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MPHTI 06.71.07; 06.39.53

JEL Classification: I22; H52; I28; O15

DOI: <https://doi.org/10.52821/2789-4401-2025-4-68-83>

PROBLEMS AND MECHANISMS FOR IMPLEMENTING THE STATE POLICY OF INCLUSIVE EDUCATION IN THE SECONDARY EDUCATION SYSTEM OF KAZAKHSTAN

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ABSTRACT

Purpose of the research is to identify key barriers and examine the mechanisms of public administration influencing the implementation of inclusive education in secondary schools in Kazakhstan, focusing on the case of the Almaty region.

Methodology. The study is based on a qualitative approach. Documentary analysis and online survey methods with elements of semi-structured interviews were used. Principals, inclusion coordinators and teachers from 40 schools in the Almaty region and Kaskelen took part in the study.

Originality / value of the research. The article focuses on the managerial and economic aspects of inclusive education, which remain understudied in the Kazakhstani context. The conducted empirical study for the first time systematizes the perception of barriers and conditions of inclusion by the participants in the educational process themselves.

Findings. Five key groups of barriers were identified: infrastructural limitations, staff shortages, insufficient funding, weak administrative support and low social preparedness. The findings confirm the need to modernize public administration mechanisms and sustainable budget planning to ensure equal access to quality education for all students.

Keywords: inclusive education, public administration, financing, special educational needs, barriers, implementation mechanisms, Kazakhstan.

INTRODUCTION

Inclusive education is a key priority within the global Sustainable Development Agenda. According to the UNESCO Institute for Statistics, approximately 251 million children worldwide are not enrolled in school. UNESCO's 2024 Global Education Monitoring Report highlights that, despite numerous international efforts, the share of children and adolescents not attending school has declined by just 1 % over the past ten years. One of the main obstacles to more substantial progress is the ongoing shortage of funding for education, especially in countries with low and lower-middle income levels [1].

In Kazakhstan, more than 144 000 children were out of school in 2022, the majority of whom were children with disabilities. Despite the steps taken by the state, in 2015 only 21,8 % of schools in Kazakhstan had the necessary conditions for organizing inclusive education. However, as a result of consistent implementation of national programs and systemic reforms in the field of education, by 2024 this figure increased to 89,1 %, which indicates significant progress in ensuring the availability of the educational environment for children with special educational needs [2; 3].

The most dynamic development of inclusive education was observed in the period from 2020 to 2024. This coincided with the creation of a specialized Department for Inclusive and Special Education, the introduction of a three-tier model for supporting students with special educational needs, as well as an increase in the number of teaching assistants and other specialized specialists [4].

This trend is also confirmed by official statistics – from 2020 to 2024, the number of children with SEN enrolled in education increased from 61 000 to 230 000 [4]. Thus, the presented data testify to the scale of the processes and at the same time point to the remaining barriers, which confirms the relevance of this study and the need for a systematic analysis of public policy in this area.

At the same time, access to a high-quality inclusive educational environment remains uneven across regions. Significant infrastructural, personnel and management barriers continue to hinder the full implementation of inclusion principles. Human Rights Watch notes that, approximately 70 % of public educational institutions in Kazakhstan are located in rural areas and under the jurisdiction of local akimats [5]. This geographic distribution poses significant challenges to ensuring equitable access to inclusive education and highlights the need for a comprehensive, systemic approach to knowledge management and public governance in this area.

In the context of ongoing reforms, it is especially important to create a clear regulatory framework, modernize public administration mechanisms, and design effective financing models to support the sustainable implementation of inclusive education across the country.

The purpose of this study is to identify the main barriers and analyze the mechanisms of public administration that affect the implementation of inclusive education in secondary schools in Kazakhstan (using the Almaty region as an example).

Research objectives:

- Assess the regulatory and institutional framework for inclusive education;
- Identify key administrative and financial barriers;
- Study the perception of these factors by school administrators and teachers;
- Formulate proposals for improving management in this area.

The scientific novelty of the study lies in the emphasis on the management and economic mechanisms for the implementation of inclusive education, which expands the understanding of the factors influencing the sustainability of educational policy in the context of Kazakhstan.

MAIN PART

Inclusive education policy and practices in the Republic of Kazakhstan.

The development of inclusive education in Kazakhstan is taking place in the context of the transformation of the entire education system, which began after independence in 1991 [6]. During this period, the country inherited a model of segregation from the Soviet Union: children with disabilities studied in separate correctional schools. Gradually, Kazakhstan began to move towards a more inclusive model, integrating international principles into national educational policy.

One of the first steps in this direction was the adoption of the Kazakhstan 2030 strategy in 1997, where the improvement of the education system was identified as one of the key priorities [7]. Since then, Kazakhstan has signed and ratified the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities (in 2015) [8], and joined the Salamanca Declaration (in 2006) [9], consolidating international commitments to ensure equal access to education [10].

In addition to the legal basis, the scale of the task is illustrated by official data. According to the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan, more than 737 450 people with disabilities live in Kazakhstan, over 114 727 of them are children with special educational needs [11]. This requires not only formal recognition of the right to inclusion, but also an active government policy to ensure it. The Constitution of the Republic of Kazakhstan (Articles 14 and 30) explicitly establishes the principle of non-discrimination and equal rights to education. However, the transition from regulatory principles to everyday practice requires a review of approaches to financing, training, and interagency coordination.

According to Kazakhstani researchers [12-15], inclusive education primarily draws attention not to the characteristics of the child, but to the limitations of the system itself. According to the modern approach, the responsibility for creating an inclusive environment lies with state and municipal governments, as well as the leadership of educational organizations.

The regulatory framework for inclusive education in the country is the Law «On Education» of 2007 [16], which establishes the rights of children with special educational needs to study in conditions as close as possible to general education. The amendments made to it extended, in particular, the age of starting school to 10 years for some categories of children. The Constitution of the Republic of Kazakhstan (article 30) also establishes equal rights to education, regardless of health status or other factors.

Since 2020, there has been a particularly active stage of institutional development: The Department of Inclusive and Special Education under the Ministry of Education has been established, a three-level model of psychological and pedagogical support has been introduced, and new staff units (teaching assistant, personal assistant) have been approved [17]. In 2022, which was declared the Year of Children in Kazakhstan, programs were also launched to improve the well-being and rights of children with SEN [18].

Nevertheless, despite the reforms, practices of partial segregation still persist and there are regional disparities in the provision of human, methodological and infrastructural resources [19]. According to some researchers [12], historical barriers laid down during the Soviet period continue to hinder the full-fledged implementation of inclusive education. Most of the existing research in Kazakhstan focuses on the pedagogical aspects and problems of implementing Inclusive education; however, management and financing issues remain poorly covered.

The key problems remain the shortage of personnel, the low level of training of specialists, as well as the lack of coordination between the levels of government. In addition, an important but underestimated factor is the cultural activism of parents as an element of successful socialization and family involvement in the educational process.

Thus, despite significant progress in legislation and official policy, the transition to full-fledged inclusion requires not only formal respect for rights, but also modernization of management mechanisms, resource allocation and coordination at all levels of the education system.

Literature review. The concept of inclusive education in the international literature is considered as the most important tool for ensuring social justice, equality of opportunities and sustainable development. According to the UNESCO definition, inclusive education is a process aimed at identifying and removing barriers to learning in order to reach all students, regardless of their abilities, origin, gender, language or developmental characteristics [20].

Research highlights that inclusion should not only be a pedagogical task, but also an institutional practice deeply integrated into public policy. For example, the UNESCO GEM Reports [20; 21] highlight that most barriers to inclusion are not related to the characteristics of children, but to the lack of adaptation of the educational environment and the inefficiency of management decisions. The OECD [22] also notes that the successful implementation of inclusive practices is possible only with systemic strategies and sustainable cross-sectoral cooperation.

An important addition to the concept of inclusion as an institutional practice is the work of Ainscow [23-27], which shows that systemic changes are possible through networking and the joint action of schools and researchers. His long-term research has laid the theoretical and practical foundation for understanding inclusivity as a systemic transformation, focusing on the role of the school community, inter-level interaction and management mechanisms in ensuring equal access to education.

Modern research offers an expanded understanding of inclusion in education, going beyond the traditional approach focused solely on disability and focusing on creating a flexible, accepting environment for all learners. Thus, Haegele and Maher [28] interpret inclusivity as an intersubjective experience of belonging and acceptance, where strengthening the voices of students with disabilities becomes key. Hernández-Saca and et.al. [29] examine inclusive education through the lens of human rights and systemic transformations, emphasizing the need for a holistic approach to education policy. Piccolo [30] advocates a social model of disability, pointing out that the mere presence of students with special needs in the classroom is not enough – it requires a transformation of educational practice itself. Cobb and Couch [31], in turn, criticize the OECD's global competence framework, questioning whether inclusivity is adequately reflected in standardized assessments. All these studies emphasize that genuine inclusion requires rethinking existing norms, recognizing diversity, and creating an educational environment conducive to equal participation and social justice.

However, the implementation of inclusive strategies is impossible without the active participation of government agencies. As a number of studies show, it is government policies, management models, and administrative support that play a crucial role in how sustainable and effective inclusive reforms turn out to be.

International studies demonstrate that the sustainability and quality of inclusive education are closely linked to the effectiveness of public administration at both the national and local levels. Inclusion in education is defined not only as access to learning, but also as ensuring equal opportunities for all students, regardless of their abilities or social background [32]. Evidence shows that the successful implementation of an inclusive policy requires systematic teacher training, partnership between the school and the community, and fair and sustainable allocation of resources. The key role in this process is played by the school leadership [33]. The formation of an open and cooperative culture and the integration of inclusive principles at all levels of school life depend on the principals. In addition, modern management studies in the field of education analyze aspects such as political regimes, organizational structure effectiveness, budget planning, and local policy implementation [34]. For example, the experience of Indonesia demonstrates that with the support of government mechanisms and reforms in school management, positive dynamics in the development of inclusive education is possible. At the same time, there is still a need for additional training, expansion of infrastructure opportunities and awareness-raising among teachers [35]. In Canada, mandatory teacher training and support programs include resources for working with students with special needs and quality monitoring tools (regular reports from provincial ministries) [36; 37; 38].

In Finland, the management of the system is based on a partnership between central authorities and municipalities: it is at the local level that financing, recruitment and adaptation of infrastructure are organized. The Right to Learn program [39; 40] aims to pool resources to improve the quality and accessibility of education, including educating educators and equalizing educational opportunities [41].

In Poland, the Inclusive Education policy is also based on a reliable administrative framework: the training of inclusive educators and the financing of infrastructure support are mandatory conditions for the work of most schools - this is reflected in national regulatory documents and supported by the EU [38; 42]. Thus, institutional and managerial factors are an essential condition for successful inclusion.

This understanding is complemented by the street-level bureaucracy approach proposed by Lipsky: key decisions on the implementation of an inclusive policy are made at the school level – by principals, teachers, and local education authorities [43; 44]. These «field» performers act as a filter through which any government strategy passes, including in the field of Inclusive Education.

This is especially true for countries like Kazakhstan, where, as the UNESCO Global Education Monitoring Report 2020 [20] emphasizes, the main barriers to inclusion are not related to the lack of a regulatory framework, but to insufficient administrative coordination and weak interdepartmental cooperation. Less than 10 % of countries in the world have clear legal mechanisms to ensure full inclusion. The report emphasizes that inclusion must be supported by state planning, financing, and monitoring systems [20].

According to the World Bank Inclusive Education Initiative (IEI), the implementation of inclusion in countries with transition economies requires a comprehensive approach from government agencies: interdepartmental coordination, personnel retraining, budget sustainability, and systemic assessment [45].

For Central Asian countries, the example of Georgia is indicative, where, according to UNICEF Georgia [46], the implementation of inclusion was ensured through a centralized strategy, ongoing support from ministries, the introduction of uniform standards, and systematic training of teachers.

In Kazakhstan, there is no sustainable model of interdepartmental interaction, and the implementation of inclusive initiatives often depends on the local level of motivation and resources. This confirms the need to improve public administration mechanisms as a key condition for the sustainable promotion of inclusion.

Financing plays a key role in the implementation of inclusive strategies in education. According to the OECD Equity and Inclusion in Education report [47], resource allocation should take into account the characteristics of individual groups, including children with SEN. Countries often use a combination of the main budget and targeted subsidies to support schools in need, while transparency, evaluation of results, and a balance between universal and targeted support are important.

According to the World Bank [45], children with disabilities are on average 2,5 times less likely to receive education in low- and middle-income countries; this often includes children with SEN. The mechanisms required to address this inequity include: oversight of spending, cross-sectoral collaboration, and ongoing assessment of the cost-effectiveness of initiatives.

An example of a World Bank program in Kazakhstan is the Education Modernization Project [48]. About USD 12 million out of the estimated USD 17,5 million has been invested by the third quarter of 2024, with the bulk of the funds directed to teacher training, equipping centers, and supporting rural schools.

Despite extreme weather conditions (floods in 2024), funding was continued, ensuring the continuity of the project.

World Bank highlights need to «increase education spending, streamline school networks and reform teacher pay» to address funding inequalities [48]. This approach is in line with OECD recommendations [49], which emphasize the importance of transparency, performance evaluation, and resource allocation in favor of regions with greater needs.

Thus, the combination of international practices, Kazakhstani experience, and analysis of current challenges shows that funding is not just a monetary provision, but a key tool for the management and sustainability of inclusive reforms. To illustrate the differences in support models across countries, Table 1 provides a comparative overview of approaches to financing inclusive education in the context of public policy. Finland, Canada and Poland are selected as examples – countries with different levels of economic development and governance, whose practices can be adapted to the Kazakhstani context.

Table 1 – Comparative analysis of inclusive education financing models in different countries

Country	Funding model	Key features	Effects/Conclusions
Finland	Basic + additional funding	All schools receive equal basic budget + SEN supplement	High efficiency, minimal segregation
Canada	Hybrid (basic + need-based)	Individual funding based on needs assessments	Flexibility, tailored to each student
Poland	Targeted subsidy + district budget	Funds are transferred to regions, then to schools	Dependence on the effectiveness of local management
Kazakhstan	State budget + grant support	Pilot implementation of per-capita, grant programs, but limited by zones	Increased transparency in cities (+20 %), but lack of resources in rural schools
Note – complied by the authors according to [20; 21; 36; 37; 38; 39; 40; 42; 47; 48; 50; 51].			

As can be seen from Table 1, successful international practices rely on transparent and sustainable financing for inclusion. However, approaches to inclusive education in Kazakhstan have their own specific features. Below, existing research in the national context is reviewed and key gaps are identified, especially in terms of governance and financing.

Research on inclusive education in Kazakhstan has become increasingly numerous in recent years, but still focuses primarily on pedagogical and psychological aspects. Most publications cover topics such as the integration of children with special educational needs (SEN) into primary and preschool education, teacher training, adaptation of curricula, and psychological support [12; 52; 53]

At the same time, the development of management and economic mechanisms for implementing inclusive policies in the context of the Kazakh school system remains clearly insufficient. Existing studies rarely analyze such key aspects as the funding structure, the degree of participation of local authorities, the effectiveness of interdepartmental coordination, and the perception of inclusive initiatives by principals and management. In addition, there is a territorial disproportion in empirical studies: most data are collected in the cities of Almaty, Astana, or Shymkent, while rural regions with a high proportion of students with SEN remain insufficiently covered. This creates a methodological imbalance that limits the generalizability of findings at the national level [3; 54; 55].

Another gap is the lack of cross-sectoral studies that would examine the relationship between the education system, social protection, health care and municipal governance in the context of inclusion. Meanwhile, it is precisely such integrated approaches that are recommended by international organizations as the most effective in countries with transition economies [3; 47; 48].

Thus, despite the growing interest in the topic of inclusive education, issues related to funding models, institutional sustainability, implementation of policies at the school level and assessment of the impact of government support measures on the educational outcomes of children with special educational needs remain unresolved. Existing studies demonstrate that inclusive education cannot be implemented in isolation from the financial and administrative systems. Based on the analysis of literature and international funding models (see Table 1), we can identify key links in the influence of budget decisions on the effectiveness of inclusion in

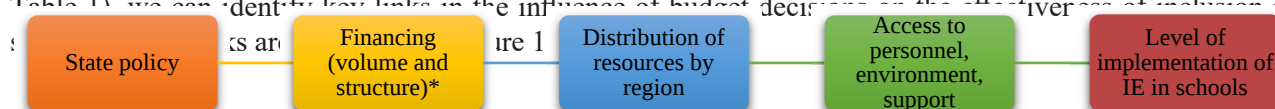


Figure 1 – The Impact of Financial Decisions on the Implementation of Inclusion

Note – complied by the authors

*«Financing (volume and structure)» means not only the total amount of funds allocated, but also their internal breakdown by areas (personnel, infrastructure, support), which affects the availability of conditions and equality of opportunities.

The diagram shows the step-by-step process of how government decisions affect education: starting with the overall political will and funding, and then moving on to the allocation of resources across regions. This determines the availability of staff, resources, and support for education, as well as the implementation of inclusive practices at the school level.

Methodology. To achieve the goals and solve the tasks set in the study, a qualitative methodological approach was applied, which is most suitable for studying social and managerial processes in the context of inclusive education. Qualitative research was chosen as the main approach, which allows us to study the perception of managerial and financial factors through the experience of direct participants in the educational process [56; 57].

The study used two main methods:

- documentary analysis and
- online survey with elements of semi-structured interviews.

The questionnaire was designed in accordance with the objectives and questions of the study. Given the multinational and bilingual nature of Kazakhstan, the survey was conducted in two languages – Kazakh and Russian – which ensured a wider coverage and better understanding of the issues by the participants.

The document analysis included studying the Constitution of the Republic of Kazakhstan, the Law on Education [16], international agreements [9], as well as research reports, regulations, and policy programs in the field of inclusive education. These sources helped to substantiate the analytical framework of the study and correlate national realities with international commitments.

Initially, it was planned to conduct semi-structured interviews with teachers, but due to the lack of response from the Department of Education of the Almaty Region, a **snowball method** using Google Forms was chosen.

The choice of the Almaty region is due to its high population density, a large number of schools, and the fact that it is traditionally considered one of the centers for the implementation of educational innovations along with Astana. The sample was formed purposefully: respondents had to have experience working with children with special educational needs (SEN), and the school had to include such students in the current educational process.

The survey participants were:

- 10 principals of schools,
- 10 coordinators of inclusive education,
- 50 teachers from 40 schools in Almaty region and Kaskelen.

15 students from the nearest university helped in the collection and processing of questionnaires. The average time to fill out the questionnaire was 40 minutes.

The survey included 7 open-ended questions covering the understanding of inclusive education, the role of the respondent in the process, barriers and factors affecting the implementation of the IOT, as well as suggestions for improving the system.

Before conducting the study, the questionnaire was tested on a group of four graduates of special education programs working in schools with an inclusive component. The adjustments were made based on their comments. The ethical approval was received from the Committee on Ethics of Scientific Research of Narxoz University (Protocol No. 6 dated 02/10/2023). All participants were informed about the goals and conditions of participation.

The analysis of the respondents' written responses was carried out using the method of systematic textual condensation [58], which allows us to structure qualitative data into thematic blocks. All the answers were pre-read and analyzed for the presence of recurring ideas, problems, points of view, and formulations. Next, key semantic units were identified and descriptive codes were assigned, which were then grouped into broader categories (Table 2).

Table 2 – Respondents' quotes by category:

Category	Code example	Respondent quote
Infrastructure	« No ramp»	<i>«We still don't have a ramp at our school; it's hard for children with SEN to even enter»</i>
Human Resources	«No assistants»	<i>«There are no assistants, teachers do everything themselves, the overload is huge»</i>
Funding	«Not enough budget»	<i>«We want to create a separate room for correctional work, but there is not enough funding»</i>
Administrative Support	«No coordination»	<i>«We try, but it is often not entirely clear how to correctly complete documents on inclusion – we would like more explanations and methodological assistance»</i>
Social Perception	«Colleagues' attitude»	<i>«Some instructors are afraid that they will not be able to cope with children with SEN, and this causes caution.»</i>
Note – complied by the authors		

Thus, the analysis of qualitative data confirmed that schools face a complex of interrelated barriers. Respondents are particularly sensitive to the lack of resources, staff overload, and lack of clear administrative coordination.

CONCLUSION

Results and findings. Based on thematic coding (see Table 2), five key areas were identified that characterize the barriers and conditions for the implementation of inclusive education in secondary schools in the Almaty region and Kaskelen: infrastructure, human resources, financing, administrative support and social perception:

Infrastructure. The most frequently mentioned barrier is the lack of an adapted infrastructure. In 38 responses, respondents pointed to difficulties related to the physical access of students with disabilities to the educational environment – there are no ramps, adapted toilets, and specialized equipment. Insufficient accessibility of buildings, lack of specialized classrooms and means of transportation make it difficult for students to integrate with the SEN and limit teachers' ability to organize an individualized approach.

Human resources. The problem of the shortage of specialists in the field of inclusive education was mentioned in 44 responses. Most schools do not have teaching assistants, and teachers are overwhelmed and unsure of their willingness to work with children with SEN. There are not enough speech therapists, speech pathologists, sign language and typo pedagogues in the regions, and the need is estimated at hundreds of specialists. Teachers note low salaries and too much paperwork, which scares off candidates. Also, the lack of regular professional development and methodological support programs negatively affects the motivation of teachers and the quality of the educational process.

Financing. In 51 responses, respondents noted a lack of targeted funding as a key factor hindering the introduction of IE. This is especially noticeable in rural schools, where resources are limited to create an inclusive environment. Since 2018, there has been a donation-based financing system – «per capita financing» for each child with SEN. However, research shows that the amounts are insufficient and do not cover all necessary expenses – schools are forced to split the budget between infrastructure, training and support. The availability of infrastructure and trained personnel largely depends on sustainable budget planning. As in international practice [49], financing acts not only as a resource, but also as a tool for shaping an effective inclusion policy.

Administrative support. 36 participants indicated a lack of systematic support from district and city education authorities. Schools often face a lack of clear instructions and practical mechanisms for implementing inclusive programs. This situation reduces the quality of local government policy implementation, despite the existence of a regulatory framework.

Social perception. 27 participants mentioned cultural and psychological barriers affecting the perception of IE. Some teachers and parents are wary of inclusion, fearful of a new role, and fear that they will not be able to cope with additional tasks. For the sustainable implementation of an inclusive policy, it is important to work not only with formal aspects, but also with the attitudes of participants in the educational process.

In general, the results show that schools need not only regulatory support, but also specific management and economic mechanisms to ensure the implementation of the principles of inclusion in practice.

Discussion and Policy Implications. The results of our research confirm the importance of systemic financing and administrative support, which is also noted in international practices. For example, in Finland, the availability of assistants and an even distribution of the budget make it possible to reduce the burden on teachers [40]. In Canada, the success of an inclusive policy is ensured through mandatory teacher training and a flexible support system [36]. In contrast, in Kazakhstan, human resources and infrastructure vary greatly between urban and rural schools, which requires adapting foreign experience to local conditions. Strengthening the implementation of inclusive education in Kazakhstan is possible through specific and realistic steps. One of them could be the integration of inclusiveness principles into the main educational programs of pedagogical universities, which will allow the formation of relevant competencies in future teachers already at the stage of their training.

For current teachers, systematic support is important through regular trainings, seminars, and practice-oriented refresher courses. This will allow them to more confidently apply inclusive approaches in their daily work.

Regular and independent audits of schools are also needed to assess the level of accessibility of infrastructure, technical equipment and the availability of specialized specialists. Such diagnostics will make it possible to determine financing priorities more precisely.

Financing is a key tool for successful inclusion. Targeted budget planning and partnership with the private sector will make it possible to modernize the school environment and ensure the purchase of necessary equipment. At the same time, it is important that the allocation of funds is transparent and based on real needs.

Pilot projects are already being implemented in a number of regions of the country, showing encouraging results. Thus, within the framework of the «Accessible Environment» program, several schools were adapted in Almaty, which contributed to a 20 % increase in the enrollment of children with special educational needs [59]. A network of resource centers has been established in Astana, where teachers receive methodological assistance and expert advice.

These initiatives show that with coordinated management, sustainable financing and human resource development, Kazakhstan is able to take the next step – from formal recognition of inclusive education to its sustainable implementation in practice.

Conclusion. The results of the study show that despite significant steps in the regulatory and legal design of inclusive education, significant administrative, personnel and infrastructural barriers still remain in school practice in Kazakhstan. An analysis of the perception of teachers and school administrators in the Almaty region confirmed that inclusion requires not only legislative will, but also a systematic modernization of public administration, flexible financing mechanisms, increased coordination between government levels and increased support for teachers.

The study also highlighted the need to move from formally incorporating the principles of inclusivity to creating favorable conditions for their implementation. Successful implementation of inclusion is impossible without staff training, sufficient funding, infrastructure development, and the involvement of parents and the local community.

Thus, inclusive education in Kazakhstan is at the stage of active institutional formation. To move to a sustainable model, it is necessary to rethink the role of public administration: from control to maintenance, from standards to flexible solutions, from fragmented initiatives to integrated policies. The continuation of systemic reforms, reliance on high-quality data and the inclusion of economic and managerial mechanisms will transform inclusive education into an effective tool for the development of human capital and social justice.

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ҚАЗАҚСТАННЫҢ ОРТА БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ИНКЛЮЗИВТІ БІЛІМ БЕРУ МЕМЛЕКЕТТІК САЯСАТЫН ІСКЕ АСЫРУДЫҢ МӘСЕЛЕЛЕРІ МЕН ТЕТІКТЕРІ

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АНДАТПА

Зерттеу мақсаты – Алматы облысы мысалында Қазақстандағы жалпы білім беретін мектептерде инклюзивті білім беруді жүзеге асыруға әсер ететін негізгі кедергілерді анықтау және мемлекеттік басқару тетіктерін зерттеу.

Әдіснамасы. Зерттеу сапалық әдіснамаға негізделген. Құжаттық талдау және жартылай құрылымдалған сұхбат элементтерімен онлайн сауалнама әдістері қолданылды. Зерттеуге Алматы облысы мен Қаскелең қаласының 40 мектебінен директорлар, инклюзия бойынша үйлестірушілер және мұғалімдер қатысты.

Зерттеудің бірегейлігі / құндылығы. Бұл зерттеу Қазақстан жағдайында жеткіліксіз зерттелген басқарушылық және экономикалық аспектілерге назар аударады. Эмпирикалық деректер алғаш рет инклюзивті білім берудің кедергілері мен жүзеге асыру шарттарын білім беру үдерісінің тікелей қатысушыларының көзқарасы негізінде жүйелейді.

Зерттеу нәтижелері. Бес негізгі кедергі тобы анықталды: инфрақұрылымның жеткіліксіздігі, кадр тапшылығы, мақсатты қаржыландырудың жетіспеуі, әкімшілік қолдаудың әлсіздігі және әлеуметтік ортаның дайын еместігі. Нәтижелер инклюзияны тиімді енгізу үшін мемлекеттік басқару тетіктерін жаңғырту мен тұрақты бюджеттік жоспарлау қажеттілігін көрсетеді.

Түйін сөздер: инклюзивті білім беру, мемлекеттік басқару, қаржыландыру, ерекше білім беру қажеттіліктері, кедергілер, іске асыру тетіктері, Қазақстан.

**ПРОБЛЕМЫ И МЕХАНИЗМЫ РЕАЛИЗАЦИИ ГОСУДАРСТВЕННОЙ ПОЛИТИКИ
ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В СИСТЕМЕ СРЕДНЕГО ОБРАЗОВАНИЯ
КАЗАХСТАНА**

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АННОТАЦИЯ

Цель исследования – выявить ключевые барьеры и изучить механизмы государственного управления, влияющие на реализацию инклюзивного образования в средних школах Казахстана, сосредоточив внимание на примере Алматинской области.

Методология. Исследование основано на качественном подходе. Были использованы методы анализа документов и онлайн-опроса с элементами полуструктурированных интервью. В исследовании приняли участие директора, координаторы по инклюзии и учителя из 40 школ Алматинской области и Каскелена.

Оригинальность / ценность исследования. Статья посвящена управленческим и экономическим аспектам инклюзивного образования, которые остаются недостаточно изученными в казахстанском контексте. Проведенное эмпирическое исследование впервые систематизирует восприятие барьеров и условий инклюзии самими участниками образовательного процесса.

Результаты исследования. Были выявлены пять ключевых групп барьеров: инфраструктурные ограничения, нехватка персонала, недостаточное финансирование, слабая административная поддержка и низкая социальная готовность. Полученные результаты подтверждают необходимость модернизации механизмов государственного управления и устойчивого бюджетного планирования для обеспечения равного доступа к качественному образованию для всех учащихся.

Ключевые слова: инклюзивное образование, государственное управление, финансирование, особые образовательные потребности, барьеры, механизмы реализации, Казахстан.

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