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**THE ROLE OF
GLOBALIZATION IN
FACILITATING INCLUSIVE
EDUCATION IN KAZAKHSTAN**

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The Role of Globalization in Facilitating Inclusive Education in Kazakhstan

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Abstract

This paper seeks to answer the central inquiry question: what is role of globalization on facilitating inclusive education in Kazakhstan? This exam paper aims to explore how the globalization process brought the notion of inclusive education to Kazakhstan and further on how global forces shaped/modeled it. Specifically, this paper analyzes the benefits for three main stakeholders: the government, the people of Kazakhstan and international organization. The government is responsible for gaining access to economic and political benefits, the people for widening participation in education and international organizations for implementing democratic values as well as lifelong learning in the young country.

The paper begins by elaborating on globalization process explaining complexity of international relations. Then the main concepts and understandings of inclusive education and lifelong learning as the major pillars of knowledge-based economy are developed. For the global labor market it is important to engage people working as long as possible. All these three definitions are based only on the readings and course discussions covered by the course Globalization and Education. Our course discussions on "Globalization and Education" are central to my inquiry in the following way: discussions are supported with assigned readings, additional books and team seminar projects. For this reason, the definitions draw heavily on some authors who were thoroughly read and discussed in the classroom with Ph.D fellows taking into considerations their visions. Finally, how and why inclusion of adults in TVET of Kazakhstan was implemented during 1992-2013. The third section elaborates on intergovernmental interaction discourse; it explains how the global values penetrated into Kazakhstani education system by embedding inclusive education to it. This section sheds the light on the role of intergovernmental organizations in facilitating inclusive education. Further on the impact of political and economic aspects of globalization on the people of Kazakhstan is developed. The fourth section uncovers how global political, economic relations and global forces facilitated inclusive education in Kazakhstan. The conclusion argues that inclusive education was facilitated in Kazakhstan due to soft and hard measures, motivated by financial and political incentives, set by global forces.

Key words: Globalization, Inclusive Education, Adults, Disabilities.

Introduction

This paper seeks to answer the following question: what is the role of globalization in facilitating inclusive education of Kazakhstan? In other words, this paper seeks to explore how the globalization process brought the notion of inclusive education to Kazakhstan and further on how global forces shaped/modeled it in respect and benefit of three main stakeholders: the government of Kazakhstan, international organizations and the people of Kazakhstan, especially the people with disabilities for whom all the initiatives are being implemented. Based on readings for the course and class discussions, the following paper will aim to provide meaningful insights of the role of globalization for inclusive education of Kazakhstan. It will analyze what caused the global reforms to be received by Kazakhstan. Either Kazakhstan was acting with good intentions, for the good of people, or the young government was pushed by global pressures of international organizations, which can implement hard or soft measures to coercively pressure countries to adopt a certain policy. If so, then it is of paramount importance to analyze the aims of those measures. It will be important to see interests agenda and interactions of people, who Appadurai (2000) called the “roots of globalization”, (p. 3). Such consistent analysis of globalization processes in relation to inclusive education of Kazakhstan will make it possible to trace the whole process of implementation of inclusive education reform. Indeed, the world trend of inclusive education is a complex interrelated and interpenetrated set of values, norms, cultures and business.

This paper builds an argument for implementing inclusive education in Kazakhstan through the theory of Dualism (see Ball, 1998). The World Bank introduced and promoted the policy of Dualism with New Orthodoxy into educational system of Kazakhstan (Canning et al., 2013). This theory helps to understand the relationship between globalization and inclusive education of Kazakhstan as well as the complexity of international relations. For example, the New Orthodoxy aims to establish control of curriculum, content and assessment of educational institutions, and to facilitate educating specialists according to the needs of the labor market (Ball, 1998, p. 122). The New Orthodoxy ties together consumers of educational products, educational system and the global labor market, and it is a shift towards improving national economies by tightening connections between schooling, employment, productivity and trade (Ball, 1998, p. 122). Interestingly, Fairclough (1992) also tied

together education, learners and market. He reconceptualized education as the production of commodities to learners and changed learners to “consumers or clients”, courses as “packages or products” (p. 7).

The focus of the discussion is an attempt to critically analyze inclusive education trend, through the theory Dualism, and from the perspective of three main stakeholders: Kazakhstani government, intergovernmental agencies and people with disabilities of Kazakhstan. The structure of the paper, which consists of introduction, three main sections and conclusion, will help to dwell on each of the aspects more specifically.

The second section introduces the background information about Kazakhstan and operational definitions of inclusive education, globalization and lifelong learning from multiple sources. Besides, it is of a paramount importance to shed the light on the context when Kazakhstan gained independence from Soviet Union. The role of grassroots globalization is emphasized in this section and all this contributes to the whole paper in answering the main question of this paper, on the role of globalization in implementing inclusive education in Kazakhstan. This section introduces an argument of people with disabilities for meaningful educational opportunities in TVET system with regard to their future employability. Then, the section elaborates on the need to introduce the Dual Form of Education as the best practice in TVET system of Kazakhstan. Finally, this section describes advantages of Dual Form of Education in the socio-economic context of Kazakhstan.

The third section, as one of the pillars of this paper, elaborates on the roles of intergovernmental agencies: the World Bank, UNESCO and OECD. Then, globalization interactions discourse analysis between policymakers of Kazakhstan with intergovernmental agencies is conducted. In this section, it is important to analyze the role of these organizations in facilitating democratic values such as social justice, equity access and inclusive education in Kazakhstan. Then, it is important to stress a huge contribution of intergovernmental organizations to inclusive policy borrowing by Kazakhstan, which helps to construct an argumentative answer to the central question of this paper. Another goal of this section is to show how the inclusive education was modeled until it reached the level of international standards. Finally, the role of the political and economic aspects of globalization is elaborated and what impact they produced on grassroots of globalization as well as on inclusive education of Kazakhstan.

The fourth section emphasizes the importance of political and economic factors which led to globalization not only between countries, on intergovernmental and business levels, but from bottom to top in Kazakhstan. Finally, the conclusion summarizes all the arguments and answers the central inquiry question: what is the role of globalization for inclusive education of Kazakhstan?

2. SOCIO-POLITICAL CONTEXT OF KAZAKHSTAN FOR ACCEPTING INCLUSIVE EDUCATION

This section develops arguments to the question: what is the role of globalization in facilitating inclusive education of Kazakhstan? At this stage, it is important to introduce some context: background information about Kazakhstan, inclusive education at the stage when Kazakhstan became independent from Soviet Union. Further on, the current concepts of inclusive education, globalization and lifelong learning as operational terms will be developed. The key terms direct the whole paper and they are interconnected with the purpose to emphasize the role of globalization for adults with disabilities earning to get access to essential attainments in the context of Kazakhstan like their counterparts in developed countries. The socio-political context of education system of Kazakhstan in the period of 1994-2015 is introduced to emphasize the need for changes in relation to global perspectives. So far, background information, operational definitions, the role of grassroots globalization are elaborated in this section and all this information will contribute to the second section in order to answer on the main question of this paper. Then, the need to promote inclusive education is discussed as international policy documents from UNESCO, OECD and the World Bank recommend us (Spring, 2009, pp. 61-64).

2.1. BACKGROUND INFORMATION

The global trend of inclusive education has reached Kazakhstan too. The government of Kazakhstan has adopted inclusive education since the country strives to become one of the 30 the most developed countries globally, it has reaffirmed its strategy to promote democratic values for its citizens (Nazarbayev, 2014). The notable points of the strategy are providing equity and equitable access to education to all people and

fostering economic development through upgrading employee's qualifications as well as facilitating free TVET education for all in regard to the labor market.

2.2. INCLUSIVE EDUCATION IN POST-SOVIET KAZAKHSTAN

After the collapse of Soviet Union, Kazakhstan gained independence in 1991 and proclaimed itself as a democratic country. The young economically weak country started to build the state. At this period, Kazakhstan faced challenges in constructing the education system and in embedding democratic features into it. Inclusive education is one of the pillars of democratic countries globally and for this reason, it was necessary to implement it into educational system of Kazakhstan.

Kazakhstani state officials, policy makers and other stakeholders started negotiating with intergovernmental organizations on how to implement inclusive education. As Rizvi & Lingard (2010) argued, policy making is a political process and national policy makers when crafting policies have to take into consideration imperatives of globalization (p. 2). As in the case of Kazakhstan, policymakers had to align national values to global ones, and previously neglected inclusive education for adults became a value and an issue in national documents. Negotiations concerning inclusive education were set on agenda of intergovernmental agencies and Kazakhstani government as a national priority. Discussions and intentions to implement inclusive education have been important achievement at the current stage because the discourse of inclusive education has been new in the history of Kazakhstan. Further, implementation of inclusive education had multilateral benefit aiming to produce a strong social effect on citizens of Kazakhstan. Inclusive education could provide people with disabilities access to educational opportunities.

2.3. THE HISTORY OF THE DUAL FORM OF EDUCATION IN KAZAKHSTAN

During Soviet Union, planned economy used to tie together educational institutes, students and employers as stakeholders of Dual Form of Education. More specifically, during the preparation at the institute, students used to be sent for internship to employers' sites to get some practice, employers used to train practical aspects to students, which

guaranteed employability to students after graduation. The graduation process used to be connected with their internship because the diploma project had to include the practical section and the employer used to give permission to submit diploma project otherwise the potential graduate was not allowed to defend it. The other notable point is that the examination commission of the diploma defense included representatives of industry.

The TVET of Kazakhstan during Soviet Union had many commonalities with the global approach, for example, the best practice in TVET system of Germany, the Dual Form of Education. It focused on forty percent of time in classes and sixty percent on the employer's site (CAEP, 2016). According to requirements of Dual Form of Education, practitioners were the core of the program: they assisted in developing of curriculum and evaluated students' achievement as the members of Diploma Defense Commission. These two models of TVET had much in common between themselves and they had convergences with the theory of Dualism in regard to education, students and employability. Ball (1998) argued that the Theory of Dualism connects the educational institutions with the needs of the labor market (p. 122). The World Bank and UNESCO considered connection as providing "work skills" needed to be productive labor force, being competent to "Deal with variety of situations often unforeseeable by becoming involved in work experience while being in Education" (Spring, 2009, p.70). These intergovernmental organizations stressed the importance of gaining practical skills while being in education because the theory cannot cover all the issues that could arise in the working process. In addition, the role of the employer's site has been emphasized by The United Nations resolution to implement *all possible spaces of learning, formal, non formal, informal* for Education and Sustainable Development (Spring, 2009, p. 71).

The Chamber of Entrepreneurs of Kazakhstan and German GIZ started implementing the Dual Form of Education in 2013. About 314 out of 800 colleges are working with 1137 companies engaging about 17500 students in 11 priority sectors. The model of education consists of sixty to forty ratios in other words, it is work-based learning and sixty percent of time students spend in the industry and forty percent in classrooms. Another innovation, Kazakhstan seems took into consideration the recommendations and implemented "Free TVET for All" (CAEP, 2016).

2.4. GLOBALIZATION, INCLUSIVE EDUCATION AND LIFELONG LEARNING AS OPERATIONAL TERMS

Peter Jarvis (2007), Professor of Continuing Education at the University of Surrey defined “Globalization as a process through which sovereign national states are criss-crossed and undermined by transnational actors with varying prospects of power, orientations, identities and networks” (p. 40). Although globalization is a complex and multidimensional term, there is a general consensus that globalization in relation to inclusive education can be understood as an interconnectedness of common values, time and cultures as well as intertwined economic, political norms and rules ratified by member-state countries united by global covenants on a voluntary basis for the benefit of global civil society (Rizvi, 2010; Cohen & Kennedy, 2007, Spring, 2009). According to Pieterse (2004), globalization consists of intercultural relations as differentialism, convergence and hybridization (p. 42). There is a significant consensus that these relations are the major frameworks that determine intercultural interactions and they can be applied for enhancing inclusive education in Kazakhstan.

Based on readings assigned for the “Globalization & Education” course and discussions with fellow Ph.D students in Education, inclusive education can be defined as a set of educational approaches and social measures towards all learners regardless of race, ethnicity, social status, children or adults aimed to ensure equity, equitable and full access, participation and assessment of achievements to all educational opportunities regardless of age without any segregation in all territory of Kazakhstan.

Although lifelong learning is a complex term with multiple definitions, Jarvis (2007) could define it perfectly by addressing to specific components of it as “The combination of processes throughout of lifetime whereby the whole person-body (genetic, physical and biological) and mind (knowledge, skills, attitudes, emotions, beliefs and senses) experiences, social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual’s personal biography resulting in a continually changing (or more experienced) person” (p.1). In other words, inclusive education is the combination of processes whereby the whole body, mind can be taught and can be interpreted that

body and mind can be adjusted during lifetime through the social context and creating educational experiences.

These definitions will be used for constructing argument and further discussing the roles of intergovernmental agencies in facilitating inclusive education in Kazakhstan. In addition, the theoretical framework of Dualism will generate an opportunity to see different perspectives of three stakeholders, as discussed above, for implementing inclusive education.

3. GLOBALIZATION INTERACTIONS DISCOURSE ANALYSIS

The previous section introduced the complexity of situation in which Kazakhstan started establishing its own state, introduced agendas of main stakeholders, emphasized the need to implement the Dual system of education, developed operational terms for clear communication. The second section will use these definitions developed above to answer the central question: What is the role of globalization on facilitating inclusive education in Kazakhstan? This section claims that intergovernmental organizations brought inclusive education and they emphasized the need to facilitate it in Kazakhstan. Then this section elaborates on the needs of the economy to promote inclusive education as well as political aspects of globalization.

3.1. THE INTERACTIVE DISCOURSE

The government of Kazakhstan and the intergovernmental organizations started their collaborative work on the fresh *policyscape* (Appadurai, (1990) as cited in Ball, 1998), the area where there are many problems in education and solutions for them are necessary and they focused on converting this post Soviet country towards market oriented one (p.121). Multilateral agencies as Ball (1998) defined the World Bank, UNESCO and OECD had followed their own goals (p. 124). Interestingly, Kazakhstani side wanted to get access to money from the World Bank which the latter was ready to provide but with some conditions or soft measures. The conditions obliged accepting solutions on the policyscape of Kazakhstan: restructuring educational system in accordance with the labor market, introducing competition among educational institutions, reducing exclusion in education and promoting projects with social effect.

The World Bank was ready to support with loans to facilitate education into “salable and corporate market products” (p. 124) in other words, educating people according to the demand on the labor market. For the World Bank it was important because if it provided loans it had to be sure on the return of investments. The money has to be directed to the national economy and development of human capital which in turn will provide multiple benefits including return of investments.

Kazakhstani unemployed people were supposed to consume educational services, gain new values, norms or even cultures, for example corporate culture and join the labor market and if the established triangulation works well, then the return on investment is guaranteed. The educational institutes had to compete for the potential students in order to enroll them and students were to choose colleges or institutions according to their own needs and the needs of labor market. Competition in education can ensure the raise of quality of education students who will choose them in regards to the demands of the global labor market. Such triangulation fosters introducing skills in the curriculums of Kazakhstan necessary not only on local but on the global market and such endeavors would make people with disabilities competitive employees.

3.2. THE AGENDA OF THE WORLD BANK

The World Bank initiated special concomitance of educational reforms of Kazakhstan to match to the logic of globalization: creating the world free-trading system. For the World Bank, it was important to have some control over curriculums through establishing the new orthodoxy of Kazakhstani education system to align it to the needs of global market: introducing skills and knowledge necessary for the global labor market (Ball, 1998, p.126). For the World Bank it was important to educate a worker for the global knowledge economy (Spring, 2009, p. 73). Further on Spring (2009) argued, UNESCO (1996) in the report “Learning The Treasure Within” advocated for reducing any exclusion in education (pp. 69-70). These two multilateral agencies contributed to the development of inclusive education aiming to promote education with regard to further job employment as well as promoted projects to provide access to education in Kazakhstan.

3.3. THE AGENDA OF KAZAKHSTAN

For Kazakhstani side it was important to generate best solutions for allocating values according to priorities taking into consideration inclusive education. Policy makers while establishing policies had to set priorities or choose which fields and aspects to include first. It is a challenging task as Rizvi and Lingard (2010) stressed, dealing with a “range of values include: equality, excellence, autonomy, accountability and efficiency simultaneously” (p. 2).

All these values were new at that time, moreover inclusive education was a phenomenon for former Soviet Union Republic. It was a common practice that people with disabilities were neglected, segregated or even hidden from non disabled people and they lived, worked in special blocks for example: the Society of Blind People. Communistic ideology claimed that Soviet people do not have disabilities.

New Kazakhstani policymakers with that mindset had to incorporate concepts of inclusive education into national laws and programs. At the initial stage, policymakers produced policies that reflected only words and not concepts. It seems they had to initiate changes in order get access to money to further continue the initiated reform with provided loans. The loans were important to implement the best practices in education of Kazakhstan.

3.4. THE AGENDA OF INTERGOVERNMENTAL ORGANIZATIONS

Intergovernmental organizations were motivated to facilitate transnational policy borrowing or the *cargo cult* and because it was a profitable business aimed to wholesale educational models (Steiner-Khamsi, 2013, p. 153). The World Bank as a multilateral agency (Ball, 1998, p. 128) was interested in the domestic development as well as in providing a loan to Kazakhstan. Interestingly, that Steiner-Khamsi (2013) considered the World Bank as the stakeholder of externalization and pressure of global forces (p. 155) because according to the scholar the World Bank was interested in profit. Yes, it has been two times profit for the World Bank: it has sold the policy and provided the loan with additional interest rate. Both authors argued that intergovernmental organizations supported reforms in education of nations to adjust them to the external needs. Kazakhstan benefited with the implementation of inclusive education too. Access to loans, aligning national values of

Kazakhstan with the global values contributed to accepting inclusive education by Kazakhstan.

The next stage of interaction is the inclusive education reform implementation process which requires expertise and support of international agencies for the young country. Strategic traders argued for providing educational opportunities to people with disabilities. Initiatives considering equalizing opportunities to all people regardless of ability/disability were demanded. The need for a change contributed to opportunities for policy *window* or readiness to receipt an inclusive education policy (Steiner-Khamsi, 2013, p. 163). Kazakhstani government started a dialogue for implementing inclusive education and intergovernmental organizations were hired to consult with the Ministry of Education and Science of Kazakhstan.

This section elaborated on how inclusive education was introduced and promoted in Kazakhstan. The collaboration between Kazakhstani government and international organizations was described. Political and economic aspects were introduced, they are the agendas of Kazakhstani government and intergovernmental organizations. The next section will address to the achievements of interaction between Kazakhstan and intergovernmental organizations as well as provide the answer on the central question: What is the role of Globalization in facilitating inclusive education in Kazakhstan?

4. POLITICAL AND ECONOMIC ASPECTS OF GLOBALIZATION

The previous sections argued the importance of socio-political context, policyscape, policy window and the role of intergovernmental organizations in Kazakhstan. This section connects these ideas with the political and economic aspects of globalization. These aspects are elaborated on in order to show their role in implementing inclusive education to Kazakhstan. Firstly, political and economic aspects discussed together then, they are divided into separate subsection with the purpose to show that they have as commonalities as divergences. The conclusion provides the answer to the central question of this inquiry paper.

Contemporary world order and global politics make constant changes in policies of nation states involving states and intergovernmental organizations. Cohen and Kennedy (2007) argued, “We

live in a network society and social interaction are driven by networks” (p. 52). Held (2003) stressed that social, political or economic developments in any state can have impact on the global world and the global world can make consequences on the nations or states (p. 3). It was necessary to take political decisions in regard to the common future because as Beck (2006) argued “the present is colonizing the future and the past” and (Beck, 2006, p. 78). Held (2003) emphasized that the idea of global politics disrupted the notion of “demarcation between domestic and the foreign” (p.4). Appadurai (2000) gives his example of such demarcation as the “world without borders” (p. 1). In other words, the authors asserted that policies of states are interdependent and they must consider global interests and common future.

4.1. ECONOMIC AND POLITICAL ASPECTS

Kazakhstan, as a sovereign country, joined the global society and signed a number of international economic and political documents. These documents obliged the young state to promote democratic principles and market economy on its territory. As Stiglitz (2014) emphasized that globalization was firstly associated with the economic integration of countries (p.474). Interestingly, Chabbott (2003) also argued that “economics has played a leading role in international development discourse and economic growth is the fastest way to expand political and economic development” (p. 35). Tomusk (2010) emphasized that willingness to increase economic competitiveness of Europe fostered globalization in education which also led to students’ mobility and the latter fostered international political and economic relations (p. 41). Cohen and Kennedy (2007) argued economic processes and global politics occur simultaneously like interconnectedness of threads making it difficult to specify separately the role for economic or political aspects fostering changes in other fields (pp. 44-45). Global economy urged the need to establish political integration because “it became necessary to have rules of the game that applied globally (Stiglitz, 2014, p. 474).” For the global economy it was important to make Kazakhstan signatory of international political and economic documents advocating for inclusive education which will oblige the new country to follow the rules of the global world in order to co-exist peacefully.

4.2. POLITICAL ASPECTS

Political documents signed by Kazakhstan on the global arena opened access to the global experience providing Kazakhstani people the right to travel around the world. Young Kazakhstani people got access to the best universities in the world. Students made sense of their global cultural experience interpreted it and they contributed to changing identities in Kazakhstan. Rizvi (2005) argued, cultures travel with students and Kazakhstani students serve like mediators between their homeland and international cultures. Students' mobility raises the awareness of inclusive practices and stresses the need to promote it in Kazakhstan. Another notable point of gaining access to the global experience by Kazakhstani people is acquaintance with Non-Governmental Organizations (NGOs) which serve as important agents of change facilitating active civil society.

An important hallmark of political factors like promotion of democratic values, inclusive education and free travel is that they fostered what Held (2013) referred to as “unbundling”. This occurs when people in distant parts of the world unite together to promote certain values or policies (Held, 2003, p. 6). They become powerful actors through NGOs, supported by international civil society and they can negotiate with the state on promoting inclusive practices. Strengthening the role of institutions was a wise political strategy in facilitating inclusive education because Kazakhstani inexperienced people got experience of participating in society through NGOs such as The Open Society Foundations. Appadurai (1998) argued that employment in NGOs promotes grassroots globalization or “globalization from below” (p. 15). NGOs mobilize highly specific regional groups of people on issues of equity, justice, access and redistribution of capitals not only within nation states but globally. In Kazakhstani case, these organizations helped to mediate between people with disabilities who needed educational opportunities and the state officials. Such a bridge gave voice to underrepresented people and could advocate for redistribution of state resources in order to allocate money to buy special equipment and learning materials for people with disabilities. Thus, “unbundling” gave political power to grassroots globalization to facilitate inclusive education in Kazakhstan.

In the scope of international relations, global policy makers set an agenda on the issue of *discourse of derision*, as Ball (1998, p. 126) described inadequacies in education connected with the equity access

and social justice. International development programs used “trickle down” approach what Chabbot (2003) referred to as facilitating access to education to socially disadvantaged groups of people (p. 35). As a result, due to political aspects, previously disadvantaged people were targeted to ensure access to education and educational opportunities with the purpose to draw them into mainstream economy. Cross-national traders were enabled to contribute to inclusive education due to political decisions which opened access to Kazakhstani market.

4.3. ECONOMIC ASPECTS OF INCLUSIVE EDUCATION

The cross-national trade and services in education have come to implement inclusive education as a response to inadequacies. Steiner-Khamsi (2013) considered major pillars in the cross-national trade and services which facilitated inclusive education in Kazakhstan. First, cross-national trade of books, journals, publishers and teaching materials made it possible to join to education due to accessible formats. Second, international universities in off- campus programs, for example Kazakh American University. Movement of US citizens employed in these universities brought best practices in inclusion (p. 158). These global products and experiences supported and enabled Kazakhstani people with special needs to join to education. They are important, because people with various disabilities became part of academic communities due to assistive technologies used globally and sold by cross-national traders (Steiner-Khamsi, 2013, p.156). Finally, collaborative interaction between global traders and Kazakhstani people with special needs has made mainstream education possible for people with disabilities. All in all, political and economic interests as well as active involvement of cross-national traders facilitated inclusive education for Kazakhstani people.

This chapter provided evidence on how political and economic factors facilitated inclusive education in Kazakhstan. It elaborated chronologically the process of implementation of inclusive education by connecting arguments from the previous chapters. The government of Kazakhstan and IGOs filled the policyscape and fostered further promotion to NGOs and grassroots globalization. NGOs, multilateral agents and grassroots globalization expressed their political and economic interests and could facilitate inclusive education in Kazakhstan.

5. CONCLUSION

This paper sought to answer the inquiry question: what is the role of globalization in facilitating inclusive education of Kazakhstan? After the collapse of Soviet Union, sovereign Kazakhstan faced a challenge of facilitating education system. Global experts were attracted to model education in respect of democratic principles and they introduced inclusive education. Kazakhstani policy makers shaped it with the assistance and expertise of intergovernmental organizations and the latter provided sources to implement it. Sources included not only money to buy a best practice but solutions to develop human capital: training local staff for implementing inclusive education, raising the awareness of grassroots globalization, educational programs and products. The main stakeholders of inclusive education: the government of Kazakhstan, international organizations and the people of Kazakhstan interacted for the common goal. The theory of Dualism was used to explain the complex relations between above mentioned stakeholders promoting inclusive education in Kazakhstan. The vision of the World Bank helped to understand the need to implement the New Orthodoxy which contributed to adjusting education system of Kazakhstan to the needs of economy. This approach also introduced programs facilitating inclusion of people with disabilities into education and further promoting them to the labor market.

Globalization process introduced Kazakhstan to the world and such clubbing provided Kazakhstan an opportunity using its benefits. Kazakhstan established international relations with the developed countries the latter pushed to accept democratic principles and inclusive education in the Constitution of Kazakhstan and State Programs on Education Development (2011-2020), (2016-2019). The other international political document is Bologna Process which promoted inclusive education during the lifespan. The people with disabilities joined into global education and students brought the culture of inclusive education to Kazakhstan. Political documents fostered international economic relations which gave impetus for cross-national trade. The cross-national traders provided accessible programs and equipment for people with disabilities, which enabled them joining mainstream education as well as experience inclusion such as participation, access, achievements and lifelong learning.

The answer on the central question of this paper: What is the role of globalization in facilitating inclusive education of Kazakhstan? Globalization process has brought inclusive education, helped to implement it and has been promoting inclusive education in Kazakhstan.

This inquiry helped me to understand the essence of inclusive education: how the discourse of inclusion appeared, what forces promote it, their agenda and the cost of it. As a specialist, after completing the course “Globalization& Education”, I am able to elaborate and develop constructive thoughts on the relation between inclusive education and the global events.

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