

Inclusive Education in Kazakhstan and the USA

INTRODUCTION

The idea of Inclusive Education is widespread today, but some countries, like Kazakhstan, have only begun to fully implement inclusion in their schools while countries such as the US have a wealth of experience in this field.

The purpose of this project is to analyze the current situation in the sphere of Inclusive Education in Kazakhstan and the USA and suggest possible solutions to improve Inclusive Education in Kazakhstan.



<http://bonimpressions.com/lets-hug/>

Inclusive education means that "children, regardless of ability, are taught in general education classrooms with same-age peers. Inclusion allows all students equal access to the curriculum through differentiated, adapted, and/or modified lessons." (Eredics, 2014)

"Demand for Special educators in the U.S. is expected to increase by 6% by 2022." (Andrade, 2018)

Inclusive Education in Kazakhstan

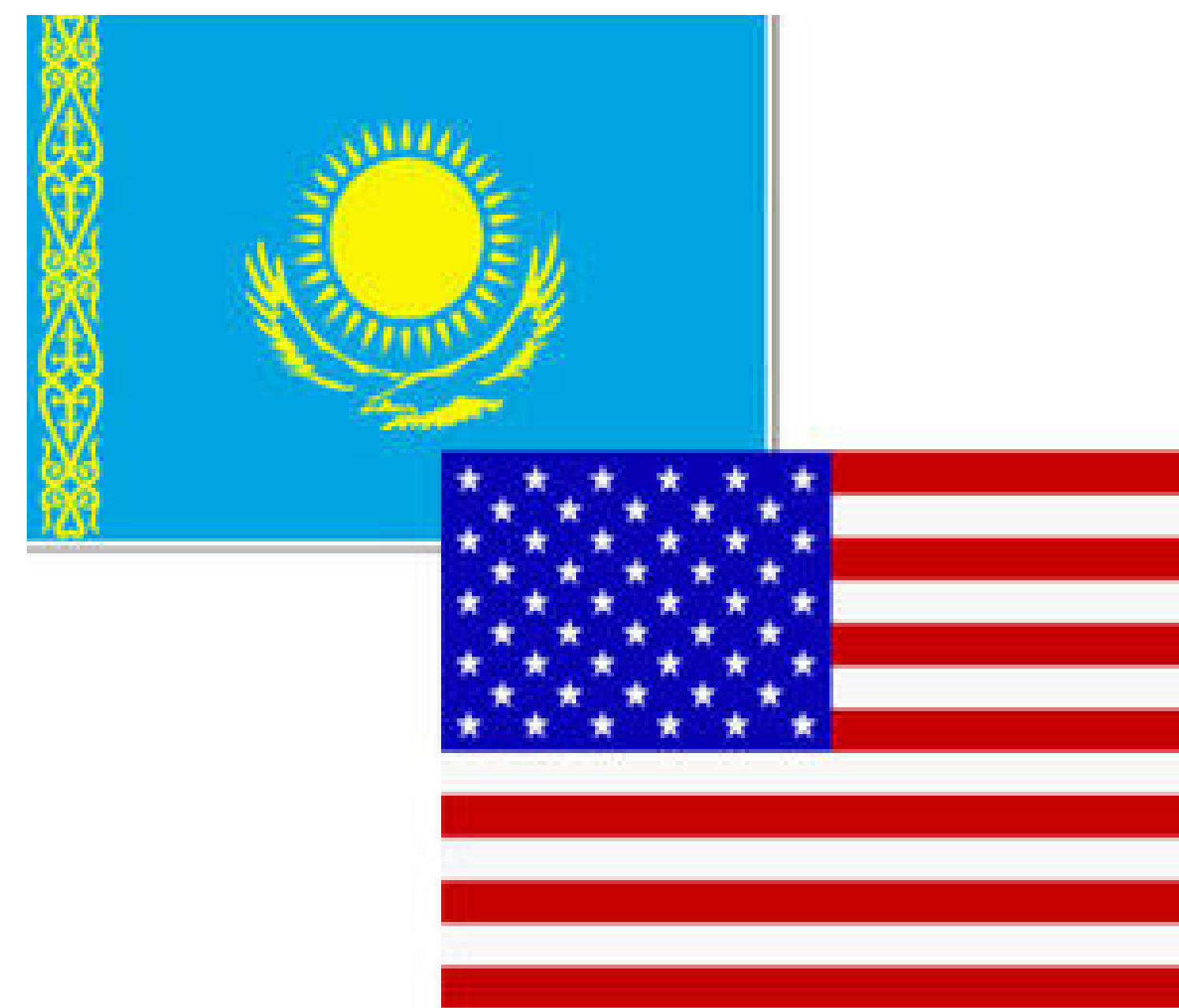
Legislation

- The Constitution, the "State Program of Development of Education in the Republic of Kazakhstan for 2011-2020," (Moshenskaya, 2012), the Order of the Minister of Education of Kazakhstan #348 (06/01/2015) about The New Conceptual Approaches for developing Inclusive Education in Kazakhstan (Sarinzhipov, 2015).

Current situation and problems:

- Lack of financial support
- Lack of well-trained teachers
- People's attitudes about Inclusive Education
- "Hidden" inclusion

"2,8% of Kazakhstani children have Special Educational needs." (Sarinzhipov, 2015)



[HTTPS://WWW.AZERNEWS.AZ/REGION/131026.HTML](https://www.azernews.az/region/131026.html)

Inclusive Education in the USA

Legislation

- Public law 94-142: Education for all handicapped children of 1975, Public law 99-457: Education of the handicapped Act Amendments of 1987, Individuals with Disabilities Education Act of 1990, Americans with Disabilities Act of 1990 (Wood, 1998).

Current situation and problems:

- Shortage of Special Education instructors
- Poor working conditions (excessive paperwork, professional isolation) (Andrade, 2018)

"49 states report shortage of special education teachers and related services personnel." (Andrade, 2018)

References:
 Wood, J.(1998). *Adapting instruction to accommodate students in inclusive settings*. Upper Saddle River, NJ: Merrill.
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How I Became Interested in Special Education:

As a teacher of English at Technical Professional College of Temirtau, Kazakhstan, I had the chance to teach teenagers with intellectual disabilities. For the past three years, I have also been part of the pilot, Inclusive Education Program at my college. In our work, my colleagues and I have encountered numerous problems because Inclusive Education is so new for our country. As to how my field is connected to the impact I want to have in my country, I hope to be able to contribute to fuller implementation of Inclusive Education when I return to my country. The host institution where I will complete my U.S. degree work is Lehigh University, in Bethlehem, PA, and I can't wait to get started!

Possible Solutions for Kazakhstan:

- School reform
- Additional training for teachers
- Increased financial support
- "Diversity and Inclusion" training



[HTTPS://FSD.HOUNSLOW.GOV.UK/KB5/HOUNSLOW/FSPD/SERVICE.PA/GE7D-EYWE09MSY7U](https://fspd.hounslow.gov.uk/kb5/hounslow/fspd/service.pa/ge7d-eywe09msy7u)