



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Kazakhstan

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: “Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”. For further information, please contact gemreport@unesco.org.

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Introduction	2
Survey reply and respondents	4
Country system overview	6
Section 1: Laws and Policies	11
Section 2: Governance and Finance	24
Section 3: Data	41
Section 4: Curricula, learning materials and assessment	48
Section 5: Teachers and support personnel	62
Section 6: Schools	72
Section 7: Communities, parents and students	82
Vignette	88

Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

Contributors: Saule Kalikova – Policy Advisor of Soros Foundation – Kazakhstan

Svetlana Ismagulova – Head of Center for the Development of Inclusive Education of National Academy of Education named after I. Altynsarin of the Ministry of Education and Science of the Republic of Kazakhstan

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Galiya Abayeva – Director of State institution "National Scientific and Practical Center for Correctional Pedagogy" of the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter - NSPC CP), Candidate of pedagogical sciences, Docent.

Almagul Seissenova - a Senior Researcher of NSPC CP, President of the Private Charity Fund "Azamat Aleueti", a lawyer in the field of Special and Inclusive Education.

Marat Ibrayev- Chairman of the Coordinating Council for the development of Inclusive Education in the Akmola region, Doctor of Philosophy, PhD in Political science.

Maiya Temirbayeva- member of the Coordinating Council for the Development of Inclusive Education in the Akmola Region, Master of Science, MSc in Inclusive Education.

Which other people have been key informants? What is their professional role?

Veniamin Alayev - Chairman of Commission for the rights of people with disabilities named after Kairat Imanaliyev

Aliya Arkharova - President of the Public Foundation "Ashyq Alem"

What was the main challenge during the preparation of the profile?

- The short of time to collect and prepare such an important report
- The form is in English only, which takes time and resources to translate into Russian

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. National report on the state and development of the education system of the Republic of Kazakhstan (according to the results of 2018) / M. Atanaev, M. Amangazy, G. Nogaybaev, A. Akhmetzhanov, M. Shakenov, G. Karbaev, Zh. Dzhumabaev, N. Kasymbekova, M Dauliev, D. Abdrasheva, A. Kusidenova. - Nur-Sultan: Ministry of Education and Science of the Republic of Kazakhstan, JSC Information and Analytical Center, 2019. - 364 p.
2. Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017. - 71 p.
3. Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource]. // URL: <https://www.hrw.org/en/report/2019/03/14/327939>. (circulation date 06/30/2019).

4. Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan. – Astana: I. Altynsarin National Academy of Education, 2015. www.nao.kz
5. Status and development of special and inclusive education in the Republic of Kazakhstan. Analytical report. - Astana: NAO named after I. Altynsarin, 2016.– 50 p. <https://nao.kz/blogs/view/2/700>

If internal, non-public or working documents were used, please add a note here.

In paragraph 3.3 of section 3, in parallel with the information for the academic year 2018–2019, were used unpublished data for the academic year 2019–2020, which are subject to change.

Some information obtained from various NGOs, which is not published, was also used.

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

1. According to the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 No. 319-III Art. 12 "The Education system of the Republic of Kazakhstan includes the following levels of education:

- 2.1) early childhood education (0-6);
- 3.2) primary education (6/7 – 10/11);
- 4.3) basic secondary education (11/12-14/15);
- 5.4) secondary education (general secondary education, Technical and Vocational
6. Education and Training) (15/16-17/18);
- 7.5) post-secondary education (17-19);
- 8.6) higher education;
- 9.7) postgraduate education".

Within the educational system of Kazakhstan there are different types of schools: comprehensive school, ungraded school, gymnasium, lyceum, boarding schools, specialized school (specialized - by profile: music school, sports school, etc.), special school (differentiated by category - for children with hearing, vision, speech, musculoskeletal and intellectual impairment).

b. the different authorities responsible for different types of provision etc.

According to the Law "On Education" of the Republic of Kazakhstan, article 5, clause 5 "quality management of education and methodological support of the quality of educational services provided by educational organizations" is the competence of the authorized body in education sector, i.e. Ministry of Education and Science of the Republic of Kazakhstan, and local representative and executive bodies in education: regional, city, and district education departments.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

1. International Development Program MASHAV (Agency for the Development of International Cooperation under Israel's Agency for International Development Cooperation in the Ministry of Foreign Affairs;
2. The Modernization of Secondary Education project of the Ministry of Education and Science of the Republic of Kazakhstan with technical and financial support from the World Bank;
3. GIZ in Kazakhstan carries out its activities through the representatives in Almaty and Astana. Since the beginning of the 90s, GIZ, under the authorities of the German Federal Ministries, as well as other international and private customers, has been implementing programs and projects with the aim of promoting sustainable development in Kazakhstan. Through its activities, GIZ supports Kazakhstan in carrying out reforms and identifies priorities in four main areas: diversification of the economy, training of highly qualified personnel, protecting the environment and climate, and supporting the development of state administration. <https://mp.kz/company/28650>

10. The following republican projects in education sector are permanently carried out: centres for early childhood extended education «Wunderkind», schools of optional education, scholarship programs, alternative higher-education degree/proficiency enhancement.
4. One of the major projects for education system of the Republic of Kazakhstan is the project “Implementation of dual education system in the Republic of Kazakhstan” signed by National Chamber of Entrepreneurs, Ministry of Education and Science of the Republic of Kazakhstan and German Society for International Cooperation GIZ (2015 – 2017). In five regions of Kazakhstan – Karaganda, Kostanai, East Kazakhstan, Pavlodar and South Kazakhstan regions – new German curricula adapted to Kazakhstan conditions in technical specialties have been introduced with increased practical classes up to 60% of the total number of academic hours. “Classifier of professions and specialties of technical and professional, post-secondary education” includes new specialties. <https://atameken.kz/ru/news/4865-4865>
 5. Within the framework of the EU projects, Erasmus+ projects for higher education are actively carried out in Kazakhstan. They are aimed at academic mobility and capacity building in higher education, developing learning and teaching support kits, double-degree educational programs, setting up training centers, developing inclusive education, social integration and equal treatment of those who have special needs in learning as well as development of trans-regional information literacy for life-long learning and knowledge-based economy. Students with special educational needs take part in foreign academic mobility programs.
 6. Since 2015, a total of 40 Erasmus + capacity building in higher education (CBHE) projects have been funded, of which 31 are joint projects, and 9 are structural projects. The total grant amount for 40 projects amounted to more than 35.5 million euros. The projects implemented in the Republic of Kazakhstan involve 47 universities from 14 regions of the country.
 7. ADB (Asian Development Bank) cooperates with the Government of the Republic of Kazakhstan in the following main areas:
 11. - strengthening the foundations of economic diversification which will make it easier for entrepreneurs to obtain financing and support for business sector;
 12. - supporting inclusive development and reducing inequality by means of eliminating infrastructure problems and providing related services;
 13. - developing “green” technologies, improving energy efficiency and using renewable energy sources.
 8. Over 25 years of cooperation, more than \$6 billion has been invested in the economy of Kazakhstan, including 30 sovereign projects which are government loans or loans granted under a State guarantee, 11 non-sovereign loans granted to private sector directly, and 100 technical assistance projects as grants at a total value of \$15 million. <https://kapital.kz/experts>
 14.
 9. More than couple of decades, UNICEF has been working in close collaboration with the Government of the Republic of Kazakhstan, local government bodies and a civil society on strengthening children’s rights and ensuring equal access to quality social services, primarily, health service and education in Kazakhstan. Special attention is paid to children from the most vulnerable groups, including children with special needs in their mental and physical development. Now the next five-year program (2016 - 2020) of cooperation between the Government of Kazakhstan and UNICEF is being implemented. <https://www.unicef.org/kazakhstan>. The UNICEF research in Kazakhstan has shown that there are still children from socially vulnerable families who do not have access to social security benefits and other special social services. Low awareness of government support measures and the role of the social worker, restrictive administrative rules, and negative attitudes towards children with disabilities were noted as the barriers to gaining access to social support. Based on the results of the study, further recommendations will be developed to ensure broad scope of services. <https://www.unicef.org/kazakhstan>
- (ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	<p>In accordance with the standard of the public service "Examination and providing of psychological, medical and pedagogical support to children with disabilities" (approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 08.04.2015), parents are provided with recommendations on their children's education program: general education, special education or individual education.</p> <p>In accordance with clause 6 of the Model Rules for Educational Organizations (primary, basic secondary and general secondary schools) (approved by Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 595 dated 10.30.2018): "The state, realizing the goals of inclusive education, provides citizens with special educational needs special conditions for their education and correction of developmental disabilities and social adaptation at all levels of education."</p>
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	<p>School students study in 2 shifts: in the first or second half of the day. At the same time, in some schools of the Republic of Kazakhstan there is 3-shift: between 1 and 2 shifts.</p> <p>"Statistics of the education system of the Republic of Kazakhstan" National collection, 2019 (page 180) http://iac.kz/sites/default/files/nacionalnyy_sbornik_2018-2019.pdf</p>
Grade retention	Yes	<p>In accordance with clause 6 of the Model Rules for Conducting Current Monitoring of Academic Performance, Interim and Final Certification of Students in Educational Organizations on General Education Curricula of Primary, Secondary, and Secondary General Education (approved by Order of the Minister of Education and Science dated March 18, 2008 No. 125) "Students in grades 2–8 (9), 10 (11) who have an unsatisfactory mark in three or more subjects are not allowed to intermediate certification and left for the second year of study. First grade students are not left in the second year of study, except for students who are left on the recommendation of psychological, medical and pedagogical consultation and as per approvals of parents or legal representatives of the child."</p>
Multiple languages of instruction	Yes	<p>In the Republic of Kazakhstan in primary, basic secondary and general secondary education schools' instruction is carried out in Kazakh, Russian, Uzbek, Uyghur and Tajik languages.</p> <p>"Statistics of the education system of the Republic of Kazakhstan" National collection, 2019 (page 74) http://iac.kz/sites/default/files/nacionalnyy_sbornik_2018-2019.pdf</p>
Policies on access to compulsory education in local schools	Yes	<p>According to Article 30 of the Constitution of the Republic of Kazakhstan: Citizens are guaranteed free secondary</p>

		education in state educational institutions. Secondary education is compulsory.
(others ...)		

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

In Article 8 "State guarantees in the field of education" of the Law of the Republic of Kazakhstan "On Education" 2007 reads: "The state, realising the goals of inclusive education, provides special conditions for citizens with disabilities in development to receive education, correct developmental disabilities and social adaptation at all levels of education." In 2015, Kazakhstan ratified the Convention on the Rights of Persons with Disabilities and committed to providing inclusive education. Thus, it can be said that the legislative framework in Kazakhstan is consistent with the principles of inclusive education, vulnerable groups are not excluded from the education system of the Republic of Kazakhstan.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Since 2000, in the Republic of Kazakhstan (RK), new guidelines have been formed in the educational policy for children with special needs, an active search is being made for optimal ways of socialisation, upbringing, education, social support and adaptation of such children. In 2002, the Republic of Kazakhstan, the first among the Countries of the Independent Commonwealth (CIS), adopted a special Law on Social and Medical-Pedagogical Correctional Support for Children with Disabilities, dated July 11, 2002 N343, which was an important step in the development of the national system of special education and had great social significance. The law provided for the coordination of the work of all institutions related to disability, and ensured the formation of inclusive education. However, there was no clear interpretation of the very concept of inclusive education aimed at closing specialised schools and further social integration.

The report on the achievement of the Development Goals for the Third Millennium, compiled in the Republic of Kazakhstan in 2005 (prepared by UNDP), considers the education of children with special needs as one of the main tasks of the development of the national education system as a whole (UNDP 2005). The legislation of the Republic of Kazakhstan, in accordance with international documents in the field of protecting the rights of children, introduced the concept of persons (children) with special educational needs and the principle of equal rights to receive quality education for all students, taking into account individual capabilities.

The next, having acceded to the international Convention on the Rights of the Child, Kazakhstan has committed itself to the international community, and above all, to its children. Article 2 of the Convention on the Rights of the Child emphasises that all rights apply to all children, without exception, the state is obliged to protect the children from any form of discrimination and take the necessary measures to protect their rights. During this period, non-governmental organisations showed vigorous activity, implementing projects in the field of inclusion in education, for example, in Kazakhstan during 2001-2003. Within the framework of the project "Equal Opportunities for All" (due to a grant from the European Commission TACIS Lien), Step by Step Public Education Foundation created 30 pilot classes of inclusive education in the Semipalatinsk and Kyzylorda regions, and on the initiative of the Dybys Society in Almaty, a system of inclusive education was introduced in two comprehensive schools.

Further, the issues of the development of integrated (inclusive) education were identified in the Action Plan for the social and medical-pedagogical support of children with disabilities for 2007-2009. After signing the Convention on the Rights of the Child and its Optional Protocol in December 2008, Kazakhstan pledged to take appropriate measures to ensure the rights of persons with disabilities with regard to access to work, justice, education, healthcare, mobility, and became the 137th country in the world to join the Convention.

In the period from 2008-2010, Kazakhstan developed a regulatory framework to ensure equal access for persons with disabilities to the best educational resources. In the same year, amendments and additions were made to the Law "On Education" of the Republic of Kazakhstan (Article 1, Clause 21-3), which gives the concept of inclusive education.

The norms of international law in the field of human rights have become the basis of the legislative base of Kazakhstan in the field of education of children with special educational needs, where a number of international acts in the field of human rights have been ratified, thus the state assumes the obligation to provide inclusive education at all levels. The State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 stipulated: an increase in the share of schools that created conditions for inclusive education, from their total number to 70%; an increase in the share of schools that created “barrier-free access” for children with disabilities, from the total number of schools to 20%; increase in the percentage of children covered by inclusive education in the total number of children with developmental disabilities up to 50%. Along with this, in 2015, Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan were approved (No. 348 dated 06/01/2015), developed in accordance with the fundamental international documents in the field of human rights, taking into account trends and achievements of world practice in the field of education and the priority tasks of the development of the Kazakhstan education system. This document is considered as a strategic direction of inclusive education.

In the framework of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 "in order to create conditions for people with special educational needs, curricula were developed for a number of specialties, as well as a list of specialties for students with special educational needs" [<https://iqaa.kz/normativno-pravovye-dokumenty-rk/gosudarstvennyye-programmy>]

However, an analysis of the state of inclusive education in educational institutions in Kazakhstan showed a lack of continuity in the organisation of an inclusive environment between levels of education. So, preschool children who have special needs, having received quality services for preparing for school, do not always have an opportunity to obtain high-quality educational services in the future for a number of reasons: the minimum number of educational organisations that have the opportunity to accept such children; lack of special devices and equipment in a public comprehensive school (ramps, special elevators, etc.); untrained teaching staff to work with this category of students, etc. In this regard, the solution of some of the above problems is reflected in the Strategic Development Plan of the Republic of Kazakhstan until 2025, where it is planned to achieve the following goals: providing psychological and pedagogical support for inclusive education, creating resource cabinets for psychological and pedagogical support for children, developing curricula, improving the qualifications of teachers. The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 plans to increase the share of educational organisations that created the conditions for inclusive education to 100%.

Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Decree of the Supreme Soviet of the Republic of Kazakhstan dated 8 June 1994 On the ratification of the Convention on the Rights of the Child	http://adilet.zan.kz/rus/docs/B940001400_/links
	Law "On the Rights of the Child in the Republic of Kazakhstan" 2002	https://online.zakon.kz/document/?doc_id=1032460#pos=322;-26 Article 15 Rights of the Child to Education: The rights of every child to education are enshrined and they are guaranteed free primary, basic secondary and general secondary education. Article 31, Chapter 6. The Rights of the Child with disabilities: A disabled child has the right to get education appropriate to his or her physical and mental abilities and wishes.
	Law of the Republic of Kazakhstan "On Education" 2007	https://online.zakon.kz/document/?doc_id=30118747 The law reinforces: - equal rights of everybody to get quality education; - availability of education of all levels for the population taking into account the intellectual development, psychophysiological and individual peculiarities of each person; - teaching within the State Compulsory Educational Standard on individual curriculum, special educational program according to the decision of the Board of Educational Organization; - a child's rights to attend the school at place of residence including children with special educational needs; According to the law, parents and other legal representatives of minor children have rights: - to choose educational institution with regard to the wishes, individual inclinations and needs of the child; - to get consulting assistance on the problems of education and upbringing of their children in psychological, medical and educational issues; Scope of responsibilities of local authorities in education sector includes duties to create special conditions in educational organizations for education by persons (children) with special educational needs.

	<p>“On social and medical-educational corrective support of children with disabilities” 2002</p>	<p>http://adilet.zan.kz/rus/docs/Z020000343 The law reinforces the rights of children with disabilities to get free pre-school and general secondary education in special educational organizations or state general educational institutions in accordance with the report of psychological, medical and educational counselling.</p>
Disability (UNCRPD)	<p>The Law of the Republic of Kazakhstan dated 20 February 2015 № 288-V ЗРК. On the ratification of Convention on the Rights of Disabled People</p>	<p>http://adilet.zan.kz/rus/docs/Z1500000288</p>
	<p>The Law «On Social Protection of Disabled Persons in the Republic of Kazakhstan» 2005</p>	<p>https://online.zakon.kz/document/?doc_id=30008935 Disabled persons are guaranteed free primary, basic secondary and general secondary education.</p>
	<p>The Law “On the Rights of the Child in the Republic of Kazakhstan” 2002</p>	<p>http://adilet.zan.kz/rus/docs/Z020000345 A disabled child has the right to get education appropriate to his or her physical and mental abilities and wishes; to choose his or her type of activity and profession, and to participate in creative and social activities.</p>
Gender (Convention on discrimination against women CEDAW)	<p>The Law of the Republic of Kazakhstan dated 29 July 1998 No. 248 On accession of the Republic of Kazakhstan to the Convention on the Elimination of All Forms of Discrimination against Women</p>	<p>http://adilet.zan.kz/rus/docs/Z980000248</p>
	<p>The Concept of family and gender policy in the Republic of</p>	<p>http://adilet.zan.kz/rus/docs/U1600000384 Legislation of the Republic of Kazakhstan in education sector provides equal access and opportunities for men and women to receive quality education. The World Economic Forum estimates that gender gaps in education in Kazakhstan are minimal.</p>

	<p>Kazakhstan until 2030 Decree of the President of the Republic of Kazakhstan dated 6 December 2016 No 384</p>	<p>In order to prevent gender-based violence, the implementation of the Concept provides for the safeguarding of the rights and interests of children and the promotion of their physical, intellectual and spiritual development in ensuring equal access to quality secondary education. Kazakhstan will have advanced system of gender education and awareness-raising which will cover all age categories, starting with childhood, thus helping to eliminate gender stereotypes.</p>
<p>Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)</p>	<p>UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)</p>	<p>http://adilet.zan.kz/rus/docs/O920000016</p> <p>The declaration has a recommendatory status</p>
	<p>The Law “On the Rights of the Child in the Republic of Kazakhstan 2002</p>	<p>http://adilet.zan.kz/rus/docs/Z020000345</p> <p>Article 4. The Child’s Rights to Education: All children have equal rights regardless of their background, race, nationality, social and property status, gender, language, education, attitude to religion, place of residence, state of health or other circumstances, concerning the child and his or her parents or other legal representatives.</p>
	<p>Conceptual approach to the development of inclusive education in the Republic of Kazakhstan Approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 1 June 2015 No. 348.</p>	<p>https://nao.kz/blogs/view/2/456</p> <p>It is noted in the document that Inclusive education suggests inclusion of children with learning disabilities in general educational environment regardless their physical, psychic, intellectual, cultural-ethnic, language and other needs, elimination of all barriers to get quality education, social adaptation and integration in the society.</p>
<p>Other (e.g. Rights of indigenous people)</p>	<p>On the ratification of Convention against Discrimination in Education The Law of the Republic of Kazakhstan dated 28 January 2016 No. 449-V 3PK</p>	<p>http://adilet.zan.kz/rus/docs/Z1600000449</p>

	The Salamanca Statement and Framework for Action on Special Needs Education Salamanca, Spain, 1994	Used as a methodological basis in the development of the regulatory framework for inclusive education in the Republic of Kazakhstan
	Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the General Assembly on 20 December 1993 (resolution 48/96 annex).	Used as a methodological basis in the development of the regulatory framework for inclusive education in the Republic of Kazakhstan
	Dakar Framework for Action: Education for All: Fulfilling Our Collective Commitments. Adopted by the World Education Forum (Dakar, Senegal, April 26-28, 2000)	Used as a methodological basis in the development of the regulatory framework for inclusive education in the Republic of Kazakhstan

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Constitution of the Republic of Kazakhstan	Adopted at the national referendum on 30 August 1995	Article 30. Citizens are guaranteed free secondary education in state educational institutions. Secondary education is compulsory. http://adilet.zan.kz/rus/docs/K950001000
The Law of the Republic of Kazakhstan “on Education”	Dated 27 July 2007 № 319-III	http://adilet.zan.kz/rus/docs/Z070000319_/compare This Law regulates public relations in the field of education, defines the basic principles of state policy in this area and is aimed at ensuring the constitutional right of citizens of the Republic of Kazakhstan, as well as foreigners and stateless persons permanently residing in the Republic of Kazakhstan, to education.

		<p>Article 8. Government guarantees in education</p> <p>2. The government ensures free pre-school, primary, basic secondary, general secondary, technical and professional education.</p> <p>“The State ensures special conditions for citizens with special needs to get education, correction of developmental disorders and social adaptation at all levels of education”.</p> <p>The Law stipulates:</p> <ul style="list-style-type: none"> - equal rights for everybody to get quality education; - availability of education of all levels for the population taking into account intellectual development, psychophysiological and individual needs of every person; - the right of the child to attend school at place of residence including children with special educational needs; - education within State general compulsory education standards on individual curricula, special educational programs by a decision of the Board of Educational Organization. <p>Article 49. Rights and duties of parents and other legal representatives:</p> <p>1. Parents and other legal representatives of minor children have rights:</p> <ol style="list-style-type: none"> 1) to choose educational institution with regard to the wishes, individual inclinations and needs of the child; 4) to get psychological, medical and educational consultation on the problems of education of their children; 5) to receive additional services for their children; <p>Scope of responsibilities of local authorities in education sector includes duties to create special conditions in educational organizations for individuals (children) with special needs to get education.</p>
The Law “On the Rights of the Child in the Republic of Kazakhstan”	The Law of the Republic of Kazakhstan dated 8 July 2002 №345	<p>http://adilet.zan.kz/rus/docs/Z020000345</p> <p>This Law regulates relations arising in connection with the implementation of the basic rights and interests of the child guaranteed by the Constitution of the Republic of Kazakhstan.</p> <p>Article 15. The rights of the child to education</p> <p>1. Every child has the right to education and he/she is guaranteed free primary, basic secondary and general secondary education, and free technical, post-secondary and higher education in accordance with the legislation of the Republic of Kazakhstan.</p>
The Law “On social and medical-educational corrective support for children with disabilities”	The Law of the Republic of Kazakhstan dated 11 July 2002 No. 343	<p>http://adilet.zan.kz/rus/docs/Z020000343</p> <p>This Law defines the forms and methods of social, medical and correctional support for children with disabilities, is aimed at creating an effective system of</p>

		<p>assistance to children with developmental disabilities, solving problems related to their education.</p> <p>Article 15. The rights of children with disabilities</p> <p>5) to get free pre-school and general secondary education in special educational institutions or state general educational institutions in accordance with the report of psychological, medical and educational consultation office.</p>
The Law “On social protection of disabled people”	The Law of the Republic of Kazakhstan dated 13 April 2005 N 39.	<p>http://adilet.zan.kz/rus/docs/Z050000039</p> <p>This Law regulates social relations in the field of social protection of persons with disabilities in the Republic of Kazakhstan and determines the legal, economic and organizational conditions for ensuring social protection of persons with disabilities, creating equal opportunities for them to live and integrate into society.</p> <p>Article 29. Provision of conditions for people with disabilities to receive education and preschool education.</p> <p>1. Disabled persons are guaranteed free primary, basic secondary and general secondary education.</p> <p>2. For persons with disabilities of the first and second groups and children with disabilities, upon admission to study at educational organizations that implement professional training programs for technical and vocational, post-secondary and higher education, an admission quota in an amount determined by the Government of the Republic of Kazakhstan is provided.</p> <p>3. When participating in the competition for free public education through public funding of state educational grants, in case of similar results, prerogative right is given to the persons of disability category 1 and 2, disabled people from childhood and disabled children.</p>
The Law “On special social services”	The Law of the Republic of Kazakhstan dated 29 December 2008 No. 114-IV	<p>http://adilet.zan.kz/rus/docs/Z080000114_</p> <p>According to the Law, the authorized body in the field of education, within its competence, develops and approves standards for the provision of special social services in the field of education and the protection of children's rights.</p> <p>Special social services are the set of services that ensure a person (family) who is in a difficult spot with conditions for overcoming the social problems that have arisen and aimed at creating equal opportunities for participation in society with other citizens.</p>

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
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<p>State program for the development of education and science of the Republic of Kazakhstan for 2020-2025</p>	<p>Approved with the Governmental Order of the Republic of Kazakhstan dated 27 December 2019 № 988</p>	<p>Educational institutions will continue their work on the provision of conditions for students with special educational needs (equipment, furniture, teachers, textbooks and learning and teaching support materials, wheelchair ramps, lifts etc.)</p> <p>There will be implemented mobile advisory-methodical assistance for teachers, parents, and children with special educational needs.</p> <p>Schools and colleges will be provided with specialists to accompany children with special educational needs in an inclusive environment. In order to ensure remedial and pedagogical support for children with special educational needs, per capita funding standards (social backpack) will be developed for placement of State contracts.</p>
<p>Order of the Minister of Education and Science of the Republic of Kazakhstan «On the approval of the Model Rules for activities of educational organizations»</p>	<p>http://adilet.zan.kz/rus/docs/V1800017657 Approved by the Ministry of Education and Science of the Republic of Kazakhstan dated 30 October 2018, No. 595</p>	<p>5. Depending on the content of the curriculum, taking into account the needs and capabilities of the individual, training is carried out in the form of full-time, evening-time, external studies and distance learning for persons (children) with special educational needs.</p> <p>6. The State, in realizing the goals of inclusive education, ensures special conditions for citizens with special educational needs to get education, correction of developmental disorders, and social adaptation at all levels of education.</p> <p>Citizens who, for health reasons, do not attend educational institutions for a long period of time are provided with individual free education at home or in institutions providing in-patient care in accordance with the relevant model curricula as well as recovery and medical rehabilitation.</p> <p>25. Taking into account the interests of legal representatives studying in educational institutions, provision is made for the education of children with special needs in an inclusive environment (where no more than two children with special educational needs in one classroom) and (or) special classes on the types of developmental disorders may be opened.</p> <p>Children with educational needs who are in inclusive education classroom on the basis of the recommendations of the psychological and medical-educational consultation office are taught in accordance with the standard curriculum or individual curriculum.</p> <p>Children with educational needs who are in inclusive education classroom and (or) in special classroom have educational supports of special teachers.</p>
<p>Model rules for admission to educational organizations implementing general education curricula for primary, basic secondary</p>	<p>Approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 12 October 2018, 564</p>	<p>http://adilet.zan.kz/rus/docs/V1800017553 Children living in the serviced territory cannot be denied admission to the appropriate educational organization.</p>

and general secondary education		
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1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025	Approved by the Decree of the Government of the Republic of Kazakhstan dated 27 December, 2019 No. 988	http://adilet.zan.kz/rus/docs/P1900000988 The information systems of health care and social protection will be integrated within the enhancement and automatization of public services in special and inclusive education. This will make it possible for psychological, medical and pedagogical consultations (hereinafter - PMPC) to move from the "medical" to the "pedagogical" model. The activities of the PMPC will be aimed at determining the educational needs of children. In order to strengthen the activities of the PMPC and the psychological and pedagogical correction center (hereinafter PPCC) will be created resource centers to develop inclusive practices and share the experience of teachers. Schools and colleges will have specialists to accompany children with special educational needs. The qualifications of inclusive education teachers will be improved based on professional standard.
The Concept of state policy of the Republic of Kazakhstan in the interests of children until 2030	March, 2019 – in discussion	The draft Concept outlines specific measures in the following areas: providing support for children with disabilities and children with special educational needs, children of migrants, oralmans, refugees; ensuring the rights and interests of children in “conflict with the law”; ensuring the protection of the rights and interests of orphans and children left without parental care.

1.5 Is there a definition of inclusion in education?

£ No £ No information available **£ Yes**

If yes, please provide the definition and give the official source:

<http://adilet.zan.kz/rus/docs/Z070000319>

21-7) Inclusive education is a process that ensures equal access to education for all students, taking into account their educational needs and individual opportunities. Law of the Republic of Kazakhstan «On education» dated 27 July 2007 319-III.

If no, please give further information:

1.6 Is there a definition of vulnerable groups?

£ No £ No information available **£ Yes**

If yes, please provide the definition and give the official source:

<http://adilet.zan.kz/rus/docs/P1200000856>

Rules for Registration of Citizens of the Republic of Kazakhstan who are in need of housing from the Public Housing Stock or private housing rented by the Local Executive Body.

Approved by Decree of the Government of the Republic of Kazakhstan dated 26 June 2012 No. 856.

Article 3. Socially vulnerable groups of the population include:

- 1) disabled persons and participants of the Great Patriotic War;
- 2) persons treated as disabled and participants of the Great Patriotic War;
- 3) persons of disability categories 1 and 2;
- 4) families with disabled children
- 5) Persons suffering from severe forms of certain chronic diseases in the list of diseases approved by the Decree of the Government of the Republic of Kazakhstan dated 8 November 2011 #1309 (hereinafter - the list of severe forms of certain chronic diseases);
- 6) retirees by age;
- 7) orphans and children without parental care under the age of twenty-nine who have lost their parents before they reach the age of majority. When such persons are conscripted for military service, the age is extended for the duration of their compulsory military service; 8) repatriates (oralmans);
- 9) persons rendered homeless as a result of environmental disasters, natural and man-made emergencies;
- 10) Mothers of large families who have been awarded "Altyn Alka", "Kymys Alka" or who have previously been awarded the title "Mother-heroine", as well as been awarded the orders "Mother's honour " of the 1st and 2nd degrees, families with many children;
- 11) Families of persons who died (deceased) in the performance of state or public duties, military service, preparing or operating a flight into outer space, saving human life, and law enforcement.
- 12) single-parent families.

If no, please give further information:

1.7 Is there a definition of special educational needs?

£ No £ No information available **£ Yes**

If yes, please provide the definition and give the official source:

Law of the Republic of Kazakhstan «On education» dated 27 July 2007 319-III, <http://adilet.zan.kz/rus/docs/Z070000319>

19-3) persons (children) with special educational needs - persons who experience permanent or temporary difficulties in obtaining education due to health and need special, general educational curricula and additional educational curricula.

If no, please give further information:

1.8 Please provide information on any future developments planned for inclusion in education.

According to the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 (approved by Government Decree of 27 December 2019, #988), the proportion of educational organizations with inclusive education conditions will be increased from 45 per cent to 100 per cent in public pre-school education, and from 75 percent to 100 percent in State general education schools by the year 2025.

And also planned:

- expand the network of resource classrooms for the support of inclusive education and the network of PPCC (Psychological and Pedagogical Correction Centre) and PMPC (Psychological and Medico-Pedagogical Consultation) and their activities will be aimed at determining the educational needs of children.
- include an assistant teacher in the standard staff schedule of State educational institutions to support children with special educational needs;
- develop learning and teaching support materials for children with special educational needs (SEN);
- develop recommendations on mobile consultation and methodological assistance for teachers, parents and children with SEN in rural schools;
- develop norms for per capita funding (social backpack) when placing a State order for correctional and pedagogical support for children with SEN;
- update qualification requirements for teachers of inclusive classroom (special educators, subject teachers, teacher assistants, etc.);
- update training programs for Inclusive Education teachers as per the best international practices;
- creating child centered classroom environment for students with special educational needs.

<http://adilet.zan.kz/rus/docs/P1900000988>

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

1. After ratification by the Republic of Kazakhstan of the UN Convention on the Rights of Persons with Disabilities, an Initial Report was prepared on measures taken by the Republic of Kazakhstan to implement

the Convention on the Rights of Persons with Disabilities, approved by Decree of the Government of the Republic of Kazakhstan dated June 1, 2017 No. 330.

2. An initiative group of non-governmental organizations and independent experts with the support of the Soros Foundation-Kazakhstan prepared an Alternative Report on the implementation by the Republic of Kazakhstan of the UN Convention on the Rights of Persons with Disabilities, which presents problems and recommendations for the implementation of inclusive education in the Republic of Kazakhstan.
3. Status and development of special and inclusive education in the Republic of Kazakhstan. Analytical report. Astana, 2016. <https://nao.kz/blogs/view/2/700>
4. Report on the implementation of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, <http://www.gov.kz/memleket/entities/edu/documents/details/22112?lang=en>
5. Situational analysis of children in Kazakhstan – 2019. <https://www.unicef.org/kazakhstan/Reports/Situational-analysis-of-the-situation-of-children-in-Kazakhstan2019>.
6. Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017. - 71 p.

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

The analysis shows that the Kazakhstan model of inclusive education does not fully comply with the requirements and regulations adopted in world practice. The existing main problems and barriers are reflected in the following documents:

1. The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 (GPRON) draws attention to the fact that in Kazakhstan there is an insufficiently developed system for timely response to violations of children's rights, including those in difficult life situations;
2. The underdeveloped system of timely response to violations of children's rights, including those who find themselves in difficult life situations, the absence of conditions for inclusive education and basic amenities in a significant part of educational institutions pose a threat to the safe and comfortable life of children (the State program for the development of education and science of the Republic of Kazakhstan for 2020 – 2025, Approved by Decree of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988).
3. The results of the Human Rights Watch study show that in Kazakhstan the approach to teaching children with disabilities is characterized by a pronounced medical bias, the key obstacle to the education of children with disabilities in a secondary school is the psychological-medical-pedagogical consultation (PMPC), subordinate to the Ministry of Education and Science and local education departments. The commission, consisting of several doctors, speech therapist, psychologist and other specialists, on the basis of the results of examining a child with a disability, makes a conclusion with a recommendation on the form of training: in a comprehensive school, in a special ("correctional") school or at home. Conclusion of PMPC is actually a permission to study at a comprehensive school, contrary to the obligation of Kazakhstan to guarantee children with disabilities the right to education on an equal basis with others without discrimination. In order to ensure that all children have access to quality inclusive and free primary and secondary education in the local community on an equal basis with others, the government needs to fundamentally review its education policy and approach and take steps to overcome the negative attitude towards people with disabilities in society. Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource]. // URL: <https://www.hrw.org/ru/report/2019/03/14/327939>

4. An alternative report on the implementation by the Republic of Kazakhstan of the UN Convention on the Rights of Persons with Disabilities prepared by an initiative group of non-governmental organisations and independent experts of the Republic of Kazakhstan for 2018 reflects the main problems of the implementation of inclusive education that are the following:
15. - Kazakhstan has started the process of introducing inclusive education, however, it is proceeding at a slow pace and rather fragmentarily. In some cases, inclusion is replaced by the concept of integration. For example, the Initial Report on measures taken by the Republic of Kazakhstan to implement the Convention on the Rights of Persons with Disabilities (<https://www.zakon.kz/4863666-utverzhdn-pervonachalnyjj-doklad-o.html>) provides data on the number of children with special educational needs, included in the system of inclusive education, while indicating both children in general (mixed) classes and children in special classes created (integrated) in educational institutions, which is not an inclusion in the full sense of the word;
16. - Kazakhstan has a network of special educational organisations, which in itself contradicts the concept of inclusion in education, since the concept of “special organization” is segregating in meaning. There are still 97 special schools in the country, in which over 14,000 children study and 42 special kindergartens, in which more than 5,000 children are brought up among children with similar developmental issues;

- There is a fragmented, spontaneous inclusion of children with disabilities in the general educational process by agreement with the school administration and / or teachers (the fourth Alternative report of Kazakhstani NGOs on the implementation of the UN Convention on the Rights of the Child and the recommendations of the UN Committee on the Rights of the Child (2014). The admission of a child to a general education institution is the exception rather than the norm, mainly children with disorders of the musculoskeletal system receive seats in general education institutions, while children with other categories of disability, especially with mental disorders, are practically not accepted in secondary schools;

- The regulations do not reflect the criteria of a multilevel system of support for students with special needs. The annexes to the State general educational standards of secondary education (primary, basic secondary and general secondary) do not disclose the mechanisms, forms, methods of psychological and pedagogical support for students with special needs (the fourth Alternative report of Kazakhstani NGOs on the implementation of the UN Convention on the Rights of the Child and the recommendations of the UN Committee on Children's Rights (2014).

5. As per Monitoring framework for inclusive education in the Republic of Kazakhstan:

- the OECD notes such problems as the lack of regulation of the management and legislative framework;

- the practical implementation of inclusion in the education system of Kazakhstan lags far behind the stated strategic goals. Further review of the legal framework is required at the level of laws and regulations, as the terminology, mechanisms for achieving indicators of inclusive education, teaching and methodological, material and technical and personnel support, outreach to promote inclusive education do not comply with the provisions of the Convention and the world's best educational practices of inclusions. For example, in the Law of the Republic of Kazakhstan “On Education”, the term “persons (children) with special educational needs” is interpreted narrowly (children with health problems). It is necessary to expand this concept in accordance with world approaches in all legal acts, including migrant children, orphans, oralmans, with deviant behaviour, etc. Some terms on inclusive education are not correct enough from the point of view of world approaches. Also in the “Model Rules for the Activities of Secondary Education Organisations” the wording “opening an inclusive class” is used, which leads to a misunderstanding of the essence of inclusion (Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf;

- the current strategic and regulatory framework is insufficient for the successful development of inclusive education. It is necessary to adopt breakthrough legislative initiatives that strengthen the rights of children with SEN, for example, the creation of a roadmap for the development of inclusive education in Kazakhstan, taking into account the UN Convention on the Rights of Persons with Disabilities, the Global Sustainable Development Goals can be an effective mechanism for the successful development of inclusion in education (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

However, over the past 5 years, initiatives have been put forward in the country both at the state and at the level of public organisations that contribute to the process of the further high-quality implementation of inclusive education. The possibilities and further ways of promoting the idea of inclusive education are reflected in the following documents:

1. State program for the development of education and science of the Republic of Kazakhstan 2020-2025 (SPDES) sets goals for optimizing and automating the provision of public services in the field of special and inclusive education, within which Health and social protection information systems will be integrated, which will allow psychological, medical and pedagogical consultations (hereinafter - PMPC) to switch from a "medical" to a "pedagogical" model. Changes and additions to the per capita standard were made. In particular, a separate size of the per capita standard for children with special educational needs in general education classes has been determined. According to the SPDES, the number of children with special educational needs included in the inclusive education system should increase due to an increase in the share of educational organisations that created the conditions for inclusive education, up to 100% by 2025.
2. The conceptual approaches to the development of inclusive education (<https://nao.kz/blogs/view/2/456>) provide a set of measures for the further development of inclusive education for 2015 - 2020 and determine the following strategic directions of conceptual approaches to the development of inclusive education:
 - improving the institutional environment that provides favourable conditions for the development of inclusive education;
 - the formation of scientific and pedagogical foundations and human, educational and methodological potential to ensure the availability of high-quality education for people with special educational needs;
 - development of an early diagnosis system and correctional and pedagogical support for preschool children;
 - creating conditions for socialisation, vocational training of persons with disabilities; - conducting researches in the field of theoretical and methodological support for the development of inclusive education.

Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan provides ways to promote the idea of developing inclusive education by the development of programs by local executive bodies aimed at protecting the rights of children. <https://nao.kz/blogs/view/2/456>).

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

£ No £ No information available £ Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	<p>In Kazakhstan, the main authority dealing with issues of inclusive education is the Ministry of Education and Science of the Republic of Kazakhstan (MES RK). In addition, the Ministry of Health (MH RK) and the Ministry of Labour and Social Protection of the Population (MLSP RK) are responsible for supporting children with disabilities. The competencies include medical and social rehabilitation of children with disabilities, based on the Law on Social Protection of Disabled People in the Republic of Kazakhstan dated April 13, 2005, N 39.</p> <p>The process of developing an inclusion policy in education envisages the creation of a Working Group, which may include representatives of various ministries (including the Ministries of Education and Science, Health, Labour and Social Protection, Finance, National Economy, and Justice) and participate in the discussion and decision-making within their competence.</p> <p>The competence of each authorised body in the field of education, health and social protection, as well as local government bodies, is prescribed in the Law on Social and Medical-Pedagogical Correctional Support for Children with Disabilities to organise education, healthcare and social protection of the population. The law requires concerted action on the part of authorised bodies of education, health care, social protection (Law of the Republic of Kazakhstan dated July 11, 2002, No. 343-II On Social and Medical-Pedagogical Correctional Support for Children with Disabilities to Organise Education, Health Care and Social Protection of the Population).</p> <p>https://online.zakon.kz/document/?doc_id=1032168#pos=28;-155 The interaction of authorised state bodies is also provided for in the Law of the Republic of Kazakhstan “On Special Social Services”.</p> <p>For example, the certification rules for social workers are developed and approved by the authorised body in social protection of the population (MLSP RK) in agreement with the authorised body in education (MES RK). The standards for the provision of special social services in healthcare are being developed by the Ministry of Health of the Republic of Kazakhstan in coordination with the authorised bodies in social protection of the population (MLSP RK) and education (MES RK).</p> <p>The Law of the Republic of Kazakhstan “On Special Social Services” (as amended as of April 1, 2019)</p> <p>https://online.zakon.kz/Document/?doc_id=30369331#pos=3;-155 The main document regulating the development and coordination of inclusive education policy in the RK is the Decree of the Government of the Republic of Kazakhstan dated December 27, 2019, No. 988 “On the approval of the State Program</p>

		<p>for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025" (hereinafter referred to SPDES RK). This is where government agencies responsible for the implementation of the program including an inclusive education policy are stated.</p> <p>http://adilet.zan.kz/rus/docs/P1900000988</p>
Identification of needs / referral for services	Yes	<p>The Government of the Republic of Kazakhstan is developing the main directions of state policy in the sphere of special social services.</p> <p>The competence of each authorised body (MES RK, MH RK and MLSP RK), as well as the areas of their interaction, are stipulated in the Law of the Republic of Kazakhstan "On Special Social Services".</p> <p>The rules for assessing and determining the needs of children in special social services are developed and approved by the authorised body in social protection of the population (MLSP RK) in agreement with the authorised body in education (MES RK).</p> <p>The authorised body in health sector implements state policy in terms of provision of special social services in health.</p> <p>The authorised body in education develops and approves standards for the provision of special social services in education and protection of children's rights, presides control in provision of special social services and interacts with other state bodies on the provision of special social services (Law of the Republic of Kazakhstan "On Special Social Services" (as amended and supplemented as of April 1, 2019).</p> <p>https://online.zakon.kz/Document/?doc_id=30369331#pos=3;-155</p>
Data sharing	No	<p>Statistical data on children with SEN are kept at the same time by the Ministry of Education and Science of the RK, the Ministry of Health of the RK, and the Ministry of Labor and Social Protection of the RK.</p> <p>The data provided by different departments varies significantly, which questions their completeness and accuracy. Consequently, there are no unified approaches in the measures taken to support people with SEN. The OECD noted the need to collect more reliable statistics to base on in further development of the education, health and social welfare services of Kazakhstan. To tackle the issue, the work to integrate accounting systems for children with SEN is underway in the country.</p> <p>Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.</p> <p>http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf</p>
Monitoring and evaluation	Yes	<p>In the Framework for monitoring inclusive education in the Republic of Kazakhstan noted that Kazakhstan does not have an authorised body whose function is to monitor and evaluate the development of the quality of inclusive education, and there is no mechanism for interagency cooperation to support people with SEN. For example, there is a problem of interaction between the PMPC (MES RK) and the primary health care organisations (MH RK) for the early detection and evaluation of children with SEN. Primary health care (PHC) screening programs for children are mainly focused on health measures and less attention is paid to identifying and assessing developmental delays. (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the</p>

		Republic of Kazakhstan, 2017). http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf
Quality assurance and accountability	Yes	The Conceptual approaches to the development of inclusive education in Kazakhstan indicate that Kazakhstan has not created models of inclusive education and does not monitor and evaluate the quality of education (https://nao.kz/blogs/view/2/456). Thus necessitate creating an institute for monitoring and evaluating the development of the quality of inclusive education and to unite the efforts of all interested ministries and departments. (http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf).
(others ...)		

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

£ No £ No information available £ Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	The general responsibilities between central and local authorities regarding inclusion in education, the mechanism of their responsibility for the development, implementation and coordination of the country's education policy are regulated by the laws of the Republic of Kazakhstan "On education", "On local government and self-government in the Republic of Kazakhstan", "On social and medical-pedagogical correctional support for children with disabilities in development ", " On special social services "and other normative legal acts of the Republic of Kazakhstan. The responsibility of the central authority is to develop an inclusion policy in education, taking into account the proposals and opinions of local authorities and other interested parties such as the parent community and NGOs, to interact with interested central executive bodies, employers and other social partners. The local executive body (local government) implements state policy in the field of education, namely, provides education for children in special curricula; provides material and technical support for state educational organisations; it directs funds to provide financial and material assistance to children from socially vulnerable groups, organises advanced professional training for employees, etc. (Law "On Education" of the RK).
Identification of needs / referral for services	Yes	According to the laws "On education" and "On special social services", identification of needs/referral for

		<p>services falls within the competence of local executive bodies. The local government of the region/city/district provides:</p> <ul style="list-style-type: none"> - Examination of the mental health of children and teens; a psychological, medical and pedagogical counselling, rehabilitation and social adaptation of children (subpoint 16-1, 17, 18 point 1 article 6 of Law "On Education" of the RK). - Analysis of the needs of the population in special social services (point 1 article 11 of Law "On special social services" of the RK).
Data sharing	Yes	<p>Responsibility for data provision in a single educational information system is shared by central and local authorities. Collecting statistical data and entering them into a single information system is the responsibility of local governments in the field of education. In its turn, the MES RK responsible for approval of the rules of organisation and ensures the functioning of a single information system of education in the country (Law "On Education" of the RK).</p>
Monitoring and evaluation	Yes	<p>The responsibilities between the central and local authorities in relation to the implementation of educational monitoring are distributed as follows: the Ministry of Education and Science of the Republic of Kazakhstan establishes the procedure for educational monitoring. Conducting educational monitoring for all level of Educational institutions is the responsibility of the Committee for control in the field of education and science under the Ministry of Education and Science of the Republic of Kazakhstan (Committee). Local governments carry out the process of organising and conducting monitoring and evaluation which is carried out by Regional departments for quality assurance in the field of education (Regional Departments). Regional Departments are the territorial bodies of the Committee and accountable to the Committee in their activities.</p>
Quality assurance and accountability	Yes	<p>According to the Law "On Education" of the Republic of Kazakhstan, quality assurance is a shared responsibility of both central and local authorities. At the level of the Central authority, quality control is carried out by the Committee for control in the field of education and science under the Ministry of Education and Science of the Republic of Kazakhstan (Committee). According to the Regulation of the Committee, its tasks include state control and improvement of the quality of the provision of educational services by conducting an external assessment.</p>

		<p>Quality control at the level of local governments is carried out by regional departments for quality assurance in the field of education (Regional Departments), which are the territorial bodies of the Committee. Regional Departments are accountable to the Committee in their activities.</p> <p>The tasks of Regional Departments include:</p> <ul style="list-style-type: none"> - organisation and conduct of procedures for the external assessment of the quality of education; - monitoring and analysis of the quality of the educational process in the organisation of education in their region.
(others ...)		

If no, please give further information:

2.3 Are non-governmental organisations and/or associations involved in governance processes?

£ No £ No information available **£ Yes**

If yes, please describe their involvement:

If no, please give further information:

At the legislative level, NGOs, associations and other public organizations cannot participate in governance processes, but they make proposals to improve legislation in the field of protecting the rights of children, including children with special educational needs, participate in joint meetings, round tables, become members of regional working groups on issues of children with SEN. Associations, parent organizations and NGOs also can participate in the processes of implementing of state policy, different social, educational projects.

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

£ No £ No information available **£ Yes**

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	<p>To guarantee the rights and legitimate interests of children and to restore their violated rights and freedoms, the President of the Republic of Kazakhstan established the Institute of the Commissioner for the Rights of the Child (ICRC), which operates on a voluntary basis and in cooperation with state and public institutions.</p> <p>To ensure protection of rights and legitimate interests of children the ICRC:</p> <ol style="list-style-type: none"> 1) considers appeals related to violation of the rights, freedoms and legitimate interests of the child, and complaints on decisions or actions (inaction) of state

	<p>central and local executive bodies, organisations, enterprises and their officials;</p> <p>2) ensures unhindered implementation and restoration of violated rights, freedoms and legitimate interests of the child;</p> <p>3) coordinates activities of participants of the national preventive mechanism.</p> <p>To ensure proper functioning of the national preventive mechanism, a Coordinating Council has been established under the ICRC.</p> <p>The Law "On the Rights of the Child in the Republic of Kazakhstan" dated August 8, 2002 N 345, http://adilet.zan.kz/rus/docs/Z020000345</p> <p>The authorised body of the education system (MES RK) ensures compliance with the constitutional rights and freedoms of citizens in the field of education (Law of the Republic of Kazakhstan "On education").</p> <p>The Committee for the Protection of Children's Rights under the Ministry of Education and Science of the Republic of Kazakhstan is a department that implements state policy of protecting the rights and legitimate interests of children.</p> <p>http://adilet.zan.kz/rus/docs/G16H0000132</p> <p>Each educational organisation has a Board of Trustees, a Council for Prevention of Crimes, which operate on the basis of the Laws of the Republic of Kazakhstan "On Education," "On the Rights of the Child".</p> <p>Under the governments/akimats (local authority office) of regions/cities of republican status, juvenile commissions have been created whose activities are aimed at ensuring and protecting the rights and legal interests of the child.</p> <p>At the initiative of the Kazakhstan International Bureau for Human Rights and Rule of Law a working group of NGO "On the Protection of Children's Rights" was created to monitor the situation of children's rights in Kazakhstan, to implement the UN Convention on the Rights of the Child in the Republic of Kazakhstan and the Recommendations of the UN Committee on the Rights of the Child, as well as to provide legal assistance to children, who suffered from violence in schools, the actions of doctors, violations by law enforcement agencies, domestic violence and other types of violations of their rights claimed by their parents and legal representatives.</p>
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		<p>The working group is a partner of the International Coalition of Non-Governmental Organisations (Child Rights Connect/former NGO Group) and the International Resource Center (ISS, Switzerland, Geneva), which comprises of organisations from more than 70 countries.</p> <p>The working group of NGO “On the Protection of Children's Rights” compiles and submits to the UN Committee on the Rights of the Child alternative reports on the implementation of the Convention on the Rights of the Child in Kazakhstan, as well as comments on reports on implementation of the two Optional Protocols to the Convention on the Rights of the Child in Kazakhstan.(link)</p>
School inspection	Yes	<p>Each school has a Council for the Prevention of Crime (Council), which acts on the basis of the Regulation and operates in accordance with the following legal acts:</p> <ul style="list-style-type: none"> • The Law of the Republic of Kazakhstan dated July 9, 2004 No. 591-II “On the Prevention of Juvenile Delinquency and the Prevention of Child Neglect and Homelessness” (as amended on 24.05.2018) • Law "On Education", "On the Rights of the Child" • UN Convention on the Rights of the Child • The charter of school • Normative documents at the city/regional level • Orders of the principal <p>The Council comprises of the school principal (chairman), social teacher, deputy directors for educational and educational work, the school psychologist, class teachers, chairman of the school-wide board of trustees.</p> <p>The Council organises and carries out a system of individual preventive measures aimed at preventing crime and promoting the inclusion of children from vulnerable groups.</p>
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	<p>According to the Law “On Education” (Law), the quality management of education, methodical and methodological support of the quality of educational services provided by educational organisations is carried out by the authorised body in the field of education, the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) (paragraphs 5) and paragraphs 5-1) of Article 5 of the Law).</p>

		<p>Quality assurance processes is carried out by the Committee for control in the field of education and science under the Ministry of Education and Science of the Republic of Kazakhstan (Committee). According to the Regulation of the Committee, its tasks include:</p> <ul style="list-style-type: none"> - the implementation of state control over the implementation of the legislation of the Republic of Kazakhstan and regulatory legal acts in the field of education, state compulsory education standards in educational organizations, regardless of ownership and departmental subordination; - state control and improvement of the quality of the provision of educational services.
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	<p>In Kazakhstan, departmental education statistics are collected in the National Education Database (NEDB) information system.</p> <p>NEDB provides a complete accounting of students, which is collected from the primary sources — educational organisations in automatic mode.</p> <p>Responsibility for the annual collection of statistical observation data in a unified education information system of the authorised body (MES RK) in the field of education is delegated to local executive bodies (departments / administrations and education departments of each region of the country).</p> <p>According to the Law on Education, the conduct of educational monitoring, the allocation of funds for financial and material assistance for learners from vulnerable groups and the provision of data are the responsibility of local executive bodies.</p>
(others ...)		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Schools are financed in accordance with the procedure established in the Budget Code of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan “On the Republican Budget”. According to the Law of the Republic of Kazakhstan “On Education”, public spending on education is composed of the expenses of the Republican and Local budgets	
Funding mechanisms	Description of who, what, to whom and how
Funding from the Republican budget	Who funding: The Government of the Republic of Kazakhstan To whom:

	<ul style="list-style-type: none"> - general education of gifted children in the republican education organizations through the Ministry of Education and Science of the RK - general education of gifted children in culture and art in the republican education organizations through the Ministry of Culture and Sport of the RK - republican military schools through the Ministry of Defense of the Republic of Kazakhstan - akimats (local authority offices) of oblasts, cities of republican significance and the capital through the Ministry of Education and Science of the RK - autonomus educational organization “Nazarbayev Intellectual Schools” through the Ministry of Education and Science of the RK <p>What:</p> <ul style="list-style-type: none"> - training and education of gifted children and their in-depth training - providing the textbooks and teaching materials to the republican organizations of secondary education of gifted children - education of orphans - maintenance of republican military schools (all expenses) - surcharge for the qualification category to teachers of state organizations of secondary education in accordance with the draft Law of the Republic of Kazakhstan “On the status of a teacher” - part of costs of pilot project on per capita funding of secondary education organizations <p>How funding: according to the Law of the Republic of Kazakhstan “On the Republican Budget” through the relevant ministries</p>
<p>Funding from the oblast’s budget (local budget of region)</p>	<p>Who funding: akimat (local authority office) of oblasts To whom: regional special educational organizations, specialized educational organizations <i>A specialized educational organization implements elite education specialized general educational curricula aimed at the advanced development of gifted children in the fields of science, culture, art, choreography, sports, and basic military training.</i></p> <p>What:</p> <ul style="list-style-type: none"> - maintenance of schools - the purchase and delivery of textbooks and teaching materials for special and specialized educational organizations;

	<ul style="list-style-type: none"> - material and technical support of state special and specialized educational organizations. <p>How funding: transfer of funds to the accounts of educational institutions</p>
Funding from the cities of republican significance and the capital budget (local budget)	<p>Who funding: akimat (local authority office) of the cities of republican significance and the capital</p> <p>To whom:</p> <ul style="list-style-type: none"> - city organizations of compulsory general secondary education, including evening (shift) form of education, including boarding organizations; - city special educational organizations and specialized educational organizations. <p>What:</p> <ul style="list-style-type: none"> - maintenance of schools - the purchase and delivery of textbooks and teaching materials for public educational organizations: primary, basic secondary, general secondary education schools, special and specialized educational organizations; - material and technical support of public educational organizations (except of educational organizations in correctional institutions of the penal system). <p>How funding: transfer of funds to the accounts of educational institutions</p>
Funding from the rayon's budget (local budget of district)	<p>Who funding: akimat of rayon (local authority office of district)</p> <p>To whom: district primary, basic secondary and general secondary educational organizations, including evening (shift) form of education, and boarding schools.</p> <p>What:</p> <ul style="list-style-type: none"> - maintenance of schools - the purchase and delivery of textbooks and teaching materials for public educational organizations: pre-school education and for primary, basic secondary and general secondary education schools; - material and technical support of public educational organizations. <p>How funding: transfer of funds to the accounts of educational institutions</p>

2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

£ No £ No information available **£ Yes**

If yes, please describe the flexibility:

With the introduction of the per capita funding mechanism, the inclusive school has an additional budget to support children with special educational needs, since a separate amount of the per capita standard is determined for them. Schools can independently manage their budget and allocate funds to create conditions for barrier-free access and

support for students from vulnerable groups (the acquisition of additional textbooks, teaching aids, visual materials, etc.).

To improve the quality of education by stimulating teaching in a budgetary institution, an incentive component is additionally introduced (a supplement pay for teachers of inclusive classes and school leaders has been established).

For a more efficient and rational use of public funds, a correcting (lowering) coefficient for overcrowded schools with a significant actual contingent has been introduced into the budgeting formula.

In the country, the per capita funding project operates in the pilot mode. As of 2020 a full transition of urban schools to per capita funding will be implemented. Following that, a phased transition in rural schools is planned.

Sources:

- Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 27, 2017 No. 596 “On approval of the rules of per capita normative funding of preschool education and training, secondary, technical and vocational, post-secondary education, as well as higher and postgraduate education, taking into account credit technology of education” (with amendments and additions as of September 21, 2018). <http://adilet.zan.kz/rus/docs/V1800017486>
- Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 27, 2017 No. 597. Registered with the Ministry of Justice of the Republic of Kazakhstan on December 27, 2017 No. 16137 “On approval of the Methodology of per capita normative financing of preschool education and training, secondary, technical and vocational, post-secondary education, as well as higher and postgraduate education, taking into account credit technology of education ”
- https://tengrinews.kz/zakon/pravitelstvo_respubliki_kazahstan_premier_ministr_rk/obpazovanie/id-V1700016137/
- Financial Center website: <http://www.fincenter.kz/funding/podushevoe-funding/>
- The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 – 2025 <http://adilet.zan.kz/rus/docs/P1900000988>

If no, please give further information:

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
<p>Currently the inclusion of vulnerable learners and their families in education is funded by Government through per capita financing of schools in the pilot project of the Ministry of Education and Science of the Republic of Kazakhstan (www.fincenter.kz/funding/podushevoe-funding).</p>	<p>Who: Per capita regulatory funding at all levels of education is implemented at the expense of the republican and (or) local budgets in accordance with the Budget Code of the Republic of Kazakhstan. In case of insufficient local budget funds to cover the costs of the per capita funding project, which require an increase in local budget expenditures, the deficit is compensated by targeted current transfers from the Republican budget through the Ministry of Education and Science of the Republic of Kazakhstan</p>

	<p>To whom: Educational organizations: primary, basic secondary, general secondary education schools</p> <p>What: Monthly financing of educational organizations according to individual funding plans as per the following calculation:</p> <ul style="list-style-type: none"> • from January to August - the amount is calculated in proportion to the planned annual contingent; • from September to December - the amount is calculated in proportion to the actual average annual contingent. <p>Source: The Rules of per capita normative funding of preschool education, secondary, technical and vocational, post-secondary education, as well as higher and postgraduate education, taking into account credit technology of education. http://adilet.zan.kz/rus/docs/V1700016138</p> <p>How: The Ministry of Education and Science of the Republic of Kazakhstan calculates per capita financing standards for the forecasted planning period in accordance with the Methodology of per capita standard financing of preschool education, secondary, technical and vocational, post-secondary education, as well as higher and postgraduate education. http://adilet.zan.kz/rus/docs/V1700016137/history</p> <p>The "Financial Center", which is the operator of the Ministry of Education and Science of the Republic of Kazakhstan in the field of education, provides methodological support and monitoring the implementation of per capita funding at all levels of preschool education and training, secondary, technical and vocational, post-secondary education, higher and postgraduate education. www.fincenter.kz/funding/podushevoe-funding</p>
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2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

The National Report on the State and Development of the Education System of the Republic of Kazakhstan (based on the results of 2015) examined key aspects of increasing the level of government spending, the bulk of the financing of school education falls on the local budget (more than 80% of all costs). This is the acquisition and delivery of textbooks and teaching materials, school transportation, free and reduced-price meals for certain categories of students, etc. The issue of maximum involvement of children with disabilities in the educational process as the most

vulnerable group of students with special educational needs is specially considered. In the framework of the new system of financing school education, attention is drawn to a unified approach to determining the costs of educating children, transparent and fair spending of budgetary funds, differentiated remuneration for teachers, and a high level of school management.

<http://iac.kz/ru/project/nacionalnyy-doklad>

The Decree of the Government of the Republic of Kazakhstan dated December 31, 2015 No. 1193 "On the system of remuneration of civil servants, employees of organisations supported by the state budget, employees of state enterprises" took material incentives to teachers working with children with special educational needs (disorders of mental and physical nature), a surcharge of 40% of the base salary was introduced. In 2019, amendments to this Resolution were made in accordance with the Law of the Republic of Kazakhstan dated December 27, 2019 "On the status of a teacher", where the procedure and conditions for establishing this supplement are determined by the authorized body in the field of education. <http://adilet.zan.kz/rus/docs/P150000119>

National report on the status and development of the education system of the Republic of Kazakhstan, 2016. The Report states the following:

- To achieve the goals of the Global SDG4, the UN recommends to purposefully increase funding for education and allocate at least 4-6% of GDP for its needs
- In Kazakhstan, the annual investment in education did not fall below the level of 3% of GDP. Since 1991, this indicator has been averaging 3.8% of GDP annually
- From 2001 to 2016, annual spending on secondary education is more than 2 times higher than funding for all other levels of education combined. Over the past 16 years, the cost of preschool education has increased 54 times, secondary - 12, TVE - 36 and higher - 20 times. The share of secondary education expenditures from GDP in Kazakhstan is comparable to OECD countries (2.1% and 2.2%, respectively). At the same time, the share of expenses for preschool, TVE and higher education is three times lower than in OECD countries
- In the period from 1996 to 2016, cash expenditures of the population were constantly on rise and increased by more than 18 times. The share of education expenditures of the total population expenditures in 2016 amounted to 3.3%. In the period from 2011 to 2016, an average of 15.7 thousand per year was spent on education, or just over 1 thousand tenge per month per capita
- Since 1993, an increase in the average monthly wage of the population has been recorded. In 2016, it amounted to 142.4 thousand tenge. The average growth rate over the past 22 years was 4.9%. From 2001 to 2016, the salaries of educational workers increased by more than 6.5 times. At the same time, in 2016 it is still 1.5 lower than the average salary rate in the country.

The report stressed out that in the early years of the country's independence a significant role in helping children from low-income and large families was played by the creation of the Universal Learning Fund, which was created in public schools to provide social protection for all students from low-income families. The funds were formed in the form of monetary and material resources in the amount of at least 1% of the total amount of expenses on M&E for the current

maintenance of schools, sponsorship and humanitarian assistance, etc.

“National report on the state and development of the education system of the Republic of Kazakhstan”, 2016. S. Irsaliev, A. Kultumanova, E. Tulekov, T. Buldybaev, G. Kusidenova, B. Iskakov, L. Zabara, L. Baron, E. Korotkikh - Astana: Information and Analytical Center JSC, 2017 - 482 p. iac.kz/sites/default/files/nacdok-2017_ot_kgk_final_09.08.2017_10.00-ilovepdf-compressed.pdf

The National Report on the State and Development of the Education System of the Republic of Kazakhstan (based on the results of 2017) states the following:

- Since 2012, the share of education expenditures of all government expenditures has not fallen below 16%, but at the same time reflecting a trend of gradual decline. As a result, in 2017, for the first time in five years, the share of education spending is below the recommended international threshold, amounting to 14.8%. In nominal terms, the amount of state spending on education in the Republic of Kazakhstan continues to grow, and they are not proportional to the growth of total government spending, respectively, insufficient to achieve the recommended value of 15%.
- Further increase in the share of education expenditures from GDP is required to achieve the recommended international level. In 2017, the share of education spending on GDP in Kazakhstan amounted to 3.5% with a GDP of 53 101 billion tenge (Fig. 1.12). Over the past five years, Kazakhstan was close to the recommended international mark of 4% in 2012 (3.9%) with a GDP of 31,015 billion tenge. However, following that a gradual decrease of the value was recorded. Since 2012, it has remained at approximately the same level, not exceeding 3.5%. It should be noted that the share of expenditures is below the OECD average, though at about the same level as in Germany and Japan.
- Despite the increase in the nominal expenditures of the population for education, their share of the total costs is reduced. From 2012 to 2017 population expenditures increased by almost 1.5 times. However, the increase in education costs demonstrates a less significant, disproportionate to the general expenditures of the population growth. Over the review period, population expenditures on education in nominal terms increased 1.2 times, while in the share ratio there was a decrease. In 2012 the share of education expenditures of the total population spendings was 3.88%, then by 2017 the value decreased to 3.14%. It is worth to note that the described trend is observed both in a city and in a village. In 2012 a share of expenses on education in cities amounted to 3.78% and in villages to 4.05%, then in 2017 the value decreased to 3.35 and 2.71%, respectively.
- The gap in education spending between urban and rural areas is widening. In 2012-2013 in the proportion of education costs, rural residents have more than urban residents. However, since 2014, expenses in villages began to fall sharply and in 2017 reached 2.71%, which is 0.64% lower than in cities. In nominal terms, there is also a reduction in expenditures in rural areas, but at a more moderate pace. The difference between the village and the city is due to the relatively high increase in expenses of citizens. If in 2012 the village spent on education 25.8% less than the city, then in 2017 the gap reached 45.4%. That is, in nominal terms a population in countryside allocates almost half the amount citizens in urban locations spend.

17.

The Report draws attention to the following:

- The main share of school funding comes from the local budget (more than 80% of all costs). This is the acquisition and delivery of textbooks and teaching materials, school supplies, free and preferential meals for certain categories of students, etc.
- The testing of per capita funding in organisations of general secondary education, which began in 2013,

continues; 73 schools participate in the pilot project of such financing: SKO (19), East Kazakhstan region (12), Almaty (4), Aktobe (15) and Akmola (13) regions, as well as in Nur-Sultan (5) and Almaty (5). The results obtained during the testing period allow to conclude that there is a direct interaction between changes in the principle of financing and positive dynamics in the quality of education.

E. Nurlanov, M. Amanfazy, G. Nogaybaev, A. Akhmetzhanov, G. Karbaev, M. Dauliev, E. Korotkikh, D. Abdrasheva, M. Shakenova, A. Duysengali, N. Kasymbekova. - Astana: SCP JSC, 2018. - 434 p.

<http://iac.kz/ru/project/nacionalnyy-doklad>

According to the results presented in the National Report on the Status and Development of the Education System of the Republic of Kazakhstan for 2018 the following highlights are to be considered:

- In 2018, the share of education expenditures of total government spending reached the recommended international level. This indicator is one of two international indicators of education financing proposed by UNESCO in the framework of achieving the goals of the SDG4. The recommended level is at least 15-20% of all government spending. So, in 2018, the share of Kazakhstan expenditures on education as a percentage of total government spending amounted to 17.2%. Over a seven-year period, the share of education expenses fell below 15% only once, in 2017. In nominal terms, in 2018 the amount of government spending on Kazakhstani education was continuously growing and amounted to 1,948 million tenge. Education traditionally remains the second area receiving the largest public funding, which indicates the high priority of this area in national politics;
- Education spendings in GDP still remain below the recommended level of 4-6%. The indicator is the second international benchmark recommended for achieving the SDG4. In 2018, the share of education expenditures as a share of GDP in Kazakhstan amounted to 3.3% with GDP of 59,613,707 thousand tenge. This is 0.2% lower than in 2017. The dynamics of the indicator since 2012 has remained at approximately the same level, not exceeding 3.5%;
- Despite the increase in the nominal expenditures of the population for education, its share of total costs continues to decrease. From 2012 to 2018 expenses of the country's population increased 1.6 times. Though, the increase in education costs shows less significant growth. Over the indicated period, population spending on education increased 1.4 times. Moreover, in a proportion of total costs, education spendings continue to decline. Whereas in 2012, the share of education expenses as a share of total expenses was 3.88%, then by 2018 these costs reduced to 2,76%. In general, this trend is relevant both for the urban and rural areas. While in 2012 the share of the city's expenses on education was 3.78%, and that in the village was recorded at 4.05%, then in 2018 the value decreased to 2.96% and 2.36%, respectively.

The report states that in the regions it is necessary to set a budget for the development of inclusive education. Therefore, changes and additions have been made to the per capita standard. In particular, a separate amount of the per capita standard for children with SEN in general education classes has been determined, as well as regulations for per capita financing, which provide an increased ratio for students with special educational needs.

M. Atanayev, M. Amanfazy, G. Nogaybaev, A. Akhmetzhanov, M. Shakenov, G. Karbaev, J. Dzhumabaev, N. Kasymbekova, M. Dauliev, D. Abdrasheva, A. Kusidenova. - Nur-Sultan: Ministry of Education and Science of the Republic of Kazakhstan, JSC Information and Analytical Center, 2019. - 364 p.

<http://iac.kz/ru/project/nacionalnyy-doklad>

Decree of the Government of the Republic of Kazakhstan dated June 1, 2017, No. 330 “On approval of the initial report on measures taken by the Republic of Kazakhstan for the implementation of the Convention on the Rights of Persons with Disabilities”. The report notes that within the framework of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, funds were allocated for the first time for the development of textbooks printed in Braille (for blind persons) and in large print (for the visually impaired learners).

Decree of the Government of the Republic of Kazakhstan dated June 1, 2017 No. 330 “On approval of the initial report on measures taken by the Republic of Kazakhstan for the implementation of the Convention on the Rights of Persons with Disabilities” https://online.zakon.kz/Document/?doc_id=39128079#pos=25;-58

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

In the study of Inclusive Education of Information and Analytical Center indicated that the OECD notes problem as the lack of funding and resources (Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf);

The main difficulties in implementing inclusive education are associated with material costs for creating the necessary special conditions. Significant funds are required to provide schools with special teaching materials, technical supportive (compensatory) teaching aids, and the adaptation of classrooms (National report on the status and development of the education system of the Republic of Kazakhstan (based on the results of 2018).

<http://iac.kz/ru/project/nacionalnyy-doklad>

The following activities are planned in the State program for the development of education and science of the Republic of Kazakhstan for 2020-2025:

1. Modernization of education management at all levels:

- in order to increase the effectiveness of communications and management at all levels of the education system, the management vertical will be optimized by directly subordinating district and city departments of education to regional departments of education;

- to increase the efficiency and transparency of the activities of educational organizations, the development of collegial governing bodies will continue: boards of trustees will be created in all schools and colleges;

2. It is planned to switch to per capita funding of secondary education and introduce a voucher system in education. In order to ensure remedial and pedagogical support for children with special educational needs, per capita funding standards (social backpack) will be developed.

In 2020, a complete transition of city schools to per capita funding will be implemented in secondary education and in the future, a phased transition in rural schools is planned.

3. Educational organizations will implement the Open Budgets project, and relevant information will be available on their websites.

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	<p>Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017. http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnog_o_obrazovaniya.pdf</p> <p>The goal of Framework is to assess the progress achieved in the field of equal access to quality education for all and promote the principles of inclusiveness in state educational policy.</p> <p>The objectives of the framework are related to the main directions of development of inclusive education - the improvement of regulatory legal acts and management; promoting the idea of inclusion in education; providing human, methodological, material and technical resources.</p> <p>Unified framework contains 24 indicators for 5 key tasks at the national / regional level and 60 indicators for all levels of education.</p> <p>Unified framework at the national level is addressed to policy makers as well as managers who play an important role in implementation and development of inclusive education. The indicators of the framework at the local level can provide educational institutions with substantial assistance in independently developing steps leading to the creation of an inclusive educational environment.</p>
For quality assurance across all levels of the system (national, regional, school)	Yes	<p>“State compulsory education standards at all levels of education” (GOSO), approved by Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604. http://adilet.zan.kz/rus/docs/V1800017669</p> <p>These state standards of pre-school, primary, basic secondary and general secondary education are developed in accordance with subparagraph 5-1) of article 5 and article 56 of the Law of the Republic of Kazakhstan “On education” (dated July 27, 2007) determine the requirements for the quality, content, the maximum amount of education load, the level and the duration of learning process of students.</p>
Providing guidance on the use of a range of different data	Yes	<p>1. Guidelines to prepare teachers for certification within the framework of a professional standard and a national qualification test (Nur Sultan, 2019) https://www.nao.kz/blogs/view/2/1191</p> <p>Based on the study of regulatory documents governing the assessment and certification of teachers, an analysis of the results of qualification testing is</p>

sources for evaluation and self-review at different levels (national, regional, school)		<p>presented: methodological recommendations and a step-by-step algorithm of actions for teachers in preparation for evaluation and certification. Guidelines are addressed to managers and methodologists of regional (district) methodological centers / offices, heads of education organizations.</p> <p>2. Rules of state certification of educational organizations approved by the Decree of the Government of the Republic of Kazakhstan dated December 24, 2007 N 1270. http://adilet.zan.kz/rus/docs/P070001270</p> <p>These Rules of State certification of educational organizations are developed in accordance with the Law of the Republic of Kazakhstan “On Education” and establish the procedure for organizing and conducting state certification of educational organizations.</p> <p>State certification of educational organizations is carried out in order to monitor the quality of educational services provided by educational organizations, their compliance with the requirements of the state compulsory education standard.</p> <p>3. Typical rules for the ongoing assessment of academic performance, intermediate and final certification of students for organizations of secondary, technical and vocational, post-secondary education approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125. http://adilet.zan.kz/rus/docs/V080005191</p> <p>These Model Rules for the ongoing assessment of academic performance, intermediate and final certification of students in educational institutions are developed in accordance with subparagraph 19) of Article 5 of the Law of the Republic of Kazakhstan “On Education” and determine the procedure for conducting current monitoring of academic performance, intermediate and final certification of students , regardless of ownership and departmental subordination.</p>
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3.2 What data is collected on learners from vulnerable groups, how and why?

Data is collected on the following vulnerable groups: Orphans and children without parental care, children with special educational needs, children with disabilities, children from migrant families, children whose families came from conflict zones, children from low-income and large families, children with deviant behaviour.

Data is collected through the national educational database of the Ministry of Education and Science of the Republic of Kazakhstan, psychological, medical and pedagogical consultations, bodies of health systems, social protection and justice authorities for creating of National Data Digest - <http://nobd-reports.iac.kz/>.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country’s own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.

- use M to indicate missing data.

- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the potential population of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 3 563 838 Male: 1 818 689 Female: 1 745 149	For 2019-2020 school year This information is not published and is subject to change.	http://nobd-reports.iac.kz/ Database of the Ministry of Education
	Total: 3 211 614 Male: M Female: M	For 2018-2019 school year Published information	http://iac.kz/ru/project/nobd Database of the Ministry of Education
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 3 563 838 Male: 1 818 689 Female: 1 745 149	For 2019-2020 school year 1) This information is not published and is subject to change; 2) Within the framework of the state program “Everyone is learning”, children who do not attend school are identified and measures are being taken to involve them in the school. Therefore the number of the potential population of learners and learners are enrolled in all forms of education is the same.	http://nobd-reports.iac.kz/ Database of the Ministry of Education
	Total:	For 2018-2019 school year	http://iac.kz/ru/project/nobd

	3 211 614 Male: M Female: M	Published information	Database of the Ministry of Education
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 0 Male: Female:	In 2018, the number of children who did not attend school for 10 days or more without any reason was 311 children. Due to the measures taken in the country, children were returned to school and in 2018 enrollment in primary education was 99.94%, and gross enrollment in secondary education is 108.45%.	NATIONAL REPORT ABOUT DEVELOPMENT OF EDUCATION SYSTEMS OF THE REPUBLIC OF KAZAKHSTAN (according to the results of 2018)
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 3 354 798 Male: 1 705 486 Female: 1 649 312	Children in mainstream schools for 2019-2020 This information is not published and is subject to change.	http://nobd-reports.iac.kz/ Database of the Ministry of Education
	Total: 3 186 234 Male: 1 613 157 Female: 1 573 077	For 2018-2019 school year Published information	http://iac.kz/ru/project/nobd Database of the Ministry of Education
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 51 435 Male: M Female: M	For 2019-2020 school year This information is not published and is subject to change.	http://nobd-reports.iac.kz/ Database of the Ministry of Education
	Total: 32 285 Male: M Female: M	For 2018-2019 school year Published information	http://iac.kz/ru/project/nobd Database of the Ministry of Education
(vi) How many learners are enrolled in mainstream schools and spend the	Total: 11 058	For 2019-2020 school year	http://nobd-reports.iac.kz/ Database of the Ministry of Education

majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Male: M Female: M	This information is not published and is subject to change.	
	Total: 12 111 Male: M Female: M	For 2018-2019 school year Published information	http://iac.kz/ru/project/nobd Database of the Ministry of Education
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 15 173 Male: 9 462 Female: 5 711	For 2019-2020 school year This information is not published and is subject to change.	http://nobd-reports.iac.kz/ Database of the Ministry of Education
	Total: 14 869 Male: 9146 Female: 5723	For 2018-2019 school year Published information	http://iac.kz/ru/project/nobd Database of the Ministry of Education

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

1) Analysis of the world practice of the successful implementation of the principles of an inclusive approach in training on the methodological and scientific-methodological support of inclusive education. Guidelines. - Astana: I. Altynsarin National Academy of Education, 2015. <https://nao.kz/blogs/view/2/571?lang=ru&version=normal>

The manual provides an analysis of the current state and possible prospects for the study and development of the theoretical and methodological foundations of inclusive education: philosophical understanding of the phenomenon of educational integration, theoretical and methodological foundations of inclusive education. Methodical recommendations are addressed to teachers of general, inclusive, special preschool, school and vocational education.

2) An analytical report. Status and development of special and inclusive education in the Republic of Kazakhstan. Astana: I. Altynsarin National Academy of Education, 2016. <https://nao.kz/blogs/view/2/700>

The analytical report presents an analysis of the current legislation of the Republic of Kazakhstan in the field of special and inclusive education, accumulated international experience and the implementation of inclusive education at all levels of education. Directions and methods for expanding opportunities to create an inclusive environment and

ensuring access to quality education for children with special needs are shown. This material is addressed to managers and methodologists of regional (district) teaching rooms, managers and teachers of educational organisations.

3) Regulation on the psychological and pedagogical consultation in educational organisations. Astana: I. Altynsarin National Academy of Education, 2016.

<https://nao.kz/blogs/view/2/742>

The proposed draft Regulation of the psychological and pedagogical consultation is intended to help coordinate the interaction of specialists of the psychological and pedagogical support service and participants in the educational process to solve the problems of development and training of children with special educational needs in organising education. This document is addressed to managers and methodologists of regional (city, district) teaching rooms, managers, teachers and specialists of educational organisations.

4) Regulation on the Resource Center for Inclusive Education. Astana: I. Altynsarin National Academy of Education, 2016. <https://nao.kz/blogs/view/2/741>

This development presents the results of an analysis of the activities of existing resource centres, resource rooms, experimental sites for the development of inclusive education and a draft of the developed regulation on the Resource Center for Inclusive Education. This material is addressed to managers and methodologists of regional (district) teaching rooms, managers and teachers of educational organisations.

5) Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

This document presents the Unified Monitoring Framework for Inclusive Education in the Republic of Kazakhstan, developed by order of the Ministry of Education and Science of the Republic of Kazakhstan by the project team of the JSC Information and Analytical Center, taking into account international experience and suggestions from parents, teachers, students, heads of educational organisations, management specialists and educational departments, representatives of NGOs. The unified monitoring framework contains 24 indicators for 5 key tasks at the national/regional level and 60 indicators for all levels of education (pre-school - 14, school - 16, technical and

vocational - 15, higher and postgraduate education - 15) in 3 directions (inclusive culture, inclusive policy, inclusive practice). In addition, it defines measures to achieve the target indicators of inclusive education developed by the project team. The objectives of the framework document are related to the main directions of the development of inclusive education - the improvement of the legal framework and management; promoting inclusiveness in education; provision of personnel, methodological, material and technical resources.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Main challenges related to data collection in Kazakhstan are: Statistical data on children with special educational needs are simultaneously recorded by 3 organizations: the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Health of the Republic of Kazakhstan, the Republican Psychological, Medical, and Pedagogical Consultation, and their statistics are not unified and very different, which raises doubts about their completeness and reliability. Without a consistent database, adequate planning and quality monitoring are not possible (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

In the recommendations of “Framework for monitoring inclusive education in the Republic of Kazakhstan” for the further development of Inclusive education in the Republic of Kazakhstan, it was noted about the need to integrate the statistical accounting system of the Ministry of Education and Science of the Republic of Kazakhstan and other state bodies.

(Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

No No information available Partially Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

The Law "On Social and Medical-Pedagogical Correctional Support of Children with Disabilities" dated July 11, 2002 No. 343 in article 15 stipulates: Children with disabilities have the right to receive free education in special educational organisations or state educational institutions in accordance with the conclusion of psychological, medical and pedagogical consultations. <http://adilet.zan.kz/rus/docs/Z020000343>

Children with special educational needs studying in inclusive education organisations on the conclusion and recommendations of psychological, medical and pedagogical counselling are trained according to a standard curriculum or an individual curriculum or a shortened curriculum.

According to the Model Rules of the Activities in all types of general education organisations (primary, basic secondary and general secondary education) <http://adilet.zan.kz/rus/docs/V1300008827>, in an inclusive school for students with SEN, including those studying at home, individual curricula are developed with consideration of needs and on the basis of standard curricula approved by order of the MES of the RK (order of November 8, 2012 No. 500 «On approval of standard curricula of primary, basic secondary, general medium education of the RK»). Along with that individual curricula are designed based on standard curricula approved by order of the MES of the RK (order of April 3, 2013, No. 115 «On approval of standard curricula in general subjects, optional courses and electives for general educational organisations»). Individual curricula and programs are approved by the head of the educational organisation.

An **abridged (adapted) curriculum** is drawn up on the basis of the State Compulsory Education Standard, taking into account the individual capabilities of the student. The same way an **Individual curriculum** is tailored to the certain abilities of a student with impaired intelligence. The text of the shortened/individual curriculum should contain the educational goals for all sections of the Typical curriculum, formulated in the form of expected results (skills and abilities of the student) as well as an indication of the teaching methods and techniques that are most effective for this particular learner (Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines/Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC CP, 2019)

<http://special-edu.kz/index.php?newsid=463>

For children studying in special educational organisations, in special classes of comprehensive schools, technical and vocational education organisations or at home, special study programs are developed. As such, **Special curricula** are developed on the basis of general educational curricula with consideration of the psychophysical features and cognitive abilities of children and of recommendations of psychological, medical and pedagogical consultations. (Law of the Republic of Kazakhstan “On Education” 2007).

Individual curricula and special curricula provide for individual and/or group lessons with educators such as special education teacher specialised in oligophrenic pedagogy, sign language teacher, typhlopedologist, speech therapist (Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC CP, 2019.

<http://special-edu.kz/index.php?newsid=463>

If no, please give further information:

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No No information available Yes

If yes, please provide information on stakeholder involvement.

Typical curricula and standard curricula of all educational levels are differentiated and approved by the Ministry of Education and Science of the Republic of Kazakhstan in accordance with state compulsory education standards (Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III. “On Education” Link: <http://adilet.zan.kz/rus/docs/Z070000319>).

According to Guideline “Monitoring and testing mechanisms for curricula and educational materials on the updated content of primary education” the process of curriculum development go through certain phases:

Stage 1 - Development. To develop curricula, a working group of stakeholders is formed that comprises of the National Academy of Education Y. Altynsarin (NAE) representatives, specialists from regional authorities and departments of education as well as experienced teacher educators.

Stage 2 - Testing and monitoring. Model curriculum projects are being tested in pilot schools. Testing of Typical curricula and monitoring are carried out by the Y. Altynsarin National Academy of Education together with Autonomous Educational Organisation «Nazarbayev Intellectual Schools» (AEO NIS).

For example, following the development of Model curricula of updated content in 2014-2015, during the 2015-2016 academic year, they were tested in 30 pilot schools throughout the country, and since the 2016-2017 academic year they have been introduced in all comprehensive schools of the country. Under the Ministry of Education and Science of the Republic of Kazakhstan, a Coordination Council has been established that carries out general monitoring management, coordination including coordination of actions of all monitoring participants.

Testing of Model curricula of the updated educational content was followed by monitoring of the implementation process.

The information collected during the monitoring of the first year testing process was used to identify and analyse issues of concern. The monitoring data were used to ground the recommendations for further improvement of organisation of the educational process of schools.

Monitoring working groups with representatives of NAE, AEO NIS and other 128 specialists from local governance and education departments went to schools, monitored lessons and focus groups together with schools' administration, teachers, students and their parents to triangulate the data. In accordance with the "Guidelines for conducting visits," the following data were obtained: observation of lessons, minutes of conversations, photographs and audio recordings. All information were transmitted to the NAE for processing, analysis and further reporting.

Stage 3 - Analysis and report. At this stage, the NAE analyses the results obtained, as well as moderates the data collected, prepares a conclusion based on a synthesis of other participants' opinions, develops recommendations, proposes necessary measures to improve curricula, plans, and methodological recommendations.

Next, all recommendations agreed by the NAE in coordination with the AEO NIS were followed for setting changes into curriculum and plans, methodological guidance for assessment, teaching materials in accordance with the agreed form. Then, final reports are compiled and final recommendations are made on making changes to the developed documents.

Stage 4 - Finalisation and approval. Conclusions and recommendations on making changes are provided to the Coordinating Council of the Ministry of Education and Science of the Republic of Kazakhstan for making decisions on approval of the changes. Following that, the Working Groups of the NAE and AEO NIS made the approved changes. The final versions of the documents with all amendments were approved by the Ministry of Education and Science of the Republic of Kazakhstan and brought to the attention of all interested parties.

<https://nao.kz/blogs/view/2/506>

If no, please give further information:

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

No No information available Yes

If yes, please give a description and examples of this flexibility.

In the instructional and methodical letter "On peculiarities of organising the educational process in secondary schools of the Republic of Kazakhstan in the 2018-2019 academic year," developed by the Ministry of Education and Science of the RK and NAE S. Altynsarin, the features of study in general educational organisations that implement inclusive education are considered.

The guide provides recommendations for inclusive schools and teachers in building a learning strategy for children with SEN, children from national minority families, migrants, etc., taking into account their psychophysical characteristics and special educational needs. The main areas are as follows:

- organisation of the environment in the classroom for the full inclusion of children with SEN, including those from families of national minorities, oralmans, migrants, refugees, and their adaptation to socio-cultural environment of educational organisation;
- organisation of the educational process of victimised children, orphans, children with deviant behaviour, children from families with a low socio-economic and/or low socio-psychological status;
- adaptation of pedagogical programs, development of individual educational routes, use of individual forms of learning, developing communication with parents of children, etc.;
- assessment: selection of methods and forms of control, adaptation of tasks of formative and summative assessment taking into account capabilities and needs of children with SEN;
- creating a culture of positive intercultural communication in the classroom/school, etc.

<https://nao.kz/loader/fromorg/2/24>

If no, please give further information:

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

According to paragraph 2 of Article 47 of the Law of the Republic of Kazakhstan “On Education”, “teaching within the framework of state compulsory education standards (SCES) according to individual curricula, abridged educational curricula is carried out by decision of the Council of the organisation”. (<https://online.zakon.kz>)

The decision on the need for changing the curriculum and teaching the child according to the individual curriculum can be made by the PMPC and the School Council.

PMPC recommends a change in the curriculum and program, but how much change will be determined by the class teacher with the help of specialists like a psychologist, speech therapist, defectologist, social educator, etc., based on the results of an in-depth study of the individual characteristics and needs of the child. Assessment of the special educational needs of children is carried out both by the school (teacher and the service of psychological and pedagogical support) and PMPC.

An individual curriculum is prepared for children with SEN who are studying in a general classroom. An abbreviated/individual curriculum should contain educational goals for sections of the Model Curriculum, formulated in the form of expected results (skills and abilities of the student) and include teaching methods and techniques that are most effective for each child.

The curriculum may be shortened in one or more subjects.

The algorithm of interaction between teachers, specialists of the psychological and pedagogical support service, parents at the stages of assessment and meeting of the student’s special educational needs was developed by the National Scientific and Practical Center for Correctional Pedagogy (NSPC CP).

Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC CP, 2019. <http://special-edu.kz/index.php?newsid=463>

These guidelines have been developed for teachers of secondary schools to create learning conditions for children with special educational needs.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

No No information available Yes

If yes, please give a description of the main characteristics/organisation.

Children of ethnic groups and linguistic minorities are provided with a choice of language schools, since Kazakhstani schools are taught in Kazakh, Russian, Uzbek, Uighur, Tajik, German and English. There are national schools in Uzbek (12 schools), Uighur (11), Tajik (1) languages, which receive state support, supported by regulatory and legislative acts.

iac.kz/sites/default/files/0_nacionalnyy_doklad_za_2018_god_final

Each ethnic group living in Kazakhstan has the right to form their own ethnocultural associations, Sunday schools, contributing to the revival and development of national languages, culture, traditions, customs. In these schools, students optionally or in study circles learn the traditions, customs and languages of ethnic groups compactly living in the regions and have their own curricula (German, Korean, Tatar, Polish, Ukrainian, Armenian, Greek, Azerbaijani, Chechen, Ingush, Belarusian, Chuvash, Bulgarian, Bashkir, Tajik, Czech). (Consideration of reports submitted by States parties, in accordance with article 9 of the Convention, Kazakhstan. docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc

If no, please give further information:

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No No information available Yes

If yes, please give a description.

For the high-quality implementation of the educational process, schools and teachers are given the opportunity to choose a textbook and teaching materials from those recommended by the Ministry of Education and Science of the Republic of Kazakhstan. When choosing textbooks and teaching materials, schools and teachers are guided by the order of the MES of the RK dated May 17, 2019, No. 217 "On approval of the List of textbooks, teaching aids, manuals and other additional literature, including on electronic media" and select textbooks from among those recommended by the authorised body.

<http://adilet.zan.kz/rus/docs/V1900018696>

Teachers, specialists and school leaders are involved in the selection process. On the basis of the suggestions of teachers and specialists, the school administration draw up an application for textbooks and teaching materials (from among those recommended by the MES of the RK), which must be agreed with the local education department.

Every year until August 1, on the basis of applications received, local governance organise the procurement and delivery of teaching and methodological materials for the organisation of education and the provision of general education programs, preparation for general education, as well as for specialised and special correctional education institutions. (On approval of the rules for providing textbooks and teaching and methodological materials for students and learners of state educational organisations. Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 28, 2016 No. 91).

https://tengrinews.kz/zakon/pravitelstvo_respubliki_kazahstan_premier_ministr_rk/obpazovanie/id-V1600013288/

All students of educational organisations implementing general educational curricula of pre-school training, as well as secondary education organisations, regardless of their social status, are provided with free textbooks and teaching materials in accordance with subparagraph 7 of paragraph 3 of Article 47 of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007.

If no, please give further information:

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No No information available Yes

If yes, please give a description.

In the educational process, there are policies that provide educational and methodological accessibility. So, for example, when working with children as victims of violence, as well as with children who are prone to deviant behaviour and suicide, it is necessary to use the methodological recommendations "Model of pedagogical support for the education, upbringing, development and social adaptation of children from various vulnerable groups (children of oralmans; children in a difficult life situation) ", which provides recommendations for educational organisations working in an integrated multidisciplinary team (teacher, psychologist, social teacher, medical worker), in order to equip them with appropriate educational and methodological support (<https://www.nao.kz/>).

If no, please give further information:

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No No information available Yes

If yes, please give a description.

Special textbooks and teaching aids are selected taking into account changes in the curriculum and study programs for which a student with SEN is taught. Special textbooks, workbooks and other educational materials are used:

- books with enlarged font; Braille textbooks for the blind; relief drawings, schemes, special dummies;
- copy-books in large print are used for children with disorders of the musculoskeletal system, etc;
- for children with hearing impairment, teaching aids using symbols (sign language) are used; video materials with captions; educational computer programs, etc.;
- for children with intellectual disabilities, there are special educational and methodological complexes.

Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC PC, 2019. <http://special-edu.kz/index.php?newsid=463>

For children with SEN, educational materials are available within the existing requirements:

18.

1. In 2011, the National Informatization Center, JSC developed 468 digital educational resources on the history of Kazakhstan for grades 5-11, including 234 in the Kazakh language, 234 in Russian. <http://www.nci.kz>
2. The interactive library of the platform www.opiq.kz (electronic textbooks) allows a user to combine traditional education with new digital technologies. The platform is adapted for smartphones, tablets and computers. The [opiq.kz](http://www.opiq.kz) software environment is in demand in the learning process.
3. The educational portal www.BilimLand.kz, which forms a new e-learning market for Kazakhstan (e-learning), provides e-learning materials and additional digital educational resources that can be used by children with SEN.
4. A multimedia course www.imektep.kz was developed for an elementary school with an electronic textbook for schools with the Kazakh language of instruction.
5. The electronic educational complex www.twig-bilim.kz is aimed at developing functional literacy of students based on video lessons from the BBC Motion Gallery.
6. Education for blind children is carried out according to textbooks for secondary schools, published in Braille, and for the visually impaired - in large print.

In addition, the National Scientific and Practical Center for Correctional Education of the MES of the RK has developed textbooks and teaching aids for special education: for 0,1,2,5,7 classes for children with intellectual disabilities; for 0 classes (preschool) for children with hearing impairment; textbooks for blind children in Braille and dot Braille for grades 0,1,2,5; educational-methodical complexes for visually impaired children in large print for grades 1.2.5.

<http://special-edu.kz/index.php?newsid=313>

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

No No information available Yes

If yes, please give a description.

In Kazakhstan, with a view to an integrated approach to creating conditions for the transition to the information society, the "Informational Kazakhstan - 2020" state program has been developed and approved, according to which, for each category of users experiencing difficulties in the communication process, special auxiliary devices and software should be selected and adapted (<http://adilet.zan.kz/rus/docs/U1300000464>).

Information and communication technologies (ICT) are used to improve access to materials for vulnerable groups. In 2011, the National Informatization Center JSC developed 468 educational centres (digital educational resources) on the history of Kazakhstan for grades 5-11, including 234 in Kazakh language and 234 in Kazakh and in Russian languages. (<http://www.nci.kz>); An interactive library has been created on the platform www.opiq.kz (electronic textbooks), which allows a user to combine traditional education with new digital technologies and provides access to the training kit (electronic textbooks on subjects of grades 1-11, a collection of tasks and tests, an archive of media files (audio, video tutorials) and an electronic journal). The convenience of the platform is that it is adapted for smartphones, tablets, computers and has the ability to integrate with other systems. The [opiq.kz](http://www.opiq.kz) a software environment is easy to use and in demand in the learning process; an educational portal www.BilimLand.kz provides electronic textbooks and additional digital educational resources; a multimedia course for primary schools with electronic textbooks for schools with the Kazakh language of teaching adapted at www.imektep.kz; e-learning complexes aimed at developing functional literacy of students based on video lessons from BBC Motion Gallery. An excellent resource for child development and preparation for PISA tests is presented on the website. www.twig-bilim.kz

If no, please give further information:

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No No information available Yes

If yes, please give a description.

If no, please give further information:

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

No No information available Yes

If yes, please give a description.

In Kazakhstan, since 2016 the school system has been transferred to 12-year education. At the same time, in connection with the updating of the content of secondary education, the schools of the republic made a transition to the criteria-based system for evaluating the educational achievements of students. In order to adapt the criteria-based system for assessing students' academic achievements to inclusive education conditions, the National Academy of Education named after S. Altynsarina (NAE), in 2016 developed a methodological manual "System of criteria-based assessment of educational achievements of students with special educational needs in conditions of inclusive education" (hereinafter referred to as the System of criteria-based assessment).

Through the system of criteria-based assessment, the achievement of students with special needs is measured and the educational process is diagnosed. In turn, the assessment results not only determine the quality of the educational services provided, but also become the basis for making cardinal decisions on the strategy, content and methodology of teaching children with special educational needs. In accordance with the criteria-based assessment system, the educational achievements of children with SEN are assessed using the same criteria and indicators that are accepted for all children, but taking into account the existing deficit e.g. in vision, hearing, speech, socially emotional sphere or musculoskeletal system functions. The System of criteria-based assessment is not used for evaluation of Education of children with mental disorders.

The criteria-based assessment system describes in detail the criteria and procedures for assessing the educational achievements of students with special educational needs in an inclusive education. This manual is a guide in the practical activities of teachers in assessing individual student achievement (Criteria-based evaluation system of learning achievements of students with special educational needs in an inclusive education. Methodical manual. - Astana: NAE named after I. Altynsarin, 2016. - 55 p.) <https://nao.kz/blogs/view/2/699>

In addition to the above, the country has a national system for conducting qualifying exams for admission to organisations of higher and (or) postgraduate education, a Unified National Testing (UNT). <http://www.testcenter.kz/ru/o-tsentre/o-tsentre/>

According to the UNT Rules, children with SEN, and more specifically, children and people with visual/hearing limitations or musculoskeletal disorders, can take advantage of special conditions during testing. To ensure their equal rights for fair assessment, they are provided with a separate audience and are accompanied by assistant who is not a teacher of subjects of the UNT, as well as, if necessary, an interpreter specialised in sign language might be invited. (*Order of the Minister of Health and Social Development of the Republic of Kazakhstan dated January 30, 2015 No. 44 "On approval of the Rules for conducting medical and social examination"*). https://online.zakon.kz/document/?doc_id=36793439&show_di=1

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No No information available Yes

If yes, please give a description.

1. Recommendations for teachers of secondary schools, specialists of continuing education institutes are presented in the Methodological manual "The system of criteria-based assessment of educational achievements of students with special educational needs in conditions of inclusive education", developed by the National Academy of Education named after Y. Altynsarin in 2016. The recommendations for teachers examined the specifics of the implementation of the requirements of the State Compulsory Standard of Primary Education of the Republic of Kazakhstan (SCSPE) of

the updated content of education in the context of inclusive education in primary school, namely the psychological and pedagogical foundations, tasks and functions of the criteria-based assessment of educational achievements, requirements for the criteria-based assessment system, criteria and procedure for assessing the educational achievements of children with SEN in an inclusive education. (<https://nao.kz/blogs/view/2/699>)

2. Peculiarities of the implementation of the requirements of the State Compulsory Education Standard (SCES) of updated content in the conditions of inclusive education in a comprehensive school, namely the psychological and pedagogical foundations of criteria-based assessment of educational attainments of students with educational needs, as well as the features of the procedure for assessing the educational achievements of children with special educational needs are presented in the Methodological Recommendations on the assessment of educational achievements of children with SEN and children studying at home ", developed in 2017 by NAE named after I. Altynsarin. (<https://nao.kz/blogs/view/2/893>)

3) Methods and technologies for working with children with special educational needs are considered in the "Methodological Recommendations for Implementing Updated Curricula for Children with Special Educational Needs", presented in 2019 by I. Altynsarin NAE, which is recommended to teachers. The development is intended for teachers working with children with SEN on updated curricula. (<https://nao.kz/blogs/view/2/1209>)

If no, please give further information:

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No No information available Yes

If yes, please give a description.

1) There are "Model rules for conducting ongoing monitoring of academic performance, intermediate and final certification of students in educational institutions implementing general educational curricula of primary, basic secondary, general secondary education", developed in accordance with subparagraph 19) of article 5 of the Law of the Republic of Kazakhstan dated July 27, 2007 "On education", which determine the procedure for conducting ongoing monitoring of academic performance, intermediate and final certification of students, regardless of ownership and departmental subordination (Order of the MES of the RK dated March 18, 2008 No. 125). (http://adilet.zan.kz/rus/docs/V080005191_), where according to:

P.57. The issue of the need for the final certification of students with special educational programs and students in individual curricula is decided by the pedagogical council in accordance with the individual characteristics of the students.

P.61. Children with special educational needs have longer break time.

And also according to p. 20, students in grades 9 (10) and 11 (12) are exempted from final certification by orders of heads of education departments, students of republican schools - by order of the MES of the RK in the following cases:

1) for health reasons; 2) people with disabilities of the I-II group, children disabled from birth, children with disabilities.

2) The issues of assessing the educational achievements of students in accordance with their special educational needs and individual capabilities are presented in the "Methodological recommendations for managers, teachers of secondary schools, methodologists, specialists of departments and education departments", where methodological recommendations are offered for teachers who implement inclusive practice on the organisation of the final certification of students with SEN. (Methodological recommendations on the organization of final certification for children with SEN. Methodological recommendations - Nur-Sultan: NAE named after I. Altynsarin, 2020. - 112 p.)

If no, please give further information:

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No No information available Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

The mechanism and procedures for assessing the needs of children with SEN are presented in the Law of the Republic of Kazakhstan "On Social and Medical-Pedagogical Correctional Support for Children with Disabilities," which regulates the norm for referring parents of children with SEN, including persons with disabilities, to a consultation at PMPC.

(https://online.zakon.kz/Document/?doc_id=1032168)

The referral of children and adolescents to PMPC is carried out on the initiative of educational, health, social protection, public organisations, as well as parents (legal representatives). A complete initial examination is carried out, which includes all types of examinations (neurological, psychiatric, psychological and pedagogical, speech therapy), as well as collecting an anamnesis, recording the results of the study in a map and drawing up a conclusion. At this stage, the patient's history is collected as completely as possible, the condition of the child is assessed by all specialists in PMPC and, as a result, a detailed diagnosis is made or a psychological, medical and pedagogical conclusion is made. Lists of examined children and teenagers with disabilities, indicating their needs for educational, medical and social services and recommendations of the PMPC are sent to the appropriate education, health, and social protection authorities to provide them with the necessary assistance. Parents do not participate in the assessment process. <http://kopmpk.kz/index.php/dokumenty/52-tipovye-pravila-deyatelnosti-psikhologo-mediko-pedagogicheskoy-konsultatsii-ot-14-fevralya-2017-goda-66>

According to the conclusion of the PMPC, a child can be referred to a correction room or rehabilitation center, where examination and correctional and pedagogical activities are carried out.

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No No information available Yes

If yes, please give a description.

Since 2016, in connection with the transition of schools in Kazakhstan to the updated content of secondary education, the Kundelik electronic journal has been introduced to expose the results of summative assessment of students.

Kundelik.kz is an online portal that combines the tools and possibilities of a class journal and a diary, providing equal access to all participants in the educational process, including students from socially vulnerable groups. "Kundelik" (from the Kazakh word "kondelik") is an electronic diary with which children and their parents can follow the learning outcomes (assessment), learn homework, communicate with teachers.

For schoolchildren, this is not only an electronic diary, but also the opportunity to use electronic educational resources or participate in competitions. More to that the system allows children to create their own personal portfolio and communicate with their classmates, which is especially important for children from socially vulnerable groups.

Currently, in the period of the state of emergency (COVID -19) in the country, the transition to distance learning of all schools has been arranged in extreme pace to get all systems operational by April 6, 2020. The Bilimland electronic educational portal has been actively used, to which all schools of Kazakhstan are now connected. The educational portal www.BilimLand.kz provides online electronic courses on all subjects, gives access to textbooks and additional digital educational resources that children with SEN can use independently, including passing a self-assessment system not only in each subject, but also in the framework of the final assessment, external assessment of academic achievement (EAAA) and trial tests for UNT.

If no, please give further information:

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

1) Requirements for labor professional training programs for students with disabilities in special education organisations. 2016, NAE named after I. Altynsarin (<https://nao.kz/blogs/view/2/699>): the guidelines set out the basic requirements for the development of curricula for vocational and labor education of students mastering the educational program at the levels of primary, secondary and general secondary education special educational organisations. The requirements for the structure and content of the curriculum are intended for developers of curriculum, tutors and also for specialists in the field of special, inclusive and professional education.

2) The system of criteria-based assessment of educational achievements of students with special educational needs in an inclusive education. 2016 NAE named after I. Altynsarin (<https://nao.kz/blogs/view/2/699>): the peculiar features of the implementation of the requirements of SCSNE of the updated content of education in the context of inclusive education in primary school, namely the psychological and pedagogical foundations, tasks and functions, are considered criteria-based assessment of educational achievements, requirements for a system of criteria-based assessment, criteria and procedure for assessing the educational achievements of students with SEN in inclusive education. The manual is intended for teachers of secondary schools, specialists of teachers' continuing training institutes.

3) Guidelines for assessing the educational achievements of children with SEN and children studying at home. 2017, NAE named after I. Altynsarin (<https://nao.kz/blogs/view/2/893>): the methodological manual considers the features of the implementation of the requirements of the state educational standards of updated content in the conditions of inclusive education in a comprehensive school, namely the psychological and pedagogical foundations criteria-based assessment of educational achievements of students with SEN; features of the procedure for assessing the educational achievements of students with SEN.

4) Guidelines for the implementation of updated curricula for children with SEN. 2019, NAE named after I. Altynsarin (<https://nao.kz/blogs/view/2/1209>). The development is intended for teachers working with children with SEN on updated curricula. Methods and technologies of working with children with SEN in the classroom in the conditions of updated educational content are described.

5) Guidelines for compiling rubrics according to the objectives of training in subjects of grades 5–9 to provide feedback. 2019, NAE named after I. Altynsarin (<https://nao.kz/>).

6) Guidelines for compiling individual programs of natural-mathematical and humanitarian education in the context of inclusion. 2019, NAE named after I. Altynsarin (<https://nao.kz/>).

7) A list of special equipment and furniture for the organisation of education has been approved.

8) Special textbooks and teaching-methodology complex have been developed and approved for blind and visually impaired children, as well as children with intellectual disabilities.

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Main challenges

The results of a sociological study showed that in most mass schools, teachers find it difficult to adapt curricula and create individual programs for the psychological and pedagogical support of students with SEN. In addition, teachers have difficulty assessing the educational achievements of children with intellectual disabilities, which indicates the need for methodological support for teachers (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017) http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

Human Rights Watch found that while some mainstream inclusive schools follow an individual education plan for children with disabilities, not all children enrolled in mainstream schools are benefitting from an individualized approach (Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource]. // URL: <https://www.hrw.org/en/report/2019/03/14/327939>. (circulation date 06/30/2019)

Support and ways forward

In 2019 National Scientific and Practical Center for Correctional Pedagogy developed guidelines, which provide methodological recommendations for supporting students with special educational needs in a comprehensive school

in the following areas: assessment of the special educational needs of children with special educational needs; curriculum reduction, development of individual curricula; use of special or alternative teaching methods, and etc. Guidelines are addressed to school principals, teachers and psychological and pedagogical support specialists (psychologists, speech therapists, special and social educators) of schools, as well as to all members of the school community interested in the development of inclusive education (*Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC CP, 2019. <http://special-edu.kz/index.php?newsid=463>*)

Recommendations on assessment processes for teachers are presented in the Methodological manual “The system of criteria-based assessment of educational achievements of students with special educational needs in conditions of inclusive education”, developed by the National Academy of Education named after Y. Altynsarin in 2016.

The purpose of a manual - to help teachers working with children with special educational needs in the implementation of a system of criteria-based assessment of educational achievements of different groups of children in mainstream and special schools.

The manual includes criteria and procedure for assessing the educational achievements of students with special educational needs in inclusive education classroom.

<https://edupvl.gov.kz/files/infootdelov/kazrus24.pdf>

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	333 883	Higher Pedagogical Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	15 193	Higher Special Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Teacher Assistants (specify role and add rows as required)			Teacher Assistants are not officially included to staff list and there is no information on their numbers. Role: an assistant educator assists students with behavioral, emotional, and communicative characteristics. assistant teacher organizes, directs, helps the student to be included in the educational process.
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers	1 463	Higher Special Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	182	Higher Special Education or Higher professional education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Teacher Assistants (specify role and add rows as required)			Teacher Assistants are not officially included to staff list and there is no information on their numbers.

			Role: an assistant educator assists students with behavioral, emotional, and communicative characteristics. assistant teacher organizes, directs, helps the student to be included in the educational process.
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Special Education orphanages, institutions for minors			
Teachers	4397	Higher Pedagogical Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	794	Higher Special Education or Higher professional education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Orphanages, institutions for minors			
Teachers	48	Higher Pedagogical Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	2	Higher Special Education or Higher professional education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Orphanages, institutions for minors for children with SEN			
Teachers	283	Higher Pedagogical Education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020

Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	19	Higher Special Education or Higher professional education	Source: http://nobd-reports.iac.kz/ as of 13.04.2020
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	Yes			<p>For pre-service education, please see answer to question 5.4</p> <p>In-service training is considered mandatory every 5 years.</p> <p>http://adilet.zan.kz/rus/docs/Z070000319_</p> <p>Provider: National Center for Continuing Education "Orleu" (NCCE "Orleu")</p> <p>The educational program "Pedagogical qualimetry: managing the quality of education in a comprehensive school in the context of the development of inclusive education", "The content of the educational environment in the context of the development of inclusive education" is aimed at developing the professional competencies of directors in the organisational and pedagogical foundations of inclusive education, and the use of psychological and pedagogical support technology , developmental and home-based training. "Development of professional competence of the deputy director of a small school in the organisation of inclusive education" for deputy directors for educational work of small schools.</p> <p>Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.</p> <p>http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf</p>

			<p>Provider: Center for Pedagogical Excellence "Nazarbayev Intellectual Schools" in alliance with the Faculty of Education, University of Cambridge.</p>
Teachers / Teacher Assistants	Yes		<p>Future teachers of inclusive education receive initial vocational training on inclusion in education (pre-service) on the basis of higher educational institutions of a pedagogical profile in educational programs: 5B010300-Pedagogy and Psychology, 5B010500-Defectology 5B012300-Social Pedagogy and Self-Knowledge, 5B050300-Psychology, 6B01905 - Training of specialists in inclusive education" (bachelor's degree), with a study period of 4 years.</p> <p>http://kaznpu.kz/ru/2456/page/</p> <p>After 1 year of work in the organisation of education, the teacher can improve own qualifications (in-service), (optional).</p> <p>In-service training is considered mandatory every 5 years.</p> <p>Compulsory courses (in-service) are conducted if there is at least 2 years of work experience in the organisation of education or at least 3 years of work experience in the specialty profile.</p> <p>http://adilet.zan.kz/rus/docs/Z070000319_</p> <p>Provider: NCPD "Orleu"</p> <p>The educational program "Modern technologies of teaching and raising children with special educational needs" for teachers, educators of special educational organisations with Kazakh and Russian languages of instruction is aimed at building professional competencies in the field of inclusive education, skills in working with children with SEN. "The content of the educational environment in the context of the development of inclusive education" for teachers of secondary schools, "Inclusive education - a factor in ensuring equal rights and access to educational services in a small school" for teachers of small schools.</p> <p>Provider: National Scientific and Practical Center for Correctional Pedagogy (NSPC CP).</p> <p>Short-term courses are held annually for over 300 teachers. The most common forms of classes in</p>

			the courses are lectures, trainings, seminars, workshops, and master classes. The specifics of continuing education courses taking place on the basis of the NNPTs PK is their practical orientation, since part of the classes are held in basic educational organisations (inclusive schools/classes, special schools) (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).
Professional Staff	Yes		<p>Future specialist teachers receive initial pre-service training on the basis of higher educational institutions of a pedagogical profile in the educational program: 5B010500-Defectology. http://kaznpu.kz/ru/2456/page/</p> <p>Compulsory courses (in-service) are conducted if there is at least 2 years of work experience in the organisation of education or at least 3 years of work experience in the specialty profile.</p> <p>Provider: NCPD "Orleu"</p> <p>In accordance with the new general educational model program, the educational program "Psychological and pedagogical support of inclusive education" is intended for training psychologists. The program addresses issues such as functions and directions of the psychological service in the organisation of education; managing psycho-diagnostic measures and methods in a preschool organisation; psychological and pedagogical characteristics of children with SEN; methods of work of a psychologist with children with disabilities; psychological counselling; psychotherapeutic training sessions and methods of arranging; work with families of children with SEN; types of psychological and pedagogical assistance to children with SEN; creating an electronic portfolio of psychologist. http://www.ripkso.kz/</p> <p>Provider: NSPC CP The topic and content of the course depends on the needs and interest of the participants. http://special-edu.kz/index.php?do=cat&category=kursy</p>
Inspectors			There are no Inspectors

Teacher Trainers	Yes			<p>Currently, the continuing education program for employees of the Ministry of Education and Science of the Republic of Kazakhstan and its subordinate organisations (Teacher Trainers, methodologists of continuing education institutions) is implemented by the Nazarbayev Intellectual Schools' Center for Pedagogical Excellence as part of updating the content of secondary education.</p> <p>https://www.nis.edu.kz/ru/edurenew/pov-kval/</p> <p>For teachers and managers of the National Center of Professional Development "Orleu"(NSPC) the following educational programs were developed: "Development of professional competencies of teachers of special disciplines of LVE on organising inclusive education", "Development of professional competence of teachers of general education disciplines in the design of an inclusive educational environment in terms of technical and vocational education", "Psychological - pedagogical support of inclusive education in technical and vocational organisations», "Ensuring the accessibility of technical and vocational education for students with special educational needs.</p> <p>Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.</p> <p>http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf</p> <p>Teacher Trainers can improve their skills in courses abroad according to an individual continuing education program and by the decision of their employers. These courses are optional.</p>
Others (please list add rows as required)				

a. If you answered no to any of the above, please provide further information:

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

£ No £ No information available **£ Yes**

If yes, please give a description.

In Kazakhstan, teacher training and continuing education is in line with the goals of national inclusive education policies. On the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated June

1, 2015 No. 348 "On the Approval of Conceptual Approaches to the Development of Inclusive Education in the Republic of Kazakhstan," the task is to improve the continuing education and retraining of teaching staff for educational organisations that implement inclusive education.

https://www.ektu.kz/media/885717/kontseptualnye_podkhody_k_razvitiyu_iork.pdf

According to 66.7% of teachers of preschool and secondary education who participated in the questionnaire, the level of knowledge acquired in continuing education courses is sufficient for teaching in an inclusive environment.

Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

If no, please give further information:

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Currently, this training of future teachers of secondary schools for the pedagogical support of children with special educational needs is carried out in pedagogical universities. The discipline "Inclusive education" in the amount of 3 ECTS credits is compulsory for all pedagogical specialties (Decision of the Teaching and Methodical Section for the group of specialties of Education of the Republican Training and Methodological Council of the Ministry of Education and Science of the Republic of Kazakhstan, Protocol # 3 of 05/28/2013).

http://kaznpu.kz/docs/ins_pedagogiki_psih/obrazovalnie_programmi_2016/5B010100-Specialty_program_rus.pdf

The goal of the course "Inclusive Education" is aimed at introducing students to pedagogical specialties with the specifics of development, training and interaction with various categories of children in need of special educational conditions.

The course "Inclusive Education" provides the following modules: Multidisciplinary interaction of teachers and specialists; Regulatory framework for inclusive education; Creating a comfortable educational environment in an inclusive class; Adaptation and modification of the educational process in an inclusive school; Work with the family in an inclusive education environment; Assessment of educational results based on the individual capacities of children.

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

1. Report on the implementation of the state program for the development of education and science of the Republic of Kazakhstan for 2016-2019 / Decree of the Government of the Republic of Kazakhstan No. 460 of July 24, 2018, where, as part of the implementation of measures, an annual increase is noted in the state educational order for the training of teachers in universities, including in the sphere of inclusive education. Thus, if in the 2016-2017 academic year the state order for the discipline "Education" amounted to 1,412 places, then for the 2019-2020 academic year 10,697 places were allocated for the training of teaching staff (2018 - 9499). Additionally, the issue of providing support for children with special educational needs in an inclusive environment was developed by including an assistant teacher in the standard staff. This position is included in the "List of teacher's posts" which was also

developed as part of the implementation of the Law of the Republic of Kazakhstan “On the status of a teacher” and includes the full-time unit of an assistant teacher.

<https://www.gov.kz/memleket/entities/edu/documents/details/22112?lang=ru>

2. In accordance with Article 5 of the Law of the Republic of Kazakhstan “On Education,” the national reports on the status of the development of the educational system of the Republic of Kazakhstan are published annually to ensure transparency of the country educational policy to the civil and international community. In preparing the national report, statistical data of the Ministry of Education and Science of the Republic of Kazakhstan, the Committee on Statistics of the Ministry of National Economy of the Republic of Kazakhstan and international organisations are incorporated. The National Report is published annually.

2.1. National report on the status and development of the education system of the Republic of Kazakhstan (based on 2015 results)

The report presented the results of the five-year implementation of the State Program for the Development of Education, as well as discussed key aspects such as a required growth in government spending and increase of the salaries of teachers, an extension in numbers of state educational grants for teachers, which consequently implies an increase in trained personnel. <http://iac.kz/ru/project/nacionalnyy-doklad>

2.2 National report on the status and development of the education system of the Republic of Kazakhstan, 2016.

The report highlighted the main achievements of Kazakhstani education system over the years of independence (since 1991) and presented a comparative analysis of the main indicators of the national education system. As part of the implementation of inclusive education in the reporting period, an institutional support for the development of scientific and methodological support of special and inclusive education was entrusted to the National Scientific and Practical Center for Corrective Pedagogy (NSPC CP). In the report, an attention was drawn to the annual increase in the staff of teachers/therapists (2014 - 245, 2015 - 265, 2016 - 290 grants) working in the system. Their training was conducted in 17 countries, over three years about 2,771 teachers involved in inclusive education have developed their competences through the continuing education and training courses. <http://iac.kz/ru/project/nacionalnyy-doklad>

2.3. The national report on the state and development of the education system of the Republic of Kazakhstan in 2017, where it is noted that the state fulfilled its obligations for preferential admission to the universities and the training

of teaching staff those from among applicants from rural areas, people with disabilities and/or with lower social economic status.

<http://iac.kz/ru/project/nacionalnyy-doklad>

2.4 National report on the status and development of the education system of the Republic of Kazakhstan (based on the results of 2018). This report provided a comparative analysis of the main indicators of the education system of Kazakhstan that made a ground for the adoption of national and institutional strategic decisions in the short and long term. The key point in the Report is the Concept of the bill with its focus on raising teacher's status. This involves more comprehensive approach by covering not only working teachers but also by providing selection and promotion of students on pedagogical specialties. The report indicated as an issue a low demand for pedagogical specialties. The success of the implementation of new initiatives in the modernisation of education is directly dependent on the quality of qualification of teachers and their professional training. As it stated in the report, over 256,215 pedagogical staff have improved their qualification during the period of three years in the courses for different topics. The courses were elaborated as a part of the introduction of updated educational content at the CPE AEO "NIS" and JSC Scientific and Production Center "Orleu".

<http://iac.kz/ru/project/nacionalnyy-doklad>

3. Analytical report on the implementation of the principles of the Bologna process in the Republic of Kazakhstan (2018). The report reflects key issues of the development of higher and postgraduate education in Kazakhstan in the context of the implementation of the parameters of the Bologna process. The report presents the section "Inclusive Education," which provides information on the development of educational programs taking into account inclusion, the preparation of scientific and pedagogical personnel for working with students with special needs, the creation of inclusive education departments, and an improvement of the special material and technical base. The experience of Kazakhstani universities that train specialists in inclusive education is noted. The content of training for teachers specialised in defectology with a focus on inclusive education is updated.

Analytical report on the implementation of the principles of the Bologna process in the Republic of Kazakhstan, 2018. - Astana: Center of the Bologna process and academic mobility of the Ministry of Education and Science of the Republic of Kazakhstan, 2018.64 p.

zonakz.net › 2019/10/11 › [centr-bolonskogo-processa-i-akademiches](#)

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

Main challenges (barriers and hinderances)

- Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan indicate that in the Kazakhstani education system, general educational organizations do not have a sufficiently trained personnel and

base for the training and development of teachers. And also notes lack of a planned teacher training system of education in Kazakhstan;

- 80% of the school teachers participating in the survey said that they have minimal special knowledge for teaching children with SEN, 20% - about their lack of knowledge on Inclusive Education. None of the respondents expressed the opinion that his knowledge is sufficient to work with children with SEN. This indicates the need to strengthen the professional development of teachers in order to be able to respond to different educational needs of students (Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017). http://iac.kz/sites/default/filesedinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf);

- In the country's universities introduced the mandatory discipline "Inclusive Education" in all pedagogical specialties. This discipline is represented in the amount of 2 credits (90 hours), which is 1.6% of all theoretical training credits for the entire training period. This volume is sufficient only to obtain basic knowledge in the field of inclusive education, but not enough to gain practical skills and necessary teaching methods for working with children with SEN (Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017). http://iac.kz/sites/default/filesedinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf);

- the OECD notes such problem as the low efficiency of the training system for teachers (Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017). http://iac.kz/sites/default/filesedinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf);

Opportunities (support and ways forward)

1. As per State program for the development of education and science of the Republic of Kazakhstan for 2020-2025:
 - schools and colleges will have specialists to accompany children with special educational needs;
 - teachers of organizations at all levels of education will take advanced training courses in the form of instructor-led training and distance learning;
 - the approach to improving the qualifications of teachers will change to ensuring continuous professional development, providing for systematic post-course support;
 - the content of the programs of training courses will include the optimal ratio of subject, psychological, pedagogical, social and other competencies;
 - In addition, the training system will provide for the possibility of choosing a provider of courses based on a voucher system.
2. Information and Analytical Center in its recommendations suggests:
 - opening a specialty "Special Education and / or special pedagogy" in all universities of the RK that train teachers;
 - making changes and updates to teacher training programs in pedagogical universities and organizations of vocational and technical education, taking into account adaptation of programs to modern requirements of the labor market as teaching different categories of students. Monitoring framework for inclusive education in the Republic of Kazakhstan, prepared by the project team of JSC Information and Analytical Center, 2017. http://iac.kz/sites/default/filesedinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf);

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

In Kazakhstan, there are no children excluded from any forms of education. The right of all Kazakhstani children to gain access to education is guaranteed by the Constitution of the Republic of Kazakhstan and by the Law on Education. Both laws also stipulate the right to education for children with SEN, as well as other regulatory documents, such as the Law about social and medico-pedagogical correctional support of children with limited opportunities (2002), the Law on the Rights of the Child (2002) and Standards for the provision of special social educational services (2009).

In addition, it is worth to note that since 2015 in Kazakhstan a unified interagency comprehensive information system for monitoring students' movement "Everyone learns" has been introduced. The system includes a database of "risk group" children, those who were registered as not covered by education.

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

£ No £ No information available £ Yes

If yes, please give a description and provide any data/evidence that is available

If no, please give further information:

There are no issues around the over- and under-representation of different vulnerable groups in different school settings.

However, according to the "Model Rules for the Activities of Educational Institutions of Education" of the Republic of Kazakhstan, the number of children with SEN in ordinary classes of comprehensive schools is limited, not more than two children with special educational needs are eligible to study in inclusive classes.

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

<http://adilet.zan.kz/rus/docs/V1800017553#z15>

According to the Model Rules, applications from parents or legal representatives of children entering first grade are accepted from June 1 to August 30 of the current year.

Moreover, according to the Model Rules, the formation of classes based on students' degree of development or level of preschool study is not allowed, and the maximum number of students in one class should be no more than 25 students.

Parents or other legal representatives of the child have the right to choose any educational institution for study (if any).

Primary education organisations provide admission to the first grade for all children aged seven and children over six in the current calendar year living on the territory of the educational organisation, regardless of level of preschool learning.

To enter the first grade, the following documents are required:

- application from parents (or persons replacing them);
- copy of the birth certificate of the child;
- health certificate (medical passport);
- two photos 3x4 cm.

While enrolling in the first grade, any entrance exams, tests, contests, competitions are not held, except for specialised educational organisations, gymnasiums and lyceums.

https://egov.kz/cms/ru/articles/secondary_school/2first_class

Admission of children with SEN to a comprehensive school is carried out in accordance with the requirements of the State Service Standard «Documents acceptance and admission to the organisation of education, regardless of departmental subordination, for study in general education programs of primary, basic secondary, general secondary education", approved by order of the Minister of Education and Science Of the Republic of Kazakhstan dated April 8, 2015 No. 179. and based on:

- a written statement of parents and or other legal representatives on admission to school;
- PMPC's conclusion with a recommendation on form of education and the program which is proposed to the child for study: in general educational or in special educational programs, and whether the child with SEN requires an individual curriculum.

Children with SEN have the right to attend any general education school, transfer from one school to another, including to a special (correctional) educational organisation, in case of a relevant conclusion of the PMPC and with the consent of the parents.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Children with SEN have the right to attend any general education school, transfer from one school to another, including to a special (correctional) educational organisation, in case of a relevant conclusion of the PMPC and with the consent of the parents regardless where schools set their own admissions criteria.

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

£ No £ No information available **£ Yes**

If yes, please give a description.

Inclusive pedagogy

Teachers and specialists use following strategies to support children with SEN and meet their needs:

- learning about the student's background: learning and behavioural history, strengths, needs, and etc.
- developing an individual learning plan/program;
- using of individualized teaching methods and materials;
- using a variety of assessment tools, methods and procedures for assessing learning outcomes;
- creation of Service of psychological and pedagogical support (Student Support Group)
- analysing the learning environment and creating classroom culture and management;
- building partnership with parents.

Personalised learning

According to the guidelines of general and special educational programs, all students with SEN, with the consideration of all individual features of the child's development, personal abilities and the recommendations of the PMPC, are provided with various forms of support:

- evaluation of the individual educational needs of the student with SEN and drawing up an individual curriculum/learning plan taking into account not only the weaknesses, but also the strengths of the student, his interests and hobbies;
- providing individual or small group lessons with specialist teachers / therapists several times a week;
- providing the support of specially trained tutors and specialists teachers/therapists for students who have significant learning difficulties associated with developmental shortcomings;
- providing educational and technical materials, textbooks;
- adaptation of the environment in the classroom and providing conditions where students can work quietly as well as collaborate with others, materials that reflect diverse cultures, different interests;
- Identifying barriers to student achievement and wellbeing.

Universal design approaches

Key principles of Universal design for learning include:

- using materials are accessible for all types of learners including children with SEN, for example, students have many options for reading, including print, digital, audiobooks;
- providing multiple ways of engagement: to work individually or work in groups.

Sources: Various forms of support should be provided to children with SEN are fully given in the "Development of guidelines for teaching students with special educational needs in the learning process in a comprehensive school" hereinafter Methodological recommendations (<https://nao.kz/blogs/view/2/1210?lang=ru>).

Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NSPC CP, 2019. <http://special-edu.kz/index.php?newsid=463>

b. counselling and mentoring possibilities

£ No £ No information available **£ Yes**

If yes, please give a description.

Specialists of the school service of psychological and pedagogical support (psychologist, social teacher, teacher-assistant) fulfil the functions of learning mentors at school.

School psychologists, social teachers and teacher-assistants help children to overcome social, emotional, and behavioural troubles that impede successful learning. They maintain close contact with teachers.

Their functions include:

- a comprehensive study of children entering school to determine their readiness for learning, needs in additional support;
- timely identification of children with learning and school adaptation shortcomings;
- to study emotional-volitional and personal development of children to determine a range of psychological, pedagogical and social activities that will ensure for the students their success in learning;
- development and implementation of an individual program and individual, group corrective and developmental work (a guidance "On peculiarities of setting educational process in secondary schools of the Republic of Kazakhstan in the 2018-2019 academic year," developed by the Ministry of Education and Science of the Republic of Kazakhstan and the NAO named after Y. Altynsarin).

If no, please give further information:

c. input from specialist teachers/therapists

£ No £ No information available **£ Yes**

If yes, please give a description.

The staff of comprehensive schools in the country includes specialists in psychological and pedagogical support: special educators, speech therapists, psychologists and other specialist teachers/therapists who provide support to both children and teachers by:

- conducting a focused psychological and pedagogical examination in order to assess the nature of difficulties and the reasons for their occurrence;
- determining the special educational needs of students;
- participation in the compilation of individual programs of psychological and pedagogical support of students and adaptation of educational materials for children with SEN;

- conducting individual and group classes for students with SEN;
- counselling for teachers, parents, school administration;
- monitoring the results of psychological and pedagogical support programs of students.

Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NNPC KP, 2019. <http://special-edu.kz/index.php?newsid=463>

If no, please give further information:

d. input from learning support assistants

£ No £ No information available **£ Yes**

If yes, please give a description.

For some children with SEN, the help of an individual assistant is required for successful learning. The school provides:

- a) assistance of an accompanying person who actually ensures a physical access to the room and assists in moving around the school and in class; helps to use training facilities and provides other physical support services as needed.
- b) an assistant teacher allows the essential assistance to learners with behavioural, emotional, and communicative characteristics. The assistant teacher directs and helps the student to get involved in the educational process, prevents unwanted behaviour or emotional breakdowns, and teaches how to acquire learning skills on their own.

Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NNPC KP, 2019. <http://special-edu.kz/index.php?newsid=463>

If no, please give further information:

e. availability of ICT / assistive technology

£ No £ No information available **£ Yes**

If yes, please give a description.

For children with SEN, educational materials are available within the existing requirements:

19.

1. In 2011, the National Informatization Center, JSC developed 468 digital educational resources on the history of Kazakhstan for grades 5-11, including 234 in the Kazakh language, 234 in Russian. <http://www.nci.kz>
2. The interactive library of the platform www.opiq.kz (electronic textbooks) allows a user to combine traditional education with new digital technologies. The platform is adapted for smartphones, tablets and computers. The opiq.kz software environment is in demand in the learning process.
3. The educational portal www.BilimLand.kz, which forms a new e-learning market for Kazakhstan (e-learning), provides e-learning materials and additional digital educational resources that can be used by children with SEN.

4. A multimedia course www.imektep.kz was developed for an elementary school with an electronic textbook for schools with the Kazakh language of instruction.
5. The electronic educational complex www.twig-bilim.kz is aimed at developing functional literacy of students based on video lessons from the BBC Motion Gallery.

In addition, schools can carry out the educational process by using distance education technologies (DET). DET is applied at all levels of education to persons with special educational needs, including children with limited opportunities, persons with disabilities of groups I and II, people with disabilities from childhood. DET learning is carried out according to the curricula of primary, basic secondary, general secondary education in accordance with the Rules of the organisation of educational process for remote educational technologies, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137.

<http://adilet.zan.kz/rus/docs/V1500010768>

If no, please give further information:

f. Please describe any other forms of support available.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
Training support	<p>One of the activities that helps to support school staff (administration, teachers, specialists, assistants, etc.) is a free in-service training course in relation to inclusive education. A series of such courses were designed jointly by the Republican Institute for Continuing Education “Orleu”, the National Scientific and Practical Center for Correctional Pedagogy” (NSPC CP), the Center for Pedagogical Excellence (CPE) Nazarbayev Intellectual Schools (NIS) and the National Academy of Education named after S. Altynsarina (NAO). The courses are held in offline and online format.</p> <p>2. Teachers are given the opportunity to take an internship under the Bolashak International Scholarship.</p> <p>https://online.zakon.kz/m/document/?doc_id=32091648#sub_id=130000</p> <p>3. Master classes on working with children with SEN are held by tutors/therapists of the NSPC CP.</p> <p>4. Inside the school, various educational activities are held: conversations, seminars, use of didactic games, demonstration of social videos with discussions, reading articles and books. Psychological and pedagogical support of children with special educational needs in a comprehensive school: guidelines / Eliseyeva I.G., Ersarina A.K. - Almaty: NNPC KP, 2019. http://special-edu.kz/index.php?newsid=463</p>

Methodological support	<p>Teachers are provided with methodological and informational support:</p> <ol style="list-style-type: none"> 1. The NAE and NSPC developed guidelines, electronic textbooks, manuals, teaching aids, etc., which are available in Kazakh and Russian languages and open to everyone in the web: https://nao.kz/blogs/fromorg/2/94; https://nao.kz 2. An access to electronic resources of the Center of pedagogical excellence (CPE NIS) is provided on the educational portal www.cpm.kz. 3. The opportunity to exchange experiences on the Lesson Study, as well as to access methodological resources and relevant NIS information is provided on the following site. https://www.nis.edu.kz/ru/about/subsid/center-teach-sk/
Support on sharing ideas, resources and experiences	<ol style="list-style-type: none"> 1. Psychological and Pedagogical Support Services (PPSS) have been introduced to the inclusive schools. Their activities are mainly focused on the teamwork of teachers, psychologists, specialists/therapists, assistant teachers. Such services give the opportunity to support each other, exchange experiences, resources and ideas both within the teams and with other teachers and specialists, students and their parents. 2. Teachers have the opportunity to share experiences through posting articles in newspapers, magazines, on social media pages, etc.
Human Resources support	<p>To support teachers of inclusive classes, schools actively involve in the process psychologists, tutors/therapists and assistants to teachers.</p>

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

£ No £ No information available **£ Yes**

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

As per the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 (GPRON) there is an absence in a significant part of educational institutions conditions for inclusive education and basic amenities pose a threat to the safe and comfortable life of children. As a result, only 28.6% of kindergartens, 64.9% of comprehensive schools, 30% of colleges arranged the conditions for inclusive education, and only 28.2% of preschool children, 46.5% of students with special educational needs are covered by quality inclusive education.

The results of the Human Rights Watch study show that in Kazakhstan there are factors that deprive children with disabilities from accessing quality education in a secondary school on an equal basis with others: barriers include the physical inaccessibility of buildings, classrooms and toilets, the lack of trained and qualified personnel to work with children with diverse educational needs, as well as the lack of assistants and the absence of other reasonable facilities. Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource]. // URL: <https://www.hrw.org/ru/report/2019/03/14/327939>

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

£ No £ No information available £ Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
	State program for the development of education and science of the Republic of Kazakhstan 2020-2025 provides target indicators for creating equal conditions and barrier-free access for students with special educational needs (SEN) in following areas http://adilet.zan.kz/rus/docs/P1900000988
Facilities	Schools will be equipped ramps, lifts, elevators, information and library resources, etc.
School buildings	Projects of large model schools will be developed.
Infrastructure	In order to solve infrastructure problems in construction, the technology of modular structures will be applied, including in rural areas. Work will be carried out to modernize out-of-school organizations, improve the conditions for children in them at the expense of local executive bodies. Local executive bodies will develop and implement the Roadmap for the development of a network of extra-curricular organizations (palaces and centers of schoolchildren, art schools, courtyard clubs, etc.).
Classroom environment	Activity on creating accessible and a personality-oriented environment for students with special educational needs will continue at all levels of education. The material and technical base of special educational organizations will also improve. When equipping educational organizations, classrooms special attention will be paid to the health-saving characteristics of furniture and equipment.
Legislative and regulatory documents	Legislative and regulatory documents will be improved to equip further education organizations with equipment and furniture.

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

1. The national report on the status and development of the education system of the Republic of Kazakhstan (based on the results of 2015, 2016, 2017, 2018 years) was compiled on the basis of official statistics, information provided by central and local governments, as well as through the international comparative studies.

The national report on the state and development of the education system of the Republic of Kazakhstan (based on the results of 2015) highlights world trends in education which is based on the results of the five-year implementation of the State Program for the Development of Education. <http://iac.kz/ru/project/nacionalnyy-doklad>

National report on the status and development of the education system of the Republic of Kazakhstan” (2016) presents a report for 2016, which highlights the main achievements of Kazakhstani education over the years of Independence of the country, presents strategies of quality 12-years education. The report indicates that in 2011, with the adoption of the State Program for the Development of Education of the Republic of Kazakhstan, started active introduction of inclusive education, namely 26% of children with special educational needs out of 92 thousand are covered by inclusive education in schools which is 0.5% more than in 2015. <http://iac.kz/ru/project/nacionalnyy-doklad>

The National Report highlights the main achievements of the development of Kazakhstani education in 2017, provides a comparative analysis of key indicators of the education system of Kazakhstan, information for making informed management decisions. The report presents the parameters of the development of educational levels, the rating of the educational systems of the regions, issues that are in the focus of attention, including inclusive education. Attention is also drawn to how the public is involved in addressing education issues. <http://iac.kz/ru/project/nacionalnyy-doklad>

National Report based on the results of 2018 provides objective information on the state of the education system and the effectiveness of its activities, outlines the main achievements in the field of education and current trends in the development of the educational system of the Republic of Kazakhstan. The key part of the National Report, the section "Parameters for the Development of Education Levels", is presented for all educational levels (from preschool to higher and postgraduate). More to that, four aspects of the process are considered in the section: access and equality, conditions and learning environment, quality and efficiency, staff potential. The section "Access and Equality" analyses data on the network of educational organisations and the contingent of students by level, considers the creation of access to quality education for socially vulnerable segments of the population, etc. The chapter "In the spotlight" presents a more detailed consideration and clarification of current issues in the education system. The paragraph "Status of the teacher" presents an analysis of the main results of the international TALIS study, considers the main provisions of the bill "On the status of the teacher". <http://iac.kz/ru/project/nacionalnyy-doklad>

2. Report on the implementation of the State Program for the Development of Education and Science of the Republic of Kazakhstan (State Program) for 2016-2019. [link](#)
20. According to the tasks set by the State Program, the report provides information on achievements in the field of development of primary and secondary education:
 21. - increasing the prestige of the profession of teachers and raising them
 22. quality composition;
 23. - ensuring the infrastructural development of secondary education;
 24. - improving management and monitoring the development of secondary education;
 25. - updating the content of secondary education.
 - 26.
3. Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017. <http://iac.kz/analytics>, which provides an overview of studies in the field of inclusive education in the Republic of Kazakhstan.

4. Status and development of special and inclusive education in the Republic of Kazakhstan. Analytical report. - Astana: NAO named after I. Altynsarin, 2016.– 50 p. <https://nao.kz/blogs/view/2/700> This analytical report presents an analysis of the current legislation of the Republic of Kazakhstan in the field of special and inclusive education, accumulated international experience and the implementation of inclusive education at all levels of education in Kazakhstan. Directions and methods for expanding opportunities to create an inclusive environment and ensuring access to quality education for children with special needs are shown. The Report is addressed to managers and teachers of educational organizations.

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Main challenges (barriers and hinderances) are:

- lack of conditions (in most organisations) for barrier-free access for students with special needs;
 - insufficient organisational and methodological readiness of educational organisations and teachers to implement inclusive practices;
 - psychological unpreparedness of some teachers, parents and students for joint learning;
 - lack of continuity in the organisation of an inclusive environment between levels of education;
 - insufficient professional readiness of personnel;
- http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf
- insufficient development of teaching guidelines for teachers and didactic materials for students, provision of schools with special curricula, textbooks and teaching aids, special visual and didactic materials.
 - the shortage of specialists for the psychological and pedagogical support of children in an inclusive environment is 64% (the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 (GPRON)).

Ways forward:

- For the correctional and pedagogical support of children with special educational needs, the norms of per capita funding (social backpack) will be developed;
- Schools and colleges will be provided with appropriate specialists to accompany children in an inclusive environment with SEN;
- Qualification requirements for teachers working in an inclusive education based on a professional standard will be updated;
- Educational organisations will continue to work to ensure good conditions for students with special educational needs (special equipment, furniture, personnel, textbooks and teaching/learning complexes, ramps, lifts, elevators, etc. shall be provided).

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

£ No £ No information available £ **Yes**

If yes, please give a description.

The results of the study showed that the country has a low level of awareness on inclusive education amid children, parents, educational organisations, and public. In society as a whole, there is a low level of coverage of inclusive education and support for students with special educational needs (SEN).

Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017.

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

The lack of outreach work gives no clarity on the essence of inclusion in education and its benefits to society. Consequently, teachers and parents are reluctant to welcome inclusive education classes, thus in turn deprive children with disabilities from being included in education (An Alternative report on the implementation by the Republic of Kazakhstan of the UN Convention on the Rights of Persons with Disabilities, 2018).

However, in the framework of social projects, due to the efforts of parent organisations and NGOs, information campaigns are carried out in the form of educational seminars and trainings, round tables and discussions. Also the campaigns include demonstration of social videos and posting of information materials in social networks and on the organisations' websites on various topics, such as obtaining educational services, rehabilitation, socialisation, correction and support of children in difficult situations.

If no, please give further information:

7.2 Does legislation/policy support parental involvement in schools?

£ No £ No information available £ **Yes**

If yes, please give a description.

Yes, but in the form of participation in formal procedures only. As an example, the inclusion of parents in the Board of Trustees and supervisory bodies. Parents of children with SEN try to keep abreast of the processes occurring inside the school. They are keen to contribute to the successful adaptation of their children and are included in the internal life of the school. So far, these are singular examples of civic activity of parents of children with SEN.

If no, please give further information:

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

£ No £ No information available £ **Yes**

If yes, please give a description.

On the basis of the Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 355 dated July 27, 2017 (<http://adilet.zan.kz/rus/docs/V1700015584>), the Board of Trustees is created in educational organisations, which includes representatives of: local representative, executive and law enforcement agencies; employers and social stakeholders; non-profit organisations; parent committee.

Cooperation between schools and stakeholders is carried out on the basis of a decision of the Board of Trustees since interaction with the school administration, the parent committee, local executive bodies, interested state bodies and other individuals and / or legal entities is the responsibility of the Board of Trustees.

If no, please give further information:

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No No information available Yes

If yes, please give a description.

Legislation/policy of the country supports the joint activities of various educational organisations. Typically, initiatives to create and develop learning communities are carried out by NGOs in the framework of scientific, social and other projects both at the regional and local levels. Representatives of educational organisations of all levels, public organisations, parents of children, etc., may be involved in such projects.

There are examples of cooperation of teachers from different regions. According to the survey by the Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 44.5% of school teachers and 33.3% of college and university teachers said that they successfully interact with teachers from other regions where inclusive education is developing successfully. However, there is a need to take further steps to expand interregional cooperation and collaboration between schools/universities and other educational institutions for development of innovative practice. (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

If no, please give further information:

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

No No information available Yes

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

Due to activation of civil society and introduction of the concept of “listening state”, the role and participation of NGOs is appreciated, but they are not always heard. Nevertheless, there are examples when an NGO can make a proposal to the project of the Ministry of Education and Science of the Republic of Kazakhstan. Thus, within the framework of the NGO-Ashyq Álem Foundation participation in the development of regulatory documents in the field of education, a proposal was made to the Government Decree “On the Approval of Typical Staff of State Educational

Organizations and the List of Teachers and Equated Persons” on the introduction of full-time teaching assistant for children with special educational needs. <https://www.picuki.com/profile/ashykalem>

In each region of our country akimats (local authority offices) have founded Coordination Councils for people with disabilities, involving NGOs and active people with disabilities. However, as the rotation of members of such Coordination Councils is rare, there are representatives who have not been replaced for decades, which leads to the formality of their activities. Decisions of the Coordination Councils are not always enforced and reports on cases of persons with disabilities are not published.

1. In the field of development of inclusive education, many NGOs work both at the local level and at the country level. The most active are the following NGOs:
2. The activities of the Bolashak Corporate Fund are aimed at developing effective mechanisms for interaction between NGOs and government bodies in the field of ensuring the right to education. The Foundation sets itself the task of ensuring equal opportunities for quality education, and the development of the intellectual and creative potential of children from socio-vulnerable groups of the population. One of such projects implemented by the Foundation is “The inclusion of children with autism spectrum disorder (ASD) in secondary schools”, which started in July 2015. <https://www.bolashakcharity.kz/ru//article/item/o-fondje>
3. Private Charity Fund “Azamat Aleueti” (Fund) carries out an outreach among the population on issues of social protection, legal support and ensuring the rights guaranteed by law for socially vulnerable groups of people and people in difficult situations. The Fund’s activities are aimed at organising work and services for the development of alternative types of social support, early intervention, daytime employment, independent temporary or permanent residence of persons with limited abilities and/or with disabilities, citizens in difficult situations. The Foundation provides advisory assistance to parents, teachers, social workers on the issues of education, training and socialisation of children, adolescents and young people with deviations and behavioural disorders. <http://azamataleueti.kz>
4. The Kenes Public Association of people with disabilities (Center for Social Adaptation and Labor Rehabilitation) is involved in protecting the rights of children with disabilities and providing medical, social and specialised psychological and pedagogical assistance to children with a complex defect structure: a combination of motor, speech, mental and psycho-mental disorders. Over the 25 years of the Center’s work, many projects and programs have been implemented that were aimed at gaining practical experience in providing comprehensive assistance to children with special educational needs. Thanks to successful practical work, it was possible to create a unique author's model of integrated support for children with neuropsychiatric pathologies from birth to adulthood. <https://www.facebook.com/pg/centerkenes/about/>
5. The Ashyk Alem Public Fund is engaged in supporting and assisting children with autism spectrum disorders and their parents. <https://www.facebook.com/AshykAlemAutism/>
6. The mission of the Private Fund “Dara” is the implementation of projects aimed at improving living conditions and expanding the development opportunities for orphans and children with disabilities. The Foundation is a member of the Working Group at the Ministry of Education and Science of the Republic of Kazakhstan on inclusive and special education. The Foundation provides practical support for the development of inclusive

education by creating technical conditions for children with special needs and creating psychological and pedagogical correction rooms, which will become a reference point for including children with special needs in the general educational process. <https://dara.kz>

7. Community Educational Foundation “School for All”, for already four years has been acting in developing inclusiveness in the higher education system. During this time the following three projects have been implemented:

1. Improving the professional competence of teachers in higher education in inclusive education.
2. Providing substantive and methodological support in the process of introducing inclusive education in the higher education system of the Republic of Kazakhstan.
3. Training of trainers on inclusive education at regional levels. In the framework of these projects, the following work was accomplished:
 - A textbook “Fundamentals of inclusive education” was developed and published in Russian and in Kazakh languages, work programs on the discipline “Inclusive education” for teachers and students were prepared, as well as Syllabus, Methodological recommendations for adapting teaching materials for students and university teachers, a glossary of psychological and pedagogical terms on inclusive education in Russian and in Kazakh languages.
 - Over 360 teachers of pedagogical Universities and Colleges of the Republic of Kazakhstan were trained on inclusive education.
 - 100 teachers of pedagogical universities and colleges trained as trainers for inclusive education.

If no, please give further information:

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

According to the results of the research:

- At least 75% of the parents of students indicated that they are involved in the decision-making process regarding the education and social integration of children and / or issues of common interest;
- 100% of students' parents indicated that decisions of parental committees, board of trustees are fully implemented;
- At least 75% of teachers, students with SEN and their parents indicated that they receive the necessary informational, advisory and methodological support on inclusive education (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

According to the results of the research of the "Information and Analytical Center» JSC:

- in a mass school, only 50% of the surveyed children with developmental disabilities feel the joy of studying and being in school, while among healthy peers, the share of such answers was 100%. This suggests that children with SEN require support and should be provided with an effective psychological and pedagogical accompaniment.
- a low level of awareness on inclusive education has been noted amid children, parents, educational organisations, and public in the country. Parents of children with SEN are insufficiently informed of their rights and opportunities. They need more information and advisory as well as legal support (Framework for monitoring inclusive education in the Republic of Kazakhstan. - Astana: JSC Information and Analytical Center of the Ministry of Education and Science of the Republic of Kazakhstan, 2017).

http://iac.kz/sites/default/files/edinaya_ramka_monitoringa_inklyuzivnogo_obrazovaniya.pdf

Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan indicate the following in the Kazakhstani education system:

- not enough preventive measures are taken to inhibit problems of a moral, psychological and social nature arising in children;
- poorly organized information and advisory support for inclusive education. <https://nao.kz/blogs/view/2/456>

Human Rights Watch in its study notes that children with disabilities who attend so-called inclusive schools or comprehensive schools participating in pilot inclusive education programs face a number of obstacles, such as problems with the physical accessibility of buildings, classes and toilets; lack of trained and qualified teaching staff; lack of assistants to help within the school. It was found that some children with disabilities do study in general schools or in a separate class in secondary schools, or are at home schooling (Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource].) // URL: <https://www.hrw.org/en/report/2019/03/14/327939>. (circulation date 06/30/2019).

<http://adilet.zan.kz/rus/docs/P1900000988>

The government is taking gradual steps to develop an inclusive education system. For example, on the basis of the National Scientific and Practical Center for Corrective Pedagogy, criteria are being developed for assessing and elaborating an individual curriculum for children with special educational needs studying in secondary schools. In the framework of inclusive education, started the inclusion of children who were previously considered "uneducable" in the general educational process. (An alternative report on the implementation by the Republic of Kazakhstan of the UN Convention on the Rights of Persons with Disabilities prepared by an initiative group of non-governmental organisations and independent experts of the Republic of Kazakhstan for 2018).

Online hearings will continue based on the results of educational activities in front of the parent community. It is planned to implement the project "One Day in the Life of the School" with the participation of parents, the public, and non-governmental organizations (the State Program for the Development of Education and Science of the

Republic of Kazakhstan for 2020 - 2025 (GPRON).

Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan provides ways to promote the idea of developing inclusive education by actively involving parents, expert communities and public organisations in the development of inclusive education. <https://nao.kz/blogs/view/2/456>).

Human Rights Watch notes that parents across the country are increasingly self-organising to solve the problems of their children's education and access to specialists (psychologists, speech therapists, etc.) through non-governmental rehabilitation and day care centres for children with disabilities. Such centres give parents a respite, and children - the opportunity to communicate and break out of oppressive loneliness (Human Rights Watch, 2019. On the Margins. Education for children with disabilities in Kazakhstan. - [Electronic resource].) // URL: <https://www.hrw.org/en/report/2019/03/14/327939>. (circulation date 06/30/2019).

Vignette

The project team plan to use material from countries to exemplify different ways of working towards inclusive education.

This example should present information on a specific initiative that the country considers demonstrates something that has:

- either led to developments/progress in thinking about and/or implementing inclusive education;
- or is an outstanding challenge that requires further attention.

Please describe the initiative/challenge and provide links to further sources of information if available.

The example can be based on e.g. policy change, the structure of the system, initiative that led to public debate, major reform etc. It can be about only your country or a group of countries. The example should include:

policy issues/challenges the vignette addresses

context

results/outcomes

research evidence

The word limit for the vignette is 1000 words.