



IBE-UNESCO Preparatory Report for the 48th ICE on

Inclusive Education

**“The Third Workshop of the Commonwealth of Independent States (CIS) Community
of Practice in Curriculum Development: Inclusive Education:
The Way of the Future”**

**Preparatory Activity of the 48th Session of the
International Conference on Education.**

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Abstract

The International Conference on Education (ICE) is a major international forum for educational policy dialogue among Ministers of Education and other stakeholders (researchers, practitioners, representatives of intergovernmental organizations and NGOs). The ICE is organized by the International Bureau of Education (IBE), the UNESCO institute specialized in assisting Member States in curriculum development to achieve quality Education For All. The IBE Council, composed of 28 UNESCO Member States, has proposed in January 2007 that the 48th ICE session, to be held in Geneva in November 2008, should focus on the theme “Inclusive Education: the Way of the Future”. The 48th ICE will focus on broadening the understanding of the theory and practice of inclusive education while discussing how governments can develop and implement policies on inclusive education. The IBE is hosting a series of regional preparatory workshops dedicated to exploring and advancing inclusive education in preparation for the ICE 2008. The Third Workshop of the Commonwealth of Independent States (CIS) Community of Practice in Curriculum Development: Inclusive Education: The Way of the Future was held in Minsk, Belarus on the October 29-31 2007. This event was organized by the National Institute of Education of Belarus Ministry of Education, IBE-UNESCO, UNESCO Office in Moscow, and the CIS Council on Cooperation in Education; the venue of the conference was the Inclusive Secondary School 51 in Central District of Minsk and it had the participation of nine CIS countries. Within the framework of the four ICE 2008 sub-themes, this report addresses the status of inclusive education in the region and the ideas proposed by participants on what the next steps should be on how to advance inclusive education policy and implementation in the region.

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I. INTRODUCTION ¹

The IBE-UNESCO, through the Community of Practice (COP) in Curriculum Development², is organizing a series of Regional Preparatory Workshops on Inclusive Education with the overall goal of initiating a participatory and consultative process, to highlight key issues and challenges in Inclusive Education to be presented at the 48th session of the International Conference of Education (ICE 2008).

There are a number of critical dimensions contained in the inclusive education agenda. Each preparatory regional workshop centers on four sub-themes around which the IBE Council has proposed to articulate the 48th ICE.

- (i) *Inclusive Education: Approaches, Scope and Content* (to broaden the understanding of the theory and the practice of inclusive education);
- (ii) *Inclusive Education: Public Policies* (to demonstrate the role of governments in the development and the implementation of policies on inclusive education);
- (iii) *Inclusive Education: Systems, Links and Transitions* (to create education systems which offer opportunities for life-long learning); and
- (iv) *Inclusive Education: Learners and Teachers* (to foster a learning environment where teachers are equipped to meet the learners' diverse expectations and needs).

The IBE Council understands the conference as an opportunity for promoting dialogue among Ministers of Education, highlighting some universal and complex issues, and engaging the audience. The ICE should play a pivotal role in orientating and clarifying the debate on Inclusive Education. The IBE Council also proposes that the ICE should be based on evidence and involves the Ministers of Education in enriching discussions on evidence-informed policies.

¹ This report was prepared by Mr. Renato Opertti and Ms. Carolina Belalcázar, with the assistance of Ms. Jayne Brady and Ms. Isabel Guillinta Aguilar, Capacity Building Program in Curriculum Development, International Bureau of Education.

² IBE, in conjunction with curriculum specialists from different regions of the world, set up from 2005 onwards, the Community of Practice in Curriculum Development (up to the moment made by 697 members from 85 countries). It is understood as an open and plural worldwide space that contributes to generate collective thinking and action on curriculum issues within the framework of a holistic approach to determining and implementing the Education for All (EFA) goals.

As the third ICE-related workshop, The Third Workshop of the Commonwealth of Independent States (CIS) Community of Practice in Curriculum Development: Inclusive Education: The Way of the Future had three objectives: a) the exchange of perspectives, strategies and practices with relation to the current status of inclusive education at regional and national levels; b) the identification of shared challenges and policy proposals related to inclusive education; c) discussion and proposal of a regional contribution significantly relevant to the ICE 2008 debates that collects strategies and establishes trends about inclusive education in the region.

Twenty-three participants, including ministerial representatives, policy-makers, and educators from Armenia, Belarus, Russia, Latvia, Kazakhstan, Ukraine, Kyrgyzstan, Moldova, Uzbekistan, IBE-UNESCO, the UNESCO Office in Moscow, the Belarus UNESCO Commission, the Latvian National Commission for UNESCO, the Division for the Promotion of Basic Education (ED/BAS, UNESCO Paris) and the Finnish National Board of Education participated in the seminar. We acknowledge the generous engagement and deep professionalism shown by the workshop's participants (see List of Participants in Appendix 1). All participants were from senior levels at governmental institutions, and thus able to influence decision-making processes in the region.

The purpose of this report is to shed light on the concept of inclusive education from the standpoint of the International Bureau of Education (IBE) and the Commonwealth of Independent States as a way to examine how practices of inclusive education are and could be further developed in the region. To explore this, emphasis will be given to inclusive education in the context of the four ICE sub-themes.

Methodologically, the report is organized as follows: The first section of the report provides a background on inclusive education based on United Nations framework and documents. The second section presents several conceptual dimensions of inclusive education. In line with ICE 2008 sub-themes, the third section addresses the current status of inclusive education in the nine participating countries by identifying as well their challenges, policy initiatives and good practices. This section draws directly from country reports and country power point presentations that were provided by the workshop country representatives as part of the event.³ Finally, as a conclusion, the last section presents the region's final

³ CIS country reports and power point presentations prepared and submitted by representatives of the respective countries were used as a basis for this report after their translation from their original Russian version into English.

statement on inclusive education as a roadmap of recommendations that participating countries developed towards the end of the seminar. This statement represents the various policy initiatives workshop attendees consider needed to be taken with respect to inclusive education in the region.

II. INCLUSIVE EDUCATION: UNITED NATIONS NORMATIVE FRAMEWORK

Building a truly inclusive society, where all people learn together and participate equally hinges on providing a quality education for all. The United Nations Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. Article 26 of the Universal Declaration of Human Rights, 1948, clearly lays down the foundation for the Education for All movement. It states:

Everyone has the right to education and education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedom⁴.

Inclusive education seeks to address the diverse learning needs of all children. This is further supported by the Convention on the Rights of the Child, 1989, which states that all children have the right to receive the kind of education that does not discriminate on the basis of disability, ethnicity, religion, language, gender, capabilities, and so on. The principle of inclusive education was adopted at the 1994 World Conference on “Special Needs Education: Access and Quality” in Salamanca, Spain. It was restated at the 2000 World Education Forum in Dakar, Senegal. The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all.

The Salamanca Statement and Framework for Action on Special Needs Education call upon member states to guarantee the implementation of inclusive education in order to bring back children who are excluded into the mainstream educational system. According to the Salamanca Statement, inclusive education means that:

Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. They should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.⁵

⁴ United Nations Universal Declaration of Human Rights. (2007). In the *United Nations Website*. Retrieved July 2, 2007 from the United Nations Universal Declaration of Human Rights website: <http://www.un.org/Overview/rights.html>

⁵ The Salamanca Statement and Framework for Action on Special Needs Education, Adopted by the World Conference on Special Needs Education: Access and Quality. (1994). In the *United Nations Educational, Scientific, Cultural Organization (UNESCO) website*. Retrieved July 2, 2007 from the UNESCO website: http://www.unesco.org/education/pdf/SALAMA_E.PDF

The Dakar Framework for Action on Education for All (2000) further supports previous initiatives by calling upon nations to address the needs of learners who are victims of marginalization. It states:

Education for All (...) must take account of the need of the poor and most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health, those with special learning needs.⁶

The Convention on the Right of Persons with disabilities⁷ (2006) specifically addresses the right of all persons with disabilities to education (article 24). In realizing this right, States Parties shall ensure that (a) persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) persons with disabilities can access an inclusive and free quality primary and secondary education on an equal basis with others in the communities in which they live; (c) reasonable accommodation of the individual's requirements is provided; (d) persons with disabilities receive the support required, within the general education system, to facilitate their effective education and (e) effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Providing quality education for all remains one of the biggest development challenges of our times but with effective legislation and policies it is possible to contribute to build a world of inclusion, not only for people with disabilities, but also for all those who are unable to exercise their basic human right to education.

⁶ Dakar Framework for Action on Education for All. (2000). In the *United Nations Educational, Scientific, Cultural Organization (UNESCO) website*. Retrieved July 2, 2007 from the UNESCO website:
http://www.unesco.org/education/efa/ed_for_all/framework.shtml

⁷ www.un.org/disabilities/convention/

III. CONCEPTUAL DIMENSIONS OF INCLUSIVE EDUCATION

Inclusive education is a growing universal concern that informs and challenges the processes of educational reform in both developing and developed regions. Inclusive education is also an evolving concept useful to guide strategies of educational change addressing the sources and consequences of exclusion within the holistic framework of the EFA goals and the understanding of education as a human right.

2.1 SPECIAL NEEDS EDUCATION

Traditionally and even today in various world regions – for example, in Eastern and South-Eastern Europe, as well as in the Commonwealth of Independent States (CIS) and most parts of Asia^{8, 9, 10} the concept and practice of inclusive education have been mainly limited to students categorized as having special needs, meaning mainly those with physical and/or mental disabilities, as well as refugees. Under this perspective, the approaches and responses given to students' needs have been mostly remedial and corrective, consisting of the setting up of special schools and curricular tracks and by increasing the number of special education teachers.

One significant consequence of differentiated curricular and institutional structures for students categorized as having special needs has been their marginalization and even segregation within the education system. Likewise, these children are learning to live separately from society, instead of learning to live together as a main part of it. The assumption that there are “special needs children” is questionable, as stated by Stubbs, “any child can experience difficulty in learning [...]; many disabled children have no problem with learning”¹¹ and “children with intellectual impairment can often learn very well in certain areas”.¹²

⁸ Organisation for Economic Co-operation and Development (OECD) 2006. *Education policies for students at risk and those with disabilities in South Eastern Europe: Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD.

⁹ IBE, 2007 International Bureau of Education (IBE) 2007. *Report on the Commonwealth of Independent States, Third Workshop on Curriculum Development: “Inclusive Education: The Way of the Future”*, Minsk, Belarus, 29-31 October 2007. Geneva, Switzerland: UNESCO IBE, IBE/2007/RP/CD/06.

¹⁰ IBE, 2007 International Bureau of Education (IBE) 2007. *Report on the International Workshop on Inclusive Education – East Asia*, Hangzhou, China, 2-5 November 2007. Geneva, Switzerland: UNESCO IBE, IBE/2007/RP/CD/08.

¹¹ Stubbs, S. 2002. *Inclusive education: where there are few resources*. Oslo: The Atlas Alliance, p. 23.

¹² *Ibid.*, p. 3.

2.2 INTEGRATION

The concept of integration came to the fore in the 1980s, as an alternative to special needs curricula and school models, with the objective of placing students identified as having special needs in mainstream schools. The restructuring and improvement of physical facilities and the provision of learning materials, along with the increase in the number of special education classrooms and specially trained teachers in mainstream schools were, and still are, some of the main components for the application of integration models. Mainly focused on students with mild impairments, integration risks becoming a rhetorical device rather than a reality in practice; it can become a spatial change of school classrooms rather than a change of curricular content and pedagogy relevant to children's learning needs and capabilities.

After the 1990s, the scope, objectives, contents and implications of inclusive education in relation to integration considerably changed. This was principally due to the recognition that integration models solely based on closing special schools and “inserting” students into mainstream schools and curricula did not respond to the diversities of learners' expectations and needs. Such an understanding has prompted the revision of educational policies dealing with integration issues by questioning the relevance of the curriculum and school models that are the same for all students, regardless of their differences. In such models, students must *adapt* to the norms, styles, routines and practices of the education system instead of the education system changing according to the learner. Moreover, dropout rates may increase among students with special needs when they are integrated into mainstream schools that have not undertaken a comprehensive set of institutional, curricular and pedagogical changes.

2.3 INCLUSION

Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. In the context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. In this sense, education systems have the obligation to respond to the expectations and needs of children and young people, considering that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing “special needs” students in mainstream schools) is very

limited. This is what Peters¹³ refers to as the “continuum of placements” paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered. The debate on inclusive education and integration is not about a dichotomy between integration and inclusion policies and models, but rather about identifying to what extent there is progress in the understanding that each school has the moral responsibility to include everyone. Such requirement is also challenged when education systems have to address effectively other core universal education issues such as poor school attendance, repetition, dropouts, and low learning outcomes. Empirical evidence indicates that a student who repeats the first school years has a strong probability of dropping out of school altogether.¹⁴,¹⁵,¹⁶ Each of the above problems and the combination of them generating exclusion are exacerbated by persistent institutional and pedagogical practices (e.g. frontal teaching) which assume that all children have the same learning conditions and capabilities. Moreover, as noted during the 2004 International Conference on Education,¹⁷ a child’s exclusion from education leads to a lack of the professional and social competencies needed in order to access essential knowledge and to exert an autonomous and responsible citizenship.

Therefore, over approximately the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, which should involve: (a) respecting, understanding and taking care of cultural, social and individual diversity (responding to the expectations and needs of students); (b) providing equal access to quality education; (c) close co-ordination with other social policies.

A broad conception of inclusive education also addresses the learning needs of students with disabilities and learning difficulties, as conceptualized by the Organization for Economic Co-operation and Development.¹⁸ Such conception refers to the inclusion of children with

¹³ Peters, S. 2004. *Inclusive education: an EFA strategy for all children*. Washington, DC: World Bank.

¹⁴ United Nations Educational Scientific and Cultural Organization (UNESCO) 1998. *Wasted opportunities: when schools fail; repetition and drop-out in primary schools*, Education For All, Status and Trends, Paris: EFA Forum Secretariat, UNESCO.

¹⁵ United Nations Educational Scientific and Cultural Organization (UNESCO) 1996. *La Repetición Escolar en la Enseñanza Primaria Una Perspectiva Global*. Geneva, Switzerland: UNESCO IBE.

¹⁶ United Nations Educational Scientific and Cultural Organization (UNESCO) 1984. *The drop-out problem in primary education: some case studies*. Bangkok: UNESCO Regional Office for Education in Asia and the Pacific.

¹⁷ United Nations Educational Scientific and Cultural Organization (UNESCO) 2004. International Conference of Education. 47th meeting. Workshop 2: Quality education and social inclusion. Geneva: UNESCO IBE. Available online at: http://www.ibe.unesco.org/International/ICE47/English/Wdocs/Wdocs_main.htm, pp. 8–14

¹⁸ Organisation for Economic Co-operation and Development (OECD) 2006. *Education policies for students at risk and those with disabilities in South Eastern Europe: Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD.

educational needs related to learning difficulties caused by organic pathologies and/or to behavioural or emotional disorders. OECD also addresses learning difficulties in children due to a problematic interaction between the student and the educational context or to disadvantages related to socio-economic or cultural/linguistic factors. Although there are the above categories to consider, the nature of the concept of inclusive education is non-categorical, and aims at providing effective learning opportunities to every child, in particular tailored learning contexts.

UNESCO defines inclusion precisely thus: “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. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”¹⁹. Furthermore, as stated by Booth and Ainscow²⁰ in their proposal of an *Index for inclusion*, “inclusion is about making schools supportive and stimulating places for staff as well as students. [...] It is about building communities which encourage and celebrate their achievements”.

Indeed, the design and the development of policies on inclusive education should not be understood as the sum of initiatives and efforts in favour of specific groups (an endless and quite possibly incomplete list). On the contrary, the focus is not on categories but on the provision of friendly learning environments and diverse learning opportunities for all. According to Tutt,²¹ the main challenge is to provide inclusive settings in all schools, through the provision of a diverse continuum of services that are part of a school network linked to other social policies.

The challenges of attaining inclusive education are therefore also related to the provision of a comprehensive set of policies aimed at: (a) a pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the education system; (b) a vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to the specificities of each student by personalizing educational

¹⁹ United Nations Educational Scientific and Cultural Organization (UNESCO) 2005. *Guidelines for inclusion: ensuring access to Education for All*. Paris: UNESCO.

²⁰ Booth T., Ainscow, M. 2002. *Index for inclusion, developing learning and participation in schools*. Bristol, UK: Centre for Studies on Inclusive Education, p. 4.

²¹ Tutt, R. 2007. *Every child included*. London: Paul Chapman Publishing/The Association for all School Leaders (NAHT). United Nations Development Programme (UNDP) 2005. *Human development report 2005: international cooperation at a crossroads: aid, trade and security in an unequal world*. New York, NY: UNDP. Available on-line at: hdr.undp.org/reports/global/2005/

provision; (c) available physical facilities and equipment aligned with the designed curriculum and its implementation; (d) strong teacher support in the classroom —seeing the teacher as a co-developer of the curriculum; and (e) engaging in dialogue with families and communities in order to understand their expectations and needs, as well as to promote their active participation in the schools.

An inclusive educational strategy implies the careful and detailed consideration of the specificity and uniqueness of each child and adolescent so as to provide them with effective educational opportunities throughout their lives. In these terms, inclusive education is about the ways and the modalities under which teachers and students interact with each other and generate mutual empathy and closeness; how they understand and respect their diversities and jointly create suitable and attainable conditions for achieving relevant and pertinent learning opportunities for all.

Cognitive education plays a key role in achieving inclusive education as it tends to make children aware of their own cognitive functions, which can help them to understand and learn better. It is an effective way for educators to address the needs of diverse populations by better understanding how students learn, think and reflect, critically and creatively, and how this understanding can be used in the construction of a meaningful curriculum and related learning.

As a contribution to the discussion of pedagogical approaches of inclusive education, Skidmore²² draws attention to the differences between a pedagogy of deviance and one of inclusion by noting the following five aspects:

- a) *Student's learning*: while the deviance discourse establishes a hierarchy of cognitive skills to measure the abilities of each student, the inclusion discourse highlights the open learning potential of each student, which can be progressively discovered and stimulated.
- b) *Explanation of school failure*: while the deviance discourse points out that the main learning difficulties are related to the deficiencies of the students' capacities, the inclusion discourse argues that the main difficulty lies instead on the inadequate responses generated by the curriculum.
- c) *School response*: while the deviance discourse states that the learning process should be focused on the students' deficiencies, the inclusion discourse emphasizes the need for reforming the curriculum and of implementing a cross-cutting pedagogy in the school.

²² Skidmore, D. 2004. *Inclusion: the dynamic of school development*. London: Open University Press, pp. 112–127

- d) *Theory of teachers' expertise:* while the deviance discourse emphasizes the importance of specialized discipline knowledge as the key to the teachers' expertise, the inclusion discourse highlights the active participation of the students in the learning process.
- e) *The curriculum model:* while the deviance discourse argues that an alternative curriculum should be designed for those students categorized as low achievers, the inclusion discourse emphasizes the need of a common curriculum for all students.

In overall terms, inclusive education implies four key elements:

- a) It is essentially a process of looking for the most appropriate ways of responding to diversity, as well as of trying to learn how to learn from differences.
- b) It is linked to the motivation and development, through multiple strategies, of students' creativity and their capacity to address and resolve problems.
- c) It comprises the right of the child to attend school, express his/her opinion, experience quality learning and attain valuable learning outcomes.
- d) It implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school, and of obtaining low learning outcomes.

2.4 INCLUSIVE EDUCATION AND SOCIAL INCLUSION

The urgent need to advance in the democratization of opportunities that would enable all children to access and profit from a high-quality equitable education draws on the conception of inclusion as a guiding principle to foster educational and social change. Inclusion from an educational perspective can help address the traditional and structural problems of poverty, the challenges of modernization and social and cultural integration, and the growing diversity of national societies. Social inclusion and inclusive education are mutually implicated in a feedback relationship. Inclusive education seeks to address forms and contents of exclusion, such as the social gaps in access to information and communication technologies (ICTs); the marginalization of disaffected young people (those who do not study, do not work and do not look for work); the lack of educational opportunities and low learning outcomes among migrant populations; the cultural homogeneity of educational proposals that are not exposed to, or do not understand and value multiculturalism, and the stigmatization of cultural and social diversity as an obstacle to inclusion.

Inclusive education can therefore be considered a pathway to attain social inclusion. From a societal perspective, inclusive education is clearly and substantially linked to the discussion around the type of society to be attained; the kind of well-being desired for all citizens; and the quality of democracy and social participation we wish to pursue. On a long-term basis,

education in relation to social inclusion implies an understanding of the former as the key to citizenship and as an essential component of social policy.

Along those lines, the relationship between social inclusion and education highlights central issues of inclusive education related to: (a) the struggles against poverty, cultural and social marginalization and exclusion; (b) the consideration of cultural diversity and multiculturalism, as both a right and a learning context within a framework of shared universal values; and (c) the protection of the rights of minorities, aboriginals, migrants and displaced populations.

In the light of these issues, the following points are critical in understanding and advancing the conception and practice of inclusive education:

- a) Identifying the significance and priority given to inclusive education in governmental and state policies. Inclusive education, as a key social policy, is a powerful instrument to mitigate the negative effects of social inequalities and cultural disintegration, as well as residential segregation. Inclusive education is useful in addressing the changing cultural, ethnic, migrant and social composition of schools, a major challenge to the development of efficacious and efficient government social policies.
- b) Fostering high-quality equitable learning opportunities for all by considering the articulation, diversification and flexibility between the different ladders and pathways of the education system, its structures and contents, within a global and unified vision of basic and youth education.
- c) Developing a tailored approach to providing a real opportunity for educational success for each child by focusing on the learning needs of both potential and current students (those who have never attended school, those who are currently attending and those who have dropped out), taking into account their cultural, social and cognitive diversities as well as their ethnic origin, philosophical and religious beliefs and migrant status. Diversity in learning contexts should be considered as a challenge and an asset to education and not as an obstacle.
- d) Guiding, articulating and undertaking efforts and initiatives aimed at generating suitable conditions for achieving meaningful and relevant learning by conceiving the school as the main force for educational change, as well as an integrated institutional and pedagogical unit within a solid educational policy and shared curriculum framework, from early childhood to youth education.
- e) Renovating and recreating teachers' professional roles taking into account their ethical and societal mission and responsibility. Teacher training and professional

development should strengthen the ways in which teachers understand, approach and respond to students' differences; teaching styles should be revised and adjusted in order to be aligned with cultural and social contexts that are increasingly complex and uncertain; teachers should be considered as co-designers and co-developers of inclusive education policies at the school and classroom levels, and not as mere implementers of curriculum change.

In overall terms, the transition towards inclusive education implies collective thinking and action on: (i) the concept of social justice and social inclusion; (ii) the beliefs around the learning potential of each student; (iii) the conceptual frameworks that sustain good teaching and learning practices; and (iv) endorsing a comprehensive political and technical vision of curriculum encompassing processes and outcomes.²³

²³ Nind, M. 2005. Inclusive education: discourse and action. *British educational research journal*, vol. 31, no. 2, April, pp. 269–275.

IV. INCLUSIVE EDUCATION IN THE COMMONWEALTH OF INDEPENDENT STATES (CIS)

1. THE REPUBLIC OF ARMENIA²⁴

Approaches, Scope and Content

According to the Ministry of Education and Science (MOES), the concept of inclusive education has changed throughout the years. Until recently, inclusive education involved mainly the education of children with special physical conditions, and later on as well the provision of “alternative education through schools with all types of advanced study”. At present, the concept “inclusive” is being reviewed shifting to a new approach described as “inclusion of various forms of education”. Also, providing equal access to quality education for all children was also referred to when addressing the notion of inclusive education. Along those lines, compulsory and accessible secondary education, as well as professional education, is a key goal of inclusive education in Armenia. Recently the Armenian Government and Ministry of Education and Science implemented various programmes aimed at the “protection of rights” including the education of ethnic minorities: Russians, Greeks, Assyrians, Ezids, Kurds, etc. At the same time, the system of education is reconsidering its policy to education of children with special physical conditions by implementing instruction for physically challenged children based on the following principles: The right to choose an educational establishment with adequate curriculum and the right to benefit from pedagogical, medical, psychological and other services, irrespective of the type of the educational establishment chosen.

Public Policy

In Armenia all schools functioned under the patronage of Armenian Christian church until 1920. The foundations of the modern national school were laid down during the Soviet period from 1920 to 1991. At the time in which the disintegration process of the former USSR began Armenia had high educational and scientific rates. However, since then economic obstacles have affected the system of education and the direction of policy.

²⁴ The information in this section was adapted from the country report entitled “Inclusive Education in the Republic of Armenia”, prepared and submitted by Lilia Balasanjan, Main Specialist of School Management Department, Ministry of Education and Science of Armenia.

The Ministry of Education and Science highlights how the school, as a social institution, represents the stronghold of the political and national existence of Armenians; it is valued as a guarantee of progress and as a means to preserve the Armenian national identity, language and culture. At present, education in Armenia is conceived by the government as a way of achieving sustainable development. Attention is given to making the education system democratic, flexible and relevant to international tendencies at the same time that national and cultural demands are met. Implementing mechanisms to increase accessibility and quality of education are presented as key objectives of the government's policy.

In line with goals of Education for All (EFA), the Constitution of the Republic of Armenia grants every citizen the right to education and free secondary education in state educational establishments since 1995.²⁵ Moreover, every citizen is given the right to free higher and other professional education in state educational foundations on a competitive basis, while the establishment and operation of private educational foundations is statutory. The ratification of the UN Convention on the Right of the Child by Armenia stimulated a systematic legal process focused on the protection of the right of the child, which is reflected in several legal acts adopted recently to form a flexible normative framework.²⁶ EFA goals involving accessibility and quality education are addressed under the framework of the National Education Project. Under this project, the MOES highlights that education has become more accessible and of good quality, its forms more varied, and involving information technologies; the process of childhood education is also being considered with importance.

In 1999, the National Assembly adopted the Act "On Education" based on the constitutional educational provisions, which also shaped main goals and courses of action, whilst reforming the national system of education. The provisions focused on democratization of education and its integration into the international system. In particular, the 1999 Act "On Education" laid the foundations for the development of Special Needs Education; the Act vests rights in parents to choose a regular or special school which will provide adequate education for their child with special physical conditions. In 2000, the Government also approved the state Standards on Secondary Education, which help control the quality of education in national schools.

²⁵ Constitution of the Republic of Armenia, Article 35.

²⁶ Act on the Right of the Child, 1996; Act on Education, 1999; The National Core Curriculum in the Republic of Armenia 2001-2005; Act on Education of People with Special Needs, 2005.

More specifically, in 2002, a governmental program aimed at boarding school improvement gave attention to the education, upbringing and social integration of disabled children. This included transforming all boarding schools into state non-profit institutions and special comprehensive foundations. A similar governmental initiative is teaching healthy children and those physically challenged together; this form of equal access to education is implemented in some Armenian schools. In 2005, the government decided to transform 23 out of 52 special education foundations (about 10500 children)²⁷ to deal with orphans and un-parented children, and created an improvement plan providing child care and protection of children's rights.²⁸ There have also been several legal amendments focused on the interests of gifted and talented children and parents' social problems.

The government has acknowledged new social groups emerging in recent years with respect to whom it will need to address the right to education, namely the children of "ex-émigrés" (former immigrants). These children struggle to access education in Armenia as they not only fail to have any previous education certificate, but also because they do not know their parents' native language. To address this, the government is in a process of identifying any obstacles within the Armenian system of education that prevent these children's access to education.

Finally, the Ministry of Education has highlighted financial obstacles to the implementation of the above policies and programmes. In general, one reason for school non-attendance in upper secondary school is the fact that education in upper secondary school creates an extra financial expenditure for the families from the lowest economic 20%-quintile group. However the Ministry of Education also highlighted that it had coordinated with the World Bank to tackle the challenge of educational resources in Armenia. In order to help solve the problem of providing students with course books at low cost and schools with funds to buy necessary textbooks, the "Textbook" programme a system of book renting has been created, under the framework of the World Bank educational programme.

²⁷ Numerical or statistical references made in this section are taken as such without further source details from the report entitled, "Inclusive Education in the Republic of Armenia" by Lilia Balasanjan, Main Specialist of School Management Department, Ministry of Education and Science of Armenia.

²⁸ Resolution No. 1646-N

Systems, Links and Transitions

The Armenian formal system of education comprises of the following establishments and institutions; firstly, pre-school education is available for children aged 3-6 which is followed by secondary education consisting of primary education (1-4 grades); there is also basic school (5-9 grades) and upper secondary school (10-12 grades). Graduates of basic and upper secondary school are also eligible to enter institutes of professional and higher education. In parallel, there are private educational establishments (schools, colleges, institutes of higher education etc.) and foundations which not only provide educational services, but also contribute to the development of the field of education. With respect to learners with special needs, there are several specialized educational establishments, for example, boarding schools, schools for gifted children, and schools for children with special needs.

Recent reforms in curriculum and the administration of comprehensive education have aimed in particular at improving the access to and quality of education in Armenia for certain social groups. For example, in 2005-2007 special syllabi and textbooks were elaborated for Ezid and Assyrian students who want to learn their mother tongue at school. This was supported by in-service teacher training which was arranged for language teachers from communities who teach these languages. Similarly, as a way to address the right to education of multicultural groups in their society, the Armenian Ministry of Education and Science has also arranged for ethnic groups, such as Russians, Greeks and Kurds, to have the opportunity to study in national schools in the areas they live and to study their native language and culture, according to an individualized curriculum, using extra school hours. Ethnic minorities also have the chance to choose the comprehensive school they like, as well as the language of teaching, either Armenian or Russian. Mainstream schools also seek an opportunity to include extra languages into the curriculum (e.g. the Polish, Greek, Persian and other languages).

The government also recently enacted the “National Core Curriculum 2001-2005”, of which the main goal was to accelerate changes in the field of education as the “consolidation factor of statehood”, in tandem to goals of social and economic development. It has become a comprehensive guidance for the education system, aimed at developing a national education system and the basic skills and capacities of students, such as logical and creative thinking, decision-making and other practical skills deemed necessary for modern life. This national

curriculum has also aimed to create and integrate a unified complex of standards on secondary education, subject standards and syllabi, in order to ensure the conversion to 12-year secondary education and to use cutting-edge ICT in teaching and learning.

Learners and Teachers

The MOES of Armenia brings attention to the difficulty in identifying which children are not accessing primary and secondary education. Preliminary assessments in this regard point to the citizen's area of residence, ethnic group and financial position as factors influencing education access. In particular, access to secondary education has shown to be more problematic for children of certain ethnic groups (including Russians, Greeks, Assyrians, Ezids and Kurds), who were either engaged in farm work or girls who had been married off early according to their cultural and ethnic background. For this reason, recent curriculum reforms on linguistic and school choice were introduced, specifically for these groups. Nevertheless, overall, the MOES notes that the number of out-of-school children and dropout rates remains very low.

At present, the MOES highlights that teachers have realized the necessity of activating cognitive activities, and use corrective multilevel programmes to address problems of exclusion. For example, differentiated instruction in which planning and teaching is conceived according to students' individual abilities is a new pedagogic element being introduced at classroom levels. The implementation of collective work group methodologies in some schools has also been identified as a very good practice by the Ministry of Education and thus has been incorporated as part of in-service training at the Armenian National Institute of Education.

2. THE REPUBLIC OF BELARUS²⁹

Approaches, Scope and Content

The Ministry of Education of Belarus notes that the concept of “inclusion” in the educational context is not new in this country. Inclusion in Belarus has meant meeting learner’s needs in quality education based on individual characteristics and capacities, educational needs, and parents’ requirements, as well as the involvement of children and youths in the educational process. The more recent concept of “Inclusive education” was then related to this definition of inclusion, as giving every person equal rights to be involved in a holistic and comprehensive educational process and guaranteeing them equal opportunities for socialization.

The MOE states with emphasis that all children irrespective of their social, ethnic, psychophysical, emotional and behavioural specificities, state of health and intellectual differences are to be engaged in the process of education in Belarus. Along these lines, recent policies and strategies have targeted various groups of students in the education system, such as gifted and talented children, children with learning difficulties, children with health problems, children with psychophysical conditions, children with behavioral disturbances and deviant conduct, children from ethnic minorities and children from families with a low social-economic status.

Several other goals linked to inclusive education are identified, namely the implementation of the rights of the child and elimination of discrimination, the cultivation of socially vital skills to help children with health disorders make friends with their peers, and the establishment of relations based on mutual respect and understanding.

With respect to social awareness in Belarus, the MOE specifically referred to the development in social attitudes towards children with psychomotor disturbances. Despite previous social discrimination, a positive attitude is now shaping, where the learning capability and right to equal access to education of such children are admitted by society.

²⁹ The information in this section was adapted from the country report entitled, “Inclusive Education in Belarus”, prepared and submitted by Henadzi Palchyk, Director of the National Institute of Education, Ministry of Education of the Republic of Belarus.

Public Policy

The Ministry of Education presented the main objective of the Belarus educational public policy as the promotion of universal values in education, namely the equal access to free comprehensive education at all levels of education. In addition, guaranteeing conditions for a quality education to meet the requirements of a person, society and state and to prepare a stable, socially-oriented market economy for future generations' lives and livelihood is also targeted by the educational policies of the government. These objectives will also continue the tradition of high rates of adult and child literacy; according to the Ministry, Belarus met the twentieth century with a developed system of education, evident from the rates of adult literacy of 97%, youth literacy (aged 15-24) of 99.8% and the number of children involved in primary education, 94%.³⁰

In general, equal access to free comprehensive education, as well as the creation of conditions for education based on national traditions and students' individual needs, demands and capacities is legally stipulated in the Constitution.³¹ The implementation of this legislation is supported through a number of programmes and strategies. These complex measures are aimed at various categories of children, such as gifted and talented children, children with learning difficulties or from low income families, and children from ethnic minorities. There have been two simultaneous approaches offered, which give these categories of children the right to choose the form of education they receive. Firstly, the government has applied an integration approach into mainstream educational institutions; secondly the government has offered "special forms of education", in terms of social organizations and associations, including some types and forms of in-school and out-of-school educational institutions. These combined approaches were put forward as a means of guaranteeing both an individual and collaborative approach to involve all children in the holistic process of education and instruction.

Giving emphasis to resources and infrastructure, the new Governmental Programme for Comprehensive Education Development provides that all educational foundations will have progressive complex equipment of up-to-date learning materials and the creation of information

³⁰ Numerical or statistical references made in this section are taken as such without further source details from the report entitled, "Inclusive Education in Belarus" by Henadzi Palchyk, Director of the National Institute of Education, Ministry of Education of the Republic of Belarus.

³¹ Constitution of the Republic of Belarus; Basic Act of the Republic of Belarus on Education in the Republic of Belarus; Act On Comprehensive Education; Act On Education of People with Psychophysical Peculiarities (special education).

resource centres combined with media libraries at the premises of school libraries.³² The MOE also highlighted how 52 gymnasia, 17 lyceums, 231 of such education complexes will start working and 89 new schools will have been built by 2016. A network of 850 kindergarten-school educative complexes, of which almost all are in rural areas, is also being developed. The government has also provided 400 children's polyclinics, departments and consulting rooms, a range of children's hospitals, and more than 50 children's homes. Meanwhile, a state system of sanatorium-and-spa treatment of all categories of children and students is developing.

Prioritizing pre-school education as well, the first national comprehensive program for pre-school education programme Praleska was built in 2000. As the basic program for educating and upbringing of children in a pre-school institution, this Programme consists of basic and additional education. This is not only aimed at the development of the general and individual aspects of the child, but at the creation of a uniform standard for pre-school children, and the ensuring of continuous pre-school and primary education.³³

In particular, the state focuses on the improvement of the social status and legal protection of certain special groups of, among other, gifted and talented children; students with learning difficulties; children with health and social problems; children with psychomotor disturbances; children with behavioral disturbances; children from families with low income and social status; and children from ethnic minorities.³⁴ For example, the detection, involvement, education, development and support of gifted and talented children in Belarus have been set as one of the priority issues in state educational policy.³⁵ In this regard, the "Young Talents of Belarus" Program promotes the methodological and staff provision for working with gifted children, e.g. an in-service training system for teachers; involvement of children in intellectual and creative activities; and the development of program graduates in scientific, administrative and other professional work. There is also a database of gifted children at the Ministry of Education which includes more than 11,000 students who receive stipends and financial support from the

³² Adopted in 2007, for the period 2007-2016.

³³ UNICEF Report on Early Childhood Development in the Republic of Belarus, Minsk 2001, http://www.unicef.org/evaldatabase/files/BSR_2001_003.pdf

³⁴ This is being implemented at the state's level in the framework of the presidential programme, Children of Belarus, and includes a whole range of programmes; the "Social Protection of Families and Children"; "Children and Law"; "Bringing up a Personality"; "Chernobyl Children, Disabled Children, Orphans, Children and Nutrition."

³⁵ For the period 2006-2010 the State Programme Young Talents of Belarus was approved by a presidential decree.

Special Fund of President of the Republic of Belarus for Social Support of Gifted Students. Of these 11,000 students, more than 3000 gifted students came from comprehensive schools.

With respect to children with health problems related to the Chernobyl disaster, the government's has prioritized the creation of a favourable, health-improving environment, taking into consideration their individual level of health. According to the MOE, practically all children living in the Chernobyl area are involved in state sanatorium-and-spa treatment, subject to resettlement.³⁶ Free meals are also arranged for students of comprehensive, professional and specialized secondary schools in these contaminated areas. In the framework of international humanitarian cooperation, 23 Belarusian children, especially those from contaminated areas, have improved their health abroad, mostly in countries such as Italy, Germany, Spain, Ireland, Belgium, Great Britain, and the Netherlands.

For children with psychomotor disturbances, specific legislation was adopted in 2004 to guarantee all the necessary conditions for receiving education, as well as their social adaptation and integration.³⁷ With respect to children with behavioral disturbances, also known as "juvenile delinquents", experts from the Department of the Interior, Education, Culture regularly carry out days of legal education, through psychological analysis, lectures, conferences and competitions in legal knowledge. They also provide training on preventative measures for juvenile delinquency, and engage teenagers in sports activities and recreation. There are special clubs aimed at working with "problem" teenagers in every town, regional department or section of the country as well.

Children of ethnic minorities have also been targeted by educational public policies. According to legislation, they have the right to receive comprehensive education in their native language or to study their native language too.³⁸ Although it is compulsory to study Belarusian, Russian and one foreign language, children can exercise the right not to study the Belarusian language if they have not done so before. According to the Ministry of Education, students who learn the language of the classroom gain interethnic and intercultural confidence at school; this is one of

³⁶ Act of the Republic of Belarus on Social Protection of Citizens Who Suffered in the Result of Chernobyl Catastrophe.

³⁷ Act on Education of Children with Psychomotor Disturbances (Special Needs Education).

³⁸ Act of the Republic of Belarus On Comprehensive Education.

the most important conditions for children's integration into school communities and Belarusian societies in general.

Children from families with low incomes and “problem families” present several obstacles in the Ministry's objective to provide universal access to education, however. Indeed, despite positive changes in marriage and family relations, a low level of parental responsibility, of the status of families in society and the spreading of alcoholism and drug addiction have led to “social orphans”, which undermines governmental efforts to provide education for all. The government has stipulated in national regulations that unemployed parents who are debarred of their parental rights are registered and provided with identity cards to combat a lack of sense of parental responsibility for children's education. The unemployed and those unable to pay their children's expenses are also subject to job placement schemes to make them fulfill their parental duties. Similarly, if the child is under state protection but the parents are not debarred of their rights, or if the parents are in confinement and debarred of their parental rights, they must still pay expenses for the child. There is also the possibility to send children to military-patriotic and defense-sports oriented centers.

In the implementation of these programmes, it can also be highlighted that the Ministry of Education is coordinating efforts in close collaboration with other Ministries and departments, the National Academy of Sciences, the State Committee for Science and Technology, the National Broadcasting Company and other republican public authorities, executive and administrative powers, public associations.

Systems, Links and Transitions

The MOE of Belarus refers to the following structure of its education system as a way to address goals of inclusive education. Firstly, there are 4,135 pre-school establishments, comprised of kindergartens, day-care centers, day nursery, kindergarten-schools, and centers for child's development. With attention to early childhood education, there are new, alternative forms of pre-school education in development, such as seasonal pre-school education, short-duration groups, groups that include children of different ages, child-care groups, and home

schooling. In 2006-2007, pre-school establishments were attended by 366,000 children, of which 92.5% were from in urban areas and 53% from rural areas.

After pre-school education, there are 165 gymnasias, 36 lyceums, and 6 educative complexes for primary and senior pupils. More than 77% of senior pupils were covered by various forms of differentiated education (70.3% in remote areas) in 2006-2007, according to government figures.

For students with special needs, there is the opportunity to be partially integrated into mainstream institutions. For example, pre-school children with psychophysical disorders are partly integrated into mainstream educational processes and can choose freely the form of education they receive, within the range of mainstream pre-school foundations, family kindergartens, kindergartens with extended care facilities, child-care groups, and home schooling. In accordance with government figures, over 720 pre-school children with psychophysical disorders are educated and instructed in integrated groups and, 22,894 children are supervised by a correctional-pedagogical service within mainstream institutions.

Similarly, at primary and secondary levels, 53.3% of school children with psychomotor disturbances study in 5357 integrated classes. Meanwhile, 2,140 children attend 211 specialized classes at the premises of mainstream schools and more than 35,000 such children get corrective pedagogic aid at mainstream schools and kindergartens. However, for some 4062 pre-school children with special needs, there are also 47 separate specialized pre-school foundations and home schooling in place and 62 specialized boarding schools in Belarus.

There are also extra non-formal education services available, which meet children's needs and demands not only in creative expression, but also in moral, intellectual and physical development, vocational guidance and health improvement. For preschoolers interested and talented in some particular field, foundations may provide classes in aesthetics, sports and languages in study groups and child development centres. In addition, there are educational foundations, evening schools, extended-day classes, and specialized classes that focus on studying special sport-oriented subjects or for the advanced study of a foreign language.

With respect to the curriculum there is a three-level model of basic, intermediate and advanced courses in formal primary and secondary education. The content of the curriculum, as defined by educational standards, syllabuses and teaching guidelines, is aimed at the prevention and elimination of an academic overload and the inclusion of students with specific requirements.

In particular, in more than 2400 mainstream schools have profile classes of which 640 classes focus on studying arts (music, drawing, choreography, dramatic art, folk dramatic art, etc.) In addition, to assist linguistic ethnic minorities, special linguistic curricula have been elaborated. This takes the form of extra academic hours and optional classes financed by the state for individuals and groups, supporting and stimulating every student's learning. For example, there is an extra budget for academic hours aimed at individual lessons in Russian and/ or Belarusian. In 2006, the Ministry established that 41.3% of pre-school establishments worked in Belarusian, 53.3% in Russian and 5.3% in 2 or more languages. In other institutions, about 22% of all students are taught in Belarusian and 76% in Russian. Of 159 mainstream schools, more than 7100 students studied languages of ethnic minorities; Polish was studied by 6700 students; Jewish by 305 students; Ukrainian by 46 students and Lithuanian by 40 students.

Learners and Teachers

With respect to students with learning difficulties, the government of Belarus aims to concentrate, first of all, on the problems causing learning difficulties in students with low educational outcomes. The government cited one survey where the number of students with learning difficulties in the Belarusian education system can vary from 30% to 50% of all students. Student's learning difficulties are associated with a need to better address in the curriculum the objectives and the essence of students' learning according to their various educational needs and motives. Broadening the concept of education itself and shifting it from a receptive-reflective to a constructive-action approach is also considered a positive step in classroom pedagogy. This new approach involves the introduction of new teacher guidelines, teaching aids, developmental games and toys, the promotion of a health-improvement dimension of the educational process and the development of home-education services, such as tutors and family pedagogues.

3. THE REPUBLIC OF KAZAKHSTAN³⁹

Approaches, Scope and Content

With respect to the concept of inclusive education in the case of Kazakhstan, it was highlighted that there are several elements that help understand this notion. In a more comprehensive sense, following objectives of quality education for all children, inclusive education can be related to a guarantee of the right of all children to a total involvement in the general educational process; this should be irrespective of age, gender, ethnic and religious belonging, gap in development, or economic status. In a narrower sense, this concept could also be related to involving children of special needs in the general educational process, which is supportive of an integration approach.

Whilst acknowledging the right of all children to have access to education, the Director of the Institute of Human Harmonic Development presented various reasons why a certain amount of children do not access education in Kazakhstan and categorised certain social groups who were likely to be excluded. For example, economic factors, including poverty and unemployment can be identified. Similarly, social factors, such as children from broken homes, children from “risk groups”, and social orphans may often be excluded from accessing education. Demographic factors, such as migration, the arrival of new groups of population, such as *oralmans*⁴⁰ and refugees, can also play a role in the limited access to education. Finally, psychosocial, behavioral and physical factors were presented as a reason for the lack of training of children who actually attend school, for instance, children with deviant behaviors, with special needs and limited capabilities.⁴¹

³⁹ The information in this section was adapted from the country report entitled, “School Education in Kazakhstan: Possibilities of All Children’s Equal Approach to Education”, prepared and submitted by Makpal Jadrina, Director of the Institute of Human Harmonic Development of The “Bobek” National Research, Education and Health-Improving Center, Kazakhstan.

⁴⁰ This is a term used to describe ethnic Kazakhs returning to Kazakhstan from various countries; <http://66.102.9.104/search?q=cache:3kRJIJqIJ5MJ:en.wikipedia.org/wiki/Sayram+oralman+d%C3%A9finition&hl=fr&ct=clnk&cd=2&gl=ch>

⁴¹ Analytical publications of the Education Policy Analysis Center (EPAC), Almaty, Iscander, 2006, p.42.

Public Policy

The reform of the educational system was a main part of the Kazakhstan's development strategy as the country became an independent state in 1997. During the first stage of the country's reform as an independent state, attention was given to the strategic development plan for 1998 to 2000;⁴² the second stage provides for the realization of a strategic development plan until 2010.⁴³ These plans are a tool for the regulation of educational, social and economic development of Kazakhstan.

Proposing and reviewing legislation, this country's educational reform has focused with special attention on general secondary education, as well as on the training and methodological provision of equal access to education. The Constitution of Republic of Kazakhstan and complementary legislation guarantee free secondary education for the citizens of the Republic⁴⁴ and free, obligatory secondary education.⁴⁵ Secondary education includes general education, which comprises primary (1-4 forms), basic (5-9 forms) and senior (10-11 forms) stages. In 2000, Kazakhstan also began to implement a National Plan of Action, in accordance with the "Dakar Framework of Action" and the "Education For All" (EFA) goals, which aims to ensure full attendance of children in schools. A new law in 2007 introduced a new educational paradigm; going from «Education for all life» to «Education during one's whole life» reflecting principles of Lifelong Learning. The aim of this is to introduce new and high quality technologies, techniques and methods for knowledge transfer and the continuous and further development of students' motivation.⁴⁶

The government's initiatives continuously work to improve the provision of resources for all children, in particular for ensuring the necessary finance, staff, and an informative environment required to achieve universal school attendance. The state budget is also committed to allocating additional funds for guaranteeing education of children, with special needs with regard to established standards.⁴⁷

⁴² Decree of the President of the Republic of Kazakhstan dated 28.01.1998, No. 3834.

⁴³ Decree of the President dated 04.12.2001, No. 735.

⁴⁴ Clause 30, Item 1.

⁴⁵ Law of the Republic of Kazakhstan "On education" 1999, Clause 24, Item 1; Law of the Republic of Kazakhstan «On the rights of child in the Republic of Kazakhstan», 2002, Clause 15, Item 1.

⁴⁶ Law of the Republic of Kazakhstan «On education», 2007.

⁴⁷ Law of the Republic of Kazakhstan «On the rights of child in the Republic of Kazakhstan», 2002.

Systems, Links and Transitions

In the case of Kazakhstan, the school system in relation to inclusive education was presented as a variety of educational opportunities that are accessible through a diversity of educational establishments. There are state and private schools, boarding schools, schools for gifted children, specialized schools for children with special needs, daily and external schools. Moreover, within the types of mainstream state educational establishments, such as grammar schools, lyceums, and general schools, there are also differences in training and in organization structure.⁴⁸ While there is no official differentiation or selection of children into profile classes and schools, each school, as far as possible, conducts pre-profile preparation in the 7th-8th forms, and provides a diagnosis regarding the quality of knowledge and skills of students while monitoring their educational success. Certain schools in large urban areas, specialized in physics and mathematics, are able to determine children's access according to their academic performance.

With respect to the transition between the various levels, the formal school structure is clearly separated into two levels; primary and senior. The senior level is also divided into two disciplines; natural and mathematical, and social and humanitarian. This marks a departure from the former Soviet educational structure, where general subjects were studied until the end of the 11th year of school. Nonetheless, recent legislation has provided for the introduction of a new model of school education.⁴⁹ Work is being conducted on the transition to a 12-year system of secondary education beginning from 2008, for which the conceptual and normative basis also calls for satisfaction of the educational needs of all children. The given model of school education - based on competitiveness – implies the support of all children of school age with regard to their abilities, interests, opportunities and needs.

There has also been some reform in preparing and ensuring equal accessibility of all children to education as part of the national basic curriculum. The previous structure of this curriculum was focused on the Soviet attitude of “input regulation”. As a result of a decade of work on the creation and improvement of standards of education, curricula and syllabi,⁵⁰ recent reforms on

⁴⁸ Concept of Development of a Comprehensive School of the Republic of Kazakhstan. Almaty: RIK, 1996. pp. 17-33.

⁴⁹ Decree of the Ministry of Education and Science of the Republic of Kazakhstan № 693, dated 24.09.2002.

⁵⁰ Decree of the Ministry of Education and Science of the Republic of Kazakhstan № 693, dated 24.09.2002.

educational content have stressed the specification of definite educational fields and subjects, as well as the importance of the public standardization of school education.

As a result, the structure of the new state basic curriculum has implications for the development of various standards and school planning. The new state basic curriculum provides exemplary and working curricula specifying both a standard and an alternative work-load at every school level. Each standard curriculum, specifying compulsory subjects, envisages flexible possibilities of narrower profiles, as defined by a school depending on its material, technical and staff facilities. For example, the main model contains the basic curriculum and eight other exemplary curricula for different levels of school, which determine the language of training in both primary, and basic schools, and the course of training in senior school. Moreover, the new curricula provide for state compulsory standards of general secondary education and 61 objective standards on 34 subjects in three teaching languages, Kazakh, Russian and Ujgur.

Connected to these curricular reforms, are reforms relating to a new model of school education. Recent years have witnessed a transition to a result-oriented educational model, which mainly aims to regulate the “outcome”. This has been obtained through the development of a new methodological approach no longer geared towards the quantity of strictly objective knowledge obtained, but towards the extension of the vital skills and attainments. The organization of the educational process at all school levels is now being designed to heighten the value of teaching with respect to pupils’ activities, shifting the emphasis from mastering knowledge and skills to the development of competences.

Learners and Teachers

More than 70 % of all schools of Kazakhstan are rural, the majority of which are reputed as being undermanned. In each rural locality, the provision of schools is decided according to the age group and number of learners.⁵¹ In view of this, resource centers are being set up in villages and rural areas. The resource center is a complex system of working schools incorporated into a uniform educational network. This system will support both teachers and learners by maximizing the availability of resources and information on pedagogy.

⁵¹ Governmental Resolution (№300, February, 25th, 2000).

4. THE REPUBLIC OF KYRGYZSTAN⁵²

Approaches, Scope and Content

According to the Ministry of Education of Kyrgyzstan, the concept of inclusive education is referred to in terms of improving access to basic education for children with special mental or physical conditions. This understanding of inclusive education was also seen as a part of the major goal of the country to provide disabled children with services for their rehabilitation and integration into society.

The main approach for achieving inclusive education was an integration strategy, where children with special physical or mental conditions are taught in ordinary mainstream schools. One experience of this was introduced in the Naryn region supported by “Save the Children” of the United Kingdom, where over 50 such children entered ordinary classes, while supported with the mutual adaptation of parents, children and teachers.

In relation to social awareness, the Ministry identified the challenge of Kyrgyz traditions and mentality when addressing the access to basic education for children with mental or physical conditions, as parents used to hide such children, considering them to be the vice of the family.

Public Policy

The emphasis of educational public policy in Kyrgyzstan has traditionally been the provision of equal access to education and the steady development of pre-school, basic and secondary education. In particular, an integral part of the state educational policy refers to teaching and education of orphaned children or children with mental or physical conditions. The goal is to “rehabilitate” and integrate them into society as a way to provide them with equal facilities and opportunities to realize their rights and freedoms along with the other citizens of Kyrgyzstan.

⁵² The information in this section was adapted from the country report entitled “Inclusive Education in Kyrgyzstan”, prepared and submitted by Marat Usenaliev, Head of the Department of the Pre-School, School and Out-of-School Education of the Ministry of Education of the Republic of Kyrgyzstan.

Along these lines, both the Constitution and recent legislation guarantee free access to general secondary education for everyone in Kyrgyzstan.⁵³ The Kyrgyzstan legislation also guarantees the social protection of invalids, by providing them with a minimum social aid, financing programmes of social protection, as well as ensuring their secondary and professional education, their employment and labor protection.⁵⁴ To ensure a comprehensive social support of invalids in Kyrgyzstan, the 1999 State National Programme and the Council on Invalid Affairs and in 2005, a complex programme of measures was initiated for the period of 2006–2010. This programme provides for high priority, medium- and long-term arrangements to integrate invalids with regard to their medical, social, educational and legislative status. Moreover, public policy has prioritised the creation of inclusive classes for children with mental or physical conditions at ordinary mainstream schools.

The MOE also highlights that the need for inclusive education in Kyrgyzstan is particularly pressing today. This necessity is on account of the obstacles which Kyrgyzstan now faces. For example, there are increased social, economic and psychological difficulties in families as a result of their society's transition to new market conditions and decreasing financing of educational establishments. Other challenges include the moral and physical aging of infrastructure of the educational system and educational literature, the lack of pedagogical staff in educational establishments, and the regression of teachers' professionalism.

Systems, Links and Transitions

The education system of Kyrgyzstan makes special provision support for special needs education. Kyrgyzstan has 2 specialized state rehabilitation centers, 144 specialised schools where about 3000 children with mental or physical conditions study, and more than 40 non-governmental organizations which address similar issues. There are also specialised boarding schools available for children with mental or physical conditions; the number of children who live in boarding schools over the period of 2000-2006 increased.⁵⁵ Rehabilitation centers have also been opened where children may receive the necessary services. Nevertheless, in view of

⁵³ The Law of the Republic of Kyrgyzstan “On Education”.

⁵⁴ The Law of the Republic of Kyrgyzstan “On social protection of invalids in the Republic of Kyrgyzstan”.

⁵⁵ Numerical or statistical references made in this section are taken as such without further source details from the report entitled, “Inclusive Education in Kyrgyzstan” by Marat Usenaliev, Head of the Department of the Pre-School, School and Out-of-School Education of the Ministry of Education of the Republic of Kyrgyzstan.

⁵⁵ The Law of the Republic of Kyrgyzstan “On Education”.

the general reduction of the number of schools for children with mental or physical conditions, the stress has recently been laid on the creation of inclusive classes within mainstream schools, thus integrating special needs children into the mainstream curriculum instead. These inclusive schools have enabled parents to keep their children within the family.

It is important to note that in the rehabilitation centers for special education, there have been employment opportunities for parents of children with mental or physical conditions, promoting community participation in special needs education. There have been several positive examples of social mobilization and the organization of groups of mutual assistance among invalid attendants.

Learners and Teachers

In relation to learners in Kyrgyzstan, it was noted that alternative approaches have also been applied to educate learners with mental or physical conditions aside from their inclusion into mainstream schools; these efforts have involved international coordination and funding. One approach is the provision of boarding schools, where attendance is growing. Another approach for the integration into society and rehabilitation of children with mental or physical conditions was through home education conducted by the Kyrgyz-Swedish Project Teaching. This implemented the development of social work for a group of children at risk of exclusion, whereby doctors, social workers and parents acquired skills for the provision of rehabilitative services.⁵⁶ The Project on Development of Labor Therapy for Invalids was another important project associated with the rehabilitation and acquisition of skills by invalids for an independent way of life. This project was realized in recent years with the support of the Russia-European fund and involved the training of “labor therapeutics” from various regions of Kyrgyzstan.

⁵⁶ This was in accordance with the agreement between the governments of Kyrgyzstan and Sweden. The Project was financed by the Swedish Agency on the Development of International Cooperation (SIDA).

5. THE REPUBLIC OF MOLDOVA⁵⁷

Approaches, Scope and Content

The Ministry of Education of Moldova noted how the concept of inclusive education can be identified as emerging a decade ago in this country, thanks to collaboration with the extensive experience of experts from countries of Western Europe, such as Denmark, Spain, Italy, England, and Scandinavia. Their understanding of inclusive education reflects the basic right of children with special education needs to be engaged in education, on a par with their healthy peers. The Ministry also referred to the right of a child with special education needs to benefit from complex medical and psycho pedagogical services.

It was also highlighted that the concept of inclusive education should allow for the harmonious personal development and the full integration into society of learners with special education needs. Indeed, inclusive education was described as “the preparatory condition for social integration” of disabled children; social inclusion requires the “liberation” of those who were previously isolated and excluded from society.

Certain goals identified by the MOE can also be highlighted to illustrate the Moldavian understanding of inclusive education. Through inclusive education, the government intends to educate Moldavian children on diversity and difference, whilst understanding that every person has the right to life, education, instruction, and development. Inclusive education and, in particular, the integration of children with special needs in education should thus lead to the respect of the rights of the child based on universal values and the creation of conditions to reveal a child’s abilities and capacities, no matter how limited.

To include children with special education needs in society and guarantee their rights, the government suggested that an inclusive education system is one where a child with special education needs is integrated in mainstream schools, whilst being taught according to a specially elaborated individual programme based on his psycho-physiological abilities. Indeed,

⁵⁷ The information in this section was adapted from the country report entitled, “Inclusive Education in the Republic of Moldova”, prepared and submitted by Eugen Coroi, Director of the Institute of Pedagogical Sciences, Ministry of Education, Republic of Moldova.

it was stressed that every family with a disabled child should be able to find the most suitable environment stimulating personal development as a whole. Also, the government acknowledged that it must offer particular support to such learners, as well as provide for the reform of mainstream education and the creation of inclusive schools.

However, Moldova does not have a tradition of inclusive education, so progress will mostly depend on the progressive reform of the existing network of specialized educational foundations and on how inclusive education will be introduced into comprehensive education at all levels. In addition, the introduction of inclusive education is a complicated and vulnerable process; based on international experience, the MOE suggests that only reform based on scientific research and a critical attitude to foreign experience can guarantee the successful introduction of the conception of inclusive education.

With respect to the challenge to inclusive education which lack of social awareness and intolerance may present, the MOE suggests that Moldova has made positive progress in recent decades; there has been a recent change of attitude in public conscience and publication of scientific literature on this issue. Nevertheless, prevailing dimensions for the introduction of inclusive education in Moldova continue to demonstrate the need for the promotion of public awareness and the social acceptance of children with special education needs as equal in rights.

Public Policy

The main objective of the Moldovan educational policy for inclusive education is to allow children with special needs to have access to education in an autonomous inclusive mainstream school, that combines education and instruction of healthy children and those with special needs, from pre-school age until graduation. Only in extreme cases will children be placed in specialized educational establishments. Inclusive education will create the conditions which will promote the treatment and development of children with special needs, improve the quality of life for these children and their families, and promote their development in society.

This objective was not always supported as it is now; the rights of the child and social mobilization to support the process of inclusive education for children with special needs were

not taken into consideration at first and their families suffered many hardships. It can be noted that political changes that began in 1990 created some of the necessary conditions for revealing and realizing the problems of children with special education needs. Initiatives have also been influenced by the economic crisis, the growth of poverty and inflation and public opinion. The introduction of the concept of inclusive education in Moldova was unfortunately timed with complicated social and economic reform processes, as Moldova proclaimed sovereignty and became democratic.

In accordance with this new agenda, there have been a range of governmental resolutions. It was highlighted that the promotion and improvement of national legislation and programmes on special needs education has been conducted in the context of international Conventions.⁵⁸ For example, Moldova has elaborated a range of legislative documents in accordance with international and European instruments and standards, such as the UN Disability Convention⁵⁹ and the UN Rights of the Child Convention.⁶⁰ With the assistance of the UNICEF, the Ministry of Labour, Social Protection and Family has also elaborated the Project of the National Strategy for Social Protection of the Family and the Child in 1999. This project defines a system of principles, criteria, mechanisms and measures to optimize the relationship between the state, society, family and child to guarantee social, economic, and moral conditions adequate for a complex development of an integration process of children with special needs. This strategy includes 3 main dimensions; the development of legislation, the reform of establishments and the execution of measures for social integration.⁶¹

There have also been a range of specific national legislative acts in line with this objective, targeting the following categories of children; orphans, unparented children, children from large

⁵⁸ Government Resolution according to the National Conception on Protection of the Child and his Family #51 adopted January 23, 2001; Government Resolution on testing the National Strategy for Protection of the Child and his Family #727, adopted 16.07.2003; the Framework for Action for the period 2003 On Social Protection of Boarding School Graduates, Orphans and Wards; Government Resolution on Material Security Standards of Orphans and Unparented Children #1733, adopted 31.12.2002; Government Resolution on testing a pilot programme Orphans # 1321 (31.12.2002) aims at medical assistance of orphans. In the framework of the National Strategy for Poverty Reduction Government Resolution #1730 approved 31.12.2002, the testing of a pilot programme for children with disorders to improve children's social conditions and rehabilitation through social services was implemented.

⁵⁹ Moldova became a member of the United Nations in 1992.

⁶⁰ Government Resolution #679 October 6, 1995.

⁶¹ Government Resolution #727 July 16, 2003.

families (3 and more children) and those with special needs.⁶² This legislation provides for special needs classroom methods, resources, specialized establishments or pre-school groups,⁶³ identification,⁶⁴ vocational skills and the adaptation of modern conditions.⁶⁵ The government also aims to elaborate a new curriculum, issuing new textbooks, which correspond to new flexible standards in respect of children with special needs. There will also be a revision of mechanisms and models of primary examination of children with special needs

The establishment of inclusive schools will then allow the government to maintain quality records and develop information resources on children with special needs and their families for the introduction of monitoring rates and educational standards of the education system at national, territorial and local levels. This will enable the optimal development of their learning processes and the creation of a network of specialized establishments. The establishment of inclusive schools will also enable the promotion of centers aimed at early diagnosing, rehabilitation and education, as well as allow for the training of teachers and special education staff in an inclusive educational setting.

In implementing these policies, the government supports the joint efforts of scientists, researchers, practitioners, administrative staff in the field of education, health care, and social protection, as well as the participation of the community and society in general. Indeed, a number of national programmes, strategies and pilot projects on education emphasize the importance of collaboration among all organizations⁶⁶ in relation to activities aimed at disability prevention, rehabilitation, technical equipment, and the support of scientific achievements. The guaranteeing of teacher training and retraining and the improvement of living and working

⁶² Act On Social Protection of the Disabled (24.12.1991); Government Resolution of RM #198 (16.04.1993) On Protection of Children and their Low-Income Families; Act On the Amends to the Legislation on Adoption of Orphans (10.06.1993); Act On the Amends to the Family Code (04.04.1995); Act On State Entitlement Payment to some Categories of Citizens (17.07.1999).

⁶³ Act On Logopedic Aid in Mainstream Schools (28.05.1992); On Introducing Regulations of Some Specialized Educational Foundations (30.12.1993);

⁶⁴ Resolution #42 24.01.1994 was also adopted On Creation Republican (town, regional) to reveal timely children with SEN by the Medical-Psychological Pedagogical Committee.

⁶⁵ Act On Education (1995) and the Resolution of the Board of the Ministry of Education, Youth and Sport "To Implement the Specialized Education Reform Programme" (03.06.1997).

⁶⁶ Education Development State Programme for the period 2000-2005 Education Development State Programme for the period 2000-2005; National Conception on Protection of the Rights of the Child and Family #51 (23.01.2002); National Programme of Social Protection And Integration of the Disabled for the period 2000-2005 #1153 (16.11.2000); Pilot Programme Children with Special Needs (19.12.2002); Draft Project of the Conception Inclusive Education for Children with SEN in Mainstream Schools.

conditions for learners and teachers also requires such cooperation.⁶⁷ Also, the National Strategy and Framework for Education for All was elaborated to concentrate on engaging families and society through social protection, psycho-pedagogical support and social assistance.⁶⁸ Simultaneously, the elaboration of social and educational programmes for children with special needs through workshops, “round tables” and through the mass media should promote engagement of the society and local authorities in the process of supporting establishments and disabled children’s families.

The Moldavian government has implemented extensive reform with the external financial assistance of various international organizations, such as the World Bank, European Development Fund, UNICEF, and SOROS. This financing aims to create new opportunities for the education system and to promote the creation of better conditions for education of all children, including those with special needs. It was also noted that as inclusive education eliminates the exclusion of children with special education needs, financial savings for the states associated with exclusion would follow.

However, Moldova has faced problems at the implementation level of international and national legislation, particularly in reaching international standards for inclusive education. The MOE referred to a lack of official support and assimilation of the concept of inclusive education, an inflexible attitude or even a strong opposition to integration and inclusion by most teachers and parents. In particular, it was highlighted that previous low economic and social development in the country led to a lack of financing for educational specialists and a fragmentation of social solidarity. These conditions stagnated the implementation of specialized education within mainstream schools and undermined previous measures undertaken by non-formal integrative educational establishments. The government noted that it will still take considerable time for mainstream schools and teachers to accept children with special education needs. Nevertheless, the Moldavian representation underlined that the government guaranteed the fundamental

⁶⁷ Government Resolution according to the National Conception on Protection of the Child and his Family #51 adopted January 23, 2001; Government Resolution on testing the National Strategy for Protection of the Child and his Family #727, adopted 16.07.2003; the Framework for Action for the period 2003 On Social Protection of Boarding School Graduates, Orphans and Wards; Government Resolution on Material Security Standards of Orphans and Unparented Children #1733, adopted 31.12.2002; Government Resolution on testing a pilot programme Orphans # 1321 (31.12.2002) aims at medical assistance to these children. In the framework of the National Strategy for Poverty Reduction Government Resolution #1730 was approved 31.12.2002 on testing a pilot programme Children with Disorders to improve children’s social conditions and rehabilitation through social services.

⁶⁸ National Strategy Education for All, Government Decree of RM #410 April 04, 2003; National Framework for Action Education for All, Government Decree of RM #527 May 21, 2004.

conditions established for the successful implementation of inclusive education, namely a social democratic society which guarantees respect for human rights.

Systems, Links and Transitions

The Moldavian education system for children with special needs was described by the MOE as versatile for providing various non-formal educational opportunities and support for children with special needs. These include, for example, logopedic groups, community-based rehabilitation, integration centers and, most recently, family-type homes. There are some special needs kindergarten groups and classes in mainstream schools, however, these are described as being rather exceptional. The experiences of the logopedic centers are referred to as important for helping to prevent the poor educational records of children with special needs. The Ministry suggests that the goals and methodologies of logopedic centers can be transformed easily into services for assisting children with learning, psychomotor and affective disorders. Another alternative system of education for children with special needs is that of specialized boarding establishments. There are also vocation-oriented groups for children with visual, hearing impairments on the premises of specialized educational foundations. Similarly, out-of-school integration has also been supported by day centers, parents' organizations, non-governmental organizations, as well as alternative models of educational foundations.

The Ministry also discussed the difficulties experienced to define the categories of children with special needs that can be taught in mainstream schools, as well as the starting point of their inclusive education. According to the Ministry, it is necessary to elaborate various standards of inclusive education for all categories of children with special needs based on their development. At present, children with special needs are diagnosed and placed in mainstream or specialized establishments by the Republican (town, regional) Council of Physicians in the presence of the parents or guardians.

The government's current inclusive education initiatives take into account previous, valuable experiences of the Moldavian government, including an approach implemented in the eighties and nineties to integrate children with mental disabilities into mainstream schools which were

supervised by local authorities. The Ministry highlighted that important lessons were learnt from this experience, demonstrating overall the importance of an effective plan for providing an inclusive education system. In particular, the government established that the integration should have taken place within the groups at an earlier stage than the fourth grade and that the groups should have been better organized to take into account the specific circumstances of each learner's needs. Unfortunately, the Ministry explained that there have been no financial resources for new initiatives to be developed from these experiences.

Learners and Teachers

When reflecting on learners and teaching practices in inclusive education settings, the MOE in Moldova refers to special needs children. In this regard, the Medical-Psychological-Pedagogical Council plays an important role in terms of the examination and identification of children with special education needs. The Council also provides psychological aid and advice to parents on how to care for and work with their children with special education needs. Members of the Council are experts in special needs education, for instance, psychiatrists, psychologists, orthopedists, ophthalmologists, pediatricians, and speech therapists. It was noted that the Republican Medical-Psychological-Pedagogical Council is equipped with all necessary diagnostic materials; however the Councils lack specially equipped rooms and didactic material at the town and regional level.

With relation to teachers in Moldova, it was suggested that the process of reform towards inclusive schools will enable the training of teachers and special education staff to increase their capacity to work and rehabilitate children with special needs in an inclusive educational setting. The MOE notes how Moldavian teachers are now trained in inclusive education through a streamlined and entrance-based professional training teaching which finds valuable, skilled staff. Indeed, over the last decade, teachers in Moldova have had some experience in social integration of children with special education needs. According to the Ministry of Education, teachers individually try to work with children with mental or movement and motor impairments, and most teachers support such children and involve "healthy" children in giving them assistance. An important role is also played by parents. Unfortunately, there are

overcrowded classes, rooms are not equipped for corrective work and teachers lack training in the field of corrective pedagogy. As a result, this “spontaneous integration” is inefficient, according to the Ministry. In addition, to train specialists in inclusive education, special in-service teacher training courses have been organized by the Institute of Pedagogical Sciences since January 2007. A Russo Belts University has also organized a related in-service course Special Psychology.

5. THE RUSSIAN FEDERATION⁶⁹

Approaches, Scope and Content

The concept of inclusive education is presented by the Russian Academy of Education as a guarantee of qualitative education for all children. Inclusive education is referred to as being synonymous with the provision of free-for-all primary, secondary and higher vocational education and compulsory general secondary education. The provision of inclusive education in Russia means guaranteeing a broad system of educational establishments at individualized levels, in different types and kinds of schools, in parallel to mainstream schools.

The Russian Academy of Education also acknowledged another connotation of inclusive education, namely the teaching of all children in the same classroom. This system was said to result from a lack of specialized conditions for educating learners with regard to their mental and physical specificities. As inclusive education in Russia is rather conceived through a range of specialized educational establishments, however, the education system was not considered to require further scientific, normative or legislative development in this sense.

Public Policy

With reference to the historical context of Russian schooling, compulsory education for all has been a public policy objective for Russia for a very long time; achieving this objective was first tackled at the legislative level as early as 1918, including for children with special education

⁶⁹ The information in this section was adapted from the country report entitled, “Inclusive Education in the Russian Federation”, prepared and submitted by Alexey Zhurin, Deputy Director for Research of the Institute of Secondary Education Curriculum Development, Russian Academy of Education.

needs.⁷⁰ From then on, the citizens of Russia were guaranteed equal access to education on the basis of legislation and this has brought positive results in terms of literacy. Today, the state guarantees equality of rights and liberties of a person and a citizen irrespective of gender, race, nationality, language, origin, property status and official position, convictions, residence, religion, beliefs, belonging to social societies, and other conditions.⁷¹

The first Constitution of the Russian Socialist Federal Soviet Republic established complete access, comprehensive and free education for workers and the poorest peasants. The Constitution of 1936 then affirmed the guarantee of equal access of all the citizens to education, as well as the right to free universal education.⁷² This education was to be provided in learners' native language and for a compulsory period of 8 years. A broad development of general secondary poly-technical education, vocational training, specialized secondary and higher education, large-scale advancement of evening schools and part-time training also followed. Similarly, a system of state scholarships and the organization of industrial plants and farms were set up to provide free technical training.⁷³ In addition, under the current Constitution, parents, or guardians, must provide children with general comprehensive education. The Russian Federation has also established federal state educational standards and forms of education,⁷⁴ taking into account specificities of the district and of the educational establishment itself.⁷⁵

With respect to disabled children with learning difficulties in Russia, education is available in the form of pre-school, out-of-school, secondary education, vocational and higher vocational education, in the mainstream system, at special schools or at home. Education may be provided by educational establishments, social security bodies of population and public health services. With respect to education establishments, education may be provided in the mainstream school

⁷⁰ Article 17 of the Chapter 5 adopted by the 5th All-Russian Congress of Soviets on July 10, 1918.

⁷¹ Constitution of the USSR 1977, Article 45; Constitution of the Russian Federation, 1993, Article 19.2.

⁷² The period of compulsory education in secondary educational establishments was progressively lengthened as the economics of the country developed; at the end of the 20s, primary education was compulsory, then 10 years later 7-year education became compulsory, Federal law "On Education", Article 5.

⁷³ Constitution of the USSR 1936, Article 121.

⁷⁴ Constitution of the Russian Federation 1993, Article 43.

⁷⁵ The texts of the "Standard regulations" are placed on the Internet; Standard rules of an educational institution for pre-school and primary school children, <http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=40279;fld=134;dst=100008;div=LAW>; Standard rules of an educational establishment for the children requiring psychological, pedagogical, medical and social help, <http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=40282;fld=134;dst=100008;div=LAW>; Standard rules of a special (corrective) educational establishment, <http://base.consultant.ru/cons/cgi/online.cgi?req=doc;base=LAW;n=51873;fld=134;dst=4294967295;div=LAW>.

system equipped with the necessary special technical aids, or through a specialized system of education.

The specialized school system is well-established in Russia, having started in 1918 for children with physical conditions. In the 1950s, the education of children with motor impairment and heavy speech impairment began. In 1981, “The Regulations of special schools for psychologically retarded children” were approved by the USSR Ministry of Education. Since 1995, there has been legislation providing social defence of disabled people by giving attention to their education and upbringing.⁷⁶ The Federative Law “On Education” protects the rights of disabled children, guaranteeing their education and professional training.⁷⁷ When there is no possibility to educate disabled children in regular or special school institutions, educational administrative bodies provide education for children with mental or physical conditions at home, with parents’ consent; the regulation of their education at home is determined by legislation. The amount of compensation of the parents’ costs for home education is determined by legislation and the government’s budget.

Systems, Links and Transitions

As a way to present how its education system provides opportunities for all, the government of Russia outlined that there are 1,376 educational establishments in Russia as of 2004. This includes 90 schools for deaf children, 87 for children with weak hearing or recently deaf children, 17 for blind children, 90 for children with poor vision and recently blind children, 63 for children with severe speech impairments, 74 for children with movement and motor impairment and 132 schools for mentally disabled children. There are 23 schools for home teaching in Russia as well.⁷⁸ Today, the state also provides disabled people with broad opportunities to receive basic and secondary general education through integrated classes in

⁷⁶ Constitution of the Russian Federation 1993, Article 18.

⁷⁷ Constitution of the Russian Federation 1993, Article 5, paragraph 6. “The state creates conditions for citizens with limited health capabilities, i.e. with physical or mental defects for education, for correction of developmental disturbances and social adaptation based on special pedagogical approaches; Constitution of the Russian Federation 1993, Article 7, paragraph 2 “When realizing educational programmes for trainees with limited health capabilities, special state educational standards can be determined”. Article 19 of Federative Law “On Education” regulates the social defence of disabled people in the Russian Federation.

⁷⁸ Numerical or statistical references made in this section are taken as such without further source details from the report entitled “Inclusive Education in the Russian Federation” by Alexey Zhurin, Deputy Director for Research of the Institute of Secondary Education Curriculum Development, Russian Academy of Education.

mainstream secondary establishments. This is achieved through the necessary equipment, such as special technical aids.

There is a long tradition of providing specialized education to disabled children in Russia. In 1806 the first specialized educational establishment for deaf and mute children was opened, followed in 1807 with the first specialized educational establishment for blind children. The first specialized educational establishments for children with special physical conditions appeared in Riga in 1854. By the end of the 19th century, this form of education advanced changing from a private to a public system of specialized state schools. By 1917, about 2000 children were brought up in specialized educational establishments, such as subsidiary schools, orphanages, and educational homes for children with special physical conditions.

With respect to the curriculum, children with special needs in Russia are educated according to an individual programme of rehabilitation. Vocational training and education of disabled people carried out in special vocational establishments follows state educational standards with an individualized approach. In particular, special attention is paid to the methodical provisions of the educational process in schools for home teaching; although there are no specific requirements for graduation from home schools, (it may be in line with the general or an individual curriculum) the theme and subject for examinations from the textbooks for home teaching are developed by the detailed expertise of the research institutions, the Russian Academy of Science and the Russian Academy of Education's Institute of Corrective Pedagogies.

Learners and Teachers

Based on the above sections, it can be inferred that aspects related to learners and teachers in relation to inclusive education are contained within the long Russian tradition of special education settings and practices. Integration of children with special needs into mainstream schools has been taking place sporadically, as a consequence of a lack of specialized institutions or infrastructure. Therefore, children's different learning needs and abilities evolve within specialized lines of institutionalized education rather than becoming part of diverse and inclusive educational practices and contexts.

In relation to teachers in Russia, it can also be said that they are required to offer learning approaches which reflect certain individual needs of the learner. For example, teachers are encouraged in all educational institutions to adapt the form of pedagogy, taking into account learners' rehabilitation or their physical condition. Teachers are supported in this individualised approach by special technical aids. Teachers who teach children with special physical conditions at home also have the pedagogical support of specific research institutes, such as the Russian Academy of Science and the Russian Academy of Education's Institute of Corrective Pedagogies.

6. UKRAINE⁷⁹

Approaches, Scope and Content

The Ministry of Education (MOE) of Ukraine presents inclusive education as “a synthesis of humanism, developing intellect, creativity, social responsibility and a well-balanced mixture of ethical, emotional and physiological characteristics of man.” Inclusive education is also addressed as guaranteeing access to high quality education for all. In particular, guaranteeing access to quality education for children with special needs is the focus of close attention in the Ukraine. Along these lines, the UN Declaration on Human Rights is given importance as a context on which to base the mission of inclusive education.

Another approach to inclusive education noted by the Ministry of Education of Ukraine refers to UNESCO's definition of inclusion “as a process of addressing and responding to the diversity of needs of all learners”.⁸⁰ Examples given on how diversity has been addressed within education by the government include increasing the number of textbooks for certain categories of children with special needs, by offering more corrective education textbooks, as well as textbooks in the language of ethnic minorities.⁸¹

⁷⁹ The information in this section was adapted from the country report entitled, “Inclusive Education in Ukraine: Experience, Trends and Dimensions”, prepared and submitted by Tamara Pushkarova, Head of Department of Educational Management, Institute of Innovative Technologies and Curriculum Development, Ministry of Education of Ukraine.

⁸⁰ United Nations Educational Scientific and Cultural Organization (UNESCO) 2005. Guidelines for inclusion: ensuring access to Education for All. Paris: UNESCO.

⁸¹ In 2007, the financing of textbooks aimed at corrective education increased by 15%.

In Ukraine, the development of new educational paradigms is strongly linked to goals of modernization and as a vital resource of national development. In addition, Ukrainian intellectual, spiritual and cultural development, as well as its efficiency and success as a sovereign, democratic state are given careful attention as part of the European and international community. This is especially the case, as the Ukraine aims to integrate its education system in line with other European education systems.

Public Policy

Inclusive education in the Ukraine is presented as being integrated into a holistic state policy system aimed at updating the Ukrainian education system as a whole. The principle of equal access to quality education for every citizen in the Ukraine is guaranteed under the Constitution as a right. In addition, the National Monitoring Programme is modernizing educational institutions, introducing ICT into education, and providing distance and lifelong learning. Opportunities are also being created for smaller class sizes, creating educational networks for full-time and distance learning, and offering after-school consulting services. Currently, emphasis has shifted from traditional education, as a transmission of information, to active methods and techniques for shaping basic abilities and capacities. Nevertheless, the Ukraine still faces obstacles to ensure quality education for all, for instance, a constant need of skilled professionals justifies the need to further invest in teacher training.

The government aims to develop an “optimal educational space” in order to provide quality education. This space is defined as an up-to-date educational institution adapted to local needs and forming part of a co-operative educational network. To achieve this, the government aims to study the present educational network in terms of best practices and local specificities and needs, with particular reference to the local demography and labour-market. For instance, the State Target Social Programme “School of the Future” in Yalta has offered one exemplary experience upon which the government intends to build. The Yalta experience elaborates and tests the innovative model of a 12-year school and the transition of educational foundations from “functioning mode” to “development mode”.

Meanwhile, the government has updated the educational provision for certain vulnerable groups in society, such as children with mental and physical impairments, orphans and unparented

children. The Ukraine has a system of corrective establishments, rehabilitation and medical-psychological centres, specialized groups on the premises of mainstream schools, and boarding schools for orphans and unparented children. Through this education system, the government has aimed to create conditions for harmonious development of such children, in the form of psychological and pedagogical aid programmes. For example, a social Childhood Programme is being elaborated for the period 2007-2011. This programme is oriented towards learners' social and rehabilitation needs, providing psychological aid, rehabilitation and corrective programmes. Similarly, the complex "Rostok" programme concentrates on the integrated development of children through an active approach to education and instruction.

In the Ukraine the development of the creative, intellectual, spiritual and physical development of gifted children also receives special attention through specialized educational approaches. A special state target social programme, Talented Youth was adopted in Ukraine for the period 2007-2010 where 3 million students (about 60% of students) will be annually involved in the national academic "Olympiads" in 15 academic subjects. Students will compete individually to show their talents, creativity and ability to use knowledge.⁸²

Along efforts to improve education, the Ukrainian government is also aiming to preserve, and improve children and teenagers' health as part of human development in the country. For example, in 2006-2007, the Ukrainian Ministry of Education and Science launched a national contest to select the best model of a school that promotes children's health. It was noted that in some areas schools had created a holistic system of promoting health culture, involving a complex set of out-of-class activities, such as competitions, physical exercises while doing homework and camping, bi-annual health monitoring and correction of physical impairments, with rest and health improvement while on summer and winter holidays. There are also 25 sports schools for disabled children in the country. Various pedagogical projects are also widely spread today, which aim, for example, towards the creation of the National Network of Health-oriented Schools. They are guided by experts from the Institute of Innovative Technologies and Educational Content of the Ukrainian Ministry of Education and Science.

⁸² Numerical or statistical references made in this section are taken as such without further source details from the report entitled, "Inclusive Education in Ukraine: Experience, Trends and Dimensions" by Tamara Pushkarova, Head of Department of Educational Management, Institute of Innovative Technologies and Curriculum Development, Ministry of Education of Ukraine.

Bringing attention to the importance of early childhood education within aims of inclusive education, the Ukrainian Ministry of Education presents several initiatives focusing on pre-school education. At present there is a wide diversity of pre-school establishments in Ukraine with variable approaches to and methods of education and instruction. Parents have a chance to choose kindergartens (and groups) of a certain orientation, such as logic-mathematical, aesthetic, humanitarian, sport and health oriented. Scientists are also working on new programmes aimed at children's development, based on modern global tendencies and take into consideration a preschooler's individuality.⁸³ A network of educational "preschool – comprehensive school" complexes is also being formed in Ukraine, especially in rural areas; the number of schools in this network has increased by 400 over the last 5 years. Pre-school children in need of medical support, can become part of a network of specialized pre-school educational establishments and/or of pre-school educational establishments with extended care facilities. Compared with 2001, the number of children who are educated by this support network has increased by 17,600; therefore it will be maintained for the time being.

Statistics on pre-school learners suggest that the Ukraine has experience of providing access to pre-school education to orphans or unparented children, children from one-parent families, children from low-income groups, children with special physical or mental conditions, children from large families and children from "problem families". An analysis presented by the government about the social status of the children who do not attend kindergartens shows that in towns 0.3% of such children are orphans or unparented; 11.2% are from one-parent families; 11% are from low-income groups; 1.2% are children with special physical or mental conditions; 4.3% come from large families (with 3 and more children) and 20.2% are children from "problem families".

The importance of providing primary school age children with quality education services in the Ukraine was also presented. In rural areas, or in territories with a "complicated demographic setting", primary education establishments with smaller numbers of students have been developed, taking the form of a "school-family". The outcomes of this experimental model have

⁸³ For example, the "I am in the World", "Child's Creativity", "Principles of Personal and Social Safety of Pre-school Age Children" Programmes.

shown that this type of primary school allows the implementation of a brand new pattern of education which guarantees an individual approach to all children and helps create an environment for the development of everyone's abilities and capacities.

At a secondary education level, the Ukrainian government is aiming to address the creative development of a personality capable of self-realization in the future, for which gymnasiums, lyceums, collegiums and boarding schools (particularly for gifted children) are available. A network of specialized art, sports, and music schools is also being developed; it has its own curricula offering students early vocational training in accordance with their talents.

The Ukraine promotes profile and pre-profile education through multi-faceted curricula for specialized and optional courses. For example, the following up-to-date courses are now available as specializations or options; "Man and the Professional World" for grades 8-9; "Career Development" for grades 10-11; For grades 1-11, there is also "Internet ABC", "Computer Graphics Basis", "Basic Knowledge for Consumers", (which aims at forming a consumer culture), and "Religions and Cultures of the World" (which aims at introducing children to a diverse world of religious and cultural traditions and promoting tolerance to representatives of various ethnic and religious groups.) For children with special needs, corrective curricula have also been elaborated and improved, implementing the state Standards on Primary Education for children in need of physical and/or mental correction,⁸⁴ as have corrective programmes for pre-school and primary school education in specialized boarding schools.

The adoption of state Standards on Comprehensive Education in Ukraine has also been considered an important step towards educational goals. Indeed, citing experts from the World Bank, the government considers that standards which define goals and outcomes clearly are an effective tool for improving the quality of education. These standards, dealing with educational content outline compulsory minimum skills and knowledge for students to obtain.

With respect to assessment schools and school networks, the Ukraine has eight regions which participate in testing school okrugs (districts)⁸⁵ networks. The purpose of such assessment is to

⁸⁴ Conventional Curricula for Specialized Comprehensive Foundations.

⁸⁵ <http://en.wikipedia.org/wiki/Okrug>

determine access of these schools and networks to educational services and resources. Practice has shown the government that the organization of such educational districts guarantees an optimal network of educational establishments and creates a well-developed infrastructure of the region's educational system. If an educational establishment cannot provide efficient teaching of profile subjects and courses, profile education can be implemented with the help of "head schools" which are equipped with more resources, such as computers and skilled teachers. There are also several "head" boarding schools being created to educate children from remote areas.

A special role is played by other forms of educational assistance in the Ukrainian education system. For example, there is school support coming from psychological services, as well as from medical and pedagogical advice offices. In addition, interschool training centers in urban and rural areas help students with vocational guidance and pre-service and vocational training. According to the government, thanks to various forms of education, many upper secondary school students are increasingly engaged in technology training; in 2002-2003 12.79% of school-leavers were involved in this type of training, in 2006-2007 17.17% of school-leavers were trained, and in 2007-2008 20% will be engaged.⁸⁶

Distance learning is another important tool of an inclusive education system as it provides for equal educational opportunities and also for the improvement of the quality of education of various strata of society from any region of the country and abroad, especially for those with health problems and from rural areas. Distance learning takes advantage of the use of the scientific and academic potential of universities, academies, institutes, centres of in-service training and other educational foundations elsewhere. For example, the Problem laboratory of distance education of the National Technical University "Kharkov Polytechnic Institute" carries out distance courses in 9 subjects for students of 9-11 grades. In addition, an experiment "Distance Education for Secondary School", which is aimed at testing and improving methods of distance education and elaborating teachers' guidelines how to use such courses while training, was established.

⁸⁶ These rates may be compared with those of the European Union where technology training is attended by 63% of school-leavers and comprehensive education by 37% of school-leavers.

Finally, attention should be given to the various educational contests existing in the Ukraine as a way of recognizing their educational achievements. An annual, international contest on the Ukrainian language, a famous European mathematical contest, as well as national contests in physics, natural sciences are very popular.⁸⁷ The winners of such contests and Olympiads enter institutes of higher education, and receive Presidential scholarships, while their tutors get government awards and prizes. Moreover, every year the Malaya Academy of Sciences of Ukraine (MAS) holds a contest where its members defend their research work through projects which create supplemental educational services to support talented youths interested in scientific work.

Learners and Teachers

In relation to learners in the Ukraine, the government referred to a national pattern of inclusive education, which is rooted in a humane approach, where every child is in need of care and attention irrespective of where they are educated, at school, boarding schools, or at home. The Ministry highlighted various practices in the Ukraine which demonstrate this approach in relation to certain learner groups. For learners in rural areas, “social and pedagogical care” families and “short-stay groups” have been organized and proved to be very popular. Engaging children in pre-school education has also been stimulated by opening pre-school groups on the premises of rural schools and has given children a chance to prepare for school within a short space of time. Other new projects for students from rural areas are currently being implemented, for example “Malaya Academy of Sciences of Ukraine Virtual School” which provides on-line data and an information exchange between upper secondary school students and school teachers, academics, as well as on-line access to libraries. Similarly, focusing on gifted children, “Olympiads” and competitions are conceived as very useful for developing educational performance. For example, through training for competitions, there have been excellent results in mathematics, physics, chemistry, biology, ecology and informatics.⁸⁸

⁸⁷ For example, the Piotr Yatsik Contest is held annually thanks to the Ukrainian Ministry of Education and Science, League of Ukrainian Maecenases and Piotr Yatsik Educational Foundation (Canada). It is unanimously recognized as one of the most important national and patriotic projects since Ukrainian sovereignty, being sponsored by dozens of Ukrainian, Canadian, US and Australian citizens.

⁸⁸ For instance, in 2006 26 Ukrainian students won 24 medals (4 gold, 10 silver and 10 bronze).

Recent pilot programmes, such as those undertaken by the Lvenok Lvov Rehabilitation Centre for children with visual impairments, were also acknowledged as successful in providing rehabilitation and access to education for disabled children. The Izumrudniy Gorod Centre and some private foundations in the Kharkov region also provide social, pedagogical and medical rehabilitation, as well as vocational guidance and vital skills for orphan and disabled children. In addition, some specialized boarding schools offer arts and therapy classes under specialist guidance to help develop children's well-being.

Inclusive education has also implied a fundamental reconsideration of teachers' personal views on their relationship and cooperation with learners. Guidelines for teacher-advisers and assistants recommend openness, confidence in students' abilities and capacities, and awareness of children's inner world and motives of behavior. This approach demands a more active teacher's role, for example, the teacher must work out teaching methods and create positive environments for exposing and developing students' abilities and capacities. Indeed, practice has proven that the implementation of a capacity-oriented approach to education is based on various interactive forms and methods of teaching aimed at a child's development. To introduce these forms and methods, some changes should be made in the learning process and the following is recommended, for example: interactive, problem-solving methods of education and out-of-class activities, creativity contests, special training workshops and seminars, as well as study/ hobby groups. Assessment criteria of students' autonomous learning and teacher training should consider the final goal of autonomous learning of students. Students' autonomous learning results in their socialization, while lifelong education enhances their chances on the labour-market.

Finally, a special role in a system of inclusive education is given to psychologists supporting families with disabled children, orphans and un-parented children as well as those in need of social and psychological rehabilitation. Such support is given not only to the child, but also involving the child's classmates and parents as it is usually adults who are against integrated education of disabled children.

7. THE REPUBLIC OF UZBEKISTAN⁸⁹

Approaches, Scope and Content

Inclusive education in Uzbekistan is addressed with several approaches. One of them involves the education of special needs children within specialized state institutions. At the same time, inclusive education is also understood as the integration of disabled children into comprehensive mainstream schooling. In addition, inclusive education is also approached more and more in terms of equal access to education for all children, irrespective of their disability status, or any social, emotional, cultural or linguistic factors. The main goal for the future inclusive education system has been identified by the Ministry of People Education (MPE) as helping everyone develop his/ her abilities through a high-quality and accessible education.

Inclusive education was further described by the MPE of Uzbekistan as “a school for all students”. The concept of inclusive education in Uzbekistan is based on the philosophy that difficulties in providing education for all are linked with the structure of school education and not with the child’s difficulty in learning. This means that the main task is not just to overcome learning difficulties, but also to reform schools so that they can accept all students irrespectively. Inclusive education thus presupposes the equal teaching of all children in mainstream schools, where the system of education is adapted to each child’s needs and expectations, instead of the child adapting to the demands of an education system through special medical and psychological help.

The Uzbek government also highlighted their broad categorization of “children with special needs”, which is in line with international standards elaborated by the OECD.⁹⁰ For example, they identified children with limited abilities, such as children who are blind, deaf, autistic, or have multiple disabilities as having special needs. Similarly, they placed in the same special needs category those experiencing learning difficulties as a result of behavioural or emotional impairments, or due to the lack of cooperation of students and educational context, which may

⁸⁹ The information in this section was adapted from the country report entitled, “Ways And Perspectives of Inclusive Education Development in the Republic Of Uzbekistan”, prepared and submitted by Matlyubakhon Akhunova, Head of Children Social Support and Rehabilitation Department, Ministry of People Education of Uzbekistan.

⁹⁰ Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators, (OECD: Paris, 2007)

result in non-attendance. Thirdly, they acknowledged that children who have difficulty learning because of negative factors, like socioeconomic, cultural, and/or linguistic factors also have special needs in education. Therefore, orphans, unparented children and children with all kinds of impairments were recognized as being a component of the nation demanding the state's special attention in the context of inclusive education.

It was also noted that the attitude to children with special needs reflects the nation's morality and spirituality. In addition, the Uzbek Ministry quoted a local saying that "all good intentions are supported by society" as the essence of true inclusion. Similarly, inclusive education was related to individual and social development for adaptation and integration into society, while balancing competition against equal opportunities. All these points tend towards the view that inclusive education reflects social inclusion in Uzbekistan.

Public Policy

Free and quality education for all and equal access to primary and secondary education is guaranteed in Uzbekistan, according to the Uzbek Ministry. In particular, since 1996, the Uzbek public policies have focused on the objective of shifting the education system from a system of segregation of children with special needs to their integration into comprehensive schooling, i.e. inclusive education. There are numerous state policies aimed at rendering educational services to people with special physical or mental conditions, gifted children and socially disadvantaged children within a social support system, which provides such children with equal opportunities to implement their rights and free will. In the long-term, these policies will also create favorable conditions for participation in social, political and economic life and better access to education services.

These policies have been achieved through a normative framework of international legislation, the Constitution of the Republic of Uzbekistan, legislation and annual state programmes.⁹¹ For example, the rights of the child to education and development are guaranteed by international

⁹¹ The Act On Education of the Republic of Uzbekistan and National Programme for Teacher Training (1997 г.), the Act On Social Protection for People with Disabilities (1991г.), and the National Programme for Implementation of Framework for Action: Education for All (2003 г.).

instruments, such as the Universal Declaration of Human Rights, the Dakar Framework of Action “Education for All” at the World Forum of 2000 and the Convention on the Rights of the Child of 1989, which was ratified by Uzbekistan in 1994. The international joint project of UNICEF “Implementation of a Child Friendly Attitude through Inclusive Education” was also aimed at involving all children in schooling and teaching in concordance with their individual abilities.

At a national level, the Act On Education and the National Programme on Teacher Training of the Republic of Uzbekistan guarantee free and quality education for all and equal access to primary and secondary education. In guaranteeing access to education under this Act, the government considers the place, method and language of instruction. Programmes are also implemented in collaboration with academic institutions carrying out research necessary for the development of the education system and in accordance with state-run public authorities in the field of education. It should be noted that the Act On Education makes provisions for creating specialized schools not only to meet needs and demands of gifted children, but also of children in need of special social support and state aid.

Specific state programmes have also been elaborated and implemented to provide integrated activities aimed at strengthening social protection of disabled and socially disadvantaged children. For example, a Resource Centre on Inclusive Education under the Ministry of Education was founded in 2001 by the Republican Education Centre in collaboration with UNESCO to include disabled children with other children. Positive experiences from this became the basis for a consistent policy aimed at the evolutionary development of inclusive education and innovative patterns and methods of work with children with special needs. The Ministry of Education, in cooperation with the Republican Public Child Fund “You are Not Alone” and the Republican Centre for Children’s Social Adaptation now holds annual international conferences and workshops, dedicated to equality in education and adaptation for socially disadvantaged children.

A whole chain of projects are now being implemented and carried out by the Republican Education Centre and the A.Avloniy Central Institute for In-Service Training of Educational

Administration. These projects are supported by international donors, such as UNESCO, UNICEF, Asian Bank of Development. For example, the “Comprehensive Education for Disabled Children” project is being implemented with the assistance of the Asian Bank of Development. About 560 children with mental and physical impairments of school age are covered by inclusive education and involved in mainstream schools. Special guidelines and instructions were elaborated on how to examine and teach such children in mainstream schools.⁹²

This project is innovative from several points of view and has raised a lot of questions which are being considered by the Ministry of Education; firstly by providing a liaison between specialized and boarding schools and nearby mainstream schools, the project guarantees the promotion and support of innovative approaches to special needs education for the children who have to live and develop in the traditional environment of a boarding school. Secondly, such symbiosis takes into account the development of a wider range of educational and social liaisons between specialized boarding schools and mainstream ones. Thirdly, the project addresses present-day problems such as a lack of in-service training courses and professional development of special needs teachers, low quality textbooks, and the need to provide visual aid and other learning materials.⁹³

Perspectives and plans for the future, which have been defined in legislation, were also presented.⁹⁴ For example, reforms of lifelong education focus on the improvement of the teachers’ potential, the development of a varied network of state and private educational establishments, and professional education programmes taking into account global

⁹² Numerical or statistical references made in this section are taken as such without further source details from the report entitled, “Ways And Perspectives of Inclusive Education Development in the Republic Of Uzbekistan” by Matlyubakhon Akhunova, Head of Children Social Support and Rehabilitation Department, Ministry of People Education of Uzbekistan.

⁹³ The offered project brings to the fore the components necessary for better educational results and social adaptation of children with special needs. Through comparative analysis of the progress of this project with that of segregated schools which are not included in the project, government will assess the benefits of an inclusive approach to special needs education, especially in terms of more effective and viable ways of investment. The project will become the basis for the National Core Curriculum aimed at the development of better learning results and social adaptation of children.

⁹⁴ For example, there are special articles on inclusive education in the new draft of the Uzbek Act On Education, the Draft of the law On Ensuring Rights of the Child and the Bill On Alterations and Amends to Uzbek Disability Convention which was adopted at the first read. These were elaborated to implement the Decree of the President on the State Programme “The Year of Social Protection”.

achievements in education, science, culture.⁹⁵ The Ministry of Labor and Social Protection is developing a normative document on the acceptance of children with special physical or mental conditions in colleges and lyceums, taking into account their educational needs, and also on children involved in home-schooling. The Act on Inclusive Education (in a broad meaning of this concept) is being developed. At the state level, the mechanism of financial resources allocation for inclusive education is being reconsidered and the Cabinet Council has designed the draft of the law on specialized educational foundations aimed at children with special physical or mental conditions.⁹⁶ The problem of providing children with special physical or mental conditions with specialized textbooks, syllabi, visual and learning materials is also being considered.

Nonetheless, the Ministry of People Education highlights that along with the successes of inclusive education for special needs children there are various problems. Due to ethno-psychological reasons, families hide their children with special needs from relatives, neighbors and the community. There are few possibilities for integration of special needs children into society, as well as for their further education and social adaptation after finishing secondary school. Most disadvantaged groups are families with single mothers that take care of their children with special physical or mental conditions, and also families whose children are in state patronage establishments. There is an inadequate supply of technical means and methodological resources for inclusive education and a lack of infrastructure needed for integration of disabled children in mainstream schools, such as ramps. There is also an inadequate supply of mainstream schools with qualified teachers and other educational specialists to work with students with special needs in inclusive classes and groups, for example, speech pathologists and therapists, social and medical people.

To reveal other reasons for non-attendance, the Ministry of People Education has initiated research to examine this in the middle of 2007. The statistics are currently being analyzed by a specially recruited agency and soon the results will be available to the Ministry of People

⁹⁵ These main tendencies of reform are reflected in the State National Programme of School Education Development 2004-2009.

⁹⁶ This approves the governmental stipulations on Special Needs Educational Foundations (Boarding Schools) for Children with Impairments and in Need for Medical, Social, Psychological and Pedagogical Aid.

Education. The results will support the elaboration of future planning regarding “excluded” groups and inclusive education.

Systems, Links and Transitions

The Ministry of People Education highlighted that education in Uzbekistan is provided on a life-long basis, as the education system is comprised of continuous educational programmes and school education, in accordance with state standards. This includes pre-school, primary, secondary education, out of school education, specialized secondary education, professional education, higher education; postgraduate education, as well as in-service training and retraining. A special place in this chain is given to pre-school education; there are 6565 state pre-school institutions in the system of education, which are attended by 571147 children, and 52 private kindergartens attended by 4000 children.

At present, the education system does not yet fully embody in practice an inclusive education approach as special needs children are still mainly supported within specialized state institutions. According to government figures, Uzbekistan has 86 specialized boarding schools attended by 19245 children with impairments and 28 Mehribonlik (Mercy) Houses where 2900 orphans and un-parented children from the age of 3 to 17 are brought up. There are also 23 boarding schools with extended care facilities where 7000 physically challenged children are simultaneously taught and rehabilitated, while 122 specialized pre-school establishments give correctional help to 9095 physically challenged children. A common type of specialized school is the school for mentally retarded children with 53 establishments and 11648 students as of 2007. Other types of specialized schools are those for children with hearing impairments with 18 establishments and 4556 students, schools for children with visual impairments with 11 establishments and 2319 students, schools for children with speech impairments with 1 establishment and 300 students, schools for children with movement and motor impairments with 1 establishment and 262 students and boarding schools for children with behavior impairments with 1 establishment and 160 students. At the same time, Uzbekistan presents examples of integration of disabled children into comprehensive mainstream schooling. At present, there are 937 integration groups on the premises of mainstream pre-school establishments attended by 11340 physically challenged children, while 12000 physically challenged children are involved in home-schooling.

With respect to the curriculum, children from specialized educational foundations are taught in accordance with 10 set curricula, which are approved by the Ministry of People Education every year. Education in Uzbekistan is carried out in 7 different languages. In addition, there are 431 specialized schools and boarding schools with advanced study of different subjects, and specialized classes available in 2433 schools. There are also 35 sport-oriented boarding schools. Students of such specialized and boarding schools may take part in prestigious international Olympiads held abroad in mathematics, chemistry, biology, ecology, informatics, Russian and other subjects.⁹⁷ Students of specialized schools may also participate in annual national Olympiads and competitions; winners may then enter Institutes of Higher Education without an entrance examination.

Learners and Teachers

As presented by the Ministry of People Education, there are 5,926,860 learners in Uzbekistan, who attend 9,491 mainstream schools. Currently there are 15,0000 children with special needs and 38% of them are children born with special physical or mental conditions.

Regarding teachers, there were 450,327 teachers who worked in mainstream schools in the 2006-2007 school year, and 308,200 of these teachers had received a higher education. According to the State National Programme of School Education Development, teaching staff should undertake in-service training every three years and are assessed by the Republican Test Centre.

In particular, taking into consideration the demand for special needs personnel, much attention is drawn to special needs personnel training. Over 3500 pedagogues work in educational foundations designed for children with special needs of which 1084 are speech pathologists with a higher education degree and 1843 teachers work in 28 orphanages.

⁹⁷ For the last 5 years, Uzbek students have won 21 gold, 26 silver and 62 bronze medals.

8. THE REPUBLIC OF LATVIA⁹⁸

Approaches, Scope and Content

Aiming to guarantee equal access to education for all children, inclusive education in Latvia presents an approach in which special support is provided to children with specific and special needs within the system of general education. Children with specific and special needs may be defined as children with learning disabilities, such as physical, mental or behavior disorders or having problems of interaction and psycho-social disorders. Other learning disabilities may also be recognized through previous observation, teaching and caring or through international instruments of classification of learning disabilities;⁹⁹ one indicator may be limited participation in activities. The Ministry of Education and Science (MOES) recognized that limited participation in schools may be caused also by personal or environmental factors.

Public Policy

The specific goals of Latvia's public policy were presented as being based on the Latvian conceptual understanding of inclusive education, focusing on the inclusion of children with specific and special needs in the system of general education. Children with specific and special needs are considered to be those with physical, mental and behavioral disorders, which may constitute up to 20% of learners.¹⁰⁰ The Latvian education system also aims to improve the access to and quality of education for all children within its education system, in line with a framework of international and national educational legislation.

Such international legislation includes the European Education for All initiative, while the Convention on the Rights of the Child of 1989 was ratified by Latvia in 1992). Meanwhile national educational initiatives follow the specific goals of Latvia's public policy, to include all children with physical, mental and behavioral disorders in the general education system,

⁹⁸ The information in this section was adapted from the country presentation entitled "Inclusive Education in Latvia", prepared and submitted by Arturs Skrastins, Head of the General Education Department, Ministry of Education and Science of the Republic of Latvia.

⁹⁹ For example, the International Classification of Functioning, Disability and Health Interaction of Concepts ICF 2001 classifies disorders in body functions and structures.

¹⁰⁰ Numerical or statistical references made in this section are taken as such without further source details from the presentation entitled "Inclusive Education in Latvia" by Arturs Skrastins, Head of the General Education Department, Ministry of Education and Science of the Republic of Latvia.

through a system of support to students with special needs. This support system is being achieved through the establishment of the State Center for Special Education to provide consultations and methodological support. The Ministry also aims to improve the educational environment in special education establishments and adjust the general secondary education establishments to the needs of students with motor impairments. In particular, the Latvian government has recognized that policies targeting the broadening of access of students with special needs to professional education are necessary.

In addition, Latvian public policy on education has developed activities in the areas of participation, curriculum, national standards, individual progress, achievement criteria, guiding education, information and communication technologies and basic skills, in line with the goal to include all children in the general education system.

Systems, Links and Transitions

In outlining the education system in Latvia, the importance of offering support for inclusive education was emphasized. The State Center for Special Education works at the state, regional, city and municipal level, as well as at an institutional level to do this. This support includes the organization of regional schools boards and general educational institutions, as well as the provision of social services for students, teachers and parents. This additional support adopts methods of observation and professional care, accompanied by corresponding therapy and rehabilitation. For example, an educational programme of pedagogical correction is realized through the support of special pedagogical staff in schools, such as a school psychologist, speech therapist and special pedagogue.

Learners and Teachers

It can also be noted that children with specific needs in the Latvian education system are identified by the Pedagogical and Medical Commission. This identification influences whether the student studies a specialized curriculum, or both the regular and specialized curriculum. With the parents' agreement, students are then taught according to these recommendations.

Around 3.14 % of students study the specialized curriculum. Alternatively, in line with the appropriate regulations, students may receive a special status and study both the regular and special curriculum. This comprises of a very small percentage of learners, 0.0047 %. Children with difficulties in learning and behavioral disorders generally study the regular school curriculum.

V. CONCLUSION - CONSENSUAL REGIONAL FINAL STATEMENT

As a conclusion, the following section presents as one of the main outcomes of the CIS workshop on Inclusive Education the final regional statement that participants agreed upon at the end of the event. This final document was preceded by CIS country presentations and group work deliberations involving a mixed representation of the participating CIS countries. Participants collectively decided on a statement that synthesizes the region's evolving approach to inclusive education, marking policy initiatives and priority issues to be pursued by CIS nations with respect to inclusive education in the region.

FINAL DOCUMENT¹⁰¹

The Third Workshop of the CIS Community of Practice in Curriculum Development was organized by the National Institute of Education of Belarus Ministry of Education in cooperation with the IBE UNESCO (Geneva), UNESCO Office in Moscow and the CIS Council on Cooperation in Education as a continuation of the capacity building in curriculum development in the CIS region and also a preparatory activity to the 48th International Conference of Education (ICE) with the theme “Inclusive Education: The Way of the Future” that will be held in Geneva between the 25 and the 28 of November 2008 and participated by the national ministers of education from all the UNESCO regions.

The participants of the conference after the discussion of theoretical and practical approaches to development and implementation of inclusive education in Armenia, Belarus, Finland, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Russia, Ukraine, Uzbekistan, and after being introduced to the international expertise and experiences of inclusive education by experts, representing the UNESCO International Bureau of Education (IBE-UNESCO), and UNESCO Division for the promotion of Basic Education (ED/BAS), agreed on the following:

The participants **agree** with the following definition of inclusive education:

¹⁰¹ The Third Workshop of the CIS Community of Practice in Curriculum Development: Inclusive Education: The Way of the Future. Minsk, October 29-31, 2007

Inclusive education is as a process of addressing and responding to the diversity of needs of all learners through creation conditions for successful learning and social inclusion, eliminating any forms of children's segregation

The participants **state** that inclusive education, understood in its broad interpretation as engagement of all students in educational process, regardless of their age, gender, ethnic and religious background, previous achievements, differences in abilities and capacities, their social and economic status, is one of the main focuses of the development of the national educational systems in the CIS region. Though inclusion in its broad meaning is not widely used in official documents, still the ideas of inclusive education are more and more reflected in the CIS countries educational policies.

The main directions of inclusive education development in the region are:

- Recognition and summarizing of the positive experience of the CIS region in engagement of all students of pre-school and school age in educational process;
- Support to UNESCO and other international organizations conventions and resolutions on social inclusion of all students regardless of their age, gender, ethnic and religious background, previous achievements, differences in abilities and capacities, their social and economic status;
- Promotion of improvement of national legislation and its and closer adherence to inclusive education international norms to enable equal opportunities for all children to receive high quality education and for their social inclusion;
- Promotion of public awareness and acceptance of the ideas of equal educational opportunities for all children, of inclusive education goals and objectives through mass-media and web sites of educational and research institutions in the region;
- Development of inclusive education theoretical conception that envisions realization of equal rights for high quality education and social inclusion of all children;

- Shift from the educational paradigm focused on students' "defects" to the paradigm focused on support to each child development;
- Development of social, pedagogical and economic models and methodologies of inclusive education, adequate to the regional context.
- Diversification of school curriculum, making it flexible enough to meet diverse educational interests and needs of all students;
- Support to educational initiatives aimed at promoting culture of tolerance in schools and society;
- Use of ICT and development of distance education to broaden access to high quality education for all children;
- Development of system of comprehensive monitoring of all students' development and social inclusion;
- Training of teachers to increase their capacity to work in inclusive educational settings.

At the current stage the efforts of researchers, methodologists, teachers, educational managers should be directed to the development of psychological and pedagogical, organizational and managerial foundations of inclusive education, its normative, methodological, human resources, material and technical bases.

In the region there is an actual need in exchange of experiences and information on the issues of inclusive education, as a necessary condition of development of national systems of education and their integration into the global education community.

The participants **note** that an important role in meeting the challenges of inclusive education is played by the CIS Community of Practice in Curriculum Development, initiated in December 2005 at the Seminar in Minsk by the UNESCO International Bureau of Education, and the CIS Council on Cooperation in Education. 10 countries in the CIS region are now actively involved in the CIS Community of Practice in Curriculum Development.

The participants **apply** to UNESCO, CIS Council on Cooperation in Education and Conference of Ministers of Education of the CIS Member States to support the initiatives by CIS Community of Practice in Curriculum Development aimed at inclusive education development in the CIS region.

The participants **adopt** the following program of cooperation on the issues of inclusive education development as part of the activities of the CIS Community of Practice in Curriculum Development:

- To regularly exchange information, initiate and create an electronic database on inclusive education.
- To develop a database on organizations and individuals engaged in inclusive education in the region.
- To initiate joint projects aimed at inclusive education development within the CIS Regional and also within the Global Network of Curriculum Developers as a Community of Practice.
- To develop the common glossary of terms and information on inclusive education issues and make it available via the IBE-UNESCO web site and electronic bulletin “Innovations in Education” and via the sites of the Ministries of Education and educational organizations of the participating countries.

- To start the Russian language E-Forum on inclusive education development issues in the CIS region.
- Through support by the International Bureau of Education to provide the network members with the existing publications on inclusive education in English.
- To translate into Russian major IBE UNESCO publications and documents on inclusive education;
- To prepare and organize in 2008 the international conference on the educational methodology and pedagogical aspects of enabling equal opportunities for all students in the context of profile education, differentiation and diversification of education.

The participants **express their gratitude** to the IBE UNESCO, UNESCO Office in Moscow, Belarus UNESCO Commission and the CIS Council on Cooperation in Education and for support in preparation and organization at high level of the Third Workshop of the CIS Community of Practice in Curriculum Development: Inclusive Education: The Way of the Future.

VI APPENDICES

APPENDIX 1 – LIST OF PARTICIPANTS

Third Workshop of the Commonwealth of Independent States (CIS) Community of Practice in Curriculum Development: Inclusive Education: The Way of the Future, Minsk, Belarus, 29-31 October 2007.

Name	Country	Position and Affiliation
Ms. Lilia Balasanjan	Armenia	Main Specialist of School Management Department, Ministry of Education of Armenia
Mr. Kazimir Farino	Belarus	Belarus Vice-Minister of Education
Mr. Henadzi Palchyk	Belarus	Director of the National Institute of Education, Belarus Ministry of Education
Ms. Ludmila Khudenko	Belarus	Deputy Director of Research of the National Institute of Education, Belarus Ministry of Education
Mr. Nikolay Elensky	Belarus	Deputy Director of Methodology of the National Institute of Education, Belarus Ministry of Education
Mr. Vassily Rusetsky	Belarus	Secretary of the Research Council of the National Institute of Education, Belarus Ministry of Education
Mr. Oleg Lisejchikov	Belarus	Head of Research Centre of the National Institute of Education, Belarus Ministry of Education
Ms. Alla Frolova	Belarus	Head of Information and Analysis Department of the National Institute of Education, Belarus Ministry of Education
Mr. Iouri Zagoumenov	Belarus	Head of International Cooperation Department of the National Institute of Education, Belarus Ministry of Education, CIS CoP Focal Point
Mr. Alexander Laptjonok	Belarus	Head of Personality Development Department of the National Institute of Education, Belarus Ministry of Education
Ms. Tatiana Lisovskaya	Belarus	Head of Special Education Department of the National Institute of Education, Belarus Ministry of Education
Ms. Ritva Järvinen	Finland	Planning Specialist, Finnish National Board of Education, Finland
Ms. Makpal Jadrina	Kazakhstan	Director of Institute for Person Harmonious Development at the National Scientific and Practical Educational and Rehabilitation Center “Bobek”
Mr. Marat Usenalijev	Kyrgyzstan	Head of Pre-School and Secondary Education Department, Ministry of Education of Kyrgyzstan
Mr. Arturs Skrastins	Latvia	Head of the General Education Department, Ministry of Education and Science of the Republic of Latvia
Mr. Eugen Coroi	Moldova	Director of Institute of Education of Moldova
Mr. Alexey Zhurin	Russia	Deputy Director for Research of Institute of Secondary Education Curriculum Development, Russian Academy of Education
Ms. Tamara Pushkariova	Ukraine	Head of Department of Educational Management, Institute of Innovative Technologies and Curriculum Development,

		Ministry of Education of Ukraine
Ms. Matlyubakhon Akhunova	Uzbekistan	Head of Children Social Support and Rehabilitation Department, Ministry of People Education of Uzbekistan.
Mr. Nikolay Kuzmich	CIS, Minsk	Secretary of the Commonwealth of Independent States Council on Cooperation in Education
Mr. Renato Opertti	IBE-UNESCO, Geneva	Coordinator of the Curricular Capacity Building Programme of the UNESCO International Bureau of Education
Ms. Carolina Belalcazar	IBE-UNESCO, Geneva	Capacity Building Programme of the UNESCO International Bureau of Education
Ms. Elena Krasovskaia	UNESCO, Belarus	Secretary of the Belarus UNESCO Commission
Ms. Baiba Molnika	UNESCO, Latvia	Education Programme Director Latvian National Commission for UNESCO
Ms. Julia Sarviro	UNESCO, Moscow	Education Program Assistant, UNESCO Office in Moscow
Ms. Jill Van den Brule	UNESCO, Paris	Inclusive Education, Division for the promotion of Basic Education (ED/BAS),

APPENDIX 2 – CONFERENCE SCHEDULE

Sunday 28 October 2007	
During the whole day	Participants' Arrival
12:00 onwards	Participants' Registration at the Hotel Planeta (31 Pobediteley avenue) and Hotel Yubileiny (19 Pobediteley avenue)
Monday 29 October 2007 13 Melnikajta Str.	
09:00 – 09:30	Registration
09:30 – 11:00	<p>Welcome Addresses, workshop and participants' introduction</p> <ul style="list-style-type: none"> • Mr. Kazimir Farino, Belarus Vice-Minister of Education • Mr. Henadzi Palchyk, Director of the National Institute of Education, Belarus Ministry of Education • Mr. Nikolay Kuzmich, Secretary of the Commonwealth of Independent States Council on Cooperation in Education • Ms. Julia Sarviro, Education Program Assistant, UNESCO Office in Moscow • Ms. Elena Krasovskaia, Secretary of the Belarus UNESCO Commission • Ms. Baiba Molnika, Education Programme Director Latvian National Commission for UNESCO <p>Opening presentation</p> <ul style="list-style-type: none"> • Inclusive Education as a main strategy to attain EFA goals by Mr. Renato Opertti, Coordinator of the Curricular Capacity Building Programme, IBE-UNESCO, Geneva. <p>Moderator: Mr. Henadzi Palchyk, Director of the National Institute of Education, Belarus Ministry of Education</p>
11:00 – 11:30	Coffee Break
11:30 – 13:00	<p>Presentations</p> <ul style="list-style-type: none"> • The Right to Education for All: Global Perspectives in Inclusive Education by Mrs. Jill Van den Brule, Inclusive Education, Division for the promotion of Basic Education (ED/BAS), UNESCO Paris • An inter-regional perspective on Inclusive Education: outcomes from other Regional Workshops, by Ms. Carolina Belalcazar, Capacity Building Programme, IBE-UNESCO, Geneva. • Presentation of inclusive school #51 in Minsk by Mr. Victor Pshikov, Principal of school #51 (host of the workshop) <p>Moderator: Mr. Nikolaj Yelensky, Deputy Director of the National Institute of Education, Belarus Ministry of Education</p>
13:00 – 13:30	Press-conference
13:30 – 14:30	Lunch
14:30 –	<p>SESSION 1 – Presentations of the National Reports on Inclusive Education (1)</p> <ul style="list-style-type: none"> • Presentation of Belarus Report by Mr. Henadzi Palchyk, Director of the National Institute of Education, Belarus Ministry of Education

15:45	<ul style="list-style-type: none"> • Presentation of Russian Federation Report by Mr. Alexey Zhurin, Deputy Director for Research of Institute of Secondary Education Curriculum Development, Russian Academy of Education • Presentation of Kazakhstan Report by Ms. Makpal Jadrina, Director of Institute for Person Harmonious Development at the National Scientific and Practical Educational and Rehabilitation Center “Bobek” <p>Open Discussion.</p> <p>Moderator: Ms. Tamara Pushkariova, Head of Department of Educational Management, Institute of Innovative Technologies and Curriculum Development, Ministry of Education of Ukraine</p>
15:45 – 16.15	Coffee Break
16:15 – 17:30	<p>SESSION 2 – Presentations of the National Reports on Inclusive Education (2)</p> <ul style="list-style-type: none"> • Presentation of Kyrgyzstan Report by Mr. Marat Usenalijev, Head of Pre-School and Secondary Education Department, Ministry of Education of Kyrgyzstan • Presentation of Latvian Report by Mr. Arturs Skrastins, Head of the General Education Department, Ministry of Education and Science of the Republic of Latvia • Presentation of Moldova Report by Mr. Eugen Coroi, Director of Institute of Education of Moldova. <p>Open Discussion</p> <p>Moderator: Mr. Alexey Zhurin, Deputy Director for Research of Institute of Secondary Education Curriculum Development, Russian Academy of Education</p>
17.30–19.00	Cultural activities (visit to the National Art Museum)
<p align="center">Tuesday 30 October 2007 13 Melnikajte Str.</p>	
09.30 – 10:45	<p>SESSION 3 – Presentations of the National Reports on Inclusive Education (3)</p> <ul style="list-style-type: none"> • The Finland approach towards promoting an Inclusive Education and the key factors by Ms. Ritva Järvinen, Planning Specialist, Finnish National Board of Education, Finland. • Presentation of Armenia Report by Ms. Lilia Balasanjan, Main Specialist of School Management Department, Ministry of Education of Armenia <p>Open Discussion</p> <p>Moderator: Ms. Makpal Jadrina, Director of Institute for Person Harmonious Development at the National Scientific and Practical Educational and Rehabilitation Center “Bobek”</p>
10:45 – 11:15	Coffee Break
11:15 – 12:15	<p>SESSION 4 – Presentations of the National Reports on Inclusive Education (4)</p> <ul style="list-style-type: none"> • Presentation of Ukraine Report by Ms. Tamara Pushkariova, Head of Department of Educational Management, Institute of Innovative

	<p>Technologies and Curriculum Development, Ministry of Education of Ukraine</p> <ul style="list-style-type: none"> • Presentation of Uzbekistan Report by Ms. Matlyubakhon Akhunova, Head of Children Social Support and Rehabilitation Department, Ministry of People Education of Uzbekistan. <p>Open Discussion.</p> <p>Moderator: Mr. Eugen Coroi, Director of Institute of Education of Moldova..</p>
12:15 – 13:00	Lunch
13:00 – 15:45	City tour and visit to an inclusive school in the Central District of Minsk
15:45 – 16:45	<p>SESSION 5 – Topics to be raised in the International Conference of Education (ICE) 2008 and development of the CIS regional roadmap on inclusive education</p> <p>Parallel Work in groups on four themes: Work in groups on each of the four themes of the workshops of the International Conference of education 2008. Each group works on a theme and identifies, discusses and contributes to the elaboration of the CIS regional agenda on Inclusive Education (roadmap).</p> <p>Themes:</p> <ul style="list-style-type: none"> (v) <u>Inclusive Education: Approaches, Scope and Content</u> (to broaden the understanding of the theory and the practice of inclusive education); (vi) <u>Inclusive Education: Public Policies</u> (to demonstrate the role of governments in the development and the implementation of policies on inclusive education); (vii) <u>Inclusive Education: Systems, Links and Transitions</u> (to create education systems which offer opportunities for life-long learning); and (viii) <u>Inclusive Education: Learners and Teachers</u> (to foster a learning environment where teachers are equipped to meet the learners’ diverse expectations and needs).
16:45– 17.00	Coffee Break
17.00– 18.30	<p>SESSION 6 – Presentations of the documents elaborated by the groups and design of a working plan to elaborate a regional agenda on Inclusive Education (roadmap).</p> <p>Open Discussion</p> <p>Moderators:</p> <p>Mr. Renato Operti, Coordinator of the Curricular Capacity Building Programme, IBE-UNESCO, Geneva.</p> <p>Mr. Iouri Zagoumenov, Head of International Cooperation Department, National Institute of Education, Belarus Ministry of Education, CIS CoP Focal Point</p>
19.30–	Welcome Dinner

21.30	
Wednesday 31 October 2007 13 Melnikajte Str.	
10:00 – 12:00	SESSION 7 – Development of the CIS CoP Agenda and Work plan for 2008 Open Discussion Moderators: Mr. Renato Opertti, Coordinator of the Curricular Capacity Building Programme, IBE-UNESCO, Geneva. Mr. Iouri Zagoumenov, Head of International Cooperation Department, National Institute of Education, Belarus Ministry of Education, CIS CoP Focal Point
12.00 – 12:30	Closing Address
12:30 – 14:00	Lunch
Thursday 1 November 2007	
	Participants' departure