

National Action Plan on Education for All

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National Action Plan on Education For All in the Republic of
Uzbekistan

Tashkent, 2002

National Action Plan on Education For All in the Republic of Uzbekistan has been worked out within the framework of the Dakar agreement (2000).

The material is designed for policy makers, heads of educational systems, other ministries and departments, teachers, public figures, all who are interested in the problems of developing an ongoing system of education in the Republic of Uzbekistan.

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Foreword

The structure and content of the National Action Plan on Education for All (NAP-EFA) was worked out in accordance with the recommendations from seminars and international consultants of the UNESCO project “Education For All.”

This version of the Plan is written, taking into account the suggestions and opinions of local and international experts in working out the strategies and mechanisms of realisation of the Plan.

The Plan makes an analysis of the current state and strategy of the socio-political and economic development of Uzbekistan and the education sector during the past decade, as well as the problems and prospects of reform of continuous education in Uzbekistan on the basis of the ***National Program for Personnel Training (NPPT) as a conceptual basis for the NAP-EFA.***

The problems of education using UNESCO EFA indicators are dealt with separately.

A group of local experts worked on the Plan and stated that not all components of the Technical task reveal equally the complex and multi-plan processes of reform in education and its interaction with the socio-political and economic transformations in Uzbekistan.

Therefore, the experts would welcome suggestions and notes which will be used in improving the structure and content of the Plan, analysing important and complex problems as providing equal opportunities for all members of society in the realisation of constitutional rights and achieving quality education in the context of fast changing socio-political and economic conditions in the country and world community.

Introduction

When Uzbekistan achieved independence on September 1, 1991, the choice of its own path of development allowed for conditions of reorganizing and improving the structure and content of education.

Analysis of the current situation and practices in education in 1990-96 and inadequacies in executing its socio-economic functions show that transformations had a local character, without an overall conceptual basis. This led to growing drawbacks and contradictions in educating the new generation and preparing competitive qualified specialists.

Thus the development of the national system of education became a priority in carrying out socio-economic reforms, being part of the democratic and market transformations in the country. This was set out in a Cabinet of Ministers resolution No 116 (28.2.97) “On the results of socio-economic development in 1996 and priorities of deepening economic reforms in 1997.”¹

In accordance with this resolution, it was decided to work out a National Programme of Personnel Training (NPPT).

It is clear that the NPPT is not limited to educational reform and training specialists, but *has direct social importance*.

What is the influence of the practical realization of the NPPT on social processes?

1. Realization of the NPPT positively influences the socio-political climate in society.
2. Realization of the NPPT accelerates the process of determining the individual’s place in society.
3. Realization of the NPPT will lead to the formation of a freethinking individual in society. The priority of education and all round development of the personality are guaranteed.
4. The NPPT is important as a factor in realizing the potential of society.
5. Realization of the NPPT is directed at harmonizing national and universal human values to contribute to the formation of the bases of civil society.
6. Realization of the NPPT allows Uzbekistan to take its own place in the international community.

Thus, the NPPT is the prerequisite for achieving the strategic goal of development – the creation of a developed democratic state and civil society in Uzbekistan and for it to become an equal member of the international community.

By the adoption and realization of the NPPT **as the conceptual basis of the “National Action Plan on Education For All” (NAP-EFA)**, Uzbekistan declares worldwide support for achieving the aims set out in the International declaration on education for all (Jomten, Thailand, 1990) and the Dakar framework for action (Dakar, Senegal, 2000)²:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and will complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

¹ On the results of socio-economic development in 1996 and priorities of deepening economic reforms in 1997. Cabinet of Ministers, Tashkent, 1997.

² Dakar framework for actions. Dakar, Senegal, 2000.

- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Thus, it is important to underline some essential aspects related to carrying out the goals and tasks of the “Dakar framework for actions” for Uzbekistan and the peculiarities of developing the structure and content of the Plan as well.

1. Most problems that are set out in UNESCO-EFA are not currently actual for Uzbekistan. For example, “providing equal rights for access to education”, solving gender problems and problems of ethnic minorities, providing access to continuous education for adults, etc.
These rights and opportunities are fixed by the constitution and laws and are provided for in Uzbekistan. More important problems for the country, for example, are problems related to improving the quality of education by introducing compulsory 12-year education, etc.
2. The Plan pays deep attention not only to carrying out the responsibilities of Uzbekistan in the framework of the EFA project, but before its citizens and international community in the sphere of education.
3. The terminology used in the Plan is accepted and used by specialists in Uzbekistan. For example, “preschool, basic education”, “quality of education”, “level of literacy”, etc.

The structure and content of the Plan is constructed taking into account the abovementioned circumstances and peculiarities of the socio-political structure and economic development of Uzbekistan, education policy and its realization, terminology accepted (and used) by the people in this sphere.

Part I. Specifics of political, social and economic development in Uzbekistan

I.1 Specifics of socio-economic reforms

From the beginning of fundamental reforms in education in 1997, with the new law “On Education” and the National Program for Personnel Training (NPPT), the socio-economic development of the country proceeded along the following lines.

In 1996-97 began the macroeconomic stabilization, economic growth and improvement of living standards.³ 1996-97 represents a breakthrough in reforming the economy. Positive growth was achieved: in the economy - 1.6% in 1996 and 5.2% in 1997; in capital investment – 7% and 17%; in production – 6% and 6.5%; services – 10% and 22.3%. Inflation was reduced and the budget deficit controlled.

Despite these positive tendencies of socio-economic development, there were *some problems* that slowed down reform. Management principles were weakly observed. Unjustified interference by administrative bodies in the management of daily activities of businesses remained, acting as a barrier to economic independence. Internal economic mechanisms were not well worked out. The education system didn't satisfy the demands and requirements of society, the government or of the individual.

These problems are to a large extent due to the lack of qualified specialists to conduct the transformations. In short, economic reforms were not accompanied by the necessary transformations in the education system. With the further deepening of economic reforms, the demand for qualified competitive specialists continues to grow.

The specifics of the subsequent stage of economic development (1996-2000) involve the practical execution of tasks of the second stage of reform. The results of the second stage of reform include the creation of conditions for the transition to the new *third stage*.

In Uzbekistan new branches of production were founded: oil and gas, automobiles, etc. The country achieved grain independence and is close to absolute energy independence. The transition from a cotton-based raw material economy to a manufacturing one has begun.

In 2000, GNP growth was 4.2% as a result of the growth of manufacturing (8.5%), consumer goods (11.8%), retail trade turnover, services and agriculture (6.1%).⁴

To finance the NPPT, the government provided 36% of the national budget, or 11% of GNP.

I.2 Priority directions for widening reforms

Main strategic aim – construction of a free democratic society, a legal state based on a market economy; creation of basic living conditions for all people in Uzbekistan regardless of their nationality, language or belief; guaranteed realization of basic rights and freedoms.

This strategic aim requires changes in all spheres of life.

Political sphere:

Further widening of democratisation of society and the state, guaranteeing their responsibility and effectiveness.

Economic sphere:

Subsequently carrying out the process of liberalizing the economy, widening reforms, increasing independence of economic entities, removing obstacles to the development of entrepreneurial activity.

Social sphere:

When fundamental transformations occur in all spheres of society and market relations are being developed, one of the main principles of further development is the realization of a strong social policy.

Spiritual sphere:

The main task is enriching our spiritual values with the achievements of NT progress, embodying the principles of national independence in the people's minds, not allowing the falsification of our religion and history for political ends.

³ On the results of socio-economic development in 1996 and priorities of deepening economic reforms in 1997. Cabinet of Ministers, Tashkent, 1997.

⁴ On the results of socio-economic development in 2002 and priorities of deepening economic reforms in 2003. Cabinet of Ministers, Tashkent, 2003.

There is a problem in assessing the process of globalisation. This opens new opportunities and presents new problems. It is a process that is needed in the formation and regulation of equal rights and stability. Globalisation gives birth to new wealth and leads to greater interdependence of the economy and of society. It takes place through a revolution in society via information technology and raising the mobility of capital, and can reduce poverty and inequality all over the world, using new technology in the interests of basic education. However, it is fraught with the danger of creating a market for knowledge, from which the poor and disadvantaged are barred. Countries and families without access to the new opportunities provided by globalisation in basic education are increasingly marginalized.

In light of the above, **the priority directions for widening political and socio-economic reforms are⁵:**

- strengthening of tendencies of stable economic development, guaranteeing macroeconomic and financial stability, effective use of state budget funds, strengthening payments' discipline and reducing the inflation rate;
- liberalizing the political, economic, social and spiritual spheres of society and the state;
- strengthening of tendencies of forming a competitive environment in the economy, deepening market relations and mechanisms;
- decentralizing state management, introducing norms and laws guaranteeing independence and legal freedom of economic subjects, enterprises, and SMEs;
- guaranteeing effective function mechanisms of social institutions, political parties and movements;
- strengthening the fight against terrorism, religious extremism and fundamentalism, and illegal drugs;
- forming social opinion based on the idea of national independence, principles of humanism, democracy and tolerance;
- introducing effective mechanisms of social protection and job security;
- developing an information system and technology guaranteeing real freedom of mass information;
- executing the state program to guarantee the interests of the family and women. Creating conditions for improving the protection and health of people, raising family incomes, improving the spiritual basis and cultural interests of families;
- raising the level and quality of education and training of specialists based on the NPPT, the development of science, technologies and culture;
- widening economic reforms in agriculture, guaranteeing the formation in farmers of a sense of ownership of the land and production;
- developing SMEs and effective use of funds devoted to this given by international financial institutions;
- strengthening of contract discipline, raising responsibility of partners in carrying out duties;
- increasing exports and hard currency earnings;
- forming a fully functioning capital market;
- guaranteeing attraction of financial resources, including foreign investment, to renew production by distribution of shares of privatised firms on the primary and secondary capital market.

Part II. National Action Plan “Education for all”

II.1 General remarks

⁵ Idea of national independence, basic principles and understanding. Tashkent, 2000.

The adoption and realization of the NPPT shows Uzbekistan's dedication to achieving the goals and solving the tasks of the EFA for all citizens.

The NAP-EFA has a general obligation, the realization of which by concrete measures, guarantees the achievement of the goals of the EFA and the support of the achieved level.

The NAP-EFA is based on the principle of the priority of the individual and of course acknowledges that each child and adult has the human right to be educated which satisfies his basic educational needs to the fullest, i.e., to give him the possibility to study, act, live with others and exist. The main goal of the NAP-EFA is thus to guarantee education directed at revealing the talents and potential of each individual and the development of the uniqueness of students so that people can improve their lives and transform their society.

The NAP-EFA effectively works on the basis of broad partnership within the country, in cooperation with regional and international bodies and institutions.

The work of the EFA takes place on various levels: state and social (political leadership, social organizations, executive and legislative powers), regional (bodies of state management and society), local (local bodies of power, education institutions, economic subjects, social organizations). National structures to support the NAP-EFA have been set up.

The NAP-EFA:

- was worked out by the government on the basis of direct and systematic consultations with national civil society;
- has coordinated support from all partners in the area of development;
- has determined reforms necessary to achieve the EFA goals;
- has determined the way to guarantee stable financing;
- has time limits and is oriented to concrete activity;
- includes mean indicators of effectiveness of activity.

It is directed to the achievement of synergy of all efforts to develop human resources by including them in the national process of planning development.

The goals and strategies of the NAP-EFA are presented below and are the framework of actions worked out with the aim of providing all citizens with the opportunity to realise their right to study and carry out their duties in order to contribute to the development of society. These aims and strategies are global in character, formulated taking into account the results of work done in the earlier stages of the EFA program and the state obligations to solve the tasks of development on an international level.

1. Improvement of measures for caring for preschool children and their education, especially from poor families.
2. Guaranteeing that by 2015, all children, especially girls and children from poor families and ethnic minorities can have access to free compulsory high quality secondary, secondary specialist, and professional education. Guaranteeing to give girls full and equal access to high quality basic education and guaranteeing good results.
3. Guaranteeing that educational demands for all young people and adults are satisfied on the basis of early access to programs of learning and acquiring life skills.
4. Raising to 100% by 2015 the level of functional literacy of adults, especially women, and provision to all adults of equal access to basic and continuous education.
5. Raising the quality of education in all aspects and guaranteeing good results for all, so that each person can achieve good results, especially with respect to literacy, numeracy and the most important life skills.

Achieving the goals listed above requires a broad approach that extends far beyond the formal education system. The lessons of the past decade show that the following strategies are very important to achieve the goals of the NAP-EFA.

1. To guarantee a firm policy of adherence to the EFA on national and international levels, to work out national plans of action and to increase investment in basic education.
2. To guarantee the conduct of policies for the EFA in the framework of a stable and detailed functioning of the education sector closely tied to strategies for progress of the state, society, and individual.
3. To guarantee the interest and participation of civil organizations in the formulation, execution and monitoring of education development strategies.
4. To work out systems of management for education based on demands, wide participation and accountability.
5. To carry out educational programs based on mutual understanding, peace and tolerance, and to help avoid violence and conflict.
6. To carry out a full complement of strategies to guarantee sexual equality in education on the basis of recognizing the necessity of changing approaches, values and practice.
7. To carry out scheduled education programs and measures to improve the health of the population.
8. To create safe, healthy, inclusive and just conditions in education to guarantee successful learning achievement to the desired level for all.
9. To raise the social status and professionalism of teachers.
10. To master new information and pedagogical technologies to achieve the goals of the EFA.
11. To systematically follow the progress in realizing the goals and strategies of the EFA on a national, regional and international level.
12. To strengthen existing mechanisms of accelerating progress on the road to guaranteeing education for all.

II.2 Education policy

The official policy of the government is based on the Constitution of Uzbekistan (8th December 1992) and the Constitution of Karakalpakstan (9th April 1993), the laws of Uzbekistan “On education” and “On the National Program for Training Personnel” (29th August 1997), and decrees and resolutions of the President and Cabinet of Ministers of the Republic of Uzbekistan. The NPPT is the normative-organizational basis for realization of the NAP-EFA, for conducting state policy to develop the intellectual potential of society, to create normative-legal, organizational and other prerequisites for radical reform in the system of training personnel and education taking into account the ongoing democratic and market reforms in the republic.

II.3 Stages of reform and sectoral strategies

The NPPT is being conducted in 3 stages.

First stage (1997-2001) – creating the legal, personnel, scientific-methodological, financial-material conditions for reforming and developing on the basis of preserving the positive potential of the existing system of training personnel.

On the basis of monitoring the execution of the first stage, the directions of realization of the national program have been clarified.

The second stage (2001-2005) – full-scale realization of the NPPT, its correction in light of accumulated experience, the growth of the labour market and the real socio-economic conditions.

The third stage (2005+) – improvement and further development of the system of training personnel on the basis of analysis and discussion of accumulated experience, in light of the prospects of socio-economic development of the country.

Each stage of the NPPT is an important link in carrying out the strategy of ongoing reforms in the training personnel system.

II.4 Priorities in conducting reforms

The strategy of creating and developing the whole system of training personnel takes into account the needs of society and the country for high quality specialists. It is based on a systematic-structural approach incorporating basic principles, main directions and conditions that allow the construction and effective functioning of the NPPT.

Arising from the basic principles of state policy in the sphere of education, **the priority directions of the reforms are the following:**

1. Guaranteeing continuous education. Building a new continuous and acceptable system of education includes **the following types of education:**

- preschool education (up to 6-7 years of age);
- general secondary education (9 years);
- secondary special, professional education (3 years);
- higher education (BA – 4 years, MA – 2 years);
- post graduate education (PhD);
- higher qualifications and retraining;
- extra curricular education;
- family and independent education.

2. Reform of the contents of education. It is based on state education standards, including democratization, humanism and humanitarianism, teaching and educating personnel with reliance on rich national intellectual and spiritual traditions and common human values. Uzbekistan is the only country in the region with educational standards confirmed by the government.

3. Values education. Effective organizational and pedagogical forms and means of moral education for the new generation, based on rich national cultural-historical traditions and common human values are being worked out and introduced.

4. Forming a system of quality control of education. A state service for testing quality of professional education independent of government education bodies is being created. State and social forms of control of quality of training are being developed. A system of state testing of graduates is being enhanced. A system of monitoring is being developed to make sure education meets state standards.

5. Attention to gifted children and talented youth. Methodology, psychological and organizational conditions to identify and teach gifted students, and a database and monitoring process are being established.

6. Preparation and raising qualifications of teaching staff. A state policy to raise the authority, responsibility and professionalism of teaching staff is underway. A flexible system of raising qualifications of teaching staff to allow high quality and stable development of education is being created.

7. Development of links between science and education. Fundamental and applied science research is being introduced into education and training personnel, including methodology and theory of education to meet state standards. Institutes of the Academy of Sciences sponsor lyceums and higher education institutions sponsor professional colleges.

8. Development of integration of production and education. Work-study centres are being created and developed. They are supplied with modern equipment. Effective use of production potential of enterprises in training specialists and conducting scientific work is being done. Training personnel on production is being supported and the qualification of teaching staff in the area of advanced technology is systematically raised, aimed directly at production.

9. Management of the education system. State regulation of structural changes and the dynamics of development of governmental and non-governmental education institutions in the system of continuous education and training personnel are being carried out. All bodies of administration must meet the requirements of the law “On Education.” Testing and accrediting educational

institutions is underway. An effective system of public administration of educational establishments by creating supervisory councils, with representatives of founder organizations, local powerful bodies, business clubs and social organizations, funds and sponsors is being set up.

10. Development of a market for educational services. A market for a competitive education service is being formulated through marketing. The development of governmental and non-governmental educational institutions, a competitive environment in education, state regulation of the market of services of education is being carried out. A system of paid consultations and additional services outside the basic education programs is being set up.

11. New information technology. Information provision of the education process on the basis of modern information technologies, computerization and networking is being carried out. The role of mass media in the education process is increasing. Improving the intellectual content of education programs on TV and radio is being developed. Scientific and educational publishing is developing. A stable system of providing educational, methodological scientific literature, encyclopaedias and reference books is being formulated.

12. Material-technical supplies. A network of education institutions and their rational location is being developed based on demographics and geography, and the socio-economic development of each region. Measures are being taken on capital repairs and building new institutions and their supply in accordance with the demands and level of modern technology. Specialized production to supply educational institutions with necessary equipment, technology, program and instructive means of teaching is being supported. Computerization and supplying the education process at all levels is being done.

13. Financing. The financial system is being improved, taking into consideration budgetary and non-budgetary sources. Self-financing and the attraction of private and foreign investment is being encouraged.

A mechanism for education credits with a flexible system of repayment is being developed. The role of donors and sponsors in financial support is highlighted.

Income from paid education services, entrepreneurs, experts, publishing, production, science and other activities are sought.

14. Social guarantees and state support. There is a state policy to raise the prestige and social status of teaching. Necessary conditions for learning, medical treatment and rest are being created.

Education and health institutions are taking measures to preserve and strengthen the health of youth. Conditions for the realization of health measures in education are being created to encourage a healthy lifestyle. Organizational-methodological approaches to raise the health culture of students, to encourage their participation in sports and physical development are being improved. Children with physical problems are considered here as well.

15. International cooperation. An international legal base for cooperation in education, including joint education structures and broader exchanges of scientific-pedagogical specialists and students, is being set up.

The basis for international recognition of national documents on education is being laid. The activity of interested ministries and institutions, as well as embassies abroad, is increasing to attract direct and indirect foreign investment to the sphere of training personnel.

In the framework of realization of the NPPT, the achievement of the goals of the NAP-EFA are guaranteed, namely:

- political adherence to education for all;
- realise the stability and full functioning of the education system, closely tied to the strategies and directions of development of the state, society and the individual;
- broad participation of civil society in the formulation, implementation and monitoring of the development of education;
- introduction of effective management and administration of education based on needs, broad participation and responsibility;

- measures are being taken to attract investment to basic education;
- education programs aimed at humanism, democratisation, humanitarianism, cooperation with other countries in peace and tolerance, rendering help against violence and conflicts;
- strategies to guarantee equality of sexes in education on the basis of recognition of the need to change approaches, values and practices in this area;
- create secure, healthy, inclusive and just conditions with adequate equipment to promote successful learning to an adequate level for all;
- take measures to raise the social status and professionalism of teachers;
- implement new informational and pedagogical technologies;
- carry out systematic monitoring of the achievement of goals and strategies of the NAP-EFA on national, regional and local levels;
- strengthen international cooperation to accelerate progress to fulfil the NAP-EFA.

On the basis of the above-mentioned strategic directions of the formulation and development of the NPPT, mechanisms and measures for realizing it *as a specially oriented program* are being undertaken.

II.5 Development of education system in 1991-2002

II.5.1 Directions of reforms in the period of 1991-1997

When Uzbekistan achieved independence on September 1, 1991, and chose its own path of development through creating the necessary conditions for the reorganization and improvement in the structure and content of education and training of specialists, this resulted in taking the following measures:

- introduction of the law of the Republic of Uzbekistan “On education” (1992);
- adoption of associated normative documents;
- working out and introduction of state educational standards;
- test-based selection of applicants and the rating system of assessing students’ knowledge;
- introduction of new curricula, syllabi and corresponding didactic guarantees;
- establishing new types of educational institutions.

Although at first the results were good, in the long run the structure and content of education, reform of management and the quality of personnel training could not meet the needs.

II.5.2 Reforms in education system in 1997-2002

After adopting the NPPT and realisation of its provisions, the following results have been achieved:

1. Creation of a new normative-legal basis for the functioning of the system of training personnel and continuous education. Governmental decrees on developing types of education – resolutions were issued about the activities of subjects in the education process, administration, control and monitoring the reforms; standardizing the education, construction and provision of educational establishments, etc.
2. Structural reform of continuous education and fundamental renewal of administration - transition from a 9-year compulsory general secondary to 12-year compulsory general secondary (school) and secondary special, professional education (academic lyceum and professional college), from one-step higher education to two-step higher education system (BA and MA) have been undertaken. New central structures and regional divisions of administering branches were created; new type of education – secondary special, professional education was organized; new educational establishments, etc. were organized.
3. Work has been carried out on the fundamental reform of the content of education, guaranteeing its continuity, directed to the formation of a harmoniously developed personality.

The standardizing of the educational and professional programs was set up.

4. Significant work was carried out in training personnel in the field of computer and communication technologies in the education system; centre of advanced information technologies with distant educational department; centre of pedagogical technologies, etc. were established.

After broad-scale piloting the state education standards for a 9-year general secondary education, including a modern basic curriculum, state education standards for 23 disciplines, and model curricular and syllabuses guaranteeing quality general secondary education were adopted. A unique rating system to evaluate the quality of students' knowledge was introduced.

All education establishments were supplied with normative documents and state education standards free of charge.

At present 7,000 *preschool education* establishments have an enrolment of 650,000 children, which makes 20% of the total number of children of preschool age in Uzbekistan.

The number of *secondary schools* is approximately 9,700. In 1998-2000 303 schools with 114,181 places were built or rebuilt. 1534 schools, 804 preschools and 87 extracurricular institutions underwent repairs.

In 1999-2000 for the organisation of the education process in schools, 182 textbooks *in seven languages* with a run of 17 million copies were published. 76% of general secondary education school students are supplied with textbooks.

Centres for professional orientation and psychological-pedagogical diagnostics of students were set up in all districts of city education departments to guarantee vocational consultation and methodological help to students and parents in choosing future careers, in dealing with personality problems, and helping children with special needs.

From the beginning of educational reforms up to 2000/2001, 47 academic lyceums and 260 professional colleges were set up with specialisation in industry, transport and communications (69), construction and household services (30), agriculture (84), health (10), education and socio-economics (37), trade and food services (30).

A resolution of the Cabinet of Ministers called for the organization by 2005 of 181 academic lyceums and 1611 professional colleges to cover all 9-year graduates.

There are 61 higher education institutions and 3 branches of medical colleges. A modern structure for training specialists for 4-year BA and 2-year MA teaching has been set up.

At present retraining is done in 139 educational institutions, including 29 institutes, 37 faculties, 73 centres and courses at 23 ministries and institutions, including: the Central Institute for Retraining and Raising Qualifications of Workers of National Education, 14 independent institutes in every province and in the city of Tashkent, the faculty of raising qualifications at the Institute of Development of Secondary Special and Professional Education. There are faculties of raising qualifications at almost all higher education establishments.

II.6 Process of education policy elaboration

The complex problems of socio-economic reform had to be solved in conditions where the economy was disrupted, inflation was high, and living standards were falling. We had to rely on our own efforts and living conditions, on the values of Uzbek people. This situation necessitated looking for our own path of development of the state and social construction.

An important precondition for success in the long run was the construction of an improved system of continuous education based on the achievements of modern economy, science, culture, and technology.

In the first stage (1991-1992) it was necessary *to choose a path from several variants of developing education* that not only guaranteed its survival in conditions of transition, but also modernized it.

Refusing a maximal, and the insufficiency of a minimal strategy meant that not all problems were resolved. Thus, *a better, temporary, balanced strategy* was developed, oriented at solving the key problems and demands to guarantee not only survival, but also the modernization of education as a social structure.

In 1996 principal changes in the socio-economic development of Uzbekistan took place that became the basis of a new stage – the stage of widening democratic and market reforms, allowing the necessary basic reforms in education to take place.

Only in conditions of the necessary social and economic foundations, was the necessary political will found to take the *decision on a radical, maximal strategy of developing the system of personnel training*.

II.7 Sources of choice of strategic directions of education development

Sources of determining the goals and tasks of the development of education were of the following type:

- gradual development of the state and society, with formulated and planned social tasks for education;
- national and international historical experience in education and pedagogical conceptions of the past;
- the education system's own development, which gave rise to phenomena demanding theoretical consideration and practical solutions;
- fundamental and applied achievements of science which should be studied and which change the environment of teaching;
- developing philosophical and social science categories reflecting deep processes of social and scientific progress. Education exists in the context of this progress. Thus, changes in general methodology require periodic revision and improvement of education's fundamental theoretical conceptions.

When working out the NPPT, all these sources were taken into consideration in determining the direction of development, the structure and content of continuous education, as the foundation of the national model.

II.8 Participants in the reform process and their responsibility in the elaboration of education policy

The following government structures and social groups participate in the formation of the goals and strategy for developing the education system:

1. The Oliy Majlis (Parliament) and Cabinet of Ministers, the Ministry of Public Education of the Republic of Uzbekistan.
2. Key persons and professionals in theory, methodology, structure and legal bases of education.
3. Teachers, administrative bodies and policy makers in education.
4. Principal employers of graduates of the education system from different levels and types.
5. Leading scientists, figures of culture and art, representatives of social organizations, funds.
6. Parents.

All these stakeholder groups experience sharp conflict of priorities, contradictory tendencies and insecurity about the future.

II.9 Mechanisms for elaboration of education policy

The organizational mechanism of working out the NPPT, taking in all spheres of activity of the state, society and citizens, was set out by the Cabinet of Ministers resolution No 99-F (10th March 1997).

In March-June 1997 groups carried out complex work. In July 1997 it was completed and the national model of the NPPT was prepared for discussion and approval at the Oliy Majlis of the Republic of Uzbekistan.

In July-August 1997 members of the commission and working group, staffs of the Ministry of Public and Higher and Secondary Special Education were sent to provincial and district centres, mahallas (local communities) and villages to organise public discussion of National Program.

As a result, on August 29, 1997, at the 9th session of the Oliy Majlis, the law “On the NPPT” was passed.

On October 6, 1997, President Islam Karimov signed the decree “On fundamental reforms of the education and personnel training system and teaching for a better generation,” which determined priority measures to realize the NPPT.

II.10 Determining responsibility in carrying out reforms

1. A Republican commission headed by the Prime Minister of the Republic of Uzbekistan has been set up to realise the goals of the NPPT.
2. The Oliy Majlis carries out legislative activity and monitoring.
3. The Cabinet of Ministers via Social Complex deals with education and supervises all executive bodies of the government including executive bodies in education.
4. At present the realisation of the state policy in education and personnel training is run by the Ministry of Public Education (MoPE) and the Ministry of Higher and Secondary Special Education (MoHSSE).
5. Local state authorities (the Council of Ministers of Karakalpakstan, Hokimiyats) also work with the appropriate structures of education administration.
6. Their management in accordance with their regulations and laws of the republic fulfills administration of education institutions.
7. Social administration bodies (advisory councils) can be created in educational institutions.
8. NGOs, funds and international organizations (“Soglom avlod uchun”, “Mahalla”, “Kamolot”, “Oila”, Ulugbek”, World Bank, ADB, OECF, GTZ, TACIS, USAID and others) are playing an important role in establishing an effective system of continuous education.

When considering the role of the state in realizing the goals of the NAP-EFA, the following should be considered:

- the right to education is guaranteed by the constitution;
- this right is the duty of the state to provide all its citizens with opportunities to satisfy their needs for education and development;
- general secondary and secondary special, professional education should be free, compulsory and of high quality;
- the education system in the future should encompass a wide variety of education services and be accountable with respect to its management and financing;
- the vital role of the state in education should be supplemented by strong ties with partners at all levels of society;
- the NAP-EFA encompasses all elements of education.

II.11 Specifics of financial policy in the sphere of education

An important factor in the realisation of the NPPT is that the government has made a priority of financing education. To finance the NPPT, the government provides 36% of the National budget of the republic or 11% of GNP. Expenditure in 1998 was 8.1% of GNP, in 1999 – 9.6%, in 2000 -11%, and in 2001-11.6%.

Special mechanisms and conditions of forming republican and local budget, financing education at macro and micro levels were worked out and are being realized.

The process of formulating the budget begins at the level of the institute, school, lyceum, college, university, which propose their budget needs to corresponding executive bodies on a local level (Hokimiyats – finance and planning departments) and further.

Directions of a more rational use of budget funds were defined at a micro level by strengthening budget disciplines, improving the movement of funds in higher education establishments with the help of a two-level system of centralized and decentralized financial management of educational establishments.

II.12 Sources of information

While analysing the reform process, measures were taken to liquidate shortcomings in the process of realisation of the government programs, including the NPPT. Information sources, effectiveness of selection, analysis and distribution of statistical and other information is very important here.

The existing system of data selection can be divided into 3 blocks:

- a) statistical information including network indicators
- b) information on execution of government orders
- c) data concerning aims and others.

The structure, forms and mechanisms of statistical reports; objects of statistical information; network indicators, etc. are being processed.

II.13 Monitoring and evaluation of reforms

The character of activities set and being undertaken on the realisation of the NPPT required organising permanent monitoring in the republic as to whether the laws were being executed.

For these purposes and conformity to the activities in realisation of the NPPT undertaking monitoring was assigned to the Republican Commission on execution of the NPPT and the organizational structure of the monitoring system was approved in the republic by a Presidential decree (6th October, 1997). The principal working group for monitoring education reforms (HWG) and the territorial working group for monitoring reforms (TWG) have been established. The structure, forms and mechanisms of monitoring indicators; objects and beneficiaries of monitoring process, etc. have been clearly defined and are functioning.

Part III Special actions in the framework of perspective directions of reforms

III.1 Preschool education

There are more than 7,000 preschool establishments in the republic at present visited by 650,000 children, i.e. 20% of all children in Uzbekistan. Intensive work is being carried out on extending a network of non-formal educational groups with a minimum number of children (7-10 people) and conditions of home groups ensuring emotional healthiness and psychological security of children. Groups on preparing children for school have also been opened in mahallas, preschool establishments, schools and other establishments. The number of non-governmental preschool establishments is growing. 37 preschool children establishments were privatised in a short time.

The Republican public organization “Farzandim – jigarbandim” (literally ‘my child is my kidney’! [‘my child is my soul’]) has been organized in accordance with the Decree No 68 of the Cabinet of Ministers on 5th February, 2001. Regional branches have been organized in 6 regions.

The main purpose of public organizations is teaching young parents skills and knowledge in the field of education, developing children and preparing them for study at school.

Besides, in all seven public organizations work is being carried out on preparing children from poor families for school that don't go to preschool establishments.

There is a plan on developing state preschool establishments. The forecasted numbers are as follows:

In 2003	In 2004	In 2005	In 2006	In 2007	In 2008	In 2009	In 2010
654500	658400	671400	684800	698400	712200	726200	740600

III.2 Providing equal access to compulsory education

On the basis of the NPPT **12-years of compulsory education is being introduced step by step** in Uzbekistan – it covers 9 years of general secondary education and 3 years of secondary special, professional education. The general secondary education is carried out in 2 stages of education in common secondary schools: primary education (1-4 classes), general secondary education (1-11 classes). The secondary special and professional education is carried out in academic lyceums and professional colleges.

Primary education is directed at forming the bases of literacy, knowledge and skills necessary for obtaining general secondary education. Children of 6-7 years old are accepted into the first class at school.

General secondary education gives the necessary amount of knowledge, develops skills of independent thinking, organizational abilities and practical experience, and promotes professional primary orientation and choice of the following stage of education.

Specialized schools are being set up to develop the abilities and talents of children.

Everybody has the right to get **secondary special, professional education** on the basis of general secondary education and voluntarily select a direction of education in academic lyceums or professional colleges.

Academic lyceums and **professional colleges** provide secondary special, professional education granting the right and being a basis for work on an obtained profession or continuation of education at the next stage.

The state education standards have been created and are being introduced (adopted by the Decree No390 of the Cabinet of Ministers of the Republic of Uzbekistan on August 16, 1999), defining necessary requirements for quality preparedness and qualification of learners, their cultural and moral level. A new generation of textbooks, methodological manuals and instructional materials are also being created.

Stage by stage the introduction of a multi-score rating system of the students' educational preparedness assessment is being implemented. International relations are being extended and strengthened, real measures are being taken to assist international donor organizations and funds in training personnel, and also attracting foreign investments in the sphere of education in the republic.

The full transition to compulsory general secondary and secondary special, professional education, and also to **differentiated teaching is being carried out, taking into consideration the level and skills of students.**

Strengthening the material, technical and information basis of educational establishments will proceed by 2005; the education process will be supplied with high-quality educational literature and advanced pedagogical technologies. The continuous education system will also be upgraded with new technologies.

Further consolidation of the resource, personnel and information basis of educational establishments, fully supplying the education process with the newest educational-methodological establishments and advanced pedagogical technologies will be conducted till

2005; establishment and development of national higher education establishments, consolidation of forms of independence and self-management of professional educational establishments are being provided. Informatization of the education process and provide continuous education with access to computer information networks having access to the worldwide web.

Much attention is being paid to raising the educational and professional level of the population in the republic. The level of literacy in the country is one of the highest indicators of the world – 99.34%.

(Source: Brief review of country program of collaboration. UNICEF. 2002. Review, chapter B, page 11)

There are 9,799 schools functioning in the 2002/03 academic year, 9,692 of which are under the MoPE, 107 schools are under the Ministry of Internal Affairs, Ministry of Labour and Social Defence of Population, Ministry of Health, State Sport Committee, Ministry of Higher Education, Ministry of Railways, Ministry of Culture (tables 1, 2)

Table 1

Network of general secondary schools in the Republic of Uzbekistan

Location Years	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
City/town	2102	2168	2150	2116	2098	2095
Village	7573	7627	7710	7686	7690	7704
Total schools	9675	9795	9860	9802	9788	9799

Source: State Statistics Committee of the Republic of Uzbekistan

Full time general secondary schools under the MoPE in 1997-2002 (without educational establishments for children with limited opportunities)*

Table 2

Type of schools Years	1997	1998	1999	2000	2001	2002	2002 in % to 1997
Number of Gen. Sec. Schools	9545	9627	9582	9619	9668	9692	101,5
Primary	203	223	212	207	190	183	90.1
Incomplete secondary	1850	1855	1922	1966	1977	1996	108.0
Secondary	7492	7549	7448	7446	7501	7513	100.3

Source: State statistics committee of the Republic of Uzbekistan

*Note: 1 According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan N 406 in 1998, 66 school buildings were transferred to the balance of the centre of the SSPE for reconstruction into academic lyceums and professional colleges.

Education in general secondary schools is run in seven languages. Majority of students are taught in the state language (Uzbek).

Table 3

Uzbek	Russian	Kazakh	Karakalpak	Tajik	Kirghiz	Turkmen
87.0%	5.5%	2.5%	2.4%	2.0%	0.4	0.2%

The number of primary school (1-4 grades) students is 2,513,400 (40.1% of the total number of students) and 50%, or 3,139,400 thousand students make the secondary school (5-9 grades). (Table 4).

The number of grade 10-11 students is decreasing year by year due to the introduction of the new educational curriculum (the network of academic lyceums and professional colleges is increasing) and this year it was 9.9% or 634,000 students.

Table 4

Consistence of general secondary school students of the MoPE

Edu. Year	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Total (thousand)	5 456,40	5 686,00	5 820,90	6 037,40	6 076,40	6 329,10
Total number of full time students (thousand)	5 442,90	5 641,30	5 785,40	6 017,60	6 057,70	6 309,10
Number of students with special needs (thousand)	19,10	19,3	20,6	20,9	22,6	22,3
Number of students according to grades from the total number of full time school students						
1-4 grades	2528,9	2569,8	2602,00	2597,9	2567,7	2513,4
5-9 grades	2334,8	2441,3	2497,3	3026,2	3101,3	3139,4
10-11 grades	560,00	610,9	665,5	327,6	366,1	634

Source: State Statistics Committee of the Republic of Uzbekistan

III.3 Strengthening financial-technical base

In July-September, 2001 the Program on Improving the Material-technical Base of General Secondary Schools for 2001-2005 was developed and authorized by the Decree of the Council of Ministries of the Republic of Karakalpakstan, Hokimiyats of all regions and Tashkent. To strengthen the material basis of educational establishments which stipulates the replacement of 141 emergency schools at the expense of constructing new and reconstructing the existing ones, capital repair of 4,941 schools, provision of 2,682 schools with potable water, provision of 1,700 educational establishments with gas, besides that provision of new desks to the amount of 378,650 units, boards of 44,941 units and teachers' desks and chairs 79,187 units, and also the program stipulates computerizing 4,500 schools with modern computers. To realize this program not only budgetary funds, but also funds of international organizations, sponsors, businessmen, joint ventures and foreign investment are also taken into consideration

According to the adopted Program during 2002, 58 schools in emergency were operated at the expense of new construction and reconstruction, 682 schools were capitally repaired, and 352 schools were provided with potable water. 196 educational establishments were supplied with gas.

III.4 Some directions and actions in the sphere of education

The Ministry of Public Education together with the fund "Mahalla" developed the Concept "Family, Mahalla and School" in which all kinds of work of educational character with children and teenagers living in micro regions are given.

The legal prophylactic work with difficult children is being conducted at places together with the "Mahalla" fund and also meetings, round-table discussions are being organized with the presence of law-enforcement bodies, parents, teachers and oqsoqols (leaders) of mahallas.

Actions like "Do you know the law?"; "Why do people need law?"; "The history of my family", "Love to Motherland", etc. are being conducted in secondary schools.

The following lessons were introduced into the curricula: “Huquq aliphbosi” (The alphabet of rights) for 1-4 classes, “Huquq saboqlari” (The lessons on rights) for 5-8 classes, “Davlat va huquq asoslari” (Basics of state and law), “Inson huquqlari” (Human rights) and “Qonunchilik asoslari” (Introduction to law) for class 9.

The faculty of “Economic and Law” has been in operation since 1998 on the basis of the Institute of Improvement of Professional Qualifications under the name of A.Avloniy. Annual courses on improving the qualifications of secondary school teachers are being conducted according to the plan of the faculty.

The problems of offences among children and teenagers are being discussed repeatedly with the prosecutor, MIA, Justice Department and the board of the Ministry.

There are various kinds of extracurricular establishments under the ministry, where students spend their leisure time. There are 621 extracurricular establishments in the Republic with 513,760 students in them. These extracurricular establishments work in 4 directions: technical, aesthetic, tourist and ecological. The above-mentioned establishments supplement and expand the educational process, supporting schoolchildren’s interests. The feature of work in after-lessons time is that it enables application of the most flexible methods of leisure organisation for schoolchildren, filling their spare time both in a personal and public way. Here it is necessary to mark, that extracurricular establishments work closely with public funds like “Mahalla”, “Sog‘lom avlod uchun” (For healthy generation), “Oila” (Family), “Bolalar” (Children), “Umid” (Hope), etc. In addition, different clubs (physics, mathematics, history, geography, knowledge of other countries, and also sports clubs) are open at secondary schools.

The Program for Organizing the Leisure of Students in 2002-2005 has been worked out in collaboration with 47 governmental and non-governmental organizations and is being put into practice.

Feeling of pride for one’s country and its achievements pass through friendly contacts of our schoolchildren with their peers from foreign countries. Today, Uzbeks achieve great success in international competitions and exhibitions on children's creativity. For example, recently 4 medals were awarded in a competition on arts in India, participation of our schoolchildren in “LIDITSE 96, 97, 98, 99” competitions, where our children were honoured with diplomas and medals.

However, it is necessary to mark that to satisfy the demands of students the network of clubs is expanding in every micro region for opening various clubs according to interests.

Measures are being taken on the prohibition of films on TV demonstrating violence, drugs, pornographic movies, and a broad propagation of the harm of drugs, inhalation, alcohol, etc.

Teacher-organisers are working to organize the leisure time of students effectively in 7,100 mahallas out of 8,160 and they are attracting youngsters to different extracurricular clubs, sports groups together with mahalla committees. They organize meetings with their parents, representatives of law-enforcement bodies; conduct meetings, talks, educational and spiritual works.

The purpose-oriented program till 2005 was worked out together with the committee on drugs and law-enforcement bodies on drug prevention. The departures, raids on regions of the Republic are being organized. Explanatory work among students and teenagers is being conducted, inviting medical workers. Beginning from 1995, lessons have been added in all classes directed on preventive maintenance of alcohol and prevention of the use of narcotic substances among students in general secondary education establishments at the expense of school component hours. The courses “Fundamentals of medical knowledge” (240 hours), “Drug abuse, smoking and alcohol” for 1-2 courses (6 hours) are being conducted in the institutes, pedagogical colleges. These themes consist of the following sections: “Alcohol, personality and health” (2 hours), “Tobacco and drugs kill the health of the person” (2 hours), “Drugs and harmful substances” (2 hours). 10 hours are given for conducting the lessons in pedagogical schools on the theme “Wedding among young people, family hygiene”.

The explanation of the harm of using narcotic substances is carried out while learning the following subjects in secondary schools: in 1-4 classes “Odobnoma” (Ethics), in 5-6 classes “Vatan tuyg‘usi” (Feeling of Motherland), in 7-9 classes “Fundamentals of spirituality”. Besides, class 9 students study the subject “Humanity and health”, where negative consequences of the use of alcohol, tobacco and narcotic substances are written about in a comprehensive way.

Beginning from 1998, together with public funds “Mahalla”, “Sog‘lom avlod uchun” (For healthy generation), “Oila” (Family) work on the program “Youth without smoking” has been being carried out. There are experimental schools in all areas of our Republic on the basis of which propagation against smoking and narcotic substances is being conducted.

At present the Ministry of Public Education and the Ministry of Internal Affairs together with the fund “Mahalla” have developed a document about teacher-organizers’ work with children and teenagers living in mahallas in accordance with the Decrees of the Cabinet of Ministers in order to strengthen the work with teenagers.

III.5 Developing healthy lifestyle

Faculty courses of health have been introduced from the school component with the purposes of forming healthy lifestyle at schools: 17 hours in 5-8 classes, 16 hours in 10-11 classes. Health lessons are included in “Odobnoma” (Ethics), 9 hours a year in primary classes. The courses in 5-8 classes are studied within the program “Fundamentals of a Healthy Generation”, in 10-11 classes within the program “Reproductive Health and Forming a Healthy Family”. These lessons are included in the timetable. The Republican Education Centre has developed the programs “Fundamentals of a Healthy Generation, “Reproductive Health and Forming a Healthy Family”.

The Republican Education Centre annually conducts seminars devoted to the day of struggling with AIDS (December 1) **with the purpose of preventing various diseases and especially HIV/AIDS**. Booklets have been prepared in cooperation with the Centre for Fighting and Preventing AIDS.

Many measures are being carried out jointly with international organizations and funds, such as UNICEF, UNDP, UNESCO, TACIS and other programs.

The theme “Understanding AIDS”(3 hours) is included in the curriculum of class 8, the theme “Illnesses Transmitted by Sexual Intercourse, Understanding AIDS.” (3 hours) is included in the curriculum of class 10. It is recommended that experts conduct these lessons.

III.6 Providing textbooks and language of instruction

Supplying students with textbooks is carried out by means of:

- free textbooks;
- providing children from poor families with books at the expense of local budget;
- introduction of a rental system.

Supply of textbooks in secondary schools in 2002/03 academic years makes:

- 2-11 classes - 83.6%;
- 1 classes - 100 %;
- 9 classes - 92 % (see the table in the appendix).

According to the Decree No. 33 of the Cabinet of Ministers of the Republic of Uzbekistan on 25th of January 2002, 78% of children from poor families got textbooks from the government budget (school library fund) free of charge. These are mostly students, orphanage establishments for children with limited opportunities, both mentally and physically.

Despite the measures taken by the Government and the MoPE, problems persist in supplying the market with educational-methodological literature. First of all, it is connected with the low purchasing ability of parents, the shortage and non-rational use of financial resources by publishing houses, additional charges in the period of transition to the Latin alphabet, monopolistic character of textbook market and absence of the verified planning of creating and publishing textbooks.

The MoPE of the Republic of Uzbekistan is planning to introduce a rental system in 2-9 classes (the system is being developed and introduced with the direct participation of international experts from the project of ADB). The rental system of supplying textbooks is a system whereby students lease textbooks from a school library for a small annual payment. Circulating stock of textbooks inspected by the Council of Parents on Textbooks and administration of schools is being established at every school in order to supplement and update the school fund. The funds, accumulated from the parents, for the lease of textbooks on the target deposit accounts at every school, are indicated by a circulating capital of textbooks. From then on, using accumulated funds, the school buys new textbooks.

The rental system of supplying textbooks is the effective mechanism of financing and supplying textbooks, which:

- 1) offers the most effective method of supplying at available purchasing ability;
- 2) guarantees long term textbook usage;
- 3) opens opportunities in planning the publication in market economy conditions;
- 4) creates an opportunity in resumption of financial resources for textbook purchase.

So in 2002, 100 % of class 9 textbooks were transmitted to rental system for Uzbek and Karakalpak schools. In 2003/04 introducing rental system in 4-5 classes of secondary schools is being planned. The introduction of the rental system of supplying textbooks gives every student the necessary textbooks by creating a stable, self-sustaining system of supplying textbooks; reducing state finance of supplying textbooks; defending families socially by reducing costs for textbook purchase; allows publishing houses to plan the creation of textbooks and financial assets.

The MoPE plans to introduce the rental system of supplying textbooks on a national scale for 2-9 classes of secondary schools stage by stage, within four years.

From then on, financing textbook purchase will be made at the expense of accumulated rental payments in the schools' accounts, which will be controlled by the Republican Circulating Capital of textbooks being an independent legal person and having the status of non-governmental fund. The board of directors will consist of representatives of the MoPE, Ministry of Finance, schools, public and donors, which coordinate the policy of government in the field of textbooks. The Republican Circulating Capital of textbooks will cooperate closely with the MoPE on problems of working out the strategies in the field of developing textbooks and educational literature, negotiating the conditions of the school account, collecting orders from schools, organizing textbook purchases on a tender basis, delivery of textbooks to schools, problems on developing book business in the Republic and finding out the interests of schools and parents.

As a result of creating such a system, a possibility appears to finance other needs of public education at the expense of the saved means, i.e. supplementing with educational literature and repair of libraries, schools, etc.

The education in schools of the Republic is conducted in seven languages. In 2002/03 the supply of textbooks in other languages:

<i>Language of teaching</i>	<i>Number of students</i>	<i>Need for textbooks</i>	<i>Are available</i>	<i>% supply</i>
Russian	303301	3451954	2127516	62
Kazakh	151238	1811615	1042864	58
Kirghiz	14618	158170	109425	69

Tajik	129604	1410209	951907	68
Turkmen	12804	141141	62815	45
Karakalpak	351045	4010945	3510579	87.5

III.7 Developing systems of computerization and ICT

Work is being done on training personnel in computers and communications technology in education. At present high quality personnel (BAs, MAs) in computers and communications are being trained in the following:

- applied mathematics and information
- information technology (IT)
- telecommunications

There are 4 colleges preparing 20% of the specialists in IT. The problem is quantitative – it is necessary to increase the number of highly qualified specialists in this area, the motivation of these specialists should allow an increase in the professional potential in the labour market.

Data on computer availability at higher educational establishments show the necessity of significantly increasing modern computers. *The problems are:*

- many newly formed academic lyceums and professional colleges are better supplied than the leading state higher education establishments.
- most teachers at higher education establishments lack experience
- often high-priced units with no certificates are purchased

In October 1998, the first stage of the trans-Asian-European fibre-optic communications line was introduced. In the MoHSSE, an office for the development of IT and distance education was opened to coordinate the efforts of different ministries and organizations in this area.

A network of donors able to provide financial help includes the UNDP, ADB, TACIS, WB, SOROS, JICA and others. Negotiations are ongoing with Maryland University on creating a virtual university of Maryland in Uzbekistan for distance education with electronic textbooks, libraries and teacher retraining.

International organizations and financial institutions and governments are providing financial and technical support for the ongoing educational reforms.

They are directed at solving the problem of improving the publication of textbooks, supplying academic lyceums and professional colleges with lab equipment, developing a system of SSPO, retraining teachers, and introducing new technology into education.

The ADB has provided \$250m in credits and grants, the Korean fund for cooperation for economic development - \$35m, and the USA and Japanese government – soft credits worth \$58m.

Other help also in the form of projects and grants is provided through TACIS, the EU education fund, the British Council, the German society for technical cooperation, and others (see appendix).

In accordance with the Cabinet of Ministers resolution No. 230 (3rd March 2001) on working out a program of computerisation and IT for 2001-2005 and providing wide access to international information systems and the Internet, it was proposed:

- to increase the quantity and quality of training of teachers and specialists in IT working at higher and secondary special education
- to broaden the training of teachers in new directions and widely use new information teaching technologies and methods of distance education (DE).

DE and use of new IT allow the acceleration of modernization and improvement of the system of higher and secondary special education, and better research in this and other areas.

According to the program adopted by the decision of Cabinet of Ministers “About measures on developing computerization and information-communication technologies” in 2002-2010, equipping general secondary schools with computers and internet is ongoing.

Period	2002	2003	2004	2005	2010
Number of workplaces	10.7	12.7	15.4	17.8	110
% Educational establishments which have access to Internet	0.3	1.5	5	9.7	63

III.8 Gender problems

According to the Constitution and laws of the Republic of Uzbekistan the right to get education regardless of sex is guaranteed – girls and boys have equal opportunities to get quality education at all levels and types of education. Sexual discrimination is prohibited and prosecuted by law in Uzbekistan. Therefore, there is no gender problem in education in the republic. However, there are problems related to providing girls with special facilities, medical services, specific equipment, inventory, uniform, etc. in the process of education. Besides, there are problems in some rural places to provide girls with work after finishing a certain level of education. There are also problems of after school education related to national traditions of early marriage. Therefore, there are special measures in the Plan directed to provide girls with possible education while staying in the family or production (part time education, external, distance education, etc.)

III. 9 Teaching children with special needs

In the sphere of special needs education, the following measures have been taken:

1. Renewing the curriculum for special schools and boarding schools (Ministry of Public Education (MoPE) decree No. 124 - 24th July 2001).
2. Requirements for speech-therapy offices at general secondary schools requiring a reduction of work load to 20 students per class (vs. 25) and an increase in the number of students treated.
3. A joint decree of the Ministry of public education and the Ministry of higher and secondary special education (MoHSSE) No. 77/120 (25th May 2001) opened the special college No. 9 in Tashkent for 200 children (slow-learning) with a 2 year program of study, leading to jobs as plumbers, welders, cooks and sewers.
4. “Inclusive” education is reconsidering conditions for children with special needs to study at general secondary schools (not including slow learners). It has been implemented in more than 40 schools in Tashkent alone.
5. In 1997, began the updating of textbooks for special schools.
6. The NGO “Umid” was established to conduct work in education for children with physical and psychological problems.
7. The joint UNESCO/ UNICEF project for developing a learning system for children with special needs is being carried out at the Resource Centre for inclusive education of children. In November 2001, the Open Society Institute (Soros Foundation) held a conference on the spiritual education of children with special needs.

The forms of realization of special education needs.

Special demands in education are realized on the following basis:

- Mass preschool institutions in integrated groups for the deaf and impaired hearing – 30 groups, for children with speech problems – 65 groups, for those with motor problems – 12 groups, for blind – 6 groups, with psychological speech problems - 3 groups, and for intellectual-psychological deviations – 6 groups.
- Children with various physical problems are integrated in combined groups – more than 30 groups (deaf, blind, slow learners and others). There are 152 groups in total. Social groups - parents and NGO reps which note that home education does not meet the needs of such children since it does not allow their socialization with peers and multilateral development (only 2 subjects in the list of curricula), and does not provide for corrective education (speech therapy, sight and hearing therapy, etc). It is problematic since ordinary teachers are unwilling to do it, many lessons are missed when the mother is expecting.

Guaranteeing specialists for special needs education. Preparation of specialists in treating mental and physical handicaps is done at the Nizomi Tashkent state Pedagogical University. From 1993-2000 it trained 40 specialists. There are 2 PhDs, 20 MAs, and 12 graduate students and researchers. There are special courses each year on inclusive education in the methodology faculty of 40 hours. This indicates there is already a national concept for special needs in education and an index of inclusion.

Administering the process of offering education services to people with health problems has a strictly centralized character (top-down). There are no NGOs to help handicapped children. Parents and NGO representatives express interest to questions of offering special education but have no real influence on the process of educational development. The exceptions are international organizations with large donor capabilities, acting in the framework of an agreement with the MoPE (Save the Children, Operation Mercy). The national societies of invalids, blind and deaf do not have active programs for basic education of children with special needs, since traditionally their activity focused on work creation and solving social problems of adults.

Material-technical supplies for special needs education have the same problems as general education: adequate buildings, infrastructure, and technical-information supplies need modernization. Special glasses, hearing aids, wheelchairs, etc come from foreign sources since they are not produced in Uzbekistan and are not purchased by the state. Such charity organizations as Operation Mercy, Mercy Project, Smiles for Children, World Concern, Counterpart International, the Japanese, German, UK, Chinese, US and other Embassies have been helping in this regard.

The government finances special education. Other sources (self-financing, investment, income from commercial activity, etc) are not developed.

Providing social guarantees and support to teachers includes a 100% addition to their salaries and free retraining each 5 years. Students get free meals, free accommodation in boarding schools, support in purchasing learning needs, and in some cases clothing.

International cooperation is carried out with:

UNESCO – the development of the concept of inclusion based on seminars, roundtables, the opening of a Resource Centre on Inclusive Education in 2001.

Operation Mercy (Switzerland) works in Khiva with administrative support from the MoPE and the local hokimiyat on programs for rehabilitating, development of inclusion (4 classes have facilities for children with cerebral palsy at the public school in Khiva, in 2000-01 special camps in the mountains were organized), work with organizations to conduct seminars and training for parents, teachers, mahalla workers. In 2002 a rehab centre for children with cerebral palsy was opened.

Mercy project – works in all regions with MoPE administrative support including Republican Education Centre. It runs a centre to strengthen the material-technical base of

special education institutions, providing foreign specialists in rehab and research programs in special needs. It provides education and technical equipment.

UNICEF, Save the Children, Fund IUN - provide information and support to key persons in inclusive education, sponsoring NGO programs for support of professional and additional special needs education.

World Concern – provides humanitarian help and social-development programs for children with severe intellectual-psychological problems.

Smiles for Children – helps finding donors and sponsors to support special needs institutions and development programs for handicapped children, including holiday activities.

Measures to guarantee access to full time education for special needs children in the framework of the NAP-EFA.

I. In the plan “Laws and politics”

- there is a proposal to change the law “On Education” and the NPPT to include “inclusion”
- approval of “Regulations on continuous education for children and teenagers with physical handicaps and psychological deviations”
- legal approval of mechanisms for using funds to support special needs education in conditions of inclusion
- guarantee monitoring to execute the law “On Social Protection of Invalids”, “Programs to Rehabilitate Invalids” and the NAP-EFA
- coordination of work of the diagnostic centre and the medical-psychological-pedagogical commission (MPPC)
- publication of the joint order of the Ministries of Health, Education and Social Security on the creation of a centralized data base on children with special needs
- legal stimulation for early diagnosis and intervention in the child’s development to increase his/her potential
- legal recognition of special needs and the need to satisfy them for genuine equal rights for children
- working out and adopting standards of education for special needs children

II. Formation of public opinion

- encouraging the media to cover the positive experience and achievements of children with special needs to help change social opinion and develop integration processes in society
- conducting international and local seminars for teachers, parents and professionals
- including questions about the position of children and adults with special needs into all programs, projects by the state and NGOs, and the direct participation of children and adults with special needs in the realization of these programs.
- including special needs as a criterion in evaluating and adopting all programs and projects.

III. School administration

- introducing development of a strategy for inclusive education in kindergartens and schools as a duty at the Republican Psycho-pedagogical Diagnostic Centre and professional orientation for students
- enlarging the budget and private resources – grants to schools with inclusive education

- studying the demand for material-technical base of inclusive schools for special equipment (crutches, wheelchairs, lenses, hearing aids, prostheses, and computers with special attachments)
- step-by-step planning and financing to guarantee the necessary resources (emergency and long-term needs)
- coordination of work of mahalla committees with educational authorities
- review of curriculum and loads at inclusive schools, allowing flexible variations in plans in light of standards, and taking into account special children in regular classes.

IV. Work in the classroom

- determining the needs and guaranteeing the necessary infrastructure for classes in inclusive schools
- participation of stakeholders and professionals in introducing inclusion at the classroom level
- adapting curricula, evaluation schemes and testing children with special needs in ordinary classes
- taking into account the physical and intellectual capacity of children, to review overcrowding of classes in inclusive schools
- determining the needs of schools for textbooks, teaching aids, programs to improve the quality of content of textbooks.

Part IV. Possibilities and limitations in the sphere of education reforms

IV.1 Potential capacity

State support for reforms is guaranteed. The political will and the support of the President and government bodies, social organizations to guarantee the creation and development of a progressive system of continuous education are guaranteed.

The priority of the education system reforms established by law guarantees its functioning and stable development in new socio-economic situations, including the human right to an equal start in education and accessibility to education in the framework of state education standards in one's native language, encouraging talent, social support for poor children and youth. (see appendix)

The formation and development of legal, organizational and basic conditions for raising the quality of education, training the young generation professionally are guaranteed by the reforms. The high rate of inclusion of all who wish to study at various institutions attests to this.

The laws "On education" and "On the NPPT" created the necessary legal base for the development of the education system as a unified complex with both governmental and non-governmental institutions. This has positively affected the formation of a competitive environment (the prerequisite for creating a market of educational services) in education. Measures have been undertaken to overcome the disproportion between the structure and number of retraining programs and the demand for them on the labour market, and mechanisms to formulate the demands of the government and non-government structures and organizations for quantity and quality training.

New sources of financing (state, non-governmental and foreign) are being actively attracted to education.

The share of capital investment in state expenses increased from 6.1% in 1995 to 34% in 2002.

The state and society control and guarantee state education standards for full time continuous education at all levels and the raising the quality and effectiveness of

education and knowledge levels of students. Structures and mechanisms of independent, objective control of the quality of education are being formed. State education standards meeting the demands for all forms of continuous education, regulating the necessity for specialists, including a system of indicators and methods of control of the quality of teachers and students are in force.

The problem of prompt supply of learning materials is being solved. A branch of the economy devoted to this has been created.

A fundamental renewal of content and the organization of retraining and raising qualifications of teachers has been undertaken, including evaluations and ratings.

A system of monitoring of development and evaluation of effectiveness of continuous education has been introduced.

Measures to integrate education, science and production in the NPPT have begun.

Ties with international organizations and attracting foreign investment has been strengthened to provide better specialists and to provide learning materials, to improve the material-technical base of the education system.

Social support for children with limited opportunities and poor children has been given legal protection (articles 20-24) for quality education.

Government programs such as “Spiritual Heritage”, “A Healthy Generation”, “Spirituality and Enlightenment”, “Construction, reconstruction and supplying SSPE institutions”, “Preschool education and preparation of children for school in family” and others have been implemented.

The help of national and foreign investors and sponsors includes technical cooperation in financing and material-technical supplies, retraining and raising qualifications of teachers, and providing information systems.

The planned creation of educational NGOs to guarantee social administration and control includes the creation of independent control and monitoring agencies, monitoring councils in educational institutions, parent contribution, and the creation of market and consumer/investor ties.

Transfer of functions to lower levels (decentralization, democratisation of administration, etc.) has begun.

The development of a market of education services has begun with launching a contract system of education, accumulation and use of non-budgetary funds by education institutions, the creation of non-governmental education institutions (including preschools) and the creation of preconditions for paid education, etc.

The formation of databases and computerization of education (Internet and information-communication technologies, etc.) has been started.

New administration bodies (centres, regional institutions) are being introduced.

Interaction of all elements of the NPPT with a continuous education system (additional resources from enterprises and science, use of their capacity, etc) is underway.

Cooperation with other education systems and international organizations (International trips, learning, exchanges of information and student resources) has begun.

IV.2 Limitations of possibilities in the realisation of NAP-EFA-NPPT

The slow movement of economic and social reforms: GNP growth, the dynamic of living standards, reductions in the sphere of education, effective use of funds, modern material-technical and informational bases, processes of democratization and liberalization, resistance by political opponents, low level of legislative and normative-legal discipline and others.

Lack of real power of ministries (MoPE, MoHSSE) in the realisation of state policy in education. Their dependence on higher bodies of administration, and weak influence on local policies is another factor.

Lack of developed and effective ties with appropriate state bodies.

Complicated and ineffective hierarchical structures in ministry bodies overlap one another and there is excessive centralization. There is a lack of concern for the authority of lower structures of administration.

Many of the administration bodies have alternative (double) subordination and responsibility.

State bodies lack political pluralism. There is little control of executive activity, with a low guarantee of feedback.

A control system of quality of education and activity of educational establishments is aimed at guaranteeing orthodox and practical control. Excessive centralization and 'dependent' inspections, control of education quality and activities of educational establishments are detrimental to real reform.

Conservatism, subjectivism and protectionism in education institutions; inertia – weak mobility, flexibility, and reaction to socio-political, economic changes inhibit progress. There is weak support for initiative and innovation.

There is a lack of infrastructure support. Old equipment and learning materials used before independence are still being used. There is an excessive division of functions. There is inflexible and unpredictable orientation at production and socio-economic development of regions.

There is a low capacity to forecast the economic future of the education system and the content of educational-professional programs.

There are complicated, overly unified learning programs. Their weak mobility and lack of flexibility is detrimental. There is a low percentage of time in regional and local component devoted to state education standards. The education system is a monopoly. There is poor development of non-governmental and private sectors in education – in short, no competition.

An overly organized and ineffective education system guarantees poor development of the individual in the area of education being studied.

There is a weak guarantee of equal opportunity and access to information. There is an inadequate development of information technology and a basis for development of work skills in information-communications technology. Minimal supply of computers and programs (including education programs) is also a problem.

There is an inadequate level of professionalism, progressive styles and methods of teaching. Teachers are not motivated. There is a low workload for teachers, too many teachers. Weak support and motivation of education workers in general.

There is a transfer of responsibility without a transfer of authority. Local bodies are unable to carry out the functions of control. There is a static and ineffective process of transfer of authority for financing and administration on the part of the state – 'from top down', 'horizontal-distribution of authority'. Control of quality is lacking in the private sector and is ineffective on the part of the state. There is excessive regulation and control of self-financing.

There is a need to reorganize the Ministries of Education, redirecting its functions in many structural divisions to realize a uniform state policy in education.

There is a "brain drain" from education to the business and private sector.

Inadequate material-technical supplies and personnel in the rural areas. Child labour in the rural areas is an economic necessity.

Part V. Recommended directions for international collaboration in the realisation of the Plan EFA

1. ***Forming optimal normative-legal base*** of modernizing the system of education taking into account the international experiences and specifics of political and socio-economic development of the country.
2. ***Developing the content of education and providing its high quality*** on the basis of worldwide progressive achievements of science, technology, culture, satisfying the changeable human,

government and society needs. Bringing democracy, humanity and humanitarian aspects into education.

3. **Standardizing education** (aims of results, process, equipping) – factor and condition of guaranteeing high quality personnel training, realizing equal rights of person's need for education, progressive development of educational establishments, regions, system of education and society as a whole.

4. **Training, retraining and raising qualifications** of pedagogical and engineer-pedagogical personnel (structure, process, motivation and stimuli, result and requirements.)

5. **Quality control, evaluation and monitoring of education and training personnel.** (forms, conditions, methods and procedures, indicators, objectivity, efficiency and effectiveness.)

6. **Management of continuous education system.** (optimising structures, forms, conditions, methods and means of management; democratising, regionalizing and decentralizing, distribution of authority, efficiency and effectiveness, control, evaluation and monitoring.)

7. **Equipping the system and process of education with resources, finance and teaching aids.** (supply of necessary and sufficient norms of material-technical resources; development of forms and mechanisms of finance and effective use of means; working out and introducing progressive teaching aid sets.)

8. **Working out and introducing progressive pedagogical and information technologies.** (creation of local, regional and national information systems; use of worldwide Internet of computers; development of distance education; working out and introducing interactive and problematic technologies of education, etc.)

9. **Guarantee for priority of education and all round development of personality.** Effective organizational, pedagogical forms and spiritual-moral means of education and educational work for the young generation based on rich national cultural-historical traditions, customs of people and common human values.

10. **Development of a market of education services.** The market for competitive educational services is being formulated through marketing. The development of governmental and non-governmental educational institutions, a competitive environment in education, state regulation of the market of services of education is being carried out. A system of paid consultations and additional services outside the basic education programs is being set up.

11. **Guaranteeing social pledges and state support in the sphere of education.** There is a state policy to raise the prestige and social status of pedagogical activities. The necessary conditions for learning, medical treatment and rest are being created.

13. **International cooperation in the sphere of education.** An international legal base for cooperation in education, the realization of priority directions of international cooperation, including joint educational structures and broader exchanges of scientific-pedagogical specialists and students, is being set up.

VI. Measures on realisation of the National Action Plan “Education for All” in intermediate period (2001-2015)

Policy in the field of realization of the purposes and tasks of the EFA and general secondary education⁶

№ 1	Measures 2	Terms of fulfilment 3	Responsible for fulfilment 4	Partners 5
1	<p>Modernizing the legal basis:</p> <ul style="list-style-type: none"> ➤ Entering offers in supplementing and changing the laws “On education” and “National Programme of Personnel Training” in part of providing guarantees, availability, quality of general secondary education; ➤ Developing and implementing the normative - instructive documents into practice on improving the activities of government and public bodies of education management, developing a network of government and non-government preschool, general secondary and extracurricular additional educational establishments; ➤ Developing and implementing the normative – instructive documents regulating material-technical, personnel, resource, financial, information, methodological supply of preschool, general secondary and extracurricular additional education. 	According to target plans and programs during 2001-2015	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the Ministry of Higher and Secondary Special Education (MoHSSE), interested ministries and departments, non-governmental organizations (NGOs), Mass Media (MM), foreign partners
2	Including education in the framework of policy connected to developing human resources, struggling with poverty, diseases, drugs, destructive and illegal behaviour of youth	According to target plans and programs during 2001-2015	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested ministries and departments,

⁶ It is being realized in collaborative activities through special planned measures (directions), governmental and public bodies of management and authorities, organizations and establishments of continuous education system, foreign partners, sponsors and donors

				NGOs, MM, foreign partners
3	Realizing the decisions of Dakar Framework for Actions in correlation with the realization of the National Programme of Personnel Training	According to target plans and programs during 2001-2015	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested ministries and departments, NGOs, MM, foreign partners
4	Mobilizing the resources (personnel, finances, material) for realisation of the National Action Plan EFA	According to target plans and programs during 2003-2010	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested ministries and departments, NGOs, MM, foreign partners
5	Developing the partnership between all sectors of society and international community on realisation of the purposes and tasks of the National Action Plan EFA	According to target plans and programs during 2003-2015	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested ministries and departments, NGOs, MM, foreign partners
6	The propagation of ideas of quality general secondary education, especially for interests of socially vulnerable groups of the population and children from poor families	Constantly	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested ministries and departments, NGOs, MM, foreign partners
7.	Creating conditions for state and public management in the field of EFA	Constantly	MoPE	Bodies of state management and authorities, apparatus, structure and subdivisions of the MoHSSE, interested

				ministries and departments, NGOs, MM, foreign partners
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Direction I. Modernizing the legal basis

№	Measures	Terms of fulfilment	Responsible for fulfilment	Partners
1	2	3	4	5
1	<u>To develop</u> Decree on specialized general education establishments (Year 9)	<u>and introduce</u> 2003	<u>in practice</u> REC, Department of the MoPE	Ministry of Health, UNICEF
2	Decree on non-government education establishments	2005	Principal Department of General Secondary Education (CDGSE), MoPE	NGO, Ministry of Finance
3	Decree on education of children and teenagers with physical defects or lagging behind in development	2005	REC, Department of the MoPE	Ministry of Health, UNICEF
4	Order of issue of recommendations for general secondary graduates (Year 9) on further education in professional colleges and academic lyceums	1 st quarter, 2003	Scientific Research Institute of Pedagogical Sciences (UzSRIPS)	Centre of Secondary Special Professional Education (SSPE), Institute of developing the SSPE
5	State requirements on equipping laboratories in general secondary schools (Year 9)	2003-2005	Department the MTC MoPE, REC	Ministry of Macroeconomics
6	New certificate of state education for the graduates of general secondary schools	2003	Department of textbooks	Ministry of Justice
7	Decree on organizing public school associations	2005	CDGSE MoPE	NGO, “Kamolot”, Ministry of Justice
8	Decree on organizing methodological service in the system of public education	2003	REC, UzSRIPS	
9	Decree on professional direction of schoolchildren of general secondary schools	2003		Centre SSPE, Institute of developing the SSPE
10	List of visual aids, safety rules for school laboratories on handicraft education	2003-2005	CDGSE MoPE, REC	
11	Instruction on clerical work (complex documents) in “Kindergarten-school” establishments	2005	Department of Preschool Education (DPE) and	

			General Secondary Education (GSE)	
12	Organizational, normative and methodological documents on realizing education in general secondary schools of children lagging behind in development.	2005-2010	Department of the MoPE, REC	Ministry of Health, UNICEF
13	Decree on "School parent committee"	2003	DGSE, REC	NGO
14	Decree on "External education"	2003	DGSE, REC	Ministry of Justice
15	Decree on organizing subject Olympiads for the schoolchildren of secondary schools (Year 9)	2002	DGSE, REC	
16	Provisional Charter of "Kindergarten-school" complexes	2003	DPE and general secondary education	
17	New edition of a decree on organizing education in the family and getting independent education	2005-2010	DGSE, REC	
18	Decree on the fund of developing educational establishments	2003-2005	REC	NGO, Ministry of Justice
19	State requirements in training and raising professional skills of pedagogical personnel	2003-2005	Central Institute of Raising Qualifications of the Republican Public Education (CIRQRPE), MoPE	State Testing Centre
20	Realizing the program eligible for general secondary and secondary special professional education. a) experimental school, academic college-higher education establishment b) creating new generation of syllabi, textbooks	2010-2015	MoPE	Centre of the SSPE, Institute of developing the SSPE
21	Decree on non-governmental non-formal education institutions	2003		Ministry of Justice

Direction II. Modernizing the organization and contents of preschool and primary education and upbringing

1	2	3	4	5
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1	Realization of the perspective plan - program on modernizing the system of preschool education with the purpose of increasing occupation indicators of children in non-traditional establishments, including short term, home, non-governmental kindergartens, extension of the network of "Kindergarten-school" complexes	According to the plan 2005-2015	MoPE, Department of preschool formation	NGO, Centre "Oila", Funds "Mahalla", "Sog'lom avlod uchun"
2	Executing the provisions of Program "Children of the third millennium" on developing and preparing children for school	2005-2015	MoPE, Department of preschool formation	NGO, Centre "Oila", Funds "Mahalla", "Sog'lom avlod uchun"
3	Realizing the measures of government-initiated Program "Mothers and Children"	2003-2005	MoPE	Ministry of Health, Funds "Mahalla", "Sog'lom avlod uchun", UNICEF, UNESCO
4	Creating public funds for supporting preschool education establishments	2005-2015	Regional departments of public education, Hokimiats	NGO, hokimiyats, funds, foreign partners
5	Developing the mechanisms of introducing market relations in the system of additional education of preschool age children	2003-2005	MoPE, Departments of preschool education	NGO, Ministry of Finance, Ministry of Macroeconomics
6	Ensuring the fulfilment of state requirements for preschool education and upbringing in institutional preschool educational establishments of enterprises and organizations	2005-2015	Departments of preschool education, Regional departments of public education	NGO, ministries and departments
7	Eliminating gender distinctions in accessibility and quality of preschool and extracurricular supplementary education, offering quality educational services for national, language minorities	According to the target plans and programs during 2015	MoPE	Bodies of state management and authorities, apparatus, structure subdivisions of interested ministries and departments, UNICEF, NGO, MM, foreign partners
8	Conducting a competition of non-government preschool establishments on introducing the special programs, learning-methodological aids, etc.	Annually	Departments of preschool education, REC, regional departments of public education	NGO, local authorities
9	Conducting a review - competitions and festivals "Teachers of the year", "Favourite toys", "Healthy	Annually	Departments of preschool education, REC, regional	Ministry of Health and fund "Sog'lom avlod uchun",

	Brave”		departments of public education	NGO, local authorities
10	Expanding the system of teaching foreign languages to children at early age in preschool and general secondary education	2015	Departments of preschool education, REC, regional departments of public education, UzSRIPS	UzSWLU, Goethe Institute, British Council and other foreign partners
11	Conducting accreditation of preschool education establishments and teacher-tutors	According to the plan 2003-2005	Departments of preschool education and GSE, regional departments of public education	Department of Accreditation State Testing Centre

Direction III. Modernizing the organization and contents of general secondary education and upbringing

1	2	3	4	5
1	Fulfilling the stage by stage transition from 11-year education to 9-year education with the purpose of full provision of compulsory 12-year general secondary and secondary special, professional education	2010	MoPE, subdivisions of regional departments of public education	Centre of the SSPE
2	Fulfilling the plan of actions on preserving the contingent of schoolchildren, analysing the basis of their reasons for leaving school	According to plan 2003-2005	DGSE, REC, regional departments of public education	NGO, funds
3	Realizing target measures at schools on selecting and teaching gifted children: <ul style="list-style-type: none"> ➤ developing and introducing the order of selecting schoolchildren from specialized classes and schools for detailed study of separate subjects; ➤ introducing objective techniques of evaluation and introduction of contents of education of high degree complexity designated by the specifications of state education standards, gradual distribution of educational load proceeding based on needs and abilities of students, proceeding from requirements of the “Decree on SES” (article 6.6); 	Till 2010	DGSE, REC, regional departments of public education	Funds “Umid”, “Ulug‘bek”

	<ul style="list-style-type: none"> ➤ organising and ensuring conditions for effective work of author groups in creating instructional materials, manuals, and special textbooks for intensive-learning classes. 			
4	Introducing new curricula and SES into the education system	2010	DGSE, REC, regional departments of public education	
5	<p>Improving the supply of syllabi, educational methodology and organizing special courses:</p> <ul style="list-style-type: none"> ➤ Economic education and upbringing ➤ Ecological education and upbringing ➤ Legal education and upbringing ➤ Healthy lifestyle 	According to the plan 2005-2015	DGSE, REC, UzSRIPS, BioECOSAN	MoHSSE, NGO
6	Expanding the network of special classes and schools on marketing, management, business, banks and taxation, and other specializations of economic direction	Beginning from 2003-2010	DGSE, REC, regional departments of public education	MoHSSE, NGO, hokimiyats
7	Improving the SES of general secondary education, educational areas and educational disciplines	Constantly till 2015	Subdivisions of MoPE, DGSE, REC, UzSRIPS	MoHSSE, NGO, Academy of Sciences of the Republic of Uzbekistan
8	Eliminating gender distinctions in accessibility and quality of preschool and extra curricular supplementary education, offering quality education services to language minorities	According to the target plans and programs during 2015	MoPE	Bodies of state management and authorities, apparatus, structure subdivisions of interested ministries and departments, UNICEF, NGO, MM, foreign partners
9	Realizing special measures on improving the sanitary-hygienic condition of general secondary education establishments, preventive maintenance and combating mental and physical development diseases	According to the target plans and programs during 2003-2015	MoPE	Bodies of state management and authorities, apparatus, structure subdivisions of interested ministries and departments, UNICEF,

				NGO, MM, foreign partners
10	Developing and introducing the mechanisms of raising the quality of general secondary education	Constantly till 2015	MoPE, REC, UzSRIPS	MoHSSE, NGO, Academy of sciences of the Republic of Uzbekistan
11	Improving educational activities in the system of general secondary education	Constantly	REC, UzSRIPS	MoHSSE, NGO, Academy of sciences of the Republic of Uzbekistan, Centre "Ma'naviyat va ma'rifat"
12	Introducing the mechanisms of government-public management in general secondary education establishments	Constantly till 2015	MoPE, REC, regional departments of public education	NGO, hokimiyats

Direction IV. Improving the educational-methodological supply of educational process

1	2	3	4	5
1	Creating a generation of new textbooks on the basis of new pedagogical techniques and integrated subjects of new pedagogical techniques in primary schools. Subjects of advanced pedagogical techniques in primary schools are: mother tongue, reading, mathematics, and learning about nature	2005-2015	MoPE, Department of preschool and general secondary education, REC, UzSRIPS	
2	Preparing set of instructional materials and toys forming primary work skills, logic and ensuring needs and interests of children	2005-2015	Department of preschool and general secondary education, REC, UzSRIPS, (Children's Centre)	
3	Summarizing visual and control materials appropriate for minimal requirements of qualification, skills, knowledge of schoolchildren for each class in conformity with subjects and on the basis of the SES	Annually	MoPE, DGSE, REC, regional departments of public education	Funds "Umid", "Ulug'bek"
4	Completing the development of sample control	2003-2005	DGSE, REC, UzSRIPS	

	materials, and minimal requirements set for knowledge, skills and qualification of schoolchildren of each class in educational subjects on the basis of the SES			
5	Creating textbooks and experimental manuals in general educational subjects for 1-4 classes of integrated courses (mother tongue, reading, mathematics, nature learning)	2015	DGSE, REC, UzSRIPS	
6	Improving hygiene knowledge among pupils of primary classes	Constantly	REC Department of preschool education, BioECOSAN	Ministry of Health “Sog’lom avlod uchun”, “Kamolot”
7	Creating workbooks for primary class pupils (1-4 classes) on sanitary hygiene 1-4 classes. Piloting and introducing syllabi	2003-2004 2005-2010	MoPE, REC, UNICEF	
8	Realizing the syllabi, creating new generation of textbooks in physical training for 1-4, 5-7 classes	2010		
9	Creating methodological guide “Pedagogical techniques” on the basis of learning both foreign and local experience, researches in preschool education.	2005	DGSE, REC, UzSRIPS	
10	Creating educational-methodological manual for teaching the constitutional rights in educational process		DGSE, REC, UzSRIPS	
11	Periodically assessing the textbooks and testing-approbation of new manuals and experimental textbooks in general education on the basis of conclusions of a group of teachers, methodologists and scientists		DGSE, REC, UzSRIPS	MoHSSE, Academy of sciences of the Republic of Uzbekistan, Centre “Ma’naviyat va ma’rifat”
12	Developing and realizing the prospective program directed at organizing labour education in general secondary schools	2015	DGSE, REC, UzSRIPS	NGO

Direction V. Retraining and raising qualifications of pedagogical personnel

1	2	3	4	5
1	Conducting competitions and festivals among educational establishments, district-city departments of public education, among regional departments of public education, and on the national level: “The best tutor of	Annually according to the plan	DPE and DGSE, REC, UzSRIPS, CIRQRU (CIRQRU), district-city-regional departments of public	NGO, Hokimiyats

	children's preschool establishment”, “The teacher of the year”, “The School of the year”		education	
2	Global education (plan of action, Convention of child rights) Integration of elements of global education into syllabi		GDGSE MoPE, REC, Department of education of the city of Tashkent	UNICEF
3	Creating Centres on distance learning	Till 2015 according to the plan		
4	Undertaking special actions on raising the social status of teachers and prestige of pedagogical work	Constantly	MoPE	Bodies of state management and authorities, interested ministries and departments, NGO, MM, foreign partners
5	Raising qualifications and retraining pedagogical personnel in educational establishments by district-city departments of public education, regional departments of public education and at national level	According to the plan till 2015	DPE and DGSE, REC, UzSRIPS, CIRQRU, district-city-regional departments of public education	MoHSSE, hokimiyats, ADB, NGO, etc
6	Preparing and rendering help to teachers with methodological plans, manuals, computer programs, methodology, pedagogical technologies on educational disciplines and education of pupils	According to the plan till 2015	DPE and DGSE, REC, UzSRIPS, CIRQRU	MoHSSE, Academy of Sciences of the Republic of Uzbekistan, NGO, etc.

Direction VI. Strengthening the material-technical basis

1	2	3	4	5
1	<ol style="list-style-type: none"> 1. Extending the network of educational establishments of PE, GSE, VDO 2. Developing the information basis of PE and GSE system 3. Realizing capital reconstruction of premises of educational establishments of PE, GSE and VDO 4. Equipping educational establishments of PE, GSE and VDO with necessary stationery, equipment, furniture in conformity with the SES 			Bodies of state management and authorities, apparatus, structure and subdivisions of interested ministries and departments, UNICEF, NGO, MM, foreign partners

	5. Strengthening the material-technical basis of educational establishments of PE, GSE and VDO for physical training and sport lessons			
2	Organising sports competitions “Umid nihollari”	Constantly	MoPE, regional departments of public education	Hokimiyats, public funds: “Mahalla”, sports organization “Yosh kuch”

Direction VII. Propaganda and agitation

1	2	3	4	5
1	Conducting advocacy among educational establishments and collectives of educational institutions, schoolchildren, parents and broad publicity about the essence, ideas and positions of the EFA	Constantly	“Press Centre” of the ministries, newspapers and magazines of the MoPE, district-city-regional educational establishments	NGO, MoHSSE, hokimiyats, MM, Centre “Ma’naviyat va ma’rifat”
2	Creating and publishing the book “21 st century – the century of intellectual generation”	2004	Press centre, newspaper “Ma’rifat”	
3	Creating and publishing the book “Activity of UNESCO in providing friendship and cooperation among the nations of the world” (in Uzbek, Russian and English languages)	2005	Press Centre (in cooperation with Tashkent Islamic University)	
4	Preparing new publication and publishing the book “Pride of Uzbekistan: teachers and pupils”	2005	REC (together with State Press Committee)	

Direction VIII. Developing the adult education system

1	2	3	4	5
1	Developing the network and strengthening the resource-personnel basis of educational establishments: <ul style="list-style-type: none"> ➤ Taking into account the demands of labour market and educational services; ➤ Including social partners and state administrative bodies; 	According to the target plans and programs during 2005-2015	MoPE	State management bodies and authorities, apparatus, structure and subdivisions of interested ministries and departments, NGO, MM,

	➤ Attracting foreign partners.			foreign partners
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Direction IX. Special education.

1	2	3	4
Modernizing the legislative and normative - legal basis: 1. Adopt “Decree about continuous education of children and teenagers with physical and mental defects in development”	2002-2003	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
2. Developing and adopting the “Decree about education of children in orphanages with special educational needs”	2002 - 2003	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
3. Developing and adopting the state standards of correctional education of children requiring special assistance.	2003-2005	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
4. Issuing recommendations for further education in professional colleges and academic lyceums	2003-2005	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
5. Decree on professional specialisation of schoolchildren of specialized education establishments.	2003-2005	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
6. State requirements for equipping specialized general education and preschool establishments.	2003-2005	MoPE, REC	Bodies of state management and authorities, NGO, MM, foreign partners
7. Decree on conducting accreditation of teachers of specialized general education and preschool establishments.	2003-2005	MoPE	Bodies of state management and authorities, NGO, MM, foreign partners
8. Working out a decree about creating centralized bank of statistical data about children with special needs: early – revealing early defects; preschool age; coverage by preschool education	2005-2015	MoPE	Bodies of state management and authorities, NGO, MM,

within system of the MoPE, Ministry of social provision and Ministry of Health; coverage by school education within system of the MoPE, etc.; education at home within system the MoPE.			foreign partners
<p>II. Improving the organization and contents of preschool and primary education and upbringing:</p> <ol style="list-style-type: none"> 1. Realization of perspective plan - program on modernizing the system of preschool education with the purpose of increasing the indication of engagement of children with special needs at home, non-governmental kindergartens, extension of a network of "Kindergarten-school" complexes 2. Realization of special actions on improving the sanitary-hygienic conditions in education establishments of PE and GSE, preventive maintenance and struggling with mental and physical diseases 3. Conducting medical-psychological clinic on revealing children with defects in development. Creation of public schools 4. Distributing the practice adopted at Children's Rehabilitation Centre "Semurg" № 560 of Yunusobod district, Tashkent 5. Realizing actions on teaching children with physical and mental defects in developments determined as a result of medical clinic 	<p>2003-2005</p> <p>Annually 2003-2005</p> <p>2003-2005</p> <p>2002-2005</p> <p>2002-2005</p>	<p>DPE, DGSE, REC</p> <p>DPE, DGSE, REC</p>	<p>NGOs centre "Oila", funds "Mahalla", "Sog'lom avlod uchun", foreign partners (UNESCO, UNICEF, "Mercy Project", "Operation Mercy", etc</p>
<p>III. Improving the organization and contents of special education and upbringing.</p> <ol style="list-style-type: none"> 1. Realization of strategies of inclusive education in kindergartens and schools. 2. Work of local bodies of self-management (mahalla committees) in the system of education of children with special needs. Program or measures. 3. Participation of public representatives and professionals in the process of introducing inclusive education at class level. 4. Organization of scientific – practical, correctional-pedagogical centre of social adaptation, professional - labour rehabilitation of children and teenagers with problems in development. 	<p>2003-2015</p> <p>2003-2015</p> <p>2003-2005</p> <p>2005-2010</p>	<p>CIRQRU, REC, Diagnosis Centre of the REC, Resource Centre on inclusive education, MoPE</p> <p>REC, Resource Centre on inclusive education, MoPE</p> <p>Resource Centre on inclusive education, MoPE</p>	<p>"Mercy Project", "Operation Mercy", etc. NGO, foreign partners (UNESCO, UNICEF)</p> <p>NGO, foreign partners (UNESCO, UNICEF)</p> <p>NGO, Centre "Oila", funds "Mahalla", "Sog'lom avlod uchun", foreign partners (UNESCO, UNICEF, "Mercy Project", "Operation Mercy")</p>

<p>IV. Improving educational -methodological supply of educational process.</p> <ol style="list-style-type: none"> 1. Adaptation of educational plans, system of assessment and certification of children with special needs for usual classes. 2. Determining the needs of schools for textbooks, methodological manuals, programs, and supplying and improving quality of textbooks' content. 3. Reconsidering the curriculum and loads of inclusive schools and making flexible, variety of plans conforming to the standards of education, and also taking into account the education of children with special needs in normal classes. 4. Developing methodological manuals for teachers, parents and professionals. 	<p>2003-2005</p> <p>2003-2005</p> <p>2005-2010</p>	<p>REC, Resource Centre on inclusive education, CIRQRU</p> <p>REC, Resource Centre on inclusive education, CIRQRU</p> <p>REC, Resource Centre on inclusive education, CIRQRU</p> <p>REC, Resource Centre on inclusive education, CIRQRU</p>	<p>NGO, UNESCO, UNICEF, "Mercy Project", "Operation Mercy", etc.</p>
<p>V. Retraining and raising the qualifications of pedagogical personnel.</p> <ol style="list-style-type: none"> 1. Determining the need of personnel in special education 2. Accelerating the personnel supply for the process of including children with special needs into the educational process. 3. Modernizing the system of pedagogical education through entering psychology, pedagogy and individual techniques of solving problems rather than conscious activities of children with special needs and ways of stimulating them into courses. 4. Entering a course on the basis of inclusive education in all humanitarian secondary special and higher educational establishments. 5. Entering detailed learning courses on methodology of working with special needs children in kindergarten, school, college conditions in pedagogical colleges, institutes and universities 6. Entering courses on inclusive education in all institutes of retraining and raising qualification of public education workers 7. Increasing number of seminars on inclusive education 	<p>2003-2005</p> <p>2003-2005</p> <p>2003-2005</p> <p>2003-2005</p> <p>2003-2005</p> <p>2003-2005</p> <p>2003-2005</p>	<p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p> <p>CIRQRU, REC, Resource Centre on inclusive education</p>	<p>NGO, foreign partners (UNESCO, UNICEF, "Mercy Project", "Operation Mercy", etc.)</p>
<p>VI. Strengthening material-technical basis (Complex program)</p> <ol style="list-style-type: none"> 1. Increasing the financial budget and private resources – grant support to schools with inclusive education 	<p>2003-2015</p>	<p>REC, Resource Centre on inclusive education, CIRQRU</p>	<p>NGO, foreign partners (UNESCO, UNICEF, "Mercy Project",</p>

2. Studying the need for supplying material-technical basis of inclusive school with special equipment (vehicles for invalids, lenses, acoustical machines, various orthopaedics mechanisms, technical means for blind), organizational technology (computers with special appliances)	2003-2015	REC, Resource Centre on inclusive education, CIRQRU	“Operation Mercy”, etc.)
<p>VII. Agitation and advocacy.</p> <p>1. Assisting the work of NGOs, parent associations, public centres and professionals on inclusive education within the framework of the EFA program, including them as partners in executing the program</p> <p>2. Increasing the publicity of positive experiences and achievements of children with special needs in MMs, that will change public opinion and develop integrated processes in society; publicizing the rubrics “Advice of the experts to the parents of children with special needs on preparing them to school” in press and on television.</p> <p>3. Holding and increasing number of international, republican, regional seminars for teachers, parents and professionals</p> <p>4. Publishing information bulletin “Special education”</p>	<p>2001-2005</p> <p>2001-2005</p>	<p>REC, Resource Centre on inclusive education, CIRQRU</p> <p>REC, Resource Centre on inclusive education, CIRQRU</p>	<p>NGO, foreign partners (UNESCO, UNICEF, “Mercy Project”, “Operation Mercy”, etc.)</p>

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