

Development of Inclusive Education In The Republic of Kazakhstan

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Abstract

The article is devoted to the problem of the development of inclusive education in secondary education organizations in Kazakhstan.

Accepting and agreeing with the authors' idea that school development in the direction of inclusion must necessarily occur in three interrelated directions, this study is also built on the basis of three main indicators: inclusive culture; inclusive policies and inclusive practices. They were also used in the development of the Monitoring Framework for Inclusive Education in the Republic of Kazakhstan. One of the key documents on which the conclusions of this study are based is the Monitoring Framework for Inclusive Education in the Republic of Kazakhstan, developed by Information Analytical Center JSC commissioned by the Ministry of Education of the Republic of Kazakhstan in 2017. The framework contains indicators and marks for all levels of education, namely 60 indicators and three areas. In connection with the above, the findings of this study are also divided into three areas: culture, policy and practice.

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