

COP WEBINAR 9 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Towards Inclusion in Teacher Education



Inclusion is consistently viewed as a broader effort to redesign educational environments so that all students can participate, learn, and succeed. The future of inclusive PRESETT lies in combining reflective teaching, institutional reform, and collaborative partnerships to create genuinely equitable learning experiences.

Unique National Perspectives

-  **KAZAKHSTAN:** Strong focus on physical accessibility, psychological needs, and students with disabilities or special educational needs.
-  **KYRGYZSTAN:** Cultural and hierarchical classroom norms may discourage questioning and active participation.
-  **TAJIKISTAN:** Linguistic diversity across Tajik, Russian, and English-medium education creates additional comprehension challenges.
-  **TURKMENISTAN:** Significant emphasis on student wellbeing, stress, family expectations, isolation, and psychological safety.
-  **UZBEKISTAN:** Extremely mixed ability levels, especially among second-degree PRESETT students who enter programmes with highly varied educational backgrounds and language skills.

Participants across countries noted that teachers often:

- Equate confidence and verbal participation with ability.
- Hold fixed views about language aptitude.
- Reward traditional classroom behaviours such as silence, compliance, and obedience.
- Risk overlooking quieter, reflective, or less confident students.

Common Assessment Concerns:

Traditional examinations were viewed as insufficient across several countries. Participants recommended:

- Portfolios.
- Presentations.
- Projects.
- Continuous assessment models.

Institutional Support Needed

- More flexible curricula.
- Smaller class sizes.
- Differentiated assessment approaches.
- Greater access to teaching resources and technology.
- Ongoing professional development in inclusive pedagogy.
- Stronger institutional policies supporting inclusion.

Across all five countries, participants called for a shift toward:

- Growth mindset approaches.
- Recognition of diverse learning styles.
- Greater emphasis on effort and progress.
- More psychologically safe learning environments.
- Learner-centred teaching practices.



Student Challenges:

- Mixed English proficiency levels within the same classes make it difficult for teachers to meet all learners' needs. Students with stronger English can become disengaged, while weaker students may struggle to keep up.
- Financial pressures affect participation and academic success.
- Students frequently experience anxiety, lack of confidence, and fear of making mistakes when using English, resulting in limited classroom participation.
- Social adaptation challenges affect students moving from rural or distant regions to university environments.

Key Regional Findings

- **Inclusion requires institutional commitment.** Curriculum flexibility, professional development, accessible infrastructure, and supportive assessment systems are all necessary.
- **Collaboration is essential.**
- **Student diversity is increasing**, but systems are often designed around the needs of an "average" student.
- **Teacher beliefs matter.** Assumptions about ability, participation, and behaviour can unintentionally exclude learners. Inclusive practice begins with reflective teaching.