



## **The Innovative Management in the Field of Inclusive Education and its Impact on the Public Health in the Republic of Kazakhstan**

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### **ABSTRACT**

In this article, the author studied the problem and the conditions of inclusive education, the legal and regulatory framework, scientific and methodological support of the organization include children with disabilities in the development of a common educational space through the introduction of innovative target project of inclusive education and a sociological survey. Based on the results of the research society's willingness to inclusive education are considered the main directions for the convergence of general and special education systems in matters aimed at obtaining a full education of this category of children. Management inclusive education involves the formation of a special body control and the model of inclusive education in the Republic of Kazakhstan.

**Keywords:** Management, Implementation, Innovation, Development, Inclusive Education, Public Health, Policy

**JEL Classifications:** I2, O3

### **1. INTRODUCTION**

The relevance and importance of management and development problems of innovations in the educational system of Kazakhstan by the present stage of our state's growth are considered to be significant. Currently with the new purposes of Kazakhstan related to the entry into the number of 30 most developed countries, with the desire to develop innovative branches of the economy the society needs human capital in all its manifestations. Improvement of the life quality of physically disabled people (Rapp and Arndt, 2014) is one of the key messages sounded by the Head of our state in the so-called message “Kazakhstan way – 2050: Uniform purposes, uniform interests, uniform future” (Kazakhstan President's Message, 2014). In this regard, the President of the country set the accurate tasks on the improvement of mechanisms of social adaptation and integration into the public life of people with limited opportunities. Ensuring availability of qualitative education for all segments of the population is the priority direction of the state policy of Kazakhstan. Training children with limited

development opportunities (Jones and Danforth, 2015) are one of the main and integral conditions of their successful socialization, and also, should ensure their full participation in society life, effective self-realization in different types of professional and social activities.

### **2. LITERATURE REVIEW**

In the Republic of Kazakhstan, the state policy social model in the realization of the right of children with limited opportunities on receiving educational services continues to be formed. The mechanism of realization of a constitutional right of persons with limited opportunities in development on education is defined in Laws of the Republic of Kazakhstan: “About education” (Law on Education, 2007). “About children's rights in the Republic of Kazakhstan” (Law on Child's Rights, 2002), “About social and medical-pedagogical correctional support of children with limited opportunities” (Law on Medical Support, 2002).

In the specified laws, all modern international requirements and tendencies in the field of vocational education (Rayner and Cools, 2015) are considered: The creation of early intervention system in the broken development and providing the conditions for inclusive education recorded in the World Declaration on education for all (World Conference, Thailand, 1990). As inclusive education is considered to be an international phenomenon, let's apply for the international documents prepared and published by UNESCO. As the fundamental principle of inclusive education policy the fact "education is one of the important human rights and a basis for the creation of more fair and equal society" is considered (Educational Guidelines, Paris, UNESCO, 2009). "The usual schools that have inclusive orientation are the most effective remedy of struggle against the discriminating relation as the given schools create a favorable public environment also they build an inclusive society and provide education for all" (Salamanca declaration, Paris, UNESCO, 1994). The Republic of Kazakhstan is the first among the states of CIS adopted the special Law "About Social and Medical-pedagogical Correctional Support of Children with Limited Opportunities." It was an important step in the development of a national system of vocational education and has a huge social importance. The law defines the forms and methods of social, medical-pedagogical correctional support of children with limited opportunities, is directed to the creation of an effective system of the help to children with development shortcomings, the solution of the problems connected with their education, training, labor and vocational training, prevention of children's disability (Corner, 2015). All laws solve many practical tasks connected with limited opportunities of development (LOD) (Alderson, 2014) but there is no law which allows solving administrative problems of inclusive education which would create optimum mechanisms at the present stage.

Studying and discussing the current state of inclusive teaching the disabled individuals in the country, and providing the whole population with the access to qualitative education, the given article underlines that the above-mentioned items are considered to be a major trend of the state policy of Kazakhstan.

### 3. MATERIALS AND METHODS

Inclusive education in the majority of the European countries and in Kazakhstan is one of the first examples of parents' struggle for the educational rights (Zaidi, 2015) of their children, the precedent of parents' behavior as original subjects of the educational process. For example, in Spain in the eighties of the XX century, the mentioned struggle took the forms of an open protest of the public against special boarding schools (Owen, 2014). And in the remote places of Kazakhstan, it is shown as a silent resistance of parents towards educational policy. The existing policy urges to the benefit for the sake to render some correctional help to their child that has problems in development, to separate children from their family, from a rural way of life and send them to city correctional boarding schools which are located far from their birthplace, at the distance of 100 and even 500 km (Bakiyev, 2014).

The change process in itself demands availability of financial, human and intellectual resources (Schuerkens, 2014). As the first

step, it would be preferable to determine resources volume that is necessary for carrying out the alterations in legislation sphere or experimental approaches stimulation. Alongside, it is very significant to set up partner connections with various participants, international organizations and non-governmental organizations as well (NGO).

According to the International Conference on Education and Management Science (2014), just a few education systems can get all the means needed for them from the state budget. That's why it is weighty for national and local governments to establish partner connections with potential financial partners. The international donors and NGO are obvious sources of supplementary financing, though to the mentioned groups the business and industrial community refer as well, they are keen on setting up friendly relationships and supporting related to the formation of the well-prepared labor force.

In this relation, there are evident hurdles of structural character that complicate the transition from one school education stage to another and further (Fukuda et al., 2014), the transition to the higher education and employment. The above mentioned obstacles include:

- Different financial, administrative and legislative systems at primary, secondary and higher schools;
- Selection impact related to further and higher education (Ivanenko, 2014);
- Transition from the services involved in children to the services that are in charge of adults;
- Selection impacts in the labor market.

If there is a need to form such system which carries more inclusive education character (Lawrence-Brown and Sapon-Shevin, 2015), in that case, there is a need to do the best to make all pupils smoothly transfer from one stage to another having maximum opportunities. It is hard to talk concerning inclusive, without taking into consideration the problems connected with expenses (McConkey, 2014). National budgets often have limited character, and official assistance on development purpose is absent at all, as for parents, they don't afford to directly or indirectly pay expenditures connected with education fees of the children.

### 4. RESULTS AND DISCUSSION

Nowadays in Kazakhstan society structure, as well as in other countries of the world it is noted the stable increase of disabled children. Accordingly, the number of the above-mentioned children is annually growing. In 2012 in Kazakhstan there were 54,495 disabled ones, by 2015 this number reached to 69,111. It testifies the scale of the problem relating disability among children and it means the necessity of taking the complex of measures on social integration system formation of disabled children at the level of the state. The information on increase dynamics in the number of children with limited development opportunities in the Republic of Kazakhstan during the period from 2012 to 2015 (Table 1).

From Table 1, it is seen that the number of children with limited development opportunities increases every year, and also, their

share relating the total number of the population and to the total number of people with disabilities (Table 2) gradually increases.

As can be seen from Table 2, in Kazakhstan the number of disabled children comprise 11% from the total number of the disabled. As for separate regions, exactly in South Kazakhstan, this indicator comprises 16.7 %, the reason of which is the lack and bad quality of the medical service that occurs in the mentioned region. It is worth mentioning that in 2006 one of the medical specialists of the given oblast used the disposable needle for injection several times for 1-year-old babies, in the result, the babies were infected by acquired immunodeficiency syndrome, it is clear why the above-mentioned oblast has this index as compared with other regions. Alongside, in Almaty city you see 15.4%, it is explained by its being megapolis. Kyzylorda and East Kazakhstan area the given indicator is high because of the bad ecology. Therefore disabled children should be protected in every way, that is legislative, also, these children must be provided with the most qualitative medical services, and all their rights are to be kept as well.

The authors would like to note a few words concerning disabled children rights related to education: One thing that is worth mentioning is that many schools are not ready for meeting all the needs of disabled children. In general, a lot of parents of disabled children are willing to provide with necessary things in education

that is they reluctantly want to pay study fees (Forlin and Loreman, 2014). But because of the lack of all necessary material-technical means (special entrance and exit lanes for the disabled, lifts, etc.) for which schools and universities can't find needed sum of money, in the result, it is impossible to totally satisfy the given needs.

That is why children with LOD depending on a type of disability and their residents face various forms of isolation from society and they differently feel negative impacts of people around in relation to themselves. Children reckon defective with LOD that increases their vulnerability.

As the main method of obtaining information for needs assessment of minor children with the LOD in educational services the method of data collection that contains mass questionnaire of parents of children with LOD aged till 18 years old was used. Questionnaire of parents of children with LOD (106 people) gave the chance to define the readiness level of these children and their families for inclusive training, their willingness to get an education by the given form, the available doubts, problems, difficulties and accumulated experience. For complex assessment of scale and prospects of development of inclusive education, there was conducted the survey of parents of children without LOD (79 people) that allowed to gain information about the readiness of society for coeducation of children with various state of health. Carrying out focus groups

**Table 1: Dynamics of increase in the number of disabled children in the Republic of Kazakhstan**

Year	Total number of Republic of Kazakhstan population		Share of disabled children related to the total number of the population, %	Share of disabled children related to the total number of disabled people, %	
	Total	Including			
		The number of the disabled			The number of disabled children
2012	16,440,124	563,100	54,495	0.33	
2013	16,673,077	563,086	61,196	0.36	
2014	16,909,776	609,780	65,844	0.38	
2015	17,165,000	626,740	69,111	0.40	

Source: Made by the authors according to the data of Ministry of Health and Social Development of the Republic of Kazakhstan, [www.mzsr.gov.kz](http://www.mzsr.gov.kz).

**Table 2: The number of disabled people in relation to the total number of the population**

Name of the area	Population	Total number of the disabled	Including disabled children from 0 till 18	Ratio of disabled children in % in relation to all population	Ratio of disabled children in % in relation to the total number of disabled people
Republic of Kazakhstan	17,160,774	626,740	69,111	0,4	11,0
Akmola	735,566	28,470	2463	0.3	8.7
Aktobe	808,932	22,181	2616	0.3	11.8
Almaty	1,984,518	71,144	8022	0.4	11.3
Atyrau	567,861	18,301	2570	0.5	14.0
East Kazakhstan	1,394,018	106,244	15,507	1.1	14.6
Zhambul	1,084,482	39,622	4728	0.4	11.9
West Kazakhstan	623,977	58,165	4504	0.7	7.7
Karaganda	1,369,667	25,408	2542	0.2	10.0
Kostanai	880,776	63,385	4771	0.5	7.5
Kyzylorda	739,776	27,117	3927	0.5	14.5
Mangystau	587,419	27,022	2316	0.4	8.6
Pavlodar	752,793	29,591	2736	0.4	9.2
North Kazakhstan	575,766	29,402	2074	0.4	7.1
South Kazakhstan	2,733,279	18,512	3086	0.1	16.7
Astana city	814,435	43,510	4383	0.5	10.1
Almaty city	1,507,509	18,666	2866	0.2	15.4

Source: Made by the authors according to data of Ministry of Health and Social Development of the Republic of Kazakhstan, [www.mzsr.gov.kz](http://www.mzsr.gov.kz).

with parents of children with LOD gave the chance to estimate their readiness for inclusive training, to reveal the level of demand in such form of education (six focus groups were carried out, 52 parents from different districts of Almaty took part). The semi-structured interviews (expert poll) with specialists of educational institutions of different level, social rehabilitation centers, public organizations allowed to define readiness level of these experts for work with persons with LOD and to coeducation of children with various state of health (39 people).

Most of the children with LOD whose parents participated in the research study not just in one, but in several educational institutions. The most part of children with LOD is trained outdoors (Table 3). Among children with LOD whose parents participated in the research, 21.2% are trained inclusively, 38.8% visit ordinary, not- inclusive educational institutions (or just study at home).

In selection children of school age were presented mainly (school children contain in general slightly <65%, preschool children - more than 15%, persons who are older 17 years - about 10%). This fact shows that attendance of schools is higher against all other educational institutions. In general, 21% of children with LOD aged from 7 till 17 years attend comprehensive schools.

More often children with safe intelligence and rather insignificant violations of health study at inclusive schools, for instance with sight violations but not totally blind, with hearing disorder, even completely deaf children, some of them became deaf later, i.e., who are able to speak, to be guided in class, and capable of easily acquiring the school program. It happens extremely seldom at comprehensive schools (Devkota, 2014) at a later stage of inclusion (in comparison with preschool) when mentally retarded children study, they are with a serious delay of mental development and multiple defects. Among children with violations of intellectual development nearly 95% study non-inclusively, about 75% attend correctional schools, including private ones, the

rest part of kindergartens of compensating type, and also medical-psychological social centers.

During the research, the parents were asked the question about the preferable form of training from their point of view, also concerning the form of education for children depending on a type of health violation. As it was already noted, a considerable part of parents of children with LOD supported the correctional school (in most cases the parents whose children attend correctional schools). Especially it concerns children with eyesight violation and blind ones (48.8%), with violations of intellectual development (50.8%) and deaf children and children who have problems with hearing (48.6%). According to respondents children with violations of the musculoskeletal device (i.e., those who suffer from there is an environmental barrier – elevators, ramps and so forth which are easily overcome), and also children with chronic diseases would feel better at ordinary schools. This idea was supported by 27.9% of parents of children with LOD. For other categories of children parents seldom choose an ordinary school preferring a special class at the usual school.

According to the State Program of Education Development of the Republic of Kazakhstan for 2011-2020, it is planned to increase the share of the schools to 70% by 2020 that created conditions for inclusive education from their total. Within this program 6335 disabled children who are trained at home (State Program for 2011-2020, 2010) were provided with computer equipment and inventory at the expense of the republican budget.

The government of the Republic of Kazakhstan is planning to begin active work in the sphere of inclusive education development. The existing indicators will be increased by 5 times. In this connection the Ministry of Education and Science of the Republic of Kazakhstan prepared the strategic development plan of education for 2014-2018. In this plan a lot of attention is paid to children with LOD who are engaged in inclusive education development (Figure 1).

As it is seen from the Figure 1 the share of children captured by inclusive education from a total of the children recommended for inclusive education every year will grow and by 2018 will reach 40% of the total of children. The share of the schools which created conditions for inclusive education by 2018 will reach 35%. The share of teachers of the organizations of preschool and general secondary education, the general additional education which improved skills in the field of inclusive education will grow every year as well and by the end of the planned period will reach 100%. At this stage of development of our education system, it is necessary to strengthen the mechanism of innovative management of inclusive education for the solution of the problem related to standard and legal, material, personnel, program and methodical and financial and economic provision.

For adequate planning of steps on the recognition of inclusive approach by the prospect of education development (Cheng, 2014), it is important to understand the specifics of “social situation of development” of inclusive education in the rural and urban areas of our republic, as the mentioned specifics is essentially various. In Kazakhstan inclusive education “*de-jure*” is absent, and actually,

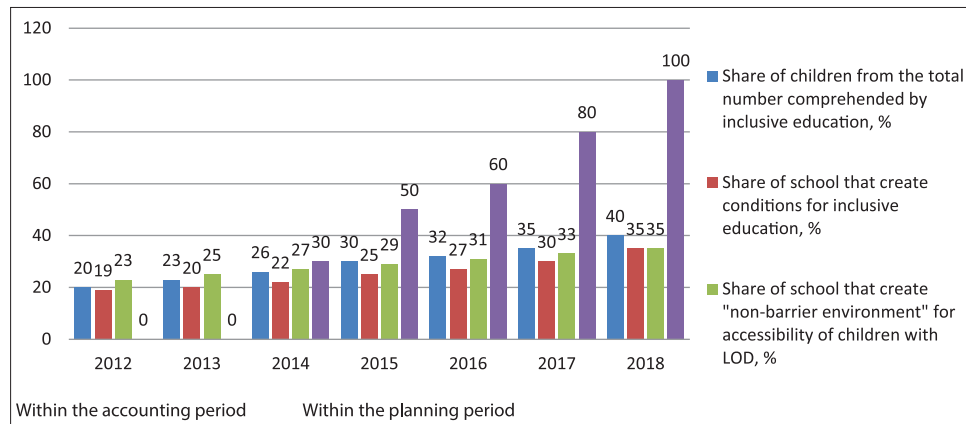
**Table 3: The distribution of respondents' answers to the question “Do your children with LOD visit any institution where they receive educational services?”, % related to the number of respondents**

Version of the answer	Total*
Special correctional school	23.5
Comprehensive school	22.5
Establishment of additional education, school clubs, workshops	11.0
School of home training	10.8
Preschool educational institution of full day	9.1
Psychological - medico-social center	7.4
Special class in a secondary school	5.8
Kindergarten of compensating type	3.7
Group of short-term stay in kindergarten	3.3
Establishment of primary professional education	2.3
Inclusive group of early age	2.2
Social service center	1.0
Homestudy	1.0
Others	6.3

Source: Composed by the authors. \*The sum can exceed 100% as many children visit not one educational institution. LOD: Limited opportunities of development



**Figure 1:** 2012-2018. Providing high-quality services of inclusive education



Source: Developed by the authors on the basis of Strategic Plan for 2014-2018, 2014

it exists just in the form of exclusive practices — experimental schools, unique educational institutions. Thus in the republic, there are also sufficient informational, scientific and methodical, personnel potentials, and the socially active public, including parental associations which are important resources for advancing the ideas of educational inclusive approach in practice. To sum up, it is necessary to make a lot of effort to create for every specific child and every educational establishment suitable and real conditions of inclusive education and to choose the adequate models as well.

## 5. CONCLUSION

The conducted research allows authors to draw the following conclusions and recommendations:

- In the republic creation of the Republican center for development and monitoring of an inclusive education is required;
- Allocation of additional financial resources on material equipment for children with limited opportunities is necessary;
- Creation of new financial and economic mechanisms for training children with special educational needs is required;
- Creation of the scientific and method call center is necessary in order to implement scientifically applied researches for the solution of inclusive education problems;
- Modification of standard and legal base of inclusive education.

Forth successful implementation and management of inclusive education project, it is necessary to carry out the following:

- Amend the Law of RK “On Education” which will provide a modern and effective implementation of the rights of persons with disabilities, including children with disabilities to education, taking into account the individual characteristics of typological and development to ensure their socio-cultural competence, psychological well-being and security.
- Develop and adopt legal documents regulating the activities of pre-school, school and vocational technical educational organizations that implement the inclusive practice (McIntyre and Alon, 2014).
- Develop and approve the special conditions of education of children with disabilities in the general education environment.

- Prepare letter of instruction (including developing the practice of inclusive education in the regions) on the procedure for licensing of educational institutions of general type, ensuring the education of children with disabilities, special schools program (Welpel et al., 2014).
- Create Republican Coordinating Council of the MES on the development of inclusive education.
- Develop jointly with the Ministry of Health and Ministry of Labor and Social Protection of the mechanism of interaction of agencies and institutions in the field of early detection and organization of psychological-pedagogical and medico-social assistance to children with disabilities and their families.
- Recommend creation on the basis of special education institutions, specialized faculties and departments of universities resource advisory centers methodological support (Tiwari, 2015) of training and education of children with disabilities in regular educational institutions.
- Provide theoretical and applied research to address issues of development, education and training of children in different age stages in terms of inclusive practice. Perform testing of research results and start their practical implementation in the education system (Laasch and Conaway, 2014).
- Promote the ideas of inclusive education, the adoption of principles and priorities for inclusion in the general education (Bruster, 2014) environment specialists.
- Organize workshops for parents (Varma, 2014) and professionals on the basis of regional resource centers for counseling the development of inclusive education.
- Provide identification, study, and dissemination of the existing good practice of interaction of education and other departments to provide services to children with disabilities.
- Provide targeted funding for the development, publication, translation and dissemination of training and software and teaching materials and books for the educational process in educational institutions and training teaching staff on inclusive education, including institutions of further education.
- Consider extending the network of existing secondary special professional institutions for training (Chambers, 2015) on the basis of their various categories of children with disabilities, children with disabilities and youth with disabilities in accordance with their capabilities.

- Organize interagency cooperation in order to exploit the potential of cultural institutions for the development of socio-cultural competence and initiation to participate in the cultural life of students with disabilities and persons with disabilities.
- Promote and support the team style of work in the implementation of inclusive practices.
- Promote the constructive cooperation on the terms of a positive partnership with community experts (Hill and Parsons, 2014) and parent organizations and other social partners in the scope of which includes maintenance of children with disabilities and children with disabilities.
- Cooperate actively with non-profit organizations and laboratory of innovation in the field of education for the dissemination of effective and advanced forms of regional educational space.
- Carry out the work on the prevention of emotional burnout and professional experts, providing education of children with disabilities in terms of mass education, including in a pre-school (Cologon, 2014) and secondary education.
- Media coverage positive precedents of education and professional fulfillment of persons with disabilities and persons with disabilities (Greenstein, 2015).

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