

Country Report

Uzbekistan

EFA National Plans of Action
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PART I: Legal Framework

The official policy of Government is based on the Constitution of Uzbekistan (adopted in 8th December 1992), the Constitution of Karakalpakstan (adopted in 9th April 1993), the laws of Uzbekistan on Education and on the National Programme for Personnel Training (both adopted in 29th August 1997), Decrees of the President of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan.

The Article 41 of the Constitution of Uzbekistan stipulates: “All people shall have the right to education. The State provides guarantee for free compulsory general education for everyone. School education is under the control of the State.”

The Article 3 of the Law on Education: “Education is the highest priority of the Republic of Uzbekistan for social development. The guiding principles of State education policy are: humanization and democratization of education; continuity of education; compulsory general secondary and vocational education; voluntary selection of vocational education – academic lyceums and professional colleges; secular education system; universal state education provision within the framework of the educational standards; diversity of training programs; supervising from both government and society”.

The Article 4 of the Law on Education: “The right to receive education is given to all, irrespective of gender, language, age, race, nationality, politics, region, social origin, occupation class, social status, place of residence or length of residence in the Republic of Uzbekistan. The right to education is supplied by: 1) provisions of free public and private educational institutions; 2) provisions of part time and full time training; 3) equal right of graduates of all types of educational institutions while entering educational institutions of the next grade. Citizens of Uzbekistan educated at home or through self-learning programs have the right to certify their qualification at the accredited educational institutions. Citizens of other countries have a right to receive education in the Republic of Uzbekistan in accordance with international agreements. Persons without citizenship who are permanent residents of Uzbekistan have equal right with citizens of the Republic of Uzbekistan to receive education”.

The Article 10 of the Law on Education: “Education in the Republic of Uzbekistan is provided in following forms: pre-school education; secondary general education, vocational education; higher education; post-graduate education; professional improvement; personnel retraining; extra curriculum learning programs”.

The principal aim of the Law on National Programme on Personnel Training is to provide legal framework for radical reforming of learning process in Uzbekistan, elaboration of a new national education system for training of qualified citizen of democratic society with higher spirit and morals.

The National Programme for Personnel Training extends the duration of compulsory education to 12 years (4 years of basic education -5 years of secondary education – 3 years of vocational education) and restructures education programmes at the secondary and tertiary levels. A new three year

programme focusing on “Academic Lyceum” attached to universities, is to replace the current two-year programme for completion of secondary education. In parallel with this, the countrywide network of vocational secondary institutions is to be transformed into a new network of “Professional Colleges”, which will have flexible curricula and are intended to respond more to local employment needs. These colleges are expected to accommodate approximately 85-90% of secondary enrolments. Higher education programmes are being regrouped into Bachelor and Master’s Degree courses, with an expansion of courses in computer science, business administration and economics, social sciences and foreign languages.

National Plan of Action for EFA, which is based on the National Programme for Personnel Training, includes activities related with further development of normative documents for close networking between formal and non-formal education system, between public, non-governmental and private educational institutions. Normative documents will regulate material-technical, personnel, financial and methodological supply of preschool, general secondary and extracurricular additional learning activities. Mainly, new normative documents will be focused on human resources development, struggling with poverty and citizenship education.

Normative documents in following fields will be elaborated during 2003-2005:

- Specialized general education establishments
- Non-governmental educational establishments with respective legal statute on non-governmental non-formal education institutions, external education, organization of education in the family and getting independent education
- Education of handicapped children and special needs education, legal statute of inclusive educational institutions, normative and methodological documents on realizing education in general secondary schools of children lagging behind in development
- Requirements on equipping laboratories in general secondary schools
- New certificate of public education for the graduates of general secondary schools
- Organization of public school associations
- Organization of methodological service in the system of public education
- Professional orientation of graduates of general secondary schools
- Organization of school parent committee
- List of visual aids, safety rules for school laboratories on handicraft education
- Instruction on clerical work (complex documents) in “Kindergarten-school” establishments, provisional Charter of “Kindergarten-school” complexes
- Organization of subject olympiads for the schoolchildren of secondary schools
- Creation of Foundations for support of educational establishments
- State requirements in training and raising professional skills of pedagogical personnel
- Realizing the program eligible for general secondary and secondary special professional education
- Experimental school, academic college-higher education establishment
- Provision for creation of new generation of syllabi and textbooks

National standards in education was adopted in 1999 (Resolution No. 390 of the Cabinet of Ministers of Uzbekistan, 16 August 1999). National standards defining necessary requirements for quality preparedness and qualification of learners, their cultural and moral level. On the basis of adopted National standards a new generation of textbooks, methodological manuals and instructional materials are also being elaborated.

PARTII: NFE Components of National Plan of Action and UNLD

National Plan of Action for EFA is not limited only to educational reform and training, but also contributing to the social transformation in Uzbekistan such as acceleration of the process for self-realization of individual in society, formation of a freethinking individual in society, empowerment of local society, harmonization of national and universal values and development of democratic civil society.

It is important to underline some local peculiarities related with implementation of the Dakar Framework for Actions". Uzbekistan has made impressive gains in educational attainment, with illiteracy virtually eliminated and official data reporting almost 100% literacy. The government made much effort to sustain gender equality and universal access to education. Almost 6 million children are studying at school and more than half a million children are attending kindergarten. However, as in other social sectors, education has been affected by the difficulties of the transition period. Since independence in 1991, much of government attention and donor support to education has focused on quality issues. The contents, as well as the processes and organization of education have not effectively served the needs of the changing economic, social and political environments in Uzbekistan and efforts aimed at improving educational quality have been hampered by a shortage of national capacity and financial resources. In recent years, the government has succeeded in increasing its expenditures on education to 7.4% of GDP. National Programme for Personnel Training, which is a principal part of National Plan of Action for EFA and consisting of three-phased education reform programme covering period from 1997 to 2015, designed to reorient education system to the needs of a market economy. To improve the quality and relevance of education at all levels National Plan of Action focused on development of more modern curricula and more learner-centered teaching process, strengthening pre-service and in-service teacher training and improving the quality of textbooks and other educational materials and the process for generation, review, manufacturing and procurement of educational materials.

The concept of lifelong learning within National Plan of Action is presented in the form mutual supplementary of formal and non-formal education. Particularly, non-formal educational programmes are presenting within early-childhood education, special needs education (education for handicapped children) and adult education. Lifelong learning concept based on a systematic-structural approach incorporating following types of education:

- preschool education (up to 6-7 ages);
- general secondary education (duration of 9 years);
- vocational education (duration of 3 years);
- higher education (Bachelor Degree – 4 years, Masters Degree – 2 years);
- post graduate education (PhD Degree – 3-4 years);
- post doctoral studies (Doctor of Science Degree – 3 years)
- adult education (qualification upgrading and retraining, extra curricular education, family and community education, self- education, work-oriented education, health education, etc.).

1. Non-Formal Education Within ECCD Programme

There are more than 7,000 preschool establishments in Uzbekistan 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 (non-formal educational institutions) have also been opened in mahallas (local community), preschool establishments, schools and other establishments. The number of non-governmental preschool establishments is growing. In addition, in the meantime there are 37 private preschool establishments.

Non-formal educational institutions are facing with new challenges during implementation of the aims and tasks of pre-school education. It is necessary to fulfill the following for the development of pre-school education:

- The priority training of skilled staff of teachers and tutors;
- The search and implementation of effective psychological-pedagogical methodology for pre-school education;
- The provision of family's children upbringing with organizational, psychological-pedagogical methodology;
- Elaboration and production of modern text-books, manuals as well as other didactic aids, games and toys;
- Creation of conditions for moral and spiritual upbringing of children on the basis of the rich cultural and historical heritage of the country as well as universal mankind values;
- Access for consulting service with qualified specialists on all the problems of pre-school education;
- Elaboration of support mechanisms and network development of pre-school educational, and health recreational establishments.

In accordance with the Resolution of the Cabinet of Ministers of Uzbekistan (No.68 of 5th February 2001) the Republican Public Organization "Farzandim-jigarbandim" ("My child is my soul") has been established in Uzbekistan with six regional branches. The main objective of the public organization is providing teaching facilities for young parents, developing children from poor families (who do not attend formal preschool establishments) and preparing them for study at school.

There is a plan on the development of the state preschool establishments. The forecasted numbers are as follows (year and number of entrants):

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

Organization and contents of ECCD programme (both formal and non-formal) will be modernized by following actions:

- i. Realization of the perspective plan - program on modernization of 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 (2005-2015)
- ii. Implementation of the program "Children of the third millennium" on the development and preparation of children to school (2003-2005)
- iii. Realization of the measures of government-initiated Program "Mothers and Children" (2003-2005)
- iv. Creation of the public funds for supporting preschool education establishments (2003-2005)
- v. Development of the mechanisms of introducing market relations in the system of additional education of preschool age children (2005-2015)
- vi. Fulfillment of the state requirements for preschool education and upbringing in institutional preschool educational establishments of enterprises and organizations (2005-2015)
- vii. Elimination of the gender distinctions in accessibility and quality of preschool and extracurricular supplementary education, offering quality educational services for ethnic and linguistic minorities (2003-2015)
- viii. Organization of annual competitions of non-government preschool establishments on introduction of the special programs, learning-methodological materials, etc.
- ix. Organization of a review - competitions and festivals "Teachers of the year", "Favorite toys", "Healthy Brave"

- x. Promotion of the system of teaching foreign languages to children at early age in preschool and general secondary education (2003-2015)
- xi. Accreditation of preschool education establishments and teacher-tutors (2003-2015)

2. Non-Formal Approach in the Special Needs Education

Government of Uzbekistan is considering the special needs education as an integral part of its social policy and referred to the National Programme adopted by the Cabinet of Ministers of Uzbekistan on "Rehabilitation of People with Special Needs within the Period of 1996-2000" as an important mechanism to meet new challenges in educating handicapped children. Currently, new innovations - inclusive education - and following activities are implementing: methodology of early diagnosis of children with special needs and enhancement of the curriculum respectively; elaboration of the state standards on special education; improvement of the qualification and working methods of teachers dealing with children with special needs; and working out multi-variant programs and text-books used in teaching of disabled children. Nizomi Tashkent State Pedagogical University is preparing specialists in treating mental and physical handicaps. During 1993-2000 it trained 40 specialists. There are 2 PhDs, 20 MAs, and 12 graduate students and researchers. There are regular special courses each year on inclusive education in the methodology faculty of 40 hours. Education programs for children with health problems has strictly centralized management structure and government fully finance those institutions. Home education does not allow socialization of disabled children and does not provide multilateral development. 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 is focused on providing employment opportunities and solving social problems of adults. Various social groups (parents association and NGO's, for example NGO "Umid", NGO "Fallak Nuri", NGO "Kredi", etc.) initiated the creation of non-formal educational establishments with technical support from international organizations (UNESCO, UNICEF, Save the Children, Operation Mercy, Smile for Children, World Concern, etc) and foreign fund-in-trust projects.

UNESCO, within its Mobile Training Team project, assisted in introducing of the concept of inclusive education. On the basis of training seminars the Resource Centre on Inclusive Education was opened in Tashkent in 2001. UNICEF and Save the Children are providing information and support to key persons in inclusive education, sponsoring NGO programs for support of professional and additional special needs education. Operation Mercy is supporting mahalla (local community) programs for rehabilitating projects, is developing inclusive education, working with organizations to conduct seminars and training for parents, teachers, mahalla representatives. The first rehabilitation centre was opened in Khiva in 2002. Mercy project provides intellectual support (international experts), educational and technical equipment and assists in holding research activities in the field of 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. Open Society Institute (Soros Foundation) provides training courses on spiritual education for the children with special needs.

Non-formal education approaches in the special needs education are based on:

- encouraging the media to cover the positive experience and achievements of children with special needs to help change social opinion and develop integration processes into the society;
- conducting international and local seminars for teachers, parents and professionals;
- direct participation of children and adults with special needs in the learning programs;
- pilot training on utilization of innovative learning materials for inclusive schools;
- close coordination with mahalla committees and educational authorities;
- close cooperation with donor organization in attracting funds for training programs.

3. Non-Formal Education in Adult Learning Process

Adults could continue their education in the different types of educational organizations, extending their knowledge and experiences. The forms of education may be various: extracurricular training,

part-time training, full-time retraining, training by correspondence, distance training, family education and extension programs.

There are about 621 extracurricular establishments in Uzbekistan, which are providing training in technical, aesthetic, tourism and ecological education. The above-mentioned establishments supplement and expand the formal educational process. The feature of work in after-lessons time is that it enables application of the most flexible methods of adult education. Here it is necessary to note, that extracurricular establishments work closely with public foundations, like "Mahalla" (Local community), "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. Educators are working to organize the various learning programs in 7,100 Mahallas of Uzbekistan (total number of Mahallas is about 8,160).

Part-time adult training programs are realizing via Centers for Professional Orientation and Psychological-Pedagogical Diagnostics, which were set up in all districts of Uzbekistan. Centers provide vocational consultation and methodological help to adults in choosing future careers, in dealing with personality problems, and helping children with special needs.

At present retraining programs 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 Upgrading Qualifications of Workers of National Education, 14 independent institutes in every province and in the city of Tashkent, the faculty of upgrading of qualifications at the Institute of Development of Secondary Special and Professional Education. There are faculties of upgrading of qualifications at almost all higher education establishments.

Distance and correspondence education are implementing via ICT facilities. 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. Improvement of the intellectual content of education programs on TV and radio is being developed. A stable system of providing educational, methodological scientific literature, encyclopaedias and reference books is being formulated. Pilot projects are implementing through Community Learning Centers, which were established with the support of UNESCO, and Universities (through creation Centers for Distance learning)

Non-formal adult education covering following fields:

- Economic education and upbringing;
- Ecological education and upbringing;
- Legal education and upbringing (democracy issues, values education);
- Healthy lifestyle;
- Latin script training programs (Government of Uzbekistan is implementing the long-term programme of transition from Cyrillic to Latin script, which is in short-term could cause some negative impact in literacy rate).

PART III: Literacy/NFE Programme

Follow up of the Tokyo Statement on NFE

As follow up activities of the Tokyo Statement on Non-Formal Education, Uzbekistan organized a regional conference on Education for All and Lifelong Learning in Central Asia (Tashkent, 4-5 June 2003). More than hundred and fifty delegates from Central Asia, Europe and Asia participated in this regional conference. Participants are consisted of officials from ministries, members of Parliaments, representatives of non-governmental organizations, researchers and adult education practitioners. Ministry of Higher and Specified Secondary Education of the Republic of Uzbekistan, UNESCO, the Konrad-Adenauer-Foundation and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) supported the Conference.

The "Tashkent Call to Action" is being adopted in order to express support for the work done to date

on EFA in terms of developing strategies of proper Lifelong Learning Policies (LLL) in Central Asia. While expressing appreciation with efforts to reach the goals of EFA and LLL, participants highlighted the inadequate attention being given to non-formal education and the learning needs of adults in many countries. Participants expressed their belief that access to learning is a fundamental human right that must be extended to all, regardless of age or social status. However, there is a tendency that the realization of EFA and LLL goals leads to less attention for the adult population, which may result in a limited understanding of LLL. This is not acceptable for Central Asian region, which is in a period of transition, where there are higher educational needs of all groups of the population.

Following recommendations were adopted in the conference:

- To give high priority to the efforts being undertaken by UNESCO and National Governments in order to achieve EFA and LLL goals.
- To give equal emphasis on the delivery of learning opportunities through formal and non-formal education. Partnerships between governmental, international and non-governmental organizations must be fostered.
- To promote EFA as explicit and integrated element in LLL policies and practices. Governmental institutions, responsible for education, should give higher priority to the creation of the local, regional and national networks and structures that are required for the development, co-ordination, funding, quality management and evaluation of AE needs.
- To include into the system of basic education the skills development programs, which are necessary to advance each person's ability to fully participate in the social, cultural, political and economic life of their communities.
- To allocate additional resources in order to support adult learning programs for active citizenship and self-fulfillment.
- To give priority to the elaboration of educational programs based on needs and interest of learners, to encourage the active participation of learners in the learning process from planning to evaluation of education quality.
- To setup comprehensive local, regional and national statistical data collection systems for the purpose of needs analyses, planning, monitoring, reporting and assessment of performances, as well as for the international comparative studies.
- To develop quantitative and qualitative measures for monitoring of the application of gender sensitive policies in the provision of LLL.
- To elaborate a comprehensive system for the certification and recognition of formal and non-formal AE programs. Procedure for the accreditation of prior learning should be considered as the basis for new system.
- To extend international co-operation and exchange in the field of values education for the development of tolerance and culture of peace as well as multilingual learning programs.
- To use more intensively AE and LLL in order to overcome existing social problems, especially such as unemployment and poverty.
- To use more effectively the potentials of higher education and science in the region for support LLL policy and practice.
- To invite donor's organization to give higher priority to the needs of LLL process.

1. Training Programmes for National Capacity Building

Experts from Uzbekistan attended following training seminars organized by UNESCO and ACCU:

- Sub-Regional Workshop on CLC (Quezon, Philippines, 29 April-4 May 2002)

- Consultative Workshop for Developing Performance Indicators for ICT in Education (Quezon, Philippines, 28-30 August 2002)
- 20th Regional Workshop on Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific (Yangon, Myanmar, 3-12 December 2002)
- Expert Meeting on ICT for NFE (Lampang, Thailand, 28 April-2 May 2003)
- Asia-Pacific Forum for Education and Culture (Tokyo, Japan, 27-30 July 2003)

2. Multimedia Centres for Community Empowerment

The project on ICT in NFE was started in July 2003 and currently is conducting through six Community Learning Centers, which are located in rural areas of Uzbekistan (Andija, Fergana, Qashqadaryo, Samarkand, Bukhara and Tashkent Regions).

The main goal of the project is to find the ways in which people living in poverty can benefit from ICT to obtain access to productive information, create content that is relevant to them or opportunities to communicate and better organize themselves. The focus is not technology itself, but on how to use technologies for specific purposes such as:

- Build of capacity for community through ICT to improve the quality of life, alleviate of poverty;
- Upgrade facilities of three existing CLC, which would enable them to cater to present ICT demand and required its services;
- To create data bases on the community profile, district, and if needed, marketable information on products, services;
- To increase efficiency, effectiveness and flexibility of CLC communication capability among the CLC, between CLC and government, as well as between people in CLC and the experts;
- To allow to CLC to have access to the needed learning materials and information which are available in another institution database and Internet;
- To decrease the gap between urban and rural areas.

ICT application in the training process and preparation of result-oriented programmes are very crucial and important tools for the development of education, entrepreneur skills and community development. Dissemination of skills and knowledge on ICT as well as making ICT facilities accessible to the local needs are of most important strategies for community empowerment, leading to development of community learning networks for promoting strong families and communities as well as economic stability. Most of them are located in the rural areas of country. ICT in these CLC's are used for the non-formal education programmes. The main advantage of ICT in many countries is to conduct different training, to communicate and receipt of information, educational materials and sharing the experience between the educational organizations.

Access to information, knowledge is essential for the development but far too often, the poor find themselves severely handicapped. By expanding information flows and making communication more accessible, people living in poverty can make better choices, express of their opinions, demand their rights and have more power over their own lives. Needs assessment was conducted in communities mentioned above. According to the result of needs assessment it has been identified that the communities have not electronic data base, profile of community skills on use of ICT and use of ICT for the development of data base in tourism, agriculture, small scale enterprise, training on health, civic and legal literacy, early childhood care and development, gender awareness and special programmes for women, family planning and reproductive health and access to information and counseling,

The main problem in our CLC's is that they are not connected with internet and have no access to e-mail, consequently they cannot communicate each other. Republican Education Center of

Uzbekistan have established CLC Resource Center for coordination of CLC's of Uzbekistan, distribution of educational materials and training of personnel of CLC's. High cost of distribution of materials through the post and travel expenses for the participation of the staff from CLC's of Uzbekistan in training courses does not allow to make fast and effective sharing the information, communication and receipt of up-to date training materials. In this regard it needs more capacity in doing communication in relation with its networking in linking efforts to support its activity. In this project we are going to connect CLC's to Internet and provide some ICT equipment to enhance the quality of non-formal education and more specifically to achieve results in efforts to help communicate empower themselves.

Under this project it is planned to implement four activities in order to achieve the above mentioned purposes:

- i. Creation of Community Database and Documentation;
- ii. Networking among CLC;
- iii. Designing, dissemination of appropriate materials and information to community people through ICT;
- iv. Managerial and business development programmes.