



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Uzbekistan

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

- 1.challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
- 2.the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
- 3.challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
- 4.key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided.

This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Representatives of the Ministry of Public Education of Uzbekistan

Which other people have been key informants? What is their professional role?

The information regarding children with disabilities in this country profile was largely informed by a *Situation Analysis on Children and Adults with Disabilities in Uzbekistan* conducted by Fresno the Right Link, at the request of UNICEF and UNDP Uzbekistan. Remaining data results from a desk review.

Yelena Tsai

What was the main challenge during the preparation of the profile?

Lack of reliable and verifiable information.

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group
[*Uzbekistan – Education Sector Analysis*](#).
2. GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*
3. United Nations Uzbekistan. (2019). *Situation analysis on children and adults with disabilities Uzbekistan - Brief report*. Tashkent, Uzb.
4. UNESCO (2018) *Universal Periodic Review, Uzbekistan*. 30th session, Apr-May 2018,
5. (Other sources included in footnotes)

If internal, non-public or working documents were used, please add a note here.

United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan – unpublished*

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

b. the different authorities responsible for different types of provision etc.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

Education is not **compulsory** for children 0-5 years old, but one year compulsory attendance at age 6 will start from the academic year 2021/2022. There are three pathways of general secondary education: Path 1 consists of 11 years of GSE from ages 7 to 17; Path 2 consists on 9 years of GSE (ages 7-15) and 2 years of Academic Lyceum (ages 16 to 17); and Path 3 consists of 11 years of GSE (ages 7-17) and 6 month to 2 years of Vocational Education. Higher Education consists of Bachelors (5 years) and Masters (2 years). Adult training provisions are available under fee-based models¹. Children who are considered to have a physical or mental disability can be placed in a special school or provided education on a home-base.

Since 2017, preschool education has been the **responsibility** of the Ministry of Preschool Education (before September 2017, it was the responsibility of the Ministry of Public Education). General Secondary Education is the responsibility of the Ministry of Public Education, and both Vocational Education and Higher Education are the responsibility of the Ministry for Higher and Secondary Specialized Education. Higher education access exams are under the responsibility of the State Testing Center. Adult training programs are managed by the Ministry of Employment and Labor Relations or training companies. Other institutional actors have a relevant say in education, such as the Cabinet of Ministers, the Ministry of Finance, the Ministry of Economy and the State Inspection for Supervision of Quality of Education².

In 2018-2020, **assistance** was provided by several UN Organizations with the following objectives: 1. Improved national gender-sensitive education policies and plans to advance equitable access to quality education (UNICEF and UNESCO); 2. Strengthen national capacity to deliver and measure learning in line with a competency-based curriculum and the concept of global citizenship education (UNFPA and UNODC); 3. Enhance national teaching workforce policies and improve teacher training programs in line with the national quality education framework

¹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.9-11; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.20

² World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.11-13

(UNICEF, ILO, UNFPA and UNODC); 4. Equip local education authorities and communities with tools and skills to encourage demand for quality education services (UNICEF)³.

Other **support programmes** active in 2018 included, by level of education: Preschool Education - Puchon University in South Korea (training of preschool education personnel, amongst other degrees and donations for supporting the education of young people in the country’s poorest regions) and Japan International Cooperation Agency (has volunteers working on preschools). General Secondary Education - “Korea Education Center” under the Embassy of South Korea (delivers training courses for language teachers and cultural/scientific events), Korea Education Research and Information Service (provides exchange programs on information technologies development in education), British Council (provides training of English teachers and promotes interactive methods in education), Goethe Institute (provides training of German language teachers, promotes interactive methods in education and administers international standard language testing), Japan International Cooperation Agency (volunteers help organize events and cultural ceremonies in schools), Korea International Cooperation Agency (volunteers working on teaching Korean in several schools). Secondary Specialized Vocational Education - The European Union (investment project). Higher Education - European Union funded projects Tempus (introduction of a Master’s program in mechatronics, curriculum development programs for highway and road construction, strengthening career centers, and creating agrarian studies centers) and Erasmus + (finances exchange programmes to applicants in Uzbekistan).

The World Bank Group and the Global Partnership for Education were involved at all levels of education by, respectively, financing analytical work and lending, and financing education and analytical work⁴. Another source refers to a partnership with GPE-allocated fund, managed by the World Bank through the “Improving Pre-Primary and General Secondary Education Project”. There is no information as to whether this is the same program or two parallel initiatives⁵.

In 2017, three centers for adult training were established in partnership with the Korea International Cooperation Agency⁶.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	YES	Earliest tracking at the age of 15 Earliest tracking of learners is conducted at the age of 5 (for children with special needs who never attended preschool educational institutions) or 7. A decision about a particular

³ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.16

⁴ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.17-18

⁵ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*. Pg.1

⁶ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.12

		learning pathway ⁷ is made based on a Protocol of psychological-medical-pedagogical commission which includes specific recommendations
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	Half-day groups for children attending preschool, including for the compulsory year at age 5/6 ⁸ Some General Secondary Education Schools (about ⅓) utilize this system, mostly in vulnerable regions with lower access to education ⁹ .
Grade retention	Yes	"In the middle of the school year, these six-year-olds are given a test. Those who fail are sent home and can enroll only the following year, when they are seven. Despite close to 100% enrollment, for a variety of reasons, some 178,000 Uzbek children were not regularly attending a primary school in the early 2010s, which accounted for half the children outside the school system across the whole of Central Asia" ¹⁰ .
Multiple languages of instruction	NO	Although the majority of students learn in Uzbek language (82.5% in GSE schools), instruction is also available in Russian (7.6%), Kazakh(3.5%), Karakalpak (3.3%), Tajik (2.2%), Kyrgyz (0.5%) and Turkmen (0.4%) ¹¹ . No evidences that this specific feature of the compulsory education system impacts on inclusion at the policy level was found
Policies on access to compulsory education in local schools	Yes	Children who are found to have a disability are placed in the <i>most appropriate setting</i> by a medical commission who does not have the technical capacity to make education-related determinations ¹² .

⁷ Order N 256 of Cabinet of Ministries of Uzbekistan (13.09.2011 r.) on Approval of Charters of Special Schools for Children with Deviations in Physical and Psychic Development. Retrieved from https://www.norma.uz/pensii_posobiya_socialnaya_zashchita/ob_utverzhenii_normativno-pravovyh_aktov_o_gosudarstvennyh_spezializirovannyh_obrazovatelnyh_uchrejdeniyah_dlya_detey_s_ogranichennymi_vozmojnostyami

⁸ The latter was implemented by the "Program for Further Improvement of the Preschool Education System from 2017 through 2021", while for younger children half-day in preschool was introduced in 2013. *Ibid*, pg.10, 20

⁹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.58; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.24,41

¹⁰ <https://voicesoncentralasia.org/increasing-the-effectiveness-of-education-assistance-in-uzbekistan/>

¹¹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.33

¹² United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished*. Tashkent, UZB.

National exams as access to higher education	Yes	Exams for most subjects take place over the course of 2 weeks in August, use multiple-choice format and use electronic scanning so exam scores are immediately available. Admission decisions are reported within one-month ¹³ .
(others ...)	Yes	Specific legislation regarding students with disabilities who prevents them from enrolling/attending and/or graduating from secondary education (see below)

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

According to the legislation, there are only 2 groups of children identified as vulnerable to exclusion.

1) Children and youth with disabilities

In Uzbekistan, children and youth with disabilities are often not allowed to enrol in mainstream schools. “ The legislative framework indicates, «if the health of disabled children excludes the possibility of their stay in preschool institutions, pre-school education for disabled children is carried out in specialized educational institutions, including boarding homes”. It also states that «specialized educational institutions are created for training, education and treatment of children and adolescents with disabilities in physical or mental development, as well as those who need long-term treatment». Thus, none of the legal norms and regulations currently in place takes into consideration the obligation of the State to provide education in inclusive settings.

However, a national curriculum for preschool education called *Ilk Kadam* (First Step) (approved in 2018 by the Ministry of Preschool Education, order # 4)¹⁴ includes a mandatory provision of inclusive education for children of preschool age. On the contrary, if children fail to fulfill the pre-existing conditions of mainstream education, they often enter further segregated settings. Lastly, despite indicating that residents in a *murruvat* should access a range of services, including education, legislation also states “for groups of children who are not eligible for education a job place for an educator is not being established.” This denies child residents of *murruvats* the basic education that would contribute to the full development of their potential, which stands in direct violation of Article 24 – Right to Inclusive Education”¹⁵.

- 2) Children from **low income families** and children **without parental care** are also considered as vulnerable children, with specific legislation provisions on educational aid¹⁶.

¹³ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.13, 25

¹⁴ <https://www.podrobno.uz/cat/obchestvo/detsady-perekhodyat-na-novu/>

¹⁵ United Nations Uzbekistan. (2019). *Situation analysis on children and adults with disabilities Uzbekistan - brief report*. Tashkent, UZB.

¹⁶ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 54

However, there are other groups of children, identified by others, also at risk of exclusion:

3) **Girls and Women:** UNICEF and UNESCO

“As the average child-bearing age has fallen, a growing number of women have dropped out of the school and university system. Since the 2000s, more than one-quarter of women have left school at age 15 or 16, while in tertiary education women represent only 39% of students. This gender discrimination is fed by social poverty. In increasing numbers of poorer households, parents give priority to educating their boys, whom they consider better long-term investments, at the expense of their girls, who are pressured to live as stay-at-home mothers dependent on the families of their future husbands”¹⁷.

4) **Children from migrant families:** UNICEF & Academia

Research conducted by Abdulloev et al.¹⁸ indicates that the share of Uzbek migrants (ages 25 to 39 years old) is 21.24% as compared to the country population. They found that while general education completion rates might be high, many young adults choose to not continue schooling, but rather prefer to migrate to the Russian Federation where skilled

labour is well paid in comparison to Uzbekistan labour wages, which might impact the countries’ ability to retain human capital.

Migrant households have reported¹⁹ systemic barriers in accessing pre-school education such as: lack of availability, the high cost of private kindergartens, and the cost of compulsory vaccination required for enrolment. While most migrant children attend compulsory education, more than half of those surveyed reported that the cost of education is covered by remittances from migrant relatives. The relatives of children left behind due to the migration report good educational performance. The same study reported that migrant children did not run higher risk of dropping out than other children.

Finally, the same study indicated that “about 3 per cent of all caregivers in the survey think children can be placed to childcare institutions until parents return; this concerns children with disabilities and chronic diseases” an assumption also shared by other countries in the region.

There is a fifth group of children who might be worth exploring: **children whose mother tongue is not Uzbek (or Russian)**. In Uzbekistan there are schools that provide education in 7 different languages, although upper secondary and tertiary are all taught in Uzbek and Russian. Certainly this division between mother tongue schools also contributes to inclusion obstacles.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

¹⁷ <https://voicesoncentralasia.org/increasing-the-effectiveness-of-education-assistance-in-uzbekistan/>

¹⁸ Abdulloev et al. *IZA Journal of Development and Migration* (2020) 11:4. <https://doi.org/10.2478/izajodm-2020-0004>

¹⁹ UNICEF (2019) Study Report on effects of migration on children of Uzbekistan. Tashkent, UZ.

The Constitution of Uzbekistan states that everyone shall have the right to education, including free secondary education. With the Law on Education of 1997, secondary education was made compulsory²⁰. In the same year, Uzbekistan ratified the Convention against Discrimination in Education, which aims to “combat discrimination, cultural or religious assimilation, or racial segregation in education and promoting the right to education in minority languages”²¹;

The 2008 Law on the Guarantees of the Right of the Child guarantees that the right to free general secondary education is extended to children with disabilities, and stipulated that secondary specialised professional education should also be provided for free. In addition, it makes it the State’s responsibility to guarantee the education of socially vulnerable children. Parents of children with disabilities are (in theory) given the right to choose between regular or specialized educational institutions (with specially developed educational programmes)²²

In 2009, the GoU ratified the UN Convention on the Rights of Persons with Disabilities and created the “National Concept of Inclusive Education” [pending parliament approval], which highlights the need to provide quality education to all children irrespective of their social, physical, and intellectual conditions and capabilities²³.

Since 2007, A foundation of support to social initiatives (FSSI) implements a project called Inclusive education in Uzbekistan. The main project goal is to create equal opportunities for education of children and teenagers with limited health conditions. The Project is aimed to promote a model of continuous inclusive education in Uzbekistan through gradual implementation at the levels of primary, secondary, vocational and higher education, as well as creating conditions for ensuring quality of inclusive education. Within a framework of this project a concept called a National Model of Inclusive Education. In accordance with this, inclusive education has started to be implemented at the levels of preschool and school education through creating mixed groups and classes on the basis of pilot preschools and schools in the following cities: Termez, Karshi, Navoyi, Samarkand, Jizak, Gulistan, Tashkent, Andijan, Fergana, Kokand, Urgench and Nukus. A peculiarity of the national model of inclusive education is that it is created taking into account both national and international experience. According to FSSI data, at the moment more than 600 children are covered by inclusive education in the pilot preschool and schools²⁴.

Uzbekistan’s Education Sector Plan for 2013–2017 included some support to the inclusion of children with special needs in mainstream education, through: the improvement of education infrastructure to accommodate students with different needs; the capacitation of teachers and school administrators to identify and respond to diverse

²⁰ Ekspert Fikri Konsalting” Center for Social and Marketing Research, 2017, RFP / 010/17 Project Study of the Status of Persons with Disabilities in Uzbekistan, Pages 4, 25 and 26 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the provision on general secondary education" of March 15, 2017, No. 140. in UNICEF & UNDP (2018) Situation Analysis of children and adults with disabilities in Uzbekistan; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.10

²¹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.15

²² GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*.

²³ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.44

²⁴ Inclusive Education in Uzbekistan by S.S. Meliyeva. Retrieved from <file:///C:/Users/acer/Downloads/inklyuzivnoe-obrazovanie-v-uzbekistane.pdf>

needs of learners; the development of a dedicated monitoring and evaluation strategy for special needs education; and awareness raising on the benefits of inclusive education²⁵. These efforts are mirrored in the 2019-2023 Education Sector Plan, currently in place, that is described in the appropriate sections below. Note: While the support was envisioned in the ESP, the Situation Analysis did not find any evidence to the effect of their implementation; thus, their permanence in the 2019-2023 ESP.

Within the EU funded project called Inclusive Education for children with special needs in Uzbekistan a Long-term national strategy on inclusive education and Plan of Actions for 2016-2018 submitted to relevant ministries. A legislative basis for development of inclusive education in country has been created.

According to interview with Ms. Stefaniya Alishauskiyene, manager of EU 2-year long funded project on inclusive education which started in 2014 and is implemented in partnership with the Ministry of Public Education in Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya oblasts (a main beneficiary of the Project is Republican Center for Social Adaptation of children. As a result, 907 children with special needs were included in 27 pilot preschools and 27 pilot schools. 1350 members of psychological-medical-pedagogical commissions (PMPCs) were trained to provide inclusive educational services; 3 training modules on professional development of teachers on inclusive education were developed and approved; 5 pilot Resource Centers were established which provided services to 2,000 children with special needs and their families, as well as experts involved in development and application of inclusive teaching practices.

Methodological guidelines for PMPCs on identification of a child status and his/her learning path were developed; national strategy on inclusive education was developed and based on this strategy a further improvement of national legislation and policy and practices of inclusive education will be continued²⁶.

In 2018, the Cabinet of Ministers Resolution No. 417 approved the procedure for admitting students with disabilities in the state grant quotas set for admission in Higher Education Institutions²⁷.

According to the Concept of Development of Public Education in Uzbekistan approved by the order № УП-5712 of President of Uzbekistan in 2019²⁸, there are specific goals stated (Chapter 3) with regards to inclusive education such as:

- Creating a system of inclusive education for children with limited opportunities, making schools physically accessible and supplying schools with specialists (pedagogues-dialectologists and other specialists);
- Conducting a public awareness campaign among population on rights of children with limited opportunities for getting education, as well as a meaning and content of inclusive education in general;

²⁵ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.44-45

²⁶ <https://nuz.uz/obschestvo/16523-inklyuzivnoe-obrazovanie-v-uzbekistane-nabiraet-novye-oboroty.html>

²⁷ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.14; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.18

²⁸ A Concept of Development of Public Education in Uzbekistan by 2030. Retrieved from <https://lex.uz/docs/4312783>

- Identification of actions aimed to ensure rights of every child with limited opportunities for getting inclusive education...

In a Road Map being an Annex to the Concept one of actions related to inclusive education is stated the following way: Improvement of mechanism of enforcement of rights for getting inclusive education by children with limited opportunities through gradual multiphase creation of conditions necessary for educating children with disabilities in general educational institutions (a deadline –December 1, 2019).

Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

According to Article 41 of the Constitution of the Republic of Uzbekistan, everyone shall have the right to education. The state shall guarantee free secondary education. Schooling shall be under state supervision. The Law on Education (1997) assures free and compulsory secondary education. In addition, according to the Regulation on General Secondary Education, children are accepted in the 1st form of the general educational institution regardless of the degree of their preparedness and without competition²⁹.

There are no other supporting documents related to inclusive education. Furthermore, when inclusive education is mentioned, it usually describes a system of special education support to some students with disabilities³⁰.

A Concept of Development of Public Education in Uzbekistan approved by the order № УП-5712 of President of Uzbekistan in 2019³¹ lists inclusive education among its main goals: "Creating a system of inclusive education for children with limited opportunities..." in general educational institutions.

Education Law is under discussion at the Parliament³², and its adoption is planned for November 10, 2020. The further references to the Education Law are made based on a review of a draft version shared by one of education officers in Uzbekistan.

According to the Draft Education Law (Article 9), children with physical and mental disabilities, as well as children needed a long term medical treatment, get educated in special educational institutions, general education institutions in inclusive education format or individually in a home-based schooling.

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	The Law of Republic of Uzbekistan on guarantees of child rights	Uzbekistan has ratified the UNCRC in 1994 ³⁴

²⁹ Ekspert Fikri Konsalting" Center for Social and Marketing Research, 2017, RFP / 010/17 Project Study of the Status of Persons with Disabilities in Uzbekistan, Pages 4, 25 and 26 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the provision on general secondary education" of March 15, 2017, No. 140. in United Nations Uzbekistan (n.d.) *Situation Analysis of children and adults with disabilities in Uzbekistan* - unpublished; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.10

³⁰ United Nations Uzbekistan (n.d.). *Situation Analysis of children and adults with disabilities in Uzbekistan* -unpublished

³¹ A Concept of Development of Public Education in Uzbekistan by 2030. Retrieved from <https://lex.uz/docs/4312783>

³² <https://kun.uz/ru/news/2020/05/19/prinyat-proyekt-zakona-ob-obrazovanii-v-novoy-redaksii-po-mneniyu-deputatov-on-isklyuchit-diskriminatsiyu-detey>

³⁴ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.15

	Adopted on Nov 23, 2007 ³³	
Convention against Discrimination in Education	none	Uzbekistan ratified it in 1997
Disability (UNCPRD)	<p>1. "National Concept of Inclusive Education"³⁵</p> <p>A Concept of Development of Public Education in Uzbekistan approved by the order № УП-5712 of President of Uzbekistan in 2019 ³⁶</p>	<p>1. Law number/ identification not available.</p> <p>2. Uzbekistan signed the UNCPRD in 2009 but has not ratified³⁷</p> <p>With the purpose of creating necessary legislative basis, on Dec 1, 2017 President signed an order № 5270 «On measures for deep improvement of a state system of support of persons with disabilities». According to the order, a relevant law must be developed³⁸.</p>
Gender (Convention on discrimination against women CEDAW)	<p>The Law of Republic of Uzbekistan on guarantees and of equal rights and opportunities for women and men</p> <p>Adopted by Parliament on August 17, 2019³⁹</p>	Signed in 1995
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	None/not found	

³³ <https://lex.uz/docs/1297318>

³⁵ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.15

³⁶ A Concept of Development of Public Education in Uzbekistan by 2030. Retrieved from <https://lex.uz/docs/4312783>

³⁷ <http://www.un.uz/eng/news/display/361>

³⁸ <http://parliament.gov.uz/ru/events/committee/31389/>

³⁹ <https://lex.uz/ru/docs/4494873>

Transforming our world - The 2030 Agenda for Sustainable Development	National Action Strategy on Five Priority Development Areas 2017-2021 (approved by Uzbekistan's Development Strategy 2017-2021).	Uzbekistan is a signatory party since September 2015 ⁴⁰
Other (e.g. Rights of indigenous people)		
...		

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Law of the Republic of Uzbekistan "On Education"	1997 Revised 2007 New Law drafted and waits for its adoption	Assures free and compulsory secondary education which has resulted in high enrolments at secondary school levels.
The Law on State Language	1989 revised 1995	"the Republic of Uzbekistan ensures, within its territory, the provision of secondary education in the state language as well as in Russian, Karakalpak, Tajik, Kazakh, Kyrgyz, Turkmen and also languages of other ethnicities who live in areas of compact settlement within a certain territory". The new Edition of the Law on State Language (revised in 1995) establishes that: "Persons living in Uzbekistan have the right to choose the language of instruction. The Republic of Uzbekistan ensures provision of general, professional, secondary specialised and higher education in the state language and also other languages of instruction."
The Law on Guarantees of Child Rights	2007	The aim of this Law is regulation of guarantees of child rights. If the national Law's provisions contradict

⁴⁰ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.10-11, 13

		international ones, the international provisions are considered as a priority
<u>National Programme on Personnel Training (NPPT)</u>	1997 amended 2018	“corresponds to provisions of the Law of the Republic of Uzbekistan "About education", is developed on the basis of the analysis of national experience, proceeding from world achievements in education system and is oriented to forming of new generation of personnel with high general and professional culture, creative and social activity, ability to be guided independently in social and political life, capable to put and solve problems on perspective. The program provides realization of national model of training, creation of social and economic, legal, psychology and pedagogical and other conditions for forming of comprehensively developed personality, adaptations to life in the modern changing society, the conscious choice and the subsequent development of educational and professional programs, education of the citizens understanding the social responsibility, the state and family”.
National School Education Development Programme	2004-2009 Approved by President I. Karimov on May 21, 2004, order # № УП-3431	...To approve main principles and target tasks of the State Program aimed to radically improve school education system, develop infrastructure and education standards based on meeting the highest modern requirements; creating equal conditions for education of children regardless of geographical place of residence, based on gradual and multiphase elimination of differences in infrastructure and equipment of urban and rural schools; ...improvement of education standards and curricula implemented in school education... ⁴¹

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

⁴¹ <https://lex.uz/ru/docs/214647>

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Uzbekistan ESP 2013-2017	Enacted	“Included a strategic direction to support the inclusion of children with special needs in mainstream education”, relating to infrastructure, teacher/school administrators capacity in identification and response to diverse needs, development of a dedicated monitoring and evaluation strategy and awareness-raising ⁴² .
Uzbekistan ESP 2019-2023	Being implemented	Strategic Area 2:“equitable access and participation in education is ensured by providing physically and socially safe, inclusive and conducive learning environments for children/youth” ⁴³
Law in Education (2018)	Pending	“Will give a more prominent focus on the situation of children with SEN, also guaranteeing a right for children to be educated at home should they not be able to attend regular or specialised schools (...)Children with physical or mental impediments have the right to education and upbringing in educational institutions according to specially developed educational programmes and in line with their physical and mental abilities and wishes. Based on the interests of the child and the recommendations of the medical commission, parents of children with physical or mental impediments have the right to choose between a regular or specialised educational institution.” ⁴⁴
National Concept of Inclusive Education		There are references to the document in mass media. For example, according to one of sources, on April 15, 2009 a presentation of a Concept of Development of Inclusive Education in Uzbekistan was conducted in Tashkent. The Ministry of Public

⁴² World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.44

⁴³ GoU (n.d) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 77

⁴⁴ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.52

		<p>Education rep informed that this document will become of a key importance in the process of implementation of inclusive education in country.</p> <p>"A transition to this type of education will be done gradually and through several phases taking into account psycho-physical needs of children with special needs. A special attention will be paid to improvement of quality of professional preparedness of staff, as well as stimulation of their labor. The rep stressed the fact that a number of children with disabilities in special schools, special boarding schools and home schooling has been constantly decreasing due to their integration to general schools and development of inclusive education in Uzbekistan⁴⁵</p>
<p>A Concept of Development of Public Education in Uzbekistan</p>	<p>Approved by the order № УП-5712 of President of Uzbekistan in 2019 ⁴⁶</p>	<p>One of the strategic directions (D) is aimed to improve quality of educational services provided to children with limited opportunities:</p> <ul style="list-style-type: none"> -Development and approval of standards of general school buildings where children with limited opportunities are educated; - implementation of actions for supplying general schools where children with limited opportunities are educated with necessary literature, methodological guidebooks, equipment and supplies necessary for educating to various professions; -Creating a system of inclusive education for children with limited opportunities, making schools physically accessible and supplying schools with specialists (pedagogues-dialectologists and other specialists);

⁴⁵ <https://regnum.ru/news/society/1151353.html>

⁴⁶ A Concept of Development of Public Education in Uzbekistan by 2030. Retrieved from <https://lex.uz/docs/4312783>

		<p>-Conducting a public awareness campaign among population on rights of children with limited opportunities for getting education, as well as a meaning and content of inclusive education in general;</p> <p>-Identification of actions aimed to ensure rights of every child with limited opportunities for getting inclusive education</p> <p>-a wide implementation of alternative forms of care for children deprived from parenting care;</p> <p>-optimization of special boarding schools considering physical and cognitive needs of learners, as well as geographical location of general educational institutions;</p> <p>-gradual supplying of special boarding schools with special equipment for adaptation and integration of children with limited opportunities;</p> <p>-identification of actions aimed to fulfillment of rights of every child with limited opportunities for getting inclusive education”</p>
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1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
Cabinet of Ministers Resolution N417	02.06.2018 (status not available)	Procedure for acceptance of persons with disability in the highest educational institutions on training in additional quotas on the basis of the state grant ⁴⁷
UP 5270	01.12.2017 (status not available)	On measures for fundamental enhancement of public support system of people with disabilities ⁴⁸

⁴⁷ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.18

⁴⁸ Referred as being an Education related document in GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.18

Law "On guarantees of the child's right", article 27	N.A.	On the provision of education and care to orphans and children without parental care.
Regulation "On the procedures of paying fees to pre-schools and boarding schools"	2018 (status not available)	Up to 80,000 children of low-income families (15% of the total cohort) are exempted from parent's fees for Preschools.

1.5 Is there a definition of inclusion in education?

No No information available **Yes**

If yes, please provide the definition and give the official source:

If no, please give further information:

While there is no definition of inclusion in education in the current law, the new Education Law waiting for Parliament approval includes in the Main Definitions (Article 3): "inclusive education - the process of development of general education, which provides for an equal treatment of all children and excludes any discrimination of children". However, the same document includes Article 52 (see below), titled Inclusive Education, which further defines Inclusive Education.

1.6 Is there a definition of vulnerable groups?

No No information available **Yes**

If yes, please provide the definition and give the official source:

If no, please give further information:

There is a definition of vulnerable groups in the Law on Guarantees of Child Rights (see below). Also, the new Education Law envisions specific education regulations for two types of students:

- a) **"Article 52. Training for persons with mental and physical disabilities. Inclusive education:** The state provides free pre-school, general secondary and specialized secondary, out-of-school and vocational education for people with mental and physical disabilities. To educate and treat children with mental and physical disabilities, as well as those requiring long-term treatment, specialized educational institutions are being created. The referral of children to these educational institutions and deductions from them is made at the conclusion of the psychological, medical and pedagogical commission with the consent of the parents (legal representatives). Students of specialized state educational institutions are fully or partially supported by the state. In the case of creating the necessary conditions in educational organizations for children with mild mental and physical disabilities, education is organized in inclusive conditions. The procedure for

organizing education in inclusive conditions, in homes on an individual basis, in stationary conditions in medical institutions is established in accordance with the law.

b) **Article 53. Training of persons in need of social assistance and rehabilitation** For children and adolescents in need of special conditions of education and training, specialized educational institutions are being created to provide their education, training and social rehabilitation. For persons held in institutions for the execution of sentences of imprisonment, conditions are created for education and self-education in the manner prescribed by law.

c) **The Law on Guarantees of Child Rights**⁴⁹ in its main definitions (Article 3) define socially disadvantaged children as follow:

Socially disadvantaged children — are those children who are in a difficult life situation due to circumstances and need for special protection and support of the government and society including those children who:

1. Are invalids (usually this means a level of disability recognised by the state as eligible for allowances-UM);
2. Have Physical and/or mental disabilities;
3. Are Orphans;
4. Deprived from parental care;
5. Taken care in specialised children’s institutions;
6. homeless;
7. are from low income familiesиз малообеспеченных семей;
8. prosecuted and staying in penal institutions;
9. exploitation and violence victims, victims of armed conflicts and natural disasters

1.7 Is there a definition of special educational needs?

No No information available **X YES**

If yes, please provide the definition and give the official source:

The new Education Law waiting for Parliament approval also includes “**general secondary and secondary special education** - a type of continuing education aimed at mastering the general educational program, the necessary knowledge, skills and abilities for social life” implicitly maintaining the distinction between two pathways, one for children with disabilities and one for children without disabilities, and effectively violating Article 24 of the CRPD.

However, this could be interpreted slightly different. According to the Draft Education Law (Article 9), children with physical and mental disabilities, as well as children needed a long term medical treatment, are educated in special educational institutions, general education institutions in inclusive education

⁴⁹ <https://lex.uz/docs/1297318>

format or individually in a home-based schooling. So, in general the Law does not define two different pathways, but rather provide three alternative pathways.

If no, please give further information:

1.8 Please provide information on any future developments planned for inclusion in education.

According to the new Education Law waiting for Parliamentary approval, **Article 9. General secondary and specialized secondary education**, the future Uzbek education system will continue to operate as a segregated education system: “General secondary and specialized secondary education is carried out in general secondary educational institutions, including specialized schools, specialized boarding schools for sports, art and culture, boarding schools of the Olympic reserve, academic lyceums and gymnasiums continuously, for 11 years” and “General secondary and specialized secondary education in non-governmental educational organizations are carried out on a paid contract basis”.

In addition, “Children with mental and physical disabilities, as well as children requiring long-term treatment, receive education in specialized educational organizations, general secondary educational organizations in an inclusive form or individually at home” which is a continuation of the existing segregated system with regards to education provisions for children with disabilities. The new Education Law also envisions the continuation of the existing method of access to education (Article 33) which constitutes a violation of the CRC and CRPD: “Children with mental and physical disabilities are accepted for study with the consent of their parents (legal representatives) and the conclusion of medical-psychological-pedagogical commissions.”

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

- a) The last communication related to the Convention on the Rights of the Child was filed by the Committee in 2013, the Concluding observations on the combined third and fourth periodic reports of Uzbekistan, adopted by the Committee at its sixty-third session. In it, the Committee expresses concern for the “Lack of a legislative definition of inclusive education and the resulting inadequacy of measures to ensure that children with disabilities are provided with inclusive education in the best interests of the child”.
- b) The 2015 Concluding observations on the fifth periodic report of Uzbekistan - Committee on the Elimination of Discrimination against Women applauded Uzbekistan’s efforts in reaching gender parity in primary and secondary educations but alerted to the continued underrepresentation of girls in STEM, the continued use of stereotypical depiction of girls and women in curriculum and textbook, but is concerned that women and girls continue to choose “traditionally female-dominated fields of education and career paths, such as health, education and the service industries”.

c) The 2019 Sixth periodic report submitted by Uzbekistan under article 18 of the Convention to the Committee on the Elimination of Discrimination against Women, indicates the continued trend without addressing the COmmittee's concern: "Women in Uzbekistan are widely represented in such public sectors of the labour market as education, health and social services, culture and art, the hotel business and public catering. They account for 76.6 per cent of all employment in health, social security and sports, and 75.6 per cent in education, culture, arts and science. In agriculture, forestry and fisheries, women account for 44.3 per cent of workers".

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country

According to The World Bank Group (2018)⁵⁰, challenges include unclear legislation regarding ways to include children with special or diverse educational needs in mainstream education and the predominance of a medical approach in both legislation and policy discourse, as well as weak cross-sectoral collaboration between line ministries.

However, challenges are multiple, starting with a medical-construct of disability, a use of the concept of inclusion in it's more restrictive way⁵¹, a lack of attention given to vulnerable populations in general, a weak professional cadre in health, education and social protection, and an antiquated (old Soviet style) view of what education is for.

⁵⁰ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.46

⁵¹ <http://www.inclusive-education.uz/en/>

Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

No No information available Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	YES	<p>A Road Map for Implementation of the National Concept on Development of Public Education directly refer to some relevant ministries as responsible for its implementation as for instance, Ministry of Higher and Vocational Education, Ministry of Economics and Industry, Ministry of Public Education, Ministry of Finances⁵²</p> <p>Also, formally, several laws/regulations are served as a basis for cooperation between ministries on issues related to inclusive education:</p> <p>The Law on social protection of people with disabilities⁵³, the Law on Preschool Education⁵⁴, Order of President on Strengthening Social Protection of Orphan Children and children who were deprived from parental care (№ 3931 on 05.09.2018 r.)⁵⁵, Order of President on Measures for implementation of new management principles in the system of public education, Order of President on Organization of Activities of Economic Development Ministry and Decreasing Poverty and other ministries (№ 4653 on 26.03.2020)⁵⁶, Order of President on Organization of activities of the State Inspection on education quality supervision (№ 515 on 18.07.2017)⁵⁷, Order of President on Approval of the State</p>

⁵² <https://lex.uz/docs/4312783>

⁵³ <https://lex.uz/docs/140860>

⁵⁴ <https://lex.uz/ru/docs/4646931>

⁵⁵ <https://lex.uz/docs/4199123>

⁵⁶ <https://lex.uz/docs/4778519>

⁵⁷ https://lex.uz/pages/forpda.aspx?lact_id=3273612

	<p>Concept on Education Development in Uzbekistan by 2030) (# 5712 on 29.04.2019)⁵⁸, Draft Law on Education which was approved by the Parliament Senate on Aug 7, 2020.</p> <p><u>Cabinet of Ministries</u> defines a unified state policy in the field of education and coordinates cooperation between state bodies and civil society organizations in the field of educationКабинет</p> <p><u>State inspection of the education quality</u> implements state policy on quality</p> <p><u>Ministry of Economic Development and poverty reduction</u> in cooperation with other state bodies develops and implements human capital development programs.</p> <p><u>Ministry of Public Education</u> ensures the development and implementation of state policy on secondary and out of school education, strengthening effectiveness of social guarantees to children with special needs, and those who need for medical treatment, creation of environment conducive for their education (including inclusive education), improvement of activities of special schools.</p> <p>....</p> <p><u>Local authorities (hokimiyats) ensure that activities of educational organizations meet the needs of local social and economic development</u> within their mandate define the amount of financing for public educational institutions, cooperate with civil society organizations, self-governance bodies of population.</p> <p><u>Republican centers for social adaptation of children:</u> provide comprehensive medical, social, psychological, pedagogical, legal and advising assistance to socially disadvantageous children (children with disabilities,</p>
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⁵⁸ <https://regulation.gov.uz/ru/document/1746>

		<p>children deprived from parental care, children under a risk of criminal)</p> <p>Mechanism: all relevant state bodies participate in the development of legal/regulatory documents, and the final doc must be approved by all relevant bodies, including the Ministry of Justice, and after that the doc is sent to the Cabinet of Ministries.</p> <p>Inclusive education is directly promoted through the Law on preschool education, state concept on education development by 2030, order of President on introducing new management principles in public education, and The order of Cabinet of Ministries on Approval of new regulations for special institutions for children with disabilities.</p>
Identification of needs / referral for services	YES	Based on data obtained from the Ministry of Health, Ministry of Public Education and Ministry of Preschool Education create a list of suggestions on creation of special educational institutions with the indication of needs for educational services. No formal data on a number of created educational institutions, but the legislation allows to do this. The Ministry of Health assist special educational institutions with staffing with health workers and involving qualified specialists for advising, consultancy and introducing modern treatment methods (PKM № 256 on 13.09.2011, PKM № 146 on 19.02.2019)
Data sharing	YES	According to legislation, the Ministry of Public Education, the Ministry of Preschool Education and the Ministry of Health have a right for data exchange and sharing. However, no formal evidences were found.
Monitoring and evaluation	YES	According to legislation, the State Inspection on education quality assurance/supervision, the Min of Public Edu, the Min of Preschool Edu, the Ministry of Higher and Vocational Edu, the Ministry of Health and their local branches do monitoring of educational system. Each of these state bodies has own

		statistics. Open data on statistics on inclusive education was not found (PP RUz № 515 on 18.07.2017)
Quality assurance and accountability	YES	The State Inspection on quality assurance in education is responsible for the implementation of state policy in the field of education quality control and is reporting to the Cabinet of Ministries. In all Higher Ed institutions edu quality control departments were established, and their heads are appointed and dismissed based on the agreement with the State inspection. (PP RUz № 515 on 18.07.2017)
(others ...)		

If no, please give further information:

The 2019-2023 ESP General Secondary Education Activity 6.6 aims at the “development of a Coordination strategy for MOPE to work with other Ministries (Ministry of Health, Ministry of Justice, etc.)”, although no information on application has been found⁵⁹.

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

No No information available **X Yes**

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	YES	An order of President of Uzbekistan on approval of the Concept on Development of Public Education (2019) directly refers to the following: Vice-Prime Minister is a responsible person for the implementation of the Concept and its annual Road maps. This personal responsibility also includes the effective organization of activities and collaboration of responsible ministries and other Gov bodies. In addition, A Head of Cabinet of Ministries of Karakalpakstan and hokims (heads) of local administrative units (oblasts) are responsible for timely and quality

⁵⁹ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.109

		<p>implementation of all actions planned within the Concept and its Road Maps⁶⁰</p> <p>As it was noted above, Both central and local state bodies and authorities participate in the development, implementation and coordination of inclusive education policy. Each of them, within their mandate, have own responsibilities on that. For example, local authorities give proposals and are directly responsible for the policy implementation</p>
Identification of needs / referral for services	YES	<p>Ministry of Public Education, the Ministry of Preschool Education, the Ministry of Health and their local branches identify children with special needs (diagnosis, a number of children with similar diagnosis, a list of needed medical equipment, a number of teachers with the indication of their qualification level).</p> <p>Based on this data, they make a proposal to the Cabinet of Ministries about needs (for example, a need for special schools) in each region. Local authorities (hokimiyats) give suggestions on buildings or land spots (including infrastructure available) which can be allocated for this purpose. Hokimiyats and local self-governance committees (mahalla committees) also can be involved in the collection of data on social status of families having children with special needs (PKM № 256 on 13.09.2011, PKM № 146 on 19.02.2019)</p>
Data sharing	YES	<p>Based on legislation, the Min of Public Edu, the Ministry of Preschool Edu and the Ministry of Health and their local branches share data. This data may include the following:</p> <ul style="list-style-type: none"> # of special educational institutions; # of children with special needs enrolled to those institutions with the indication of diagnosis; # total of children with special needs living in the area with the indication of diagnosis;

⁶⁰ <https://lex.uz/docs/4312783>

		Data on facilities/equipment/infrastructure of special educational institutions; Data on teachers with the indication of their education level (higher vs/ vocational). Together with the state bodies, mahalla coms also participate in sharing information. (PKM № 256 on 13.09.2011, PKM № 146 on 19.02.2019)
Monitoring and evaluation	YES	According to legislation, local branches of state bodies (min of Public Edu, etc) conduct monitoring of education quality under the guidance of the State Inspection. (PP RUz № 515 on 18.07.2017)
Quality assurance and accountability	YES	The State Inspection of education quality assurance is the main responsible body which reports to the Cabinet of Ministries directly. Quality assurance departments at the level of Higher Ed institutions do the monitoring and report to university rector and state inspection head (PP № 515 on 18.07.2017). Ministries of Public and Preschool Education (and their local branches) are also responsible for quality assurance in the relevant educational institutions (PKM № 256 on 13.09.2011, PKM № 146 on 19.02.2019)
(others ...)		

If no, please give further information:

2.3 Are non-governmental organisations and/or associations involved in governance processes?

No No information available **X Yes**

If yes, please the describe their involvement:

UN organizations are supporting the Government of Uzbekistan in the development of a monitoring and evaluation framework for General Secondary Education and of the Education Sector Plan for 2018-2022⁶¹.

If no, please give further information:

⁶¹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.16

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

No No information available **Yes (partially)**

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	No	
School inspection	No	
Other quality assurance processes (e.g. standards for teaching, support services etc)	NO	
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	YES	An Order of President of Uzbekistan on approval of a Concept on Development of Public Education (2019) directly refers to such a mechanism: “ to ensure on-going monitoring of implementation of the Road Map with quarterly reporting of results to the Cabinet of Ministries» ⁶² According to the Concept, by 2030 introducing ICT system base in all schools is planned. This system will ensure using e-attendance journals, e-summative examination results, distance monitoring of attendance, time when a student entered and left the school, e-noted of teachers to parents, etc. (UP № 5712 on 29.04.2019)
(others ...)		

If no, please give further information:

A National Quality Education Conceptual Framework has been proposed and integrates concerns with “the issue of Inclusion, including education for learners with special educational needs (SEN)”⁶³. However, no more information is provided.

The 2019-2023 ESPN is expected to put new emphasis on identifying out of school children, to determine the scope of the problem⁶⁴, but no information is yet available.

⁶² <https://lex.uz/docs/4312783>

⁶³ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 78

⁶⁴ GoU (n.d.) *Education Sector plan (ESP) of Uzbekistan 2019-2023*, pg. 78

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
Public education budget	Is provided by the government, and divided into Local, Central/Republican and State budgets. Local governments estimate a budget (based on local revenues and projected expenditures) for a given school year (around July-August) and submit it to local branches of the Ministry of Finance, which consolidates it and presents it to the Cabinet of Ministers for approval. Final budget approval is disclosed in November-December. Most child-focused expenditures are financed from local budgets ⁶⁵ .
Per-capita funding on Higher Education	Public funding to higher education institutions on the basis of students enrolled under the state grant quota ⁶⁶
Public/Private funding for vocational colleges	In addition to receiving public funding, vocational colleges can generate revenue by renting facilities, providing adult training, and selling goods and services produced in workshops of facilities ⁶⁷ .
Local inputs for school funding	Local authorities within a framework of their responsibilities define an amount of funding and incentives for public schools

2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

No No information available **X Yes**

If yes, please describe the flexibility:

The Ministry of Public Education of Uzbekistan has issued on Dec 26, 2018 an order “On approval of the Model Regulations on the Supervisory Board of a secondary educational institution” (registered by the Ministry of Justice on Jan 11, 2019, #3118)⁶⁸.

The document provides a regulatory basis for the organization of supervisory boards at secondary schools of Uzbekistan. Members of the Supervisory Board approve the goals and objectives of the educational institution and

⁶⁵ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 61

⁶⁶ Joint Degree of the Ministry of Finance (No.67) and the MHSSE (No. 329) of August 20, 2010, as cited by World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg. 13

⁶⁷ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg. 23

⁶⁸ <https://uzedu.uz/ru/yangilik50-7>

plans to achieve them, as well as monitor the implementation of the plan to achieve the set goals. The main goals and objectives of the Supervisory Board are to determine the development priorities of the educational institution. The Board periodically hears a report from the head of the educational institution on improving the efficiency of the educational institution, its financial and economic condition, income and expenses, on the use of budgetary, extra-budgetary, sponsorship funds, etc. The Supervisory Board reviews and approves the annual financial plan, the volume of paid services and the amount of rent for the use of the property, including the starting price of the auction, at the suggestion of the head of the educational institution. The Supervisory Board is obliged to conduct a systematic monitoring of the conditions created for learners, consider applications of learners and their parents, conduct public surveys of the teaching and management personnel of an educational institution, and participate in other matters related to the organization of the work of an educational institution.

If no, please give further information:

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Per-capita funding of Higher Education	The system (described in point 2.5) includes “additional funding for orphans and disabled students” ⁶⁹ but no data was found to substantiate
Financing special educational institutions is based on the following sources, in accordance with the legislation:	<p>Accommodation and education of learners in special educational institutions is fully paid by the Government: meals in accordance with daily norms define by the Government. Their staying and education is for free of charge.</p> <p>Sources of funding:</p> <ul style="list-style-type: none"> -State budget; -Charity and contributions of legal and physical entities; <p>Other sources not prohibited by the legislation.</p> <p>Funding allocation is performed by the Ministry of Finances through its local branches.</p> <p>Local branches of the Ministry of Public Education design the annual budget for schools.</p>

⁶⁹ Joint Degree of the Ministry of Finance (No.67) and the MHSSE (No. 329) of August 20, 2010, as cited by World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg. 13

	(PKM №256 on 13.09.2011) ⁷⁰
...	

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

⁷⁰ <https://lex.uz/docs/1866995>

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	
For quality assurance across all levels of the system (national, regional, school)	No	<p>Each Ministry of Education is responsible for monitoring its own subsector, while SISQUE monitors the whole system. Data collection on GSE, Higher Education and SSVE is done by scattered initiatives and tools (like the NALOPSG in 2013 and UNICEF-MOPE study in 2018), without an EMIS.</p> <p>The Ministry of Preschool Education is piloting an EMIS in an open format, available for adaptation by other Ministries⁷¹, and the 2019-2023 ESP expects a comprehensive and unified EMIS will be established (Preschool Strategy 7, General Secondary Education Strategy 7, Professional Education Strategy 7 and Higher Education Strategy 7)⁷².</p>
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

⁷¹ UNICEF (2018), as cited by World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg. 96, 98; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.28-29

⁷² GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 88, 100, 114, 118

3.2 What data is collected on learners from vulnerable groups, how and why?

Existing data on children with special or diverse educational needs are limited, and refer only to children studying in special schools or children with a legal disability certificate studying in special or mainstream schools⁷³.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 9,317,000 Male: Female:	ages 0 to 14	http://uis.unesco.org/country/UZ
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of	Total: 6,975,400 Male:	Data from 2016/2017 school year (255,700	<i>GoU (n.d.) Education Sector Plan (ESP) of Uzbekistan 2019-2023</i> , pg.25

⁷³ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.46

<p>education or by other authorities such as health, welfare or labour ministries)?</p>	<p>Female: A Concept on Development of Public Education provides a following # for 2019: 5,800,000 learners in general schools + 13,800 in private schools+20,610 learners with special needs educated in special boarding schools and specialized schools +13,437 children with special needs are educated at home +2,557 orphan-children taken care in special Mehribonlik</p>	<p>students more than registered for 2014/2015). This number is composed by 691000 preschool students (47% girls), 4825000 general education students, 101300 Academic Lyceum Students and 1358100 professional colleges students.</p>	
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	children's houses		
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	<p>Children</p> <p>Total: 17,322</p> <p>Male:</p> <p>Female:</p> <p>Adolescents</p> <p>Total: 94,512</p> <p>Male: 39,871</p> <p>Female: 54,641</p>	Dropout is not monitored ⁷⁴ .	http://uis.unesco.org/country/UZ
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	<p>Total: 5,800,000</p> <p>Male:</p> <p>Female:</p>		
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	<p>Total: 28890</p> <p>Male:</p> <p>Female:</p>	No mention of time spent in mainstream / segregated classrooms	Education in Uzbekistan 2017, as cited by GoU (n.d.) ⁷⁵
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	<p>Total:</p> <p>Male:</p> <p>Female:</p>		

⁷⁴ "About approval of the Regulations on procedure for acceptance of persons with disability in the highest educational institutions on training in additional quotas on the basis of the state grant" in GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*.

⁷⁵ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 53

(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 18000 Male: Female:	Number referring to students in GSE specialized institutions	UNICEF (2018), as cited by The World Bank Group (2018) ⁷⁶
	Total: 18600 (2017)	Children enrolled in Special Schools ⁷⁷	Education in Uzbekistan 2017, as cited by GoU (n.d.) ⁷⁸
	Total: 20794 (2017)	Children enrolled in Specialized preschool educational institutions (188 institutions)	<i>Ibid</i>
	Total: Approximately 10000	Children with SEN in homeschooling	<i>Ibid</i>

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

With regards to children and youth with disabilities, data gathering difficulties start even before they enrol in any education setting. Despite global estimates that at least 15% of the world population has a disability, the official

⁷⁶ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.46

⁷⁷ "Special schools include 85 [boarding] schools for six broad types of disability, i.e. blind and other visual problems; deaf and other hearing problems, also speech impediments; cerebral palsy; physical (motion); and mental disability (50 schools)" in GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 53

⁷⁸ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 53

disability data in Uzbekistan severely underestimates the disabled population. Due to a medical and restrictive definition, only 2% of the Uzbek population is considered to have a disability. “This implies that there is possibly a large number of persons who perceive themselves as having a disability, may have a disability (in practical terms), but who are not eligible for disability status because they do not fall into the existing selection criteria”⁷⁹. Therefore, it is very likely that the data related to school-age children and youth with disabilities in the education system is also severely underestimated.

Information on inclusion is further hampered by the lack of unified EMIS (in spite of the the initiatives mentioned above), with sources indicating that seven institutions collect education data, over the school-year, which is not shared between stakeholders⁸⁰.

⁷⁹ United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished*. p.34

⁸⁰ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.96-97

Section 4: Curricula, learning materials and assessments

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

No No information available Partially Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

If no, please give further information:

According to a Situation Analysis⁸¹, “10 per cent of respondents reported they had never communicated with a person with disabilities, and 14 per cent that they had contact with a person with a disability once a year, or less (...) Only 5 per cent of respondents recognised all types of disorders and impairments in the survey as signs of disabilities”. This finding, compounded by a preference by female learners to follow a traditionally-female professional pathway (see above) one can assume that not all learners are represented in curriculum content.

There is no term curriculum in Uzbekistani general education. State Educational Standards for each level of education are a key documents. According to the Decree of the Cabinet of Ministries of Uzbekistan, State Education Standards for general education, general special and vocational education were approved in 2017 (№ 14)⁸²: “ State education standard for general education defines goals and objectives, main principles, parts of the standards, as well as the path for its implementation and control for meeting the state standards requirements in practice”.

Neither goals and objectives, nor principles include any reference to inclusion, inclusive education and/or children with disabilities/special needs.

State Educational Standards include the following parts: basic teaching plan (defines subjects taught and minimum hours of teaching each subject per each grade; serves as a basis for school/class/subject schedule), teaching program, requirements (learning outcomes) for preparedness, assessment criteria.

Requirements for preparedness on each subject are comprised of mandatory minimum and outcomes and include knowledge-memorization and understanding of learnt; skills-using learnt in familiar situations; habits-using learnt knowledge and formed skills in unfamiliar situations for getting new knowledge; competencies-ability to use knowledge, skills and habits learnt in daily activities.

⁸¹ United Nations Uzbekistan. (2019). *Situation analysis on children and adults with disabilities Uzbekistan - Brief Report*. p.13

⁸² [file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20\(1\).pdf](file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20(1).pdf)

State educational program for preschool education called Ilk Kadam (First Step) (2018) includes inclusive education. In 2.4. Education for children with special needs is stated that “support to development of children with special needs is a collective responsibility of a preschool institution, and a preschool head is personally responsible for this. Ilk Kadam does not explicitly states that this provision is for a specific group of children those having disabilities

According to the Draft Law on Education (Article 29, State Education Standards and State Educational Requirements) State Educational Standards set up requirements to content and quality at all levels of education. State requirements set up requirements to a structure of education, implementation conditions, define norms and requirements for the aggregate of physical, personal, intellectual and etc qualities of learners. This Article states that education of persons with physical and mental disabilities is delivered on the basis of special educational programs.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No No information available **X Yes (partially)**

If yes, please provide information on stakeholder involvement.

If no, please give further information:

According to the Decree of the Cabinet of Ministries of Uzbekistan on approval of the State Education Standard for general education (2017, № 14)⁸³:

“12. Educational programs for general education define the content, the extent and the order of subjects taught, as well as formed competencies. **Educational programs are developed and approved by the Ministry of Public Education**”. However, this formal requirement does not exclude the possibility of inviting non-MoPE people such as reps of academia, universities, teachers, experts invited by international assistance organizations, etc.

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

No No information available Yes

If yes, please give a description and examples of this flexibility.

If no, please give further information:

There is no guidance to the effect. Even if there were, teachers are not adequately prepared to be able to engage in curricular differentiation and/or individualization.

⁸³ [file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20\(1\).pdf](file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20(1).pdf)

However, The State Concept of Development of Public Education in Uzbekistan by 2030 (2018) includes the goal of “improvement of teaching methodology and gradual introduction of principles of individualization into teaching process”.

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

State educational program for preschool education called Ilk Kadam (First Step) (2018) includes a provision of IEP: “If necessary, pedagogical staff and an administrator develops an individual educational plan for the child with participation of specialists”. In 2020 a set of teacher guidebooks on various aspects of implementation of Ilk Kadam is planned to be published (developed under the technical assistance of UNICEF Uzbekistan). One of the teacher guidebooks is devoted to inclusive education and development of IEPs.

In the Charter of PMPC⁸⁴ anything on IEP is stated. However, it is stated that the Commission is conducting a monitoring of consideration of its recommendations for creating necessary conditions for education and care of children with physical and psychic development deviations in special preschools or inclusive preschool classrooms. NO IEP is mentioned in Charters of special schools and special boarding schools⁸⁵

The Charter of general educational institutions⁸⁶ also has some provision re IEP: Pupils of primary school level (I-IV grades) who did not comprehend the teaching program, can repeat the grade based on a decision of a school pedagogical council, and if necessary, can be educated based on an individual education plan. The Charter has also a provision on IEP for pupils of basic school: pupils of basic school who did not comprehend the teaching program, are transferred to classes of compensated education based on a decision of school pedagogical council. If they further gain necessary level of knowledge, they can be transferred to regular classes. In addition, the education could be organized based on IEP.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

No No information available Yes

If yes, please give a description of the main characteristics/organisation.

If no, please give further information:

⁸⁴ https://nrm.uz/contentf?doc=588742_&products=1_vse_zakonodatelstvo_uzbekistanais_stated

⁸⁵ https://www.norma.uz/pensii_posobiya_socialnaya_zashchita/ob_utverdenii_normativno-pravovyh_aktov_o_gosudarstvennyh_spezializirovannyh_obrazovatelnyh_uchrejdeniyah_dlya_detey_s_ogranichennymi_vozmojnostyami

⁸⁶ [https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_\(prilozhenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440\)](https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_(prilozhenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440))

The rigidity of the curriculum does not allow for any differentiation. Children identified with a “mental disability” follow a separate curriculum that does not focus on academic goals⁸⁷.

It has to be admitted that ethnic minorities and minority language groups are not considered as learners with special needs. According to the Regulations on Secondary school⁸⁸, schools based on reconciliation with relevant bodies decide on language of instruction following requests of learners and their parents/legal guardians, considering possibilities available. Besides the mother tongue of instruction, learners must learn state language (Uzbekistani, while Karakalpaki in Karakalpakstan) and foreign languages. The same document states that schools must meet national and cultural needs of citizens.

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No No information available Yes

If yes, please give a description.

If no, please give further information:

Annex 5⁸⁹ to the decree of the Cabinet of Ministries of Uzbekistan on State Educational Standards (2017) regulates requirements to teaching -methodological complexes which include the following: textbook, learner work book, teacher guidebook and multimedia application to the textbook. The Annex describes didactic, methodological, pedagogical, psychological, aesthetic and hygienic requirements to the complexes. However, the Annex does not state anything about school autonomy with regards to the complexes. It could be assumed, that all schools are provided with the same complexes

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No No information available Yes

If yes, please give a description.

If no, please give further information:

⁸⁷ United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished*.

⁸⁹ [file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20\(1\).pdf](file:///C:/Users/acer/Downloads/dlya_shkol_obschego_srednego_obrazovaniya_s_uzbekskim_i_drugimi_yazykami_obucheniya_2-9_klassy_rodnomu_yazyku_dlya_shkol_obschego_srednego_obrazovaniya_s_russkim_yazykom_obucheniya_1-9_klassy_literature_dlya_shk%20(1).pdf)

The State Educational Standards (and its Annex 5 regulating learning materials) do not differentiate learners based on a language of instruction. They look as unified regulator for all learners

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No No information available Yes

If yes, please give a description.

If no, please give further information:

Children with disabilities who attend mainstream schools are supposed to be able to access the curriculum without modifications⁹⁰.

d. Is ICT used to improve access to materials for vulnerable groups?

No No information available **X Yes (partially)**

If yes, please give a description.

If no, please give further information:

Only a very small percentage of young adults have access to ICT. ICT and assistive technology are not available.

Annex 5 to the State Educational Standards providing regulations for learning materials mentions multimedia application to textbooks which are interactive e-information and education resources reflecting the textbook content with the help of ICT technologies and includes voice, animation, graphics, text and glossary which help learners to learn independently. The resource also includes some additional materials which enrich the main content of a subject

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No No information available **X Yes**

If yes, please give a description.

Students without parental care or in boarding schools are provided with textbooks and sets of school accessories for free⁹¹.

A textbook rental service has been established, providing full coverage of textbooks in public schools. Low-income families can benefit from this service free of charge⁹².

⁹⁰ Ibid

⁹¹ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 54

⁹² UNESCO (2018) *Universal Periodic Review, Uzbekistan*. 30th session, Apr-May 2018, pg.4

A Charter of General schools⁹³ has the following provision: Children from low income families are provided with financial support at the expenses of a school fund or another fund in purchasing textbooks, stationery, clothes, shoes, etc, as well as a provision of free or subsidised meals.

If no, please give further information:

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

No No information available **Yes (partially)**

If yes, please give a description.

If no, please give further information:

One of the components of the State Educational Standards are assessment criteria. An assessment system is a set of effective criteria for identification of the level of preparedness of general educational institutions' learners to meet the requirements of the State Educational Standard for general education.

The Annex #3 to the State Educational Standard provide the requirements to the learners' preparedness on general education subjects. The requirements are served as a basis for the State Standard. All administrators of and general educational institutions are mandated to be guided in their activities with these requirements. Based on the requirements relevant ministries develop and approve teaching programs, as well as assessment criteria for certification against general education subject taught. The requirements to learners' preparedness define:

- Stages of teaching subjects;
- General key competencies and subject competencies;
- Goals and objectives of teaching subjects;
- Subject content;
- Levels of preparedness of learner graduates
- Mandatory requirements of preparedness on each level.

Key competencies should be age appropriate and are: (i) communication competence; (ii) information competence; (iii) self-improvement competence; (iv) social and citizenship activism competence;(v) national cultural and universal cultural competence; (vi) math, science and technology literacy competence.

Learners also should develop competencies on each subject.

The Government of Uzbekistan does "not conduct or participate in any standardized assessments"⁹⁴.

⁹³

[https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_\(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440\)](https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440))

⁹⁴ Ibid, pg. 29

In the 2017/18 academic year, student monitoring was made by teacher monitoring (ongoing, end of term and at the end of each year) and by the Ministry of Public Education through state examination in grades 4, 9 and 11 (this examination is conducted by state departments and, therefore, is not compared either nationally or from year-to-year)⁹⁵. Information from the 2019-2023 ESP claims the Government of Uzbekistan was considering participation in TIMSS and PISA, starting in school-year 2018-19, but no further information has been found⁹⁶.

The State Concept of Development of Public Education by 2030 states the following goal:

“inclusion of Uzbekistan by 2030 into a list of first 30 leading countries in accordance with PISA (The Programme for International Student Assessment)”. According to anecdotal evidences, Uzbekistan is planning to participate in TIMSS and PIRLS as well.

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No No information available **Yes**

If yes, please give a description.

If no, please give further information:

This is not part of the teacher preparation.

The State Educational Standard has an Annex 5 devoted to teaching-methodological complexes which includes textbooks, pupil work books, and teacher guidebooks. The Annex provides definitions of each component of teaching methodological complexes. A textbook includes for instance, practical and testing exercises. Pupil work books also include assignments aimed to comprehend the content, as well as further develop intellectual capacity of learners (crosswords, logical tasks, etc). Teacher guidebooks contain a methodology on how to teach a subject content, how to conduct assessment, what kind of assignments to give, etc.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No No information available **Yes (partially)**

If yes, please give a description.

If no, please give further information:

No information was found on any government documents and confirmed in the Situation Analysis.

⁹⁵ Ibid, pg. 37

⁹⁶ Ibid,, pg. 87

The Guidelines⁹⁷ on special schools, special boarding schools and other close institutions do not regulate any provision re assessment of learners with special needs.

The Charter of general schools⁹⁸ has some provisions re assessment of learners. For example, learners can be free from graduation examinations based on a recommendation of medical commission. A list of diseases giving this right, is created by the Ministry of Public Education in collaboration with the Ministry of Health.

The pupils who did not pass graduation examinations on some subjects are given a right to pass the examination again during next two months. If pupils do not pass the graduation examination successfully, they are given a right to pass the externship examination.

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No No information available **Yes (partially)**

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

If no, please give further information:

Children who are identified with a “mental disability” do not take exams, receive a diploma or certificate of completion.

Above it was mentioned that general school Charter states a possibility for underperforming pupils to be educated based on IEP. The Charter does not provide any other details on the process of identification of needs of pupils.

The Charter has a provision about supporting underperforming pupils such as compensating (compensatory?) teaching, various types of pedagogical support (correctional classes, etc. with a smaller class size).

e. Is ICT used in the assessment of vulnerable groups?

No No information available Yes

If yes, please give a description.

If no, please give further information:

⁹⁷ <https://lex.uz/docs/1866995>

⁹⁸

[https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_\(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440\)](https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440))

Not yet. According to the Concept, by 2030 introducing ICT system base in all schools is planned. This system will ensure using e-attendance journals, e-summative examination results, distance monitoring of attendance, time when a student entered and left the school, e-noted of teachers to parents, etc. (UP № 5712 on 29.04.2019)

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

A recent study⁹⁹ found the following 12 shortcomings to “knowledge and skills of the local university graduates do not always meet the national requirements of present-day employers”:

1. Lack of life-long learning;
2. Secondary education is 11 years in Uzbekistan compared to an average of 12 years in most of the developed countries.
3. Unnecessarily extensive curricula and hence pedagogic load for the teachers and learners (due to Soviet-style curricula development, where ideological bringing-up of the students was the principal learning objective);
4. One-sidedness of pedagogic processes which offers strong theoretical knowledge loosely linking it with practice;
5. Inconsistence of human capacity building program with the practical market economy requirements (larger part of the university staff do not possess practical experience in their own fields);
6. Barriers in foreign language learning which would facilitate independent learning; which limits the access to much intelligence and information as well as lessons learned from elsewhere.
7. More emphasis is given to theoretical rather than practical knowledge, loosely linking the former knowledge with actual demand from practice;
8. Physical and technical limitations of the learners’ independent learning abilities (low student-to-textbook ratio, limited access to online article databases and almost no subscription to prestigious international journals;

⁹⁹ Eschchanov, R., Lamers, J., Bobojonova, G. & Bekchanov, D. (2019). Priority challenges of education sector reforms in modernizing Uzbekistan. *European Journal of Research and Reflection in Educational Sciences*, V.7,12. <https://www.researchgate.net/publication/336362182>

9. Limitations linked with usage of information technologies due to lack of equipment and applications;
10. Ever decreasing reputation and real-wage of the teachers, which is hindering the engagement of highly skilled pedagogical personnel with applied attainments;
11. Student performance evaluation systems have been amended frequently during the last 20 years but still is intrasparent and obscure, which is negatively affecting the quality of the higher education.
12. Creating of wrong impression among the youth, parents and society that becoming a student guarantees possession of a degree diploma, due to relaxed requirements to some students at some higher education facilities and courses, which in turn is arguably impacting the prestige and reputation of some higher education facilities” (p.94).

Opportunities:

The State Concept on Development of Public education by 2030 states the following plans to be implemented:

- creation of national system of quality evaluation of education in general schools PISA (The Programme for International Student Assessment), aimed to evaluate level of performance of pupils in reading, math and science with the purpose of participation in international studies on evaluation of quality of education in the system of public education
- development of multimedia applications for modern textbooks and guidebooks
- expansion and improvement of school libraries towards smart-centers serving students’ independent learning;
- ongoing improvement of a system of state educational standards for general education;
- gradual refusal of a teaching program being overloaded with many not connected subjects and optimization of subject number;
- introducing elective subjects to meet needs and interests of learners;
- expansion of vocational education opportunities to be provided at the level of general schools;
- revisiting teaching ICT technologies in schools;
- improvement of quality of educational services offered to children with limited opportunities
- transfer of hard textbooks content and methodological guides into e-format;
- increasing computerization of educational process using modern ICT approaches;
- development of new generation of textbooks and teacher guidebooks using ICT;
- development of multimedia educational products and adoption of a systemic approach for its use;
- creating a system of e-books for libraries and using them with the assistance of mobile applications

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Preschool schools			
Teachers			21.9% of Preschool teachers have a higher education degree and 76.4% have secondary specialized education, with no information available on the remaining 1.7% ¹⁰⁰
Mainstream schools			
Teachers	400000	Grades 1-4: SSVE degree in teaching Grades 5-9: Bachelor's Degree in Education	Grades 1-9; nationwide, only 80 ¹⁰¹ -84 ¹⁰² % of teachers have a higher education degree
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			It is mentioned that they are only available to children with disabilities in specialized settings but there is no

¹⁰⁰ World Bank (2018) and UNICEF (2018), as cited by GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*

¹⁰¹ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.71

¹⁰² GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 39

			information of number or type
Teacher Assistants (specify role and add rows as required)			
School Principal		Bachelor of Arts in Education, 5 years of experience in pedagogy; second degree of qualifications (teachers career framework); the necessary abilities for the role	Are expected to be both school administrators and instructional leaders ¹⁰³ .
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			

¹⁰³ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 76

Teachers	106279 (SSVE)		31% of Secondary Specialized Vocational Education have a Higher Education Degree ¹⁰⁴
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors				No specific training requirement exists pre-service; on-the-job professional development opportunities are not mandatory ¹⁰⁵ .
Teachers				Every five years, teachers must complete 144 hours of professional development, carried out over 36 hours per week for four weeks, and including both subject-knowledge and pedagogical skills (no information about inclusion training is available) ¹⁰⁶ In a government report it is mentioned that “there are special courses each year on inclusive education in the methodology faculty of 40 hours”, although no information is provided on who/when can/must complete this training ¹⁰⁷

¹⁰⁴ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.71

¹⁰⁵ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.76

¹⁰⁶ Ibid, pg.73

¹⁰⁷ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 53

				Moreover, the 2019-2023 ESP identifies the need for pedagogical staff “to be constantly upgraded to identify and to respond to special educational needs of learners wherever required”, though no specific requirements seem to have been set ¹⁰⁸ .
Teacher Assistants				
Professional Staff				
Inspectors				
Teacher Trainers				
Others (please list add rows as required)				<p>“Only pre-school teachers, defectologists, psychologists and special school teachers receive any pre-service or in-service training relating to children with disabilities”¹⁰⁹.</p> <p>“There is little or no preparation of teachers at pre-service or in-service, to be more inclusive in their approach to teaching and learning in regular schools”¹¹⁰.</p> <p>However, Since 2003, In Tashkent State Pedagogical University there is a course on inclusive education based on the defectology department (Shomakhmudova, R., Tuleganova, D., 2010)¹¹¹.</p>

a. If you answered no to any of the above, please provide further information:

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

No No information available Yes

If yes, please give a description.

If no, please give further information:

¹⁰⁸ Ibid, pg.85

¹⁰⁹ United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished.*

¹¹⁰ Ibid

¹¹¹ http://kaznpu.kz/docs/Arnayi_ped_3-4_2011.pdf

The State Concept on Development of Public Education by 2030 provides analysis of problems related to professional development of human resources in education:

- 14% of general school teachers have vocational education degree
- outdated textbooks on pedagogy and methodology, as well as formal teaching practice (internship) negatively affect professional qualities of future teachers;
- 25% of university graduates are teachers, but they possess the lowest level of work motivation
- no qualification framework for teachers to be hired;
- absence of national standards with a description of what teachers and school principals must know and can do prohibits their professional growth and leads to non-effective system of selection and appointment of teachers and school principals
- not alignment of the current system of in-service teacher training with their needs, outdated content and teaching methods of the courses, lack of distance education limits opportunities for systemic professional development of teachers;
- Lack of ICT literacy;
- Low quality of teachers in small schools;

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

It is not addressed

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

There seem to be two main barrier-sources in relation to inclusion-promotion by teachers:

- 1) A lack of legislative clarity/reference on how teacher may/are permitted to adapt their methods to accommodate the learning need of their students;
- 2) Low level of training of both teachers and other staff in how to support children's learning needs in mainstream schools¹¹².

Opportunities:

- The State Concept on Development of Public Education by 2030 list a number of plans to be implemented:

¹¹² GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.45-46

- Supporting a system of pre- and in-service teacher training, as well as in-service training for school administrators including stimulation of young people to enter education system;
- Quality renewal of pre-, in-service and ongoing professional development of pedagogical cadres:
- Improvement of a system of preparation of pedagogical cadres paying special attention to introducing a credit system, updating subjects such as pedagogy, methodology, didactics, practical pedagogical psychology, methodology of development of teaching materials and pedagogical assessment;
- Revisiting activities of centers for pre- and in-service teacher training considering introduction of modern learning theories, pedagogical psychology, child-centered teaching methods, pedagogical competencies;
- Supporting a system of pre- and in-service training for school administrators including stimulation of young cadres to enter education system;
- Development of standardized program on preparation of leadership cadres in the field of public education;
- Introduction of a Competition-based selection of candidates to leading positions in general schools;
- Increasing effectiveness and a coverage of teacher distance professional development;
- revision of an assessment system at the levels of in-service training;
- introduction of new methods of identification of skills and qualification framework requirements to pedagogical cadres;
- development of criteria of evaluation of pedagogical activities based on principles of interactive teaching methods and pedagogical competencies.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

According to the constitution, no one is excluded.

According to the general school Charter, school covers all school age children living in a neighborhood around the school. Basic school must accept all children who want to be educated in this school. If a number of pupils in a school exceeds the norm, priority acceptance is given to those children who live nearby.

According to the Law on Guarantees of Child Rights (article 23) every child has a right to education. The State guarantees a child getting free of charge mandatory general secondary and special secondary education.

According to the draft Education Law (Article 9 on general and special secondary education) states that to the first grade of general secondary education children at the age of 7 are accepted.

According to the Draft Education Law (Article 9), children with physical and mental disabilities, as well as children needed a long term medical treatment, are educated in special educational institutions, general education institutions in inclusive education format or individually in a home-based schooling.

The Regulations of regular schools¹¹³ state that there are categories of children who can't be admitted to special schools:

- a) deeply mentally retarded children (mental retardation in the degree of imbecility, idiocy);
- b) children with profound behavioral deviations, disorders in the emotional-volitional sphere (of organic origin);
- c) children with profound disorders of the motor sphere, independently not moving and not serving themselves;
- d) deaf-blind-mute;
- e) suffering from frequent epileptic seizures (epileptic dimension, with daytime and frequent nocturnal seizures);

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[https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_\(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440\)](https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440))

f) suffering from urinary and fecal incontinence due to organic damage to the central nervous system.

These children are admitted to relevant health institutions or provided with individual education at home (PKM №256 on 13.09.2011)¹¹⁴

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No No information available Yes

If yes, please give a description and provide any data/evidence that is available

If no, please give further information:

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies. Pls see 6.1.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

According to the Regulations of regular schools¹¹⁵, children at the age of 6-7 who have reached functional maturity and readiness to learning which is defined at the age of 5-6 years by medical-pedagogical commission and school psychological service.

Special schools admit children with physical and mental disabilities at the age of 7. School readiness classes in special schools admit children at the age of 5-7 years who did not attend special preschools. The children are admitted based on the decision of psychological-medical –pedagogical commissions, under agreement of parents or legal guardians. In general, children with physical and mental disabilities can be admitted at the age higher than the admittance age for regular schools.

There is a list of diagnoses which is considered as legitimate for being admitted to special schools. (PKM №256 on 13.09.2011)¹¹⁶

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No No information available **Yes (partially)**

If yes, please give a description.

¹¹⁴ <https://lex.uz/docs/1866995>
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[https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_\(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440\)](https://nrm.uz/contentf?doc=322358_polojenie_ob_obshcheobrazovatelnoy_shkole_respubliki_uzbekistan_(prilojenie_n_1_k_postanovleniyu_km_ruz_ot_21_11_1995_g_n_440))

¹¹⁶ <https://lex.uz/docs/1866995>

According to the Regulations of regular schools, Within the medical service provision to school pupils school doctors assess health status of children annually, and if necessary, invite other necessary health professionals to identify the best conditions for education of pupils including a physical and cognitive load, nutrition. Psychological assessment is conducted by school psychologists.

If no, please give further information:

b. counselling and mentoring possibilities

X No No information available Yes

If yes, please give a description.

If no, please give further information:

c. input from specialist teachers/therapists

X No No information available Yes

If yes, please give a description.

If no, please give further information:

There are no specialist teachers /therapists in mainstream schools. If a child/youth with disabilities goes to mainstream school, it is assumed that they do not require any support to be able to be on par with other students. Specialized support is only available in specialized schools and only to the extent that professionals are able to provide it. There is no teacher education for special needs or inclusive education in Uzbekistan.

d. input from learning support assistants

X No No information available Yes

If yes, please give a description.

If no, please give further information:

As far as the literature consulted, this is a professional role that does not exist in Uzbekistan. Anecdotal information gathered for the Situation Analysis¹¹⁷ indicated that some mothers would go to the special school with their children in order to be able to provide them with support that teachers could not provide.

e. availability of ICT / assistive technology

No No information available **X Yes**

¹¹⁷ United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished*

If yes, please give a description.

Available information points to only 7% of General Education Schools in Uzbekistan using any kind of ICT-enabled education (for all learners). There is no information available with regards to assistive technology. The 2019-2023 ESP plans to “Provide all GS Schools all necessary infrastructure and materials to ensure Information-Communication Technology (ICT) enabled and Computer Aided Learning (CAL) programmes can be conducted’ and “Train the GS school teachers & staff in Computer-Aided Learning (CAL) and the wider use of ICT for teaching-learning activities”¹¹⁸.

If no, please give further information:

f. Please describe any other forms of support available.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
ESP 2019-2023	Preschool Statements 1.6 - “Develop/Introduce alternative, flexible ECE models in more preschools, including those for children with special needs & disabilities” - and 1.8 - “Develop and implement a special education policy and measures to ensure inclusive education for children with disabilities and special needs” GSE Statements 1.5 - “Develop and adopt policies for implementing Inclusive Education”, 1.6 “Renovating Schools to make it conducive for inclusive education” and 1.7 “Using social model for identifying children with disability” ¹¹⁹
...	
...	

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No No information available **Yes**

¹¹⁸ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg.37, 106-107

¹¹⁹ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg 96, 103

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

Although it is not explicitly described as a barrier to inclusion, a government report states that 47% of preschools require major repairs¹²⁰.

A Situation Analysis¹²¹ indicated that information is less accessible to persons with disabilities (53%) than to persons without disabilities; “insufficient level of accessibility to essential public places, such as schools, hospitals, workplace, services (post office, cinemas, and shopping facilities) and homes. Less than 60 per cent of respondents rated it easy or relatively easy for them to attend these places”, and transport is largely not accessible.

The State Concept on Development of Public education by 2030 describes problems related to school infrastructure:

Sport halls are not equipped with necessary equipment, lack of school furniture, lab equipment, computers, etc which make parents unsatisfied with the education system;

28% of schools need for additional equipment; 50% of schools need for a full renewal of school equipment;

Cantins for healthy nutrition must be organized in 3,000 schools;

There are problems with supplying schools with electricity, cold and hot water supply, gaz, sewage, etc. Still 1,726 schools have a heating system based on hand made ovens

2 907 schools need for renovation;

Due to transition to 11 years of general schooling, there is a lack of pupil sits

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No No information available **Yes**

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Presidential Decree УП-3822, 02.07.2018	Promotion of a targeted program of construction, reconstruction, and overhaul of preschool education institutions for 2018 ¹²²
Uzbekistan ESP 2013-2017	See section 1.3

¹²⁰ Ibid, pg. 27

¹²¹ United Nations Uzbekistan. (2019). *Situation analysis on children and adults with disabilities Uzbekistan - brief report. Tashkent, UZB.*

¹²² World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pgs.13-14; GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*.

	Preschool Strategies 1.1-1.4, 2.1; GSE Strategies 1.1-1.3; 2.1 (all on building and improving infrastructures, in general) ¹²³
“Conditions for barrier-free access of persons with disabilities to social infrastructure”	It contains provisions concerning access to housing and social infrastructures, design and construction of new accessible infrastructures, and accessibility adaptations of existing infrastructures ¹²⁴ .
State Concept on Development of Public Education (2019) by 2030	“It is necessary to introduce modern standards of construction, reconstruction and capital renovation of general school buildings”

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

none

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

The World Bank Group identified as a challenge the “insufficient supply of teaching and learning materials for children with special education needs”¹²⁵.

The State Concept on Development of Public Education by 2030 states the following plans related to schools:

It is planned to develop and approve the requirements for general school buildings serving children with limited opportunities;

Supplying those schools with methodological guidebooks, supplies and equipment, including the equipment for vocational training

Making schools accessible to educate children with limited opportunities (inclusive education), as well as staffing them with necessary staff (defectologists, other specialists)

¹²³ GoU (nd.d) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 96; 103

¹²⁴ United Nations Uzbekistan. (n.d.). *Situation analysis on children and adults with disabilities Uzbekistan - unpublished*

¹²⁵ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.46

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No No information available **Yes**

If yes, please give a description.

The Uzbekistan ESP 2013/2017 included a measure on awareness raising on the benefits of inclusive education¹²⁶.

According to the interview with Ms. Stefaniya Alishauskiyene, a head of EU funded project on inclusive education in Uzbekistan, more than 150 articles were published, 11 TV and 24 radio talks were broadcasted with the aim to increase awareness of public in Uzbekistan on social and educational inclusion of children with special needs. Within the framework of the EU funded project a special web-page on inclusive education was created and successfully functions in three languages (www.inclusive-education.uz). A total number of site visits has reached 110,000. 8 project bulletins, as well 5 brochures explaining principles of inclusive education were published¹²⁷.

If no, please give further information:

7.2 Does legislation/policy support parental involvement in schools?

No No information available **Yes**

If yes, please give a description.

The Preschool Activity 6.8 of the 2019/2023 ESP aims to “Design advocacy campaigns for promoting parental involvement in preschool management”, General Secondary Education Activity 6.7 to “Design and initiate outreach / awareness /advocacy campaigns to for promoting parental involvement in school management”¹²⁸

A General School Charter offer the following relevant provisions:

The highest school self-governing body is a conference of a school collective. Parents and legal guardians (and reps of general public) can be selected to be delegates of the conference based on equal proportion (one third of each category). Conferences are conducted at least once a year. In between the conferences a School Council acts as a highest self-governing body. It represents interests of a school. Parents and public must be informed about all its decisions. School Council works on collaboration with public teacher and pupils’ organizations of the school.

¹²⁶ World Bank (2018) *Uzbekistan Education Sector Analysis*. Final Report. Washington: World Bank Group, pg.44

¹²⁷ <https://nuz.uz/obschestvo/16523-inklyuzivnoe-obrazovanie-v-uzbekistane-nabiraet-novye-oboroty.html>

¹²⁸ GoU (n.d.) *Education Sector Plan (ESP) of Uzbekistan 2019-2023*, pg. 100, 109

School Council is comprised of pedagogical staff, parents and public, and its members are changed based on regular rotation. School Council meets no less than 4 times a year. Any School Council members can request to consider any issue if at least a third of the Council members supports this.

The Draft Law on Education in its Article 21 on Management/Governance of Educational Institutions states that the management should be based on democratic principles. The Head of the organizations manages it. In the process of management of educational organization opinions of public can be taken into account. Bodies of public governance acting in accordance with the legislation can be created in educational institutions. In a public control over activity of educational organizations parents (legal guardians), as well as other representatives of public can participate in the manner prescribed by the legislation. In the process of management/governance of preschool educational institutions, as well as vocational educational institutions opinions parents' committees can be taken into account.

If no, please give further information:

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No No information available **X Yes**

If yes, please give a description.


If no, please give further information:

Pls see 7.1. Since School Charter does not specify who or which organization represents public in the School Conference or School Council, any service provider or employers can be a delegate or member.

The Draft Law on Education in its Article 21 on Management/Governance of Educational Institutions states that following market requirements in the management of educational process, in development of state educational standards, qualification requirements, teaching plans and subject teaching programs (curricula-UM), as well as in development of quality human cadre in educational institutions opinions of the cadre consumers and Boards of Trustees can be taken into account.

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No No information available **X Yes (Partially)**



If yes, please give a description.

If no, please give further information:

Article 31 in the Draft Law on Education is devoted to experimental and innovative activities in the field of education. It defines experimental and innovative activity as an activity aimed to modernize and develop education system in Uzbekistan, taking into account main social and economic priority directions of public policy in the field of education and includes development of new educational technologies, resources, piloting and institutionalization. Local educational authorities must create conditions for implementation of innovative educational programs and projects and their further institutionalization in practice. Educational institutions in their experimental and innovative activity may use distant education technologies.

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

No No information available **X Yes (partially)**

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

If no, please give further information:

Partially. According to General School Regulations, state-public governance of schools is conducted based on principles of democracy, openness, regionalism, and self-governance. School collective performs its tasks in close collaboration with parents, mahalla committees, and public at large. So, the Charter does not directly refer to NGOs, DPOs, but directly refer to mahalla com which are non-governmental actors

The State Concept on development of Public Education by 2030 in its analysis of the current situation provides the following: low level of development of social and public-private partnership in the field of public education limits participation of non-governmental not for profit organizations in solving problems in the field of public education. Also, the Draft Law on Education states that one of the responsibilities of the Cabinet of Ministries in governing education system is a coordination of collaboration between public institutions, non-governmental institutions and other civil society organizations (Article 18).

In the Article 20 about credentials of local authorities in education it is also stated that local authorities cooperate on issues of development of educational institutions with non-governmental not for profit organizations, citizens' self-governance bodies, as well as other institutes of civil society, and assist educational institutions in implementation of international cooperation.

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

According to a recent Situation Analysis¹²⁹, public norms are not supportive of inclusive education; more than 70% of respondents of a survey indicated that specialized schools are the more appropriate setting for children with disabilities, with another 15.5% indicating they should be educated in mainstream schools but in special classes.

Opportunities

The State Concept of Development of Public Education by 2030 shares the following relevant plans:

Involvement of commercial and charity organizations into provision of individual educational grants to over performing and talented youth

Attracting commercial organizations and industries into the process of vocational education development especially on professions which are in demand as well as ICTs

Involvement of commercial organizations in the governance and quality monitoring in schools;

Development of a new educational content based on public-private partnership;

Introducing new types of public-private partnership in the field of public education

¹²⁹ United Nations Uzbekistan. (2019). *Situation analysis on children and adults with disabilities Uzbekistan - brief report*, p. 19