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### **Inclusive education in Russia: space for maneuver**

The educational inclusion of children with special needs is a process that involves today the all developed countries of the world, and Russia is no exception in this process. The development of the regulatory framework took place here in the context of the mobilization of civil society. The UN Convention on the Rights of Persons with Disabilities, ratified by Russia in 2012, was a decisive step in the course on inclusion. In the same year, the Federal Law “On Education in the Russian Federation” was adopted, which approved the right of any child to accessible education. Thus special educational conditions should be created in schools for teaching children with special needs. According to the Ministry of Education and Science, in 2018 only one out of five schools is adjusted for children with disabilities, and by 2025 it is planned to increase this figure to 25–30%. The question of the inclusive education of children with mental challenges is even more acute. In turn, a question of how to study and evaluate inclusion encourages reflection not only of its policy and ethics, but also its criteria and indicators, requiring the development of instrumental definitions and research methodology.

The authors analyze the main characteristics of an inclusive organizational culture of schools using the interviews with teachers of inclusive schools and parents of students with disabilities. The concept of inclusive school culture is interpreted based on the ideas of E. Schein (2004) on three levels of organizational culture and the T. Booth and M. Ainscow (2002) model for evaluating inclusion in three interrelated axes: creating an inclusive culture, developing inclusive policies and introducing inclusive practices.

Despite the fact that inclusion is possible in a single classroom, a specific school, the reality surrounding the school is not always characterized by an accessible environment and favorable relations. Based on public opinion polls and the narratives of informants from different schools, it is shown what challenges the inclusive education in modern Russia is facing.