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Recommended Citation

Ibraeva, Zhibek, "Barriers to the Implementation of the National Concept of Inclusive Education in the Kyrgyz Republic for 2019-2023" (2020). *International Programs*. 39.
<https://surface.syr.edu/eli/39>

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Barriers to the implementation of the National Concept of Inclusive Education in the Kyrgyz Republic for 2019-2023



Abstract

Implementation of the National Concept of Inclusive Education in the Kyrgyz Republic may be significantly impeded due to the existent systematic barriers. The current poster goes over the barriers identified as a result of literature review on inclusive education in the former Soviet republics, in particular Kyrgyz Republic.

Introduction

Inclusive education is still an unattainable dream for disabled children and their families in Kyrgyzstan. The government has shown commitment to reform the educational system to address educational needs and rights of children with special needs by adopting the National Concept on Inclusive Education. However, there are still specific barriers, which may constrain successful implementation of the government program. It may be become one of the many laws and regulations, which fail to go beyond the declaration and insignificantly influence the lives of persons with disabilities. The achievement of inclusive education depends on the dissolution of a number of barriers (Stepaniuk, 2017).

Literature review findings

- Segregated educational practices for educating children with special needs in separate schools is a major impediment to inclusive education.
- Lack of data on children with disabilities
- Medical model of disability, which is based on provision of medical help and protection to the persons with disabilities, is still dominant in the government's programmes, legislation and policies.
- Lack of professional development opportunities for teachers in the field of inclusive practices (trainings, educational programmes)
- Lack of resources in schools

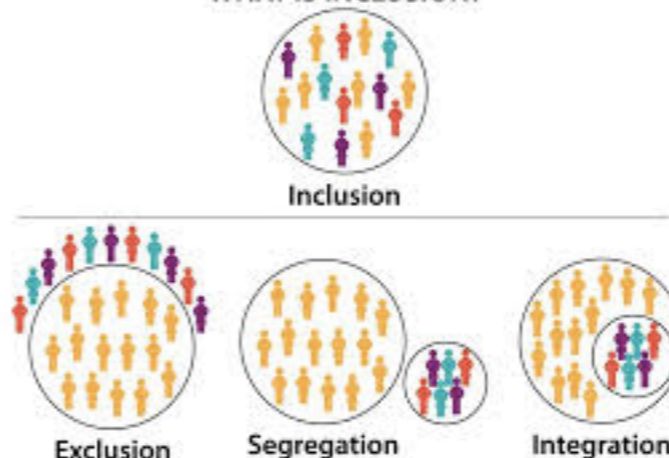


Only **46, 4 %** of the children with disabilities receive education ("Gender-based and Inclusive Education in the KR," 2016)



1, 2 % of the government spending on education is allocated to children with special needs (National Statistical Committee, 2018)

WHAT IS INCLUSION?



National Concept of Inclusive Education in the Kyrgyz Republic for 2019-2023 (enforced in 2019)

Objectives:

- Provision of education to children with special needs in alignment with the international standards (e.g. UN Convention on the Rights of the Child)
- Increased number of children with disabilities, having access to education
- Improved infrastructure of the educational organizations to accommodate needs of the children

Conclusion

The literature review and available data show that there are still barriers of systematic, social and financial nature, which may impede successful implementation of inclusive education, envisioned in the country's National Concept of Inclusive Education.

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