

Central and Eastern Europe,
Caucasus and Central Asia
Inclusion and education
ALL MEANS ALL

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#AllMeansAll

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Network of Education Policy Centers



EUROPEAN AGENCY
for Special Needs and Inclusive Education

Sources

National profiles on laws and policies on inclusion in education



PEER

Countries follow different paths to achieve their education targets. Having access to comparable information on choices made in different systems can enrich education planners' and decision makers' perspectives on how to overcome their challenges. Systematic and comprehensive information on national education legislation, policies and programmes on issues central to achieving SDG 4, our global education goal, is necessary to inform policy dialogue at sub-regional, regional and international levels.

Alghanistan	Albania	Algeria
Angola	Anguilla	Antigua and Barbuda
Argentina	Armenia	Aruba
Australia	Austria	Azerbaijan
Bahamas	Bahrain	Bangladesh
Barbados	Belarus	Belgium
Belize	Benin	Bermuda
Bhutan	Bolivia	Bosnia and Herzegovina
Botswana	Brazil	British Virgin Islands
Brunel Darussalam	Bulgaria	Burkina Faso
Burundi	Cabo Verde	Cambodia
Cameroon	Canada	Cayman Islands



All means all

Learner diversity is a strength to be celebrated

live in remote rural areas belong to an ethnic, religious or linguistic minority or an indigenous group
 have special education needs

be obese, depressed, working after school, disruptive, be poor
 orphaned, delinquent, left-handed, asthmatic, allergic...

have a disability belong to another marginalized group, such as a race or caste

be girls identify as LGBTI

be migrants, internally displaced or refugees

new in school

Widen the understanding of inclusive education

Include all learners: All means all

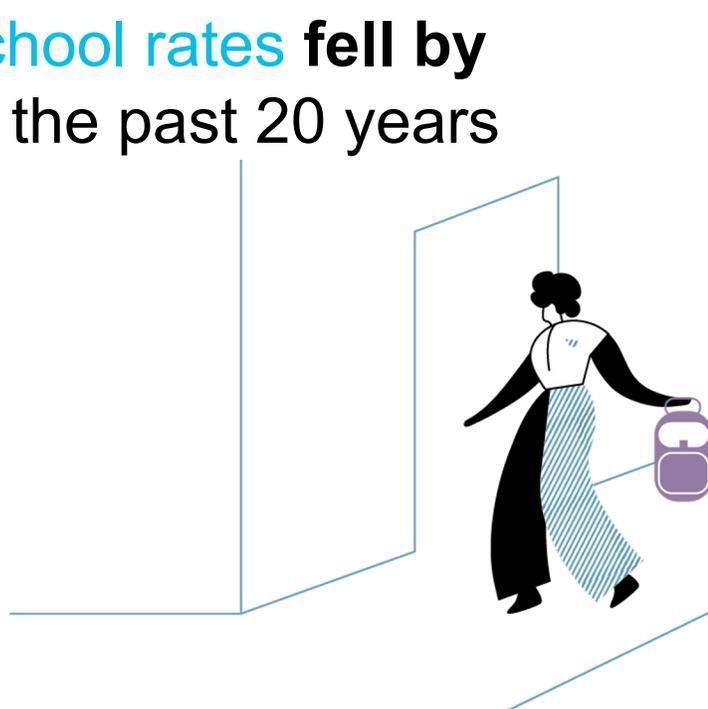


2 in 3 countries' definition of inclusion embraces multiple marginalized groups...

...but 2 in 3 countries' definition of special education needs is also linked **primarily** with disability

Progress has been made towards a rights-based approach to inclusive education

Out of school rates fell by half over the past 20 years



The percentage of children with disabilities in special schools fell from 78% in 2005/6 to 53% 2015/6



The percentage of children in residential institutions fell by 30% in the same period

Education opportunities are unequally distributed

In **Mongolia**,
94% of the **richest**
but 37% of the **poorest**
complete secondary school

In **Georgia and Kyrgyzstan**,
the share of **youth with disabilities** in the out-
of-school population is **twice** as large as their
share of those in-school

**60% of Roma, Ashkali
and Egyptian youth**
in the Balkans
do not attend upper
secondary school;
only **3%** complete in
Montenegro

In **Central and Eastern Europe**,
**1 in 3 students with special education
needs** are in special schools

Turkey received **600,000
Syrian refugees** into public
schools but **37%** are still out
of school



Put the students at the centre

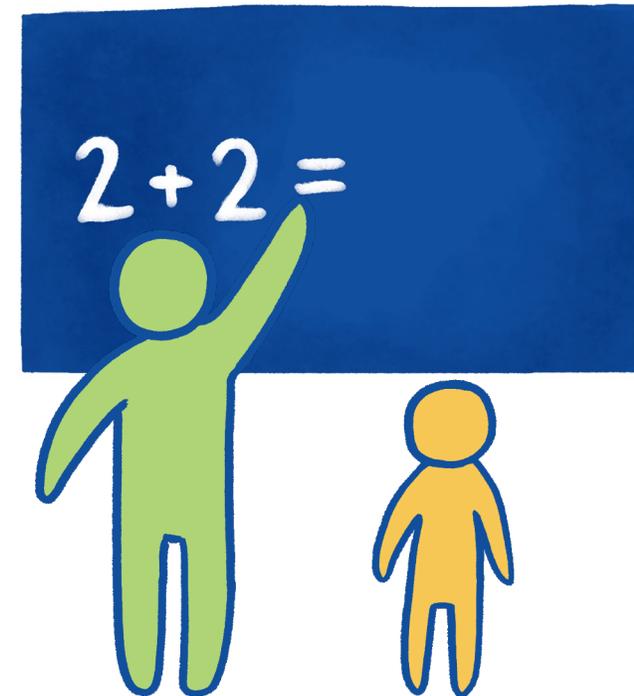
Inclusion is an experience, not just a result

The right to be in good physical and mental health, happy and connected with others is **as important as** the right to learn

Schools are a key environment for the development of children's well-being

A sense of belonging is vital, especially for vulnerable children

Diversity in schools strengthens social cohesion



2 in 10 students
feel like **outsiders in school**

Exchange experiences on implementation barriers

Bridge gaps between policies and practice

International conventions and organizations have helped usher rights-based reforms:

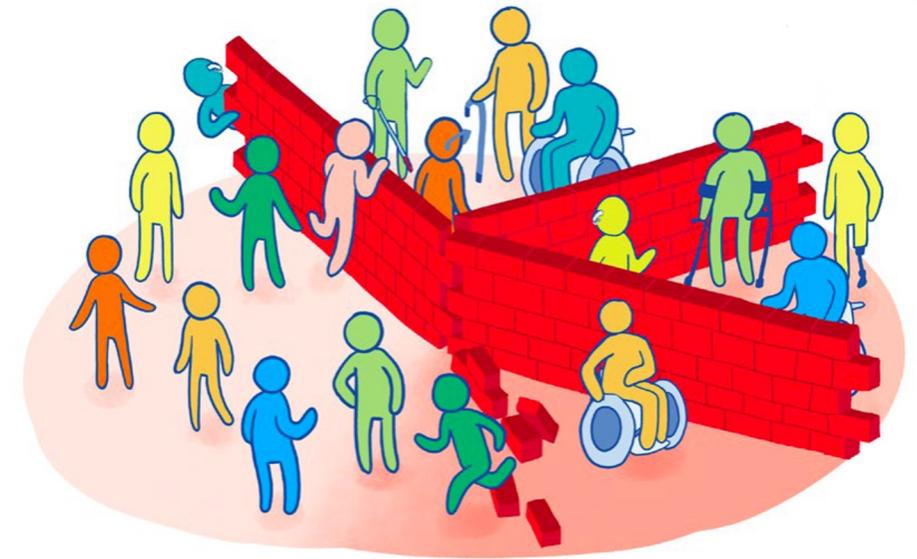
from **Estonia to Mongolia**

More strategic approach needed:

laws and policies often remain **disconnected** from school and classroom practice realities

Learn from peers – inclusion is a process:

from teacher networks/learning communities, to national, regional and global networks



Strategies or action plans for inclusive education exist in **21 of 30 education systems**

Collect data on and about inclusion with care and respect

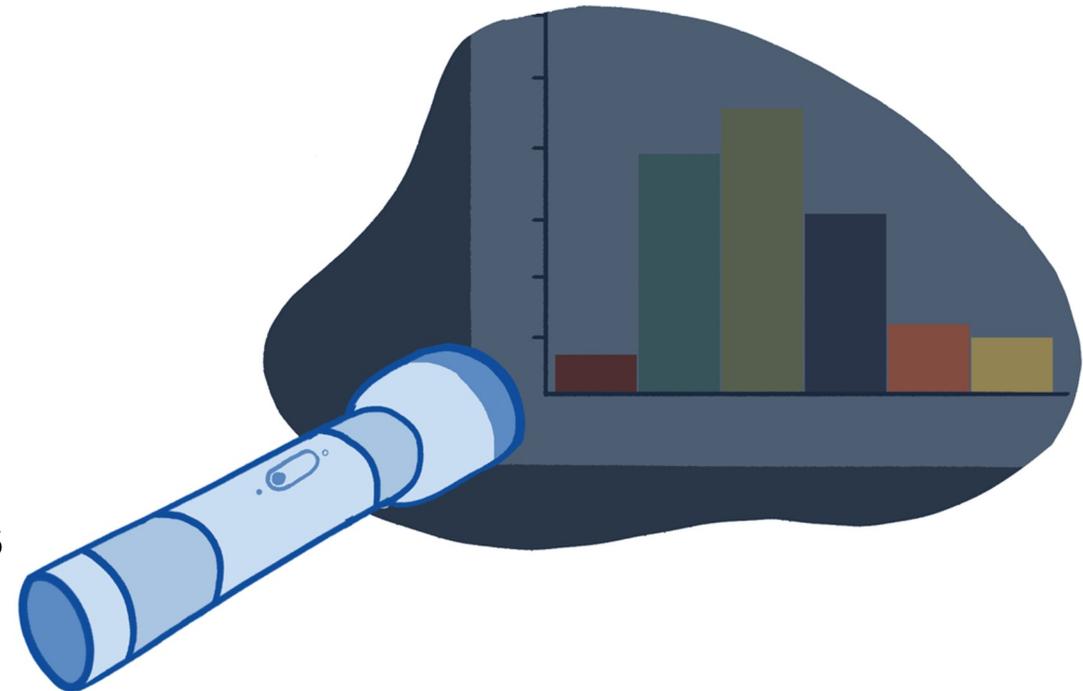
Avoid labelling that stigmatizes

Inclusion-related data collection must cover inputs, processes, outputs and outcomes:

not just for some groups: on all learners
not just for resource allocation purposes

Monitoring should also be inclusive in method:

The Monitoring Framework for Inclusive Education in [Serbia](#) has been **integrated** within the overall school quality assurance policy



Ensure cooperation across government

Inclusion in education a subset of social inclusion

Ensure **horizontal collaboration** between ministries:
data least likely area of collaboration

Lithuania inter-ministerial work helps children
identified with autism

Promote **vertical collaboration** between government
levels: ensure schools and local governments have
capacity

Slovakia's schools enjoy high degree of school
financial autonomy



Share expertise and resources

The only way to transition to inclusion

Shift towards **inclusive in-school support**:

counselling in **23 countries**;

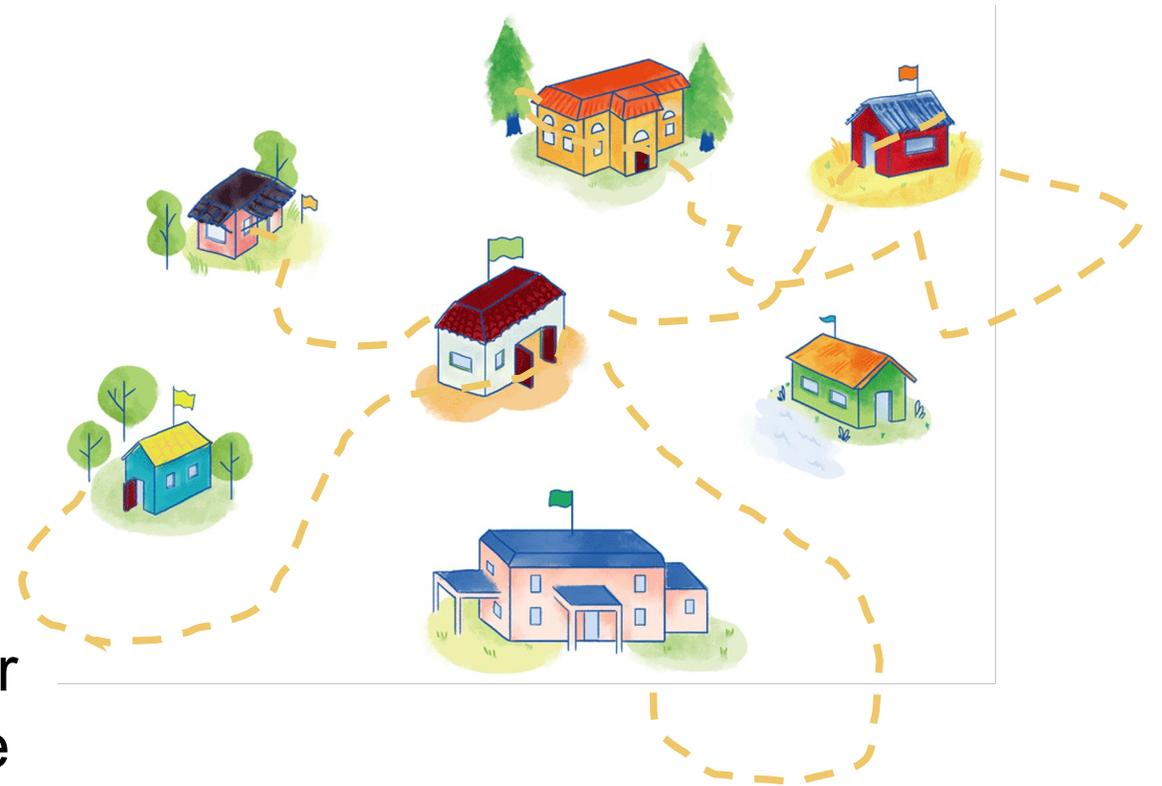
learning assistance in **22 countries**;

specialists/therapists in **21 countries**

...but avoid previously dominant targeted, exclusionary and medical approach

Special schools are a potential resource for mainstream schools trying to support those with special needs

Poland is introducing resource centres



Engage in meaningful consultation

Inclusion cannot be enforced from the top

Keeping parents, guardians and families **informed** of their rights helps include them

Parental involvement in school **governance** can make them agents of change

Open space for NGOs to support the goal of inclusion as watchdogs and advocates:

Romanian NGO work on desegregation for Roma led to legal and policy changes



25 out of 30 education systems have policies supporting parental involvement in school governance

Apply universal design: Ensure that inclusive systems fulfil every learner's potential.

Represent all groups without stereotypes:
Azerbaijan reviews textbooks for gender equality criteria

LGBTI are often invisible

Nine countries do not mention **Roma** in their curricula

- There is a comprehensive framing of Roma history in **Romania's** curriculum



Adapt assessments too - **Georgia** introduced sign language standards

All should learn from the same flexible, relevant and accessible curriculum

Different curricula taught in **mainstream schools** and for **ethnic groups**

22 out of 30 countries provide schools or classes in home languages of minority groups

- In **Slovenia's** bilingual schools, the ethnic majority and minority learn together using an intercultural curriculum

All countries use individualized education plans - but implementation is problematic



Flexible provision is sometimes necessary

- Eg. for nomadic groups in **Mongolia** and **Uzbekistan**

All teachers must be prepared and supported to teach all students

Inclusion should be a **core** part of initial and in-service training, not a specialist topic

Competences in inclusion not usually required for teacher licensing and **certification**

Ageing teaching force is a challenge

Promote teacher **diversity** – Kazakhstan supports admissions from under-represented groups

Support personnel often lacking, and their roles not always clearly defined



1 in 2 teachers feel prepared to teach in **mixed-ability** and **1 in 3** in **multicultural settings**

Covid-19 has deepened education inequalities

Despite strong government education response to COVID-19, many learners were left unassisted.

Of 15-year-old students in the region

25% did **not** have a **laptop**;

10% did **not** have access to the **internet**

Czech Republic

16% were **not** involved in **online learning**

□ More vulnerable were less likely to continue learning

Ukraine, just 1% of students but 20% of **Roma** students did **not** take part in **remote learning**.

Among 23 countries, support was relatively low in:

access in remote areas (43%), school meal services (40%), learning materials for minorities (38%) and child protection services (25%)



Teachers need to be a focus of support

Lack of **professional support** and **insufficient digital skills** among teachers were the main obstacles to education continuity

52% of primary teachers in **Poland** reported difficulty using digital tools

Countries did organized in-service training or online consultations on remote learning mostly attended by “pro-active” teachers.

Innovative solutions, such as teacher networks and collaboration with students are needed.

In **North Macedonia**, a dedicated platform was developed for online assistance to teachers and parents of students with special education needs.



Content needs to be adapted and attention given to socio-emotional well-being

Standard **distance learning** formats geared towards **motivated, self-sufficient learners**

Civil society has been active in drawing attention to student **well-being and mental health**

The COVID-19 pandemic represents a **major setback for inclusion** in education, although the magnitude of its impact is not yet clear.

The crisis has shown that ensuring learning for all during a pandemic is **not simply a matter of tackling the digital divide.**

Countries are not prepared to address the full range of pedagogical challenges for all students that online approaches to teaching and



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Thank you for your attention!

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