

Welcome
Добро пожаловать
8 February 2024



Concluding Symposium
Intercountry Exchange on Inclusive Education
Заключительный симпозиум
Межстранового обмена по инклюзивному образованию
RCCS Europe and Central Asia | Оперативная страновая поддержка в Европе и Центральной Азии



Network for international
policies and cooperation
in education and training



Pathway towards Successful Implementation:

Access to Education for Children with Disabilities: Successful Practices in Georgia, Kyrgyzstan, Moldova, Tajikistan, and Uzbekistan

**KIX EMAP Rapid Customized Country Support (RCCS):
Inter-Country Exchange on Inclusive Education**



1 July 2023 – 29 February 2024

Consortium: 5 country teams

(MES, research institutions, educational facilities and civil society)



Georgia

Gulnara Bibileishvili

NGO 'Child, Family, Society'



Kyrgyzstan

Dr. Farida Ryskulueva

Director, Higher School of Management, *PhD*

Regional Coordinator



Moldova

Viorica Cojocaru

Education policy development consultant



Tajikistan

Sabohat Hakim-zoda

Head of the Association of Parents of Children with Disabilities



Uzbekistan

Tatiana Chabrova

NGO "International Alliance for the Development of Inclusive Education in Central Asia"



Senior Inclusive Education Expert

Jekatyerina Dunajeva

Research Fellow, Hungarian Academy of Sciences, and Associate Professor, Institute of International Studies and Political Science, Pázmányi Peter Catholic University

Project frame



- **Target group:** children with disabilities / special educational needs
- **Coverage:** primary school grades
- **Processes:**
 - Enrolment / admission to schools
 - Educational and methodological support
 - Methods and practices for teaching and support
 - Monitoring and evaluation
- **Overview of policies and practices** of inclusive education
- **Knowledge sharing** for disseminating best practices

Project Objectives



- **Studying the experiences of consortium countries in implementing inclusive education policies**, in particular legislative and regulatory frameworks for the education of children with disabilities and successful pedagogical practices for educating children with disabilities in mainstream schools.
- **Comparative analysis of the methods and approaches** used to educate children with disabilities in primary schools and the barriers faced by the consortium countries in planning and implementing their policies.
- **Dissemination of knowledge on good practices** in the consortium countries on the education of children with disabilities and the barriers faced in implementing inclusive education, for improving policy planning and implementation.

Project Stages and Results



1. Collecting country information and preparing country reports on inclusive education

- Databases of legislation and regulations
- Databases of educational and methodological materials
- Databases of organizations (government agencies, schools, NGOs, donors, etc.)
- Country reports on inclusive education

Legislation and regulations	Educational & methodological materials	Organizations	Country reports
Type of document	Category of document	Type of organization	Country context
Name of document	Level of Education	Name of organization	Objectives of sharing knowledge and experience
Adopting authority	Type of document	Type of organization	Background of Inclusive education
Year of adoption	Name of material	Address	Legislation and strategies
Brief description related to the education of children with disabilities	Author	Telephone	Inclusive education institutions
	Place of publication	Email	Educational and methodological resources
	Year of publication	Website	Monitoring and Evaluation
	Available languages	Types of services provided	Conclusion and Recommendations
Links in online resources	Target audience	Categories of disabilities	References
	Brief description		
	Link to the website		

Project Stages and Results



2. Exchanging knowledge and experience of inclusive education between the Consortium countries

- 24-28 September 2023: trip to Georgia
- 8-11 October 2023: trip to Uzbekistan
- Exchange and discussion of reports and databases between the teams (small groups coordinated by different countries)



Project Stages and Results



3. Inter-country comparative analysis and dissemination of knowledge on best practices in inclusive education between five ECA countries

- Comparative analysis of experiences and practices of the Consortium countries in promoting inclusive education
- Concluding online event for a wide range of participants
- Publication and posting of reports and databases on the websites of Ministries of Education of the Consortium countries

"Practices of Inclusive Education: A Comparative Analysis of Uzbekistan, Tajikistan, Moldova, Kyrgyzstan and Georgia"

- summarizing similarities in approaches to inclusive education in partner countries
- assessing the inclusive education practices in the context of international experience
- knowledge sharing with recommendations for strengthening country efforts to promote inclusive education

GPE KIX EMAP HUB
KNOWLEDGE INNOVATION EXCHANGE

KIX EMAP Intercountry Exchange on Inclusive Education: Concluding Symposium

Date and time: 8 February 2024, 10:00 - 11:30 (CET)
Location: Online
Languages: English and Russian

Join the closing event of the KIX EMAP Europe and Central Asia Intercountry Exchange on Inclusive Education, taking place in the framework of the KIX EMAP Rapid Customised Country Support (RCCS). The RCCS activity was launched in July 2023 with the aim of facilitating the exchange of best practices in inclusive education between the five consortium countries: Georgia, Kyrgyzstan, Moldova, Tajikistan and Uzbekistan.

- Reports and databases with a brief description of the project will be posted on MoE's websites of the Consortium countries.
- Links to the MoE's websites of other countries, where the materials will be posted.
- Information about the project and links to the materials will be posted on the websites of the participating organizations.

Expected project Outcomes



- **Application of positive inclusive education experience** gained in the project countries;
- **Continued collaboration between the government and civil society** to ensure equal access to education for children with disabilities;
- **Establishing a long-term partnership** and a sustainable platform for further knowledge sharing on inclusive education among the project countries.

Thank you for your attention



Access to Education for Children with Disabilities: Successful Experience of Georgia



Legislation and Strategies for developing inclusive education



- Georgian legislation is fully harmonized and adapted to the key UN and EU conventions.
- Georgia ratified the **Convention on the Rights of the Child** in 1994.
- In 2013, the Parliament of Georgia ratified the **UN Convention on the Rights of Persons with Disabilities**.
- In 2014, an **Association Agreement** was signed between Georgia and the European Union.
- Despite economic and political challenges, the process of inclusive education started in 2000.

National Legal Framework



- **The Constitution of Georgia** is the most important legal document in Georgia that recognizes the right of everyone to education and to choose the form of education.
- According to the Georgian legislation, **schools must include all students with special educational needs (SEN) in the educational process** if the children are referred to schools by a decision of the local **Multidisciplinary Team** (the teams as well as **resource centers** of the Ministry of Education and Science exist in every district).
- **Schools** that enroll children with special educational needs **receive additional resources** to meet these needs.
- Georgia has developed the "National Science and Education Strategy of Georgia for 2022 – 2032".
- A **new, third "National Curriculum"** for children with SEN has been approved. When necessary, schools develop **individual teaching plans** for the child based on the national curriculum.
- **Specialized schools still exist in the country and serve as a resource for mainstream schools.**

Key characteristics of education



All school buildings should be adapted to the needs of students with SEN (at least a ramp and an adapted bathroom are mandatory) and should have a resource room.

Resource Room is an isolated space where students with SEN receive additional services individually or in small groups.

Schools have **school security officers whose purpose is to:**

- a) ensure physically, psychologically and emotionally safe environment on public school premises during the educational process;
- b) implement preventive measures to protect security and public order on public school premises, as well as effectively respond to violations of security and public order;
- c) on contractual basis, ensure security and public order in educational institutions that are commercial and non-commercial legal entities of private law, and/or in legal entities of public law within the Ministry's system (mandaturi.gov.ge).

Educational and methodological support for inclusive education



Curriculum adaptations are required for students with SEN, including modification, accommodation, individualized curriculum, alternative learning objectives, alternative and/or extended curriculum.

- **Alternative learning objectives** are developed for students with severe or multiple disabilities who cannot learn some subjects defined in the National Curriculum.
- **Extended curriculum** is a curriculum focused on reinforcing specific competencies.
- **Specialized class** is a class consisting of students of the same age or with an age difference of no more than 3 years with similar educational needs.
- **Integrated class** is a group of students of the same age or with an age difference of no more than 3 years with similar educational needs, previously enrolled in different classes.

Educational and methodological support for inclusive education



- **Home schooling:** if the student's health condition does not allow him/her to attend school, the school applies to the Multidisciplinary Team, and based on its conclusion the student with disabilities continues with home schooling. In this case, the student is enrolled in school but does not attend classes.
- **Distance learning** requires proper planning of the curriculum, appropriate approaches and methods for planning and conducting the study process.
- **Individualized Learning Schedule:** Some students with SENs may require an individualized (flexible) learning schedule based on their individual needs.

Educational and methodological support for inclusive education



In learning, great importance is attached to the environment, which should be based on **universal design** principles. It is important to adapt, modify and customize the learning environment, which involves working with visual aids, using simplified instructions and making connections to real-life events.

It is also important to periodically **monitor the effectiveness of the chosen strategy and the methods for assessing the student's performance**, as it may be necessary to change the strategy or use additional methods.

In the process of introducing inclusive education in Georgia, **many materials have been created to make the learning environment more accessible for children with SEN and to improve their academic performance.**

The Ministry of Science and Education has created a website to support inclusive education: www.inclusion.ge. The website provides a lot of information, legislative documents, various resources, guides, videos, support materials for parents and teachers of children with different disabilities.

Project Outcomes

The established consortium has successfully implemented the partnership between the countries and is ready to continue its work in the future

All the three project objectives have been achieved:

- 1. Study the experience of consortium countries in implementing inclusive education policies**
- 2. Conduct a comparative analysis of methods and approaches**
- 3. Dissemination of best practices**



Lessons learned



- Visits to Georgia and Uzbekistan have clearly demonstrated that the consortium countries have much in common historically and culturally.
- And they have many resources and potential for further improvement.

Recommendations for the Future



The Consortium should develop projects and continue working on several issues:

- 1) At the legislative level - sharing information on current reforms.
- 2) At the executive level - piloting best practices.
- 3) At the academic level - developing programs at the level of university and school education with the involvement of experts.

Thank you for your attention



INCLUSIVE EDUCATION IN KYRGYZSTAN

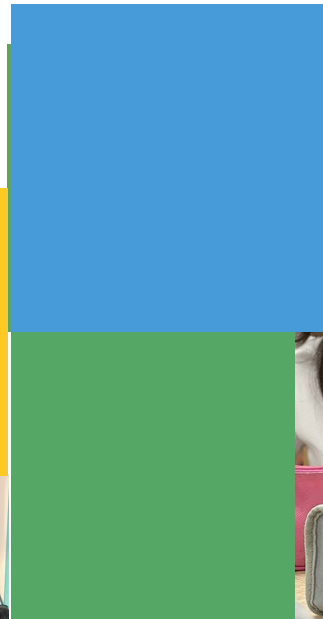
Studying the experience of Georgia & Uzbekistan
as part of the KIX EMAP Intercountry Exchange
on Inclusive Education

8 February 2024

Concluding Symposium

KIX EMAP Intercountry
Exchange on Inclusive
Education: successful
experience of Georgia,

Kyrgyzstan, Moldova, Tajikistan
and Uzbekistan



Background of Inclusive Education in Kyrgyzstan

International Cooperation



2004



2010 to present



2016



2017 - 2020



THE WORLD BANK



USAID
FROM THE AMERICAN PEOPLE



Law and Regulations

- Law of the Kyrgyz Republic "On Education"
- State Educational Standard of General School Education in the Kyrgyz Republic
- Law of the Kyrgyz Republic "On the Rights and Guarantees of Persons with Disabilities"
- Law of the Kyrgyz Republic "On Protection of the Rights of Minors"





REGULATORY FRAMEWORK (INCLUSIVE POLICIES)

01

Inclusive education
concept (2019)

02

Inclusive Education
Program & Plan up to 2023

03

State Standard for Basic School
Education of Children with
disabilities (8 nosologies)

04

Sample Adaptive Educational
Programs for Basic School
Education and Subject Programs

05

Regulation on
Psychological-Medical
Pedagogical
Consultations

06

Regulation on Tutor's
Assistance



REGULATORY FRAMEWORK (INCLUSIVE PRACTICES)

01

Program for the development of inclusive education in general education institutions

02

Guidance materials for enrolling children in inclusive education

03

Individualized rehabilitation and education plans

04

Qualification requirements for specialists in inclusive education

05

Regulation on Psychological-Medical Pedagogical Support

06

Accessible environment

Path towards Inclusion

Training of specialists

01

Training and
methodological
materials

Inclusive Education
Laboratories

03

School Day
practices

04

Methodologies

Bioacoustic
correction, etc.

Working with parents

National strategy for cooperation between schools and the parent community



Family Day

2015

Inclusive activities in schools

2004



PATH TOWARDS INCLUSION

Corrective classes

Resource centers for inclusive education

Psychological-Medical Pedagogical Support Services

Educational organizations introducing inclusive educational technologies

General education schools ready to accept and educate children with disabilities

Classes for children with ASD



EXPERIENCE OF GEORGIA



Training of
specialists



Multidisciplinary team
Individual evaluation plan
Reorganization of special schools



Drafting and adopting legislation

Automated system for parental
applications

EXPERIENCE OF UZBEKISTAN



Ministry of Education's
activities



Training of
specialists



Republican Center for Professional
Guidance and Psychological and
Pedagogical Diagnostics of Students



Experience of organizing
inclusive education and
evaluation in schools

Recommendations based on the CONSORTIUM COUNTRIES' EXPERIENCE

Digitalization of Psychological, Methodological and Pedagogical Support Services

Digitalization of the educational paths and support

Second teacher's support

Improving specialist training systems

Center for Psychological and Pedagogical Diagnostics as an internship platform

After-school classes

Working with parents



THANK YOU FOR YOUR ATTENTION!

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Inclusive education as a pathway to ensure child's rights to study in the community and to live in the family Experience from Moldova

8 February 2024



Outline



- Self-assessment and comparative analysis of inclusive education of special needs children in elementary schools
- What have we learned? Learning from the experience of the consortium countries in implementing inclusive education policies.
- Recommendations for the future.

Partners involved in the Reforms in Moldova



MoES: Ministry of Education and Science

MoSPF: Ministry of Social Protection and Family

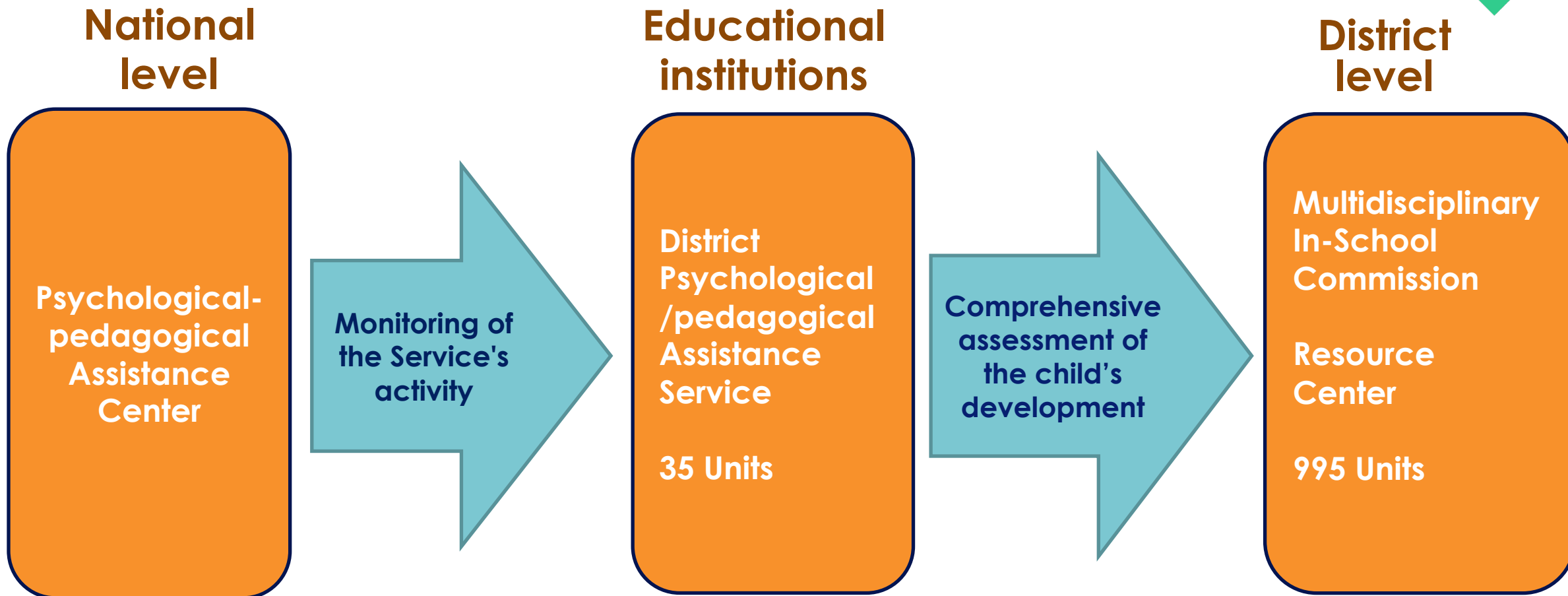
MoH: Ministry of Health

MoF: Ministry of Finance

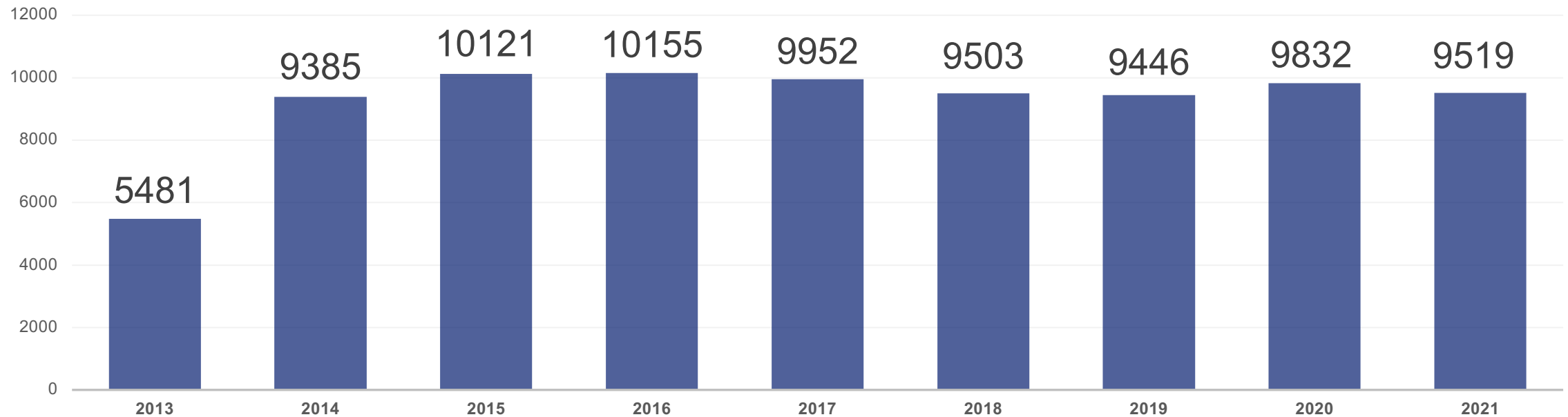
LA: Local Authorities

NGOs: non-governmental organizations

Coordination of services and institutions to promote inclusive education in Moldova



Number of children with special education needs in general education institutions



Lessons learned



! The practice of Georgia in providing developmental assistance and support to children with visual impairments is an excellent and functional example for Moldova. Educational support services in the Republic of Moldova need thorough methodology for working with visually impaired and blind people, and cooperation with specialists in Georgia can help us achieve this goal.

Georgian experience can help identify resources for training special needs education specialists to develop support services for visually impaired and blind people.

Lessons learned

! Following the example of Georgia, university curriculum should finish with a training course for working with children who are visually impaired and blind, deaf and hard of hearing, with learning disabilities, speech and communication disorders, intellectual disabilities, autism, and behavioral and emotional disorders (5 ECTS credits).



Lessons learned



- The experience of NGOs in Uzbekistan and the “Lik” theater troupe demonstrates effective approaches to social inclusion that can be successfully adapted and applied in Moldova.
- The creation of creative laboratories for the development of didactic materials similar to those successfully introduced in Uzbekistan is a promising direction for Moldova.

Recommendation for the future (1)



Identify opportunities to have accessible and up-to-date databases of the participating countries that include:

- legislation, policies and regulations on inclusion;
- organizations implementing educational initiatives;
- educational and methodological resources for educating children with disabilities.

Recommendation for the future (2)



- Implement measures to continue the exchange of experience between representatives of participating countries that share a common past and context.

Access to Education for Children with Disabilities: Successful Experience in Tajikistan



Legislation and strategies for inclusive education



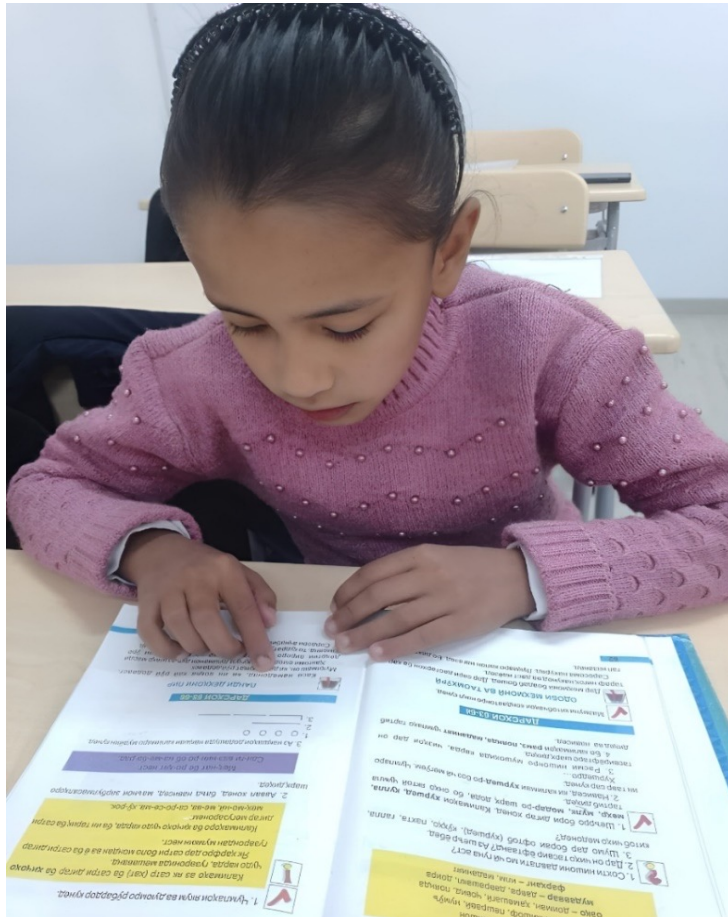
- Basic framework for inclusive education is in place in Tajikistan.
- Tajikistan has ratified seven core international human rights instruments, including the CRC, ICESCR, and CEDAW.
- In 2018, Tajikistan signed the UN Convention on the Rights of Persons with Disabilities.

National Legislative Framework



- In 2013, Tajikistan carried out legislative reforms in education and adopted new laws: "On Education", "On Preschool Education and Upbringing of Children".
- In 2015, Tajikistan adopted the Law on the Protection of the Rights of the Child.
- In September 2020, the Government of Tajikistan adopted the National Education Development Strategy until 2030.
- A draft Education Code has been developed.
- The Ministry of Education and Science of Tajikistan has a working group on inclusive education that deals with strategic planning of inclusive education in the country.
- The KIX National Steering Committee has been established and includes representatives of the Ministry of Education and Science and public organizations in the field of inclusive education.

National Legislative Framework



- In 2017, the Ministry of Education and Science of Tajikistan, with the support of UNICEF, established 49 Resource Centers at public schools in the country to provide methodological support and guidance to children with special educational needs in the process of learning and adaptation to general education public schools.
- With the support of the Government of Japan and OSIAF, 20 resource classes were established in Tajikistan.

Learning visits to Georgia and Uzbekistan



Georgian Experience



We got acquainted with:

- the work of the multidisciplinary team.
- tutor's support for children in general education schools.
- the work of specialized schools.
- university experience in training future teachers to work with children with disabilities.
- experience of the Coalition of organizations of parents of children with disabilities to promote inclusive education.

Uzbek Experience

We got acquainted with:

- educational and methodological resources for working with children with special educational needs.
- role of inclusive schools in adapting children with disabilities to the educational environment.
- experience in adapting educational materials for children with special educational needs.
- experience of teachers working with children with special educational needs in general education schools.
- work of the Republican Center for Professional Guidance and Psychological and Pedagogical Diagnostics of Students.



Expected Project Impact



- Continued cooperation of the consortium countries for further knowledge sharing on inclusive education.
- Exchange of experience in promoting inclusive education with organizations of parents of children with disabilities in the project partner countries.
- In-depth study of the work of multidisciplinary teams and tutor's role at schools.

Getting to know the Consortium countries' resources on the following:

- Adaptive programs, individual plans;
- Curricula for inclusive education of blind and deaf children; University education/training of special needs teachers (subject teachers, special educators);
- Approved alternative programs for children with autism, sensory problems, multiple disabilities;
- Experience of psychological and pedagogical support for students with special educational needs.

Disability is not a verdict!
Education should be accessible to all!
Thank you for your attention!



Successful Practices of Teaching Children with Disabilities in Primary Grades of General Education Schools in Uzbekistan



Prospects for inclusive education policies in Uzbekistan



- Presidential Decrees and the Cabinet of Ministers' Decision "On Approval of normative legal acts concerning the education of children with special educational needs" specify the goals and objectives of inclusive education. Therefore, **first steps towards inclusive education were made in 2021.**
- According to the Government Decision, the Ministry of Preschool and School Education has opened an "Inclusive Education Laboratory" at the Republican Center for Psychological, Pedagogical and Vocational Guidance, which comprehensively explores all issues related to inclusive education.
- According to the latest data, there are more than 1000 schools that offer inclusive education in the country, while the number of kindergartens is much smaller.
- Some international projects have been also launched this year, and one of them will work in Uzbekistan for five years, focusing on two selected regions.

Years of Independence in Uzbekistan



Today in Uzbekistan

- 86 specialized schools and boarding schools (hereinafter referred to as "specialized schools") for children with physical or mental developmental disabilities that have 21,200 students.
- 21 sanatorium-type boarding schools, with 6,100 students.
- 13,300 students who need long-term treatment are taught at home on an individual basis.
- NGOs are actively involved in inclusive education together with governmental institutions.

Throughout the entire period of independence, Uzbekistan has issued laws, decrees and resolutions, and has paid particular attention to the advancement and improvement of the life of children with special needs.

Teaching and Methodological Support for CWD education



- Methodological support in inclusive classes is based on the National Program of Uzbekistan. Teaching is based on general education school programs and textbooks. For teachers of inclusive classes, Methodological guides have been developed, with lesson plans for individualized and corrective teaching.
- Special conditions have been created in schools for conducting corrective classes for children with all types of disabilities.
- In primary corrective classes, children with disabilities (CWD) learn according to adapted programs of specialized schools. Special textbooks on general subjects and corrective subjects have been published for them.



Learning Visit to Georgia



- An excellent model of cooperation between governmental and nongovernmental organizations in supporting inclusive classes and schools (a similar model is being developed in Uzbekistan now).
- Comparison of the model of cooperation between the Ministry of Preschool and School Education with national schools with the respective Georgian model identified similar approaches in terms of inclusive education (the Senate, Ministry of Preschool and School Education, 'Tashkhis' Republican Center for Professional Guidance and Psychological and Pedagogical Diagnostics (trainings for teachers, production of educational and methodological literature for schools, monitoring of school teachers, consultations); there are mainstream and specialized schools for children with disabilities.
- Strong promotion of inclusive education in Georgia, leading to higher public awareness on the benefits of inclusive education and the need for their participation in the implementation process.

Learning Visit to Georgia



Conclusions of the Uzbek national team on the study tour to Georgia:

- Develop programs, teaching and methodological literature on inclusion for specialists, parents and children in preschool institutions.
- Develop modular programs and conduct training courses for preschool and school inclusive education university students and as part of professional development courses.
- Organize inclusion schools for CWD parents in mahallas (communities).
- Increase the competence of inclusive class teachers for using appropriate individualized approaches in teaching.
- Raise awareness of the population for further full coverage of children with disabilities in inclusive schools.
- In the established international project team, continue to collaborate and learn from Moldova's experience in inclusive education.

Learning Visit to Uzbekistan



Learning Visits to Georgia and Uzbekistan



Georgia	Uzbekistan
<p>Organizations involved in inclusive education:</p> <ul style="list-style-type: none">• Department.• Ministry of Education.• Teachers House (trainings for teachers, monitoring of schoolteachers, consultations, provision of resources for CWD).• Mainstream and specialized schools (integrated classes, resource-classes, resource-schools), classes for autistic children and children with sensory disorders.• Daycare centers. <p>All schoolteachers must be trained according to a special module, and from 2025 there will be a new state accreditation, and the module will be mandatory for all.</p> <p>This will help universities in introducing special education curricula for students.</p>	<p>Organizations involved in inclusive education:</p> <ul style="list-style-type: none">• The Senate.• Ministry of Preschool and School Education.• 'Tashkhis' Republican Center for Professional Guidance and Psychological and Pedagogical Diagnostics (trainings for teachers, production of educational and methodological literature for schools, monitoring of schoolteachers, consultations).• General education and specialized schools. <p>There are pilot schools where school specialists use both national and foreign modules.</p> <p>Special education departments in universities of Uzbekistan offer bachelor and master programs in inclusive education.</p>
<p>So far, there is no inclusive university education program for people with disabilities in Georgia.</p>	<p>The President of Uzbekistan has issued a decree to support people with disabilities entering Uzbek universities.</p>

Learning Visits to Georgia and Uzbekistan



Georgia	Uzbekistan
<p>Two years ago, the government started a program for children who have chronic diseases in children's hospice and oncology wards, making secondary school education accessible for them.</p>	<p>Russia's model (hospital pedagogy) for supporting our children is also in its second year.</p> <p>Project manager: Sergey Vitalievich Sharikov, Head of the Russian Hospital Schools Project "We Learn, We Know", Honorable Worker of General Education of the Russian Federation, PhD, Professor.</p>
<p>Conclusions from the visit to Georgia:</p> <ul style="list-style-type: none">• Develop inclusive education programs for preschool institutions• Develop module preschool education training programs for universities.• Establish schools for CWD parents in mahallas (communities).• Study Norway's inclusive education experience.	<p>Conclusions from the visit to Uzbekistan:</p> <ul style="list-style-type: none">• The team from the four countries noted the incredible results that the specialists achieved in a short period of time, and the plan is for our team from the five countries to continue sharing successes and implementing best practices in our countries.

All children succeed (ACS) Project



- Launched this year, the five-year USAID-funded project "All Children Succeed" (ACS) is based on the initiative of the Government of Uzbekistan, reflected in the decree and resolution of the President of Uzbekistan dated 01.12.2007, № UP-5270 "On measures to radically improve the system of state support for persons with disabilities", and the Decree of the President of Uzbekistan dated 13.10.2020 № PP-4860 "On measures to further improve the system of education and upbringing of children with special educational needs".
- The ACS project is planning to involve governmental institutions, teachers, parents, people with disabilities and civil society in the process.
- Stakeholder-led action will pilot, improve and expand inclusive education practices for all children. This will involve ensuring that those most affected by changes in the system have the opportunity to actively participate in shaping and improving these changes. Through this process, the project will support the Government of Uzbekistan in developing a national adapted model of inclusive education in the country.

Project Outcomes



- Experience of the consortium countries in implementing inclusive education policies and successful pedagogical practices of teaching children with disabilities in general education schools.
- University programs for inclusive education teachers (special educators).
- Comparative analysis of methods and approaches used in education of children with disabilities in primary schools and the barriers faced by the consortium countries in planning and implementing their policies.
- Improve and expand inclusive education practices for all children.
- Disseminate good practices in the education of children with disabilities in the consortium countries and the barriers faced in inclusive education to improve policy planning and implementation.
- Scale up successful practices by continuing to adapt and improve them through assessment and training programs.

Education is one for all!



INCLUSIVE EDUCATION PRACTICES: COMPARATIVE ANALYSIS OF UZBEKISTAN, TAJIKISTAN, MOLDOVA, KYRGYZSTAN, AND GEORGIA

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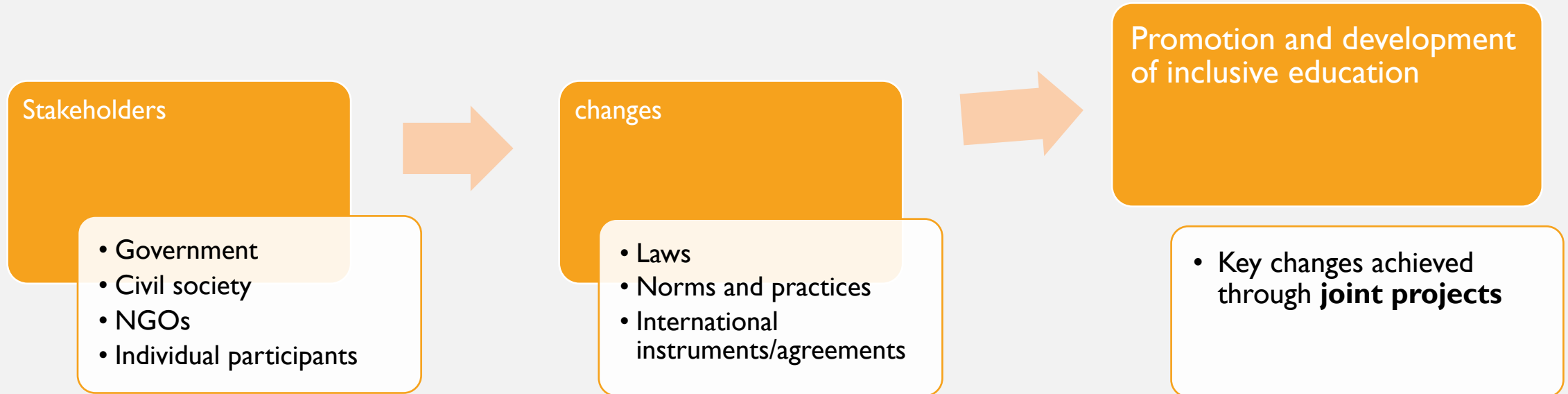
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INCLUSIVE EDUCATION

- critical moment to examine the development of inclusive education
- every country is actively implementing inclusive education.
- in recent years a lot of laws and legal norms related to inclusive education have been adopted in the countries.
- the tradition and development of inclusive education varies across the countries surveyed.



KEY STAKEHOLDERS



TOLERANCE, RESPECT, AND INCLUSIVE EDUCATION



- Building tolerance and respect for diversity is key to the successful implementation of inclusive education
- It is important to create necessary grounds for successful implementation of inclusive education principles.

TEACHER TRAINING SYSTEM

- Each surveyed country faces **challenges** in trying to reform and improve teacher training.
- **Improving the skills and readiness of the teachers** to work with children with special education needs is in fact a major challenge



WHAT IS MISSING FROM OUR JOINT EFFORTS?

Bottom-up approach

Stakeholders
themselves take the
initiative

Parents of children with special education needs

Support from colleagues

Support from the
organization

Support/
implementation by the
government

THANK YOU FOR YOUR ATTENTION!





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