

# **THE DEVELOPMENT OF EDUCATION**

## **NATIONAL REPORT OF UZBEKISTAN**

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## **Economic, social and human development situation in Uzbekistan**

Uzbekistan has a population of more than 26,845,000 people, 37% of which is urban, while 63% is rural population (80% of the population is Uzbeks, 5,5% - Russians, 5% - Tajiks, 3% - Kazakhs, 2,5% - Karakalpaks, 1,5% – Tatars, and 2,5% - other nationalities). Uzbekistan is a multinational country and there are more than 125 representatives of different nationalities and ethnic groups. The population of Uzbekistan is predominantly “young”. More than half population is under the 24 years old.

Uzbekistan has established a tradition of devoting of each year to priority areas of reforms in social policy. Its aims at focusing the attention of society and consolidation of efforts of all stakeholders (government, private sector, civil society) to address particular challenges of development. In particularly, adopted annual action plans includes activities in the field of adult education. Since 1997 each year has been dedicated to a specific goal and annual program adopted and implemented:

1997 – The Year of Public Interest;

1998 – The Year of Family;

1999 – The Year of Girls and Women;

2000 – The Year of a Healthy Generation;

2001 – The Year of Mother and Child;

2002 – The Year of Elderly People;

2003 – The Year the Makhalla (local community) Empowerment;

2004 – The Year of Kindness and Mercy;

2005 – The Year of Health Care;

2006 – The Year of Charity and Medical Workers;

2007 – The Year of Social Protection;

2008 – The Year of Youth.

Demographic trends in the country have a considerable effect on the country's Human Development Index (HDI) scores, especially annual GDP per capita, education and life expectancy. While GDP has displayed growth in recent years, Uzbekistan's population has also continued to grow. Therefore, continuous GDP growth has had to be “diluted” among a larger population size, and as a result growth of GDP per capita is slower than the growth rate for real GDP. In 2006 children aged 0-18 represented 42% of the overall population. Therefore, children are dependants and represent extra burden on the household budget.

The country has experienced steady growth in recent years. In the period 2003-2006 rates of economic growth increased to 7-8 percent annually and growth rates are forecast to remain in the range of 8-9 percent in the period till 2010. Nowadays the government continues to pursue policies aimed at maintaining macroeconomic stability and the inflation rate was kept at the relatively acceptable level of 6.8%

By 2006 real disposable incomes were almost 2.6 times higher than in 2000. However growth in average income levels does not give the full picture on living standards of the country. Firstly, they do not capture the income inequality and

differences in rates of income growth (between region and between population groups). Secondly, income is generally known to be a poor indicator of living standards in transition economies, where income is often derived from informal economies and goes undeclared.

As for the geographical distribution of the poor, there is evidence of a large differentiation in poverty risk between regions, and of a striking difference in living standards and opportunities between Tashkent city and the rest of the country. The poverty risk is highest in Karakalpakstan (44%). To some extent it is related with worsening of opportunities of traditional productions as a result of ecological catastrophe of the Aral Sea basin.

## **Educational system in Uzbekistan**

### **Educational context**

The system of education is governed by the Department operating under the Cabinet of Ministers. Besides, some functions related to the administrative management of the education system are performed by central economic agencies such as the Ministry of Finance and Ministry of Economy.

Two ministries, the Ministry of Public Education and the Ministry of Higher and Secondary Specialized Education, are responsible for the governance of educational establishments.

The Ministry of Public Education is responsible for the activity of pre-school, extracurricular educational establishments and general education schools. In addition, five higher educational establishments and 16 institutions providing upgrade courses for teachers are also under the jurisdiction of this Ministry. The Ministry has a central office as well as regional, district and city branches of public education, which provide methodological supervision over the activity of these educational establishments. Prior to 2007 these agencies provided the financing of these educational establishments. Since 2007 this financing function has been fully transferred to the corresponding branches of the Ministry of Finance.

The Ministry of Higher and Secondary Specialized Education bears responsibility for the activity of educational establishments providing secondary special vocational and higher educations. A special Centre on vocational education with local branches has been established with the aim of monitoring the activity of these educational establishments.

The Ministry of Labour and Social Security is responsible for some programs aimed at professional training and raising the level of employees' professional skills.

### **Educational challenges, priorities and strategies**

According to the Constitution of the Republic of Uzbekistan (Chapter 9, Article 41) - "Everyone shall have the right to education. The state shall guarantee free secondary education. Schooling shall be under state supervision."

After gaining independence of Uzbekistan in 1991, the opportunity for development of national education system was created. The concept of the national education system was elaborated on the own development strategy of the country. The reforms gave opportunity for improvement of structure, context and quality of education.

This transformation process can be divided into four major stages:

**1991-1997 – preparatory**, when the major problems and contradictions of the education system were identified and analyzed along with the economic and political transformations taking place in society;

**1997-2001 – initial stage**, when the new National Policy of Personnel Training was formed;

**2001-2005 – active stage of large scale transformations** of secondary specialized vocational education;

**after 2005 – adjustment of state educational standards and further development of the secondary school education system.**

Profound reforms of the system of education began in 1997 with adoption of new Law “On Education” and National Programme on Personnel Training. The nine years general secondary education and three years of vocational education were legitimate as free and compulsory.

Based on new legal framework the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution “On the Elaboration and Introduction of National Educational Standards for the System of Continuous Education” on 5 January 1998.

The State Program on Development of School Education was adopted in 2006 in order to improve school learning schemes and programmes, to develop new school textbooks, to raise the status of teachers (includes the raise of their salary depending on merit and quality of teaching), to strengthen financial and technical base of schools and to substantially develop child’s sports (new sport facilities, annual sport tournaments among schools, colleges and universities).

As a result of reforms the system of continuous education of Uzbekistan consists of the following institutions providing educational services:

- pre-school education (age 3-6) – kindergartens (state, private, community-based, family-based, school-based, etc.);
- general secondary education (age 7-15) – state schools, providing free services, as well as private schools, providing services on a fee basis;
- secondary special and vocational education (age 16-18) – state vocational colleges and academic lyceums, providing free services;
- higher education (after graduating from a secondary special vocational educational establishment) – universities and institutes (for 2007-2008 academic year the share of entrants for state grants and contracts is 40% and 60% respectively);
- postgraduate education – universities, institutes, academies providing education (Banking, Finance, Tax, Public Administration), business schools under universities and academies;
- raising the level of professional skills and personnel training (during the whole career) – universities, institutions, specialized institutions for upgrading professional skills and business schools;
- extracurricular education (while studying at school) – independently and at school;
- Home-based education and self-study.

## **Pre-school education**

Preschool education is the first stage of continuous education system. It ensures the formation of healthy, developed children, arouses their inclination to learning, preparing them for systematic study. Pre-school education in Uzbekistan is provided in the state language, along with languages of ethnic groups where there is a concentration of that population: Karakalpak, Russian, Tajik, Kyrgyz and Kazakh.

Nowadays there are 6232 pre-school educational establishments which cover 55171 children. 2346 pre-school establishments (37.6%) are in urban areas and cover 296807 children, and 3886 pre-school establishments (62.4%) are in rural areas and cover 257364 children. Most of pre-school educational establishments are state-owned. At the same time there are 72 non-governmental pre-school establishments (about 4000 children), 28 of which obtained state license for operation. More than 134 establishments were transformed in a new form of management with independent budget. New type (community-based and family-based) pre-school educational establishments had started to operate too. During last 8 years the coverage of children of pre-school age increased from 18% to 22%. The Ministry of Public Education in cooperation with UNICEF is conducting a project on "Pre-school upbringing in the family". Within the last few years the number of children enrolled in pre-school establishment has increased. But coverage of children by pre-school education has declined compared to 1991. The main reasons were:

- Shift to home or family-based upbringing of pre-school age children.
- Reduction in state subsidies provided to support pre-school educational establishments (since the maintaining cost became very higher) and therefore increased fees paid by the parents.
- Altered demographic situation with a significant reduction of the birth rate, as a result of which the demand for the services of pre-school educational establishment dramatically declined.
- Reduction in jobs and a growth in the number of women with a wish to work but unable to find work. As a result, women had to stay at home and take care of their child.
- Concerns among parents about the falling the quality of pre-school education.
- The insufficiency of financial resources allocated to pre-school education especially in rural areas. As a result, children did not get sufficient amounts of dairy products.

The need for pre-school education is partly met by special programs organized at pre-schools in the form of part-time groups. There are over 30000 such groups in the country. Therefore, special methodological manuals have been elaborated aimed at providing such educational services.

## **General secondary education**

The nine-year general secondary education in Uzbekistan is compulsory and free. It consists of primary (1-4 grades) and secondary (5-9 grades) education.

The aims of general secondary education:

- Formation of knowledge and skills in accordance with the national education standards;
- Adaptation of children to society and development of independent thinking;
- Formation of harmoniously developed personality and citizenship;
- Instilling a feeling of devotion to the principles of independence and democracy.

All children of school age attend general or specialized (for children with special needs – physical and mental) primary school. The primary education covers 100% of children of the respective age group. At primary schools the differentiation of teaching and educational activity according to the abilities of children is achieved in the following ways: options within the educational process, rates of learning, opportunity to choose in-depth study of some subjects, adaptation of study assignments to the individual abilities of children and organization of leveling classes and groups.

In recent years the infrastructure of schools have been improved considerably, a number of new schools was built and classes were equipped with computer facilities. The provision of textbooks was significantly improved. For this purpose in 2004-2006 the government allocated 46.4 billion sums. Schools bought 55.2 million copies of textbooks (increase 82.1% in 2004 up to 92.1% in 2006). Within this period 1435 titles of textbooks were published in 7 languages of instruction, with renewed content and quality printing.

There is system of national certification of school principals (assessment of professional capacity as manager of educational institutions). Out of 9601 school principals who were certified in 2006 just 3459 (36%) met the requirements, 2617 (27.3%) were certified conditionally and 1378 (14.4%) of principals showed a very low level of competence and as such were not certified.

### **Secondary specialized vocational education**

Compulsory 3-year secondary specialized vocational education is an independent element in the overall system of continuous education. It is provided in compliance with the Laws of the Republic of Uzbekistan “On Education” and “National Program of Personnel Training”. Though secondary specialized vocational education will only become compulsory beginning from 2009, currently graduates of secondary general schools already have the right to choose the fields of their further studies – whether at academic lyceum or vocational college.

The objective of secondary specialized vocational education is not only intensive intellectual development and in-depth study of general subjects, but also preparing graduates to join the labour market and providing them with professional skills. Secondary specialized vocational education is provided on a full-time basis, in two types of education establishments: academic lyceums and vocational colleges.

Academic lyceums are secondary specialized vocational education establishments, providing a 3-year education in compliance with the national education standards. Lyceums are focused on intensive intellectual development, a deep specialized and professionally-oriented education, taking into consideration the

pupils' interests and abilities. While studying at academic lyceums pupils can choose the fields of studies (humanities, sciences, agriculture and others).

Vocational colleges are the second type of secondary specialized vocational education establishments providing a 3-year education. In compliance with the national education standards, these colleges provide secondary specialized vocational education with in-depth development of professional skills – training students in one or several trades of a chosen profession.

As of 1<sup>st</sup> January 2007 there were 1055 new secondary specialized vocational education establishments, including 99 academic lyceums and 953 vocational colleges. Of these vocational colleges 296 are housed in newly constructed buildings and 628 are housed in the building of former vocational schools having undergone major reconstruction along with equipping them with modern teaching facilities and laboratories.

Currently secondary specialized vocational education establishments cater for 1,075,000 students, out of which 1,021,900 students (164,400 after the 11<sup>th</sup> grade) enrolled in 953 vocational colleges and 53,100 students enrolled in 99 academic lyceums. The secondary specialized vocational education network covers 62.8% of the graduates of general schools.

The classification list contains 348 specialties and 840 professions. Training is currently provided in 268 specialties which cover 712 professions.

Between 2001 and 2005 new textbooks and school books were published, totaling 5.1 million copies and at a total cost of 9.1 billion sums. In addition, 131 electronic textbooks were created.

62,835 teachers and vocational training officers work in the system of secondary specialized vocational education. There are 57591 of them (92%) have a higher education and 5244 (8%) of them have vocational education background. Between 1998 and 2006 about 66900 teachers and vocational training officers upgraded their qualifications in 43 retraining and in-service training courses that are offered on a constant basis.

Along with progress there are some disadvantages:

- Vocational colleges are not always located close to the student's residence area. Currently, 684 or more than a half of colleges are located in urban areas. Despite to the fact that education provided by vocational colleges is free, students do not receive scholarships and as such there is an additional expense for those who have to move to the city and live in the dormitory.
- The location of vocational colleges are creating problems for pupils during choose of their profession. Therefore, most rural school graduates have to study at the colleges located close to their residence area (since transportation and accommodation costs).
- There is an urgent need to review the specialization of many colleges, especially those focused on training professionals for particular specialties.
- There are still challenge with the employment of graduates of secondary special educationl institutions. In 2006 only 61% of all graduates of vocational colleges found a job.

It is necessary to take more flexible approach to the specialization of educational institutions, especially those located in rural areas.

The quality of the academic curricula and programs doesn't imply automatically the required quality of training. The general academic programs should be more consistent with vocational education.

Insufficient qualification of the teaching staff – the system of training and retraining of teachers should be developed. Systematic upgrading of qualifications and sharing experiences among the pedagogical personnel should be organized.

## **Higher education**

Access to higher education is on the basis of completion of secondary special vocational training (and until 2009 also secondary schools). Higher education provision is based on the laws of the Republic of Uzbekistan “On education” and “On the National Vocational Training Program”.

The goal of higher education is to provide the professional training of qualified, competitive personnel. Graduates must be able to work in their chosen areas of knowledge, to contribute to scientific, technical, economic, social and cultural development of the country and have high moral, cultural and ethical characteristics.

Students are admitted to educational institutions by means of ordinary and additional tests that check the knowledge of entrants. Higher educational institutions provide professional training funded both by government grant and on a fee basis.

There are two main tiers in higher education sector: Bachelor's and Master's degrees.

Now there are 66 higher educational institutions, 20 of which are universities, 40 institutes and 2 academies. Among the country's universities 22 provide professional training in the field of education, 15 in the areas of industry, construction, transport and communication, 5 in medicine, 4 in agriculture, 9 in economics and law and 7 in other sectors.

There are a total number of 286300 students in higher education, including 273700 in the Bachelor's level and 12600 – in Master's level. About 69% of students study on a fee basis at the Bachelor's level, 75% of students study on a fee basis at the Master's level.

Challenges of higher education in Uzbekistan:

- There are set quotas for entrance to educational institutions.
- Test results – the required entrance level is separately established for each higher educational institution. The student who get a sufficient score for chosen institution might have scored enough to get into another institution, but students can only apply once each year.
- High tuition fees for those who study on a fee basis.
- There are less educational opportunities for girls compared to young men. The share of girls amongst students in higher education is 40%.
- Lack of inclusive education for students with disabilities.
- Quality of higher education.

- The educational process is excessively overloaded with too many subjects having to be learned. In the leading higher educational institutions in Western countries students study 3-4 subjects during a term, whereas in Uzbekistan that number is 10-14.
- The equipment and educational facilities in higher educational institutions do not meet contemporary requirements.
- Low level of teacher's salaries.

### **Financing of education**

Public expenditure on education in Uzbekistan as a proportion of GDP is relatively high. Over the last few years it has constantly exceeded 10% of GDP. First, it is related to the clear commitment of the government to the dynamic development and crucial importance of this sector for human development in the country, to reduce poverty and develop the economy. Second, it is related to the demographic situation in the country since the proportion of the population under 24 years old is 52.9%.

Government expenditure on education is mainly made of three main sources: current budget expenditures, future expenditures of future budgets allocated to cover foreign loans that have been used to develop the educational system, and also the funds of the extra-budgetary School Development Fund established in 2004.

In the period from 2000 to 2007 122 assistance projects were implemented with allocations totalling over USD 1 billion.

More than 90% of external assistance was provided as loans and credits, and 9% as grants. Most of the assistance was provided by multilateral donors (USD 952 million or 91.2%) and then USD 87.0 million (8.4%) was provided by bilateral donors and USD 4.1 million (0.4%) by international NGOs. The leading agency committing funds into the sector is the Japanese Bank for International Cooperation (61.6%). The second biggest partner is the Asian Development Bank (25.3%), third is the Government of Japan (3.2%) and fourth is the Government of India (2.1%). Other leading contributors were UNICEF (1.6%), KFW, the EC TEMPUS Program and JICA (the share of each of this donor exceeds 1%).

### **Inclusive education in Uzbekistan**

According to the Law on Education of the Republic of Uzbekistan (Article 4), adopted in 29 August 1997 (No.464) - "Everyone is guaranteed to realize his right to education without distinct as to sex, language, age, religion, religion, nationality, social origin, type of work, social status, place of residence, time of residence".

Basing on this principle, representatives of different nationalities are provided education in their native languages. Manuals and textbooks in Uzbekistan are published in seven languages – Uzbek, Russian, Karakalpak, Kazakh, Tajik, Kyrgyz and Turkmen. Thus, there are seven teaching languages in the primary and general secondary education system.

Vocational and higher education mostly provided training programme in two languages: Uzbek and Russian. However, there are several universities, which are providing teaching in other languages too: Samarkand State University and Bukhara

State University (Tajik language), Tashkent State Pedagogical University, Gulistan State University and Karakalpak State University (Kazakh language), and others.

There are equal educational opportunities for representatives all confessions in Uzbekistan.

## **Gender**

Gender equality in education is guaranteed by the Constitution of the Republic of Uzbekistan. According to the Law on Education adopted in 1997 men and women have equal rights to get education and choose profession. Primary and secondary education in Uzbekistan are compulsory and there is no sign of gender disparity. In 2007-2008 the percentage of boys and girls studying at schools is almost equal: 51% of boys and 49% of girls. There is sign of small disparity in the sphere of special secondary and vocational education. The percentage of boys and girls studying in academic lyceums is 64% to 36%, in colleges is 53% to 47%.

Gender disparity is not a problem in Uzbekistan since the illiteracy of both men and women was eradicated several years ago. The literate population in Uzbekistan in 2007 almost 100%.

Uzbekistan joined the Convention on the “Elimination of all forms of discrimination against women” in 1995. Following legal documents were adopted in the Republic of Uzbekistan with regard of development of women’s empowerment in society:

- Decree of the President of Uzbekistan “On measures to enhance women’s role in statehood building” (1995);
- Law “On additional privileges for women” (No. 760-I, 1999);
- Decree of the President of Uzbekistan “On additional measures on strengthening social security of women” (1999);
- Additional amendments and addendum to the Law “On elections to Oliy Majlis (Parliament)” (2004), in order to set up 30% quota (lowest level) in nomination of women from political parties to Legislative Chamber of the National Parliament;
- Decree of the President of Uzbekistan “On additional measures to support Women’s Committee of Uzbekistan” (2004);
- Law “On guaranteeing child’s rights” (2008).

At present time there are 21 women are Members of the Legislative Chamber (Lower House) and 15 women are Members of Senate (Upper House) of the National Parliament. The presence of women in the economy sector of Uzbekistan is 44%, while in small-scale business and entrepreneurship is 23%.

## **HIV/AIDS spread indicators**

HIV/AIDS has become a serious challenge in Uzbekistan. Between 1987–1999 were only 76 registered HIV cases, since 2000 their number has been constantly increasing (2000 - 154, 2001 - 549, 2002 - 981, 2003-1836). 2016 HIV cases were officially registered in 2004, in November 2005 were registered more 2010 HIV cases. The first incidence of HIV case was registered in the country in

1987. Till 2006 HIV cases have increased to 7600. Among HIV infected women's percentage is 18.4%, while children's is 1.5%.

At present the major HIV/AIDS related problems in Uzbekistan are:

1. vulnerable groups among the population: injecting drug users, patients with sexually transmitted infections, commercial sex workers;
2. increasing tuberculosis cases among HIV positive people;
3. lack of antiretroviral drugs, high cost of treating HIV/AIDS patients;
4. inadequate intersectoral cooperation in combating HIV/AIDS;
5. poor public awareness of HIV/AIDS and its consequences.

In August 1999 Law of the Republic of Uzbekistan on the prevention of diseases caused by HIV was adopted. There are 15 AIDS centres, 230 Anonym centres and 10 NGOs working in the sphere of HIV/AIDS prevention and support for vulnerable groups of the population. In order to cut the increase inter-ministerial and inter-organizational Strategy for combating the spread of HIV/AIDS for 2007-2011 was adopted. A number of UN agencies, World Bank and other international organizations are working in the sphere of HIV/AIDS preventive programs. One of the main objectives of the education sector is propaganda of healthy life style among students and pupils. To that end according to the Joint Decree of the Ministry of Higher and Special Secondary Education, Ministry of Public Education and Ministry of Culture and Sports (2005, 10 August №178/197/713) a new subject "Valeology" was introduced into the system of continuous education beginning from 2005. The programme of the subject includes fundamentals of healthy life style; fundamentals of medicine; preventive measures on HIV/AIDS, Iodine deficiency, Ferrum deficiency; and struggle against drug addiction, alcoholism and smoking.

## **Social inclusion**

### *Children with disabilities, with special needs, orphan children*

One of the priority directions of policy of the Republic of Uzbekistan is social adaptation of children with special needs. Children with different disabilities in development are the component part of any nation, which requires a special attention of the state.

The attitude of nation to children with special needs is a parameter of moral health of a society and its spirituality. The state system of social support for children in the sphere of providing educational services to people with disabilities in the Republic of Uzbekistan is carried out on the basis of a number of legal acts. These legal acts provide equal opportunities in the realization of their rights and freedoms, creates conditions for their full participation in political, public and economic life, for realization access to educational services.

According to the legislation of the Republic of Uzbekistan educational support is given by state for all children irrespective of their mental or physical limitations in development since early childhood and is guaranteed firstly by the Constitution of the Republic of Uzbekistan, laws and other state programs:

- Law "On Education" and National Program of Personnel Training (1997).
- National Program on Realization of Action Plan "Education for All" (2003).

- Law “On Social Security of Disabled People» (1997).
- Dakar Declaration “Education for All” was ratified by Uzbekistan in 2000. International Forum “Education for All” was organized in 2002 in Uzbekistan and eventually the Ministry of Public Education developed National Action Plan. With a view of realization of this plan “Statute on Inclusive Education” was approved in 2005.
- On 13 December 2006 the General Assembly of the United Nations approved Convention on Rights of Disabled People, the Article 24 of which is specially devoted to education (absence of discrimination; equality of opportunities; introduction of secondary education at all levels: inclusive primary education; creating opportunities for continuous education, aimed at comprehensive development of human potential, ensuring dignity and self-esteem, observance of human rights, basic freedom and human potential, maintenance of advantage and self-esteem, adherence to human rights, fundamental freedoms and human diversity; development of personality of disabled; their effective participation in the life of a free society and hereafter in full integration).

On its complexity and social importance the problem of social adaptation of children with special needs is tackled not so simply and easily. Its solution is not limited only to activity of one state.

Historically it developed so, that during former system children with special needs became aloof from society. They studied at isolated specialized schools or in family itself. Conditions of separate training alienated them from other healthy children. Separate training of children with special needs creates artificial barriers between children, causing scornful and also offensive attitude of healthy children. This artificial barrier of alienation leads to that healthy children keep away from children with special needs. How can we talk about inclusion of children with special needs into a society in such a situation?

Unfortunately, even today there is a system of differentiated network of special education – boarding schools where children are educated separately from their healthy peers.

Inclusive education is based on the ideology, which excludes any discrimination of children and provides the equal attitude to all people, while creating special conditions for children with special educational needs. One of the important challenges of education today is development of new approaches to education of people with special needs. One of such approaches can be development of inclusive model of education, which will provide an opportunity of qualitative education.

Inclusive education is directed to needs of the child and based on rights to education. There used innovative pedagogical methods, which benefits all children and therefore all the society.

Nowadays the following educational institutions have been created and are operating in Uzbekistan:

- 86 specialized boarding schools, where 19245 children with various impairment in development are trained. Out of them:

- **11** boarding schools for children with visual impairment, where **2110** children are trained;
- **18** boarding schools for children with hearing impairment, where **4061** children are trained;
- **52** boarding schools for children with mental impairment, where **11863** children are trained,
- **1** boarding school for children with speech disturbance, where **298** children are trained;
- **1** boarding school for with behavioral disorder, where **160** children are brought up;
- preschool integrated groups cover **11 000** children.
- **23** boarding schools of sanatorium type, where **7239** children are trained and receive medical treatment at the same time;
- In **122** special preschool establishments **9095** children with disabilities receive correctional help. In parallel with them at preschool establishments **937** integrated groups are functioning; in which **more than 11 340** children with disabilities receive education.
- Individual home education covers **12314** children;
- Number disabled children of preschool and school age is some **120 000**.

The Government in the framework of the State National Program of Development of School Education stipulated the further improvement of financial-technical base of boarding schools. According to the approved program, in 70 special boarding schools are under capital reconstruction, and 60 boarding schools are subject to major overhaul.

Children with special needs, who don't have physical opportunities to visit school, will be provided with a computer and computer multimedia training programs (pupils of 5-9 classes), and also they are given manuals, furniture and technical resources (hearing aids, magnifiers, lenses, Braille machines, etc.)

On the basis of the National Action Plan within the framework of "Education for All" Program, Ministry of Public Education has recognized necessity of introduction of inclusive education in Uzbekistan. Inclusive approach is not only better, but also is more effective in the view of education, pedagogical, emotional and psychological sides.

In its turn, it dictates necessity of introduction into education system of thoroughly developed pilot projects, which should demonstrate best practices of inclusive education and offer models for their wider circulation.

At present time, Ministry of Public Education cooperates with national and international organizations, such as UNESCO, UNICEF, Asian Development Bank, Republican Center for Social Adaptation of Children, Republican Public Children's Fund "Sen Yolgiz Emassan" ("You are not alone"), Avloni Teacher Training Institute, Tashkent State Pedagogical University named after Nizami, Republican Center of Education and NGO "ZIYO".

Development of inclusive education, i.e. integration of children with special needs into general educational process, was launched in Uzbekistan in 1996.

The Ministry of Public Education with support of UNESCO and Republican Center of Education issued the following publications:

1. State educational standards and the program of development of hearing abilities in individual classes at schools for deaf children. (2007);
2. Non-traditional ways of organization of study-process for children with problems of speech;
3. The Bulletin of special preschool education.
4. Organization and planning of correctional- speech therapist works at subsidiary schools;
5. Correctional education of children with problems in development;
6. Correctional-pedagogical works with children having problems in physical development, in the system of inclusive and special education;
7. Methods of organization of inclusive education in preschool establishments;
8. Theoretical and practical fundamentals of inclusive education.

Within the framework of the program: **Development of the child of early age and qualitative general education under the project: “Introduction of friendly attitude to the child through inclusive education”** Avloni Teacher Training Institute with support of UNICEF carried out researches in 4 pilot regions of Uzbekistan (Republic of Karakalpakstan, Khorezm, Fergana and Tashkent region). With a view of preliminary preparation of teachers for admission of children and their orientation for work in inclusive classes, two-day seminars-trainings were organized.

Republican Center for Social Adaptation of Children in cooperation with UNICEF issued the following publications:

1. Analyze of social security of children with special needs in the Republic of Uzbekistan (2007);
2. Diagnostics of psychophysical development of children of first three years of life (Methodical textbook. 2007);
3. Study of conditions and factors of introduction inclusive education in the Republic of Uzbekistan (2007).

Since June 2006 the Ministry of Public Education in cooperation with Asian Development Bank carries out researches under the project: “General education for children with disabilities”. During conducted researches experts faced the following problems:

- Owing to ethno-psychological reasons, parents try to hide their children with special needs from relatives, neighbours and the society;
- Few opportunities for integration of such children into society and their social adaptation;
- The most vulnerable group is family and lonely mothers who are bringing up children with special needs, and also families and people, whose children are under the patronage of state establishments;
- Difficulties with further education and employment of children with special needs after leaving school.

- Insufficient maintenance with necessary technical resources and educational methodical resources for children with special needs, who are trained in the family.
- Absence of necessary infrastructure of secondary schools including education of children with special needs (there are no ramps, pedestrian crossing, etc.)
- Lack of personnel of secondary school (defectologist, deaf-and-dumb pedagogue, logopedists, psychologists, social workers, medical workers, etc.)

Analyzing existing condition and according to the results of monitoring, we assume, that introduction of inclusive education gives an opportunity to estimate the benefit from given approach to special education and becomes a starting point for elaboration of national curriculum on perfection of education and achievement of better results of training and social integration of children.

Inclusive education is qualitative education as it represents the whole complex including preparation of children for life (life skills), benevolent attitude of teachers to children and spiritual-moral education, irrespective of their sex, race, geographical location, religion, age, special needs for training. In this connection it is necessary to establish the effective mechanism of coordination of activity of social protection of children with disabilities. It is necessary to describe steps, approaches and coverage.

Last years effective measures on inclusion of children with special needs into secondary educational process have been undertaken. These measures give positive results.

- A special article, dedicated to inclusive education was included in the project of amended Law “On Education”;
- Normative document on admission of children with disabilities to colleges and lyceums is being developed with the support of the Ministry of Labour and Social Protection of the population;
- Circulation mechanisms of finance in support for inclusive education are reconsidered at the state level;
- Supply of special textbooks, programs, educational-methodical and visual manuals is reconsidered.

### **Lesson learned**

1) 1995-1996 - Mobile Training Team in the field of inclusive education in the Republic of Uzbekistan (Joint project of UNESCO/UNESCO National Commission of the Republic of Uzbekistan for UNESCO). Coordinator - Ministry of Public Education of the Republic of Uzbekistan. Outcome: The concept of Inclusive Education was introduced in Uzbekistan.

2) November 1996 (Tashkent, Uzbekistan) - National Seminar on Inclusive Education. Organized by Ministry of Public Education of the Republic of Uzbekistan and National Commission of the Republic of Uzbekistan for UNESCO. Outcome: All teachers from special boarding schools have been trained on methodology of Inclusive Education.

3) October 1998 (Bukhara, Uzbekistan) - First UNESCO's Sur-Regional Central Asian Seminar "Together for inclusive society" Intersectorial cooperation for equalization of possibility of disabled persons". The seminar was organized in cooperation with UNESCO, UNICEF, WHO and ILO. Outcome: "Delivering as One" approach among UN agencies in the field of Inclusive Education has been introduced.

4) June 2004 (Tashkent, Uzbekistan) - First International Forum on Social Protection of Children. Organized by "Sen Yolg'iz Emassan" Republican Public Children's (You are not alone") Foundation with cooperation of UNESCO, UNICEF, ministries and other organization of the Republic of Uzbekistan. Outcome: Republican Center for Social Adaptation of Children has been created in Uzbekistan (independent governmental organization).

5) May 2005 (Tashkent, Uzbekistan) - Second International Forum on Social Protection of Children. Organized by "Sen Yolg'iz Emassan" Republican Public Children's (You are not alone") Foundation with cooperation of UNESCO, UNICEF, ministries and other organization of the Republic of Uzbekistan. Outcome: Within higher education system of Uzbekistan new specialty "Social Worker" (Bachelor and Masters Degree Programme) was introduced in the Tashkent Institute of Culture.

6) November 2006 (Tashkent, Uzbekistan) - Third International Forum on Social Protection of Children. Organized by "Sen Yolg'iz Emassan" Republican Public Children's (You are not alone") Foundation with cooperation of UNESCO, UNICEF, ministries and other organization of the Republic of Uzbekistan. Outcome: National scientific journal has been founded in order to provide opportunity for sharing studies on Inclusive Education.

7) Central Asian Sub-Regional Workshop on Quality, Inclusive and Child-Friendly Education (10-12 September 2007, Tashkent, Uzbekistan) was co-organized by UNESCO Office in Tashkent and Bangkok and UNICEF Uzbekistan Office in cooperation with the Ministry of Education and "Sen Yolg'iz Emassan" Republican Public Children's (You are not alone") Foundation. Central Asian Sub-regional Workshop was inaugurated by Mr.Sheldon Shaeffer, Director of the UNESCO Bangkok Office, Asia-Pacific Regional Bureau for Education. More than 50 Representatives from Ministries of Education, EFA National coordinators, Experts on Inclusive and Child-Friendly Education and representatives from International organizations and NGOs of Central Asian countries participated in above mentioned workshop. During the workshop participants exchanged experiences on Inclusive and Child-Friendly Education in Central Asian Countries. Also participants elaborated Recommendations on promotion of inclusive education focused on realization of National EFA Action Plans and Regional Action plan on cooperation and elaboration of policy on Quality, Inclusive and Child-Friendly Education in Central Asian Countries. During the workshop field visits were organized in

preschool and secondary school establishment where is being realized the UNESCO/ACCU Asia-Pacific Innovation Programme for ESD on Inclusive Education "*Creation of Experimental Special Groups in Kindergartens and Secondary Schools for Introduction of Inclusive Education*". Workshop participants appreciated all the activities under the project. The training manuals published under the UNESCO/ACCU ESD Innovation projects on Inclusive Education were disseminated for participants during the workshop. Outcome: Projects on Inclusive Education was included into activities of the ASPnet schools in Uzbekistan.

8) November 2007 (Tashkent, Uzbekistan) - Fourth International Forum on Social Protection of Children. "Sen Yolg'iz Emassan" Republican Public Children's "Sen Yolg'iz Emassan" (You are not alone") Foundation with cooperation of UNESCO, UNICEF, ministries and other organization of the Republic of Uzbekistan. Outcomes: Inclusive Education was introduced into the National Programme on Personal Training and amendment on Inclusive Education was included into the existing "Law on Education" of the Republic of Uzbekistan; National Law on "Warranty of Child's Rights" was adopted in the National Parliament of the Republic of Uzbekistan.

9) 24-25 September 2008 (Tashkent, Uzbekistan) – National Seminar on Strategy of Inclusive Education. Seminar was organized with support of "Sen Yolg'iz Emassan" Foundation, UNESCO and UNICEF. The main objective of the seminar was to elaborate Strategy Paper to be discussed at the 5th Forum on Social Protection of Children. Based on all interventions following strategy paper was proposed by the seminar participants:

### **Strategy Paper of the Republic of Uzbekistan in the sphere of Inclusive Education**

#### *Overall objectives*

- Construction of Inclusive Society (Towards Civil Society)
- Implementation of the Rights to Education for all children (Towards Knowledge Society)

#### *Priority Areas*

- Development of social partnership among governmental and nongovernmental organization and private sector
- Improvement of the education system of Uzbekistan

#### *Main line of actions*

- Amendments to the National Plan of Action on "Education for All" adopted in 2003
- Implementation of the concept paper on "Family, Community and School"
- Introduction of the concept "Child Friendly School" among all educational institutions of Uzbekistan
- Amendments to the Regulation on School-Based management (Status of School Funds)
- Amendments to the Regulation on "Tashhis" (Diagnostic) Centers

- International cooperation with UN agencies and other international, regional and local stakeholders (with the view of UNDAF process and interdisciplinary approach)

10) 28-29 October 2008 (Tashkent, Uzbekistan) – Fifth International Forum on Social Protection of Children. Strategy paper on inclusive education has been discussed and approved.

### **National educational priorities and strategy**

Taking into account preliminary results of implementation of the National Programme for Personnel Training (NPPT) for the period of 1997-2005, shortcomings and delays in completion of objectives, prospects of socio-economic and political development of the country, **National Commission on Implementation of the NPPT**<sup>1</sup> has defined the following priority trends of the mid-term reform of continuous education system for 2006-2009.

In the course of determination of priorities of the continuous education system development the priorities of socio-economic and political development of the country were taken into consideration, as well as the trends of demographic situation, people's welfare level and other conditions and factors.

The closest attention has been given specifically to the conformity of the ongoing reforms with the legislative basis of Constitution (recently the special Working Group on making additions and amendments to the Laws of the Republic of Uzbekistan "On Education" and "On National Programme for Personnel Training" under the Parliament of Uzbekistan has been established). Moreover, plans and programs of the authorized bodies on management of educational sector (Ministry of Public Education and Ministry of Higher and Secondary Specialized Education), poverty reduction strategy, international liabilities of Uzbekistan, etc., were taken into account.

The bodies in charge of educational sector management have their own special plans of reforming relevant sectors of the continuous education system (for example, management, decentralization, training of trainers, curriculum development, exams, tuition fees, specific sectors, for instance, inclusive training, early childhood education and development, literacy rate upgrading, higher education, etc.).

Priorities of development of continuous education system and human capital include those trends that require immediate intervention (planning and management of public and non-public educational sector, extension of the range of provided educational services and upgrade of their quality, etc.).

#### **First Priority – CITIZENSHIP AND VALUES EDUCATION**

##### **Development of the system of moral, spiritual, patriotic and cultural education of children and students on the basis of the national independence idea.**

Present and future requirements of the socio-economic development of the country, spiritual renewal of society, as well as attempts of proactive impact on the

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<sup>1</sup> It is being headed by the Prime Minister. It was established by Presidential Decree of October 6, 1997. It was assigned to arrange and coordinate all actions and measures on implementation of the National Human Resources Training Program.

minds of younger generation from the side of anti-humanist and extremist ideology, require urgent need of organization and development of the consistent educational system aimed for young people. Involvement of all public and non-public structures, public organizations, their focusing on educational process would enable to carry out a coordinated, cohesive and targeted educational work.

### **Second Priority\_ - QUALITY EDUCATION**

**Improvement of the content and organization of educational and training process, ensuring continuity and succession of educational and professional training programs and of the established quality of education.**

Content of education is its compulsory component and it serves as a basis for development and implementation of the state educational standards, as the grounds for developing training arrangement and implementation of the “differentiation of education” concept.

Through improvement of educational content it is possible to achieve one of the main goals of educational reforms – formation of the socially active, spiritually rich individuality with high moral values and professional skills.

In social context the content of education is one of the key prerequisites for satisfaction of society’s need in training of young people able to function under conditions of continuous development of the state and society, science and culture, engineering and technologies.

Content of continuous education is dynamically developing and its framework can be expanding along with development of scientific and technological progress, which is very important for understanding of specifics of further educational sector reforms.

### **Third Priority\_ – TEACHER TRAINING**

**Development of the system of training, retraining and skills upgrading of the training and teaching engineering staff, as well as administrative personnel.**

Established quality of educational and training process, increase of professional level and responsibility of training personnel, streamlining of infrastructure, strengthening of provision with logistical and human resources, introduction of the efficient mechanisms of the training, retraining and skills upgrading system’s functioning should be ensured. Ultimately, it is necessary to guarantee equipping of educational institutions with highly professional training staff able to implement provisions and principles of the national independence idea.

Within the framework of above mentioned process the targeted retraining and skills upgrading of the educational sector managing staff should be envisaged, as well as advancement of their professionalism in management of human and material resources.

### **Fourth Priority – EDUCATION MANAGEMENT**

**Improvement of economy and educational system and human resources training system management.**

Within the framework of the third stage reforms it is necessary to elaborate and implement special target programs aimed at the radical improvement of financial, logistical and information support of the reforms.

Furthering of the process of logistical support reinforcement (construction, reconstruction, major repairs of educational institutions, their provision with training and methodological and information supplies, etc.)

Management of the system of continuous education should be improved (optimization of the management structure, forms, terms, ways, methods and techniques; democratization, streamlining and decentralization, delegation and distribution of authority; effectiveness and efficiency, control, assessment and monitoring, training of management staff for educational sector).