



NAZARBAYEV  
UNIVERSITY  
Graduate School  
of Education

## ***Implementation of inclusive education: what are teachers' concerns***

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# Presentation Outline

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II. RESEARCH

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- Conceptualization of inclusive education
- Teachers' concerns related to the implementation of inclusive education

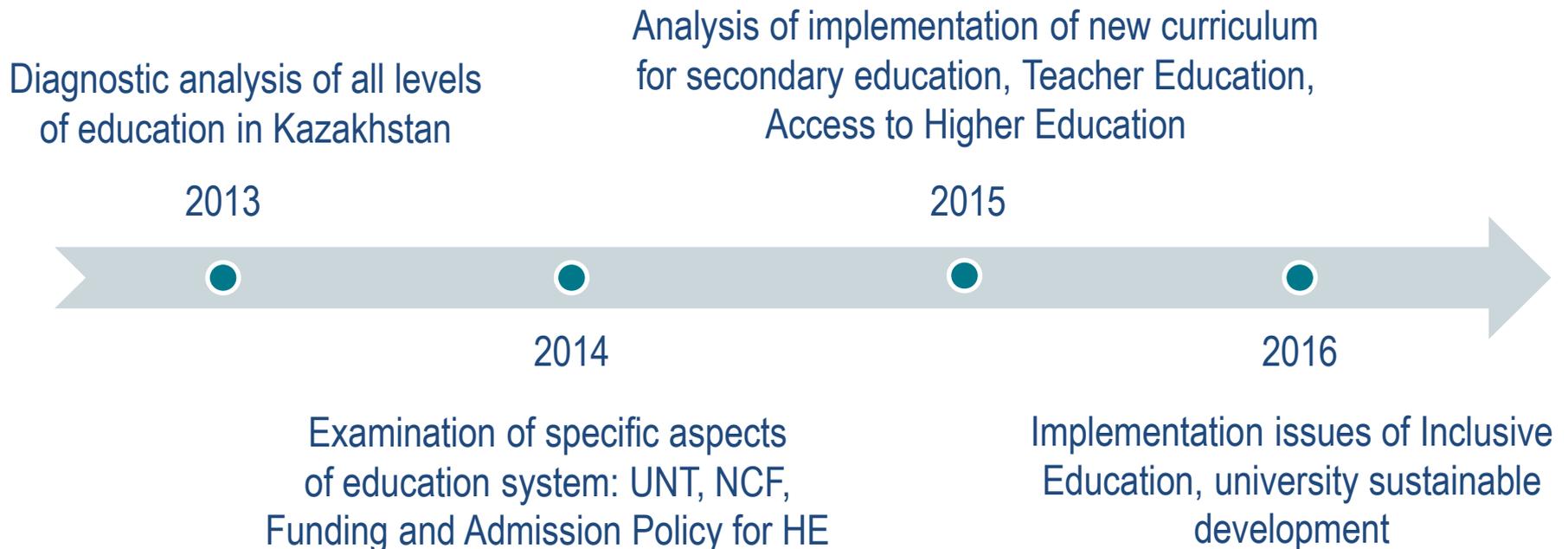
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# Project overview

## *Development of Strategic Directions for Education Reforms in Kazakhstan for 2015-2020 (Roadmap)*



- Implemented by Nazarbayev University Graduate School of Education (NUGSE) **since 2013**
- Project leader – **Dr. Aida Sagintayeva**



# Project overview

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**Phase of the Project:** 2016

**Research theme:** Examination of implementation issues of of inclusive education in secondary education in Kazakhstan

**Sub-themes:**

- analysis of the implementation of inclusive education in the educational system of Kazakhstan;
- examination of effective ways of introducing and implementing the policy of inclusive education in Initial Teacher Education programmes of Kazakhstan HEIs and in secondary school practices;
- recommendations to policy-makers and practitioners on enhancing conceptual approaches to inclusive education.

**International expert:** Professor Julie Elizabeth Allan, University of Birmingham

# Research

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Field works were conducted during **April and May 2016**.

Research participants: secondary school principals and teachers, parents, HEI instructors, NGO representatives, officials.

In total, **15 schools** in two regions and in Astana and Almaty cities.

## **Qualitative study:**

- Document analysis
- 80 individual interviews and 5 focus groups with 95 respondents in total were conducted within the field works

## **Quantitative study:**

- Paper-based survey among 450 secondary school teachers to study issues of the implementation of inclusive education (IE)

# Research

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## Quantitative survey tools:

- *The Attitudes Towards Inclusive Education Scale (ATIES)*, Wilczynski (1992) includes 16 questions measuring teachers' attitudes towards four aspects of inclusion: *social, physical, academic and behavioral*. Each item of the scale is assessed on a 6-point Likert Scale. Reliability coefficient  $\alpha=0,88$ .
- *Concerns about Inclusive Education Scale (CIES)*, Sharma and Desai (2002) measures level of respondents' concerns regarding practical aspects of IE implementation. Each of 21 items of CIES was answered using a 4-point Likert Scale. Reliability coefficient  $\alpha=0,91$ .

Permission to use the tools was directly obtained from the authors.

# Findings

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## Conceptualization of Inclusive Education

- *“Conceptual approaches to the inclusive education development in the Republic of Kazakhstan” (2015)*
  
- *State Programme of Education Development for 2011-2020*  
  
*“disabilities”*
- *VS*
- *State Programme of Education and Science Development for 2016-2019*  
  
*“special needs”*

# Findings

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## Conceptualization of inclusive education

### ***Law On Education (as of 09.04.2016):***

- *subparagraph 21-4) inclusive education is a process providing equal access to education for all students, taking into account their special educational needs and individual abilities*
- *21-3) individuals (children) with special educational needs are the individuals who experience permanent or temporary difficulties in attaining education due to health conditions and who need special, general education programmes and extra-curriculum programmes*

## Teachers' views

*“When this concept was implemented, we understood it narrowly, that is, we thought that it was about the kids with learning difficulties and that’s all. But in fact it is wider - children who cannot walk (ICP), children who also would like to go to school, however, due to the fact that we do not have financial means to ensure that they come to us, there are no trained people ... [thus, they do not attend]”*

*(iii – School A - Principal, April, 2016)*

## Teachers' views

*“We have children with learning difficulties both in special classes and general education classes. These children have certificates given by PMPC [psychological-medical-pedagogical consultation], that they should study in special classes or in mainstream classes within the framework of inclusive education based on an individual approach”*

*(i – School C – Teacher 1, April 2016)*

# Teachers' views

Understanding of the Concept of Inclusive Education through the framework of special education:

*“They [children with disabilities] perform low, that is why PMPC sends them to the remedial classes for aligning”*

*(i – School O – Teacher 1, April 2016)*

## Research

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### Research tool:

- *Concerns about Inclusive Education Scale (CIES)*, Sharma and Desai (2002) measures level of respondents' concerns regarding practical aspects of IE implementation. Each of 21 items of CIES was answered using a 4-point Likert Scale. Reliability coefficient  $\alpha=0,91$ .

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# Findings

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## Descriptive statistics: Teachers' concerns about implementation of IE

Concerns, related to	Number of valid	Mean	Standard deviation
Resources	408	2.78	0.73
Acceptance of children with special needs	406	2.50	0.62
Academic standards	399	2.64	0.75
Increased workload	397	2.38	0.72

*1 – not concerned at all*  
*2 – slightly concerned*

*3 – concerned*  
*4 – extremely concerned*

# Findings

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## Teachers' concerns by regions

Region		Resources	Acceptance	Academic standards	Workload
1	Mean	2.72	2.32	2.50	2.26
	Number of valid	226	221	217	222
	St. deviation	0.79	0.57	0.75	0.73
2	Mean	2.84	2.71	2.80	2.53
	Number of valid	182	185	182	175
	St. deviation	0.65	0.61	0.73	0.68

1 – Region with relatively high level of coverage of children with special needs

2 – Region with relatively low level of coverage of children with special needs

## Conclusion

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- it is necessary to revise **the concept of inclusive education** since its definition as a priority area for the education system reforming does not guarantee its successful implementation.
- As viewed by school teachers, insufficient **resources** causing their greatest concern may be a significant barrier to the practical implementation of inclusive education, and thus, needs to be urgently addressed.
- to ensure successful implementation of inclusive education it is important to consider current school academic standards, and policy behind that, as teachers are concerned that academic standards would be negatively affected by the inclusive education implementation.

