

THE ROLE OF SOCIAL PARTNERSHIP IN THE DEVELOPMENT OF INCLUSIVE EDUCATION

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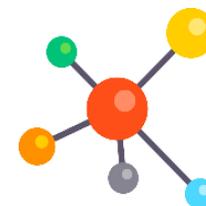
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ABSTRACT

Currently, the development of inclusive education is one of the most important tasks in the world community. It should be noted that the development of social partnership is of great importance in the development of inclusive education. Because it is through the technologies of social partnership that it is possible to form constructive relationships between stakeholders in the development of inclusive education. The article prepared by the authors describes the definitions of inclusive education, the history of the development of inclusive education, its principles and the international legal framework. Specific aspects of the phenomenon of social partnership are also discussed. In this article, the authors analyze the importance of developing social partnership in inclusive education and develop proposals and recommendations in this regard.

KEYWORDS

Inclusive education, integrative education, mainstreaming, social partnership, social partnership, civil society, government agencies, NGOs.



INTRODUCTION

Currently, the global community is rapidly developing inclusive education through images. Because it is the development of inclusive education that provides a wide range of educational opportunities for children with disabilities. Children and people without disabilities understand disability issues. The isolation of disabled people from society is reduced. As a result, people with disabilities manifest themselves as full members of society. And they will have the opportunity to contribute to the development of society. Today in Uzbekistan, great importance is attached to the development of inclusive education. World experience is being studied in depth. According to experts, the role of social partnership in the development of inclusive education is invaluable. That is why one of the main principles in the development of inclusive education is social partnership. There are many different definitions of inclusive education today.

The word inclusive is derived from the Latin word meaning “engaging.” Inclusive education means openness to the educational process for all. Inclusive education also provides access to education for all types of children. In the process of inclusive education, children with disabilities are fully involved in the educational process. This, in turn, means that the conditions of an inclusive school need to be adapted for children with disabilities as well. However, in many cases the terms integration and inclusion are misleading. The difference of inclusion is that children with disabilities are fully involved in the educational process. The main goal of the inclusion is to ensure that in the future, each school is ready to accept different children. This, in turn, requires a change in the school administration, teachers, and parents’ attitudes toward children with disabilities.

In developed countries, since the 1970s, the process of adopting various normative legal acts on the development of inclusive education has begun. In this regard, there are 3 main approaches in the US and European countries to involve people with disabilities in society.

1. Mainstreaming
2. Integration
3. Inclusive

According to Mainstreaming, students with disabilities meet with students with disabilities at various events and celebrations. On this basis, they will be able to know each other’s characteristics and requirements.

THE MAIN FINDINGS AND RESULTS

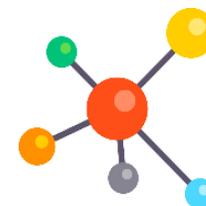
Under the integrated approach, children with disabilities are enrolled in secondary schools. However, the education system and conditions in schools will not change.

Under the inclusive approach, not only children with disabilities will be involved, but the schools that attract them will also be tailored to their needs.

According to the researchers, the development of inclusive education is also important in achieving economic efficiency in education. Today, there is a consensus in most developed countries on the need to develop inclusive education. State and municipal schools provide financial support to them [1.10].

It should also be noted that the development of inclusive education is a long-term strategy. It is important to take a systematic approach in developing and implementing this strategy. The key elements of inclusive education are:

Children with disabilities do not have to feel disabled in these schools. The number of children in school with



disabilities should be related to the natural population of children. The fact that children study in mixed groups, that children are educated in classes appropriate to their age, that there is a decentralized model of teaching.

The basic principles of inclusive education include:

1. Succession of the education system;
2. The principle of social partnership;
3. The principle of complexity in creating a barrier-free learning environment;
4. Professional competence of teachers [1.10].

The structure of inclusive education includes the following components:

1. Space and material component.

This component mainly covers the financial capacity of the school. Requires the creation of a barrier-free environment on the school grounds. The essence of the methodology is that it basically requires an individual approach to each child.

2. Communicative organizational component.

This component is the ability of educators to communicate with children with disabilities.

The following basic principles should be demonstrated for the development of inclusive education in a particular school.

1. School readiness for change.
2. Management mobility.
3. The existence of humanistic values.
4. Individualization of educational processes.
5. Availability of resources related to individual learning processes [1.21].

In turn, the role of international legal instruments in the development of inclusive education is invaluable. Because it is the norms of international law that are an important factor for the development of inclusive

education for the international community. The development processes of international law in the development of inclusive education have a history of more than half a century [2]. One of the most important international documents in this regard is the Universal Declaration of Human Rights, adopted in 1948. This document has led to the development of other international legal instruments aimed at ensuring human rights. The declaration states: “Everyone is equal” [3]. That is why everyone has the right to free primary education. The fact that every child has equal rights to education is also reflected in the 1959 Declaration of the Rights of the Child. The Declaration states that every child has the right to education in order to be a full member of society and to develop [4].

Another important international instrument is the 1960 Convention against Discrimination in Education. The Convention prohibits any form of discrimination in the educational process [5]. “The Declaration on Social Development and Development”, adopted by the United Nations General Assembly in 1969, called for the restoration of the ability of people with mental and physical disabilities to work. Measures to restore their ability to work should include: provision of technical means and medical treatment, training, certain benefits from the employment process, as well as the provision of other types of assistance [2. 12].

The Declaration of the “Rights of Persons with Disabilities”, adopted by the United Nations in 1971, defines the right to education for persons with disabilities.

One of the international instruments defining the right of persons with disabilities to education is the Declaration of the Rights of Persons with Disabilities. This international document was adopted in 1975 on the basis of United Nations Resolution 3447. The Dakar Plan (2000) is one of the most important documents,



and it is one of the standard rules for creating equal opportunities for people with disabilities. This international document was adopted in 1993. Rule 6 of this international document states that the education of persons with disabilities should be based on a national education system. The existence of the right of persons with disabilities to education in secondary schools is also reflected in this international document. However, it is also noted in this document that there may be the formation of special educational facilities for people with disabilities who face communication problems [6]. In 1994, the Salamank Declaration was adopted at an international conference on education. The declaration called on governments to promote inclusive education. It is noted that countries should develop projects in this area, develop plans for the development of inclusive education, the participation of parents of children with disabilities in the educational process, as well as the development of teacher training programs [7].

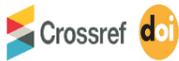
In 2000, the Hamburg Declaration on Adult Education was adopted. Paragraph 22 of this normative document is dedicated to persons with disabilities. It states that persons with disabilities should be integrated into the education system. It also reaffirmed that people with disabilities have the right to education according to their needs and requirements [8]. One of the most important and recent international instruments currently in place to protect the rights of persons with disabilities is the United Nations “Convention on the Rights of Persons with Disabilities. This Convention was adopted on 13 December 2006 on the basis of United Nations Resolution 61106. Article 24 of the United Nations Convention on the” Rights of Persons with Disabilities” defines the right of persons with disabilities to education. The article states that states should create an inclusive education system to ensure equal access

to education for people with disabilities and not to discriminate against them [9]. It should be noted that in 2009 Uzbekistan signed the convention. The government and non-governmental organizations are currently working to ratify the convention.

It is known that in recent years in our country special attention is paid to improving the quality of life of people with disabilities. Decree of the President of the Republic of Uzbekistan No. 5770 of December 1, 2017 “On measures to radically improve the system of state support of persons with disabilities” can be recognized as a turning point in the social policy of the state with respect to persons with disabilities [10]. One of the most important documents aimed at the development of inclusive education in our country is the decree “On approval of the Concept of development of the public education system until 2030” adopted by the President of the Republic of Uzbekistan Sh.M.Mirziyoev. The resolution on the development of inclusive education focuses on the development of requirements for buildings for children with disabilities, the provision of schools with children with disabilities with the necessary literature and manuals, creating an inclusive education system for children with disabilities, providing schools with children with disabilities with special tools, ramps, etc., as well as staff working in this area (pedagogue-defectologist, providing psychological and pedagogical support to children with disabilities) experts, to raise awareness among the public about the right of children with disabilities to education [11].

In our opinion, it is necessary to pay attention to the following mechanisms for the development of inclusive education in our country:

First, it is necessary to include an article on inclusive education in the Law of the Republic of Uzbekistan “On Education”. It is expedient that this article should



reflect the rights of children with disabilities to inclusive education, and to create all conditions for their education.

Second, a strategy for the development of inclusive education in our country should be developed. It is known that since 1995, with the support of international donors, Uzbekistan has implemented various projects aimed at developing inclusive education. Most of them were limited to conducting training seminars. The developmental hereditary step of inclusive education was not observed. We believe that a state strategy for the development of inclusive education is necessary to ensure this succession, as well as to determine the effectiveness of work in this area.

Third, a program and charter should be developed to create a barrier-free environment in schools that introduce inclusive education. This regulation should reflect the “logistics, methodological support, as well as communicative processes” of the structure of inclusive education.

Fourth, the establishment of a system of training “assistant educators” is very important in the development of inclusive education. These specialists must have a great knowledge of typhlopedagogy, oligophrenopedagogy, deaf pedagogy.

Fifth, the concept of personal assistant in Uzbekistan should be reflected in the legislation. In the future, the staff assistant will be able to help people with disabilities.

The above mechanisms do not reflect all the processes in the development of inclusive education, but we believe that the introduction of the above mechanisms will help people with disabilities in our country to integrate as a full member of society.

As mentioned above, the importance of social partnership for the development of inclusive education is immeasurable.

In our view, social partnership is a system of dialogue and consensus aimed at solving specific social problems in society through the interaction and coordination of interests of public authorities and civil society institutions [12]

It will be possible to show that the main goal of the social partnership is to take into account and coordinate the interests of its main subjects. Therefore, social partnership should reflect the process of mutual agreement of social institutions that ensure the priority of universal values in society today, including the functioning of civil society institutions that ensure the harmony of interests of the parties in achieving common socio-political and economic goals. This indicates the need to pay special attention to the following issues when studying the problems of social partnership:

- In-depth study and generalization of the experience of improving social partnership in the history of mankind and in developed countries from a political point of view;
- To study the impact of social partnership on political changes in our society and the process of strengthening the interaction of civil society institutions;
- Defining the role of state organizations and local governments in the political process related to the organization of social partnership, cooperation and interaction of various organizations;
- To develop an effective mechanism of social partnership in various spheres of society (economy, politics, social sphere, culture, etc.), to find optimal ways and means of its application in all spheres of life. At the same time, a comprehensive



approach to this issue, looking at the topic from the point of view of historical and modern dialectics, allows us to assess the current situation on the basis of the internal structure, elements and branching of the social partnership system. There is no doubt that the principles of social partnership at the level of civil society requirements cannot be implemented without an in-depth study of the specifics of the subject in the life of our country and without taking into account the results in this regard.

The Law on Social Partnership clearly defines this concept as follows: “Development and implementation of programs of socio-economic development of the country, including sectoral, regional programs, as well as normative and legal acts and other decisions affecting the rights and legitimate interests of citizens, with government NGOs and other civil society institutions cooperation” [13]. This definition means that the rule of law cannot be imagined without implementing the principles and values of social partnership, as they provide the state with the necessary ideological stability. In our view, “social partnership” refers to a specific political relationship in which the principles of human rights and freedoms, dignity, social justice and mutual solidarity are recognized.

The principles of social partnership are as follows:

- 1) Universal and lasting peace can only be established on the basis of social justice;
- 2) Not creating conditions for workers in any country can be a serious obstacle to improving the position of the poor;
- 3) Freedom of speech and the creation of permanent conditions for cooperation and solidarity;

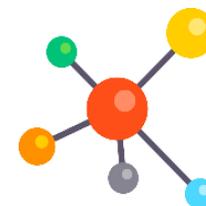
- 4) All people, regardless of nationality, creed and gender, have equal rights, and spiritual and moral requirements stem from the same needs;
- 5) Equality of arms;
- 6) Compliance with the legislation;
- 7) Voluntary obligation;
- 8) Consulting;
- 9) Priority of negotiation methods (agreement, negotiations).

The main tasks of the state as a social partner are:

- 1) Improvement of the legal sphere of social partnership;
- 2) Coordination of actions of participants of social dialogue;
- 3) Participation in the settlement of labor disputes, rational agreement of the parties.

At the heart of social partnership are opportunities to explore ways to address pressing social issues in each of the three interacting institutions. That is, to combine the efforts and capabilities of each of the parties in overcoming these important challenges; constructive cooperation between the parties in resolving disputes; the desire to find clear solutions to social problems; decentralization of decisions (taking into account the interests and needs of workers), lack of state paternalism (in conditions where the state or enterprise management system prevails, there is passivity in the behavior of workers, a decrease in labor efficiency); monitoring and reviewing the activities of stakeholders (employer and employee); the legitimacy of cooperation, the creation of favorable conditions for each party and society as a whole, and so on.

Therefore, some literature states that “the development of social partnership in various forms is an important part of the process of strengthening the social orientation of the modern market economy and its socialization [14].” It should be noted that the socio-



political substantiation and retrospective study of the role of social partnership in the development of civil society institutions in our country shows the need to pay special attention to a number of processes that are extremely important in this regard. First of all, the main feature of cooperation in the development of civil society institutions in Uzbekistan is that its elements are reflected in the system of social partnership as equal subjects. It is well known that social partnership does not develop on its own, its subjects are required to adhere to a number of principles. The basic principle is that both parties respect each other's civil and political freedoms.

It should be noted that the development of inclusive education in Uzbekistan must be based on the processes of social partnership. In this regard, the social partnership should be mainly between public authorities and public organizations of the disabled. Because it is, public organizations of people with disabilities can advise government agencies on what is important and necessary for people with disabilities. They help children with disabilities to create a barrier-free environment at school based on their needs and unique characteristics.

Social partnership is also important in this process between schools and public organizations that represent the interests of persons with disabilities. It is organizations that represent the interests of individuals with disabilities that can help teachers working in a particular school develop communication skills with children with disabilities. Parents of children with disabilities Social partnership between school and parents of children with disabilities is also important in this regard.

Parents of children with disabilities should assist parents of children with disabilities in implementing

inclusive education. This process, of course, requires the formation of a specific model of social partnership.

CONCLUSION

In short, it should be noted that the processes of social partnership contribute to the development of inclusive education in our country. The development of social partnership processes will enable the sustainable and systematic development of inclusive education in the future.

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