within this program, all children are provided with an equal choice and opportunities to study.

In compliance with the basic concerns of UNESCO Policy Guidelines, for inclusion it is necessary to follow five main principles to implement and adhere to these principles of inclusive education in Kazakhstan.

The concerns were identified in the frames of workshops “Inclusive Education: the Way of the Future”, organized by UNESCO International Bureau of Education (IBE) and include the next directions: attitudinal changes and policy development, ensuring inclusion through early childhood care and education, inclusive curricula, teachers and teacher education, resources and legislation [10].

The first concern is explained with the concept of understanding of inclusive education in society, and its support by all stakeholders, starting from policy-makers and finishing with students and their peers. Consequently, the economic and social development sectors must take inclusive education into account [10].

The second concern is connected with early childhood inclusion. This concern is ensured through obtaining an equal right for all children of preschool age [10].

The third concern is inclusive curricula, which guarantees a cohesive transition from the preschool level of education to the school one and then further. It supports the principles of flexible learning and assessment [10].

The fourth concern is connected with teachers’ professional development and preparation (both pre-service and in-service). Teachers should be acquainted with special educational approaches and methods to ensure differentiation for all children within one classroom. In addition, this concern tends to improve teacher’s social status [10].

The fifth concern adopts the acceptance of legislative and regulatory documents on inclusive education. It is suggested not to violate any national or international laws or conventions concerning inclusive education [10].

The Republic of Kazakhstan adopted all the concerns of UNESCO’s Policy Guidelines on Inclusive education and defined three priority directions. Among them are 1) identification of disabilities in early childhood, 2) creation of variative conditions for the realization of the right of EFA, 3) development of integrated inclusive education. All the three priority directions implicate the principles of the five concerns mentioned above [6].

The identification of disabilities in the development of children and the organization of correctional and pedagogical work in early childhood, give more chances to ensure the correction of the main disabilities in the development of a child by the time of starting school. Moreover, such children are prepared to study in a comprehensive school [11].

For the second priority direction, there is a differentiated network of special education organizations in the country to organize the education of children with disabilities, which includes: special (correctional) education organizations according to the type of disability, as well as special groups for general kindergartens and special classes in general schools.

The development of the system of social and medico-pedagogical support for children with disabilities presents the idea of the third priority development by the means of integrated (inclusive) education. It is realized not by the means of isolation of children with SEN and creation of sustainable understanding of their own disability; but the construction of a social understanding that only by including children with disabilities into ordinary development, co-education, organization of their joint leisure, and mutual support will help overcome difficulties.

Conclusion

In conclusion, Kazakhstan has done much towards the implementation of the principles of inclusive education established in UNESCO’s Policy Guidelines on Inclusive

Education. Likewise, Kazakhstan has still much to do in the terms of developing EFA. Consequently, just signing the “Dakar Framework of Actions” in 2000 does not guarantee full implementation and realization of practices and policies towards the principles of inclusivity and education for all.

Kazakhstan still lacks of a number of circumstances and further actions. They are connected with political, socio-economic and individual issues. To improve the situation with inclusive education, more financial facilities must be devoted for the accommodation and modification of educational organizations, preparation of qualified staff both pre- and in-service, and acceptance of equal rights of children with special educational needs within one classroom. These children must be accepted as a part of a global community and must be ensured with a happy and fully-fledged life.

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