



Special needs education in central Asia: some key features for implementing inclusive education

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Key feature n 1 : Education policies have to assume that

- Inclusion means that *no child* should be excluded from education, and that *each child* should be able to participate actively in all domains of society.
- Inclusion requires education systems that are *receptive to diversity*, and schools that enable learners to be successful at school by meeting the full range of learning needs that learners may have.

key feature n 1 : Education policies have to assume that (ctd)

- Inclusion relates disability to schools' ability to be physically, pedagogically and socially accessible to all children and to meet educational needs of each child.
- Inclusion associates a special educational need with the requirement of supply additional educational resources.
- Inclusion does not relate to a specific group of students, those with SEN, but to all students;



Key feature n 2 : A legal framework improving rights and equal opportunities

- Legislation giving education systems the oversight of special needs education from the technical side, even where services provided are handled by other ministries.
- Legislation addressing the educational needs of children with special needs and including international conventions and protocols
- Legislation providing a comprehensive framework for educating people with disabilities and giving children in need of special education services equal status in terms of the quality and availability of service provision.



Key feature n 2 : A legal framework improving individual rights and fostering equal opportunities (ctd)

- Strong non discrimination legislation
 - Promoting participation to economical, political and social activities
 - Improving schools and institutions responsibility in matter of rights and equal opportunities
 - Labelling the resources and the provision instead the individuals

Key feature n 3 : Funding mechanisms

- Fostering mainstream education from preschool age instead education in special schools
- Encouraging access to education, training and employment instead of compensation of an impairment (connect benefits to education).
- Empowering schools to be physically and pedagogically accessible (accessibility plans,...)

Key feature n 3 : Funding mechanisms (ctd)

- Linked to the performance and compliance of schools with national standards of physical and pedagogical accessibility (reporting and monitoring mechanisms)
- Promoting sustainable inclusive education systems

Key feature n 4: Quality insurance policies empowering schools to

- Include diversity in their strategy
- Assess students' needs to build a personal learning and development plan
- Promote coherent educational strategies and cohesive practices through a high level of adaptability of curricula and organisation
- Develop Multidisciplinary teamwork including families and supports

Key feature n 4: Quality insurance policies providing a supportive environment in the classroom through

- Trained teachers and supports able to cope with diversity of profiles and needs
- Teacher/ pupils ratio (success chances are increased by 4)
- Appropriate personal supports if needed by students
- Effective and coherent cooperation between teachers, families and supports (social network for effective and secure pathing)

Key feature n 4 : cross sectoral policies to

- Prevent the disabling effect of poverty and foster early intervention
- Avoid disability to be an additional poverty factor and provide effective and appropriate support to individuals and their families (disclosure and registration issue)
- Develop individualised supports by fostering cooperation between stakeholders

Key feature n 4 : cross sectoral policies to

- Develop appropriate assessment procedures
- Foster transition from
 - special schools to regular schools
 - between the education levels
 - between education and employment
- Foster inclusive development policies including community based issues

Key feature n 5 : Evidence based policies to

- Identify public health problems, to treat them and prevent disabilities (early intervention, poverty)
- Identify educational needs requiring responses and resources
- Plan policies and define action plans in order to deliver appropriate support and resources
- Monitor policies with regard on access to rights, cost effectiveness, quality, effectivity

A resource based approach focusing on educational needs

- Students with impairments regarded as resulting from organic disorders. The educational need arise primarily from these causes. (OECD Cross national category A)
- Students with emotional or behavioural disorders or specific learning difficulties. Need arises from the interaction between the educational context and the student (OECD Cross national category B)
- Students with disadvantages arising primarily from socio-economic, cultural or linguistic factors. The educational need is to compensate for the disadvantages attributable to these factors (OECD Cross national category C)



Permits to raise quality issues : why do some countries allocate more resources to SEN students

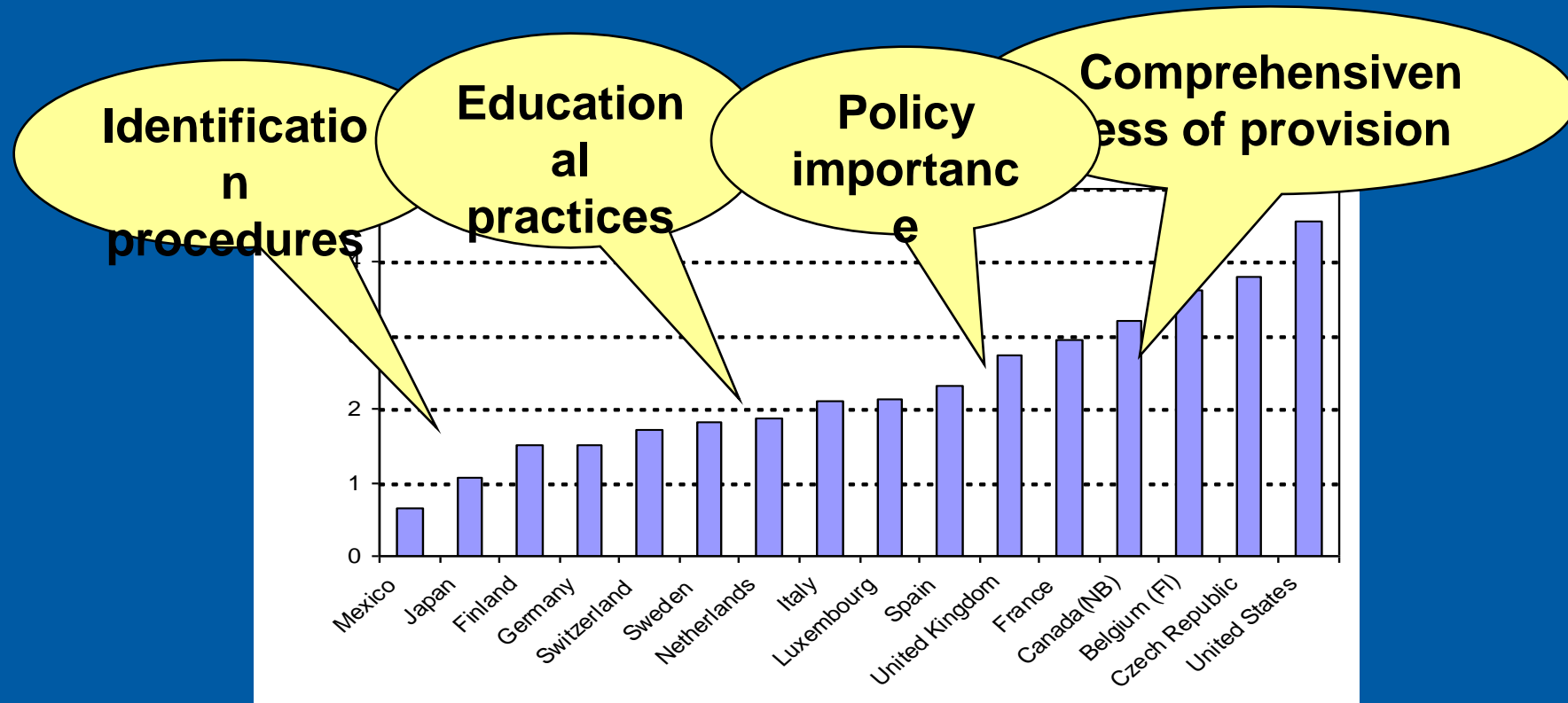
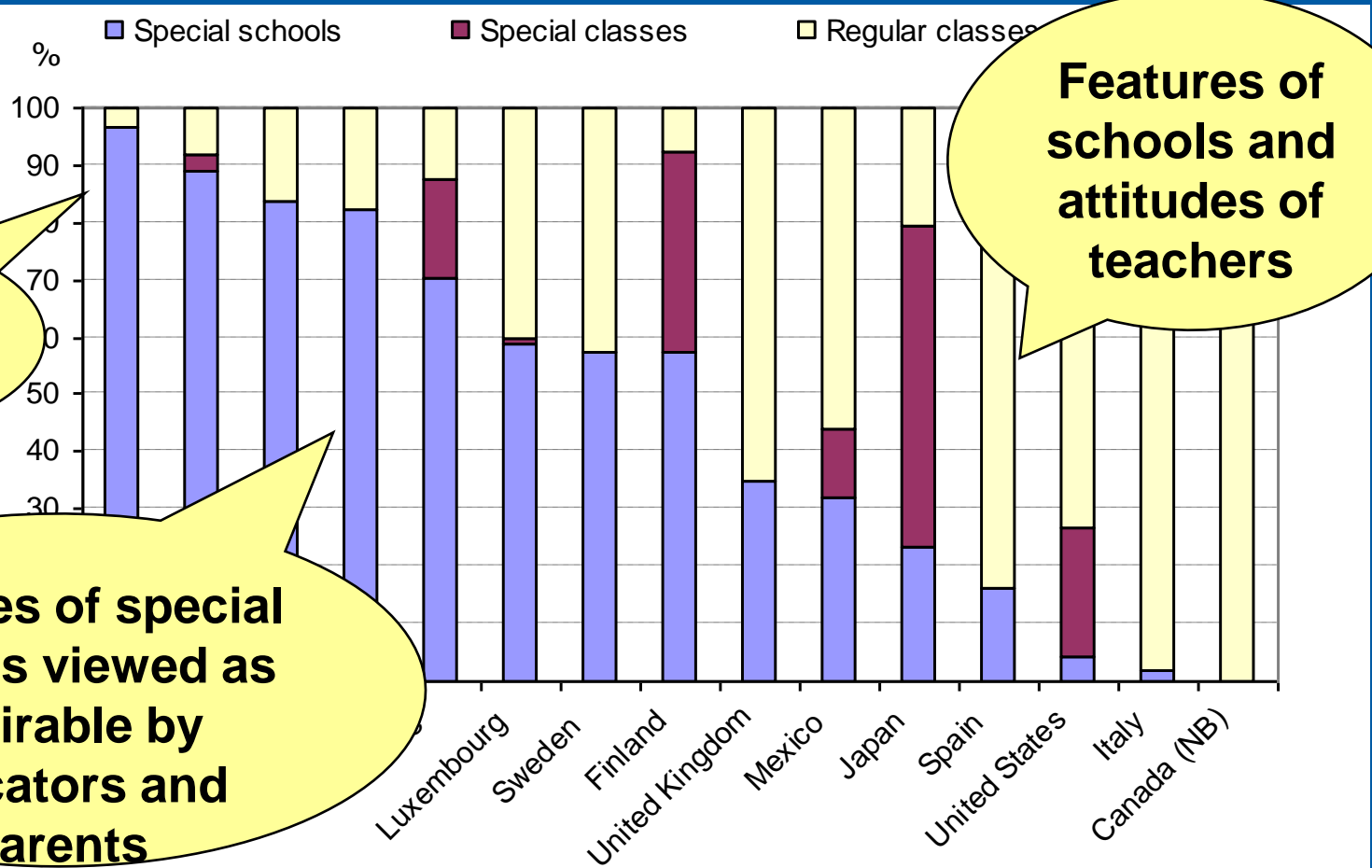


Figure 1. Percentage of students with disabilities receiving additional resources over the period of compulsory education as a percentage of all students in compulsory education (2003)

Focus on policies issues :

Why do some countries educate students receiving additional resources for disabilities in regular classes while others educate them in special schools?



Policy differences

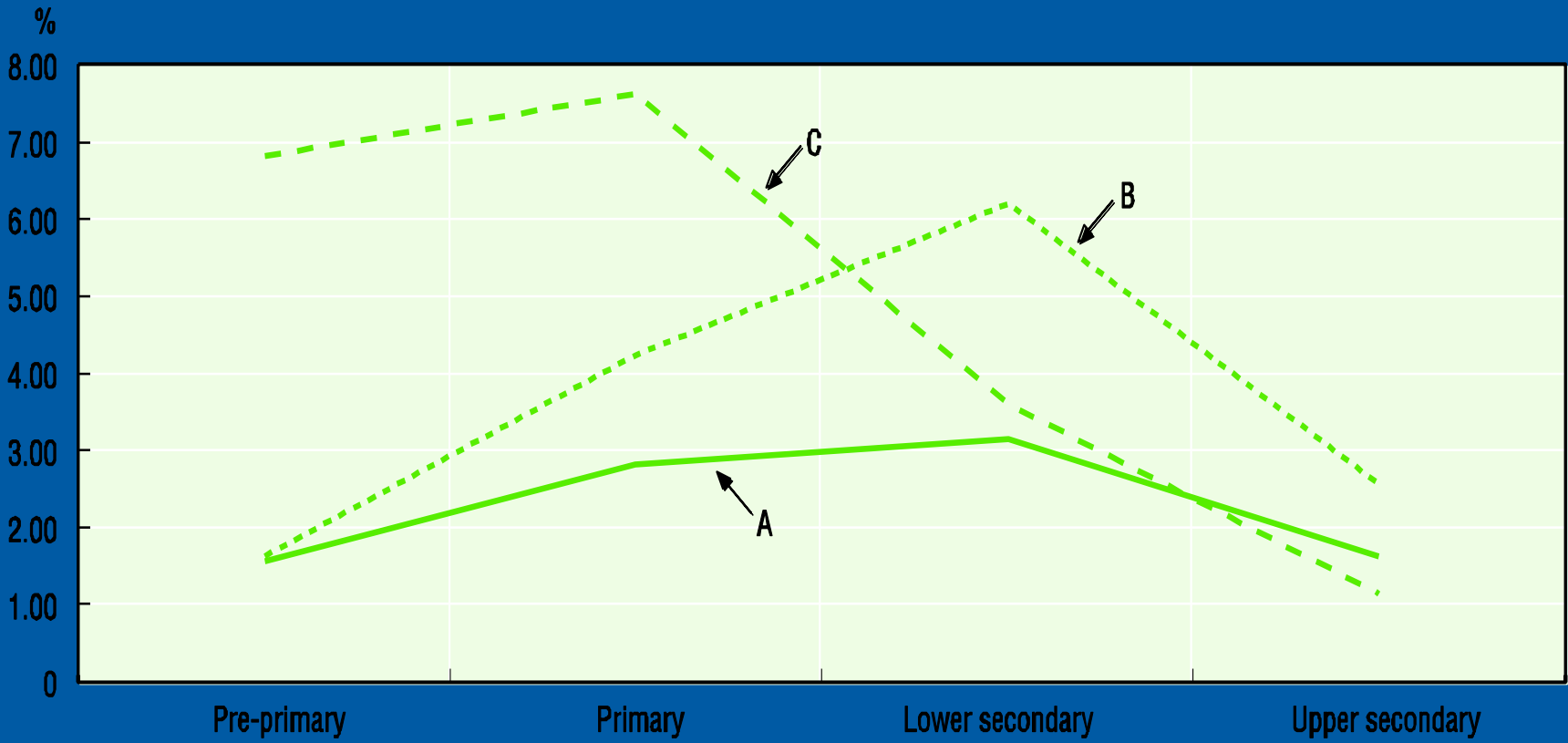
Features of schools and attitudes of teachers

Features of special schools viewed as desirable by educators and parents

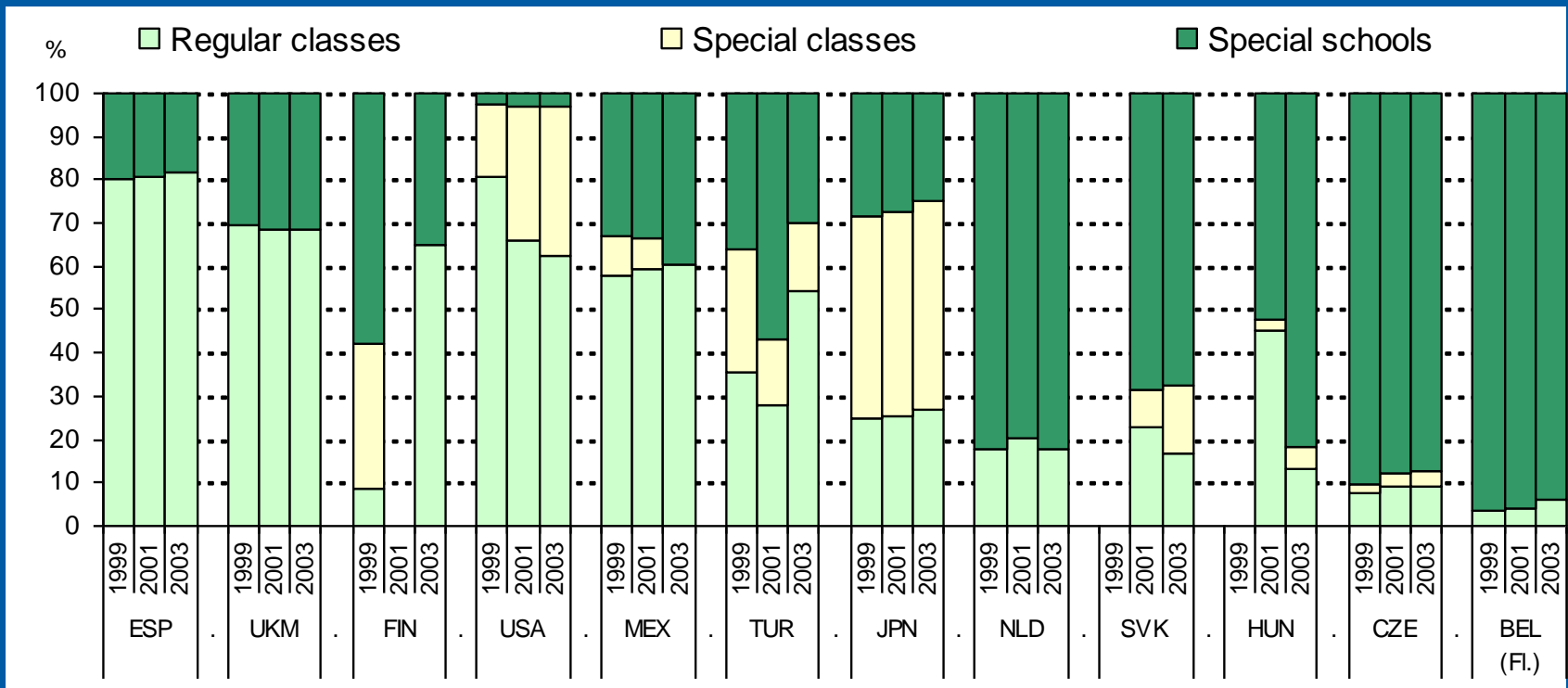
Figure 2. Dis... period of compulsory education by location (2003)



How are resources allocated among the educational system?



How are resources allocated overtime



National and international reliable and comparable data are key for implementing inclusive education

- Allow to identify discrimination SEN students are facing and effectiveness of non discrimination policies
- Offer evidence focusing on the impact of educational systems and practices on the individual 's life
- Offer an ecological approach focusing on participation and equity issues
- Allow for planning and monitoring long term policies and promoting economical development through education for all.

Thank you

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