



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.

## Russian Federation

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](mailto:gemreport@unesco.org).

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**2021**

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## 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

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?

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

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

The main challenge was to find the information and facts regarding the inclusive education in broader meaning of this word, i.e. inclusive education of all different vulnerable groups of students: issues of gender, location, poverty, ethnicity, language, beliefs and religion, migration, or etc. The most of the open sources data, research papers, articles in press, or the new laws adopted within the last five years, are dedicated to inclusion of disabled students and special needs students. The other types of inclusion are not widely discussed at official level and in media.

**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. Kosaretsky S.G., Frumin I.D. School in Russia: The Beginning of the XXI Century. [Elektronnyi resurs]. NIU “Higher School of Economics”, Institute of Education, 2019. (In Russ.) - <https://ioe.hse.ru/data/2019/04/09/1176079128/Ros.shkola-text.pdf>
2. Agranovich M.L., Ermachkova Y.V., Seliverstova I.V. Russian Education in the Context of International Indicators. Analytical Report. [Elektronnyi resurs]. Centr Statistiki in monitoring Obrazovaniya FIRO RANHIGS [Center for Statistics and Monitoring of Education FIDE RANEPa], 2019. (In Russ.) ISBN 978-5-907212-02-2 - <https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox?projector=1>
3. Abankina I.V., Alashkevich M.Y., Barinov S.L. et al. Equity of Normative Per Capita Financing of Education in Russia. National Research University “Higher School of Economics”, Institute of Education. Sovremennaya Analitica Obrazovaniya [Modern Analytics of Education], 2017. No 2(10), 120 p. [https://ioe.hse.ru/data/2017/04/25/1171670763/%D1%84%D0%B8%D0%BD%D0%B0%D0%BB\\_%D1%8D%D0%BB%D0%B5%D0%BA%D1%82%D1%80%D0%BE%D0%BD%D0%BD%D1%8B%D0%B9\\_%D0%A1%D0%90%D0%9E%2010.pdf](https://ioe.hse.ru/data/2017/04/25/1171670763/%D1%84%D0%B8%D0%BD%D0%B0%D0%BB_%D1%8D%D0%BB%D0%B5%D0%BA%D1%82%D1%80%D0%BE%D0%BD%D0%BD%D1%8B%D0%B9_%D0%A1%D0%90%D0%9E%2010.pdf)
4. Alekhina S.V. Inclusive Education: From Policy to Practice [Elektronnyi resurs]. Psychologicheskaya nauka i obrazovanie [Psychological Science and Education], 2016. vol. 21, no 1., pp. 136–145. doi: 10.17759/pse.2016210112. (In Russ., abstr. In Engl.) - [http://edu-open.ru/Portals/0/Documents/spec/pno\\_2016\\_n1\\_alekhina.pdf](http://edu-open.ru/Portals/0/Documents/spec/pno_2016_n1_alekhina.pdf)

5. Alekhina S.V., Falkovskaya L.P. Interdepartmental Interaction as a Mechanism for the Development of Psychological Service in Education [Elektronnyi resurs]. Psikhologo-pedagogicheskie issledovaniya [Psychological-Educational Studies], 2017, vol. 9, no. 3, pp. 116–128 doi: 10.17759/psyedu.2017090312. (In Russ., abstr. in Engl.)
6. Pinskaya M.A., Lenskaya E.A., Ponomareva A.A., Brun I.V., Kosaretsky S.G. & Savelyeva M.B. (2016), What Did We Learn About Our Teachers and Principals? Results of the TALIS-2013 International Comparative Study. *Russian Education & Society*, vol. 58, issue 7–8  
<http://www.tandfonline.com/doi/full/10.1080/10609393.2016.1298372/>

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

## Country system overview

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

According to the Federal Law No 273-FL "On Education in Russian Federation" (<http://zakon-ob-obrazovanii.ru/>), Part 5, article 66 the national compulsory educational system in the Russian Federation stipulates eleven-years of secondary education. This requirement applies to a particular student until he reaches the age of eighteen. The secondary (or "complete") general education has been compulsory in Russia since 2007, and before it was limited to nine grades, while grades 10-11 were optional. Moscow enacted compulsory eleven-year education in 2005, similar legislation existed in Altai Krai, Sakha and Tyumen oblast. A student of 15 to 18 years of age may drop out of school with approval of his/her parent and local authorities (Federal Law of Russia "On Education", article 19.6), and without their consent upon reaching the age of 18 (Federal Law of Russia "On Education", article 19.4). Expulsion from school for multiple violations disrupting school life is possible starting from the age of 15, but under conditions mentioned in article 19.6 of the Federal Law "On Education".

In the Russian Federation, all educational programmes are of two types: general education and professional education.

General education is aimed at the intellectual, moral, emotional, and physical development of an individual; at shaping his or her general cultural level; at developing his or her ability to adapt himself or herself to life in society, and at the setting of the foundations which will enable individuals to make a conscious choice of a professional education program and to cope with it.

General education comprises early childhood education (ISCED level 0); primary general education ISCED level 1 (4 years, grades 1-4); basic general education ISCED level 2(5 years, grades 5-9); secondary (complete) general education ISCED level 3(2-3 years; grades 10-11 at school, or 3 years at vocational schools or colleges).

Thus, the compulsory secondary general education could be obtained by taking the full course at the school, which includes primary general education, basic general education, secondary general education, or by graduating from the vocational school or college, in which he/she could enter after 8-9 grades.

According to Article 10 of the Federal Law "On Education", the system of education in the Russian Federation includes:

- federal state educational standards and federal state requirements, educational standards, study programmes of different types, levels and/or fields;
- organizations carrying out educational activities, academic staff, students and under-age students' parents/ legal representatives;
- federal state bodies and state governmental authorities of the subjects of the Russian Federation responsible for management in education on behalf of the state or the region, and local government authorities performing

management in education at the municipal level, consultative, advisory and other bodies established by these authorities;

- organizations providing support to educational activities and education quality evaluation and assessment;
- associations of legal entities, employers and their associations, civic associations performing educational activities.

Education is divided into general education, professional education (vocational and tertiary), further education and professional training providing the opportunity to exercise the right for education throughout life (lifelong learning). General education and professional education have several levels.

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

Primary and secondary school includes 11 years of study. The kids are enrolled into primary schools (1st grade) when they reach the age of 6,5. At the age of 10(11) they enter the basic general education level. At the end of this level, in 9th grade the students (14-15) should take the required state exams to get the certificate of Basic General Education, which gives the right for transition to subsequent educational level and offers a choice between the upper level of the general education taking another two years at school, or a vocational school or a college. At the age of 17-18 the students take the required state exams and if they pass it successfully they are awarded the Certificate of Complete Secondary General Education. (matura)

The Federal Law "On Education" does not name specific types of educational organizations, which existed before the entry into force of the law, but it explains the way the name of an educational organization is formed. It should contain an indication of its legal form and the type of the educational organization.

The following organizations are listed under the name of general education institutions: (with the exclusion of general education institutions working in shifts early childhood education institutions; general education institutions (primary general, basic general, secondary general education schools, secondary general education schools with the extensive studying of several subjects, gymnasias, lyceums); general education boarding schools (including boarding schools with primary training for future pilots); cadet schools; general education institutions for students with disabilities; specialized (correctional) education institutions for students with deviant (socially dangerous) behavior; educational institutions for orphans and children left without parental care; educational institutions for students who need long-term medical care; educational institutions for students who need psycho-pedagogical and medico-social assistance (Education in Figures : Pocket Data Book. – Moscow: National Research University Higher School of Economics (HSE), 2015. – 80 p. – ISBN 978-5-7598-1308-8 (pbk)).

Educational organizations could be state- controlled (founded by central authorities of the Russian Federation or the subjects of the Federation funded accordingly), municipal and private. In accordance of the Federal Law No 83-FL, May 8<sup>th</sup> 2010 "On introducing amendments to certain legislative acts of the Russian Federation in connection with the improvement of the legal status of state-controlled (municipal) institutions" with amendments and additions



(<http://base.garant.ru/12175589/>) educational organizations could be public, state-financed or autonomous. These types of state-controlled and municipal institutions are identified within the context of the transition from estimated budgeting to the funding formula based on for the allocation of the resources needed for the fulfillment of a state (municipal) task for the provision of services (activities) in the form of budget subsidies. The differences in the types of state and municipal institutions are in the degree of financial independence of the institution - the income from the income-generating activities is fully appropriated by an autonomous institution, and a state-financed agency transfers the income generated from paid services and activities to the budget of its founder (Article 22 of the Federal Law "On Education").

How do the general education institutions in Russia correlate with ISCED levels classification? Early childhood, primary general and basic general education correspond to ISCED levels 0, 1 and 2 (lower secondary education), while specific development programs for babies and toddlers (between 0 and 2 years old) almost do not exist.

Russian general secondary education programs are identical to the ISCED level 3 (upper secondary education). However, there are certain specific features. In Russia, people can be enrolled to secondary vocational education programs either if they have completed general secondary education, or only basic general education. In the ISCED terms, these programs may be classified primarily as level 3, but also, partially, if we're talking about training mid-level professionals, as level 5 (Short-cycle tertiary education) — or, in the case of skilled manual and office workers, as level 4 (article "to speak in ISCED Terms", March 24th, 2014, website of The HSE Institute for Statistical Studies and Economics of Knowledge (ISSEK) - <https://issek.hse.ru/en/news/118000774.html>).

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

Since May, 15th, 2018 the state regulates education at the federal level through the Ministry of Education (Enlightenment) of Russian Federation and the Ministry of Science and Higher Education of Russian Federation (The Decree of the President of Russian Federation, May 15th, 2018 No 215 "On the structure of federal executive bodies" (RG <https://rg.ru/2018/05/15/struktura-site-dok.html>)). The Ministry of Education of Russian Federation is responsible for the general education and secondary vocational education, and the Ministry of Science and Higher Education is in charge for the issues of higher and post-tertiary education.

The Ministry of Education is responsible for general education, secondary vocational education and related supplementary vocational education, vocational training, supplementary education of children and adults, upbringing, guardianship and guardianship of minors, social support and social protection of students, as well as the functions of providing state services and management of state property in the field of general education, secondary vocational education and related continuing education, vocational training, further education of children and adults.

The functions of control and supervision in the field of education are performed by the Federal Service for Supervision of Education and Science (Rosobrnadzor). The service carries out licensing, certification and

accreditation of educational institutions, certification of research and teaching staff of universities, certification of graduates of educational institutions, confirmation and nostrification of education documents.

There are three levels of state administration in charge of education and schools: federal, regional and municipal, as these are mentioned by the Federal Law "On Education" (article 6).

The powers of federal government bodies in the field of education include:

- development and implementation of a unified state policy in the field of education;
- organization of the provision of higher education, including state guarantees for the right to receive, on a competitive basis, free higher education;
- organization of the provision of supplementary professional education in federal state educational organizations;
- development, approval and implementation of state programs of the Russian Federation, federal target programs, implementation of international programs in the field of education;
- creation, reorganization, liquidation of federal state educational organizations, implementation of the functions and powers of the founder of federal state educational organizations;
- approval of federal state educational standards, establishment of federal state requirements;
- licensing and accreditation of educational activities:
  - organizations engaged in educational activities of higher education;
  - federal state professional educational organizations implementing educational programs of secondary vocational education in the fields of defense, production of products needed for defense, internal affairs, security, nuclear energy, transport and communications, high-tech production in the specialties, the list of which is approved by the Government of the Russian Federation;
- Russian educational organizations located outside the territory of the Russian Federation, educational organizations established in accordance with international treaties of the Russian Federation, as well as educational activities of diplomatic missions and consular offices of the Russian Federation, representative offices of the Russian Federation at international (interstate, intergovernmental) organizations;
- foreign educational organizations engaged in educational activities located or having a branch in the Russian Federation;
- state control (supervision) in the field of education over the activities of organizations specified in the previous paragraph, as well as executive bodies of the constituent entities of the Russian Federation that carry out public administration in the field of education;
- formation and maintenance of federal information systems, federal databases in the field of education, including ensuring the confidentiality of personal data contained in them in accordance with the legislation of the Russian Federation;
- establishment and awarding of state awards, honorary titles, departmental awards and titles to educational system employees;
- development of training forecasts, training requirements based on the forecast of labor market needs;

- ensuring monitoring of the education system at the federal level;
- exercise of other functions in the field of education established in accordance with this Federal Law.
- the organization of the provision of publicly available and free general and secondary vocational education in federal state educational agencies  
At the regional level, education is managed by executive bodies (ministries, education departments) of the subjects of the federation, and at the municipal level, departments, administrations, and education departments of municipalities.

The following powers have been delegated to the state authorities of the constituent entities of the Russian Federation:

- state control (supervision) in the field of education over the activities of organizations engaged in educational activities at the territory of a constituent entity of the Russian Federation (with the exception of higher education organizations), as well as over local self-government bodies that manage education in the relevant territory;
- licensing of educational activities of organizations engaged in educational activities at the territory of a subject of the Russian Federation (with the exception of higher education organizations);
- state accreditation of educational activities of organizations engaged in educational activities at the territory of a constituent entity of the Russian Federation (with the exception of organizations specified in clause 7 of part 1 of Article 6 of this Federal Law);
- confirmation of documents on education and (or) qualifications.

The Article 8 of the Federal Law “On Education” also quotes the role of state authorities such as the following:

- development and implementation of regional education development programs taking into account regional socio-economic, environmental, demographic, ethnocultural and other features of the constituent entities of the Russian Federation;
- the creation, reorganization, liquidation of educational organizations of the constituent entities of the Russian Federation, the exercise of the functions and powers of the founders of educational organizations of the constituent entities of the Russian Federation;
- providing state guarantees for the realization of the rights to receive publicly available and free early childhood education in municipal ECE organizations, publicly available and free early childhood, primary general, basic general, secondary general education in municipal general educational organizations, providing additional education for children in municipal general educational organizations by providing subventions to local budgets, including labor costs, acquiring textbooks and teaching aids, learning tools, games, toys (excluding the cost of maintenance of buildings and utilities), in accordance with the standards set up by the state authorities of the Russian Federation;
- organization of the provision of general education in state educational organizations of the constituent entities of the Russian Federation;

- creation of conditions for the supervision and care of children, the maintenance of children in state educational institutions of the constituent entities of the Russian Federation;
- financial support for early childhood education in private ECE organizations, early childhood, primary general, basic general, secondary general education in private general educational institutions engaged in educational activities regulated by state-accredited basic general educational programs, by providing subsidies for reimbursement of expenses to these educational organizations, including labor costs, the acquisition of textbooks and teaching aids, , games, toys (excluding expenses for the maintenance of buildings and utility bills), in accordance with the standards specified in paragraph 3 of this part;
- organization of the provision of secondary vocational education, including the provision of state guarantees for the realization of the right to receive publicly available and free secondary vocational education;
- organization of the provision of supplementary education for children in state educational institutions of the constituent entities of the Russian Federation;
- organization of the provision of supplementary professional education (in-service training) in state educational organizations of the constituent entities of the Russian Federation;
- organization of supplies to municipal educational organizations and educational organizations of the constituent entities of the Russian Federation of textbooks in accordance with the federal list of textbooks recommended for use within state-accredited educational programs for primary, basic general, secondary general education organizations carrying out educational activities, and teaching aids allowed for use within these educational programs;
- ensuring monitoring in the education system at the level of constituent entities of the Russian Federation;
- organization of the provision of psychological, pedagogical, medical and social assistance to students experiencing difficulties in mastering basic general educational programs, their development and social adaptation;
- exercise of other powers in accordance with the law.

The powers of local authorities of municipalities and urban districts to address issues of local importance in the field of education include:

- organization of the provision of publicly available and free early childhood, primary general, basic general, secondary general education for basic general educational programs in municipal educational organizations (with the exception of the authority to financially support the implementation of basic general educational programs in accordance with federal state educational standards);
- organization of the provision of supplementary education of children in municipal educational organizations (with the exception of supplementary (extra-curricular) education of children, financial support for which is provided by state authorities of the constituent entity of the Russian Federation);
- creation of conditions for the supervision and care of children, the maintenance of children in municipal educational organizations;

- establishment, reorganization, liquidation of municipal educational organizations (with the exception of those founded by local authorities of municipal districts or municipal educational institutions of higher education), the exercise of the functions and powers of the founders of municipal educational organizations;
- maintenance of buildings and infrastructure of municipal educational organizations, maintenance of adjacent territories;
- registration of children applying for education in the educational programs of early childhood, primary general, basic general and secondary general education, consolidation of municipal educational organizations for specific territories of the municipal district, urban district;
- exercise of other powers in the field of education in accordance with the law.

The organization of education at the local level and the competencies of local authorities in Moscow and St. Petersburg are carried out in accordance with the legislation of cities of federal significance.

**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).**

The were no significant programs with external support of the international organization, except the World Bank – Russia bilateral projects – “Russian Federation - Financial Education and Financial Literacy Project”. The objectives of the project are to improve the financial literacy of Russian citizens (especially, among the school-age and college students, and active and potential low and middle income users of financial services) and strengthen the foundations for improving consumer protection in financial services. This project has five components, including the developing a financial literacy strategy and consumer protection monitoring and evaluation, financial literacy capacity building, development and implementation of education programs and information campaigns for improving financial literacy strengthening of consumer protection in financial services and project management. The project is in progress now and is expected to be completed by 2023. There was also another World Bank project, READ-2 started in 2018 and completed in 2020, the goal of which was to The main task of the current assignment is to further improve institutional, humanitarian, methodological and organizational capacity in the field of education quality assessment. Within this project Russian Training Centre was established with the purpose of institutions capacity development through organizing short and medium term courses for experts of Russia and ECA countries some of which were devoted to assessment of vulnerable groups of children.

**(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
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Early tracking of learners into a particular educational pathway	Yes	Early tracking of learners influences students' inclusion and academic mobility greatly, especially in big cities where the choice of schools is better. The students from indigenous groups in rural areas and small towns do not have a choice of a particular educational pathway because of the long distances to schools, transportation, low quality of education in their own schools with no differentiation in senior school (grades 8-11), and the low income status of their families. Early tracking in modern schools in Russia is a key to a successful academic career in better schools with specialized classes with in-depth study of the school subjects, participation in program of support for gifted students, etc. while children who have not managed to get enrolled into specialized classes usually get much lower academic outcomes and poorer career prospects. The differentiation and early tracking start at the level of primary schools, however according to federal legislation selection is not legitimate.
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	Getting rid of double (and in some cases even triple) shifts has been a priority for the Russian Government for many years. Yet, almost 25% of schools in Russia still have double-shifts. Triple shifts are rare and less than 1% of schools have them.
Grade retention	Yes	Grade retention is not common in elite schools, however it happens in less privileged schools. The Ministry of Education plans to launch a new federal project "School of Equal Opportunities. Every student counts" in 2020 - <a href="https://edu.gov.ru/press/2083/minprosvescheniya-rossii-planiruet-zapustit-proekt-shkola-ravnyh-vozmozhnostey/">https://edu.gov.ru/press/2083/minprosvescheniya-rossii-planiruet-zapustit-proekt-shkola-ravnyh-vozmozhnostey/</a> to help schools with low academic results and high rate of the grade retention of students.
Multiple languages of instruction	Yes/No	In schools of some ethnic regions of Russia the ethnic language can be the language of instruction in early childhood centres and primary schools, while as the students make the transition into secondary school, Russian language becomes the language

		of instruction. Thus education is delivered in 37 ethnic languages of the Russian Federation in more than 6000 primary schools. Until recently education was delivered in 32 ethnic languages also in secondary schools, but as soon as a single external school leaving/university entry exam was introduced in 2009, the number of schools offering education in ethnic languages has significantly decreased, because the exam was administered only in Russian. Tatarstan government (a big ethnic republic) has protested against such discrimination. However their protest was not satisfied.
Policies on access to compulsory education in local schools	Yes	As of 2019 education in local (ethnic) languages must be subsidized from the local (municipal) resources, while previously this was the responsibility of the region, and this will further decrease the amount of children having access to education in their language.
<i>(others ...)</i>		

**(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?**

There are no available documents, which list the groups of citizens referred directly to the vulnerable groups to exclusion from education. We could consider the existing practice regulated by the laws, developed within the three federal ministries: the Ministry of Education, the Ministry of Health Care, and the Ministry of Labor and Social Protection. They regulate the possibility of protection and special attention to the following groups: disabled persons, special needs persons, citizens entitled to receive targeted social assistance, citizens in a challenging life situation. There are no direct indication that those groups can be discriminated or even denied education, services but if those groups of children come low-income families eligible for social support, they are considered to be also at-risk in terms of potential denial of proper education services.

The 273/2012 Law on Education identifies two categories of students to be vulnerable as regards to school access disabled students and students with "limited health opportunities" (or "special needs students"). The Federal Law "About the social protection of disabled in Russian Federation" 181/1995, art. 1 says that a disabled person (under 18 years of age – a disabled child) is a person who has a health disorder with persistent dysfunction of the body due to diseases, the consequences of injuries or defects, leading to limitation of life opportunities and causing the need

for social protection. The status of a disabled child is to be confirmed by the bureau of medical and social expertise, which belongs to the jurisdiction of the Ministry of Health Care of Russian Federation.

The 273/2012 Law on Education adds to the definition of a child with special education needs (“limited health possibilities”) defining him/her as an individual who has deficiencies in physical and (or) psychological development, confirmed by the psychological-medical-pedagogical commission and causing barriers to quality education in the absence of special conditions (art. 2, par.16). The local psychological-medical-pedagogical commission is organized and regulated by the Decree of the Ministry of Education of Russian Federation 1082/2013 “On approval of the Regulation on the psychological-medical-pedagogical commission”.

The same student could have both statuses simultaneously – a disabled child and a child with special education needs. In this case both certificates of statuses should include the suggestions on physical and educational rehabilitation, which is regulated by the Decree of the Ministry of Labor and Social Protection of Russian Federation 723/2013 “On the organization of work on interagency interaction of federal state institutions of medical and social expertise with psychological, medical and pedagogical commissions”.

In 2017 the socially unprotected categories of the population were renamed as “citizens entitled to receive targeted social assistance”, provided from the budgetary funds and extra-budgetary funds (Federal Law of October 30, 2017 No. 304-ФЗ “On Amendment of the Article 217 of Part Two of the Tax Code of the Russian Federation”). The Law regulates the lump-sum payments to citizens who, according to the amendment to the Tax Code until January 1, 2017, were referred to as “taxpayers belonging to the poor and socially unprotected categories” (paragraph 5 of clause 8 of article 217 of the Tax Code). <http://www.garant.ru/news/1145829/#ixzz6GHDVTkmU>

In accordance with the Decree of the Moscow Government dated March 24, 2009 No. 215-PP “On the procedure for providing targeted social assistance to citizens in challenging life situations in Moscow,” citizens who are in direct need of social support are provided with targeted social assistance (cash, clothing, grocery, durable goods). All types of targeted assistance are provided in a declarative manner, their frequency depends on the specific life situation, and the decision is made by the commission, after a comprehensive study of the submitted documents confirming the deterioration of living conditions and the results of the examination of the applicant’s living and social conditions, the original documents of expenses incurred.

On the basis of the order of the Department of Education of the city of Moscow No. 2168 dated 12/30/2010, as well as the Law of the City of Moscow No. 60 dated 11/23/2005, the category of students from socially vulnerable families includes:

- children from large families;
- children under guardianship (foster care);
- children whose both or a single parent are disabled persons of the 1 or 2 groups;
- disabled children;
- orphans and children left without parental care ( or care of legal representatives);



- children receiving a survivor's pension;
- children from low-income families identified by the decision of the school's social protection commission (subject to availability of necessary documents and availability of free meals).

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

The history of inclusive education in the Russian Federation began in 1980-1990s when the first inclusive educational institutions appeared. The opening of those institutions happened because of the proactive position of public and non-governmental organizations, as well as associations of parents of children with disabilities. In 1991, the first school of inclusive education "Ark" (Kovcheg) initiated by the Center for Clinical Pedagogy and association of parents of disabled children public organizations was opened in Moscow. In the fall of 1992, the project "Integration of Persons with Disabilities" was started, as a result of which experimental institutions for integrated education of children with disabilities were created in eleven regions of the country. In order to train teachers for working with children with disabilities in 1996, the board of the Ministry of Education and Science introduced the courses "Fundamentals of special (correctional) pedagogy" and "Psychology of children with disabilities" into the curriculum of pedagogical universities. On January 31, 2001, the Concept paper on Inclusive Education for People with disabilities was adopted at the International Scientific and Practical Conference on Education. In 2008, Russia signed the Convention on the Rights of People with Disabilities, and in 2012 it was approved at the legislative level.

According to the Ministry of Education and Science of the Russian Federation in 2008 - 2009s the model of inclusive education was implemented on an experimental basis in the educational institutions of various types in a number of regions of Russia: Arkhangelsk, Vladimir, Leningrad, Moscow, Nizhny Novgorod and Samara regions. To date, the implementation of inclusive education in Russia is performed in accordance with the Constitution of the Russian Federation, the Federal Law "On Education", the federal law "On Social Protection of Disabled Persons in the Russian Federation", and is regulated by the Convention on the Rights of the Child and the Protocol No. 1 of the European Convention on Human Rights and Fundamental Freedoms.

The first Russian city to legalize the right of a disabled child to secondary education was Moscow. In April 2010, the Moscow City Duma adopted the law "On education of people with disabilities in the city of Moscow" (Moscow City Law No.16 dated 28.04.2010). The new law guarantees people with disabilities their constitutional right to education and conditions necessary for them to get education services according to their individual needs.

The document establishes the procedure for the organization of training and education of people with disabilities both in comprehensive and, special schools as well as in home-based schooling and in any other type of an educational institution (Moscow City Law... 2010). Under the Act, the enrollment of children with disabilities into comprehensive schools should be organized on the basis of the findings of medical and psycho-pedagogical commission and the number of students with disabilities within a particular school is determined in accordance with

other laws of the Russian Federation and the city of Moscow. In addition, the new law provides for the establishment of a system of early care and psychological, medical and pedagogical provisions to treat the disabilities after they are discovered, regardless of their degree. The Legislation established the rules of admission, transfer and dismissal of disabled children from educational institutions, formula-based funding of educational institutions, where people with disabilities study, as well as measures of social support for teachers working with disabled children (Moscow Law " On the Education of People with Disabilities in the City of Moscow" N 37/2014 with amendments of N47/2016, <https://perspektiva-inva.ru/protec-rights/law/regional/moscow/mos-2/115-zakon-g-moskvy-ob-obrazovanii-lits-s-ogranichennymi-vozmozhnostyami-zdorovya-v-gorode-moskve>)

Currently, almost 4.5% of children living in Russia belong to the category of people with disabilities. They require special (remedial) education to meet their special educational needs. Unfortunately, Russia's inclusive education is in the first stage of its development yet and at the present time in our country the market of educational services for children with disabilities is extremely narrow. In small towns and villages, children with disabilities are often left out of the educational system, just for economic reasons. Although inclusion policy has been announced almost 10 years ago, special educational institutions are still the predominant form of teaching children with disabilities. Difficulties in training and educating disabled children, like in some other countries of the region, can be explained by an acute shortage of skilled workers: teachers, special needs experts, psychologists, educators, social workers and insufficient training of those available.

Funding of both inclusive and comprehensive schools is done on per capita basis. However, money is scarce and expenditures are abundant, which means that the school that has taken on the mission of training «special needs" children is largely unable to perform its function perfectly. Today in Russia there is an urgent need to review the system of funding of such schools, for example, using the scheme of specialized remedial schools' funding formula. At the same time, the adoption of a special law on education of children with special needs in Moscow is a large step towards the creation of a barrier-free environment, which would prove that inclusive education in Russia is no longer an experiment. This is the official program, which defines the rights and responsibilities of all stakeholders. Inclusive policies and practices in different regions of Russia vary. Nevertheless, inclusive education of disabled students and students with special needs became a catalyst for further development of accessibility of quality education for every child and elimination of barriers.

While discrimination on gender basis has been an issue a century ago, these days the problem exists only in some Muslim republics of Russia not much in terms of admission but rather in terms of maximum duration of education or access to some education services such as physical education and sports or leadership training.

Education of migrants has become an issue not too long ago, but has become a hot potato very rapidly. While in early nineties of the previous century most of the migrants were refugees from war affected regions and the main mission of schools was psychological rehabilitation and support to these children, the problems of the 21<sup>st</sup> century are mostly connected with the inflow of migrants from the former Soviet republics, China and Viet Nam. Some schools in big cities have between 70 and 90% of migrant population and teachers often find it difficult to address

their specific needs. They do not know how to teach speakers of other languages and some of them tend to completely ignore the issue, TALIS research of 2013 already has demonstrated that a big percentage of Russian teachers do not notice speakers of other languages in their classroom: almost 80% of respondents said that they do not have any such children in their schools, which simply cannot be the case. Little attention is paid to multicultural education and interethnic conflicts in schools. This may well be a projection of attitudes expressed by the public and some officials.



## 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)	<p>The Constitution of the Russian Federation, 2009  <a href="http://www.constitution.ru/10003000/10003000-4.htm">http://www.constitution.ru/10003000/10003000-4.htm</a></p> <p>Federal Law "On Basic Guarantees of the Rights of the Child in the Russian Federation" 124/1998  <a href="http://www.consultant.ru/document/cons_doc_LAW_19558/">http://www.consultant.ru/document/cons_doc_LAW_19558/</a></p> <p>Federal Law No 273/2012 "On Education in the Russian Federation" (The Law on Education)  <a href="http://kremlin.ru/acts/bank/36698/page/1">http://kremlin.ru/acts/bank/36698/page/1</a></p>	<p>Chapter 2 of the Constitution guarantees the rights and freedoms of all citizens, including the right for education (art.43).</p> <p>Establishes the basic guarantees of the rights and legitimate interests of a child provided for by the Constitution of the Russian Federation in order to create legal, socio-economic conditions for the realization of the rights and legitimate interests of a child.</p> <p>Among other things, it recognises the rights of minorities to non-discrimination and to receive education in their native language. Section 3 of the law states the right of everyone to education, the inadmissibility of discrimination in the field of education; the unity of the educational space on the territory of the RF, the protection and development of ethnocultural characteristics and traditions of the peoples of the RF in a multinational state. According to Art. 5, the right to education in the RF is guaranteed regardless of gender,</p>

		<p>race, nationality, language, origin, property, social and official position, place of residence, religion, beliefs, membership in public associations, or other circumstances. Article 14. Regulates language policy issues in the field of education. According to the Article, education in the state language of the Russian Federation is guaranteed in the RF, as well as the choice of the language of instruction and education within the possibilities provided by the education system.</p> <p>The law guarantees the right to education and upbringing for people with disabilities, the creation of special conditions for education, upbringing, including special educational programs, teaching methods, technical means, individual training and other conditions (art.79)</p>
Disability (UNCRPD)	<p>Federal Law 46/2012 "On Ratification of the Convention on the Rights of Persons with Disabilities"  <a href="http://www.kremlin.ru/acts/bank/35237">http://www.kremlin.ru/acts/bank/35237</a></p> <p>Federal Law 419/2014 "On Amending Certain Legislative Acts of the Russian Federation on the Social Protection of People with Disabilities in Connection with the Ratification of the Convention on the Rights of People with Disabilities"</p>	<p>The law gives legal force to the Convention on Rights for people with Disabilities (UN) in the RF. The normative legal acts of the RF on the rights of people with disabilities should be brought into line with the provisions and norms of the Convention.</p> <p>The law amended some legislative acts of the Russian Federation in accordance with the provisions of the UN Convention on the Rights of People with Disabilities.</p>

	<p><a href="http://www.consultant.ru/document/cons_doc_LAW_171577/">http://www.consultant.ru/document/cons_doc_LAW_171577/</a></p> <p>Federal Law 181/1995 "On Social Protection of People with Disabilities in the Russian Federation".</p> <p><a href="http://www.kremlin.ru/acts/bank/8523">http://www.kremlin.ru/acts/bank/8523</a></p> <p>Federal Law 383/2015 "On the standard of financial spendings per month for one citizen receiving state social assistance in the form of a social service for providing medicines, medical products, and also specialized medical nutrition</p>	<p>The law defines the state policy in the field of social protection of people with disabilities in the Russian Federation, the purpose of which is to ensure that people with disabilities have equal opportunities with other citizens to exercise civil, economic, political and other rights and freedoms provided for by the Constitution of the Russian Federation, ratified by the UN Convention on the Rights of People with Disabilities, in accordance with universally recognized principles and norms of humanism.</p> <p>The law establishes the standard of financial spendings per month for one citizen receiving state social assistance in the form of a social service for providing, in accordance with the standards of medical care, prescriptions for drugs issued by a doctor (paramedic), products for medical use, medical devices, and specialized medical nutrition products for children with disabilities.</p> <p>Simplified procedure for examining citizens to establish disability</p>
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	<p>products for children with disabilities for 2016. "</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_191256/">http://www.consultant.ru/document/cons_doc_LAW_191256/</a></p> <p>Resolution of the Government of the Russian Federation No 607/2019 "On Amending the Rules for the Recognition of Persons with Disabilities"</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_324815/">http://www.consultant.ru/document/cons_doc_LAW_324815/</a></p>	
<p>Gender (Convention on discrimination against women CEDAW)</p>	<p>The 2014 Constitution of the Russian Federation as amended in 2019, art. 19.3</p> <p><a href="http://docs.cntd.ru/document/9004937">http://docs.cntd.ru/document/9004937</a></p> <p>Labor Code of the Russian Federation, part 4, chapter 41</p> <p><a href="http://www.owl.ru/win/docum/rf/tk41.htm">http://www.owl.ru/win/docum/rf/tk41.htm</a></p> <p>Family Code of the Russian Federation of 223/1995 (as amended on November 15, 1997, June 27, 1998, January 2, 2000.)</p>	<p>Equality of men and women before the law, equality of rights and freedoms.</p> <p>Features of the regulation of women's labor.</p> <p>Family law, rights and obligations of parents and children.</p>

	<a href="http://www.owl.ru/win/docum/rf/family.htm">http://www.owl.ru/win/docum/rf/family.htm</a>	
<p>Ethnicity or language (UN Declaration on Rights of people belonging to National, ethnic, religious and linguistic minorities)</p>	<p>The 2014 Constitution of the Russian Federation as amended in 2019 <a href="http://docs.cntd.ru/document/9004937">http://docs.cntd.ru/document/9004937</a></p>	<p>Art.19, Chapter 2 guarantees the observance of human rights, prohibits any form of restriction of the rights of citizens on the grounds of social, racial, national, linguistic or religious affiliation. Art. 26 gives everyone the right to freely determine and indicate their nationality. Clause 2 of this article establishes the right of everyone to use their native language and freely choose the language of communication, training and creativity. Art. 71 and 72 relate to the protection of the rights and freedoms of man and citizen and the protection of the rights of national minorities and the protection of the original habitat and traditional lifestyle of small ethnic communities; to the competence of the authorities of the Russian Federation and subjects</p> <p>The law guarantees all its people the right to preserve their mother tongue and create conditions for its study and development. Article 3 describes the status of the Russian language as the single national language of the Russian Federation Everyone has the right to use their native language, to freely choose the language of communication, education, training and creativity. The subjects of the Federation have the right to establish their own additional state languages, which can be used by local authorities alongside with the Russian language.</p>



	<p>Law of the Russian Federation No. 1807/1991 "On the languages spoken by the people of the Russian Federation"</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_15524/">http://www.consultant.ru/document/cons_doc_LAW_15524/</a></p> <p>Federal Law No. 74/1996 "On National Cultural Autonomy"</p> <p>Federal Law No. 82/1999 "On Guarantees of the Rights of Indigenous Minorities"</p>	<p>Ensures conditions for the realization of the rights of minorities to preserve their cultural identity and to participate in the society.</p> <p>Articles 8–10 list the rights of small ethnicities with respect to the protection of their original habitat, traditional way of life, housekeeping and crafts; to preserve and develop their original culture.</p> <p>Contains a list of the main directions and tasks of state policy in the field of ensuring the rights of minorities.</p>
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	<p>Decree of the President of the Russian Federation N 1666 /2012  “On the Strategy of the state national policy of the Russian Federation for the period until 2025”  <a href="http://base.garant.ru/70284810/">http://base.garant.ru/70284810/</a></p>	
<p>Other (e.g. Rights of indigenous population)</p>	<p>The Federal Law No 442/2013  “About the basics of social service of the citizens in the Russian Federation”  <a href="http://www.consultant.ru/document/cons_doc_LAW_156558/">http://www.consultant.ru/document/cons_doc_LAW_156558/</a></p> <p>Federal Law 120/1999 “On the Basics of the System for the Prevention of Neglect and Juvenile Delinquency”  <a href="http://base.garant.ru/12116087/">http://base.garant.ru/12116087/</a></p>	<p>The law establishes the basis of legal regulation in the field of social services in the Russian Federation.</p> <p>The law provides the principles of organization of the nation-wide system for the prevention of neglect and juvenile delinquency and regulates the responsibilities and duties of the governmental organizations busy with these issues. Chapter 5 speaks about commissions on the affairs of minors and the protection of their rights, guardianship authorities and etc.</p>

	<p>Federal Law N 159/1996 "On Additional Guarantees for the Social Support to Orphans and Children Left Without Parental Care"</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_12778/">http://www.consultant.ru/document/cons_doc_LAW_12778/</a></p> <p>Federal Law N 48/2008 "On Guardianship"</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_76459/">http://www.consultant.ru/document/cons_doc_LAW_76459/</a></p>	
...	<p>Federal Law N 184/2019 "On Amendmens to the Federal Law" On Social Protection of People with Disabilities in the Russian Federation "and Recognition of Clause 16 of Part 6 of Article 7 of the Federal Law" On the Organization of State and Municipal Services "</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_329288/">http://www.consultant.ru/document/cons_doc_LAW_329288/</a></p>	<p>The law describes new procedures for providing measures of social support for people with disabilities and providing services through the introduction of a system of interagency electronic interaction.</p>

**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 preparati on etc.)	Description of key content

<p>Federal Law No 273/2012 "On Education in the Russian Federation" (The Law on Education)</p> <p><a href="http://kremlin.ru/acts/bank/36698/page/1">http://kremlin.ru/acts/bank/36698/page/1</a></p>	<p>enacted</p>	<p>The main law regulating the development of the system of education, including general education, in Russia.</p>
<p>Decree of the Government of the Russian Federation No. 175/2011 "On the State Program of the Russian Federation "Accessible Environment "for the period 2011-2015"</p> <p><a href="https://rg.ru/2011/03/28/dostupnaya-sreda-site-dok.html">https://rg.ru/2011/03/28/dostupnaya-sreda-site-dok.html</a></p>	<p>enacted</p>	<p>The regulations for the provision of the accessible educational environment in all educational and non-educational institutions (the elimination of the physical barriers).</p>
<p>Resolution of the Chief State Sanitary Doctor of the Russian Federation No. 26/2015 "On approval of SanPiN 2.4.2.3286-15" Sanitary and epidemiological requirements for the conditions and organization of training and education in organizations engaged in educational activities providing adapted basic general educational programs for students with disabilities "</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/1.СанПиН от 10.07.2015 26 Об утверждении СанПиН для ОБЗ.pdf">https://mosmetod.ru/files/OVZ/doc/1.СанПиН от 10.07.2015 26 Об утверждении СанПиН для ОБЗ.pdf</a></p>	<p>enacted</p>	<p>The sanitary and epidemiological requirements for all educational institutions for children with disabilities and inclusive institutions, which implement adapted basic general educational programs. SanPiN applies to organizations with a daily or all year-round) stay of children, and also applies to individual classes and / or groups for students with disabilities, including extended-day groups. The requirements for the equipment and sanitary condition of the premises, the organization of educational activities and the daily routine, nutrition and medical care for children are provided. SanPiN comes into force on September 1, 2016.</p>
<p>Order of the Ministry of Education and Science of Russia No. 1309/2015 "On Approval of the Procedure for Ensuring Conditions for Accessibility of Facilities and Services in the Field of Education for Disabled, as well as Providing them with Necessary Assistance"</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/3.Приказ МОиН РФ от 09.11.2015 1309 Об утвер">https://mosmetod.ru/files/OVZ/doc/3.Приказ МОиН РФ от 09.11.2015 1309 Об утвер</a></p>	<p>enacted</p>	<p>The Procedure for ensuring accessibility of educational facilities and services for people with disabilities, and provision of the necessary assistance. Measures are being taken to ensure unhindered access to objects, accompaniment, and proper placement of information carriers. Problems of issuing accessibility passports for the disabled necessary to enter facilities and access services have been resolved. The provisions on ways to</p>

<p><a href="#">ждении Порядка обеспечения условий доступности для инвалидов.pdf</a></p>		<p>assess the level of accessibility for people with disabilities have been finalized.</p>
<p>Letter of the Ministry of Education and Science of Russia No. VK-452/07/2016 "On the introduction of the Federal State Educational Standard for people with special needs (OVZ - special needs)</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/9.Письмо_МОиН_РФ_от_11.03.2016_ВК-452_07_О_введении_ФГОС_ОВЗ.pdf">https://mosmetod.ru/files/OVZ/doc/9.Письмо_МОиН_РФ_от_11.03.2016_ВК-452_07_О_введении_ФГОС_ОВЗ.pdf</a></p>	<p>enacted</p>	<p>Methodological recommendations on the implementation of federal state standards for primary general education of students with disabilities and health problems and education of people with mental retardation (intellectual disabilities).</p>
<p>Letter of the Ministry of Education and Science of Russia No. VK-268/07/2015 "On improving the activities of centers for psychological, pedagogical, medical and social assistance"</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/10.Письмо_МОиН_РФ_от_10.02.2015_ВК-268_07_О_совершенствовании_деятельности_ЦППМиСП.pdf">https://mosmetod.ru/files/OVZ/doc/10.Письмо_МОиН_РФ_от_10.02.2015_ВК-268_07_О_совершенствовании_деятельности_ЦППМиСП.pdf</a></p>	<p>enacted</p>	<p>Explains that the Centers have the right to carry out educational activities under the basic general education curriculum of early childhood education, supplementary general education curriculum, vocational training curricula and other general education curricula.</p>
<p>Order of the Ministry of Education and Science of Russia No. 1598/2014 "On approval of the federal state educational standard for primary general education of students with disabilities"</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/19.Приказ_МОиН_РФ_от_19.12.2014_1598_Об_утверждении_ФГОС_НОО_ОВЗ.pdf">https://mosmetod.ru/files/OVZ/doc/19.Приказ_МОиН_РФ_от_19.12.2014_1598_Об_утверждении_ФГОС_НОО_ОВЗ.pdf</a></p>	<p>enacted</p>	<p>The federal state educational standard for primary general education of students with disabilities. The standard contains requirements for the structure of the adapted general education curriculum, the conditions for its implementation and the expected results of students development.</p>
<p>Order of the Ministry of Education and Science of Russia No. 1082/2013 "On approval of the Regulation on the psychological, medical and pedagogical commission"</p>	<p>enacted</p>	<p>A new documentation on the functions of a psychological-medical-pedagogical commission. Its mission is to promptly identify children with special needs as regards to their physical and (or) mental development and (or) deviations in behavior.</p>

<a href="https://mosmetod.ru/files/OVZ/doc/21.Приказ_МОиН_РФ_от_20.09.2013_N_1082_Об_утверждении_Положения_ПМПК.pdf">https://mosmetod.ru/files/OVZ/doc/21.Приказ_МОиН_РФ_от_20.09.2013_N_1082_Об_утверждении_Положения_ПМПК.pdf</a>		
<p>Letter of the Ministry of Education and Science of Russia No. 07-832/2012 “On Methodological Recommendations for Organizing Home-Based Education for Children with Disabilities Using Distance Learning Technologies”</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/32.Письмо_МОиН_РФ_от_10.12.2012_-07-832_О_МР_по_организации_обучения_на_дому_детей-инвалидов_с_использованием_ДОТ.pdf">https://mosmetod.ru/files/OVZ/doc/32.Письмо_МОиН_РФ_от_10.12.2012_-07-832_О_МР_по_организации_обучения_на_дому_детей-инвалидов_с_использованием_ДОТ.pdf</a></p>	enacted	<p>Methodological recommendations on the organization of home-based education for children with disabilities using distance learning technologies (DOT) have been developed. Three main models of introducing DOT in the education of children with disabilities and the main provisions of the organization of training for children with disabilities using distance learning forms have been formed.</p>
<p>Letter of the Ministry of Education and Science of Russia No. NT-392/07/2014 “On the final certification of students with disabilities”</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/33.Письмо_МОиН_РФ_от_09.04.2014_NT-392_02_Об_итоговой_аттестации_обучающихся_с_ОВЗ.pdf">https://mosmetod.ru/files/OVZ/doc/33.Письмо_МОиН_РФ_от_09.04.2014_NT-392_02_Об_итоговой_аттестации_обучающихся_с_ОВЗ.pdf</a></p>	enacted	<p>Clarifications regarding the powers of the psychological-medical-pedagogical commissions on the final certification of students with disabilities. The annex gives an explanation of the definitions of "students with disabilities", "children with disabilities." The forms and procedures for conducting GIA for children with disabilities or mental health are determined, as well as the PMPK operating procedure is described.</p>
<p>Letter of the Ministry of Education and Science of Russia No. 07-3735/2015 “On channelling methodological recommendations”</p> <p><a href="https://mosmetod.ru/files/OVZ/doc/40.Письмо_МОиН_РФ_от_13.11.2015_07_3735_О_направлении_МР_опыт_практики_ОВЗ.pdf">https://mosmetod.ru/files/OVZ/doc/40.Письмо_МОиН_РФ_от_13.11.2015_07_3735_О_направлении_МР_опыт_практики_ОВЗ.pdf</a></p>	enacted	<p>Methodological recommendations are meant to identify the most effective educational practices for children with disabilities. The best practices of the constituent entities of the Russian Federation as regards to the implementation of the activities of the Accessible Environment program are presented. Some effective practices of integration, inclusion, and ensuring accessibility of the environment for people with disabilities and health problems are described, including the experience of educational</p>

		institutions in Moscow in creating special conditions for the education of children with special educational needs in early childhood, preschool, basic general, and secondary vocational educational institutions.
Letter of the Ministry of Education of Russia No. TS-551/07/2019 “On the support to education of students with disabilities and health problems”  <a href="https://mosmetod.ru/files/OVZ/doc/20.02.2019_TC-551_07.pdf">https://mosmetod.ru/files/OVZ/doc/20.02.2019_TC-551_07.pdf</a>	enacted	Explanations on ways to support the education of students with disabilities are provided. The status and responsibilities of a tutor and assistant teacher as regards to the provision of technical assistance to people with disabilities, the nature of their activities, the procedure for the introduction of the posts “tutor”, “assistant teacher” are specified.
Letter of the Ministry of Education of Russia No. OV-473/07/2019 “On providing teaching materials(textbooks and teaching aids) to students with special needs”  <a href="https://mosmetod.ru/files/OVZ/doc/OV-473_07_ot_10.06.2019.pdf">https://mosmetod.ru/files/OVZ/doc/OV-473_07_ot_10.06.2019.pdf</a>	enacted	It talks about the need to create special conditions for education of students with disabilities in terms of supplying them with appropriate teaching materials (textbooks, teaching aids). An educational organization can only use textbooks that are included into the Federal List of Textbooks, approved by the order of the Ministry of Education of Russia dated December 28, 2018 No. 345.
Decree of the Ministry of Education of Russia No. P-93/2019 “On the Approval of the Framework Regulations on the provision of Psychological and Pedagogical Consultation in an Educational Organization”  <a href="https://mosmetod.ru/files/OVZ/P_93_09.09.19_PPk.pdf">https://mosmetod.ru/files/OVZ/P_93_09.09.19_PPk.pdf</a>	enacted	Clarifications about the psychological and pedagogical consultation (PPC) in an educational organization, the composition and functions of the PPC, the procedure and duration of the examination, the contents of recommendations for the organization of psychological and pedagogical support to SEN students are specified, a list of documentation and the required form of the minutes of a PPC meeting is given.

### 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
State program "Development of education" for 2019-2025. <a href="https://www.garant.ru/products/ipo/prime/doc/71748426/">https://www.garant.ru/products/ipo/prime/doc/71748426/</a>	2019 - 2025  In progress	The main federal level program describing key strategic directions/subprograms of the development of the system of education in RF through the federal projects: "Young Professionals", "Modern School", "The success of each child", "Support to the families with kids", "Digital educational environment", "Teacher of the Future" and others. The document provides the key indicators and the road maps for each of the programs and identifies the amount of funding to be provided from the federal and local budgets.
Federal Targeted Program for the Development of Education for 2016-2020 <a href="http://docs.cntd.ru/document/420276588">http://docs.cntd.ru/document/420276588</a>	2016 - 2020  In progress	The goal of the Program is to create conditions for the effective development of Russian education system, aimed at ensuring the availability of quality education that meets the requirements of modern innovative socially oriented development of the RF. The objectives of the Program are: the development and dissemination of structural and technological innovations in secondary vocational and higher education; vocational and higher education; development of modern mechanisms and technologies of general education; implementation of measures for the development of scientific and educational provisions and creative environment in educational organizations, development of an effective system of additional education for children; design of an infrastructure providing training conditions suitable for the modern economy; the development of a framework for assessing the quality of education and educational results.




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

There are no specific documents on the topic developed, but the general strategic documents which is used by the system of education overall, covering different aspects, including inclusion in education.

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
<p>The passport of the national project "Education"</p> <p><a href="https://base.garant.ru/72192486/">https://base.garant.ru/72192486/</a></p>	<p>2019 – 2024</p> <p>In progress</p>	<p>The roadmap with Indicators and key objectives of development of the education system in priority areas.</p> <p>The aims of the National Project include the ensuring of the global competitiveness of Russian education, and the Russian Federation becoming one of the 10 leading countries in the world in the quality of general education, and the proportion of children aged 5 to 18 years enrolled in additional education should be no less than 80%. The National Program includes 10 federal projects, and several of them directly affect the further development of inclusive education:</p> <p><i>"The modern school"</i> project sets up objectives and basic indicators for: reconstruction of school buildings and upgrading the existing facilities and teacher means and tools in 800 schools, which teach students with special needs under the adapted programs; the general upgrade of the rural schools and schools in small towns (no less than 2000 schools with 700 000 students); pilot approbation of the model of psychological and pedagogical support services in 5 regions of the Russian Federation along with the development of the methodological recommendations for creation and</p>

		<p>support of the psychological support services in schools, and etc.</p> <p><i>“The success of each child”</i>: no less than 70% of students with special needs will be involved into additional (extra-curriculum) education, including the courses provided online.</p> <p><i>“Support for the families with kids”</i>: the creation of the network of the supporting centers, providing psychological, pedagogical and consulting assistance to parents having kids in no less than 25 subjects of Russian Federation and with cooperation of the regional NGOs.</p> <p><i>“Digital learning environment”</i>: creation of the digitally enriched and unified learning environment and provision of the Internet access to the rural and small town’s schools.</p> <p><i>“Young professionals”</i>: includes the development of the “Abylimpics” movement in the Russian Federation with the national championship, involving students with disabilities into professional competitions.</p>
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**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:

Paragraph 27.2 of the Federal Law No 273-FL “On Education in Russian Federation” states that “inclusive education is the provision of equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities”.

[http://www.consultant.ru/document/cons\\_doc\\_LAW\\_140174/b819c620a8c698de35861ad4c9d9696ee0c3ee7a/](http://www.consultant.ru/document/cons_doc_LAW_140174/b819c620a8c698de35861ad4c9d9696ee0c3ee7a/)

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:

There is no direct translation and so far definition of the “vulnerable groups”, mentioned in the laws in Russian federation, though there is a very close in meaning notion of “socially unprotected categories of citizens”. The definition is given in the latest Federal Law No. 304/2017 «On Amendments to the Article 217 of Part Two of the Tax Code of the Russian Federation»). Socially unprotected categories of the population were renamed as “citizens entitled to receive targeted social assistance”.

A law has been passed according to which citizens are to be exempt from personal income tax if, in accordance with the legislation, they are classified as having the right to receive targeted social assistance provided from budgetary funds and extrabudgetary funds. This assistance is provided as one-off lump-sum payments to citizens who, as stipulated by the Tax Code functioning until January 1, 2017, were called "taxpayers coming from the poor and socially unprotected categories of population"

<http://www.garant.ru/news/1145829/#ixzz6G1eo6Pm3>

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:

Paragraph 2.16 of the Federal Law No 273-FL “On Education in Russian Federation” defines such student as “a student with disabilities” rather than “a student with special (educational) needs”. A student with disabilities - is “an individual who has deficiencies in physical and (or) psychological development, which is confirmed by the psychological, medical and pedagogical commission and cannot study in the absence of special conditions provided for him/her”.

If no, please give further information:

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

At present, the Ministry of Education of RF discusses the draft of new legal act – a Federal Law “On Amending Certain Legislative Acts of the Russian Federation Concerning the Regulation of Education of People with Special Educational Needs”. Now this law is at the stage of public discussion. One of the main issues to be discussed as regards to this law will be the change of the definitions from “students with disabilities” to “students with special educational needs” in a broader meaning of the term. The draft law also proposes a change of wording for the category "students with mental retardation» to use the term "students with intellectual disabilities."

<https://regulation.gov.ru/projects#npa=90173>

In Magadan Region Local Ministry of Education is going to ratify the “Concept paper for the development of inclusive education in Magadan region until 2020 (as amended on March 29, 2019). The Concept paper provides the basis for further development of inclusive education in Magadan region, including the creation of early support services, advanced training for school teachers, development of a regional network of social and educational institutions, activities based on the principles of inclusive education; developing an educational environment for people with disabilities and health problems by providing psychological, pedagogical, medical and social support; development and implementation of a model of a continuous system of inclusive education and etc.

<http://docs.cntd.ru/document/428587878>

**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.**

Baranov V., Petyukova O., Prizhennikova A., Vilskaya N. Inclusive Education in Russia: Legal Development Prospects. International Conference on the Theory and Practice of Personality Development in the Modern Society (ICTPPFMS 2018). Part of series “Advance in Social Science, Education and Humanities Research. - <https://www.atlantispress.com/proceedings/ictppfms-18/25902978>

Rokotyanskaya O., Yaraya T. (2017) Inclusive practices in Russia: analytical study in federal districts. - <https://cyberleninka.ru/article/n/inklyuzivnye-praktiki-v-rossii-analiticheskie-issledovaniya-po-federalnym-okrugam>

Alekhina S. Inclusive Education: Illusion or Reality? (electronic resource) // [Siberian Vestnik on Special education \(2017\), № 1 \(19\), page 4–7. - http://sibsedu.kspu.ru/static/papers-19/19-1.pdf](http://sibsedu.kspu.ru/static/papers-19/19-1.pdf)

Targets of state national policy: renewal of human resources and national cultures (the problem of the “Other”). Collective monograph / E.S. Baksheev [et al.] (2018); under the editorship of OK. Rumyantseva and A.Yu. Shemanova. St. Petersburg: Publishing House Aleteya - [http://www.inclusive-edu.ru/wp-content/uploads/2018/12/Rumyantsev\\_TSelevye-orientry-3.pdf](http://www.inclusive-edu.ru/wp-content/uploads/2018/12/Rumyantsev_TSelevye-orientry-3.pdf)

Information letter “Inclusive and special education of people with disabilities and children with disabilities” of the Department of Education and Science of the city of Moscow (based on the results of the academic year 2018-2019). - <https://www.mos.ru/donm/documents/metodicheskie-rekomendacii/view/230104220/>

Inclusive Education: Continuity and Succession. Materials of the V International Scientific and Practical Conference on Inclusive Education. October 23-25, 2019 - [http://www.inclusive-edu.ru/wp-content/uploads/2019/10/Tezisy\\_v-pechat.pdf](http://www.inclusive-edu.ru/wp-content/uploads/2019/10/Tezisy_v-pechat.pdf)

**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?**

There are many contradictions in the legislation on inclusive education which happen when approval of a law comes into contradiction with other existing laws. For example, The Federal Law on Education No273/2012 guarantees the right to inclusion of all students with special needs into regular schools, while the changes in the system of the budget funding of schools from institution basis to a per-capita basis have created barriers to the inclusion. The schools are interested to enroll as many students as possible, but if they enroll more students with special needs, they would require more budgetary resources for provision of the adaptive educational environment and facilities, teaching means and tools, more specialized professional staff members (speech therapists, neuropsychologists, etc). So, each student brings the per capita budget to the school, but a special needs student brings no extra budget to cover the costs of a special education environment and fulfillment of all the instructions written in the recommendations for the local medical, psychological and pedagogical commission. The school principal will either agree to enroll the special needs student and do nothing for him (so called “wild inclusion”), or he/she will do everything possible to prevent the enrollment of such student into the school.

Therefore, it can be said that, in spite of multiple orders, decrees, national programs and plans being approved by the government, and the basic mechanisms for inclusion being developed, the inclusion as a norm of school life is still not recognized by the teachers and the majority of Russian citizens.

In 2020 after a nationwide discussion and voting the Government is going to approve several important amendments to the existing Constitution of the Russian federation. The expected changes will also cover the issues of inclusion – the access to education, use of the national language and the new role of the Orthodox Church. The way these amendments are currently formulated (and those are already approved by the Parliament) may cause further contradictions and problems.

## Section 2: Governance and Finance

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

### 1.11. 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>The policy and coordination issues are discussed and put into action by the special intergovernmental commissions and working groups, whose members represent all the ministries and stakeholders, and also NGOs and educational institutions, involved into inclusive education.</p> <p>The Commission on Disabled Affairs, which is an advisory body reporting directly to the President of the Russian Federation, was formed to ensure the interaction between federal and regional governmental bodies, local authorities, public associations, scientific and other organizations as regards to issues related to disability and people with disabilities in the Russian Federation - <a href="http://www.kremlin.ru/structure/commissions#institution-34">http://www.kremlin.ru/structure/commissions#institution-34</a></p> <p>Intergovernmental commission “The Government Commission on the Affairs of Minors and the Protection of Their Rights” and “The Coordinating Council under the Government of the Russian Federation for the conduct of the Decade of Childhood in the Russian Federation”.</p> <p><a href="http://government.ru/agencies/">http://government.ru/agencies/</a></p> <p>In accordance with the Decree No. 823/2018 this Coordinating Council is created to ensure coordinated actions of state authorities, public associations and organizations in the</p>

		implementation of the Plan of main activities within the framework of the “Decade of Childhood”.
Identification of needs / referral for services	Yes	<p>The needs of disabled and special needs students are identified by the special interdepartmental commissions called “Psychological-Medical-Pedagogical Commissions”, PMPC. The PMPC activities are based on collaboration of the Department of Education, Department of Health Care, and Department of Social Protection as it provides recommendations on teaching, health rehabilitation, and necessity of provision of personal assistants/tutors, wheelchairs or other technical rehabilitation devices.</p> <p>The collaboration of different ministries and departments in the regions of the RF is envisaged on issues of organization of annual summer camps and health campaigns/ Usually in June-August children from low income families and special needs students are invited to spend summer holidays in the summer camps of the region, or at the resorts in other geographical areas of the country (the Black Sea, the Baltics etc).</p>
Data sharing	Yes	<p>Within the last five years the federal databases and electronic document management system formed the basis for the data exchange in a digital format. For instance, the pilot program “Electronic Moscow” allows different ministries to access all the data collected in the ministerial databases through the procedures of reporting and data collection, and makes the data available to other ministries and governmental organizations on request.</p>
Monitoring and evaluation	Yes	<p>Each federal or regional state-funded program on inclusive education development is described through certain indicators, developed to evaluate the result of the program. The evaluation is carried out by the appropriate inspection of the organizations and institutions, through collecting data from reports field visits and other measures</p>

		<p>For instance, there is a document called “Interdepartmental complex plan on issues of inclusive general education and supplementary education, and special terms and conditions for education of students with disabilities and special needs for 2018 – 2020”, adopted by the order of the government No 987/2018.</p> <p><a href="https://rulaws.ru/acts/Mezhvedomstvennyy-kompleksnyy-plan-po-voprosam-organizatsii-inklyuzivnogo-obshego-i-dopolnitelnogo-obra-solt-cugdgeh/">https://rulaws.ru/acts/Mezhvedomstvennyy-kompleksnyy-plan-po-voprosam-organizatsii-inklyuzivnogo-obshego-i-dopolnitelnogo-obra-solt-cugdgeh/</a></p>
Quality assurance and accountability	Yes	<p>The quality assurance and accountability are ensured through procedures of external control of the effectiveness of introduction of the federal educational standards for students with special needs and with mental disorders. For instance, the cooperation between the Ministry of Education and other ministries and governmental bodies is described in the document “Introduction of the federal educational standards for special need students and students with mental disorders” - an interagency comprehensive plan for organizing inclusive early childhood and general education services and creating special conditions for education of children with disabilities and children with health problems for 2016-2017”, approved by the government by order No 4491/2016.</p> <p><a href="http://docs.cntd.ru/document/420368479">http://docs.cntd.ru/document/420368479</a></p>
<i>Organization of a summer wellness campaign for school children</i>	Yes	<p>The summer wellness campaigns are organized each year by the regional governments of the subjects of Russian Federation.</p> <p>For example, in Tyumen region, in accordance with the order No. 46/2016 of the Government of the Tyumen region “On the organization of children's health campaign in Tyumen region in 2016”, coordination of activities of the executive bodies of state power of Tyumen region and their interaction with the territorial bodies of federal executive bodies, bodies of the local government, branch trade unions, health and other organizations and institutions, youth, children’s and other</p>



		<p>public associations in the field of recreation and health improvement of the population and the employment of minors are described.</p> <p><a href="https://cyberleninka.ru/article/n/regionalnye-aspekty-mezhvedomstvennogo-vzaimodeystviya-v-inklyuzivnom-obrazovanii/viewer">https://cyberleninka.ru/article/n/regionalnye-aspekty-mezhvedomstvennogo-vzaimodeystviya-v-inklyuzivnom-obrazovanii/viewer</a> -</p>
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If no, please give further information:

**1.12. 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		
Identification of needs / referral for services		
Data sharing		
Monitoring and evaluation		
Quality assurance and accountability		
(others ...)		

If no, please give further information:

**1.13. Are non-governmental organisations and/or associations involved in governance processes?**

No  No information available  **Yes**

If yes, please describe their involvement:



The NGOs, associations of parents of kids with special needs participate in governance processes by participation in governmental and interdepartmental commissions on inclusive education, organizing national and international conferences on inclusive practices, sharing information about inclusion in mass media and in social networks.

One of the leading NGO who was the pioneer in the field of inclusive education in Russia is the Regional non-profit social organization “Center for Curative Pedagogy” (CCP), set up by a group of teachers and parents of kids with special needs in 1989. At that time, governmental agencies proclaimed their target group of children ‘unteachable’. The main goal of CCP is to vigorously interact with the professional community in order to share and disseminate the accumulated knowledge, based on over 25 years of the Curative Pedagogic experience.

<https://ccp.org.ru/en/history>

The Parental public organization of assistance to children with autism spectrum disorders (ASD) “Contact” assists children with ASD, provides assistance to families, cooperates with specialists and government bodies, supports scientific research in the field of autism, and protects the rights of autistic children. The “Contact” is an official partner of the Department of Education and the Department of Health of Moscow, and also has agreements and works with two main city hospitals that deal with children with autism. “Contact” is also an official partner of the Federal Resource Center for Autism and co-organizer of the largest specialized and thematic events in Moscow and Russia, is the initiator and organizer of the largest in Russia annual inclusive festival “People as People”, dedicated to the World Autism Awareness Day - April 2. <https://contact-autism.ru/about>

“VORDI” is the all-Russian organization of parents of children with disabilities and people beyond the age of 18 with mental and other disabilities in need of representation of their interests. The regional and local VORDI representations act in 58 subjects of the Russian Federation. VORDI initiates public discussions on the problems of people and children with mental disorders, and interacts with such organization as the Ministry of Education of Russia, Ministry of Labor of Russia, Federal Bureau of Medical and Social Expertise, Social Insurance Fund of the Russian Federation, St. Petersburg’s Institute for Early Intervention, the Federal Resource Center for Assistance to Children and Adults with ASD, the Federal Resource Center for Comprehensive Support for Children with Intellectual Disabilities, Severe and Multiple Disabilities, the Institute for Inclusive Education Problems of Moscow State Pedagogical University, representatives of relevant non-profit organizations and the scientific community, leading experts from various spheres of life of children with disabilities and adults with disabilities who need representation of their interests. [http://vordi.org/content/o\\_vordi/2\\_sezd\\_vordi](http://vordi.org/content/o_vordi/2_sezd_vordi)

“Perspektiva”, a regional public organization of people with disabilities, was created in 1997. Perspektiva is one of the oldest non-profit organizations in Russia, a leader in the field of protection of the rights of people with disabilities. The mission of “Perspektiva” is to achieve full inclusion of people with disabilities in all areas of society and to improve the quality of their lives. Inclusive education is one of the organization's priorities. Since 2005 ROOI “Perspektiva” has been coordinating the activities of the Coalition “Towards Education for All”, which includes public organizations of people with disabilities and parents of children with disabilities. <https://inclusion24.ru/about/>

If no, please give further information:

**1.14. 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>Each citizen of the Russian Federation can appeal for their rights violation to any of the administrative bodies or institutions in accordance with the Federal Law No 59/2006 “On the Procedure for Considering Appeals of Citizens of the Russian Federation”.</p> <p><a href="http://www.consultant.ru/document/cons_doc_LAW_59999/">http://www.consultant.ru/document/cons_doc_LAW_59999/</a></p>
School inspection	Yes	<p>There are diverse and rather frequent inspections, which visit every educational institution within an academic year. The inspection can be complex and include representatives from different governmental organizations and agencies (security and fire departments, prosecutor’s office, the department of licensing and accreditation, etc), or it can be thematic and focused on checking the fulfilment of this or that law or regulation. For instance, there was a document called “An interdepartmental comprehensive plan for the organization of inclusive early childhood and general education and the creation of special conditions for the education of children with disabilities and special needs for 2016-2017” issued by the Ministry of Education and Science by Order No4491/2016”, which was used by the inspection to monitor the situation at inclusive schools.</p> <p><a href="https://informatio.ru/upload/docs/MON-pr-4154_ot_30.06.2016.pdf">https://informatio.ru/upload/docs/MON-pr-4154_ot_30.06.2016.pdf</a></p>

<p>Other quality assurance processes (e.g. standards for teaching, support services etc)</p>	<p>Yes</p>	<p>The quality assurance procedures are performed through evaluation of data on each student obtained from the database of the national system of assessment of the quality of education (monitoring, tests, final exams). There are national standards for the professional competencies of teachers and the system of their certification, which consists of testing in the subject of teaching, evaluation of the results of teaching and professional development (obligatory training courses every 3 years) and other elements. The support services are regulated by the corresponding laws and approved standards and are the same for both state-funded and non-state educational institutions.</p>
<p>Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)</p>	<p>Yes</p>	<p>All the schools in Russia are required to use unified electronic journals of performance and attendance, which collect data for each student. These data form a single federal base for students (digital cloud technology), which enables the online monitoring and getting valid data on attendance, academic performance, participation of student in any of the extra-curriculum (supplementary) activity, school subject Olympiads and other competitions. The databases use special facilities to mark the students with special needs, disabled students, migrant students, and students from “socially protected categories”.</p> <p>Any of the existing electronic databases of schools and students are interconnected with the school district accounting system, which allows to monitor the spending of per-capita money which forms the schools’ annual budget.</p>
<p>(others ... )</p>		

If no, please give further information:



**1.15. 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.**

Funding mechanisms	Description of who, what, to whom and how
Regulatory per capita financing	<p>A model of financing of educational institutions is based on the calculation of the standard costs of education per student per year. The model of normative (formula-based) per capita funding is based on the principle of “money follows the student”, that is, the school receives budget funding in proportion to the number of children studying in it. The size of the per capita funding is determined by the order of the Ministry of Education and Science of Russia No. 1040/2015.</p> <p>The standards are determined by the state authorities of the constituent entities of the Russian Federation for each level of education in accordance with the federal state educational standards, for each type and profile of educational programs, taking into account the forms of training, federal state requirements (if any), type of educational organization, network-based forms of implementation of educational programs, educational technologies, special conditions for the education of students with disabilities and health problems, providing additional professional education for teachers, ensuring safe conditions for training and education, protecting the health of students.</p> <p>However, the total amount of allocations made per school student per school year varies in different constituent entities of the Russian Federation, because the actual sum total is approved at the local level. For example, in Khabarovsk region this amount is about 25,000 rubles, and in Moscow - 140,000 rubles, that is, almost six times more. Budget payments for a primary school student in Khabarovsk region are 20,000 rubles, in Kaliningrad - 33,000 rubles, and in Moscow - 125,000 rubles.</p> <p>Normative Expenditure budget for the provision of state or municipal services in the field of education includes the cost of teachers/ salaries.</p> <p>Prevailing distribution of powers between the constituent entities of the Russian Federation (regional authorities) who allocate subventions for wages and study expenses in schools and municipalities (which are responsible for early childhood and educational institutions), can be described as follows. The municipality receives from the budget of the</p>

	<p>regional government of the Russian Federation a subvention for salaries of school workers and the study expenditures, calculated on per capita basis of the total number of students in the municipality's schools. The municipality distributes the specified subvention between the schools in accordance with its regulations (either on the per capita basis or using some other approach). Other expenses, including utilities, are financed directly from the municipal budget or a by an autonomous institution itself.</p>
Ungraded rural schools	<p>For small educational organizations and educational organizations located in rural or hard-to-reach settlements where basic general educational programs are implemented, standard costs for the provision of state or municipal services in the field of education should include costs of educational activities, regardless of the number of students. That is, they must receive fixed-size appropriations from the budget, sufficient to conduct educational activities. Moreover, the amount does not depend on the exact number of students.</p>
Extra budgetary funding sources	<p>Private schools and kindergartens receive per-capita budget financing, but on the top of they also charge tuition fees.</p> <p>The state-funded budget schools can carry out extra budgetary activities, suggesting additional or advanced educational courses or training programs on fee-paying basis. The only requirement is that they should not offer the same services or the curriculum the costs of which are already covered by the state budget and which correspond with the regular federal standards of education.</p> <p>Extra budgetary funding could also come from grant funds, allocated to support some special school activities, monetary prizes for the winners of competitions for schools, or school endowments, supported by associations of school graduates, or private foundations.</p>

**1.16. 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:

If no, please give further information:



Normative per capita funding from the federal or regional budget for state assignments (targets) approved for each educational institution in Russia for the academic year implies rigorous reporting on all expenses associated with ensuring inclusion that each school must make. Control over the appropriateness of spending of public funds to support children with disabilities and special needs is performed as part of the checkup of financial statements of schools and during periodic external financial audits. The expenditure budgets are fully regulated by the current legislation in the field of inclusive education.

**1.17. 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.**

No  No information available  Yes

Funding mechanisms	Description of the who, what, to whom and how
Regulatory per capita and co-efficient budget financing of schools	<p>Since inclusive education is carried out in municipal institutions, their degree of financial support is lower than the financial support of special (correctional) education in state institutions that are financed directly from regional budgets. In fact, we can say that inclusive education in our school system is underfunded.</p> <p>In each of the regions of the RF, the corresponding ministries approve additional per capita co-efficient (formula) for the students with special needs and disabled students who attend regular schools. For example, in Novosibirsk the co-efficient for the students with ASD is 4,84, in Moscow (for the same disorder) – 2,0. The schools receive additional money for each students with special needs or disabled, and must use the money for provision of additional educational activities, hiring more teachers and tutors, etc and it often happens that the additional budget that they receive is not sufficient to cover the costs.</p>
Benefits at state-funded schools and other state-funded governmental institutions	The students from socially unprotected (low-income) families receive free meals at the state-funded schools, the families can also get one-off financial assistance to buy the clothes for the kids, and discounts for e tuition fees for some of the additional extra-curricular services, which state schools provide to students.

<p>Surcharges to socially vulnerable citizens and families</p>	<p>The surcharges to socially vulnerable citizens and families are provided as it was described on pages 14 of this report.</p>
<p>Free or subsidized summer vacation and recreation</p>	<p>Parents apply for this type of assistance directly to the local social protection authorities (at the place of residence), provide the necessary documents and receive the necessary type of social services.</p>

**1.18. 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.**

On September 1, 2015 the international human rights organization Human Rights Watch (HRW) published a report "Left Overboard", on the status of inclusive education in Russia. Recognizing a number of important steps taken by the Russian government in recent years to develop inclusive education, the report's authors however mention that many children and adults with disabilities still cannot receive quality educational services. In the article "Education with special needs" Olga Allenova present the key problems from the report - <https://www.kommersant.ru/doc/2801158> ("The Kommersant" No 159/2015).

The cost optimization carried out by the Moscow Department of Education also affected correctional schools. According to Elena Bagaradnikova, over the past three years, funding for the Center for psychological, medical and social support for children and adolescents at the Moscow State Pedagogical University, which provides educational services to children with autism, has decreased by three times, while the number of children with disabilities served by this agency has almost doubled. This led to a reduction in the number of specialists and an increase in the workload on the remaining teachers. Such incidents are also mentioned in the letter of parents of children with autism studying at the Center, which was addressed to the city department of education: "The school department is funded at the rate of 63 thousand per child - this is the minimum rate in Moscow (all other schools for primary education receive 85 thousand). The correctional department of the center receives a ridiculous amount of 2600 rubles per year per one child. This money can only cover the costs of three to four classes per year (and each of the children needs constant correctional work from two to six hours a week throughout a year). "The authors of the letter note a decrease in the volume of free educational services provided to children with autism: "More and more services which was previously free of charge, are now provided on a fee-paying basis. Now we are facing a drastic reduction of services in the free, statutory, correctional component of the center's work."

The representative of the NGO "Contact" Elena Bagaradnikova participated in the Parliamentary hearings "On measures to improve the quality of education in the Russian Federation", June 27th, 2019 -



<https://contact-autism.ru/news/po-itogam-raboty-ii-sezda-vordi>. The participants discussed the questions of the status of funding of the inclusive education in Russia.

Without resolving the issue of financing, as well as without approving at the federal level the minimum amounts of the increasing coefficients for children with disabilities and health problems, it is not possible to provide relatively equal access to education for these categories of students in different regions of the Russian Federation and, obviously, it is impossible to eliminate the discriminatory factor of health and, importantly, of the place of residence.

The most important of all is the topic of proper financing of the educational process for children with disabilities and special needs. Per capita funding ratios set at the federal level are required, which should guarantee that children with disabilities and special needs receive the minimum amount of funding required to provide for the appropriate quality of education. It is necessary to determine the sources and procedure for financing inclusive education at the state level, and to establish the minimum values of the increasing coefficients for each type and version of adapted general education programs. Such measures should be a priority.

Funding is a prerequisite for providing inclusive education, which is described in State Standards. The outcomes of the research describing the results of the poll (of 81 heads of the education authorities of the constituent entities of the Russian Federation) on the financial support for the organizations dealing with special needs children (multiplying coefficients, standards, financing activities for creating special conditions) carried out as a part of the all-Russian monitoring by psychological, medical and educational committees. - <https://cyberleninka.ru/article/n/inklyuzivnoe-obrazovanie-v-rossii-sozdanie-usloviy-realizatsii/viewer> –is published in the analytical article Lyudmila Vakorina, "Inclusive Education in Russia: Providing Implementation Terms. 2018.

### **1.19. 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?**

At present, the system of financing of inclusive education is being debugged. The adoption of Federal Law "On Education" No. 273 ensured the right of all children with special needs to education in ordinary schools, but at the same time did not provide for the real needs of schools in creating an inclusive environment. The real costs required to support inclusion are not provided within the capabilities of municipal budgets. At the same time, the policy on per capita funding of schools and the transition to inclusion has damaged the existing system of correctional schools, many of which were closed.

## 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?

**1.20. 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	No	
For quality assurance across all levels of the system (national, regional, school)	Yes	If we understand quality assurance as the system of monitoring the quality of education and fulfilment of the demands of the existing Federal State Standards of Education (national standards on education), then we could say yes. There is a nation-wide system of monitoring the quality of education through monitorings in 4 <sup>th</sup> and 7 <sup>th</sup> grades, final testing (GIA and EGE) in 9 <sup>th</sup> and 11 <sup>th</sup> grades, and international testing.
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

**1.21. What data is collected on learners from vulnerable groups, how and why?**

At the basic level of the system of education, i.e. in schools, there are several staff members who collect the information about all the students, including the students from the vulnerable groups. When the student applies to enter the school or a kindergarten, the administrator in the principal's office collects the information about the family, the occupation of both parents, the contact information, the data about health condition of the student and in case he has special needs or any kind of disabilities, confirmed by local medical-psychological and pedagogical commission, as well as their recommendations on the organization of the teaching and learning. Later, the class

supervisor and the social teacher are collecting the data on the student's involvement into the system of extra-curriculum activities, clubs and other forms of activities. The data on the student's progress in study is collected grade by grade from the school electronic journal. All these data is required to monitor the educational progress of a student and his involvement into extra-curriculum activities in the second half of the day. All the data collected is processed in accordance with the school local orders and regulations, which are annually updated. The school and the parents sign bilateral agreement about the use of the personal data of the students and their parents. All the data can be accessed online by representatives of the local ministries of education for monitoring and evaluation.

In compliance with the Federal Law of the Russian Federation of July 27, 2006 No. 152-ФЗ "On Personal Data", most educational organizations have a document called "Act Regulation" on processing and protection of personal data. This document protects parents and students from illegal use of their personal data.

### **1.22. 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](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.

<b>Data on learner access to compulsory education</b>	<b>Learners</b>	<b>Notes</b>	<b>Source</b>
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should,	Total: 16 600 000  Male: M	(2018) Including 2 000 000 students with special needs, 700 000 among them are students with disabilities	<a href="https://ioe.hse.ru/data/2019/04/09/1176079128/Ros.shkola-text.pdf">https://ioe.hse.ru/data/2019/04/09/1176079128/Ros.shkola-text.pdf</a>

by law, be in some form of compulsory education)?	Female: M		
(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: 16 137 300 Male: M Female: M	(2018)	Rosstat Portal of Federal Statistics - <a href="https://rosinfostat.ru/uroven-obrazovaniya/#i-4">https://rosinfostat.ru/uroven-obrazovaniya/#i-4</a>
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 3 412 Male: M Female: M	(2018) 9,8% from all disabled students from the age group 8.-17.	Federal Service of State Statistics - <a href="https://www.gks.ru/folder/13964">https://www.gks.ru/folder/13964</a>
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: M Male: M Female: M		
(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: 142 000 Male: M Female: M	(2018) From which 44 000 – study at home with connection to a school	Federal Service of State Statistics - <a href="https://www.gks.ru/folder/13964">https://www.gks.ru/folder/13964</a>
(vi) 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 separate, special groups/classes, away from their peers?	Total: 176 000 Male: M Female: M	(2018)	Federal Service of State Statistics - <a href="https://www.gks.ru/folder/13964">https://www.gks.ru/folder/13964</a>
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: M Male: M Female: M		

**1.23. 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.**

There were no special research or evaluation specifically on inclusive education since 2015 but the overall statistical reviews, conducted by the Higher School of Economics, mentioned on page 4 of this report.

**1.24. 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?**

The only annual statistical form which is by law filled out by all schools in Russia includes the data on the number of regular students, number of disabled students, and number of students with special needs. Unfortunately there is a lot of overlap and invalid data, because a student with special needs could also be a disabled student and vice versus. There are no open statistical sources, which provide correct and up to date information about the types of schools that representatives of the vulnerable groups attend.

## 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?

### 1.25. 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 curriculum content and requirements are the same for all learners, because those are regulated by the existing federal standards of education (FGOS). However, students with special needs and disabilities could have a different curriculum content, adapted for a specific category of learners with disabilities. Such adapted program will be called AOP with several existing variations: four variants of programs for students with special needs, three variants for hearing and visually impaired students, two variants for the students with severe speech impairment and mental retardation, and etc. -

[https://eduface.ru/consultation/ombudsmen/varianty\\_adaptirovannoj\\_obrazovatel\\_noj\\_programmy\\_dlya\\_detej\\_s\\_ogranichennymi\\_vozmozhnostyami\\_zdorov\\_ya](https://eduface.ru/consultation/ombudsmen/varianty_adaptirovannoj_obrazovatel_noj_programmy_dlya_detej_s_ogranichennymi_vozmozhnostyami_zdorov_ya)

If no physical or mental problems are recorded, a child will study the main curriculum, recommended by the state for early childhood, primary or secondary education. If such problems are identified and recorded by PMPC (psycho-medico-pedagogical commission), the child will get an official status OVZ (limited health potential). Such a child will get a special curriculum adjusted for his potential and needs. Such a curriculum is called “adapted main educational curriculum” (АООП) and it will have variations depending on clinical reasons for a child disability or problem. There are four main types of the curricula for all categories of disabilities:

- a student studies the curriculum fully meeting the final requirements and within the specified time range, identical to the curriculum of his mainstream peers and stays with them in a regular class,
- a student covers the curriculum within a prolonged period of time, gets additional correctional and developmental services and special conditions within a regular class,
- a student covers a less challenging curriculum than his peers within a prolonged period, does not participate in final exam procedures, the purpose of developing life skills dominates over academic competencies. Such curriculum is usually offered to students with mental retardation (intellectual disabilities),
- a student with significant or medium scope mental retardation studies using a special individual developmental curriculum (СИПР), and mostly not in mainstream schools but in special centers commissioned for complex

assistance to limited health potential students: Variants of the Adapted Educational Programs for Children with Special Needs, [electronic publication]

<https://fgosreestr.ru/> - Federal Portal "Registry of the Sample General Secondary Education Programs" by the Ministry of Education of Russian Federation.

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.

Specialists in correctional pedagogy (defectologists as they are still called in Russian institutions), neuropsychologists, researchers, medical specialists, rehabilitation therapists, social work specialists, and teachers with experience of work with a specific category of students were mobilized by Higher School of Economics Institute of Education to take part in all commissions and working groups, which were involved into development of programs for children with hearing disabilities, vision, with disorders of the musculoskeletal system, mental retardation, severe speech impairment, mental retardation, ASD, etc. The team also included representatives of NGOs and parental public organizations.

All the four versions of the framework curricula for general education including adapted curricula for SEN children (АООП) are commissioned by the Ministry of Education of the RF (currently the Ministry of Enlightenment) and developed by teams of profile specialists. After the curriculum is developed it is publicly discussed, improved and submitted to federal methodological agencies' (ФУМО) consideration. These agencies are composed of representatives of several lead pedagogical universities and expert institutions of appropriate profile.

Each school chooses an appropriate framework curriculum and adapts it to the needs of their students and conditions that the school can provide. As a rule the adjustments are made by representatives of psychologic-pedagogical services, deputy director and teachers commissioned by the school principal. The adapted version is then submitted for discussion with teachers and parents of SEN children. Then the discussed and improved version is adopted by the pedagogical council and governing body of the school.

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.

If no, please give further information:

Clear and transparent instructions for schools are absent. Gender issues are largely neglected since there is a widespread conviction that there are no gender discrimination in schools of Russian Federation, while this is not true about some Muslim regions where girls may not be encouraged to complete secondary education due to early marriages and childbirth. Gender stereotypes can still be found in primary school textbooks that sometimes portray women as housewives, while men are portrayed as workers, soldiers and scientists. There is some guidance available for recognition of student's religion, but only because the basics of certain religions can now be taught in primary and basic secondary schools. Schools are instructed not to coerce students into religious education if their families are against it, to provide religious classes for students whose religion is other than orthodox Christian, the latter only in cases when there is sufficient number of such students. (Letter of the Ministry of Education and Science 19.01.2018 г. № 08-96 "on methodological recommendations" «О методических рекомендациях» <https://mosmetod.ru/metodicheskoe-prostranstvo/odnknr/normativno-pravovaya-dokumentatsiya/pismo-minobrnauki-rossii-ot-19-01-2018-g-08-96-o-metodicheskikh-rekomendatsiyakh-odnkr.html>)

However, schools often violate instructions of the letter, insist on students' participation in religious ceremonies, bring icons into schools, etc.

There is some information on the history and culture of some indigenous ethnicities residing in Russian Federation given in school textbooks, but common access to this information is patchy and rather limited. There are over 160 ethnicities in Russia and to cover their culture and history is impossible. Yet, the law provides opportunities for ethnic regions to teach local languages and even to provide instruction in local languages as well as to offer information about ethnic culture and history of the ethnicity in school textbooks, but the circulation of such textbooks would be restricted to a particular ethnic territory or region.

As for LGBT community, even talking about existence of this community is prohibited in schools, by law/

**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?**



Article 2 of Federal Law 273 defines the IEP as an Individual Curriculum (IUP) that ensures the development of an individualized educational program based on the individual characteristics and educational needs of a particular student. The IEP provides the possibility to choose subjects of study and their sequence, the prescribed volume of the studied discipline in hours, and the form of learning. The IEP are regulated by local acts, developed in schools.

In case of taking IEP programs the students study the regular programs, but at their own pace. Children with IEP take part in state exams and certification on a common basis and can return to regular education at any time. The IEP should include: the obligatory subjects at the basic level, additional subjects from the basic level, the subjects from the “regional component” (subjects, which are obligatory for the study in a certain republic or region of the RF), and the school component (curriculum areas and subjects from the school specific areas). The transfer of a student to IEP is done after the school and parents sign the agreement, regulating attendance, teaching and assessment issues.

The order of IEP development is not regulated centrally, each educational institution develops those in accordance with their local rules such as “Provisions for IEP education” The development of IEP starts when parents of a particular child apply to the school principal for the transfer of their child to IEP. After that the school principal nominates a person or a group responsible for the IEP draft development. As soon as the draft is ready it is discussed with the parents of the child and come to terms as regards to its content. Then the order on the transition to IEP is issued, accompanied by the plan, the timetable, the day to day and final assessment regulations in each discipline and other conditions necessary for the implementation of the plan. IEP education is very popular in private schools and state schools that teach gifted students. In the latter case the school designs a system of education in upper secondary profile classes based on IEPs that give opportunities to students to adapt the educational process in accordance with their academic needs, create advanced curricula etc. The main procedure for transfer to IEP, the orders issued by the school leadership and consultations with the parents are the same as described above with a very few exceptions.

**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.

**In some cases yes, in some no.**

The curricula and programs recommended to schools are based on the Federal Law “On Education” No 273 and Federal Standards. More than 70 local languages are taught in schools of Russian Federation and up to 30 languages of local ethnicities are languages of instruction in primary and in several cases also in secondary schools. Textbooks in languages of most small minority ethnicities are produced and supplied to schools in spite of their heavy costs.

Ethnic minority groups residing in ethnic regions can study in their ethnic language or learn their native language as a special discipline. However, if such students live outside the area of residence of their ethnicity, learning in a native language becomes impossible and learning their language as an additional subject becomes possible only in a rare amount of schools with an ethnic component of education.

If no, please give further information:

### 1.26. 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.

If no, please give further information:

The schools and teachers have a right to use only those textbooks, which are included in to the annually updated “The federal list of textbooks recommended for use in the implementation of general education programs” - <http://fpu.edu.ru/dokumenty/federalnyy-perechen-uchebnikov/> This list becomes shorter and shorter each year and the textbooks included into it are now mostly produced by one monopolistic publishing house “Prosveshcheniye”(Enlightment). The new Minister of Education Sergey Kravtsov has announced further decrease in the number of titles included into the list. <https://rg.ru/2020/03/10/federalnyj-perechen-uchebnikov-snova-sokratitsia.html>

**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.

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.

The State Program “Accessible Environment” for 2011–2020, approved by the Government Decree No. 1297/2015 <http://gov.garant.ru/SESSION/PILOT/main.htm> was followed by the development of the methodological recommendations of the Ministry of Education and Science of the Russian Federation on the organization of the educational process for training people with disabilities and persons with special needs in educational institutions of higher education, including the equipment of the educational process [https://www.nstu.ru/static\\_files/63272/Metod\\_rekomend\\_ISTR.pdf](https://www.nstu.ru/static_files/63272/Metod_rekomend_ISTR.pdf)

The goal of the program “Accessible environment” is to define legal, economic and institutional conditions necessary for integration of disabled people into the society and improvement of their living standards. One of the tasks of the program aimed at barrier-free environment development is to provide equal access to priority objects and services relevant for their life priorities to disabled and physically handicapped people. By 2020 the majority of main objects within the social protection area of responsibility must be accessible for disabled and physically handicapped people (64,7%); the ratio of children who can get educational services of appropriate quality will be up to 100%; the number of disabled children aged 5 to 18, getting supplementary education within the total amount of disabled children of this age will grow to 50%; the ratio of ECE institutions having barrier-free environment for the inclusive education of disabled children within the general amount of ECE institutions will grow to 18,5%; the amount of disabled children aged 1,5 to 7 years, having access to ECE will become 100%; the number of general education institutions having universal barrier-free environment for inclusive education of disabled children will grow to 22,9%. However these goal have been reached only on paper.

The Program also required sub-titling of TV programs of the main TV channels, sub-titling and sign language translation of recent films, documentaries and animation films, availability of Braille print of sheet music in the electronic library and some more measures.

Methodological recommendations of the Ministry of education and Science (April, 8<sup>th</sup> 2014, № АК-44/05 ВН) require organization of the educational process and provision of barrier free environment to the following groups of disabled students: visually and audially impaired and physically handicapped. The document talks about accessibility of the buildings and adjacent territories, entrance and main routes within the building such as provisions for safety of physically handicapped students, availability of information on navigation within the building, ramps or lifts to go with staircases, proper railings, color code for doors and staircases, parking space for disabled etc .

There are no specific recommendations as to how to develop a barrier-free environment for different groups of disabilities available to secondary schools but most schools use the documents designed some time ago, such as the Letter of the Ministry of health protection and social assistance dated 11.04.2012 № 30-7/10/2-3602 (methodological recommendations), <http://base.garant.ru/70216056/>, where advice is given how to destroy the most common barriers blocking movement of disabled and physically handicapped people during their visits to schools and kindergartens. These recommendations also suggest ways to adapt the information environment to meet the needs of visually and audially impaired students:

- for visually impaired students the internet sites of the organization must be adapted to meet the international WCAG standards, the information on the billboards must be available in Braille , audio files of the main documents must be available etc.,
- for audially impaired students monitors with written translation of the announcements should be installed , during the meetings headphones or sign language translation should be ensured.

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.

Within the abovementioned State program “Accessible Environment” for 2011-2025 there are special chapters devoted to the application of ICT in educational institutions to provide a better access for the learners with special needs and disabilities to the learning materials like, for example, using computer monitors to increase the font size when working with the test, using special software for access to reading materials on the Internet for visually impaired students, etc.

Internet-based distance learning programs are the new form of learning for students with special needs who for some reason cannot access a regular school. For example, the Moscow school “Technologies of Learning” provides teaching to students with special needs in so-called “I-School” since 2003 – <http://www.home-edu.ru>. The school is the only educational institution in Moscow, which uses the online learning technologies for disabled students. The situation may change in the context of COVID19 quarantine measures when all schools in Moscow must deliver online training to the students. It remains to be seen whether SEN people education will be considered as a special issue.

There are also several newly opened private online systems of learning by correspondence online for special needs students, which provide online learning in all school subjects from the national curriculum at the online learning platforms (SMS-LMS) with interactive electronic textbooks, webinars, Skype chats, online testing, and other technologies. For example, “Foxford” Online School- <https://externat.foxford.ru/>

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.

Until recently textbook production for students coming from ethnic minority groups was the federal government responsibility and although the costs of such publication was significant, textbooks were published in languages/

Overall there are 73 languages of study in schools of Russian Federation and in 24 regions of Russia ethnic languages can be languages of instruction

<https://yandex.ru/turbo?text=https%3A%2F%2Fwww.pnp.ru%2Fsocial%2Fv-rossii-dolzny-poyavitsya-uchebniki-na-vsekh-gosudarstvennykh-yazykakh.html>

Currently publishing textbooks in ethnic languages has become the responsibility of the regional authorities.

However, in order to protect ethnic minority languages from extinction the Russian Government in 2019 has setup the Foundation for Preservation and Learning of Native Languages of Russian Ethnicities which will subsidize production of some teaching materials which has limited circulation <https://news.rambler.ru/education/43723840-kak-v-rossii-zaschischayut-rodnye-yazyki/>

Only the textbooks that have been through the expert check up procedure and were included into the Federal list of textbooks recommended for usage in general education programs can be called textbooks. -

<https://fpu.edu.ru/dokumenty/federalnyy-perechen-uchebnikov/>. If a textbook has not been subject to the expert evaluation it cannot be called a textbook but rather a teaching material and can only be used in supplementary education (f.i. in native language study clubs).

In 2019 the Federal list article 3 “Textbooks taking into account needs of the regions and ethnicities of the subjects of Russian Federation and ensuring for the rights of the citizens for education in their native language, the language of indigenous people of Russian Federation” included the following textbooks:

<https://fpu.edu.ru/files/contentfile/155/prikaz-632-ot-22.11.2019.pdf> ):

- native language textbooks in Veps, Karelian and Tuva language,
- textbooks on native literature in Tuva and Chechen language.

The Internet site of the internet shop of the main publishing house “Enlightenment”(Просвещение) contains an article «Literature in the languages of ethnicities of Russia». It lists framework curricula, textbooks, teaching aids, reading books and dictionaries for primary and secondary schools in the language of Crimean Tatars -

<https://shop.prosv.ru/literatura-na-yazykax-narodov-rossii203>

If no, please give further information:

## 1.27.Assessment

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

No  No information available  **Yes**

If yes, please give a description.

Currently, the Ministry of Education is finalizing the development of a unified national education quality assessment system, which allows to monitor students' knowledge at different levels of education in school, to quickly identify and address problems of the education systems regards to particular school subjects, individual schools and regions. This system developers expect to make it possible to get a complete picture about the quality of education in the country, analyse and take into account the influence of various factors on the results of schools. It encourages schools to conduct self-diagnostics and identify existing problems, and enables parents to receive information about the quality of academic outcomes of their children. The system for assessing the quality of school education in Russia is currently multilevel, consisting of several procedures. The first important procedure of this system is a national state exam (EGE), which is mandatory for all school graduates since 2009. The second important procedure of the education quality assessment system is the - State final certification of 9th grade (GIA-9), the key procedure of which is the main state exam (OGE). If the outcomes of GIA-9 are positive, a student can choose to study in high school or in a secondary vocational institution. Intermediate assessment procedures for assessing student knowledge in different school disciplines and in different classes take the form of all-Russia check up assignments (VPR). Also, National Monitoring of Quality of Education (NIKO) is administered regularly for different school disciplines and grades. In addition, Russia takes part in international surveys related to educational quality assessment. These studies help to understand how competitive the Russian school is today, identify and compare changes in the system education of different countries, analyse the factors that allowed the leading countries to succeed. Assessment of students' knowledge and skills in schools is supplemented by studies of professional competencies of teachers. [http://obrnadzor.gov.ru/common/upload/news/infomaterial/ESOCO\\_rus\\_Print.pdf](http://obrnadzor.gov.ru/common/upload/news/infomaterial/ESOCO_rus_Print.pdf)

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.

The system of classroom and external assessment and its recording in the electronic journal is an intrinsic part of the school accountability. The data is monitored by school administration. Academic performance as a whole and individual records of a particular student are discussed at pedagogical councils of a school. All teachers are familiar with these procedure and they are recorded in the Professional Qualification Standards of a Teacher

Several additional methodological recommendations as regards to working with SEN children and children from migrant families have been developed recently at the federal and regional levels of educational administration. Thus the letter of the Ministry of Education and Science dated March, 11<sup>th</sup> 2016, № BK-452/07 "On introduction of Federal Standards for SEN children (<https://www.garant.ru/products/ipo/prime/doc/71254376/>) gives methodological recommendations on the implementation of the requirements of the Federal Standards for primary education for mentally retarded students (intellectual disabilities). Those advise the teacher on how to choose methods, and ways of education SEN children, how to hold expert councils, consultations with participation of psychological school services and parents of the students.

Also in 2016 the Ministry of Education has issued methodological recommendations on organization of supplementary educational study programs for children with disabilities and channeled those to the educational institutions [http://kom-obr.ru/wp-content/uploads/2016/07/vk\\_641\\_09\\_ot\\_29.03.2016.pdf](http://kom-obr.ru/wp-content/uploads/2016/07/vk_641_09_ot_29.03.2016.pdf)

The Committee of general and vocational education of the Leningrad oblast has published their own recommendations on inclusive education in 2016 which specify the system of assessment of the outcomes of the adapted curricula, organization of classroom assessment and interim and summative assessment of SEN children. (<http://issadschool.edusite.ru/DswMedia/metodrekomendaciikopolo.pdf>).

The Ministry of Education of Perm region has published methodological recommendations on adaptation of migrant children in primary, and secondary education in 2015 (<https://minobr.permkrai.ru/activity/migration/>).

The Karelian institute of education development has issued methodological recommendations on peculiarities of work with migrant children in educational institutions (Petrozavodsk, 2014), which include ideas for psycho-pedagogical and socio-cultural integration of migrant children into mainstream schools and for working with bilingual children having special educational needs (<https://pandia.ru/text/80/230/66821.php>).

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.

The database of instructional materials and guidance for school administrators and teachers involved into the national testing (EGE in 11<sup>th</sup> grade, OGE in 9<sup>th</sup> grade, etc) includes the guidance on how to provide a better access to texts and other examination materials to the students with special needs. For example,

[http://rcoi.mcko.ru/resources/upload/RichFileManager/documents/2019-2020/metodicheskie/9/mr\\_gia9\\_gve.pdf](http://rcoi.mcko.ru/resources/upload/RichFileManager/documents/2019-2020/metodicheskie/9/mr_gia9_gve.pdf) -

Memo for blind and visually impaired participants of the exam to fill in Braille notebooks for answers to GIA tasks.

The document explains how the exams must be handled, how long they should last, how meals and supply of materials should be organized and how special cases of SEN and disabled children should be handled. It lists the roles and responsibilities of the assistants who are present at the exam procedure and whose mission is to assist SEN and disabled children. SEN students have a choice whether to take the exam in its standard written form, to type on the computer or to take the exam in oral form.

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):

Each school develops its local acts - provisions on the assessment system, the form, procedure and frequency of the intermediate and final certification of students in AOOP. A student is transferred to AOOP training after making an appropriate decision at the regional PMPC meeting and recommendations on organizing special conditions for training and certification.

The decision on development of the adapted (AOOP) curricula is made by the school administration. The school principal issues an order to set up a working group composed of school staff and specialists who consider the framework curricula AOOP for SEN and disabled students and further adapt them taking into account individual needs and capabilities of children in question. Such adaptation (individualization) of the curricula is based on official recommendations on how educational process and control should be organized for an individual child provided by the regional PMPC composed of medical, social psychological and research specialists.

After the AOOP is designed, it is agreed with the parents of the child and consensus is reached on how both the school and the family should support the child. When the program and the curriculum are agreed, the documents are posted on the school site. A special order of the school administration defines the procedures for the school control of the implementation of the Federal standards for SEN children.

For example please see the school site with orders and regulations of the municipal school №36 in Chechen republic - [https://sosh36.edu95.ru/index.php?component=frontpage&page=24&page\\_id=8948](https://sosh36.edu95.ru/index.php?component=frontpage&page=24&page_id=8948)



And the site of municipal school of the town of Zhirnovsk Volgograd region - <http://school-four34.ru/struktura/fgos-ovz/>

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.

If no, please give further information:

**1.28. 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.**

The main accomplishment as regards to the organization of the educational process, control of the academic achievements of students and development of materials for SEN children as of 2015 is the development and implementation of federal state educational standards for SEN and disabled children as well as the development of adapted education curricula for different categories of SEN children.

To support schools and teachers methodological recommendations as to how to develop a barrier free environment have been designed (Federal program "Accessible environment"), as well as recommendations on how to educate and assess children with disabilities and how to conduct final exams in the 9<sup>th</sup> and 11<sup>th</sup> grades.

The issue of supply of adapted textbooks for each special needs group is not yet fully resolved at the federal level.

The following publications confirm and illustrate these conclusions:

S.Алехина С.В. Инклюзивное образование: от политики к практике // Психологическая наука и образование. 2016. Том 21. № 1. С. 136–145. doi:10.17759/pse.2016210112. Аналитическая статья.(Inclusive education:from the policy to practice)

Кутепова Е.Н., Сунцова А.С., Теоретический анализ проблемы инклюзивного образования в современных научных исследованиях. Аналитическая статья, 2016. - <https://cyberleninka.ru/article/n/teoreticheskiy->

[analiz-problemy-inklyuzivnogo-obrazovaniya-v-sovremennyh-nauchnyh-issledovaniyah/viewer E.H.](#)

(Theoretical analysis of the issue of inclusive education in the current research data)

Инклюзивное образование: непрерывность и преемственность: материалы V Международной научно-практической конференции (Москва, 23—25 октября 2019 г.) / гл. ред. С.В. Алехина. — М. : МГППУ, 2019. — 488 с. - [http://www.inclusive-edu.ru/wp-content/uploads/2019/10/Tezisy\\_v-pechat.pdf](http://www.inclusive-edu.ru/wp-content/uploads/2019/10/Tezisy_v-pechat.pdf) (Inclusive education: continuity and bridges)

Брыкин Ю.В., Фролочкина Ю.В., Моисеенко В.В. основные аспекты технологизации образовательного процесса при реализации инклюзивного подхода в обучении. Статья, электронный ресурс, 2018, Scientific Cooperation Center "Interactive plus". - <https://interactive-plus.ru/e-articles/497/Action497-468492.pdf> (Main aspects of technology of educational process in the course of implementation of inclusive approach in education)

### **1.29.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?**

There are many unresolved issues as regards to justice of treatment of different students with special needs. Thus, the majority of students who have been educated in their ethnic languages must still take state exams in Russian, and this may impact the outcomes of their assessment. Special procedures and assessment materials are available for students who are audially or visually impaired, but the needs of some other categories of SEN children are not taken into account (e.g. dyslexia).

There is no information available about any changes in relation to curricula, learning materials and assessment related to different vulnerable groups of learners, but to the disabled and special needs students.

The development of curricula and textbooks in the languages of ethnic minorities of Russia is handicapped by the lack of federal funding for those programs while the regional resources are also scarce. Besides there are too many bureaucratic procedures hampering inclusion of such textbooks into federal lists of recommended textbooks for mainstream schools.

The current situation of reforming the national system in accordance with the Law on Education No 273/2012 with the declared implementation of inclusion policy in all schools of Russia is followed by the lowering of the quality of existing system of the specialized (correctional) schools. The experience of those schools cannot be transferred directly to the regular mainstream schools. The recent laws, which regulated the curriculum and programs for the special needs students (adapted programs - AООP) could be very helpful, but those need time for further development.

Currently, as the as the leadership in the educational system has been changed some new opportunities begin to emerge, the procedure for textbook evaluation will be totally revised so that the needs of different groups of population would be better served. Given the most recent quarantine COVID-19 measures we can expect that parental voice will be better heard: parents had a good chance to better understand the needs of their children during the quarantine and can now voice them.



## 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?

### 1.30. 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	1,082mln	Higher education diploma  (BA or the former USSR specialist qualification)	Proportional to the number of students in municipal schools (1 teacher per 10-15 students), or limited minimum in rural schools
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	M	Higher education diploma	The number depends on the number of the students with special needs and disabled, who have the recommendations of the PMPC. In most schools there are only 1 social pedagogue and 1-2 psychologists as members of staff.
Teacher Assistants (specify role and add rows as required)	NA	Higher education diploma	A teacher assistant is assigned to a student if the student has a disability statement confirmed by medico-social commission. Mostly such assistance is available if a child is physically disabled (article 7,8 of the Law dated 24.11.1995 №181-ФЗ – regulations on provision of disability status) and cannot move without external help. Social service agencies must provide the budget for an assistant. But because their budget is tight they seldom register appropriate provisions. Teacher assistants are not listed as school staff because there are no

			vacancies available for them. In the absence of teacher assistants students or teachers are mobilised to help a disabled child.
Tutor	M	Higher education diploma	A tutor is a teacher who helps students with special needs or disabled to study and fulfil the national standards educational requirements (FGOS). As a rule, 1 tutor is assisting 5-6 students with special needs, as recommended in the requirements of the local PMPK.
Teachers of supplementary (extra-curriculum) education	NA	Higher education diploma	The teachers offer extra-curriculum activities in drama, music, arts, and other courses in the after class time.
Teacher assistants	M	NA	
Special schools			
Teachers	NA	Higher special education diploma	This is next to impossible to say how many specialists of a particular kind work in special schools or in inclusive schools because this is up to a school to decide how many they need (273FL)and such decision often depends on the availability of the budget. This means that in most cases when the budget is limited only minimal numbers of psychologists, speech therapists, neuropsychologists and tutors would be included into the staff list. There may be cases when such specialists are not included into the staff list at all, because the school delegates the staffing to PSMS centers that are set up by local departments of education. Thus, some schools in the city of Moscow do not have school psychologists in their staff list because they have agreements with the City psycho- pedagogical support center that supplies necessary specialists when required.

Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	NA	Higher special education diploma	
Teacher Assistants (specify role and add rows as required)	NA	Higher special education diploma	Teacher assistants are available in special boarding schools, but because these schools belong to a different agency, the Ministry of Social services. The data about their numbers is not publicly available
<i>Others (please specify and add rows as required)</i>	NA		
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers	NA	Higher education diploma	Private special schools that have access to grant support usually have more specialists at their disposal. Some of them even set up their own PSMS services
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	NA	Higher education diploma	
Teacher Assistants (specify role and add rows as required)	NA	Higher education diploma	
<i>Others (please specify and add rows as required)</i>	NA		

The federal portal of the Ministry of Education of RF displays professional standards (FGOS) on all professional competencies that teachers and other specialists who work with students at the educational institutions must have. - <http://fgosvo.ru/docs/101/69/2/1>.

There are no special requirements for the qualifications in terms of servicing inclusion for the personnel, who work with inclusion of vulnerable groups of learners including special education of disabled students in the mainstream schools. The regular pedagogical university diploma is enough to apply for a work in a school.

The Letter of the Ministry of Education and Science of the Russian Federation dated April 18, 2008 No. AF-150/06 "On creating conditions for education of children with disabilities and children with health problems." suggests that teachers should receive special training in the field of special (correctional) pedagogy, be prepared and professionally competent to solve the problems of children with disabilities. However, this letter is a recommendation and therefore it is not obligatory for execution.

In 2013, the Ministry of Labor and Social Protection of the Russian Federation endorsed the order No. 544/2013 "On approval of the professional standard" Teacher (pedagogical activity in the field of early childhood, primary, basic, general secondary education) (educator, teacher) "(as amended and supplemented) - <https://base.garant.ru/70535556/> This order must be followed in every school staff policy and human resource management in the organization of training and certification, in the conclusion of employment contracts, in issuing job descriptions and the establishment of wage systems from January 1, 2015.

**1.31. 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		No		Only one institution (MSEES) offers courses on inclusion to leaders of ECE institutions
Teachers	Yes			Optional in-service training is provided upon request, mostly the providers are either researchers from specialized research institutes or trainers from defectology departments of teacher training institutions, sometimes also practitioners who have experience in inclusive education. In service training once in 3 years and lasting for 144 hours is mandatory for every member of school staff and the certificate is

				<p>required in the process of attestation. The type, area and content of the in-service training course is determined by the trainee. Therefore, they may or may not choose a course on inclusion. Every big city has a university or another type of an institution which would offer such a course. A teacher is responsible for finding a suitable course and either pays his own money or the school pays for him using the budget allocated for the in-service training. The new professional qualification standard adopted not long ago must change the situation and make training in inclusion mandatory for all teachers.</p> <p>The majority of Russian teachers are older than 45 and have been educated in the Soviet times and in those days all SEN children were kept in special schools and teachers from mainstreams schools did not receive any training on inclusion.</p> <p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p>
Teacher Assistants		No		
Professional Staff			No information	The training of the majority of professional staff is delivered outside the context of the inclusion.
Inspectors		No		
Teacher Trainers		No		
Others (please list add rows as required)				

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

In-service training is available to the majority of school staff, but only upon request. There is no mandatory training that the state or the regions provide, The quality of in-service courses offered is variable and often questionable.



### **1.32. 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.

If no, please give further information:

There is a declaration stated in the modern regulatory documents, that there should be systematic training, retraining and advanced training of employees of educational institutions, teachers and other pedagogical workers involved in the implementation of innovative approaches to education of children with disabilities, but there is no special legislation, which describes and regulates it.

The new teacher's professional standard adopted in 2013, defines the labor functions of a modern teacher. The new professional competencies of the teacher are associated with his willingness to accept and educate all children, regardless of their real educational capabilities and characteristics of mental and physical health; readiness for interaction with other specialists within the framework of psychological, medical and pedagogical consultation; with the ability to draw up, together with other specialists, individual development programs for the child; with the mastery of special skills that allow for corrective and developmental work, etc. The "necessary skills" for a teacher are described as follows: "Use and test special approaches to teaching in order to include all students into the educational process, including those with special educational needs: students with outstanding abilities; students for whom the Russian language is not native; students with disabilities".

The pedagogical universities still do not include special courses on inclusive education into their curriculum, because there is no requirements for this in the national standards in higher education.

### **1.33. 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).**

No information available.

Pedagogical education curricula must comply with the Federal Standards, but there are no requirements there or in any other document as regards to provisions for inclusion in either BA or MA curriculum (see . Alekhina S.V. Inclusive Education: From Policy to Practice [Elektronic resourse]. *Psichologicheskaya nauka i obrazovanie [Psychological Science and Education]*, 2016. vol. 21, no 1., pp. 136–145. doi: 10.17759/pse.2016210112. (In Russ., abstr. In Engl. New curriculum standards are in the process of design and discussion. Concurrently the issue of the very existence of pedagogical universities is being discussed, another option is to transfer responsibility for them to a different ministry. Therefore, the issues of inclusion have been pushed to the rear and it is hard to expect that necessary changes would happen soon. The battle between the adherents of inclusion and those of correctional pedagogy and

defectology continues and it is hard to predict which tendency will prevail in future and how this content will be reflected in university curricula. A Federal methodological agency for coordination of the discussion and subsequent activities has been set up in higher education system as regards to specializations 44.00.00 Education and Pedagogical sciences (<http://fumoped.ru>).

The BA and MA curricula for pedagogical universities comply with the higher educational standards ([portal–http://fgosvo.ru](http://fgosvo.ru)).

The BA curricula include mandatory study of general psychology, child psychology age psychology, physiology, methods of character education and methodology of learning. The content of inclusion policy is not part of the curriculum.

Some universities offer MA courses “Psychology and pedagogy of inclusive education”(specialty 44.04.02 Psycho-pedagogical education) –these are Moscow State Psycho-pedagogical University-faculty of clinical and special pedagogy; The institute of psychology and pedagogy of Tyumen State University and the Institute of psychology and pedagogy and physical education of Kabardino-Balkarean State University in Nal’chik. Some Universities report that they have introduced MA courses on inclusion while in reality they only offer a renewed program in defectology and correctional pedagogy like the program Inclusive education in the defectology faculty of the Moscow state humanitarian University named after Sholokhov.

**1.34. 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.**

TALIS 2013 and 2018 reports say that Russian teachers, unlike their colleagues from OECD countries put inclusive education very low in their list of priorities for future trainings. Also, the reports mention that the number of teachers who have already taken some courses in inclusive education or its aspects is also lower than in the majority of the lead countries. Part of the problem is that the skills of a teacher in offering support to SEN children are not assessed neither in the process of their accreditation nor attestation.

<https://ioe.hse.ru/data/2015/08/25/1086511004/%D0%A2%D0%90%D0%9B%D0%98%D0%A1-%D1%82%D0%B8%D0%BF%D0%BE%D0%B3%D1%80.pdf>

**1.35. 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 sup**

The majority of teachers and administrators in the mainstream schools are not ready for inclusive education and continue to think that the system of correctional and segregated special schools, which existed in the previous history of school education in Russia, was the best strategy for addressing the needs of SEN children possible. Such attitude can be explained by the scarcity of positive examples available to them, scarcity of qualified support staff

and poor response of the officials to the demand of the government to ensure appropriate infrastructure. Most Russian schools to this day do not have either lifts or wheelchair ramps for physical disabled students. Most ramps that have been established are of such poor quality that disabled students cannot use them. Such hypocrisy discourages teachers from investing their time and energy into acquiring skills to support SEN children. They perceive inclusion policy as yet another campaign which contradicts the reality. Also the teachers are grossly overloaded, in order to get higher salaries many of them have to double their workload delivering 35-40 lessons a week and also to do a lot of paper work the amount of which is constantly growing. The current financial system does not create incentives for true inclusive policy. If a proper formula-based funding is introduced, which would recognise the amount of investments needed for support of every SEN child and if this is accompanied by high quality training for school staff, the attitude of teachers and school principals might gradually change. It is worth mentioning that there are a couple of pedagogical universities (in Moscow) which provide modern Master's degree programs in inclusive education for teachers, leaders of educational institutions and school psychologists. These universities' programs are becoming more and more popular.

## 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?

### 1.36. 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?

All children of a school age in the Russian Federation by law (Federal Law 273) are entitled to education. This statement applies to children with severe and multiple disabilities, children requiring medical care in hospitals, juvenile delinquents and children from families at risk. For each of these groups special conditions of schooling are provided (special schools, forest schools in sanatoria and hospitals, schools in colonies for juvenile delinquents etc). There are 8 types of special schools taking care of more regular to most severe cases of disabilities and other problems. There is a lab school in Moscow region which caters for children who are both blind and deaf and this school's work is recognised worldwide. However recently due to the new system of funding some of these institutions catering for most severe cases of disabilities (major psychiatric problems, multiple problems causing complete loss of motor activity) became very costly for the regional budgets and some of these centres were closed down. As a reaction to this, parents began to join parental associations and campaign for their children's inclusion. According to regulations if a school is closed down, parents must turn to their PMPC, which might recommend domestic education or a blended mode of education when schools offer services recommended to a child, but the bulk of education is delivered at home.

A student could be expelled from a school under the conditions, stated in the art. 61 of the Law on Education no 273: at the initiative of the student or his parents, for example, when transferring to another school; at the initiative of the school, in the case of a student who has reached the age of fifteen years; expulsion as a measure of disciplinary sanction..

Expulsion is one of the disciplinary measures. In accordance with the Art. 43 of the law on Education No 273 this could be done for serious offences. Expulsion is allowed if the student's misconduct is such that his continued stay in school can be regarded as adversely affecting other students, if it violates the rights of students and school employees, as well as the normal functioning of the school. In addition, one needs to take into account the opinions of parents and obtain consent for expulsion from the commission on minors. However even if a child is expelled permanently for multiple and repeated misconduct, he/she still must attend an educational institution.

The only cases of exclusion occur

- when there are no facilities or staff necessary for education of a disabled child in the place of residence of his family and when the family cannot afford or does not want to send him to a remote boarding school. The child

then has to study at home without proper support, but still be registered in a certain school and as a consequence the school may not recognize his results as satisfactory and make him repeat the grade again and again till he becomes 18.

- When families take the child out of school either because they make him/her work to earn extra income into the family or because of neglect. In such cases schools still are held responsible for monitoring the child's progress, but same as in the first case they register the child as repeating the grades until he becomes of age. Such cases occur in rural places and small towns, often in families of drug addicts or alcoholics. Social services usually try to prevent such cases by way of taking the children away from their families to orphanages where they can study in schools.

### **1.37. 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:

Some school teachers complain that their students mostly come from migrant families while they have not received any training on teaching students whose native language is different from the language of instruction. There are schools in big cities or even in rural places where migrant population is predominant and there are no policies in place as to recognition of their needs or creating a positive multicultural environment. Another issue is education of children from small northern minority groups of population who are often placed in boarding schools far away from their families and traditional way of life. These children usually experience a crisis before they get adapted to a new setting, while their teachers do not always know how to provide support to them.

### **1.38. Please give details on the main admissions criteria for schools.**

#### **a. Highlight any issues with the national policies.**

A child who has reached the age of six and a half years can enter the first class of a state or municipal school, if he does not have contraindications for health reasons, but no later than he reaches the age of eight years. . Admission to a school from an earlier or later age is possible at the request of his parents (legal representatives) with the permission of the founder of the school, whose functions and powers are performed either by the state authority of the subject of the Russian Federation or by the local government (Art. 9, 67 of the Law on Education, 273). Older students are admitted to schools if the schools have vacancies in the appropriate classes, but the schools could also ask a student to take some kind of entrance exams. When students graduate from the 9<sup>th</sup> grade and successfully pass the national exams, they receive their first certificate on basic compulsory education, and they could enter the 10<sup>th</sup> grade at the school showing the results of the testing and the certificate.

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

The impact in this case is negative, since the schools select those students who demonstrate better academic results and achievements in various subject competitions. The school administration will not be interested to enrol the students from vulnerable groups and would try to find the reason for the refuse.

**1.39. 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.

There are several inclusive schools in Russia which use the inclusive pedagogy approach, few schools implement elements of the personalized learning, which is widely advertised but not very well developed in Russian schools, and none of the schools use the universal design approaches.

If no, please give further information:

**b. counselling and mentoring possibilities**

No  **No information available**  Yes

If yes, please give a description.

If no, please give further information:

Counselling as form of support to children with special needs is not yet widespread in Russia and very few schools provide these kinds of services in a structured way. School psychologists sometimes take this function, but they are seldom held accountable for the quality of service they deliver, Mentorship is mostly practiced as a way to support young or inexperienced teachers. However it often exists only on paper. More than 70% of teachers participating in TALIS review have said that they are mentors in their schools while less than 10% of respondents labelled themselves as mentees.

**c. input from specialist teachers/therapists**

No  No information available  **Yes**

If yes, please give a description.

The rare, but still existing schools in Russia, which work following an inclusive model, as a rule have a team of professionals – special education teachers, speech therapists, psychologists and neuro-psychologists. Depending on the model of inclusion (inclusion in regular school classes, teaching students with special needs separately from regular classes – in “resource” classes) those specialist provide additional educational support to children with special needs, teach them in small learning groups, provide individual consultations to them and also to their parents on how to assist those students in the after school time.

In specialized schools for disabled students those specialists play the key role in teaching students and providing them with the therapeutic assistance as recommended in their personal rehabilitation program.

If no, please give further information:

**d. input from learning support assistants**

No  No information available  **Yes**

If yes, please give a description.

As a rule inclusive schools do not have enough budget for such specialists, but they are very important because in a regular class of 25-30 students those assistants (tutors) help the teacher to manage the class. The learning support assistants could be hired by the school administration (if the school budget permits), or provided by the parents or parent NGOs, who support inclusion of special needs kids on a grant basis. In case of the inclusion of visually impaired or other students with serious physical disabilities, the assistant’s role is crucial for the outcomes of learning and socialization of a student.

If no, please give further information:

**e. availability of ICT / assistive technology**

**No**  No information available  Yes

If yes, please give a description.

If no, please give further information:

As a rule specialized schools for disabled students have all the necessary facilities and assistive technologies for the teaching and learning process, but regular schools who work in accordance with the inclusive model do not have enough equipment or available budget funding to buy the necessary equipment.

**f. Please describe any other forms of support available.**

Inclusive schools consider that socialization of the students with special needs is no less important than access to education. So, the schools provide those students with access to any of the extra-curriculum (after school) activities, involve them into out of school activities like excursions, theatres, trips to other cities, etc. The students are assisted either by their parents, or by the representatives of the schools – special teachers, psychologists, senior grade students who work as volunteers and have special skills in assisting special needs students. Some of the special needs students in such schools are encouraged to also become volunteers and support their peers in similar circumstances.

**1.40. 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.**

No information available.

Strategy	Description of the focus
...	
...	
...	

**1.41. 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.

At present, the very concept of “conditions for unhindered access” remains insufficiently defined. When assessing the regional situation, a clear connection is found between the equipment of schools for unimpeded access for children with disabilities and the state of their buildings as a whole. If a school badly needs repair, it can seldom manage to provide necessary facilities for disabled students.

Recently, inclusive policy and inclusive environment setting for disabled children and children with health problems have been in the focus of attention of our state policy-makers. Within the framework of the State Program of the Russian Federation “Accessible Environment” for 2011–2015 in 6 thousand educational institutions, appropriate conditions have been created for the inclusive education of such children. In a significant part of the regions of



Russian Federation, children with disabilities studying at home and not having contraindications for working with a computer became the target audience for the project “Distance Learning for Children with Disabilities”.

Unfortunately, in Russia, the concept of modern educational environment still does not coincide with the real needs of today and tomorrow. Stereotypical buildings are still being constructed that are inconvenient for either children or adults. Even outwardly beautiful buildings inside are non-functional. This is largely due to strict regulatory restrictions (SanPINs, fire safety requirements), which often do not protect disabled children, but rather unjustifiably limit the possibility of their inclusion.

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
Adaptation of existing school buildings to the needs of disabled students and new standard for construction of the new school buildings	State Program “Accessible Environment” for 2011 – 2025 <a href="http://government.ru/rugovclassifier/820/events/">http://government.ru/rugovclassifier/820/events/</a> State Program “Development of Education” <a href="http://gov.garant.ru/SESSION/PILOT/main.htm">http://gov.garant.ru/SESSION/PILOT/main.htm</a>
Launching a nation-wide campaign to improve and diversify the design of school building ...	“Our new school” program launched by the Ministry of education and science in 2010 has a provision saying that the image of schools must change and that the schools must have a barrier-free educational environment which would provide for full scope integration of children with disabilities. A competition was launched to select new school building projects which will serve as models for a better inclusive environment.  <a href="https://base.garant.ru/6744437/">https://base.garant.ru/6744437/</a>
...	

If no, please give further information:



**1.42. 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.**

No information available from official sources.

NGO Perspective provides basic instructional materials in self-assessment and evaluation of educational environment of inclusive schools adapted from the international sources. One r example is the guide “Inclusive schools. Recommendations for providing accessibility and universal design.” - <https://inclusion24.ru/wp-content/uploads/2019/01/Incliuzivnye-shkoly-Rekomendacii-po-obespecheniiu-dostupnosti-i-universalnomu-dizainu.pdf>

This guide was developed by the Institute for Human Oriented Design (IHO), an American non-governmental organization (NGO) that deals with issues of international education and design. Its main goal is to expand opportunities and increase the level of comfort for all people, regardless of their age, capabilities and cultural characteristics, with the help of advanced developments in the field of design.

**1.43. 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?**

The main thrust of the current stage of development of education of children with disabilities is to focus on standardization of all system processes providing accessibility and quality of educational conditions and services. The problem is that inclusive education in many regions is being implemented as a simple transition of “special” children into a regular school, while special educational conditions are not yet created there. Such a mechanical approach to inclusion seems ineffective and dangerous for a child, and can compromise the very idea of inclusion, despite the fact that its effectiveness is proven by international experience. In the absence of readiness of general education system to include children with disability into mainstream schools the conflict of systems of special and inclusive education becomes intensive, and there is a danger of return to segregation models in teaching children with disabilities. Lack of special conditions, architectural inaccessibility and insufficiency of funds become objective reasons for exclusive strategies. Analyzing the current state of Russian schools, we are well aware that educational organizations are not ready to meet the requirements necessary for the inclusion.

## Section 7: Communities, parents and students

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

### 1.44. 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.

Every year (since 2014), the All-Russian contest “The Best Inclusive School” is held in Russia, where the experience of the best practices of inclusive education in Russia, implemented in schools and kindergartens, is presented. The organizer of the competition is the Ministry of Education and Science of the Russian Federation. The partners of the competition are the Institute for Inclusive Education Problems, Moscow State Pedagogical University, the Association of Inclusive Schools, and the “Perspectiva” (Prospects) Regional Public Organization of Disabled People. The purpose of the competition is to increase the activity of educational organizations in the development and implementation of inclusive education. The Expert Jury selects the winners in the nominations: the best inclusive school, the best practice of psychological and pedagogical support of inclusive education, the best resource center for inclusive education, best practices for career guidance in an inclusive school, the best inclusive kindergarten. - <https://edu.gov.ru/press/2181/minprosvescheniya-provodit-vii-vserossiyskiy-konkurs-luchshaya-inklyuzivnaya-shkola-rossii/>

The Regional Public Organization of People with Disabilities “Perspectiva” continues the campaign on inclusive education with the help of social videos “Children must learn together”, “Inclusive school - the school of the future” and outdoor advertising posters, the organization talks about inclusion and how to help a child with disabilities cope with all the difficulties he faces in the learning process. The main idea of the videos: in a modern school, children with and without disabilities must study together, and it is inclusive education that is the basis of an equal opportunity society, which we are striving for today. - <https://perspektiva-inva.ru/inclusive-edu/deti-doljni-ychitsya-vmeste-2018>

Abylimpics is an international non-profit movement whose goal is to develop in the Russian Federation the Abylimpics system of professional skills contests for people with disabilities and health problems that provides effective vocational guidance and motivation for people with disabilities to receive vocational education, supporting their employment and social and cultural integration into the society. Abylimpics is one of the projects of ANO “Russia is a country of opportunities” aimed at developing a system of social lifts in the country. The goal of the project is to ensure effective vocational guidance and motivation of people with disabilities to receive vocational education, to support their employment and socio-cultural inclusion in the society. - <https://abilympicspro.ru/>

Holding championships also has a serious impact on the development of a culture of acceptance of people with disabilities in the society, increasing the motivation of people with disabilities to work. - <http://abilympics.moscow/>

If no, please give further information:

#### **1.45. Does legislation/policy support parental involvement in schools?**

No  No information available  **Yes**

If yes, please give a description.

The legislation supports parental involvement in schools by encouraging participation of parents in the School Governing Bodies, School Councils, etc. The art 89, par.1 of the Federal Law "On Education" states that education management is of state-public nature.

At school, governing bodies are formed, which include parents, teachers, representatives of the community and sometimes even high school students. These governing bodies must participate in making major policy decisions on changes in school curriculum, restructuring and merges with other educational institutions, building partnerships etc. They must manage the extra budgetary resources that their school possesses, but they do not have control over the state budget. They do not have the authority to fire and hire school principals or staff. Most schools in Russia have governing bodies, however in many cases they exist only on paper. TALIS-2013 survey has discovered that although 85% of schools had reported that they have school governing boards, almost half of the sampled school principals said that they make all the important decisions themselves.

<https://ioe.hse.ru/data/2015/08/25/1086511004/%D0%A2%D0%90%D0%9B%D0%98%D0%A1-%D1%82%D0%B8%D0%BF%D0%BE%D0%B3%D1%80.pdf>

The federal legislation on school governing boards has been considered by the Parliament, passed two hearings, but then was frozen because of the new elections to the Parliament in 2003. To this day the functioning of school governing boards is regulated by either regional legislative acts or school charters. To assist the development of school governance a special Institute for Public State Governance in Education, a center for facilitation of school governing boards was created in Moscow. The center is producing teaching materials for members of school governing boards, develops training curriculum and organizes trainings in different regions of Russia.

<http://www.gouo.ru/>

The law also establishes the pre-emptive right of parents to educate and raise children, to choose for them the form of education, language of education, elective courses, etc. The possibility of presence of parents in the classroom is regulated by local school acts.

Parents can participate in parental councils, or be elected into the various school commissions ("On conflicts prevention". "School Meals Inspection", etc.), which are created to resolve disputes between participants of educational relations and conflict prevention. These commissions are created in a school, act on the basis of internal regulations, and include an equal number of representatives of the organization's employees, adolescent students and parents. Very often these commissions function on behalf of the governing boards of the school in question. -

<http://www.aripk.ru/media/userfiles/%D0%90%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B8%D0%B9 %D0%BE%D1%82%D1%87%D0%B5%D1%82 %D0%BE %D1%85%D0%BE%D0%B4%D0%B5 %D0%B8 %D1%80%D0%B5%D0%B7%D1%83%D0%BB%D1%8C%D1%82%D0%B0%D1%82%D0%B0%D1%85 %D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F %D0%9C%D0%BE%D0%BD%D0%B8%D1%82%D0%BE%D1%80%D0%B8%D0%BD%D0%B3%D0%B0.pdf>

There is a National Parent Association - <https://nra-russia.ru/> , which collaborates with the The Ministry of Education of Russia in several complex thematic areas: information and organizational and methodological support for parental education and family education, assistance to the development of parental involvement into character education and education in families through a system of competitions, including the All-Russian competition of educational organizations for the best organization of work with parents and the All-Russian competition of centers and programs of parental education, development of the infrastructure of parental counselling within the framework of the Federal project "Support for families with children."

If no, please give further information:

**1.46. 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.

The draft of the federal law and most local legislative acts recommend that representatives of local communities are included into school governing boards. A letter of the Ministry of Education and Science “ on the support to the initiative of educational institutions and bodies of educational administration to pilot new models of governing boards of educational institutions” April,27, 2004«No АФ-144 also contains this recommendation.

The draft of the federal law “On amendments to the federal law “On Education” as regards to governance of educational institutions submitted to the State Parliament on 03.12.2003, No 399898-3;

<http://www.gouo.ru/doc/mm/odo/text01.pdf>

If no, please give further information:

**1.47. 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.

The federal project "Modern School" of the national project "Education" stipulates that by the end of 2024 at least 70% of general educational organizations will implement educational programs in a network form in order to increase the efficiency of using the infrastructure and staff potential of the education system and expand the children's ability to master programs general education. <https://legalacts.ru/doc/pasport-natsionalnogo-proekta-obrazovanie-utv-prezidiumom-soveta-pri-prezidente/#100295>

The possibility of cooperation of schools through educational networking programs and curriculum is supported by the Federal Law "On Education", part 1, articles 13 and 15. According to the art. 15 the network form of implementing educational programs means that an educational organization might use resources of several organizations engaged in educational activities, including foreign ones, and also, if necessary, using the resources of other organizations. There could be educational organizations involved, as well as academic, medical, cultural, sport, and other organizations. The network for cooperation of the organizations involved into education is aimed at improving the quality of education, obtaining better educational results, sharing the innovative modern equipment and teaching tools, and other technical and infrastructure facilities and highly qualified teachers. The guidance for developing the network cooperation of schools is provided in the official "Methodological recommendations for the constituent entities of the Russian Federation on the implementation of basic and additional educational programs in a network form", which was approved by the Ministry of Education by the Order No MP-81/2019.

<https://legalacts.ru/doc/metodicheskie-rekomendatsii-dlja-subektov-rossiiskoi-federatsii-po-voprosam-realizatsii/>

The interaction of schools involved in innovative and early career counseling projects, which is followed by the creation of a network of schools sharing experiences, combining resources and etc. is illustrated by an innovative municipal projects in Moscow "Engineering Class in Moscow School", "Medical Class in Moscow School" and "Academic Class in Moscow School", cooperating with the Centers for Technological Support of Education at the leading Technical Universities in Moscow. These projects are supported by the two recently issued orders of the Moscow Department of Education: "On implementation of pre-vocational education in state educational institutions subordinate to the Department of Education of the city of Moscow" No 315/2019 and No 316/2019-

[http://profil.mos.ru/images/docs/315\\_30.08.2019\\_Vasilyeva\\_new.pdf](http://profil.mos.ru/images/docs/315_30.08.2019_Vasilyeva_new.pdf),

[http://profil.mos.ru/images/docs/316\\_30.08.2019\\_Vasilyeva.pdf](http://profil.mos.ru/images/docs/316_30.08.2019_Vasilyeva.pdf).

The Association of inclusive schools in Russia - <https://aischools.ru/> contributes to dissemination of the information about inclusive education in the regions, provides professional support for educational organizations, shares the best experiences in the field, and supports innovations.

If no, please give further information:

**1.48. 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.

The art.2 of the Federal Law No 7/1996 "About Non-Profit Organizations" -

[http://www.consultant.ru/document/cons\\_doc\\_LAW\\_8824/](http://www.consultant.ru/document/cons_doc_LAW_8824/) - says that "Non-profit organizations can be created to achieve social, charitable, cultural, educational, scientific and managerial goals, in order to protect the health of citizens, develop physical culture and sports, satisfy the spiritual and other intangible needs of citizens, protect the rights, legitimate interests of citizens and organizations, and resolve disputes and conflicts, provide legal assistance, as well as for other purposes aimed at achieving public good".

The non-governmental and non-profit organizations are the catalysts of positive initiatives and changes in the field of inclusive education in Russia. There are several organizations which are the leaders in the field: the parents' organizations – "Contact". "MGARDI" and "VORDI". And the DPO – "Perspectiva".

If no, please give further information:

**1.49. 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.**

**1.50. 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?**

The involvement of the parental organizations and NGOs, supporting families with kids with special needs, will be increasing. They are the most active participants of the development of civil society in Russia. The government provides the grant support for most of these organizations through the national competitions like the "President's Grants" or "The Mayor of Moscow Grant". Social networks like Facebook play the great role in developing awareness of the parents of the school students and communities in various aspects on inclusion, public and independent monitoring of the execution of the laws and etc. However, the restrictions recently created for the work of foreign agencies and NGOs in Russia, such as labelling their potential Russian partners "foreign agents" rob parental organisations and educational institutions of many opportunities to learn the best practices of the global community and to get training.

# 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