

**What are the Benefits and the challenges of inclusion for disability children in Uzbekistan?**

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**Abstract**

This research provides a critical prospective of current literature surrounding inclusive education in mainstream schools. The paper is divided into three basic themes. That is to say, “What is inclusion?”, “Key challenges of inclusive education”, “Benefits of inclusive education”. Literally, the whole children in Uzbekistan –with or without disability, upper-class or middle-class in accordance with social mobility, regardless of ethnicity, gender, religious, cultural origins –are enabled to attend regular schools which fully nurture every child’s great potential (UNICEF, 2013). Therefore, how the authority supplies this education is of great essence, or even how policy is implemented in an equitable manner. For this crucial reason, we should comprehend how inclusive education is defined, before one can progress a deeper comprehension of mainstream schools as well as their associated outcomes. Furthermore, this paper will involve a review of the problems faced in the system of inclusive education, which feeds into an understanding of what inclusion is, who they are for as well as what they suggest. This review of literature will further explore the effects of children attending mainstream schools, touching on both the merits and the demerits of these placements. These kinds of effects come in a great number of forms, such as surrounding friendly relationships with both staff and peers, a huge success, the curriculum, besides, the influence on mainstream children. Finally, this literature review will end by founding the best and the highest productive approach to education in Uzbekistan, based on the comparison and the critical analysis of British and Uzbek, also other current researches; What are the benefits and the challenges of inclusion for disability children in Uzbekistan?

**Key words:** inclusion, different levels of policy in inclusive education, discursive/critical analysis of inclusive education, key benefits and challenges of inclusive education, Special Education Needs (SEN)

**Introduction****What is inclusion?**

Inclusion has multiple definitions in different contexts. In particular, Terzi (2014) pinpoints that the concept of inclusive education has been widely defined in terms of education, namely all children in regular schools which had previously excluded the interventions of qualification. In spite of their current origin, this kind of idea has been adopted in academic research, besides, in economic as well as social policy. Moreover, sociological and pedagogical significance of inclusive education for all seems paradoxically during the process of policy

making due to various policy levels and distinctive realisations of culture and social actions (Felder, 2018). However, Barclay (2013) argues that according to the aim of democratic society, both individuals and groups are forever pivotal to act politically. On the other hand, children with disability sometimes do not fit for democracy. This is mainly because they are not deemed to own the skills thought essential for participation in the process of policy, such as reason or rationality, or since the disabilities do not subscribe to the principal values of democracy, for example, liberties and civil rights. It should be admitted that one of the prominent challengive sample for inclusion into making a decision democracy is disability (Barclay, 2013).

For the purpose of this essay, I will take 'inclusion' to me which means 'creating accessible tools for all in the whole spheres of education essentially, political, economic in an equal manner and it is portrayed as a continuous process, so it should not be an ambitious goal as something to be achieved' (Lees, 2014). Owing to the fact that despite the disabilities have some difficulties physically, they are forever capable in every field of social life by comparison of non-disabled people. Even it should be admitted that the power of mind is forever eternal to lead people further development in a maximal manner (Messiou, 2017).

### **What policies are there?**

In spite of international commitments to the education of inclusion, segregation still prevails in the education system of Uzbekistan (World Bank, 2018). According to the Report of World Bank Group`s (2018) argument that in 2009, the Government of Uzbekistan adopted the 'National Concept of Inclusive Education' pinpoints the need to provide quality education to all children irrespective of their physical, social, as well as capacities, intellectual conditions. Additionally, Education Sector Plan of Uzbekistan for 2013-2017 involved a strategic direction to assist the inclusion of children with special needs in mainstream education, besides, key measures, for example:

- ❖ Improving infrastructure of education
- ❖ Enhancing educators, pedagogies` abilities and school administrators
- ❖ Developing a dedicated monitoring and assessment
- ❖ Consciousness raising on the advantages of inclusive education

Source: World Bank, (2018, p. 47)

School cultures of inclusion are important for implementing sustainable inclusive education systems. Nevertheless, it is undoubtedly true that adequate tools as well as powerful leadership are vital to build such a culture. That is to say, Ainscow and Booth (2011) highlight that cultural factors come in handy with promoting inclusion strongly in schools. For this crucial reason, building inclusive schools is complicated and it needs adequate tools along with mechanisms in a maximal manner. As an example of them is the 'Index for Inclusion' enhanced by two British scientists who are named Mel Ainscow and Tony Booth, over three years with the help from the staff of governors, teachers team, parents, researchers and representatives of people with disability organizations. The 'Index for Inclusion' provides schools within a self-evaluation tool for all aspects of school, for instance, different useful activities in playgrounds, staff rooms, colourful classrooms, communities as well as the atmosphere around the school, involving review of beliefs, values, and educating practices. It is being utilized in approximately 45 countries around the world, and has been translated into 21 languages (ibid. p.44).

From another angle, the adoption which is very prompt and the perceptible influence of distinctive points of view belonging to inclusion or inclusive education attest to their importance of theory as well as their positive, immediate appeal. Especially, the 1994 UNESCO Salamanca Statement acknowledged the notion of inclusive education in terms of a right to education in regular schools for children with special needs and as a means of to the establishment of inclusive society (UNESCO, 1994). Therefore, according to the perspective of Norwich (2013) the system of inclusive education is comprehended widely in the branch as regarded to the

specific values or beliefs of a democratic society, besides, as generally promoting educational provision for the disabilities and struggles.

### **Discursive/critical analysis of inclusion based on a variety of researches**

#### **Key challenges of inclusive education**

Due to the fact that tensions between inclusive and exclusive education are highly discursive and sometimes extremely argumentative to the process of getting new or accomplishing equalities. So, thinking critically about the dimensions of inclusion or inclusive education face is forever valuable for grabbing the core features of them thoroughly. For this main reason, I analyse my literature review in a critical way. In terms of theme, resources based on inclusive education, attitude towards children with special education needs, parents' treatment for children with disability.

Liasidou (2012) puts forward that the whole children ought to be taught in mainstream schools, which are flexible and enable to respond to variations without any special provision if we consider inclusive education as a fundamental process. Alternatively, Terzi's (2008) argument that if we reckon inclusive education as an optimal education, it entails special help so as to meet children's individual requirements. It is the fact that policy levels are complicated in a wide range of contexts, for instance, education system is characterised by inclusive as well as special schools, which outcome in broader inequalities in provision.

Comprehension of special educational needs and disability issues in children's education is portrayed a bit lack due to its inaccessibility to a relative newcomer to the field. The author's depth of knowledge is much more theoretical and abstracted in the process of explanation about the dilemmas of inclusion. Moreover, the vast majority of words or phrases are technical and philosophical in terms of terminology (Lees, 2014). A myriad of case studies which are helpful to perspect human 'stories' in their social life, especially, they make sense of the strength, power, vulnerability whereas the survey of inclusion is shown with historical approaches (qualitative method, mixed) and the term used in "schooling work; curricula issues, pedagogical issues, schooling, child and parent dynamics as well as philosophical matters of relevance", besides, it is some type of 'who's who' of problems, actors, considerations, which in spite of some silenced voices has much to suggest new viewpoints (Lees, 2014, p. 258-259).

An overwhelming majority of scholars, professionals and educators, who carry out several researches related to the identification of the barriers to inclusive education, particularly, inadequacies in policy and legal support, opportunities and resources, specialised staff, teacher training, pedagogical techniques, flexible curricula, cultural attitudes, supportive leadership as well (Eleweke & Rodda, 2002; Mittler, 2000; Messiou, 2017; Phasha, Mahlo & Dei, 2017; Schuelke & Johnstone, 2012).

It can be considered that psychological and sociological importance of inclusive education for all children, actually, the disabilities who really need special behavioural as well as environmentally-friendly atmosphere, or accessible enough facilities to study equally (Cullen et al., 2020). Particularly, in accordance with this evidence review, systematic reviews (quantitative synthesis) are relevant to the questions of review. This carried out "the highest quality proof within the constraints of the time and budget available" (Cullen et al., 2020, p.26). Positivists' altitude towards improving mainstream schools' opportunities for all children without any barriers.

From Norwich's perspective, inclusive education is its rejection of specialization during the usage of categories related to the difficulties or disorder, in curricula, a wide range of teaching approaches as well as the settings of education provision. This leads some questions about when specialized or distinguished aspects of the system are humiliating and excluding and when they are not; when they serve the interests. That is one of the central problems along with tensions declared in this paper, namely which has been named dilemmas of distinction (Minow, 1990; Norwich, 2008). Some inclusive theorists draw attention to the policy adoption of

inclusive education by national and international organizations. As a proof of that, Allan and Slee (2008) demonstrate inclusive education like 'troubled and troubling': 'troubled since it has identified respectability in practice as well as policy, when troubling because which means to be an intentionally bothersome ethical project' (p. 99). From another angle, inclusion is considered as a theoretical weakness due to the 'pragmatic watering down of the underlying idealism of inclusion' (Armstrong et al., 2011, p.37) associated with the 'escapism' of postmodern reckoning about inclusion.

In other words, some of pupils have visual problems. These kinds of pupils or children need other sighted people's help in some cases. Owing to the fact that some of teachers lacked abilities as well as competence of working with such children or pupils (Norwich, 2008). In addition, the sizes of class, shortage of trained or professional educators in the field of special education needs as well as lack of specialized equipment (Igune, 2009).

### **Lack of skills as well as competence**

The vast majority of regular teachers lacked abilities and competence to include children or pupils who are blind indoor and outdoor activities. The main dilemma here was on how to be ready for the lessons, besides, how to make modifications on the learning materials that suit the special needs of blind pupils or children (ibid., p.89). For this crucial reason, some teachers trained in special education needs. Moreover, some teachers had not enough skills in some specialistic fields, for instance, sports for people with visual problem, orientation as well as mobility. Having such limited skills in these fields interfered with the inclusion of children who are blind in outdoor activities (Lees, 2014).

### **Class size**

The explanation of teachers on having enormous children or pupils in the classroom was made it challenge for them to adequately educate in inclusive classrooms. In accordance with Igune` (2009) s findings, the enrolment in the classes ranged from 70 or more pupils. Even though this huge numbers of pupils in the classes, teachers had to spend more time for working in the syllabus (Cullen et al., 2020). Additionally, they had to evaluate the pupils or children`s exercise books, also prepare teaching and learning materials and at the same time teachers had to pay attention to all pupils with special education needs. In fact, having lots of pupils in the class made it struggle for the teachers to pay individual attention to pupils or children who are blind (Igune, 2009).

### **Shortage of teachers trained in Special Education Needs**

According to the study of Igune (2009), some specialist teachers are not enough in mainstream schools. As a consequence, it has posted a big dilemma of heavy workload among teachers. However, Cullen et al. (2020) emphasize that psychological and sociological factors can be a big trouble to work with children or pupils who are blind. Igune (2009) implies that most of teachers who are non-specialst, they do not know how to conduct lessons with the inclusion of children who are blind in classroom as well as outdoor activities, also the provision of quality education. Furthermore, it should be stated that teachers have other functions to carry out (Lees, 2014). This kind of scenario becomes a difficulty. This is mainly because a small number of specialist teachers that are available in the schools cannot run all the subjects in all the classes as well (ibid., p. 67).

### **Shortage of resources**

It is undoubtedly true that shortage of resources has been broken into educating as well as learning processes and infrastructure. Therefore, an overwhelming majority of researchers, Cullen et al. (2020), Norwich (2008), Phasha, Mahlo and Dei (2017), Schuelke and Johnstone

(2012), Igune (2009) argue that specialized equipments are lacking or inadequate in lower primary classes. Besides, some furniture in the classes is lacking in lower primary classes.

### **Key benefits of inclusive education**

It can be thought that a little thing is a big difference, namely efficacious educating strategies are specifically necessary in order to achieve ambitious goals of children with special educational needs. That is to say, if a right approach is used in a lesson perceptibly or "many different types of activities and interactions with various types of objects or symbols" in which individuals are actively dived into (Rosa & Tudge, 2013, p.255). Additionally, the synthesis of Hattie (2009) over 800 meta-analysis as well as Mitchell`s (2014) meta-analysis of research specifically concentrate on effective teaching for pupils with special educational needs argue 27 strategies are applicable to all pupils. As a consequence of above viewpoints, quantitative methods are available for justifying how importance of inclusive education for all children (ibid., p.2). Overall, the system of successful inclusive education requires school transformation as well as system alteration.

### **Social benefits**

On a daily basis, some of pupils who are visual impairment sit together with the sighted pupils. At that time, they will interact with each other as well as they will attempt to know closely: make a friend; share emotions as well as experiences; they improve tolerance with pupils` wrong accomplishments (Igune, 2009). It should be noted that social interaction can help to acquire new things or to figure out some problems, namely Igune (2009) continues that they can acquire to ask as well as argue their struggles. For example, sighted children can learn to support pupils who are blind to find their way out whereas moving around the school or in the class (Singal, 2009).

### **Academic benefits**

In accordance with Igune (2009) `s studying, some of teachers interviewed considered that pupils who are blind might benefit academically like any child in the class. In particular, they discussed that if all children have enough accessible tools or all essential learning materials, they will improve their academic knowledge and skills in an equitable manner. Due to the fact that while these pupils access this crucial equipment, they can easily accomplish basic knowledge, such as substraction, multiplication as well as division (Fullan, 2007). Most importantly, when blind pupils are supplied with brailed books, they can read common story books or fairy-tale books tactually. Furthermore, the respondents approved that pupils who are visual impairments can academically benefit in the mainstream school. This is mainly because sighted classmates or peers can assist them in areas of challenge (Igune, 2009).

### **Acquisition of special skills**

It is a fact that blind pupils or children cannot learn any skills by imitation in a manner sighted pupils or children can do. So that, Igune (2009) highlights that blind pupils or children need to be guided by above-mentioned people close to them, but also their parents, siblings. Additionally, children or pupils who are blind can acquire special skills with the help from peers, classmates or teachers as well in mainstream schools (ibid., p. 86). He reveals that children or pupils who are blind are supported to learn special skills, such as: `slef-support skill like to toileting during health education lessons. In fact, teachers are always an essential role to teach their pupils in any circumstances, of course. That is to say, teachers take children or pupils who are blind to the pit latrines as well as educate them how to use the pit latrine. Mainly, "these kinds of capabilities need to be educated to pupils or children who are blind as early as possible to avoid embarrassment as they grow up" (Igune, 2009, p. 87)

### **Teachers role in the system of inclusive education**

On a daily basis, some of educators underestimate that crucial resources and effective teaching support or approaches in mainstream schools. Nevertheless, Singal (2009) comes up with above-mentioned factors which become a top-down burden rather than a collaborative process. For this reason, it is necessary for educators, pedagogies to have top-down and bottom-up knowledge as well as vital abilities to easily create inclusive classrooms, besides, for school leadership to provide an inclusive and a variety of innovative atmosphere for a great number of teachers to blossom as Fullan (2007), Kuroda, Kartika and Kitamura (2017) persuade them like 'parachute' trainings do little in terms of influence and systematic alteration in a perceptible manner. It should be noted that these kinds of creative methods and approaches are of great success in both academic and social lives for every child through more sustainable inclusive education implementation. In particular, this is positively efficacious teachers' attitudes to inclusion by exaggerating that this process is accomplished with their professional role to involve all children in their classroom (Subban & Mahlo, 2017; Forlin & Chambers, 2011; Graham & Scott, 2016; Sharma, Simi & Forlin, 2015).

Basically, Florian and Linklater (2010) convince that teachers' professional skills are thoroughly productive and highly helpful to work with all students, disabled and non-disabled in inclusive classrooms. Although it is sometimes problematic to make a decision, teachers' role is significant to figure out the offensive issues. This paper acknowledges findings of a study of a new teacher education course. The theoretical rationale for the enhancement of the course is outlined, additionally, examples of how many teachers might dive into more inclusive practice are showed (ibid., p.371). However, Jordan, Schwartz and McGhie-Richmond argue that schools frequently exclude, or reject to include, some students on the ground that teachers do not have the requisite different capabilities and knowledge to educate them (2009). Florian and Linklater's study is based on a large mixed programme of research, especially, qualitative data collection (ibid., p. 374). Triple key terms are presented, namely 'transformability', 'key pedagogical principles' and 'improved capacity to acquire' in accordance with the paper of Florian and Linklater (2010).

Florian and Beaton (2018) pinpoint that 'inclusive pedagogy' is the same as 'inclusive pedagogical approach, mostly, both of them are pedagogical replies to individual distinctions between pupils that avoids the marginalisation that can happen within differentiation strategies that are designed merely with individual requirements in mind. These kinds of issues involve the 'repetitive exclusion' (Slee, 2010; Allan, 2006) whereby pupils are included in the classroom, yet excluded from facilities to attend in collaborative or else group or team activities. This is mainly because, the task they are given is distinguished to such an extent that they over separated from the classroom community although they may be physically present. Interestingly, 'inclusive pedagogical approaches were improved in response to various questions which are about how individual learners can accept the extra help or additional support they require without treating them variously from others' (Florian & Black-Hawkins, 2011). In accordance with Florian and Beaton's data analysis, it is based on a myriad of methods which comprised: note-taking, video footage, semi-structured interviews with a huge number of pupils about their delivering reflections between teachers as well as independent researchers, learning process as well (2017). Furthermore, key 'learning moments' illustrated by Coyle as well as her teams (2010) as experiences identified by teachers and learners that describe incidents, they deem essential.

### **Conclusion**

This paper has drawn from a variety of literature as well as research to offer a holistic comprehension of inclusive education. It set out by giving a specific definition of 'inclusion' or 'inclusive education' in mainstream schools and exploring both why and how children's education may differentiate from this pathway. Particularly, this involved analysing three key

factors: 'What is inclusion?', 'Key challenges of inclusive education', 'Benefits of inclusive education', besides, the most perceptible challenges, for example, enough resources, parents and teachers attitude towards the children with special educational needs and non-disabled. Ultimately, this essay explored inclusive education or mainstream schools system from multitude viewpoints, enriching to take into account a broader distinction of stakeholders. It should be noted that children, parents, teachers and authorities' opinions were explored, in terms of what an inclusive education is or what mainstream schools are and the possible outcomes of such. The consequences of these schools were analysed through following sub-themes: teacher relation, staff relation or peer-relations and policy enactment, impact on the mainstream as well as the result. None of these sub-themes were holistically merit or demerit, with all sub-themes existing wealthy researches pursuing the advantages and the disadvantages of mainstream schools or inclusive education.

Due to the fact that by comparison of the effects of mainstream and special schools on National Curriculum consequences in children with special educational needs can be preceded research into the success of such inclusive practices, additionally, this is essentially concerning children with autism spectrum disorder as Humphrey and Parkinson (2006) and Reed and Osborne (2014) implied. In other words, mainstreaming is also considered to enhance the social consciousness of the other children exposed to the included children (Kurth and Mastergeorge, 2010; Knight, Petrie Zuurmond et al., 2009). Literally, Smith and Matson recommend (2010) that greater academic successes are made by children who are disabled behaviour or issues in special schools.

In conclusion, this paper is that improving individualised inclusion units, within mainstream schools, suggests a perfect solution that gives children social benefits of mainstream education whereas targeting their educational needs. By this solution, the whole pupils can feel inclusive, without any barriers the significant needs-based approach that permits children to gain their full potentials in a maximal way.

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