

**The Ministry of Public Education
of the Republic of Uzbekistan**

**Representative offices of UNESCO and UNICEF
to Uzbekistan**

THE NATIONAL EFA MID-DECADE ASSESSMENT REPORT

Tashkent 2007

The national report was prepared and published with advisory and financial support of UNESCO and UNICEF

The National Report was developed in line with the General terms of reference of “Education for all” project of UNESCO.

This material is targeted at the officials in charge of education system and those serving for other ministries and agencies, at teachers, public figures, foreign donors, and all those who are concerned with the problems and development prospects of continuing education system of the Republic of Uzbekistan.

The National Report was developed under the general editorship of the First deputy minister of public education of the Republic of Uzbekistan, head of the group on preparation of the National EFA Mid-decade Assessment Report, doctor of education Ahlidinov R. Sh.,

and the group of experts consisting of:

Daniyarov B.H., candidate of philology, chief of Central administration for arranging the activity of educational institutions of the Ministry of public education of the Republic of Uzbekistan, deputy head of the group on preparation of the National EFA Mid-decade Assessment Report;

Seytkhalilov E.A., doctor of education, professor, deputy director of the Centre for development of higher and secondary specialised vocational education under the MHSSE of the Republic of Uzbekistan;

Tursunov T.M., chief specialist of Central administration for arranging the activity of educational institutions of the Ministry of public education of the Republic of Uzbekistan, National Coordinator for EFA;

Daminov H.Z., head of Investment attraction and international cooperation department of the Ministry of public education of the Republic of Uzbekistan;

Alimov G. Y, candidate of education, senior lecturer, head of chair at TSTTU named after Nizami;

Fedorova A.B., chief specialist of the Ministry of Economy of the Republic of Uzbekistan;

Sultanov T.A., chief specialist of Central administration for arranging the activity of educational institutions of the Ministry of public education of the Republic of Uzbekistan.

The authors gratefully acknowledge the assistance and support of international consultants, national experts, experts of the ministries and agencies, state bodies, republican public organisations towards the preparation and edition of “Education for all – 2007” National Report.

TABLE OF CONTENTS

PREFACE	4
1. INTRODUCTION	5
1.1. General overview of political, economic and socio-cultural level of country's development.....	7
1.2. The role and place of education in the context of national development.....	10
2. INTRODUCTION TO THE NATIONAL EDUCATION SYSTEM.....	11
2.1. The education policy	11
2.1.1. The legislation in the sphere of education.....	13
2.2. The structure of education.....	13
2.2.1. Formation and evolvement of the existing structure of educational system .	13
2.2.2. The analysis of the functioning education system	15
2.2.3. The bodies responsible for managing and controlling the stages of education system.....	25
2.3. Financing of education	26
2.4. Current trends in educational development.....	29
2.5. The groups not enrolled in compulsory education	32
3. PROGRESS TOWARDS ACHIEVEMENT OF THE SIX EFA GOALS.....	35
3.1. Assessment of coordination in achieving EFA goals.....	36
3.1.1. The activity of National EFA forums	37
3.1.2. The activity of EFA National coordinator	38
3.1.3. Approval, status, publication of EFA National action plan	38
3.1.4. Integration of EFA National action plan into the national education development strategy	39
3.1.5. EFA monitoring and assessment system	41
4. STRATEGIES AND KEY ISSUES OF EFA-NAP.....	42
5. GENERAL CONCLUSIONS AND RECOMMENDATIONS FOR ACHIEVEMENT OF EFA-NAP GOALS UNTIL 2015	43
5.1. Problems with achieving EFA-NAP goals and objectives.....	43
5.2. Meeting the commitments and prospects for achievement of EFA-NAP Goals and Targets.....	46
6. REFERENCE BOOKS AND SOURCES.....	46
7. STATISTICAL AND INFORMATION ANNEXES	48

PREFACE

The structure and contents of the National Report (hereinafter referred to as the Report) is developed in line with the General terms of reference of UNESCO, the recommendations of interim national and regional workshops and international consultants.

This version of the Report was developed with due account taken of the feedback received from local and foreign experts on mid-decade assessment, as well as on development of the strategy and mechanisms of EFA Action Plan implementation.

The report provides the analysis of status and strategy of socio-political and economic development of the Republic of Uzbekistan, problems and prospects of continuing education system reforms in the Republic of Uzbekistan based on ***the National program for personnel training, the National programme for school education development accepted as a conceptual and practice-oriented framework of Education for all National Action Plan (EFA-NAP)***.

A group of local experts – the authors of the Report focused on making sure that all components of the General Technical Guidelines, as well as the General principles for drafting the National Report deal in a balanced and detailed way with complex and multi-aspect processes of education reforms and its linkage with socio-political and economic transformations taking place in Uzbekistan. At the same time the report envisages corrections to the objectives of the Millenium Development Goals, World declaration on “Education for all”, Dakar Framework for Action with due regard for the specificity of Uzbekistan’s development.

In this connection the authors will accept gratefully any feedback that will promote improvement of the structure and contents of the Report, the analysis of such an important and challenging problems of achieving “Education for all” goals, ensuring equal opportunities for all members of society in realising constitutionally guaranteed human rights, having access to education of good quality in the context of rapidly changing socio-political and economic conditions in the country and in the world.

1. INTRODUCTION

Uzbekistan has chosen and embarked on the road of building a democratic law-governed state and civil society that would ensure rigorous observance of human rights and freedoms, formation of a socially oriented market economy, modern technologies, spiritual renovation of society, integration into the world community.

Uzbekistan's own model of development with due regard for the specificity of the country's socio-political system and traditions has resulted in that the universally recognized principles and norms of socio-political, socio-economic and spiritual life have assumed a dominant and irreversible character, determining not only the current state of the republic, but also its progress.

The essential factor that contributes to country's development is the functioning of a comprehensive system of continuing education built on advancement of modern economy, science, culture, technology. The designated system should ensure the formation of a new generation of skilled personnel that would be able to set and achieve long-term goals, be of high personal and professional culture, be creative, socially and personally active, be able to orientate oneself independently in socio-political life.

Under the initiative of the country's supreme leader the National programme for personnel training (NPPT) intended for radical reformation of education system was developed and being implemented. While serving as a normative and legal framework for reforms, the Programme envisages cardinal transformation of the structure and content of education, with introduction of 12-year compulsory education – nine-year general secondary and three-year secondary specialised vocational education, as well as the two-level system of higher education (bachelor's and master's degrees).

To ensure the depth and scale of reforms, the need for continual adjustment of the objectives specified in the NPPT, the National programme for school education development (NPSED) was developed and being implemented.

Both the NPPT and NPSED by width and depth of their provisions are not only targeted at education system reforms, but also of enduring social importance.

By adoption and implementation of the above-mentioned programmes **accepted as the conceptual framework for "Education for all – National Action Plan" (EFL-NAP)**, Uzbekistan has declared its all-round support to achievement of Millennium Development Goals set forth in the World declaration on education for all and Dakar Framework for Action.

In addition to that it is necessary to emphasize a number of important points pertinent to achievement of EFA goals and targets for Uzbekistan, as well as to the structural and content-related features of the Report.

1. Many issues addressed by the UNESCO's "Education for all" programme are not topical today for Uzbekistan. In particular, "ensuring equitable access of country's citizens to learning programmes"; addressing gender problems or national minority problems; ensuring adults' access to continuing educational programmes, etc.

These rights and opportunities are guaranteed constitutionally and legislatively and de-facto assured in Uzbekistan. The Report focuses on the issues that are more important for the country, in particular, those relating to improvement of the quality of education, introduction of twelve-year compulsory education, etc.

2. The Report gives a scrupulous attention not only and not so much to meeting Uzbekistan's commitments (as a full member of the United Nations and its special bodies) within "Education for all" project, as to its own citizens and, in general, to the international education community.

3. The Report employs the terminology (categories, concepts, terms, expressions), conventionally accepted by the experts of Uzbekistan, for example, in respect to

interpretation of such concepts as “primary, basic education”, “quality of education”, “literacy rate” etc.

The structure and content of the Report is constructed taking into account the conditions mentioned and the specificity of the socio-political system and economic development of Uzbekistan, the educational policy and the realities of its implementation, the conventional terminological apparatus.

1.1. General overview of political, economic and socio-cultural level of country's development

In the course of building a state and society the basic principles of democracy are being embodied in real life, human rights and freedoms are being established. Without denial of other important directions and tasks in this respect, the agenda continues to be dominated by issues of streamlining the activities aimed at enhancement of activity, growth of political and legal awareness of the population. The intensification of public activity is inseparably connected with the enhancement of activity on the part of political parties and social movements expressing different social and political views, various interests. The political parties and movements are increasing their influence in society, introducing and implementing various programmes in political, economic, cultural-spiritual spheres, the number of their supporters is growing. Hence, as the social and political activity of the parties and movements intensifies, the political awareness and activity of the population enhances, the scale of its participation in reforms and of its influence on transformations taking place in the country rises.

The current state of social and economic development of the republic is characterised by a number of specific features which are expressed in the following.

Firstly. The macroeconomic development indicators testify to the stable rates of GNP growth, increase of exports ensuring the growth of gold and foreign currency reserves and the stability of balance of payments. For example, the State budget for the year 2006 was executed with a surplus of 0,5 percent of GNP. The rigid monetary and credit policy pursued as well as the strict observance of prognostic parameters of money supply have enabled to secure a stable level of monetary indicators, to achieve a decrease in rates of inflation by 6,8 percent.

The gross domestic product in 2006 grew by 7,3 percent. The major factors of economic growth were an increase in the volume of industrial production by 10,8 percent, agricultural production by 6,2 percent, investments by 11,4 percent, construction works under contract by 12,8 percent, and service industries by 19,5 percent.

It is necessary to keep in view that the achieved rates and high macroeconomic indicators of late years are the logical result of many years of painstaking and difficult work on cardinal reformation and renovation, of consistency and stability pursued in national economic development.

It is significant to note that the high rates of growth of GNP have been mainly achieved not owing to traditional raw-material branches or favourable conjuncture and high prices on the world market for certain kinds of commodities, but pre-eminently owing to the structural changes and intensification of production, anticipated development of branches, oriented to manufacturing of finished and competitive products and to providing modern services.

Secondly. The far-going changes are occurring in agriculture due to well-directed nature of economic reforms in rural areas, aimed, first of all, at changing the attitude to property, reviving farmers' feelings about land ownership. Farm enterprises, in essence, have become the primary form of agricultural production, the mainline locomotive in assurance of its sustainable development.

Thirdly. The accelerated development of export capacity, enhancement of competitiveness of the national economy has been one of the principal results. Export became the major area in the activity of enterprises, the evaluation indicator of the whole economic development. Today virtually all branches and enterprises are engaged in foreign economic activities and actively developing foreign markets.

As a result the share of finished goods and services in the volume of exports exceeded 53 percent, and the share of cotton fibre decreased to 17 percent.

Fourthly. Noticeable steps were taken toward an increase in employment of the population, steady growth of its living standard. The rate of real wages of all categories of working people grew by 36 percent in 2006. Yet the employment problems remain to be an acute issue of social policy to be dealt with by state and public organisations and pre-eminently by local authorities.

Fifthly. Much attention is being paid to carrying out of effective selective measures on social support and welfare of the least advanced segments of population, to implementation of target nation-wide programs in the field of education, personnel training, public health services and social protection of the population.

To carry out the activities envisaged by the program of “The year of welfare and medical workers” (2006) alone some 284 billion sums were expended, including 133 billion sums using budgetary funds and more than 151 billion sums using the funds of establishments, organisations and sponsors.

In the framework of the National program for personnel training, since 1997, for instance, the vocational colleges and academic lyceums alone have trained about 600 thousand young educated and qualified personnel for various branches and spheres of economy. According to the Program for school education development, for instance, 62 new schools were put into operation, 386 schools were overhauled and 878 were repaired in 2006.

Qualitatively new mechanisms of material encouragement and remuneration of teachers and workers of educational institutions were introduced. The director’s funds for giving incentives to distinguished educators were set up at all schools and in 2006 alone some 190 thousand teachers were rewarded using these funds.

Much attention is devoted to the development of public health services and the improvement of medical service quality, to the development of sports in the country, first and foremost children's sports, to the stimulation of the interest of medical and social workers.

Uzbekistan, according to the international ranking, belongs to the countries with the medium level of human development. According to the national human development reports, during the last decade the Human development index (HDI) in the country has shown continuous growth. Its value increased from 0,715 in 1995 to 0,736 in 2000, 0,740 in 2001, 0,742 in 2002, 0,747 in 2003, 0,756 in 2004 (as the calculation for 2005 has not finished yet, its value is yet to be published). Thus, in terms of the Education Index Uzbekistan is well ahead of the world average value, and in terms of the Life Expectancy Index it is comparable to that value.

Uzbekistan is one of the few countries where the value of HDI has a stable growth trend from 0,715 in 1995 to 0,756 in 2005.

The key indicators of HDI *)

	1995	2000	2001	2002	2003	2004
Life expectancy at birth (years)	69,1	70,8	71,3	71,2	71,6	72,5
Literacy rate of the population (%)	98,96	99,17	99,18	99,19	99,20	99,31
Educational attainment index	0,913	0,913	0,913	0,913	0,917	0,917
Real GNP per capita (PPP \$)	1973	2422	2460	2578,5	2668,1	2834,8
Value of human development index (HDI)	0,715	0,733	0,736	0,738	0,743	0,752

*) The report on human development “Health for all”, 2006

Upon an analysis of the HDI indicator it may be said that it reflects the tendencies, commitment and efficiency of actions taken by the government, in terms of both economic advancement of the state, and material well-being of the population, and

spiritual development of man. Today it is the human potential that affords all the more grounds to range Uzbekistan with the developed countries.

During the past years the major factor behind the HDI growth has been economic expansion. Over 2000-2004 the index of GNP had increased to 36 subpoints whereas other two summands of HDI had for the same period increased to a lesser degree, particularly, the Life Expectancy Index to 29 subpoints, the Education Index to 4 subpoints.

When determining **the prospects and development priorities** for the near-term outlook, above all things are considered the need for further deepening of initiated reforms on modernisation and democratic renovation of the country, liberalisation of society, further increase of living standard of the population.

The chief strategic goal is to build a free democratic society, law-governed state based on market economy; to create conditions for a worthy life of all people living in Uzbekistan, irrespective of their nationality, language and religion; to guarantee realisation of legal rights and freedoms.

The above-stated strategic goal requires a solution to a range of issues in all without exception spheres of society's life:

- securing the stable trend of economic development, ensuring macroeconomic and financial stabilisation, making efficient use of the State budget funds, strengthening the payment discipline, slashing the inflation rate;
- liberalising political, economic, social and spiritual spheres of society and the state;
- strengthening the tendencies of developing a competitive environment in economic field, of introducing market relations and mechanisms;
- decentralising the government, introducing the norms and rules ensuring autonomy and legal freedom for business entities, enterprises and firms representing small and medium-scale business;
- assuring effective mechanisms for the activity of public institutions and organisations, political parties and movements;
- ramping up the fight against terrorism, religious extremism and fundamentalism, drug-trafficking;
- increasing public awareness based on the principles of humanism, democracy, tolerance;
- introducing effective mechanisms for social protection of the population, guaranteed employment;
- developing an information space and information technologies, assuring the real freedom of mass media;
- executing government programs for family and women assistance. Creating better conditions for protection and promotion of public health, growth of jobs and family incomes, refining spiritual and moral principles and cultural interests of family;
- raising the level and quality of education and vocational training based on the requirements of the National program for personnel training and on the development of science, technology, culture;
- intensifying economic reforms in agriculture, that would ensure formation of ownership feeling in farmers for land, labour, products made;
- further developing the small-scale and private business, assuring full utilization of funds allocated for these purposes by international financial institutions;
- strengthening the contractual discipline, enhancing the responsibility of counterparts for meeting the commitments;

- strengthening the export orientation of production, as well as foreign and domestic balance;
- developing a fully functional stock market;
- assuring the attraction of financial resources, including foreign investments, for renewal of plant through placement of the shares of privatised enterprises on the primary and secondary stock market.

Thus the following should be considered the priority objectives for medium-term prospect.

In political sphere: further deepening of the processes of democratisation of society and state, assuring their consistency and efficiency.

In economic sphere: consistent liberalisation of all branches of economy, deepening of the reforms undertaken, enhancing of self-management of business entities, removal of obstacles in the way of development of business activity.

In social sphere: carrying out root-and-branch changes in all spheres of society's life and forming the market relations, and implementing a strong social policy as one of the main principles of further development.

In cultural-spiritual sphere: the main priority is enrichment of our spiritual values with the achievements of science and technology, inculcation of the principle ideas of national independence in people's mind, prevention of falsification of our sacred religion and history, their use in improper political ends.

Systematic persistence in implementing the NPPT, continuous improvement of the system of education and training in line with modern requirements.

1.2. The role and place of education in the context of national development

One of the basic components determining the essence of human development concept (HDC) is an education elevated to the rank of top priority for the state, society and individual. For example, two out of four indicators of the commonly accepted Human Development Index (HDI) – adult literacy rate and combined gross enrolment ratio of students between ages 6 and 24 – characterise educational level of the country.

The realisation of education as a major component of general and, primarily, material welfare of society and each individual, is now becoming firmly established in the state policy and mass consciousness of society. Education is considered as an essential integrant of human development, a tool allowing to expand person's choice, a way of development and interaction of the level of education with various aspects of human and social activity.

The main point about the continuing education embedded in the laws of the Republic of Uzbekistan "On education" and "On national program for personnel training" is not merely an ongoing rise in general educational and vocational qualification, occupational mobility due to quick ageing of knowledge in the light of scientific and technical progress. What is at stake is the self-value of education, acknowledgement of its value and importance for the state, society and individual. The mainstream of reforms consists in embedding in people's minds and in state policy of a new, genuinely progressive principle stating that education is the means for not so much training of specialists, as raising the general intellectual, technological and cultural level of society, maintaining its capacity for innovations and progress, developing modern lifestyle. Hence the conclusion was drawn about the possibility of developing education without a strict linkage with merely the needs of economy.

When we come to the educational system of Uzbekistan by the time of obtaining the state independence it had lagged behind in equipping with material and technical

resources and had the low level of computerisation; it had been in want of structural, substantial and methodical modernisation after the world trends in educational progress and adaptation to the new market relations.

The crowning achievement of the reforms under the National program for personnel training was preservation of free and universal access to the general secondary education, introduction of 12-year compulsory free general secondary and secondary specialised vocational education. The focus on national as well as universal intellectual and cultural values was increased. A question which will assume great importance in the future and which is a topical one for most countries is how to combine accessibility of education with its quality.

Uzbekistan, by adopting and implementing the NPPT, declares its commitment to achieving the goals and addressing the problems set forth in the Millennium Development Goals (UNO – MDG) and “Education for all” (EFA) Programme for each citizen.

The National action plan (EFA-NAP) represents a general commitment – a development concept – which in the course of implementation of concrete measures will ensure the achievement of MDG and EFA goals and subsequent maintenance of the attained level.

EFA-NAP is based on a basic principle (of priority of the person) and recognises unconditionally that every child, youth and adult as a person has the right to education that will meet his/her basic learning needs in the best and fullest sense of the term, i.e. to education that includes learning to know, to do, to live together and to be.

The chief goal of EFA-NAP is thereby to ensure an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.

EFA-NAP envisages implementing the NAP most effectively through broad-based partnerships within the country, supported by cooperation with regional and international agencies and institutions.

The activities under the EFA are carried out on different levels: on state and society level (political leadership, public organisations, executive and legislative bodies); on regional level (state bodies, the public); on local level (local bodies, educational institutions, business entities, the public). The national structures for supporting EFA-NAP were created and strengthened.

The sources used and statistical data are annexed in section 8.

2. INTRODUCTION TO THE NATIONAL EDUCATION SYSTEM

2.1. The education policy

The official education policy is founded on the Constitution of the Republic of Uzbekistan (adopted on 8.12.1992, in particular its article 41), the laws of the Republic of Uzbekistan “On education” and “On National program for personnel training” (from 29.08.1997), as well as the decrees, resolutions and orders of the President of Uzbekistan, resolutions and orders of the Cabinet of Ministers of Uzbekistan, the regulatory documents of the authorised state bodies in charge of educational management (the Ministry of public education and the Ministry of higher and secondary vocational education).

The state education policy is being implemented on the basis of and with due regard for the prospects of political, economic and social development of Uzbekistan.

"Everyone shall have the right to education. The state shall guarantee free secondary education. Schooling shall be under state supervision."

Article 41. The Constitution of the Republic of Uzbekistan

Education is enunciated as a priority direction in the sphere of social development of the Republic of Uzbekistan.

"The basic tenets of the state policy in the sphere of education are: humanistic, democratic nature of education; continuity and succession of education; compulsory general secondary, and also secondary specialised, vocational education; voluntary choice of fields of secondary specialised vocational education in academic lyceum or vocational college; secular nature of educational system; universal access to education in compliance with state educational standards; unity and differentiation of the approach to choosing training programs; encouragement of erudition and talent; combination of state and public management in educational system".

Article 3. The law of the Republic of Uzbekistan "On education" (1997)

The right to education. Everyone is guaranteed with equal rights to education irrespective of sex, language, age, race, nationality, convictions, religion, social origin, occupation, social status, place of residence, duration of residing on the territory of the Republic of Uzbekistan.

The right to education is ensured by:

development of state and non-state educational institutions;
organisation of off-the-job and on-the-job training;
free education in compliance with state educational and personnel training programmes, as well as paid vocational training at educational institutions on a contractual basis;
equal rights to graduates of all types of educational institutions at entering educational institutions of the following stages;
granting the right to the citizens who received family education or were self-educated, for passing examinations without attending lectures at the accredited educational institutions.

Citizens of other states have the right to education in the Republic of Uzbekistan in compliance with the international agreements.

Stateless persons residing in the republic have the right to education equally with the citizens of the Republic of Uzbekistan.

Article 4. The Law of the Republic of Uzbekistan "On education".

THE POLICY MAKERS. The following is the list of state structures and social groups formulating the goals and the strategy of education system development: the Oliy Majlis (Parliament) and the Cabinet of Ministers, the ministries of education of the Republic of Uzbekistan. The professional developers of the theory and methodology of the process and structure of education, the laws of its functioning and evolvement; teachers, heads of educational institutions and bodies in charge of educational management; consumers of the graduates of educational institutions of different levels and types; science, culture, arts workers, representatives of public organisations, funds; parents and pupils.

THE EXECUTIVES. 1. The republican commission on NPPT implementation headed by the Prime minister of the Republic of Uzbekistan. 2. Oliy Majlis (Parliament) of the Republic of Uzbekistan conducts legislative activity and monitoring of current legislation in educational sphere. 3. The Cabinet of Ministers through the special Department is responsible for overall management of administrative bodies in the sphere of education. 4. The Ministries of Education (MOPE and MHSVE) directly implements the state educational policy. 5. Local bodies and appropriate structures in charge of educational management. 6. Heads of educational institutions. 7. Bodies of public administration (Trustee and Supervisory boards, etc.). 8. Public organisations, funds, international organisations.

NPPT is a regulatory framework for the implementation of state's policy on development of intellectual potential of society, on creation of normative-legal, organizational and content-related prerequisites for root-and-branch reformation of the system of personnel training and education with due account taken of democratic and market reforms undertaken in the republic and achievement of EFA-NAP goals and targets.

The strategy for creation and development of a comprehensive system of continuing education in the Republic envisages catering for the needs of society and state for skilled and competitive personnel, shaping highly competent, spiritually and morally rich citizens, who would be aware of their accountability to the state, society and family. The specified strategy is build upon the systematic and structural approach and

realised through basic principles, trends and conditions which will facilitate constructing and effective functioning of the national model of education.

Based on the above-mentioned strategic approaches to formation and development of education system the mechanisms and actions are designed which are carried out in the form of target nation-wide, state, governmental, regional and local programs and projects.

2.1.1. The legislation in the sphere of education

Uzbekistan's legislation in educational sphere is rooted in unconditional observance of international commitments undertaken by the republic, including the documents of the United Nations and its specialised bodies (UNESCO, UNICEF, WHO, etc.). In particular, the formulation and implementation of normative and legal documents and executive directives is based on the Universal Declaration of Human Rights, the Convention on the rights of the child, MDG, EFA etc.

The basic normative and legal acts regulating the education system activities in Uzbekistan¹:

The Constitution of the Republic of Uzbekistan

The Laws of the Republic of Uzbekistan "On education" and "On National program for personnel training";

The National programme for school education development for 2004-2009.

Within their framework the normative and legal documents of state authorities in charge of educational management, other state bodies and public organisations are formulated and implemented, and also the activity of international organisations operating in the republic is carried out.

2.2. The structure of education

2.2.1. Formation and evolvement of the existing structure of educational system

Attaining of independence by the Republic of Uzbekistan on the 1st September, 1991, choosing its own way of development, have necessitated and created necessary conditions for reorganisation, development of the structure, content of education and personnel training.

To this effect a number of measures were taken, in particular:

- the Law of the Republic of Uzbekistan "On education" was enacted (1992);
- the accompanying documents were adopted;
- the development and introduction of the state educational standards was initiated;
- the test methods for entrance examination and the rating system for assessment of students' attainments were introduced;
- the new curricula, syllabi, appropriate didactic materials were implemented;
- the new types of educational institutions were established, etc.

The new education system (since 1997), is based on the principles of continuity, succession of the content of educational and vocational programmes, consideration of social and economic development of the republic and its regions, advances in science,

¹ The detailed list of normative and legal documents is given in Annexes.

technology and culture, and is intended to ensure the formation of independently thinking and all-round personality who could embody high spiritual and moral qualities, culture and professionalism.

The modern continuing education in Uzbekistan includes the following forms of education, educational services and types of establishments providing them:

- **preschool education (ages 3 to 6-7)** – the kindergartens operating as both state and private institutions;

The preschool education intends to develop a healthy and fully functioning personality in children prepared for school education. It is conducted up to age six or seven in family, in the kindergarten and in other educational institutions, irrespective of form of ownership.

- **general secondary education (ages 6-7 to 14-16)** – the state comprehensive schools, providing free educational services;

The stages of general secondary education:

primary education (grades 1-4);

general secondary education (grades 1-9).

The primary education is focused on developing basic literacy skills and knowledge required for receiving general secondary education. Children are admitted to the first grade of school at age six or seven.

The general secondary education lays the foundations for the necessary scope of knowledge, develops the skills of independent reasoning, organisational abilities and practical experience, assists in initial vocational guidance and choice of the next stage of education.

It is allowed to set up specialised schools to develop children's abilities and talents.

- **secondary specialised vocational education (ages 14-16 to 16-18)** – the state-run vocational colleges and academic lyceums, providing free services;

Within **the secondary specialised vocational education** everyone has the right to choose voluntarily a field of training at the academic lyceums or vocational colleges following the general secondary education.

The academic lyceums and vocational colleges provide secondary specialised vocational education which gives access to professional experience or to further stages of education.

Academic lyceum — a three-year secondary specialised educational institution enabling intensive development of mental abilities, advanced, differentiated and profession-oriented training of students.

Vocational college — a three-year secondary vocational educational institution enabling advanced development of vocational inclinations, skills of students, acquiring of one or several specialities in the chosen professions.

- **higher education** (after finishing the secondary specialised, vocational training) – universities, academies and institutes educating on state grants and paid/contract basis;

The **higher education** provides the training of highly skilled specialists.

The training of specialists with higher education is conducted in higher educational institutions (universities, academies, institutes and other higher educational institutions) upon completion of the secondary specialised vocational training.

The higher education has two levels: bachelor's degree and master's degree attested by state diplomas of higher education.

The bachelor's degree is a basic higher education oriented to delivery of thorough knowledge in one of the fields of higher education with duration of study not less than four years.

The master's degree is a higher education in a specific speciality with duration of study not less than two years upon completion of a bachelor's degree.

Citizens have the right to receive the second and subsequent higher education on a contractual basis.

- **post-higher education** – universities, institutes, educational academies, providing free and paid services;

The post-higher education is aimed at satisfying the needs of society in scientific and scientific-and-teaching personnel of top qualification. Post-higher education can be received in higher educational institutions and scientific research establishments (post-graduate studies and work, doctoral studies).

The procedure for training scientific and scientific-and-teaching personnel, awarding scientific degrees and ranks is defined by the legislation.

- **improvement of professional skills and retraining of personnel** (throughout the labour activity) using the facilities of universities, institutes, academies, sectoral institutes specialised in improvement of professional skills, business schools, providing free and paid services;

The system of professional skills improvement and retraining of personnel concentrates on extending and updating of professional knowledge and skills.

The procedure for professional skills improvement and retraining of personnel is established by the Cabinet of Ministers of the Republic of Uzbekistan.

- **Out-of-school education** (throughout the school education) using the facilities of independent and school-based centres, clubs, hobby groups, etc.;

The state bodies, public associations, as well as other legal and natural persons may set up **out-of-school educational institutions** in cultural-aesthetic, scientific, technical, sports and other areas to satisfy individual needs of children and teenagers, to organise their free time and recreation.

The out-of-school educational institutions can be the palaces, houses, clubs, children and youth centres of creative work, sports schools, schools of arts and music, studios, libraries, health and other establishments.

The procedure for setting up and running the out-of-school educational institutions is defined by the legislation.

- **family education and self-education.**

The state assists in receiving education in family and in self-education. **Training of children in family and self-education** are conducted in compliance with the programmes of relevant educational institutions. The authorised official bodies provide the trainees with methodical, advisory and other assistance.

2.2.2. The analysis of education system performance

The general results of reforms conducted during 1997 – 2006 add up to the following.

1. The objectives outlined in the NPPT as regards the formation of a comprehensive, continuing and successive education system are basically met.

A radical reorganisation of the structure and content of the vocational training system of the Republic of Uzbekistan was carried out. At present all forms of continuing education ranging from the preschool education to the professional skills improvement and retraining of personnel are functioning successfully.

The conditions for progressive development of continuing education system as an integrated training-scientific-and-production complex are in place. The conditions were created for creation of a competitive environment in the sphere of educational services.

2. A stable normative and legal foundation was laid for the functioning of components and parameters of the National model, forms of continuing education system. The legal framework for effective integration of education, science and production is in place, the mechanisms are introduced for generating the demand of state and society for the quantity and quality of the trained personnel.

3. A structural and functional reform of organisation and management of vocational training system was carried out. The required administrative structures involving administrative activities (planning, organisation, control, regulation and so forth) were established. The services controlling the quality of education and vocational training, as well as the advisory and public organisations facilitating the development of education were set up.

4. The interaction of integral components of the National model – continuing education, science, production, state and public institutions was ensured. The prerequisites and foundations were created for close and targeted networking of educational and vocational training system with the reforms undertaken in the society, for construction of a developed, democratic, law-governed state.

5. The state educational standards and state requirements – a methodological framework and mechanism of continuity and succession of the content of educational-vocational programs, ensuring the specified quality of education were developed and applied. The principle underlying the National model – “Quality education throughout life” is being realised in full.

6. To ensure the provision of educational institutions with the textbooks of new generation a three-step mechanism for preparation and edition of textbooks and teaching guides was introduced, a wholesome competitive environment was created for authors and publishers.

7. The effective forms and methods of spiritual and moral education of children and youth and of educational work based on the principle ideas of national independence were developed and introduced.

8. The material and technical resources and information base ensuring the required level and quality of education, guarantees for the activity and sustainable development of vocational training system under the changing social and economic patterns were raised to an essentially new level.

9. The institutions of vocational training system are staffed with highly skilled specialists and teachers with due regard for the essentially new requirements set for them.

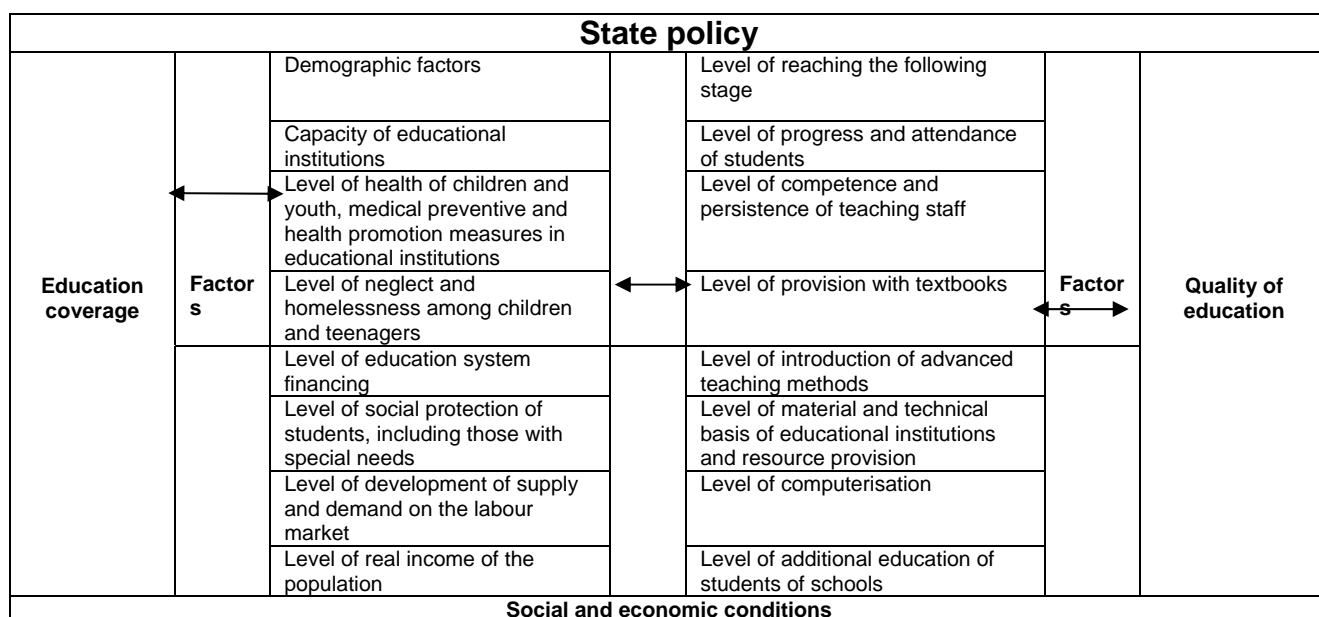
10. During the reform years a new orientation in scientific researches has emerged, the scientific schools have come into existence for conducting studies and analyses of the National model of vocational training, of topical problems relating to the theory and history of pedagogy, private methodologies, realisation of the idea of national independence.

11. A three-stage model was introduced for conducting the republican competitions such as “Umid nihollari”, “Barkamol avlod”, “University games”. This innovation has enabled to ensure continuity in playing sports in all types of educational institutions. The Program for children's sports development is being successfully carried out throughout the country.

The estimated figures are employed using the state and agency-level statistics to define the transparency and accessibility of information in assessing education at the national level.

First of all, the content of each indicator in the sphere of education represents a difficult system of interconnected and interdependent internal and external processes, therefore the factors and conditions actively influencing the development of education are suggested (the diagram 1).

Diagram 1. Factors and conditions actively influencing the education system outcomes



Preschool education.

The shift in access to the organised preschool education for the population aged 1-6 is accompanied by a package of public social and economic measures.

Thus the decrease in enrolment of children's education in preschool institutions, occurring against the background of reduction of its network, was compensated by:

granting a longer period of parental leave to working mothers (up to a 3-year-old age) which resulted in reducing the need for preschool institutions;

transferring the preschool centres dependent on certain establishments from the books of those establishments to those of local bodies, which made it possible to maintain the capacity of preschool institutions for enrolling children in organised educational process;

allocation of additional funds using the republican and local budget for the support of school education, which enabled to increase the access of all children including those from low-income families, to education and recreation services at the level of preschool institutions;

establishment of private preschool institutions starting from 1999 which brings the relief of pressure on the budget and improvement of the quality of education in individual conditions.

In 2005 6,5 thousand preschool institutions intended for general education and health promotion as well as for the children with physical and mental disability were functioning in Uzbekistan including 2,7 thousand in urban areas and 3,8 thousand in rural areas. The total number of children enrolled in preschool education was 656,6 thousand, including 322,1 thousand in urban areas and 243,5 thousand rural areas.

The measures undertaken resulted in curbing the decreasing rate of enrolment of the children of preschool age in preschool education from 35% in 1991 to 16,1% in 1998 with its increase to 22% in 2007.

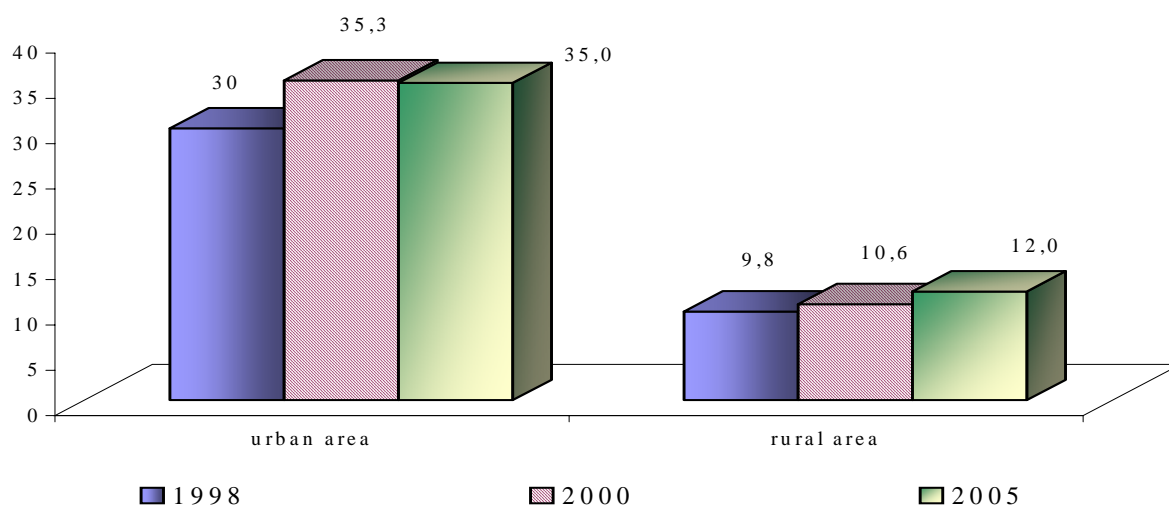
The dynamics of the network of preschool institutions and children enrolled in them for 2000-2005

	2000		2005		Increase for 2000-2005	
	Number of PSI (units)	Number of children enrolled (th.people)	Number of PSI (units)	Number of children enrolled (th.people)	Number of PSI (units)	Number of children enrolled (th.people)
Total	6704	624,7	6495	565,6	-209	-59,1
including:						
kindergartens	1382	79,9	1386	81,1	4	1,2
day-care centres	5119	523,1	4892	457,1	-227	-66
day nurseries	62	4,1	40	2,7	-22	-1,4
school-kindergartens	141	17,6	177	24,7	36	7,1
out of the total number of PSI by types of function:						
general	6479	600,4	6176	529,1	-303	-71,3
including:						
groups of special purpose	27	1,8	200	9,5	173	7,7
groups of sanatorium purpose	196	6,4	65	3,6	-131	-2,8
sanatorium	147	15,1	196	21,1	49	6
special purpose	78	9,2	123	15,4	45	6,2

Source: State statistics committee

The key indicators of development of the public education system are presented in Annex 1.

The change in the level of enrolment of children aged 1-6 in preschool education during 1998-2005



Source: State statistics committee

This confirms the state's commitment to achieving the EFA-NAP goal No 1 for expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

School education.

Among the priority goals outlined in "Millennium declarations", which are directly related to education and play the decisive role, are those relating to ensuring that all boys and girls have equitable access to and complete primary education, eliminating gender disparities in primary and secondary education by 2005.

The access to primary and secondary school education is not regarded as a topical problem in Uzbekistan in view of the fact that it is guaranteed by the state and the actions are taken on raising its quality at all levels and in all regions.

In the academic year 2006/2007 there were **9,8 thousand** daytime comprehensive schools functioning in the republic, including **2,1 thousand** in urban areas and **7,7 thousand** in rural areas, with the total number of students making up **5690,6 thousand**, **1793,8 thousand** and **3896,8 thousand**, respectively. **1300** schools providing advanced study of specific subjects function in which **213,3 thousand** students are instructed.

The dynamics of the network of comprehensive schools and their students for 2000-2006

	2000			2006			2006 as a % against 2000		
	Total	including:		Total	including:		Total	including:	
		urban	rural		urban	rural		urban	rural
Number of schools (units)	9726	2065	7661	9766	2061	7705	100,4	99,8	100,6
Number of students (th.people)	6017,6	1922,5	4095	5690,6	1794	3896,8	94,6	93,3	95,2

Source: State statistics committee

Under the implementation of the NPPT the structure of 9-year compulsory education was created which combines the primary education with the lower secondary education into a single continuous cycle. The current stage of the continuous cycle of general educational training also includes the instruction in grades 10-11 which will be gradually reduced until 2009 in the course of transition to a new modern structure of 12-year compulsory secondary specialised vocational education.

The dynamics of comprehensive school students by grades during 1998-2006 (excluding the schools for children with mental and physical disability - thousand people)

	1998		2000		2006		2000 as a % against 1998	2006 as a % against	
	people	% of total	people	% of total	people	% of total		1998	2000
Total number of students	5423,7	100,0	5996,7	100	5684,7	100	110,6	104,8	94,8
including:									
grades 1-4 (1-3)	2528,9	46,6	2597,9	43,3	2163,3	38,1	102,7	85,5	83,3
grades 5-9 (4-9)	2334,7	43,1	3026,2	50,5	3104,3	54,6	129,6	133,0	102,6
grades 10-11	560,1	10,3	372,6	6,2	417,1	7,3	66,5	74,5	111,9

Source: State statistics committee

The number of students by grades is tending to reduce at grades 10-11 while keeping up the high rates in grades 5-9. The decrease of students in grades 1-4 is caused by demographic processes in the previous years.

The problem of full enrolment of the population aged 7-15 is almost solved by its education in grades 1-9 of comprehensive schools.

This trend is of particular importance for achievement of the national goals, as well as for serving as a benchmark for many other states where these indicators are rather low.

Enrolment of the population aged 7-15 by comprehensive school education (as a % of total number of this particular age group)

Age groups of population	Total			Including:								
				grades 1-4			grades 5-9			grades 10-11		
	2000	2005	2006	2000	2005	2006	2000	2005	2006	2000	2005	2006
Ages 7-10	99,4	99,8	99,8	98,1	98,4	98,5	1,3	1,4	1,3			
Ages 11-15	95,4	95,9	96,0				94,7	95,0	95,5	0,7	0,9	0,5

Source: State statistics committee

“The National program for school education development for 2004-2009” adopted by the government of the Republic of Uzbekistan is aimed at creating equitable access to children’s education in rural and urban schools.

As a result, the differences in equipping rural and urban schools are decreasing, while the quality of educational process in them is being improved.

During 2004-2006 the number of school buildings of standard type increased in urban areas by 9,1%, in rural areas by 23,9 %, those furnished with the computer rooms increased in urban areas by 4,5%, in rural areas by 31,4%, the library stock reached 62463,5 thousand items, including 21316,2 thousand in urban areas and 41147,3 thousand in rural areas.

In the framework of school education reforms undertaken much attention in the republic is given to **the problems of education of children with mental and physical disability (the children with special needs)**.

The level of development of material and technical basis of comprehensive schools for 2004-2006 (rates in %)

	Number of schools – total			Number of school buildings of standard type			Number of schools with computer classes			Library stock of textbooks		
	Total	including:		Total	including:		Total	including:		Total	including:	
		urban	rural		urban	rural		urban	rural		urban	rural
Republic of Uzbekistan	100,6	99,6	100,9	119,6	109,1	123,9	122,1	104,5	131,4	176,2	188,5	170,5

Source: State statistics committee

In special educational clinics they are provided the necessary treatment and education which benefits their relatively all-around development and preparation for an independent life and work.

For the weakened children, suffering from chronic diseases, the sanatorium schools and sanatorium boarding schools are in place whose routine is established depending on specific conditions and medical-educational objectives.

The education of children with mental and physical disabilities is provided in schools and boarding schools for the mentally handicapped children, deaf and hearing-impaired, blind and visually impaired children, children suffering from the consequences of poliomyelitis and cerebral paralyzes, with serious speech disturbances. The period of education of these children lasts longer as they need special methods of training and defect correction.

There are 5 boarding schools for handicapped children with the number of children enrolled in them reaching 1,6 thousand persons.

The network of educational institutions for the children with mental or physical disabilities and with various other diseases, including the number of pupils in them in 2000 and 2006

	2000		2006	
	units	number of pupils (th. people)	units	number of pupils (th. people)
Schools for children with mental or physical disabilities	87	20,9	88	19,6
including:				
blind and visually impaired	10	2,4	12	2,3
deaf-and-dumb and hearing-impaired	18	4,1	18	4,7
other	59	14,4	58	12,6
Sanatorium-boarding schools for children with various diseases	21	6	21	6,2
including:				
mild and abated cases of tuberculosis	3	0,9	6	1,9
scoliotic patients	8	2,3	10	3,2
other diseases	10	2,8	5	1,1

Source: State statistics committee

Within the system of schools and boarding schools the schools and boarding schools for the children with mental retardation (schools, remedial classes) but with full-grown intellect were launched. The children with symptoms of easy fatigability, lethargy, lack of sufficient vocabulary development fall into the group of non-achievers in mass schools. The boarding schools help to get these children back into the tempo of school life, to complete satisfactorily the curriculum. As a result a part of them upon rectification of their development are transferred to mass schools, the others remain in the boarding school until finishing their secondary education over a longer period of training.

Much attention in the republic is devoted to the development of additional (out-of-school) education of children and teenagers, which has an influence on raising educational and cultural level of the rising generation.

Towards this end the leisure of children is arranged with consideration of their age-specific and individual features through the advanced network of arts and musical schools, children's libraries, sports schools, clubs, children's residential playgrounds, organisation of work with children in various groups.

The government adopted a number of comprehensive programs aimed at development of children and youth sports, especially in rural areas. The first priority is placed on those kinds of sports which do not require expensive sports facilities; special attention is given to the creation of conditions for pursuing sporting activity by the children from low-income families, orphan and handicapped children. The state programs also envisage the development of sports grounds and inexpensive facilities locally.

The developed system responsible for organising leisure activities for children and teenagers is characterised by, firstly, accessibility, secondly, variety ensuring inclusion of children and teenagers by their areas of interest, and thirdly, protective function, enabling to reduce the degree of risk among the rising generation.

In 2005 there were 1,4 thousand out-of-school institutions which embraced 16,3% of the students of grades 1-9 of daytime schools.

The dynamics of additional institutions for children and teenagers during 2000-2005

	2000			2005			2005 as a % against 2000		
	units	number of hobby groups (th.un.)	number of participants (th.un.)	units	number of hobby groups (th.un.)	number of participants (th.un.)	units	number of hobby groups	number of participants
Total number of out-of-school institutions	581	32,8	487,6	583	26,4	538,2	100,3	80,5	110,4
Number of children and youth sports schools	530		261,2	525		283,1	99,1		108,4
Number of arts and musical schools	311		70,3	306		39,6	98,4		56,3
Number of units (of amateur talent activities) for children and teenagers attached to the clubs		6061	105,1		5851	97,5		96,5	92,8

Source: State statistics committee

More than 122 thousand circles and sections specialised in various fields are functioning in comprehensive schools, where more than 2,4 million (38%) students are getting additional education.

The issue of additional education and leisure activities of teenagers and children is also addressed through organisation of extended-day groups at schools. In 2006 the extended-day groups were organised in 2854 schools which comprised 390,2 thousand

students of grades 1-9, including 147,8 thousand in urban areas and 242,4 thousand in rural areas.

Preventive actions are taken that are intended to eliminate wrongs, including explanatory work by law enforcement bodies through local radio, TV, and mass media, and likewise the complex target measures are taken to detect early the children and teenagers inclined to wrongdoing and crime.

With the support of local *hokimiyats* (authorities) the families are being aided by *mahalla* committees which are represented as a rule by respected elderly people (*aksakals*) of local communities. Their activity ensures a favourable climate in villages and urban districts, strengthening the influence of family on youth education by providing material assistance to large and low-income families. To organise efficiently the leisure activities of students and to assist in their additional education the teacher-organisers are working in 89% of *mahallas* (out of 11400). They, together with the *mahalla* committees, conduct out-of-school activities for teenagers in their places of residence. The positive results are obtained from joint actions aimed at realisation of "School-family-mahalla" concept.

Secondary specialised, vocational education

One of the main results of NPPT implementation is the creation of a system of secondary specialised vocational education (SSVE) accompanied by the creation of educational institutions of new type – academic lyceums and vocational colleges and the implementation of the state strategy in the field of universal compulsory free secondary specialised vocational education, with carrying out the following measures:

- pursuing the consistent transition to the general secondary and secondary specialised vocational education (12-year long) until 2010;
- fully enrolling the graduates of grade 9 in SSVE system by 2010;
- ensuring their access to vocational education of good quality;
- fully meeting the needs of economic sectors for the skilled personnel of required speciality and the quality level of training.

To ensure the transition to the general secondary and the secondary vocational education as well as the maximum balance between supply and demand sides of the labour market for middle-level specialists, a network of institutions consisting of academic lyceums (AL) and vocational colleges (VC) has been operating within the SSVE system since the academic year 1997/98.

The academic lyceums provide intensive intellectual development of students, as well as in-depth differentiated and professionally competent education. The vocational colleges provide in-depth development of vocational skills in addition to general educational training. The graduates of the comprehensive schools choose for themselves their future specialisation. On graduation from these institutions they have the equal rights to continue their education in higher educational institutions or to apply the acquired knowledge in professional activity.

The development and distribution of their network all across the country was carried out during 1998-2006, both by constructing new buildings, and by reconstructing the buildings of the former technical training colleges (TTC) and technical schools (TS), as well as the buildings of comprehensive schools, other buildings using various sources of financing.

In this process an important role is played by the following:

regional (local) bodies under whose direction the measures are carried out aimed at maximum enrolment of the graduates of grade 9 in SSVE educational institutions, putting AL and VC into operation in proper time, adjusting the parameters of their development and distribution with due account taken of economic development of territories, demographic situation and local labour market needs for younger specialists;

investments and technical assistance of foreign states and international institutions (the World Bank, ADB, OECF, GTZ, TESIS, the Governments of Japan, Republic of Korea, Germany, Poland, Switzerland, France, Spain, Israel and others) intended for development of material and technical basis of academic lyceums and vocational colleges, their logistics and staffing, qualitative advance of educational process.

As a result, 99 academic lyceums (AL) and 953 vocational colleges (VC) are functioning now in the republic with the capacity to instruct 49,6 thousand and 587,6 thousand students, respectively. The figure for the grade 9 graduates of the comprehensive schools enrolled in the academic lyceums and vocational colleges in the academic year 2006/2007 made up 62,9% of the total graduates. The number of students in AL and VC reached 53,1 thousand and 1021,9 thousand, respectively, including 857,5 thousand being the grade 9 graduates. In 2006 the labour market was replenished with 7,9 thousand graduates of AL and 237,1 thousand graduates of VC.

The surge in enrolment in VC has occurred since the academic year 2001/2002 when the system of traditional TTC and TS was reorganised into the substantially new system of secondary specialised vocational education.

The dynamics of SSVE system during 1998-2006

	1998			2000			2006		
	Total	incl		Total	incl		Total	incl	
		AL	VC		AL	VC		AL	VC
Number of educational institutions (units)	35	15	20	287	46	241	1052	99	953
Enrolled in the grade 1 (th.people)	5,7	1,8	3,9	33,1	3	30	455,7	27,1	428,6
Number of students - (th.people)	16,9	3,9	13	69,3	9,8	60	1075	53,1	1021,9

Source: State statistics committee

To ensure the employment of the grade 11 graduates of the comprehensive schools and their entry into the labour market holding a certain professional specialisation certificate, the personnel training is currently provided in vocational colleges of the republic for the graduates of grade 11. In 2006 63,7 thousand grade 11 graduates (15% of the total enrolment) were admitted to the vocational colleges of the republic. In the total structure of students this category of youth occupies accordingly 16%.

Colleges offer a wide choice of fields of training and professions characterising the specialisations of the republic's economy.

The sectoral structure of the students in vocational colleges in 2006

(as a % of the total number of students)

industries, buildings, transport, communication	28,2
agriculture	18,5
economy, law	13,1
public health services	14,0
education, physical culture and sports	14,3
service industries	9,5
culture and art	2,4

The share of SSVE system in the total number of students at all stages of education increased from 7,6 to 15,2% since the beginning of NPPT implementation.

Since the start of NPPT implementation the academic lyceums have graduated 29 thousand students while the vocational colleges have done 704 thousand specialists in various specialist fields.

Higher education.

In the framework of NPPT a modern structure of higher education was created in Uzbekistan with increased degree of diversification enabling to expand the set of academic disciplines and educational programs taught. It is conducive to implementation of the state strategy aimed at ensuring access to quality higher education for youth, generating a competitive environment on the market of educational services, satisfying as much as possible the needs of economic sectors for skilled personnel in the required speciality and high quality level of their training.

There are 62 high educational institutions functioning in the country, including 18 universities, 42 institutes, 2 academies. The branches of the following foreign educational institutions were set up in Tashkent: the University of Westminster, the Russian Economic Academy named after G.V.Plekhanov and Moscow State University named after M.V.Lomonosov. The issues of territorial availability of higher education are addressed through appropriate measures aimed at increasing the network of branches of high educational institutions across the republic.

Among the high education institutions of the country there are 22 which instruct in educational sphere, 15 in the industries, buildings, transport and communication, 5 in medicine, 4 in agriculture, 9 in economy and law, 7 in other fields. The large number of higher educational institutions specialised in teacher training is explained by the peculiarity of demographic situation and development of educational system, which put pressure on the demand for teachers of various specialities.

The educational programmes in high educational institutions are delivered by 23,4 thousand teachers, 33,8 percent of whom are doctors and candidates of sciences.

14 centres and 16 faculties of professional skills improvement and retraining of specialists attached to the high educational institutions and 4 professional skills improvement institutes of the MHSVE were launched, including 2 faculties attached to Namangan engineering and teacher training institute and to Bukhara institute of technology of light and food-processing industry, 4 centres and 14 qualification improvement courses. Using the facilities of Tashkent institute of oriental studies the courses of qualification improvement for teachers of religious studies were organised.

With intensification of market relations the system of higher education has moved on to new principles of enrolling students in high educational institutions based on state order on education.

The state order is executed by either providing government grants for education on a competitive basis or on paid (contractual) basis. At the same time the actions are taken by the state to support the students and applicants enrolled in high educational institutions on paid basis, who are in financial difficulties, by granting them loans which enables to enhance opportunities of the population for obtaining higher education in institutes and universities of the country.

In the high educational institutions of the republic 286,3 thousand students are studying, including 273,7 thousand at the bachelor's degree level and 12,6 thousand at the master's degree level, among them 69% of students are studying on paid (contract) basis for a bachelor's degree and 75% for a master's degree.

The dynamics of higher education during 2000-2006 (thousand people)

	2000	2001	2002	2003	2004	2005	2006	2006 as % against 2000
Network (units)	61	61	62	62	63	62	62	101,6
Admission (people)	44,7	50,6	54,6	61,0	59,3	59,6	61,1	136,7
bachelor's degree	41,9	46,6	50,6	56,1	54,2	54,2	55,4	132,2
master's degree	2,8	4,0	4,0	4,9	5,1	5,4	5,7	203,6
Number of students	183,6	207,2	232,2	254,4	263,6	278,7	286,3	155,9
bachelor's degree	179,6	200,4	223,5	244,9	253,2	267,4	273,7	152,4
master's degree	4,0	6,8	8,7	9,5	10,4	11,3	12,6	315,0

Graduation	31,6	36	39,8	45,5	52,8	57,8	60,7	192,1
------------	------	----	------	------	------	------	------	-------

Source: State statistics committee

Currently 88,8 thousand students (31% of their total number) are studying in the high educational institutions of the republic using government grants, including 85,7 thousand (31,3 %) at the bachelor's degree level and 3,1 thousand (24,6 %) at the master's degree level.

During 2000-2006 324 thousand specialists in various specialties were trained for the labour market. In 2006 16,9 thousand graduates who studied using government grants were placed in jobs.

2.2.3. The bodies responsible for managing and controlling the stages of education system

A special place in the laws of RUz "On education" and "On national program for personnel training" is occupied by the issue of improving education system management.

The structure of educational management is being radically reconsidered with top-down delegation of rational administrative functions and powers, the centralised administration being concentrated only on basic areas of activity stipulated by the laws, i.e. ensuring adherence to the unified state policy in educational spheres, including government regulation of structural changes and trends in the development of state and non-state educational institutions of the system of continuing education and personnel training, certification, accreditation of educational institutions, providing methodical and methodological guidance to educational process.

Renunciation of the command system and creation of a variative educational system will create conditions for overcoming the distortion in realisation of the rights and autonomy of educational institutions in their financial and economic activity and organisation of educational process, in distribution of the network of educational institutions, the disproportions between the patterns of personnel training and educational demand.

Under these conditions the regional educational centres (with the support of locally established trustee and supervisory boards from among the representatives of the founder organisations, local bodies, business community, public organisations, funds and sponsors) represent a united integrated educational complex which mobilise, integrate in itself all the educational capacity of the region, its financial-economic, material-technical, manpower, scientific-methodical and other components.

The education system in the Republic of Uzbekistan is managed by the Cabinet of Ministers and the authorised state bodies in charge of educational management within the jurisdiction provided by the legislation of the Republic of Uzbekistan.

The major authorised state bodies in charge of educational management are: the Ministry of higher and secondary vocational education and the Ministry of public education, by their branch specialisation – the Ministry of Health, the Ministry of culture and sports, the Ministry of agriculture and water management, and several others, basically, with regard to higher and post-graduate education (candidate's and doctoral studies) and professional skills improvements (the functions of governing bodies are provided in the annex).

The republican commission on NPPT implementation (RCNPPTI is headed by the Prime minister), following the provisions of the Decree of the President of Uzbekistan dating from October 6, 1997, has defined the following issues to be high priority for the government bodies, educational institutions, public organisations, mass media: implementing the reforms intended to change radically the personnel training system in

the republic and creating favourable conditions for deep public awareness of the significance of undertaken reforms.

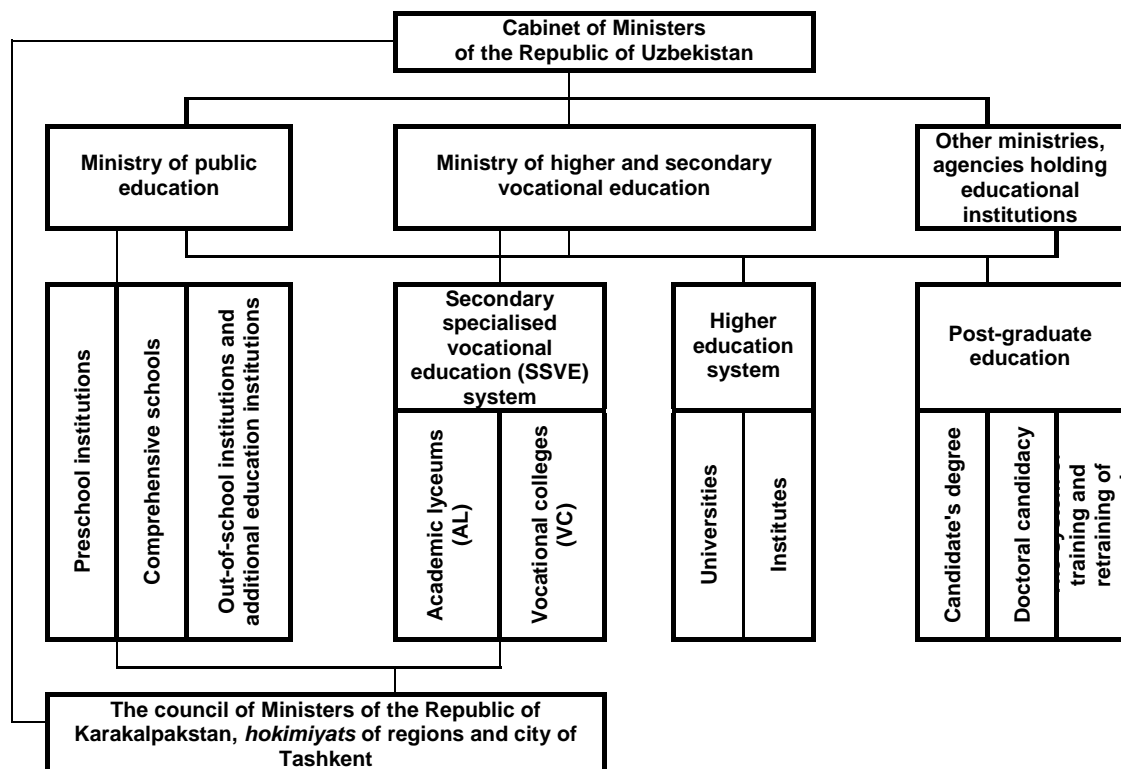
During the first and second stages the Republican commission ensured the coordinated activity of the ministries, departments, establishments, as well as all the organisations irrespective of their form of ownership, concerned with reforming of education system and personnel training, and implementation of the principle state policies in the sphere of education and personnel training.

Under the guidance of the Republican commission the legal and normative framework of the personnel training system was revised to meet the requirements of the National programme; development, endorsement and practical application of the state educational standards and state requirements for all kinds of continuing education was ensured.

Based on approved indicators the monitoring of reforms was conducted whose findings were incorporated by the Republican commission into the elaboration of the prospective areas of education system development and proposals for organisation and improvement of personnel training system.

The conditions were created for attracting the funds of international donor organisations, foreign investors, foundations and public organisations to the personnel training system and for their effective use.

The structure of education system management in the Republic of Uzbekistan



The academic lyceums and vocational colleges are managed centrally. For this purpose a new state governing body – the Centre for secondary specialised vocational education was established under the Ministry of higher and secondary vocational education.

2.3. Financing of education

It is of great importance for the implementation of NPPT and EFA-NAP that the country's leadership has embarked upon the road of priority-driven financing of

education and providing it with material and technical resources, including textbooks, by its fields of study (see the statistical data on MTR in annexes).

To ensure more efficient use of funds allocated by the state budget for educational development, the proposals for improving the mechanism of budgetary financing are being implemented. In particular, in preparation of the governmental resolution of the Republic of Uzbekistan "On improving the procedures for financing the budgetary organisations" (No 414 from 3.09.1999) the proposals of MHSSE for multi-channel financing and efficient use of funds allocated by the state were taken into account.

At microlevel the areas of more rational use of budgetary funds to be achieved by strengthening the budgetary discipline, improving the transfer of funds between high education institutions through a two-level system of centralised and decentralised management of financial resources were specified.

In Uzbekistan a new financial and economic mechanism for the activity of educational institutions is being intensively generated.

The equal rights to education are guaranteed to each citizen not only in state but also in non-state educational institutions, which are authorised as legal persons. In addition to being legal persons the non-state educational institutions also acquire the right for educational activity from the time of their state accreditation. These documents provide for the introduction of a multiple-choice (multi-channel) system of financing of personnel training, the development of self-financing of educational institutions.

At present the principles of multi-channel financing and coexistence of educational institutions belonging to different organisational-legal forms are being introduced from the position of modern theory of mixed economy, and, first of all, from the position of concepts of mixed public benefit and external effects. According to that approach the services of educational institutions, including the high educational institutions, represent the mixed public benefit possessing a considerable external effect. They can belong to both state and private sectors of economy regulated by the government. By their nature the educational institutions of Uzbekistan are non-commercial organisations since their commercial, business activity is objectively limited by the need of performing socially-significant educational functions. The suggested approach is not at variance with world practice of financing education, especially on prioritizing the development of education system using the state budget funds, and the private and off-budget sources performing a complementary rather than a substitutional function.

The general trend both in Uzbek and world practice, is toward expansion of the choice of sources of off-budget revenues by providing paid educational services, entrepreneurial, consultancy, publishing, manufacturing, scientific and other activities in accordance with authorised objectives of educational institution.

The budgeting process starts from the level of institutes, schools, lyceums, colleges, universities, which submit their budgetary requirements to the relevant local bodies (finance and planning departments of *hokimiyats*), further on to the governmental structures to which they are directly accountable, i.e. to a district, region or Ministry. For example, a budgetary request of a school is submitted to a regional finance department and at the same time to a department of public education. The requests collected from all schools of the district, accompanied by district's own request, are submitted for consideration to regional administrations of finance and of national education simultaneously. The region in its turn submits its own request combined with the requests of all districts entering into that region for consideration to the Ministry of finance and of public education simultaneously. The MPO also submits the requests together with its notes and comments (and with its own statement) to the Ministry of

finance. The Ministry of finance submits all the accumulated budgetary requests for consideration to the Cabinet of Ministers.

Finally, the budget is approved by the Parliament, and the allocated funds then pass downward throughout the whole system and in the long run the school is informed of its annual financing. This system uses the “bottom-up” approach, but in effect it leads to an extremely low level of decision-making at the bottom level and the system contributes to submission of the inflationary budget. The institutions are fully aware that their requests will be rationalised at each subsequent level upwards and then the received resources will be distributed on a way from top to bottom. The initial requests from institutions may end up having little to do with the financial resources finally allocated, the real decision-makers having strayed away from the estimate of local needs.

The significant shift in budgeting process has been the restriction of budgetary lines to four - wages costs, additional wage costs, capital expenditure and spare costs - since 2000. It will bring to some flexibility in financial management, but the transfers between these budgetary lines during the academic year are not yet permitted.

Under the previous system of public education the funding started to flow from the MF to MPO, after that the local bodies financed districts, city departments of public education, further down they financed schools, other educational institutions. But since 2007 a total decentralisation of public education system financing has been put in place.

With the view of improving the financing mechanism of public education institutions, enhancing the autonomy and to increase the responsibility of educational institutions in decision-making on financial and economic issues, targeted and efficient use of budgetary funds, as well as strengthening the coordination and systematic management of educational process, the Decree of the President of the Republic of Uzbekistan No 3857 “On improving the financing mechanism of public education institutions” was passed on February 26, 2007.

The decree defines that the functions and structures on settlement and financial provision, on account and control of expenditure of public education institutions should be delegated from the Ministry of public education of the Republic of Karakalpakstan, the regional administrations of public education and the city of Tashkent, the district and city departments of public education to the relevant territorial financial bodies and that financing of public education institutions should now be carried out directly by territorial financial bodies.

The above Decree entrusts additionally the following major tasks and functions to the territorial financial bodies of the Ministry of finance of the Republic of Uzbekistan:

- estimating, jointly with the public education institutions, of the expenditure and staff list, their financing, as well as accounting of salary and other payments;

- carrying out, in association with the territorial divisions of the Treasury, of payment operations by order of public education institutions, and also accounting and reporting of their activity;

- ensuring targeted and efficient use of budgetary funds and observance of the budgetary discipline in public education institutions, including meeting the requirements for the advanced system of remuneration of public education personnel;

- concluding contracts, within the range of expenditure budget of public education institutions, on purchase of goods and provision of services based on requests and needs of public education institutions, as well as monitoring the observance of consumption limit and spending target.

Also, the Ministry of public education of the Republic of Uzbekistan and all its territorial structures are instructed to concentrate their activity on issues concerning improvement of the methodical and educational work in the educational institutions of preschool, general secondary and out-of-school education, focusing particularly on:

monitoring the observance by public education institutions of the provisions made in the Law of Uzbekistan "On education" and the established state educational standards of general secondary education;

improvement of methodical guidance of educational institutions, irrespective of their departmental subordination and form of ownership, introduction into educational process of modern types of education, new teaching techniques and information technologies, effective forms and methods of spiritual and moral education;

examination and generalisation of know-how and expertise of leading teachers and educational institutions of the republic and assistance in its wide dissemination to educational and methodical work of comprehensive schools;

realisation of a package of measures aimed at ensuring the implementation in the regions, cities and districts of the actions specified by the National programme for school education development for 2004 - 2009.

The Resolution of the President of Uzbekistan "On measures for streamlining the model staff list of comprehensive schools" No 609 dating from March 30, 2007 stipulates that all comprehensive schools (boarding schools) of public education system will be gradually put on a legal footing during 2007, with individual settlement accounts being opened at the Treasury departments of MF and staffing these educational institutions with accountants depending on their student population.

In every educational institution the staff list and budget of expenditure are revised jointly with the territorial financial bodies, with consideration of job evaluation of teaching staff, and they are also registered with the financing bodies.

To ensure improvement of accountancy and reporting in public education institutions in the light of Treasury-level execution of budget the Resolution of the Cabinet of Ministers of Uzbekistan No 63 "On measures for improving financial and economic provision of public education institutions" was adopted on March 30, 2007.

In Uzbekistan a market of educational services is in the making where pricing is regulated by the state, and marketing is acquiring a growing socio-ethic orientation. The procedure was defined for relationship between centralised subaccount with subaccounts of divisions on the basis of contracts between university administration and intra-university structures with establishment of the intra-university tax. On the one hand, a delegation of financial powers from the rector to intra-university divisions is taking place, with enhancement of their autonomy and responsibility for using the funds. On the other hand, the high educational institution administration increases the control over flow and expenditure of financial resources.

2.4. Current trends in educational development

The Republican commission on NPPT implementation (RCNPPTI) having analysed the results of NPPT implementation during 1997-2006, the shortcomings and lagging targets, the prospects of socio-economic and political development of the republic, has defined **the following priority directions of NPPT implementation for the medium-term prospect – 2006-2009.**

The first priority.

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

The modern and long-term requirements of social and economic development of the country, spiritual renovation of society, as well as the aggressive attempts to influence the minds of the rising generation with anti-humane, extremist ideologies, insistently press for the need of organisation and development of a comprehensive education system of youth. The inclusion in the system of all governmental and non-

governmental structures, public organisations, the stress on their role and functions in education process, will make it possible to carry out co-ordinated, interactive and purposeful educational activity.

The second priority.

Improvement of the content and organisation of educational process, ensuring the continuity and succession of educational-vocational programmes and the specified quality of education.

The content of education – its mandatory component serves as a basis for developing and implementing the state educational standard, a basis for organisation of developmental teaching and realisation of the concept of “differentiation in education”.

By way of improvement of educational content it is possible to achieve one of the chief goals of educational reforms – education of socially active, spiritually rich, highly moral, independently thinking, professional individual.

On the social side the improvement of educational content is one of the essential prerequisites for satisfaction of society’s needs for preparation of youth for better functioning in the environment of continuous development of the state and society, science and culture, techniques and technologies.

The content of continuing education is dynamical with its scope expanding alongside with the development of scientific and technical progress that is very important for understanding the characteristics of long-term reforms in education.

The third priority.

Development of the system of training, retraining and vocational skills improvement of teaching, teaching engineer and administrative staff.

It is necessary to ensure the specified quality of educational process, the increase of professional level and responsibility of teaching staff, rationalisation of infrastructure, strengthened resource and manpower provision, introduction of effective mechanisms for the activity of the system of training, retraining and vocational skills improvement of teaching staff. In the long run, it is necessary to ensure staffing of educational institutions with highly skilled teaching staff that would be capable of realising the provisions and principles of the idea of national independence.

In the framework of the above-mentioned process it is necessary to envisage special-purpose retraining and vocational skills improvement of management personnel of education system, increasing its professional level in managing human and material resources.

The fourth priority.

Improvement of economic management of education and personnel training system.

During the third stage of reforms it is necessary to develop and implement target programs aimed at radical improvement of financial as well as resource and information provision of reforms.

It is necessary to proceed with strengthening of material and technical basis (construction, reconstruction, complete overhaul of educational institutions, their educational-methodical and information provision etc.)

The management of continuing education system should be improved (optimisation of structure, forms, conditions, ways, methods and control tools; democratisation, regionalisation and decentralisation, delegation and distribution of powers; productivity and efficiency, control, estimation and monitoring, training of administrative staff for educational sphere).

Besides, RCNPPTI has resolved the following:

For an in-depth study of reforms the NPPT progress analysis taskforce should formulate a questionnaire and to monitor the achievement of NPPT goals and targets by visiting the relevant sites, namely:

to make an objective performance appraisal of education system in general and each kind of education in particular for its meeting the NPPT goals and targets;

to investigate and give an assessment of the state of material-technical basis, the measures taken for its development, and effectiveness of undertaken measures;

to analyse and assess the existing state educational standards, curricula and syllabi in each kind of education, the classifier of SSVE fields and specialities, the classifier of bachelor's degree fields and master's degree specialities, the qualification description with a view of upgrading them to assimilate continuity, succession, and relevance;

to pay special attention to the issues of encouragement and stimulation of teachers' work, to the introduction of the mechanisms of differential payment of their work by results of teaching activity;

to reconsider the list of vocational training fields in the system of higher and secondary specialised vocational education to eliminate duplication and parallelism;

to make a critical analysis of the system of organisation of training, retraining and professional skills improvement of teaching and engineering-teaching staff, highly skilled personnel;

to examine the level of provision of educational institutions with labware, computers, academic books and foreign periodical press;

to analyse the status of research activity, including the status of involvement of teachers and students in scientific activity, of scientists and industrial specialists in conducting educational process.

The Ministry of public education, the Ministry of higher and secondary vocational education, jointly with the stakeholder ministries and agencies, the Council of Ministers of the Republic of Karakalpakstan, the *hokimiyats* of the regions and the city of Tashkent are charged with preparing proposals for formulating the Plan of measures for realisation of priority directions of NPPT implementation, which should cover the following:

implementation of a comprehensive, open, anticipatory, system of decisions and actions, amenable to monitoring and correction, which reflects concrete mechanisms and measures of their implementation, time-frame, executors, financial and resource provision;

revision of functions and objectives of the state and public institutions with regard to fulfilment of priority directions of the National program, ensuring their efficient work and interaction, reasonable division of powers (competences), individual responsibility of the heads for the entrusted allotment of work, including introduction of amendments and additions into the current legislation and normative-legal framework, regulatory functioning of the spheres of education and personnel training;

increase of the role and influence of monitoring and analysis of the National program implementation progress, to correct on this basis its separate provisions and actions. With these ends in view there appears to be sufficient reasons for preparation and submission to the republican leadership of reports with the analysis of the status, problems and proposals for anticipatory development of continuing education system;

creation of conditions for full-scale, effective realisation of the National model of personnel training, activation and effective coordination of its components, particularly of science and production, inclusion of public organisations and the broad sections of country's people in implementation of goals and target of the National program;

intensification of wide explanatory work under the principled approaches and basic provisions of the NPPT, with attraction of the public, mass media, to the matters concerning implementation and functioning of the National model of personnel training, especially the functions, role and place of secondary specialised vocational training;

ensuring coordination and control of donor assistance to the development of continuing education system, involvement of the qualified local and foreign experts in elaboration of concrete measures for NPPT implementation.

The sphere of telecommunications and information technologies has been rapidly developing in the republic recently.

Introducing ICTs in a similar way in the education enables to improve substantially and qualitatively learning of materials and to enrich the educational process.

At the present time the rate of provision of comprehensive schools with modern computers makes up 38,6%. This rate is expected to increase due to implementation of the following projects – “Equipment of comprehensive schools of Uzbekistan with computer training rooms” project (funded by ExIm Bank of China)– 2155 complete sets of classes will be furnished, “Informatization of comprehensive schools of Uzbekistan” project (funded by ExIm Bank of Korea) – 1518 classes will be furnished, an official educational portal has been launched and it is expected that subsequently all the republican schools will have access to it, “Introduction of ICTs into comprehensive schools of Uzbekistan” project (funded by ADB) – 90 pilot schools will be furnished with a complete set of computer classes each, and 860 leading cluster schools will be furnished with 2 classes each where decentralised training of teachers of neighbouring schools will be arranged.

The department of general educational network “ZiyoNet” is operating under the ministry which is planning to get some 3775 comprehensive schools all over the republic connected to its network during this year alone.

To ensure widespread adoption of information-communication technologies by educational process, the academic year of 2006-2007 was announced as the year of improving teachers’ ICT skills by the ministerial order No 6/5-XB. At the same time according to the ministerial order No 265 the short-term courses intended for improving teachers’ skills in using ICTs were conducted following which the rate of teachers’ competence in using ICTs averages 44,5%.

As it is known the 2007 was announced as the year of social protection. Under the governmental program jointly with the local *hokimiyats* it is planned to provide 1000 handicapped children from 200 districts and cities of the republic with computers and multimedia programs.

Within the Ministry and regional administrations, as well as the regional and city departments of education an inquiry/response system called “Maktab-Info” was introduced and is functioning which contains all information on comprehensive schools.

In 2005 6 electronic textbook titles were developed and approved, and in 2006 the tenders were held and contracts were signed with the developers on delivery of 13 electronic textbooks and 5 educational films on multimedia carriers.

2.5. The groups not enrolled in compulsory education

The current legislation of the Republic of Uzbekistan defines clearly the responsibility of parents, heads of educational institutions, local authorities concerning the compulsory education of minors. According to it all measures are to be taken for forestalling the emergence of social groups not enrolled in compulsory education.

But there is a category of children belonging to the “risk groups” who can be overlooked by the public, if local authorities, parents, heads of educational institutions do not give special attention to them, do not assist them in obtaining compulsory education, do not to supervise their life activities:

1. Handicapped children are the children, students with various health problems, limited abilities or disorders, regarded by medicine as organic disorders, characteristic

for physiological pathologies (for example, relating to sensory, motor defects or neurologic disorders).

2. Difficult (deviant) children are the children, students having behavioural or emotional disorders, experiencing difficulties in studies. The problems of such children arise, mainly, in the course of interaction with school community.

3. Children from disadvantaged families are the children, students who are at a disadvantage owing mainly to social factors.

4. Children without parental or family custody, orphan children, children with special needs.

The government gives particular attention to protection of the rights and interests of children. A certain amount of work is being done in this area, including:

the system incorporating the relevant state bodies, including the guardianship and trusteeship bodies within the structure of public education bodies, was set up, which within their competence are in charge of protection of the rights and interests of children.

coordination of the questions concerned with addressing the childhood problems, including the problems of children from vulnerable groups, child neglect and minor offences, handicapped children was strengthened. Minors' commissions function under the *hokimiyats* of all levels.

activities are carried out aimed at improvement of normative-legal framework in the scope of the rights of the child, creation of a system of joint activity on ensuring social adaptation of children enrolled in charity schools and children at social-legal risk;

the content of education is being updated, new forms and methods of education are being adopted;

social support is provided to the children from large, low-income and disadvantaged families, orphan children and children without parental custody (training and maintenance of orphan children and children without the custody of parents or other legal representatives is carried out entirely under the state-managed and legally established social security system);

an effective network of establishments, centres was set up intended for addressing the problem of access to additional education by inmates of children's homes and their further self-determination in independent living;

a wide network of establishments of new type is being created: the centres of social health of family and children, psychoeducational rehabilitation of difficult teenagers, the educational and social services for children, the centres of educational work with children and adults and others;

the services of psychological trust, legal assistance and a database with complete information on each inmate of children's homes were created to facilitate the timely provision of psychological support to orphan children;

the programs were introduced for training social workers and children's rehabilitologists in higher and secondary specialised educational institutions;

International conferences, forums dedicated to the problems of children from socially vulnerable groups have been held annually (since 2000).

The system of social support of children and teenagers in 2005

	Units	Number of children (people) at the end of 2005			Including the number of placed in 2005		
		Total up to age 18	including at the age of		Total up to age 18	including at the age of	
			up to 7 years	from 7 to 18 years		up to 7 years	from 7 to 18 years
Infant houses	13	700	700		143	143	
Children's homes	28	3131	230	2901	435	80	355
Boarding schools for children from low-income families and children without parental custody	17	5087	91	4996	186	14	172

Under families' guardianship		26485			3642	754	2888
Adopted by families		34759			2925	1920	1005

Source: State statistics committee

The active measures taken by the state for social protection of the rising generation made it possible to create favourable conditions to prevent from spreading the problem of "abandoned children".

In Uzbekistan there are 13 infant houses where 0,7 thousand children are looked after, 28 children's homes (charity houses) where 3,1 thousand children are cared for and educated, and 17 boarding schools for children from low-income families and children without parental custody where more than 5,1 thousand children and teenagers, including 1,6 thousand orphans children and children without parental custody, reside and study.

Each of these institutions makes a substantial contribution to creation of a healthier social environment, helps children with their social rehabilitation.

The level of handicapped children's access to education has been maintained. 70,4% out of 120 thousand handicapped children under 16 years of age are enrolled in specialised education, the rest of children are educated at home. They are provided with necessary textbooks and manuals. Under the government program of "The year of social protection" the children were supplied with specialised furniture, accessories and 1000 students of the grades 5-9 were presented personal computers.

The government is making systematic and large-scale arrangements for **radical improvement of the status of children in need of state support**.

In 2006 alone under the government program "The year of medical workers and charity" all children who need special help and students from 136 specialised educational institutions were provided charitable assistance by 170 sponsoring organisations to the amount of about **1,5 billion sums**.

Under the government program "The year of social protection - 2007" the following documents were developed:

- a draft Law "On guarantees of rights of the child";
- a draft Law "On education" (redrafted);
- the Regulations "For family-based children's homes" were approved;
- the Resolution of the Cabinet of Ministers of Uzbekistan "On amending and supplementing the Regulations for adoption of minor children and taking children into foster care (patronate)" was passed.

Under the national programme for school education development 12 buildings belonging to specialised educational institutions have been constructed or reconstructed for the last 3 years and meet modern standards.

The passportization of 155 institutions, including 28 children's homes, 86 specialised boarding schools, 18 boarding schools for low-income families, as well as 23 boarding schools of sanatorium type, was completed.

Based on the passportization the government program was developed for construction, capital reconstruction, maintenance and repair of specialised schools, boarding schools and children's homes and for provision of these institutions with necessary furniture, training-laboratory equipment, computers, sports accessories and special inventory for 2008-2010.

During 2007 5 family-based children's homes belonging to public education system and educating 48 children were provided Damas minibuses.

All 28 "Mehribonlik" children's homes and 86 specialised boarding schools were provided with buses.

By the beginning of the academic year 2007-2008 12167 handicapped children who are not able to attend school and educated at home were given special manuals (for grades 1-9) in necessary and relevant fields of study.

A special attention is given to staffing of specialised educational institutions with necessary highly skilled specialists.

Starting in the academic year 2007-2008, a quota was assigned for admitting 150 students to Tashkent state university named after Nizami with subsequent targeted distribution of the graduates, the faculty of special defectology, the department of remedial pedagogy and methods of vocational education was launched under the defectology faculty of Tashkent state university named after Nizami.

The decision was taken to open the department of "Pedagogical psychology and defectology" from the start of academic year 2007-2008 at Tashkent state university named after Nizami.

To ensure social protection of students every first-grader, irrespective of his/her language of instruction, annually by the start of each academic year, is presented with "Presidential gifts" consisting of 12 textbook titles, necessary educational accessories and a bag.

Free textbooks are also provided to the pupils of children's homes, boarding schools and to children from large and low-income families.

In this way large amount of systematic work is done in the republic for social protection of children.

3. PROGRESS TOWARDS ACHIEVEMENT OF THE SIX EFA GOALS.

The universal access to primary and secondary education had been reached in Uzbekistan by 1990, which is a starting point for global MDG. The free, equal and compulsory comprehensive secondary education is guaranteed by the Constitution of the Republic of Uzbekistan.

Uzbekistan ratified the Convention on the rights of the child in 1992 and the International covenant on economic, social and cultural rights in 1995. The country thereby has accepted commitments to ensure realisation and protection of the rights provided for by these documents, in particular the rights to education.

The literacy rate of Uzbekistan's population is one of the highest in the world having reached 99,4% in 2006. The proportion of adult population with secondary specialised vocational or higher education exceeds 75%. In primary and secondary education levels there is virtually no difference between the number of girls and boys enrolled (90% for boys and 90,5% for girls). According to social monitoring, the rate of enrolment in basic education in Uzbekistan made up 97, 6 % in 2006.

The outstanding features of all programmes adopted by the government and the actions towards improvement of the national education strategy have been strengthened coordination of various structures in these processes, development of local initiative, participation of grass-roots organisations, attraction of international institutions to this process. The key international partners have been UNICEF, UNDP, ILO, UNESCO, OSCE, Asian Development Bank, the World Bank and others.

These efforts are aimed at reaching the best results along with the realisation of: targets outlined in the recommendations of United Nations Committees on the Rights of the Child and elimination of discrimination against women;

the Millennium Development Goals adapted to the conditions of Uzbekistan;

"A world fit for children" paper of the programme of cooperation "Uzbekistan-UNICEF".

During the last years the government of Uzbekistan has considerably expanded its capacity for carrying out social reforms in the areas of achieving Millennium Development Goals (MDG).

At the meeting in Dakar (2000) the representatives of the world community (including Uzbekistan) reached the consensus on necessity of achieving six comprehensive goals which represent a holistic approach to education for all and represent a more comprehensive programme in this sphere in comparison to the Millennium Declaration.

In the first place, it concerns the inclusion in the EFA Program of equitable access of population to education of good quality throughout life which ensures to improve literacy level as well as to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Having signed "Dakar Framework for Action" in the framework of "Education for all" program our country is working to meet the goals and targets that are relevant for Uzbekistan.

The progress in implementation of the adopted programs and action plans to ensure children's well-being is constantly monitored by legislative bodies, the government, the bodies of sectoral and local administration and public organisations. In 2006 the Coordinating council promoting children's well-being in Uzbekistan was set up under the Cabinet of Ministers of the Republic of Uzbekistan which consists of the heads of the ministries, agencies, public organisations, and also the heads of international organisations. The Council is a standing advisory body which is intended for coordinating the relevant structures in maintaining the rights and interests of the children of Uzbekistan (see table below, and also Annexes 3 and 4).

3.1. Assessment of coordination in achieving EFA goals

In 2000 the Minister of public education of the Republic of Uzbekistan issued an order to set up a working group on EFA coordination. According to this MOPE order the director of the Republican centre of MOPE of RUz became the EFA National coordinator for Uzbekistan. The working group consisted of scientists, methodologists, teachers and specialists, ministerial officials. With the assistance of the Representative offices of UNESCO and UNICEF to Uzbekistan a number of workshops were conducted for the working group, in particular on writing the National EFA-NAP Progress Report where a UNESCO expert in statistics was invited from the main office (in Bangkok).

№	Goals and target of EFA (Dakar Framework for Action)	Goals and targets of MDG (Millennium Development Goals)	National goals and target
1	Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.		Goal: Expanding early childhood education enrolment Target: Modernizing early childhood education system
2	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.	Goal 2, target 3 Ensuring that all boys and girls complete a full course of primary schooling by 2015.	Goal: Improving the quality of primary and secondary education Target: Improving the quality of primary and general secondary education by 2015, while preserving universal access
3	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.	Goal 2. Achieving universal primary education.	Goal: Target: Promoting life skills development programs.
4	Achieving a 50 per cent improvement in levels of adult literacy by 2015,	Goal 3 Promoting gender equality and empowering	Goal: Encouraging gender equality and

	especially for women, and equitable access to basic and continuing education for all adults.	women.	enhancing women's rights and opportunities. Target: 1. Achieving gender equality in primary, secondary and vocational education systems by 2005. 2. Achieving gender balance in higher education by 2015.
5	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	Goal 3, target 4 Eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.	Goal: Improving the quality of primary and secondary education Target: Improving the quality of primary and general secondary education by 2015, maintaining universal access
6	Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.		Goal: Improving the quality of primary and secondary education Target: Improving the quality of primary and general secondary education by 2015, maintaining universal access

With the assistance of the Representative offices of UNESCO and UNICEF to Uzbekistan the national EFA Forums are held annually. These forums are attended by the representatives of the ministries and agencies (Ministry of public education, Ministry of higher and secondary vocational education, Ministry of Labour and social protection of population, Ministry of Health, etc.), and also by the representatives of United Nations Agencies, embassies of foreign countries, heads of regional administrations of public education, institutes of retraining and professional skill improvement of teaching staff, rectors of high schools, NGOs.

The agenda for these Forums have ranged from setting up a working group on EFA coordination in Uzbekistan, preparing a strategy for EFA, developing NATIONAL ACTION PLAN FOR EDUCATION FOR ALL, making a presentation of this Plan, which was edited and published with advisory and financial support of UNESCO in 2002, creating child-friendly schools, introducing the elements of global education into the academic subjects of comprehensive secondary schools, to making a presentation on findings of the meetings held for the representatives of the Education Ministries of Central Asian countries and Kazakhstan within the framework of the Education Forum held in 2006 in Ashkhabad.

3.1.1. The activity of National EFA forums

To find collective solutions to educational issues the need arose to gather all education policy makers of this region to conduct dialogue, join efforts and provide mutual aid in realisation of Dakar declaration.

Thus Central Asian Republics and Kazakhstan (CARK) **Education Forum** was generated.

The group of experts from the Ministry of public education including the EFA National coordinator for Uzbekistan participates annually in the CARK Education Forum.

The first CARK Education Forum was conducted in Kazakhstan in 2002.

It was, according to the generally accepted view of its participants, both timely and productive. On this forum the aims and objectives as well as executive structures were defined. In the same year the meetings of the Executive committee were held

during which the guidelines for activities and thematic working groups on their implementation were established.

In June 2003 the second Forum took place which was hosted by Kyrgyzstan.

The objectives of the second CARK Forum were providing assistance in formulation and implementation of EFA national action plans during 2003-2015, assessing achievements and furthering progress towards development of basic education in the region. The EFA National action plans were developed in all countries.

In 2004 the Republic of Uzbekistan had the honour to host the CARK Education Forum. It was an important and honourable event for our country, and was conducted under the theme of “**Gender in education in the context of Central Asia**”.

The meeting in Tashkent reaffirmed that such activities are effective and was welcomed with a great interest by Forum participants. It afforded more opportunities for exchange of experience, and became a good arena for discussion of issues in education.

In 2005 the Republic of Tajikistan became the host country of the fourth Forum. It was conducted under the theme of “Improving the quality and access to education system through the process of education system reform”. The activities are carried out in five basic thematic areas: “Life skills education”; “Education management information systems (EMIS)”; “Girls’ education”; “Adult education”, “Early childhood development”.

In 2006 the fifth Forum was conducted in the capital of Turkmenistan Ashkhabad. A theme of this annual Forum was “Progress towards achievement of EFA goals”. In addition, it was decided to develop and publish the National EFA Mid-decade Assessment Reports.

3.1.2. The activity of EFA National coordinator

As noted above in 2000 the working group on EFA coordination was set up and EFA National coordinator for Uzbekistan was appointed by the order of the Minister of public education of the Republic of Uzbekistan.

The terms of reference of EFA National coordinator for Uzbekistan include organising activities aimed at integration of the EFA National action plan into the National education development strategy, into the structure and process of national development plan, developing the EFA National action plan and arranging workshops for this working group, organising National EFA Forums, informing management of the ministry of the progress in meeting the six EFA goals.

With direct participation of EFA coordinator the working groups in five thematic areas were set up: “Life skills education”; “Education management information systems (EMIS)”; “Girls’ education”; “Adult education”, “Early childhood development”.

3.1.3. Approval, status, publication of EFA National action plan

Education for all National action plan of the Republic of Uzbekistan and the regular EFA-NAP assessment Reports have been developed periodically and published with advisory and financial support of the Representative offices of UNESCO and UNICEF to Uzbekistan since 2002 in Tashkent by the specialists of the Ministry of public education and the Ministry of higher and secondary vocational education of the Republic of Uzbekistan.

The Education for all national action plan of the Republic of Uzbekistan is developed within the framework of Dakar agreements (2000).

The materials are designed for politicians, heads of education system, other ministries and agencies, teachers, public figures, all those who are concerned with development of continuing education system of Uzbekistan.

The structure and content of the specified documents are developed according to recommendations of interim national and regional workshops and international advisers of "Education for all" project.

In drafting documents the feedback of local and foreign experts on developing strategies and mechanisms for EFA-NAP realisation were certainly considered.

As a rule, the document presents the analysis of status and strategy of socio-political and economic development of the Republic of Uzbekistan and education sector for the reporting period; problems and prospects of continuing education system reforms in Uzbekistan on the basis of the National program for personnel training, serving as a conceptual framework for Education for all National action plan (EFA-NAP). The education issues as provided by "Education for all" indicators are covered separately.

3.1.4. Integration of EFA National action plan into the national education development strategy

NPPT and EFA-NAP by width and depth of their provisions are not only targeted at education system reforms, but also **of enduring social importance**.

What influence can practical implementation of NPPT and EFA-NAP have on social processes in sum?

1. Make a difference to a social-political climate in society.
2. Accelerate the process of self-identification of the person in society.
3. Generate independently thinking people in society. The priority of education and all-round development of the person is ensured.
4. Have a great importance as the factor of realisation of society's potentials.
5. Focus on harmonisation of national and universal values which in turn is a weighty contribution to laying the foundations of a civil society.
6. Enable Uzbekistan to occupy a worthy place in the international arena.

Thus, NPPT and EFA-NAP becomes a prerequisite, foundation for achieving the strategic goal of country's development – building a developed democratic state and civil society, an equal member of the international community.

By adoption and implementation of the National programme for personnel training **as a conceptual framework for "Educational for all National action plan" (EFA-NAP)**, Uzbekistan has declared its all-round support to achievement of Millennium Development Goals set forth in the World declaration on education for all (Jomtien, Thailand, 1990) and Dakar Framework for Action (Dakar, Senegal, 2000):

- ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- unequivocal commitment by the government and society to include all as full participants in the process of free twelve-year compulsory general secondary and secondary specialised vocational education;
- improving the level of adult literacy by 2015 (the level of functional literacy is more precise in the context of Uzbekistan);
- improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills;
- ensuring the unity of state, social and personal values of education on the basis of national cultural, spiritual, ethical and universal values;
- creating a positive cognitive climate for all children, transition from translational to culture-shaping functions of education.

The activities under the EFA are carried out on different levels: on state and society level (political leadership, public organisations, executive and legislative bodies); on regional level (state bodies, the public); on local level (local bodies, educational institutions, business entities, the public). The national structures for supporting EFA-NAP were created and strengthened.

EFA National action plan:

- was developed by governmental leadership in direct and systematic consultation with national civil society;
- attracts co-ordinated support of all development partners;
- reforms addressing the six EFA goals were specified;
- a sustainable financial framework was established;
- is time-bound and action-oriented;
- includes mid-term performance indicators;
- designed for achieving a synergy of all human development efforts, through its inclusion within the national development planning framework and process.

The EFA-NAP goals and strategies as set forth below represent the framework for action designed to enable all individuals to realize their right to learn and to fulfil their responsibility to contribute to the development of their society.

These goals and strategies are global in nature and drawn from the outcomes of the EFA activities at previous stages and the international development targets to which the country is already committed.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory general secondary and secondary specialised vocational education of good quality. Ensuring girls' full and equal access to and achievement in basic education of good quality.

3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4 Achieving improvement in levels of functional literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The achievement of the above-listed goals needed wider approach which would go far beyond formal education systems. As the lessons of last decade indicate implementation of the following strategies is extremely important for achievement of EFA-NAP goals.

1. Mobilizing strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education.

2. Promoting EFA policies within a sustainable and well-integrated sector framework clearly linked to state, social and individual progress strategies.

3. Ensuring the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.

4. Developing responsive, participatory and accountable systems of educational governance and management.

5. Conducting educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict.

6. Implementing integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.
7. Implementing education programmes and actions to ensure public health.
8. Creating safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all.
9. Enhancing social status and professionalism of teachers.
10. Harnessing new information and communication technologies to help achieve EFA goals.
11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.
12. Building on existing mechanisms to accelerate progress towards education for all.

Based on the above-stated strategic directions in forming and developing a new personnel training system the mechanisms and actions for realisation of EFA-NAP are elaborated within NPPT implementation, which are realised as ***target programmes***.

The strategy and key issues, priorities in addressing of EFA-NAP goals and targets, as well as the Matrix of measures, mechanisms and targets of implementation of public welfare strategy for 2007 – 2010 and until 2015 are presented in Annex 3.

3.1.5. EFA monitoring and assessment system

Based on the EFA-NAP implementation monitoring, national and regional assessments and existing sectoral strategies at republican level the existing action plans are developed or strengthened by all participants of NPPT implementation.

The crucial matter of education system is effective and timely implementation of NPPT which envisages a variety of measures targeted at improvement of educational system of the country, ensuring the formation of advanced human potential through implementation of the state strategy on continuing education in all its structures (see the relevant sections).

To achieve NPPT implementation about 300 governmental decisions (including the Decrees and Orders of the President of Uzbekistan, the Resolutions and Orders of the Cabinet of Ministers, the decisions of the Republican Commission on NPPT implementation, etc.) were adopted in the country concerning all educational levels and aimed at solution of the complex of priority tasks on education system development. It is significant to note that completeness, swiftness, quality and efficiency of implementation of these governmental decisions directly affect effectiveness and intensification of educational reforms undertaken.

The voluminous nature of the planned and conducted actions aimed at NPPT implementation required to organise constant monitoring in the country for keeping track of their implementation in all areas.

To this effect and to coordinate the actions for NPPT implementation the Decree of the President of Uzbekistan dating from October 6, 1997 entrusted the task of carrying out monitoring to the Republican Commission on NPPT implementation; the organizational structure of monitoring system in the republic was approved, the Main working group on monitoring of educational reforms (MWG) and the Territorial working groups on monitoring (TWGM) were set up

The Main working group on monitoring of educational reforms functions under the Social Complex of the Cabinet of Ministers whose task is to improve monitoring researches and appraise the implementation of governmental assignments on NPPT

implementation. Its membership includes the representatives of the Cabinet of Ministers, the stakeholder ministries and agencies, educational and scientific institutions.

The Main working group on monitoring:

- co-ordinates the activity of territorial working groups on monitoring, provides them with inquiry forms for monitoring and other organizational-methodical documentation;
- based on the reports of TWGM prepares and submits detailed quarterly report to the Republican Commission and to the Social Complex of the Cabinet of Ministers on the progress of implementation of the Decrees and Orders of the President, resolutions, orders and instructions of the Cabinet of Ministers of Uzbekistan on implementation of the National Program for personnel training.

TWGM were set up under the Council of Ministers of Karakalpakstan, the *hokimiyats* of the regions and the city of Tashkent.

The TWGM is composed of:

- head of information-analytical group of regional *hokimiyats* (head of the group),
- head of social development department of the Regional Central administration of economy and statistics (the deputy head of group),
- leading specialist of regional administration of statistics,
- leading specialist of monitoring department of Regional administration of public education – the leading monitoring specialist of Regional administration of SSVE,
- leading monitoring specialist of District department of public education of one of the districts – technical secretary of the group.

The tasks of TWGM are timely gathering and entry of monitoring data, submitting regular reports and required forms to the Main working group, conducting surveys and expert's appraisal of the progress towards implementation of reforms in a territorial perspective, preparing analytical reports by the order of MWG for the needs of the Cabinet of Ministers and regional *hokimiyats*.

At the central level the monitoring services of various ministries and agencies involved in NPPT implementation were created.

By the resolution of the Cabinet of Ministers from March 11, 1998 the Administration for assuring the quality of personnel training, certification of teaching staff and educational institutions was set up under the State testing centre. One of its departments monitors the quality of personnel training.

The database structure of ISMOR consists of the following:

- governmental decrees and decisions sorted by objectives of NPPT;
- analytical reports on the progress towards implementation of governmental decisions;
- data on the status of education system at the beginning of reforms;
- key indicators of the progress of reforms;
- basic indicators (dynamics and trends).

The software was designed using which data is automatically transferred from tables to databases, where it is possible to generate automatically tables, diagrams, graphs and other presentations for future analytical reports.

4. STRATEGIES AND KEY ISSUES OF EFA-NAP

Strategies and key issues, priorities in addressing the goals and objectives of EFA-NAP, as well as the Matrix of measures, mechanisms and targets for implementation of the public welfare strategy for 2007 – 2010 and until 2015 are presented in Annexes.

5. GENERAL CONCLUSIONS AND RECOMMENDATIONS FOR ACHIEVEMENT OF EFA-NAP GOALS UNTIL 2015

5.1. Problems with achieving EFA-NAP goals and objectives

A. The following problems exist relating to addressing the EFA-NAP goal for expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

1. The rate of early childhood education enrolment remains low with underutilization of the capacity of preschool institutions, especially in rural areas.

More than 2,4 million children of preschool age or 78,3 % of their total number do not attend preschool institutions. Thus, in urban preschool institutions the rate of underutilization is 24 % and in rural ones it is 34 %.

	Early childhood education enrolment (children aged 1-6)		Utilization of capacity by preschool institutions	
	in urban preschool institutions in	in rural preschool institutions in	in urban preschool institutions in	in rural preschool institutions in
lower than average republican level	Republic of Karakalpakstan, Andijan, Kashkadarya, Namangan, Surkhandarya, Khorezm	Kashkadarya, Navai, Samarqand, Surkhandarya, Syrdarya, Khorezm	Republic of Karakalpakstan, Andijan, Bukhara, Namangan, Samarqand, Surkhandarya, Tashkent, Khorezm	Republic of Karakalpakstan, Bukhara, Navai, Samarqand, Tashkent, Khorezm
average republican level	Jizzak, Tashkent	Bukhara, Tashkent	Syrdarya, Fergana	Andijan, Surkhandarya
higher than average republican level	Bukhara, Navai, Samarqand, Syrdarya, Fergana, Tashkent	Republic of Karakalpakstan, Andijan, Jizzak, Namangan, Fergana	Jizzak, Kashkadarya, Navai, Tashkent	Jizzak, Namangan, Kashkadarya, Syrdarya, Fergana

2. The level of material and technical basis of preschool institutions and their resource provision does not meet modern requirements. Out of the total number of preschool institutions 38,2 % are equipped with all services and utilities, 36,4 % need capital repairs and 51,9 % running repairs, 21,5 % need to be connected to centralised water supply system, 62,6 % to sewerage systems.

The biggest gap exists in the level of material and technical basis of preschool institutions between urban and rural areas.

	urban area			rural area		
	equipped with all services and utilities	need capital repairs	in disrepair	equipped with all services and utilities	need capital repairs	in disrepair
Republic of Uzbekistan - total	63,4	35,9	1,5	21,3	36,7	1,7
including the regions:						
Republic of Karakalpakstan	31,8	49,5	4,0	22,5	39,7	4,8
Andijan	77,1	80,0		44,5	38,1	
Bukhara	45,6	38,0	3,5	2,6	16,0	
Jizzak	38,9	4,2		9,8		1,1
Kashkadarya	35,3	60,1	4,0	7,0	62,1	6,1
Navai	63,9	9,3		3,2	8,7	
Namangan	48,7	27,2	0,5	15,3	30,9	0,7
Samarqand	32,0	45,6	1,7	11,2	28,9	3,2
Surkhandarya	47,8	48,7		7,9	44,3	
Syrdarya	74,3	56,8		65,0	59,0	

Tashkent	78,1	60,8	2,5	29,0	55,0	3,1
Fergana	77,0	50,0	1,7	20,5	54,5	2,3
Khorezm	80,7	8,3	0,9	41,4	2,4	0,8
Tashkent city	96,4	3,6				

Source: State statistics committee

The problem with acquiring sports kit, visual aids and toys, observing the standards of catering and medical care of children requires radical improvement. Preschool institutions are poorly equipped with colourful children's and training-methodical literature, including in native language.

3. It is necessary to raise the quality of educational process, to eliminate shortcomings in organisation of adequate catering and health services, to raise funds for improving the quality of child-care.

4. It is necessary to pay close attention to vocational and qualification level of teaching staff in preschool institutions.

B. Despite the positive trends in basic and additional education there are problems affecting the efficiency of addressing EFA goals for having access to this system.

1. The share of children and teenagers not enrolled in basic education is very low – among the girls of 7-15 years it is 21,3 thousand persons, among the boys it is about 10 thousand persons.

2. A part of students upon completion of the ninth grade lacks minimum knowledge and skills required.

The share of children and teenagers not enrolled in basic education

(as % of particular sex and age group)

Age groups of population	Total			girls			boys		
	2000	2005	2006.	2000	2005	2006.	2000	2005	2006.
Aged 7-10	0,6	0,2	0,2	0,6	0,2	0,2	0,6	0,2	0,2
Aged 11-15	2,7	0,9	0,8	3,4	1,2	1,2	1,9	0,7	0,4

Net rate of transition of students to the next stage of education in 2005
(out of the number enrolled in 1st and 5th grades – excluding repeaters)

	total	girls	boys
Students who reached the 5 th grade	0,99	0,98	0,99
Students who graduated from the 9 th grade	0,93	0,94	0,92

Source: State statistics committee

3. There is no doubt that it is necessary to change the functions of educational process in schools and other educational institutions. Traditionally it concentrates on acquiring, at best to creative learning of the scope of knowledge. And, as a matter of fact, if one is to answer the question about which school is better, almost all will say that the one which gives the best knowledge. And at a certain historical stage this answer was correct, but not any longer today. Now this answer is only partially correct. Creative learning of certain scope of knowledge remains as the important function of modern educational process. However, even in performance of this function there are a number of problems. Among them are underemphasis on exactly basic knowledge, the attempts to achieve acquisition and even rote learning by the student of information maintenance of basic knowledge. On the one hand, it expands excessively the volume of materials to be acquired by the student, leads to its overload, and on the other hand it dissolves basic knowledge into information of minor importance, levels it that will negatively affect the cognitive activity and development of the personality. Another problem is incomplete correspondence of basic knowledge formulated in programs and textbooks to modern achievements in science. **To address these problems the State educational**

standards of general secondary education are improved within the National programme for school education development.

4. The increase in the level of handicapped children's access to education is restrained. Only 70,4% out of the total 120 thousand handicapped children under the age of 16 are enrolled in specialised education. **In particular in 2007 "The year of social protection" this situation was radically changed. The information about the comprehensive actions carried out in this area are given in the section "The groups not enrolled in compulsory education".**

5. There are a number of problems with carrying out preventive work on family support, rehabilitation work for the families at social risk, social-psychological support of socially disadvantaged children.

The bodies and institutions in charge of minor neglect and homelessness carry out individual preventive measures for eliminating their consequences rather than the causes, that is eliminating not the socially dangerous situation, which is about to happen, but that which has already occurred, that is they are actually engaged in secondary prevention of homelessness among neglected, crime among homeless and neglected, delinquency among delinquent. 34% of all districts of the country do not have child care inspectors.

This situation is adversely reflected on the level of opportunities for access to education, social-psychological support of children.

There are problems of enrolment of the grade 9 graduates of comprehensive schools in further stages of education.

There is an underdevelopment of vocational colleges catering for vocational training needs of female population adjusted for mentality of their employment.

From the total number of drop-outs from vocational colleges, those dropping out because of their dissatisfaction with the selected profession account for about 10%.

The student enrolment rate, limited by state regulation and quota system, does not allow youth of satisfying their requirements for having access to higher education even though a part of them possesses financial means for payment of their education.

The percentage of enrolled in high educational institutions against the total applicants

2000	2004	2005
22,2	21,9	19,6

Source: State statistics committee

At the same time there has been a trend toward decrease of access to higher education by the graduates of academic lyceums who are a potential for replenishment of high schools.

The higher education is not easily accessible for the graduates of vocational colleges which is due to the absence of part-time courses in high educational institutions for working people with secondary specialised vocational education, with the exception of special faculties, providing, basically, teacher training courses.

The share of graduates of comprehensive schools and educational institutions of SSVE system enrolled in high educational institutions in the current year

(as a % of the total number of graduates of educational institutions)

Stages of education	2004	2005	2006
11 grades of comprehensive schools	7,0	6,9	6,8
Academic lyceums	45,1	45,1	40,2
Vocational colleges	1,6	1,6	1,7

Source: State statistics committee

D. The quality of education in all its aspects remains to be problematic in a single chain of continuing education.

The quality of education and training has been determining ever more the level of country's development, becoming a strategic area ensuring their safety and potential owing to training of the rising generation. The central trends in ensuring high educational level have become the focus on students' needs and creation of optimal conditions for their training and development. In so doing the quality of education is regarded as a composite indicator synthesising all stages of making up the personality, conditions and results of educational process, and also as an efficiency criterion of educational institution's performance, conformity of actually achieved results to standard requirements, social and personal expectations.

Therefore at national level the access to primary and secondary school education is not interpreted as an access in itself since the education at the level of comprehensive school and in the system of secondary specialised vocational education is compulsory for the population aged 7-19, but rather as an access to education of good quality.

This trend corresponds to the goal 6 of EFA which defines the need for improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The National programme for school education development is intended for addressing exactly these problems.

5.2. Meeting the commitments and prospects for achievement of EFA-NAP Goals and Targets

Meeting the commitments accepted by Uzbekistan for achievement of EFA National Action Plan and the prospects for achievement of EFA goals and targets are covered in Annex 4.

6. REFERENCE BOOKS AND SOURCES

1. The Law of the Republic of Uzbekistan "On education". Tashkent, 1997.
2. The Law of the Republic of Uzbekistan "On National program for personnel training". Tashkent, 1997.
3. The National programme for school education development for 2004-2009. Tashkent, 2004.
4. The Decree of the President of the Republic of Uzbekistan No 3857 from 26.02.2007 "On improvement of financing mechanism of public education institutions"
5. The Decree of the President of the Republic of Uzbekistan No 3431 from 21.05.2004 "On National programme for school education development for 2004-2009"
6. The Decree of the President of the Republic of Uzbekistan No 2570 from 03.04.2000 "On approval of updated composition of the Republican commission on NPPT implementation"
7. The Decree of the President of the Republic of Uzbekistan No 1869 from 06.10.1997 "On radical reformation of education system and personnel training, upbringing of perfect generation"
8. The Decree of the President of the Republic of Uzbekistan No 968 from 28.09.1994 "On measures for stimulation of teachers of comprehensive schools"
9. The Decree of the President of the Republic of Uzbekistan No 555 from 05.02.1993 "On measures for encouragement of studying youth of Uzbekistan"

10. The Decree of the President of the Republic of Uzbekistan No 356 from 28.02.1992 "On setting up of new higher educational institutions in the republic"
11. The Idea of national independence: main principles and concepts. Tashkent, 2000.
12. Karimov I. Harmoniously developed generation – the pivot of Uzbekistan's progress. T: Shark, 1997, 63 pages.
13. I. Karimov. Uzbekistan directed towards the XXI century. Tashkent, 1999.
14. The Republic of Uzbekistan. Public expenditure review. The World bank document. Tashkent, 2005.
15. The State educational standards for general secondary education. T: Ukituvchi, 1999, volumes 1-5.
16. The Universal Declaration of Human Rights. Adopted and proclaimed by the resolution 217 A (III) of the General Assembly of the United Nations on December 10, 1948.
17. Dakar framework for action. Education for all: meeting our collective commitments. Text adopted by the World education forum. Dakar, Senegal, 26-28 April, 2000.
18. Presentation on "Goals and priorities of the strategy of economic development and raising the standard of living" (V. Mikhalev, Regional centre of UNDP in Bratislava), Tashkent, May 24, 2007.
19. The National "Education for all – 2000" report. Tashkent, 2000.
20. Reform and higher education development: UNESCO Programme document, 1995.
21. Presentation on "Input report into the welfare improvement strategy" (T. McKinley, International poverty centre). Tashkent, May 24, 2007.
22. Presentation on "Economic policy measures " (A. Nabihodjaev, Ministry of Economy of the Republic of Uzbekistan). Tashkent, 2007.
23. The Millennium Development Goals Report of Uzbekistan 2006, Tashkent, UNDP, 2006.
24. Uzbekistan - 2005. The human development report. Decentralisation and human development. Tashkent, UNDP, 2005.
25. Education system development in Uzbekistan. 2000-2004. Statistical collection. UNDP-State statistics committee of Uzbekistan, Tashkent, 2005. 54 pages.
26. Social study: "Businessmen of Uzbekistan: problems, opinions, social portrait", CER, 2006.
27. Uzbekistan - 2006. The human development report. Health for all: a key goal in the new millennium. Tashkent, UNDP, 2005.
28. The macroeconomic policy and poverty in Uzbekistan, Tashkent, CER, 2005.
29. Kurbanov Ш, Seythalilov E. The national model and personnel training program – the achievement and result of Uzbekistan's independence. T: Shark, 2001, 650 pages.
30. "Narodnoe slovo" newspaper, February 14, 2007.
31. "Narodnoe slovo" newspaper, March 10, 2007.
32. Uzbekistan. "The human development report" 2006 (Health for all: a key goal for Uzbekistan in the new millennium. UNDP. Tashkent 2006).
33. "The millennium development goals report. Uzbekistan 2006". UNDP.
34. Drucker P. The Educational Revolution // Education, Economy and Society. – New-York-London, 1969.
35. Higher education in the Twenty-first Century. Vision and action. World Conference on Higher education. UNESCO Paris. 5–9 October 1998.

36. UNICEF, Progress For Children: A report card on gender parity and primary education (No. 2). UNICEF, New York, June 2005.

37. UN Millennium Project, Task Force on Education and Gender Equality, Toward universal primary education: investments, incentives, and institutions. Earthscan, London, 2005, p. 9.

7. STATISTICAL AND INFORMATION ANNEXES

Annex 1: Key indicators of public education system of the Republic of Uzbekistan for 2006-2007

	Number of schools	-	9773
	Primary schools	-	170
	9-year schools	-	3817
	11-year schools	-	5700
	Specialized schools	-	86
	Number of students	-	5687858 (incl. girls 2776472 (48,8%))
	grades 1-4	-	2167158 (incl. girls 1060952 (49,0%));
	grades 5-9	-	3101652 (incl. girls 1512147 (48,8%));
	grades 1-9	-	5268810 (incl. girls 2573099 (48,8%));
	grades 10-11	-	419048 (incl. girls 203373 (48,5%)).
	Number of teachers	-	450327 (incl. women 306487 (68,1 %))
	In primary grades	-	118611 (incl. women 101767 (85,8%));
	Instructors in physical training	-	24156 (incl. women 5408 (22,4%)).
	Level of teachers' education	-	
	Higher	-	308560 (68,5%);
	Incomplete higher	-	20847 (4,6%);
	Secondary	-	120920 (26,9%).
	Category of teachers:	-	
	Highest category	-	25066 (5,6%);
	First category	-	111120 (24,7%);
	Second category	-	131398 (29,2%);
	Speciality	-	183211 (40,7%).
	Teacher training institutes:	-	5
	Number of teachers	-	2100 (incl. women 868(41,3%));
	Doctor of sciences	-	52 (incl. women 6(0,29%));
	Candidates of sciences	-	446 (incl. women 89(4,2%));
	Number of students	-	35153 (incl. women 21694(62%));
	Including:	-	
	full-time education	-	24260 (incl. women 15246 (62,8%));
	part-time education	-	10893(incl. women 6448(59,0%)).
	Institutes of professional skill improvement	-	16
	Number of teachers	-	860;
	Doctor of sciences	-	44
	Candidates of sciences	-	192.
	Preschool institutions	-	6420
	Number of teachers	-	60356;
	Number of children	-	580781;
	Operating privatized preschool institutions	-	72 ;
	Number of children attending these institutions	-	3486.
	Percentage of enrolment	-	21,7%.
	Out-of-school educational institutions	-	570
	Number of members	-	550044;
	Including: Houses and palaces of children's creativity	-	258;
	Centers of technical creativity of youth	-	120;
	Centers of ecological education	-	101;
	Centers of children and youth tourism and study of local history, geography and culture	-	54 ;
	Other centres (healthy generation, language etc.)	-	37.
	Specialized schools and boarding schools	-	86
	Number of students	-	19116;
	Including:	-	10 ;
	Schools for blind children	-	2 ;
	School for children with weak sight	-	13 ;
	School for deaf children	-	5 ;
	School for children with weak hearing	-	22;
	School for mentally retarded children - boarding schools	-	31;
	School for children with locomotive system disorders	-	1 ;
	School for children with severe speech disorders	-	1;
	Boarding school for children with difficult behaviour	-	1.
	Number of children's (charity) homes	-	28

Annex 2The bodies in charge of education and their functions**• Cabinet of Ministers of the Republic of Uzbekistan and the Commission on NPPT implementation:**

According to the Law on Education, **the Cabinet of Ministers is responsible for:**

implementing unified state policy in educational sphere
managing educational bodies, formulating, implementing and monitoring the execution of educational programs;

establishing the procedure for creation, reorganisation and liquidation, accreditation of educational institutions; certification of teaching and scientific personnel;
granting the rights to engage in educational activity to educational institutions of other states on the territory of the Republic of Uzbekistan;

defining the procedure for recognition of validity the documents issued by educational institutions of foreign states in accordance with the law;

approving the state educational standards;

other powers according to law.

• Ministry of higher and secondary vocational education (MHSVE):

implementing the state policy in the field of higher and secondary specialised vocational training;

coordinating the activity and providing methodical guidance for secondary specialised vocational and higher educational institutions;

ensuring fulfilment of state educational standards, requirements to the level of education and the quality of vocational personnel training;

introducing advanced teaching methods and new technical and information teaching aids into educational process;

organising development and edition of educational and training-methodical literature;

organising training, professional skills improvement and retraining of personnel;

managing higher educational institutions within its jurisdiction and the SSVE system;

acting as a general client for designing, building, capital and running repairs of high educational institutions and other structural divisions within its jurisdiction.

• Centre for secondary specialised vocational education under MHSVE (CSSVE) and its regional administrations:

coordinating and managing all resources relating to educational institutions of SSVE (academic lyceums and vocational colleges);

ensuring their rational allocation and specialisation with due account taken of geographical, demographic and socio-economic features of regions of the republic;

acting as a general client for designing and building, reconstructing and overhauling of academic lyceums and vocational colleges and their equipment;

developing and introducing into educational process of state educational standards, curricula, programs, academic books, advanced teaching and information technologies;

staffing and providing resources for academic lyceums and vocational colleges.

• Ministry of public education (MOPE):

implementing unified state policy in the field of early childhood, general secondary education;

coordinating the activity and providing methodical guidance for preschool institutions and comprehensive schools;

developing and ensuring fulfilment of state educational standards, requirements to the level of education and the quality of preschool, general education;

introducing advanced teaching methods and new technical and information teaching aids into educational process;

organising development and edition of educational and training-methodical literature;

managing the system of preschool and general secondary and out-of-school adult education, 5 teacher training institutes, institutions of retraining and professional skill improvement of teachers;

acting as a general client for designing, building, capital and running repairs of high educational institutions and other structural divisions within its jurisdiction, running repairs and equipment of teacher training colleges and other structural divisions.

• Other ministries and agencies having educational institutions within their jurisdiction:

implementing unified state policy in educational sphere;

coordinating the activity and providing methodical guidance for educational institutions;

ensuring fulfilment of state educational standards, requirements to the level of education and the quality of personnel training;

introducing advanced teaching methods and new technical and information teaching aids into educational process;

participating in the organisation of development and edition of educational and training-methodical literature;

organising training, professional skills improvement and retraining of personnel;

preparing proposals for admission in higher educational institutions with due account taken of social and economic development of regions and the country as a whole by its branches;

funding, providing with textbooks, academic books and didactic materials, computers, regulating educational process, economic-financial and other activity ensuring adequate level of vocational training in educational institutions within its jurisdiction;

acting as a general client for designing, building, capital and running repairs of high schools and other structural divisions within its jurisdiction.

• local bodies of state power and administration (*hokimiyats*):

implementing unified state policy in educational sphere in the regions;

coordinating the activity of preschool, school, out-of-school educational institutions, academic lyceums and vocational colleges according to the needs of social and economic development of territories;

funding and establishing within its authority the privileges for educational institutions on its territory;

abiding by the state requirements for quality and level of education, and also professional practice of teachers;

other powers according to law.

Government education expenditures (% of GDP)

Items and years		1998	1999	2000	2001	2002	2003	2004	2005
1.	Government expenditures	7,8	9,9	9,6	8,8	9,1	8,6	8,5	9,6
2.	including:								
3.	State budget	7,8	9,9	9,6	8,7	8,7	8,4	8	6,8
4.	Foreign loans and grants, repayable out of future state budget revenues*	0	0	0	0,1	0,4	0,2	0,5	0,4
5.	Expenditures of the state off-budget School education development fund**	0	0	0	0	0	0	0	1

Source: Calculation is based on data provided by the Ministry of Finance (July 2005).

* - Quoted based on average official exchange rate

** - Financing of investment in primary education through the off-budget School education development fund

Table 2

Government education expenditures by basic items of expenditures (as a % of total government expenditures)

Expenditure items and years		1998	1999	2000	2001	2002	2003	2004	2005
1.	Current expenditures	91	71,9	65,6	72,6	68,7	70,1	68,5	65,5
2.	Capital expenditures	9	28,1	34,4	27,4	31,3	29,9	31,5	34,5

Source: Ministry of Finance

Table 3

Government education expenditures (% of GDP)		1998	1999	2000	2001	2002	2003	2004	2005
Items and years									
	All levels of education	7,8	9,9	9,6	8,8	9,1	8,6	8,5	9,6
	including:								
1.	Preschool education	1,14	1,18	1,03	1,12	1,18	1,08	1	1
2.	General secondary education	4,02	4,24	3,59	3,85	3,81	3,71	3,8	4,99
3.	Secondary specialised education	1,5	3,4	3,93	2,83	2,98	2,81	2,8	2,66
4.	Higher education	0,55	0,5	0,48	0,48	0,45	0,45	0,44	0,41
5.	Other educational institutions	0,53	0,54	0,57	0,47	0,58	0,49	0,42	0,5
6.	Retraining and professional skills improvement	0,06	0,04	0,05	0,06	0,06	0,07	0,06	0,05

Source: Ministry of Finance

Table 4

Total expenditures for education as a % of GDP

Sources of financing and years		2000	2001	2002	2003	2004	2005
1.	State	9,6	8,8	9,1	8,6	8,5	9,6
2.	Private	1,1	2,2	2,6	1,8	2,2	2
Total:		10,7	11	11,7	10,4	10,7	11,6

Source: Ministry of Finance

Table 5

Balance of income and expenditure of the off-budget School development fund

Indicators and years		2005	2006
	Income in mln. sums	162,62	247,97
Revenue structure in %			
1.	School development tax (at the rate of 1%)	89	82
2.	Contributions of local hokimiyats	10	9
3.	Sponsorship and other off-budget funds	1	9

Source: Ministry of Finance (2007)

1.2.1. Gross enrolment ratio (GER) of children aged 1-6 in educational programmes in preschool institutions

	2001			2002			2003			2004			2005		
	Total	including		Total	including		Total	including		Total	including		Total	including	
		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas
Republic of Uzbekistan	19,4	36,0	12,0	19,9	35,5	12,9	19,2	35,3	12,1	19,3	35,7	12,1	19,0	35,0	12,0
including:															
Republic of Karakalpakstan	16,0	21,2	11,3	16,9	22,3	12,1	17,6	23,6	12,5	18,1	24,3	13,0	16,9	22,7	12,2
regions:															
Andijan	17,4	17,5	17,3	17,6	16,5	18,1	18,0	16,2	18,7	17,9	16,4	18,5	17,9	16,9	18,2
Bukhara	21,8	46,3	14,1	20,8	43,4	13,7	18,3	39,5	11,6	18,8	41,0	11,8	17,8	41,0	10,6
Jizzak	16,8	42,5	9,0	22,0	53,7	12,5	22,7	53,2	13,4	21,4	47,8	13,2	19,3	44,2	11,5
Kashkadarya	11,5	32,5	6,2	10,7	29,6	6,0	9,9	28,2	5,3	10,0	28,3	5,4	9,6	26,7	5,3
Navai	27,0	54,0	12,0	27,1	53,8	12,2	26,4	54,2	11,2	25,4	55,6	9,2	26,4	55,8	10,4
Namangan	22,2	21,1	22,9	21,7	15,2	25,7	20,6	20,1	20,9	20,4	19,7	20,9	21,0	20,6	21,2
Samarqand	12,7	36,1	6,8	12,7	35,1	7,3	12,4	34,8	7,1	12,5	36,2	7,0	12,2	34,9	6,9
Surkhandarya	9,2	26,7	6,2	10,7	32,9	6,9	10,6	27,2	7,7	11,2	28,8	8,1	11,3	28,8	8,2
Syrdarya	21,7	43,9	13,1	23,1	44,8	14,6	18,8	38,1	11,3	19,1	39,6	11,2	20,6	36,8	14,2
Tashkent	21,1	38,5	11,8	20,8	37,7	11,7	20,3	37,0	11,5	20,8	38,5	11,5	20,8	38,7	11,3
Fergana	25,4	37,9	21,2	26,4	39,5	22,1	25,0	39,8	20,1	25,3	41,5	20,1	24,8	38,6	20,3
Khorezm	12,5	29,7	8,1	16,6	35,6	11,9	15,7	34,8	11,1	15,5	35,1	11,0	14,4	32,9	10,1
city of Tashkent	53,8	53,8		52,1	52,1		51,3	51,3		50,7	50,7		49,9	49,9	

1.2.6. Percentage of teachers in preschool institutions by level of education

	2001			2002			2003			2004			2005			2006		
	Total	including		Total	including		Total	including		Total	including		Total	including		Total	including	
		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas
<u>With higher level of education</u>																		
Republic of Uzbekistan - in total	20,4	26,8	11,7	20,4	26,4	12,7	20,3	26,9	12,3	20,1	26,7	12,0	19,7	26,0	11,7	20,2	26,6	12,4
including:																		
Republic of Karakalpakstan	19,0	22,7	12,5	19,0	23,2	12,1	18,1	23,1	10,7	18,0	23,3	10,4	19,2	23,2	13,1	19,7	23,3	13,7
regions:																		
Andijan	13,6	30,3	8,0	14,4	31,9	8,9	13,9	34,8	8,3	14,5	36,2	8,7	14,6	35,3	8,8	14,9	35,4	9,2
Bukhara	13,7	21,8	5,9	13,7	21,5	6,5	14,1	22,2	6,9	13,5	20,7	7,0	13,3	19,8	7,1	14,2	20,3	8,0
Jizzak	26,1	29,2	21,7	27,7	31,4	22,5	23,9	28,4	18,3	24,6	30,4	17,9	26,1	30,6	20,6	27,7	31,5	23,1
Kashkadarya	18,9	21,1	15,5	18,0	19,5	15,9	17,7	19,0	15,7	16,1	18,3	12,8	15,2	18,5	10,5	15,5	18,2	12,9
Navai	16,3	19,9	5,1	15,2	18,1	5,5	16,9	21,3	5,1	18,5	22,3	6,4	18,5	21,4	7,8	19,5	21,9	9,8
Namangan	11,8	17,7	8,3	13,4	15,7	12,5	13,5	14,0	13,3	14,5	17,1	12,8	14,9	19,8	11,8	15,4	20,2	12,4
Samarqand	22,1	28,7	14,2	22,1	27,3	16,8	21,0	26,1	15,7	18,4	23,0	13,3	15,5	20,4	10,2	18,4	22,4	14,2
Surkhandarya	22,5	29,2	17,6	21,5	26,9	17,3	24,1	34,7	17,5	23,1	32,4	17,2	22,3	30,1	17,1	20,2	27,2	15,6
Syrdarya	18,7	18,8	18,6	19,2	19,5	18,8	21,8	20,6	23,4	20,9	19,0	23,9	18,7	18,3	19,1	19,2	20,1	18,2
Tashkent	20,4	22,6	16,3	20,0	22,3	15,9	20,9	25,4	14,2	20,9	25,4	14,1	20,7	23,6	15,5	21,2	23,4	17,0
Fergana	19,1	29,6	12,3	18,4	27,9	12,3	18,3	26,7	12,6	18,2	25,8	12,8	17,8	26,6	12,1	17,4	25,9	11,5
Khorezm	13,5	18,1	9,1	13,0	17,3	9,4	11,2	15,4	7,9	11,6	16,1	8,1	12,4	16,8	9,0	12,7	18,5	8,3
city of Tashkent	34,2	34,2		34,5	34,5		36,0	36,0		36,1	36,1		34,7	34,7		36,0	36,0	

1.2.6. Percentage of teachers in preschool institutions by level of education

	2001			2002			2003			2004			2005			2006		
	Total	including		Total	including		Total	including		Total	including		Total	including		Total	including	
		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas
<u>With incomplete higher level of education</u>																		
Republic of Uzbekistan - in total	0,9	1,1	0,6	1,2	1,3	1,1	1,4	1,5	1,3	1,7	1,8	1,6	2,0	2,0	1,9	1,9	2,0	1,8
including:																		
Republic of Karakalpakstan	0,9	0,9	1,0	0,9	1,1	0,6	1,4	1,7	1,0	1,9	2,3	1,4	2,6	3,0	2,0	2,6	3,1	1,9
regions:																		
Andijan	0,6	1,4	0,4	0,7	0,8	0,6	0,8	1,1	0,7	1,1	1,4	1,0	1,3	1,6	1,2	1,3	0,9	1,4
Bukhara	0,3	0,5	0,1	0,5	0,6	0,4	0,5	0,8	0,3	0,5	0,8	0,3	0,6	0,9	0,2	0,6	1,0	0,2
Jizzak	0,7	0,8	0,5	0,5	0,5	0,7	0,7	0,8	0,7	1,1	1,3	0,9	1,5	1,8	1,2	0,6	0,5	0,7
Kashkadarya	1,1	1,5	0,5	1,7	1,6	1,8	1,7	1,6	1,8	1,5	1,6	1,4	1,4	1,7	1,1	1,1	1,4	0,9
Navai	2,2	2,7	0,7	2,9	3,6	0,6	3,4	4,0	1,7	3,8	3,9	3,6	3,9	3,5	5,5	4,0	4,0	4,1
Namangan	0,6	0,6	0,6	2,1	2,0	2,1	2,4	1,9	2,7	2,9	2,4	3,2	3,2	2,7	3,5	3,4	3,1	3,5
Samarqand	0,4	0,5	0,3	0,8	0,9	0,7	0,8	0,9	0,7	0,7	0,8	0,6	0,6	0,7	0,5	1,3	1,5	1,1
Surkhandarya	1,5	1,6	1,4	1,7	1,2	2,0	1,9	1,6	2,0	1,8	1,5	2,0	1,8	1,4	2,0	1,5	0,9	1,9
Syrdarya	1,6	1,6	1,6	1,7	1,8	1,5	2,0	1,7	2,4	2,1	1,5	3,0	2,0	1,3	2,8	1,3	1,2	1,3
Tashkent	1,3	1,5	1,0	1,5	1,5	1,5	2,0	2,1	1,7	2,4	2,6	2,0	2,8	2,8	2,6	2,6	2,6	2,6
Fergana	0,7	1,1	0,5	1,0	1,2	0,9	1,6	1,6	1,5	2,1	2,1	2,2	2,7	2,7	2,6	2,4	2,7	2,2
Khorezm	0,3	0,2	0,4	0,3	0,1	0,4	0,4	0,3	0,4	0,5	0,5	0,6	0,7	0,7	0,7	1,0	1,0	1,1
city of Tashkent	0,9	0,9		1,0	1,0		1,3	1,3		1,5	1,5		1,8	1,8		1,6	1,6	

1.2.6. Percentage of teachers in preschool institutions by level of education

	2001			2002			2003			2004			2005			2006		
	Total	including		Total	including		Total	including		Total	including		Total	including		Total	including	
		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas		urban areas	rural areas
<u>With secondary specialised level of education</u>																		
Republic of Uzbekistan - in total	78,0	71,2	87,4	78,0	71,8	85,9	78,2	71,5	86,3	78,1	71,5	86,3	78,1	71,6	86,2	77,8	71,4	85,8
including:																		
Republic of Karakalpakstan	79,9	76,4	86,2	79,9	75,6	86,9	80,5	75,2	88,3	80,1	74,3	88,2	78,2	73,7	84,9	77,7	73,6	84,4
regions:																		
Andijan	85,7	68,3	91,6	84,9	67,3	90,5	85,3	64,1	91,0	84,4	62,4	90,4	84,1	63,1	90,0	83,8	63,7	89,4
Bukhara	86,0	77,7	94,0	85,8	77,9	93,1	85,4	77,1	92,8	86,0	78,5	92,7	86,0	79,1	92,6	85,2	78,7	91,8
Jizzak	71,8	67,5	77,6	71,8	68,1	76,9	75,4	70,8	81,0	74,3	68,3	81,2	72,3	67,6	78,3	71,7	68,0	76,2
Kashkadarya	79,5	76,8	83,8	80,3	78,8	82,3	80,6	79,4	82,5	82,4	80,1	85,8	83,3	79,8	88,4	83,3	80,4	86,2
Navai	77,7	72,9	93,4	81,1	77,2	93,9	79,8	74,7	93,2	77,7	73,9	90,0	77,6	75,2	86,6	76,5	74,1	86,1
Namangan	87,3	81,6	90,8	82,9	80,7	83,8	84,1	84,2	84,0	82,7	80,5	84,0	81,9	77,5	84,7	81,2	76,7	84,1
Samarqand	76,7	69,9	84,6	77,1	71,8	82,5	78,0	72,7	83,5	80,6	75,6	85,9	83,3	78,1	88,9	80,3	76,1	84,7
Surkhandarya	75,5	69,1	80,2	76,5	71,5	80,5	74,1	63,7	80,4	75,1	66,1	80,8	75,9	68,6	80,9	78,3	71,9	82,5
Syrdarya	76,7	75,2	78,7	76,8	75,8	78,0	73,5	74,7	71,6	74,2	76,6	70,6	77,6	77,4	77,7	79,5	78,6	80,5
Tashkent	75,9	72,5	82,3	76,7	73,8	82,1	77,1	72,5	84,1	76,7	72,1	83,9	74,5	70,9	81,1	76,2	74,0	80,4
Fergana	80,1	69,1	87,2	80,5	70,9	86,7	80,1	71,7	85,9	79,6	72,1	85,0	79,4	70,7	85,0	80,3	71,4	86,3
Khorezm	86,2	81,8	90,3	86,7	82,6	90,2	88,4	84,3	91,7	87,9	83,4	91,3	86,9	82,6	90,3	86,3	80,5	90,6
city of Tashkent	65,0	65,0		64,5	64,5		62,7	62,7		62,4	62,4		63,6	63,6		62,3	62,3	

2.2.1. and 5.2.2. Gross intake ratio (GIR) in primary education

	2001			2002			2003			2004			2005		
	total	male	female	total	male	female	total	male	female	total	male	female	total	male	female
First grade in total	100,9	100,4	101,4	96,2	95,8	96,7	95,9	96,3	95,5	95,9	96,3	95,5	98,5	99,2	97,7
urban areas	103,2	105,7	100,6	100,2	100,6	99,8	99,6	101,1	98,0	99,5	99,9	99,0	104,3	105,8	102,7
rural areas	99,9	98,0	101,8	94,4	93,6	95,3	94,2	94,1	94,3	94,3	94,7	94,0	95,8	96,2	95,4

2.2.2. and 5.2.3. Net intake ratio (NIR) in primary education

	2001			2002			2003			2004			2005		
	total	male	female	total	male	female	total	male	female	total	male	female	total	male	female
First grade children aged 7	77,9	82,1	73,5	77,7	78,3	77,0	77,4	78,8	76,0	77,5	78,8	76,1	79,2	80,5	77,8
urban areas	77,3	82,1	72,2	75,0	78,0	72,0	77,7	80,4	74,8	77,8	79,9	75,5	78,7	81,2	76,0
rural areas	78,2	82,2	74,0	78,9	78,5	79,3	77,3	78,0	76,5	77,3	78,3	76,3	79,4	80,3	78,6

2.2.3. Gross enrolment ratio (GER) in primary and secondary education

	2001	2002	2003	2004	2005
Total					
primary	98,0	97,3	97,0	96,9	97,0
secondary (grades 5-9)	97,6	97,6	97,1	96,8	97,6
urban areas					
primary	98,7	99,7	101,3	100,2	102,2
secondary (grades 5-9)	95,8	95,8	97,4	98,1	100,0
rural areas					
primary	97,6	96,2	95,1	95,3	94,7
secondary (grades 5-9)	98,5	98,5	97,0	96,3	96,5

2.2.4. Net enrolment ratio (NER) in primary and secondary education

	2001	2002	2003	2004	2005
Total					
primary	97,9	97,1	96,4	96,6	95,8
secondary (grades 5-9)	97,5	97,6	97,1	96,8	96,8
urban areas					
primary	98,6	99,1	99,5	99,4	99,7
secondary (grades 5-9)	95,6	95,7	97,4	98,0	98,5
rural areas					
primary	97,6	96,2	95,0	95,3	94,0
secondary (grades 5-9)	98,4	98,5	96,9	96,2	96,0

2.2.5. and 5.2.12. Repeation rate (RR) in school education

	2001			2002			2003			2004			2005			2006		
	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys
Republic																		
Grade 1	0,04	0,03	0,05	0,03	0,02	0,04	0,02	0,02	0,03	0,02	0,01	0,02	0,02	0,01	0,02	0,01	0,01	0,01
Grade 2	0,04	0,03	0,05	0,03	0,02	0,04	0,02	0,01	0,02	0,02	0,01	0,02	0,01	0,01	0,02	0,01	0,00	0,01
Grade 3	0,03	0,02	0,04	0,02	0,01	0,03	0,02	0,01	0,02	0,01	0,00	0,02	0,01	0,01	0,01	0,01	0,01	0,01
Grade 4	0,03	0,02	0,04	0,02	0,01	0,03	0,03	0,01	0,04	0,01	0,01	0,01	0,01	0,01	0,01	0,01	0,00	0,01
Grades 1-4	0,04	0,03	0,04	0,03	0,02	0,03	0,02	0,01	0,03	0,01	0,01	0,02	0,01	0,01	0,02	0,01	0,01	0,01
Grade 5	0,05	0,03	0,08	0,04	0,02	0,06	0,03	0,02	0,05	0,02	0,01	0,03	0,02	0,01	0,03	0,01	0,01	0,02
Grade 6	0,07	0,04	0,09	0,04	0,03	0,05	0,03	0,02	0,04	0,03	0,02	0,04	0,02	0,01	0,03	0,02	0,01	0,03
Grade 7	0,08	0,05	0,11	0,06	0,04	0,07	0,04	0,03	0,06	0,03	0,02	0,04	0,02	0,02	0,03	0,02	0,01	0,04
Grade 8	0,08	0,06	0,10	0,07	0,05	0,09	0,06	0,05	0,08	0,04	0,03	0,05	0,05	0,03	0,06	0,04	0,03	0,05
Grade 9	0,07	0,05	0,08	0,08	0,06	0,10	0,07	0,05	0,10	0,05	0,04	0,05	0,07	0,06	0,08	0,05	0,03	0,06
Grades 5-9	0,07	0,05	0,09	0,06	0,04	0,08	0,05	0,03	0,06	0,03	0,02	0,04	0,04	0,03	0,05	0,03	0,02	0,04
Grade 10	0,01	0,01	0,02	0,07	0,05	0,09	0,06	0,05	0,08	0,04	0,03	0,05	0,06	0,06	0,06	0,05	0,05	0,06
Grade 11	0,09	0,06	0,12	0,01	0,01	0,01	0,07	0,04	0,09	0,02	0,02	0,03	0,05	0,05	0,05	0,01	0,00	0,02
Grades 10-11	0,02	0,01	0,03	0,04	0,03	0,05	0,06	0,04	0,09	0,03	0,02	0,04	0,06	0,05	0,06	0,03	0,02	0,04
Total	0,05	0,04	0,07	0,04	0,03	0,06	0,04	0,02	0,05	0,03	0,02	0,03	0,03	0,02	0,04	0,02	0,01	0,03
Urban areas																		
Grade 1	0,08	0,06	0,10	0,06	0,03	0,08	0,04	0,03	0,06	0,04	0,03	0,05	0,03	0,01	0,06	0,03	0,03	0,03
Grade 2	0,08	0,05	0,11	0,06	0,04	0,08	0,03	0,02	0,04	0,04	0,01	0,06	0,03	0,02	0,04	0,02	0,01	0,02
Grade 3	0,07	0,05	0,09	0,04	0,03	0,06	0,03	0,02	0,04	0,02	0,01	0,03	0,03	0,02	0,03	0,02	0,01	0,02
Grade 4	0,07	0,05	0,08	0,04	0,02	0,05	0,04	0,01	0,06	0,02	0,02	0,03	0,02	0,01	0,03	0,02	0,01	0,02
Grades 1-4	0,08	0,06	0,09	0,05	0,03	0,07	0,03	0,02	0,05	0,03	0,02	0,04	0,03	0,02	0,04	0,02	0,01	0,02
Grade 5	0,12	0,07	0,17	0,09	0,04	0,13	0,06	0,03	0,10	0,05	0,02	0,08	0,04	0,02	0,06	0,03	0,02	0,04
Grade 6	0,13	0,08	0,18	0,08	0,06	0,11	0,06	0,03	0,09	0,07	0,04	0,09	0,04	0,03	0,06	0,04	0,02	0,05
Grade 7	0,18	0,12	0,24	0,11	0,07	0,16	0,09	0,06	0,12	0,07	0,05	0,08	0,05	0,04	0,06	0,05	0,03	0,07
Grade 8	0,16	0,11	0,20	0,13	0,10	0,15	0,12	0,08	0,15	0,09	0,05	0,12	0,09	0,08	0,11	0,08	0,07	0,09
Grade 9	0,14	0,10	0,17	0,12	0,08	0,15	0,10	0,08	0,11	0,08	0,06	0,10	0,11	0,11	0,11	0,07	0,06	0,09
Grades 5-9	0,15	0,10	0,19	0,10	0,07	0,14	0,09	0,06	0,11	0,07	0,05	0,09	0,07	0,05	0,08	0,05	0,04	0,07
Grade 10	0,02	0,01	0,03	0,07	0,05	0,09	0,09	0,04	0,13	0,06	0,03	0,09	0,14	0,14	0,14	0,08	0,04	0,11
0	0,04	0,00	0,07	0,02	0,01	0,02	0,11	0,00	0,20	0,01	0,01	0,01	0,14	0,17	0,11	0,01	0,00	0,02
Grades 10-11	0,02	0,01	0,03	0,05	0,03	0,06	0,10	0,02	0,17	0,04	0,02	0,05	0,14	0,16	0,12	0,04	0,02	0,06
Total	0,11	0,07	0,14	0,08	0,05	0,10	0,07	0,04	0,09	0,05	0,03	0,07	0,06	0,04	0,07	0,04	0,03	0,05

2.2.5. and 5.2.12. Repeation rate (RR) in school education

	2001			2002			2003			2004			2005			2006		
	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys	total	girls	boys
Rural areas																		
Grade 1	0,02	0,01	0,03	0,01	0,01	0,02	0,02	0,01	0,02	0,01	0,00	0,01	0,01	0,00	0,01	0,00	0,00	0,00
Grade 2	0,02	0,01	0,02	0,02	0,01	0,02	0,01	0,01	0,01	0,01	0,01	0,01	0,01	0,00	0,01	0,00	0,00	0,01
Grade 3	0,01	0,01	0,02	0,01	0,01	0,02	0,01	0,00	0,01	0,00	0,00	0,01	0,00	0,00	0,00	0,00	0,00	0,00
Grade 4	0,02	0,01	0,02	0,01	0,01	0,02	0,02	0,01	0,03	0,01	0,01	0,01	0,01	0,01	0,01	0,00	0,00	0,00
Grades 1-4	0,02	0,01	0,02	0,01	0,01	0,02	0,01	0,01	0,02	0,01	0,00	0,01	0,01	0,00	0,01	0,00	0,00	0,00
Grade 5	0,02	0,02	0,03	0,02	0,02	0,02	0,02	0,01	0,02	0,01	0,01	0,01	0,01	0,01	0,01	0,01	0,00	0,01
Grade 6	0,04	0,02	0,05	0,02	0,01	0,03	0,02	0,01	0,02	0,02	0,01	0,02	0,01	0,01	0,01	0,01	0,00	0,02
Grade 7	0,03	0,02	0,04	0,03	0,02	0,03	0,02	0,02	0,03	0,01	0,01	0,02	0,01	0,01	0,01	0,01	0,00	0,02
Grade 8	0,04	0,03	0,05	0,05	0,03	0,07	0,03	0,03	0,04	0,02	0,02	0,02	0,02	0,01	0,03	0,02	0,01	0,03
Grade 9	0,03	0,02	0,04	0,06	0,05	0,08	0,06	0,03	0,09	0,03	0,03	0,03	0,06	0,04	0,07	0,04	0,02	0,05
Grades 5-9	0,03	0,02	0,04	0,04	0,03	0,05	0,03	0,02	0,04	0,02	0,01	0,02	0,02	0,02	0,03	0,02	0,01	0,03
Grade 10	0,01	0,01	0,01	0,07	0,06	0,09	0,06	0,05	0,07	0,04	0,03	0,04	0,04	0,04	0,04	0,05	0,05	0,05
Grade 11	0,11	0,08	0,15	0,01	0,00	0,01	0,05	0,04	0,06	0,03	0,02	0,04	0,03	0,03	0,04	0,01	0,01	0,02
Grades 10-11	0,02	0,01	0,03	0,04	0,03	0,05	0,05	0,05	0,06	0,03	0,02	0,04	0,03	0,03	0,04	0,03	0,02	0,03
Total	0,02	0,02	0,03	0,03	0,02	0,04	0,03	0,02	0,03	0,01	0,01	0,02	0,02	0,01	0,02	0,01	0,01	0,02

2.2.6. and 5.2.8. and 6.2.1. Survival rate to grade 5 and gender parity index

	2001	2002	2003	2004	2005	2006
Both sexes						
total	99,7	99,8	99,8	99,8	99,9	99,9
urban areas	99,4	99,6	99,6	99,7	99,8	99,8
rural areas	99,8	99,9	99,9	99,9	99,9	100,0
Girls						
total	99,8	99,9	99,9	99,9	99,9	99,9
urban areas	99,6	99,7	99,8	99,8	99,8	99,9
rural areas	99,9	99,9	99,9	99,9	100,0	100,0
Boys						
total	99,6	99,7	99,8	99,8	99,8	99,9
urban areas	99,2	99,4	99,5	99,6	99,7	99,8
rural areas	99,7	99,9	99,9	99,8	99,9	100,0

2.2.7. Transition rate from primary (grades 1-4) to secondary (grades 5-9) school education

	2002	2003	2004	2005	2006
total	99,6	99,5	99,9	99,8	99,9
urban areas	100,0	100,0	99,9	100,0	100,0
rural areas	99,4	98,8	99,9	99,8	99,8

2.2.8. Percentage of qualified teachers in comprehensive schools by grades

	2001	2002	2003	2004	2005	2006
All teachers						
with higher education	70,4	69,7	67,9	68,6	68,4	68,6
including:						
Grades 1-4 (1-3)						
with higher education	43,8	41,5	39,3	41,4	42,2	41,7
Grades 5-11						
with higher education	80,1	80,0	78,4	78,4	77,5	78,2

2.2.8. Percentage of qualified teachers in comprehensive schools by regions

	2001				2002				2003				2004				2005				2006			
	incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification			
	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.
Republic of Uzbekistan - total	70,5	2,3	27,3	26,1	69,7	2,8	27,5	26,3	67,9	3,6	28,5	27,9	68,6	4,3	27,2	26,6	68,4	4,4	27,3	26,8	68,6	4,6	26,8	26,1
including:																								
Republic of Karakalpakstan	65,8	1,3	32,9	32,8	62,9	2,1	34,9	34,9	60,9	3,7	35,4	35,4	60,1	4,3	35,5	35,5	61,6	5,1	33,2	31,6	61,8	5,5	32,7	32,6
regions:																								
Andijan	69,1	3,3	27,6	27,2	68,5	4,2	27,3	26,9	68,2	5,3	26,5	26,5	70,4	6,1	23,4	23,4	70,3	5,9	23,8	23,4	67,3	6,5	26,1	24,9
Bukhara	80,3	1,2	18,5	18,2	79,2	1,5	19,3	19,2	80,2	1,7	18,1	18,0	79,1	2,7	18,2	18,2	79,4	2,8	17,7	17,6	79,4	2,8	17,8	17,7
Jizzak	70,9	2,1	27,0	26,0	70,1	2,9	27,0	25,4	70,8	3,4	25,9	25,9	70,9	5,9	23,2	23,2	71,5	5,8	22,7	22,7	70,1	6,2	23,7	23,7
Kashkadarya	68,9	2,6	28,5	28,0	67,7	2,6	29,7	29,3	62,5	2,6	34,9	34,9	63,8	2,7	33,5	33,5	64,4	2,9	32,8	32,7	66,5	3,1	30,5	30,3
Navai	73,3	2,4	24,3	24,1	72,5	3,4	24,0	23,9	72,6	3,9	23,6	23,4	72,9	4,2	22,9	22,9	73,4	4,8	21,8	21,7	72,8	6,4	20,8	20,8
Namangan	69,6	2,2	28,1	28,1	68,5	2,2	29,3	29,2	66,8	3,2	30,0	29,8	66,8	3,8	29,4	29,2	68,1	4,0	27,9	27,7	73,8	4,9	21,3	21,3
Samarqand	66,8	1,5	31,7	30,5	70,3	2,0	27,7	26,8	67,9	2,2	29,9	28,9	67,5	2,1	30,4	28,1	66,7	3,2	30,1	29,8	67,8	3,1	29,1	27,2
Surkhandarya	63,0	1,8	35,2	32,6	59,5	2,2	38,3	34,0	58,4	4,2	37,5	37,2	61,7	4,5	33,7	33,7	58,5	5,4	36,1	38,8	56,5	4,2	39,3	39,3
Syrdarya	75,5	2,6	21,9	21,1	74,6	3,1	22,3	21,6	72,4	4,6	23,0	22,0	71,7	5,4	22,9	20,0	72,2	5,3	22,5	21,5	72,0	4,3	23,7	22,9
Tashkent	70,0	2,2	27,8	21,0	68,8	2,7	28,5	22,7	66,4	4,1	29,6	26,8	67,1	5,1	27,8	25,5	68,6	5,0	26,4	23,2	67,0	5,5	27,5	25,1
Fergana	72,3	2,4	25,3	24,7	70,3	3,2	26,4	25,7	69,1	4,1	26,8	26,1	69,7	5,6	24,7	24,7	67,4	4,2	28,4	26,7	67,7	5,6	26,7	25,8
Khorezm	74,1	1,6	24,3	24,2	76,1	1,4	22,5	22,5	72,1	3,0	24,8	23,1	73,1	3,5	23,4	23,3	71,7	3,7	24,6	24,5	72,7	3,5	23,8	23,8
city of Tashkent	82,8	5,8	11,4	10,5	81,4	7,2	11,4	10,4	81,8	7,9	10,3	9,2	83,1	7,2	9,7	9,3	84,7	6,0	9,3	8,7	85,8	5,4	8,8	8,0

2.2.8. Percentage of qualified teachers in comprehensive schools by regions

	2001				2002				2003				2004				2005				2006			
	incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification				incl. with qualification			
	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.	higher	incom. higher	sec. spec.	incl. sec. teach.
urban areas	76,9	2,6	20,5	19,4	75,2	3,4	21,4	20,2	74,3	4,2	21,5	20,8	75,1	4,8	20,0	19,0	76,7	4,9	18,4	17,8	76,1	5,1	18,8	17,4
including:																								
Republic of Karakalpakstan	71,5	1,2	27,3	27,2	66,8	2,1	31,1	31,0	67,1	3,4	29,5	29,4	66,3	4,8	28,9	28,9	67,1	5,5	27,4	28,6	66,6	6,1	27,3	27,2
regions:																								
Andijan	74,9	3,4	21,6	21,2	74,6	3,9	21,5	21,2	73,6	5,0	21,4	21,3	80,1	5,8	14,1	14,1	81,5	5,3	13,2	11,6	78,6	5,8	15,6	13,8
Bukhara	85,4	1,2	13,4	13,2	84,7	1,7	13,6	13,5	85,0	1,7	13,3	13,2	83,8	3,3	12,8	12,7	86,1	2,9	10,9	10,8	83,4	3,4	13,2	12,9
Jizzak	76,2	1,8	22,0	21,2	75,7	1,8	22,5	21,8	75,5	2,4	22,1	22,1	75,8	2,8	21,4	21,3	76,3	3,5	20,2	20,1	77,2	5,4	17,5	17,5
Kashkadarya	71,4	3,1	25,6	24,1	71,2	3,0	25,7	24,5	72,7	2,8	24,5	24,4	76,3	3,3	20,4	20,3	76,3	3,3	20,4	20,3	76,3	3,2	20,5	20,5
Navai	76,4	2,7	20,9	20,4	75,2	4,6	20,3	19,7	75,9	4,4	19,8	19,3	76,3	4,6	19,2	19,2	76,9	4,5	18,5	18,4	75,7	7,6	16,7	16,5
Namangan	74,3	1,9	23,8	23,8	74,1	2,1	23,8	23,8	71,5	3,6	24,9	24,6	72,2	5,4	22,4	22,2	72,8	5,6	21,6	21,4	78,7	5,8	15,4	15,4
Samarqand	76,0	1,0	23,0	21,7	68,5	3,3	28,2	26,7	69,2	2,9	27,9	25,7	68,4	3,0	28,6	19,3	78,8	4,5	16,7	16,0	71,1	2,7	26,3	14,8
Surkhandarya	76,1	1,6	22,4	21,2	72,9	2,0	25,1	21,4	72,9	3,6	23,4	22,9	71,1	3,7	25,1	24,5	67,9	4,4	27,8	27,4	68,1	4,5	27,4	27,4
Syrdarya	77,9	2,4	19,7	18,4	76,5	3,3	20,2	18,2	74,9	4,8	20,3	17,8	75,6	4,9	19,5	16,2	79,5	5,1	15,3	14,9	80,1	4,2	15,7	14,6
Tashkent	74,4	2,4	23,1	17,5	75,2	2,5	22,3	17,7	69,4	4,4	26,2	24,3	70,1	5,1	24,8	23,6	74,8	4,7	20,5	16,1	73,2	4,7	22,0	20,1
Fergana	79,3	1,6	19,1	18,7	75,9	3,1	21,0	19,4	76,9	3,3	19,7	19,3	76,5	4,2	19,3	19,2	75,1	4,8	20,1	20,1	74,0	6,4	19,6	19,4
Khorezm	76,3	0,7	23,0	23,0	78,7	0,6	20,7	20,7	71,1	3,9	25,0	24,7	71,6	4,2	24,1	23,9	71,9	4,7	23,4	23,2	72,3	4,7	23,0	23,0
city of Tashkent	82,8	5,8	11,4	10,5	81,4	7,2	11,4	10,4	81,8	7,9	10,3	9,2	83,1	7,2	9,7	9,3	84,7	6,0	9,3	8,7	85,8	5,4	8,8	8,0

2.2.9. and 6.2.4. Pupil-teacher ratio in schools by regions

	2001	2002	2003	2004	2005	2006
Grades 1-4 (1-3)	21,5	20,8	20,1	19,9	17,8	18,2
Grades 5-11	10,6	11,5	11,4	11,3	10,9	10,6
National total figure	13,5	14,0	13,7	13,6	13,1	12,6
including:						
Republic of Karakalpakstan	10,1	10,4	9,9	9,5	9,0	8,5
regions:						
Andijan	15,0	15,3	15,1	14,3	13,7	13,0
Bukhara	12,7	13,1	12,7	12,7	12,2	11,8
Jizzak	13,3	14,0	13,8	13,4	12,9	12,4
Kashkadarya	12,0	12,3	12,2	12,2	11,5	11,1
Navai	12,0	12,4	12,0	11,4	10,5	10,0
Namangan	16,5	16,9	16,7	16,5	15,3	15,4
Samarqand	12,6	13,3	12,9	12,8	13,1	12,6
Surkhandarya	14,0	14,3	14,1	14,7	13,7	12,4
Syrdarya	13,9	14,3	14,3	14,1	13,4	12,9
Tashkent	15,0	15,8	15,5	15,7	15,1	14,6
Fergana	14,2	14,7	14,5	14,5	14,1	14,2
Khorezm	12,0	12,2	12,3	12,2	11,6	11,2
city of Tashkent	18,5	19,2	19,9	19,9	20,0	19,3
Rural areas	11,5	13,0	12,7	12,7	12,0	11,6
including:						
Republic of Karakalpakstan	9,4	9,7	9,2	8,9	8,8	8,6
regions:						
Andijan	14,4	14,6	14,4	13,9	13,0	12,1
Bukhara	12,4	12,7	12,4	12,1	11,7	11,2
Jizzak	12,7	13,3	13,2	12,9	12,3	11,9
Kashkadarya	4,2	12,1	11,4	11,9	11,0	10,6
Navai	10,9	11,3	10,9	10,2	9,2	8,6
Namangan	15,6	15,9	15,5	15,3	14,1	14,0
Samarqand	11,1	12,5	12,2	12,0	11,7	11,8
Surkhandarya	13,6	13,9	13,8	14,6	13,3	11,9
Syrdarya	12,9	13,1	12,8	13,1	12,4	11,9
Tashkent	13,6	14,5	13,8	14,0	13,6	13,2
Fergana	13,1	13,6	13,5	13,6	13,1	13,2
Khorezm	11,4	11,7	11,5	11,5	10,8	10,4
city of Tashkent						

2.2.9. and 6.2.4. Pupil-teacher ratio in schools by regions

	2001	2002	2003	2004	2005	2006
Urban areas	19,2	16,7	16,8	16,5	16,4	15,6
including:						
Republic of Karakalpakstan	11,5	11,8	11,2	10,6	9,2	8,3
regions:						
Andijan	16,5	17,3	17,0	15,5	15,6	15,5
Bukhara	13,6	14,4	13,9	14,8	13,9	14,1
Jizzak	15,4	16,0	15,6	15,1	14,7	14,2
Kashkadarya	45,0	13,3	15,7	13,8	14,0	13,1
Navai	14,8	14,7	14,4	14,1	13,5	13,4
Namangan	18,6	19,2	19,2	19,1	18,3	18,6
Samarqand	27,0	17,8	16,6	16,9	23,4	16,5
Surkhandarya	16,5	16,6	16,3	15,4	16,8	16,2
Syrdarya	16,4	17,5	18,5	17,0	16,4	16,2
Tashkent	18,2	18,6	19,5	20,0	18,4	17,8
Fergana	18,5	18,7	18,1	18,4	18,2	18,2
Khorezm	14,5	14,4	15,9	14,9	15,0	14,7
city of Tashkent	18,5	19,2	19,9	19,9	20,0	19,3

3.2.2. Gross enrolment ratio in vocational education (number of SSVE students as a % of population aged 16-22)

	2001			2002			2003			2004			2005		
	total	male	female	total	male	female	total	male	female	total	male	female	total	male	female
total	6,3	7,3	5,3	10,1	11,2	8,9	14,0	15,3	12,6	19,2	20,2	18,2	21,2	22,0	20,5
urban areas	11,8	12,8	10,8	19,3	19,9	18,7	28,1	29,6	26,5	44,7	44,9	44,5	49,4	49,0	49,9
rural areas	3,3	4,3	2,4	5,1	6,4	3,7	6,4	7,6	5,2	5,7	7,0	4,3	6,5	7,8	5,2

3.2.4. Transition rate from primary to secondary and from secondary to higher levels of education

	2004	2005	2006
From primary (grades 1-4) to secondary (grades 5-9) level of school education	99,9	99,8	99,9
From secondary (grades 5-9) school education to:			
secondary level (grade 10) of school education	49,7	41,5	29,8
to vocational education system	50,1	54,5	62,8
From secondary (grade 11) school education to:			
to vocational education system	11,5	11,2	24,2
higher education	7,0	7,0	6,8
From secondary specialised vocational to higher education *)	12,9	3,0	3,0

*) Decrease in the rate of enrolment in higher educational institutions from SSVE system in 2005 is caused by high rates of graduation from AL and VC with relatively stable level of enrolment in higher educational institutions (in 2004 the number of AL and VC graduates was 26,7 th., in 2005 - 224,7 and in 2006 - 245 th. whereas the rate of admission to higher educational institutions was 50-55 th. people).

Instead of 5.2.1.

There is no need for calculating enrolment by gender, since they consist of roughly equal proportions in the structure, as well as among population (this parameter is not supported by official statistics)

Quantitative Structure of children in preschool institutions

	2001	2002	2003	2004	2005	2006
Girls						
total	47,7	47,4	55,7	48,2	48,2	47,6
in urban areas	47,1	47,2	48,2	47,5	47,9	47,2
in rural areas	48,7	47,7	69,0	49,1	48,7	48,0
Boys						
total	52,3	52,6	44,3	51,8	51,8	52,4
in urban areas	52,9	52,8	51,8	52,5	52,1	52,8
in rural areas	51,3	52,3	31,0	50,9	51,3	52,0

5.2.4 and 5.2.5. Gender parity index (gross enrolment ratio in primary and secondary education) - GER

	2001			2002			2003			2004			2005		
	total	male	female	total	male	female	total	male	female	total	male	female	total	male	female
Total															
primary	98,0	98,6	97,3	97,3	97,2	97,3	97,0	97,3	96,7	96,9	97,1	96,6	97,0	96,5	97,6
secondary (grades 5-9)	97,6	97,5	97,6	97,6	97,9	97,4	97,1	97,7	96,5	96,8	97,3	96,3	97,6	98,1	97,1
urban areas															
primary	98,7	99,8	97,6	99,7	100,4	99,0	101,3	102,1	100,4	100,2	101,2	99,2	102,2	102,2	102,3
secondary (grades 5-9)	95,8	96,1	95,4	95,8	96,6	95,0	97,4	99,3	95,6	98,1	99,9	96,2	100,0	101,9	98,1
rural areas															
primary	97,6	98,1	97,2	96,2	95,8	96,6	95,1	95,1	95,1	95,3	95,3	95,4	94,7	93,9	95,5
secondary (grades 5-9)	98,5	98,2	98,7	98,5	98,5	98,6	97,0	97,0	96,9	96,3	96,1	96,4	96,5	96,4	96,6

5.2.6 and 5.2.7. Gender parity index (net enrolment ratio in primary and secondary education) - NER

	2001			2002			2003			2004			2005		
	total	male	female	total	male	female	total	male	female	total	male	female	total	male	female
Total															
primary	97,9	98,6	97,3	97,1	96,9	97,3	96,4	96,4	96,5	96,6	96,6	96,6	95,8	95,8	95,8
secondary (grades 5-9)	97,5	97,4	97,6	97,6	97,8	97,4	97,1	97,7	96,4	96,8	97,3	96,3	96,8	97,1	96,4
urban areas															
primary	98,6	99,7	97,6	99,1	99,3	98,9	99,5	99,3	99,7	99,4	99,6	99,2	99,7	99,8	99,7
secondary (grades 5-9)	95,6	95,9	95,3	95,7	96,5	94,9	97,4	99,1	95,5	98,0	99,8	96,1	98,5	99,9	97,0
rural areas															
primary	97,6	98,1	97,1	96,2	95,8	96,6	95,0	95,0	95,0	95,3	95,3	95,4	94,0	93,9	94,0
secondary (grades 5-9)	98,4	98,2	98,7	98,5	98,4	98,5	96,9	97,0	96,9	96,2	96,1	96,4	96,0	95,8	96,1

5.2.9. Gender parity index (Transition rate from primary to secondary level of school education)

	girls					boys				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
total	100,0	98,9	99,5	99,6	99,8	99,1	99,8	100,0	99,9	100,0
urban areas	100,0	100,0	98,8	100,0	99,9	100,0	100,0	100,0	100,0	100,0
rural areas	100,0	97,9	99,8	99,2	99,8	98,6	99,6	100,0	99,1	99,8

5.2.10. Proportion of girls in schools and SSVE system

	2001				2002				2003				2004				2005				2006 г.			
	schools			SSVE	schools			SSVE	schools			SSVE	schools			SSVE	schools			SSVE	ШКОЛЫ			SSVE
	grades 1-4	grades 5-9	grades 10-11		grades 1-4	grades 5-9	grades 10-11		grades 1-4	grades 5-9	grades 10-11		grades 1-4	grades 5-9	grades 10-11		grades 1-4	grades 5-9	grades 10-11		grades 1-4	grades 5-9	grades 10-11	
Total national figure	52,5	49,2	48,4	41,9	49,0	49,1	48,9	43,9	48,7	48,8	48,2	44,7	48,6	48,8	48,2	46,9	52,9	48,8	48,3	47,6	48,5	48,7	48,3	48,9
including:																								
Republic of Karakalpakstan	48,9	49,0	50,1	47,7	49,0	49,1	53,4	47,6	48,5	49,1	51,2	46,6	48,6	49,2	52,2	47,8	48,5	48,9	53,2	48,8	48,5	48,8	53,4	50,1
regions:																								
Andijan	46,0	51,9	45,0	41,0	49,5	49,4	45,8	42,4	48,6	48,4	47,6	42,9	48,4	48,4	48,6	46,1	472,7	48,8	47,9	47,6	48,5	48,9	47,8	49,0
Bukhara	49,6	49,1	47,6	38,6	49,0	48,8	47,7	39,3	48,7	48,9	47,1	41,0	49,1	49,0	47,6	44,4	48,9	48,7	47,8	45,7	49,1	48,8	47,8	48,3
Jizzak	48,3	48,6	48,8	40,8	48,9	49,1	49,9	43,0	48,6	48,8	48,5	45,5	49,2	49,0	47,4	48,7	48,4	48,5	47,0	49,0	48,3	48,3	47,3	52,9
Kashkadarya	50,1	49,6	50,1	37,4	49,2	48,9	50,1	42,2	48,8	48,6	49,9	42,9	48,6	48,8	48,9	46,1	48,8	48,9	48,8	47,0	48,6	48,9	49,2	47,3
Navai	48,8	49,2	52,0	37,7	48,4	49,5	51,1	43,2	49,0	49,2	51,6	44,5	48,9	49,2	51,3	46,3	49,1	49,2	51,0	46,3	48,8	49,2	51,3	48,2
Namangan	48,6	49,1	50,0	42,1	48,7	49,2	51,4	43,3	48,4	48,9	51,3	43,3	48,6	48,8	51,2	46,0	48,4	48,8	51,8	47,1	48,1	48,6	54,2	48,3
Samarqand	49,3	48,3	47,7	38,1	48,5	49,0	49,5	40,2	48,8	48,8	48,2	41,6	48,5	48,9	48,5	46,0	48,7	48,9	48,6	46,9	48,8	49,0	48,5	48,9
Surkhandarya	477,4	47,8	49,6	34,4	48,2	48,2	50,5	36,5	48,8	48,6	48,8	37,4	48,6	48,6	49,2	45,0	48,5	48,6	50,2	45,8	48,3	48,7	49,6	48,0
Syrdarya	49,5	49,3	48,3	37,0	49,8	48,5	48,2	39,7	48,3	48,3	45,9	44,7	48,2	48,4	45,6	45,6	48,2	48,3	44,9	45,5	47,9	48,1	44,9	45,1
Tashkent	48,8	49,0	45,7	41,4	48,5	48,5	42,2	43,4	48,6	48,8	39,9	43,6	48,4	48,7	40,0	43,7	48,5	48,5	40,5	44,5	48,3	48,7	41,0	45,8
Fergana	49,0	49,3	47,9	45,0	49,6	49,8	47,8	46,1	48,7	48,9	48,4	46,1	48,6	49,0	48,6	47,4	48,5	49,1	48,8	47,6	48,4	48,7	47,6	49,2
Khorezm	48,7	49,2	50,3	44,9	49,4	49,2	50,1	45,3	49,2	48,9	49,9	46,1	49,4	48,8	50,4	47,9	49,2	48,8	50,1	49,5	49,0	48,6	49,4	49,7
city of Tashkent	49,1	49,4	45,6	46,2	48,9	49,8	44,7	49,8	48,9	48,5	42,5	50,4	48,5	48,3	41,7	50,9	48,3	48,2	42,5	50,9	48,5	48,3	43,2	51,2

5.2.10. Proportion of girls in schools and SSVE system (continued)

	2001				2002				2003				2004				2005				2006 г.				
	schools			SSVE	schools			SSVE	schools			SSVE	schools			SSVE	schools			SSVE	школы			SSVE	
	62,9	48,9	43,5		45,1	48,5	48,7		45,4	47,7	48,4		48,1	44,0	46,5		54,4	48,0	43,0		49,1	63,8	48,0		43,4
including:																									
Republic of Karakalpakstan	49,3	48,5	50,2	49,5	50,2	49,4	56,2	50,0	49,3	49,2	52,5	33,8	48,6	49,1	53,8	49,0	49,0	49,3	56,4	50,0	48,4	48,9	54,7	51,4	
regions:																									
Andijan	42,8	50,5	16,7	42,8	47,8	48,5	40,8	44,2	47,9	47,3	41,7	44,5	48,0	47,2	43,5	49,4	-26,0	47,7	42,5	51,2	47,8	47,4	43,4	52,2	
Bukhara	47,9	47,1	42,0	41,7	48,4	47,4	43,1	44,0	48,4	47,2	41,1	46,2	48,9	47,1	42,6	47,2	48,1	47,0	41,6	48,3	47,8	47,0	41,7	50,3	
Jizzak	46,9	47,2	41,3	42,7	48,4	47,6	44,4	44,5	47,6	47,6	41,0	47,1	46,8	48,6	40,9	51,2	47,7	47,7	40,1	52,0	47,9	47,1	42,3	55,8	
Kashkadarya	54,7	52,1	46,5	38,6	50,1	48,5	39,9	44,2	48,7	47,6	46,7	44,7	47,7	47,8	41,4	45,2	48,5	48,4	41,3	46,0	48,0	47,7	42,6	46,5	
Navai	48,7	48,1	53,6	36,8	48,3	49,2	50,4	44,8	48,8	48,6	50,6	46,7	48,9	48,3	48,8	48,6	48,9	48,4	48,7	48,3	48,2	48,3	49,1	50,5	
Namangan	47,7	48,3	46,9	46,8	48,2	48,7	49,3	48,2	47,4	47,8	48,9	48,9	47,9	47,8	48,0	51,0	47,7	47,7	48,3	51,9	47,2	47,3	55,4	52,6	
Samarqand	48,4	48,4	40,3	43,6	48,0	48,1	43,4	45,0	48,4	48,2	41,5	45,9	48,0	48,0	38,1	47,6	48,2	47,9	39,3	48,0	48,1	48,5	39,3	49,9	
Surkhandarya	-8,9	46,7	46,4	42,5	47,9	46,4	42,5	45,8	48,3	46,6	39,5	46,9	48,1	46,9	40,3	45,9	48,3	46,4	38,8	45,8	48,4	46,9	40,5	47,1	
Syrdarya	49,4	49,9	45,2	43,7	50,2	48,6	45,9	46,7	48,4	47,9	39,9	51,9	48,6	47,9	37,9	50,1	48,0	48,1	42,9	49,0	48,0	48,1	38,1	47,9	
Tashkent	48,4	48,9	47,2	47,9	47,9	48,0	45,2	49,3	48,4	48,6	41,0	49,1	48,3	48,3	40,8	46,8	48,5	48,1	41,0	47,3	48,0	48,4	40,2	48,5	
Fergana	48,6	49,0	40,2	50,8	48,6	48,8	41,8	52,9	48,1	48,4	40,7	53,4	48,1	48,3	41,6	52,0	48,1	48,6	41,9	52,4	48,0	48,0	42,7	54,0	
Khorezm	48,0	48,1	45,7	45,9	45,8	50,4	44,3	47,3	48,2	47,7	44,1	48,3	204,6	47,4	42,8	50,4	47,6	46,2	40,9	51,1	47,5	46,7	41,7	52,4	
city of Tashkent	49,1	49,4	45,6	46,2	48,9	49,8	44,7	49,8	48,9	48,5	42,5	50,4	48,5	48,3	41,7	50,9	48,3	48,2	42,5	50,9	48,5	48,3	43,2	51,2	

5.2.10. Proportion of female students in higher educational institutions

	2001	2002	2003	2004	2005	2006
Total national figure	38,7	38,9	38,8	40,7	40,9	40,9
including:						
Republic of Karakalpakstan	52,6	53,3	54,8	56,0	56,7	56,1
regions:						
Andijan	40,7	42,8	42,5	46,5	44,1	42,4
Bukhara	42,8	43,3	43,2	43,4	44,2	44,2
Jizzak	42,9	42,4	40,5	43,1	41,6	41,5
Kashkadarya	36,5	38,4	37,1	38,4	46,2	39,7
Navai	52,7	54,4	53,4	56,6	57,2	57,7
Namangan	36,3	32,0	34,1	37,0	37,7	39,3
Samarqand	34,3	34,4	36,7	35,9	29,9	37,1
Surkhandarya	29,7	34,6	34,5	35,3	37,7	37,5
Syrdarya	42,3	43,4	42,9	45,8	44,6	46,0
Tashkent	27,7	28,7	30,6	31,3	33,9	37,6
Fergana	48,8	47,1	48,2	48,8	49,8	51,1
Khorezm	53,0	53,6	52,3	52,5	53,7	53,9
city of Tashkent	35,3	35,3	34,2	36,6	36,5	34,8

5.2.11. Percentage of female teachers in comprehensive schools by grades

	2001	2002	2003	2004	2005	2006
Total number of teachers in schools						
females	63,8	64,5	65,5	65,8	67,2	68,1
including:						
grades 1-4 (1-3)						
females	85,3	82,9	80,6	84,5	85,6	84,9
5-11 классы						
females	56,0	57,8	59,9	59,0	60,8	62,1
Total number of teachers in SSVE system (excluding training officers)						
females	43,6	44,6	45,9	47,3	45,0	44,8
including:						
AL						
females	48,8	53,4	53,0	54,2	48,8	50,8
VC						
females	42,9	43,5	45,2	46,8	44,8	44,3

6.2.5 Number of students in each grade level

	2001	2002	2003	2004	2005	2006
Total national figure						
Grade 1	26,6	26,3	25,8	25,5	25,1	24,9
Grade 2	26,7	26,6	26,1	25,8	25,5	25,1
Grade 3	26,5	26,5	26,1	26,0	25,6	25,3
Grade 4	26,6	26,4	26,2	26,1	25,8	25,5
Grades 1-4	26,6	26,4	26,1	25,8	25,5	25,2
Grade 5	27,4	27,4	27,1	27,1	26,8	26,8
Grade 6	27,3	27,3	27,2	27,1	27,0	26,8
Grade 7	27,1	27,2	27,1	27,2	27,0	27,0
Grade 8	27,4	27,1	26,9	27,0	27,0	26,9
Grade 9	27,1	27,1	26,8	26,7	26,9	26,9
Grades 5-9	27,2	27,2	27,0	27,0	26,9	26,9
Grade 10	25,3	25,9	26,2	26,4	26,9	27,4
Grade 11	20,6	24,0	24,4	25,0	25,2	25,6
Grades 10-11	24,7	25,0	25,3	25,7	26,0	26,4
Total	26,8	26,7	26,5	26,4	26,3	26,2
urban areas						
Grade 1	31,0	30,9	30,1	29,9	29,6	29,4
Grade 2	31,2	31,1	30,5	30,2	29,8	29,6
Grade 3	30,9	30,9	30,3	30,3	30,0	29,6
Grade 4	30,8	30,9	30,4	30,2	30,2	29,9
Grades 1-4	31,0	31,0	30,3	30,2	29,9	29,6
Grade 5	30,9	31,2	30,6	30,7	30,4	30,5
Grade 6	30,7	30,7	30,7	30,5	30,6	30,3
Grade 7	30,7	30,8	30,4	30,6	30,4	30,3
Grade 8	30,5	30,3	30,2	30,2	30,3	30,1
Grade 9	30,1	30,1	29,8	29,9	29,9	30,0
Grades 5-9	30,6	30,6	30,3	30,4	30,3	30,2
Grade 10	26,5	27,7	27,1	27,8	29,0	28,9
0	21,0	24,6	25,3	25,6	26,4	27,6
Grades 10-11	25,8	26,2	26,1	26,7	27,6	28,1
Total	30,5	30,4	30,0	30,0	30,0	29,9
rural areas						
Grade 1	24,9	24,5	24,1	23,8	23,3	23,2
Grade 2	25,1	24,9	24,4	24,1	23,8	23,3
Grade 3	24,9	24,8	24,5	24,4	23,9	23,6
Grade 4	25,0	24,7	24,6	24,5	24,2	23,8
Grades 1-4	25,0	24,7	24,4	24,2	23,8	23,5
Grade 5	26,0	26,0	25,7	25,7	25,4	25,3
Grade 6	25,8	26,0	25,9	25,7	25,6	25,4
Grade 7	25,7	25,8	25,8	25,8	25,6	25,6
Grade 8	26,1	25,8	25,5	25,8	25,6	25,6
Grade 9	25,8	25,9	25,7	25,5	25,7	25,7
Grades 5-9	25,9	25,9	25,7	25,7	25,6	25,5
Grade 10	24,9	25,4	26,0	26,0	26,4	27,1
Grade 11	20,5	23,8	24,2	24,9	24,9	25,1
Grades 10-11	24,3	24,6	25,1	25,5	25,6	26,0
Total	25,4	25,3	25,1	25,1	24,9	24,8

6.2.6. Pupil-textbook (available total in school libraries) ratio

	2001	2002	2003	2004	2005	2006
Total national figure	6,5	6,0	5,4	8,8	9,6	10,9
including:						
Republic of Karakalpakstan	11,7	10,5	10,4	12,6	13,2	15,7
regions:						
Andijan	4,3	4,6	4,6	7,3	8,3	8,6
Bukhara	7,2	6,0	7,0	11,5	11,5	12,2
Jizzak	6,1	5,8	4,6	7,1	7,7	8,3
Kashkadarya	6,8	6,2	5,6	9,5	9,7	11,6
Navai	6,4	8,8	5,9	9,5	9,9	12,7
Namangan	6,2	5,4	5,5	8,9	9,8	11,2
Samarqand	5,1	4,3	3,8	6,0	7,1	7,7
Surkhandarya	7,9	6,9	4,2	6,6	7,5	7,8
Syrdarya	6,9	5,5	5,2	8,1	10,3	10,6
Tashkent	4,8	4,6	4,0	10,9	12,0	12,6
Fergana	6,0	5,7	5,4	8,8	9,8	11,9
Khorezm	8,6	7,0	5,8	9,2	10,5	12,5
city of Tashkent	6,4	6,7	6,3	9,9	10,6	13,3
Rural areas	6,9	5,8	5,2	8,4	9,2	10,5
including:						
Republic of Karakalpakstan	7,8	10,7	9,5	12,3	12,8	15,6
regions:						
Andijan	5,4	4,3	4,6	7,4	8,3	9,0
Bukhara	6,5	6,1	6,9	11,4	11,2	11,8
Jizzak	7,1	6,2	4,6	7,0	7,4	7,8
Kashkadarya	19,2	6,2	5,7	9,6	9,8	11,7
Navai	4,8	8,9	5,6	8,9	9,1	11,8
Namangan	6,3	5,3	5,5	8,8	9,7	11,4
Samarqand	5,1	4,2	3,7	5,8	6,9	7,9
Surkhandarya	6,3	4,7	4,2	6,4	7,4	8,2
Syrdarya	8,2	6,2	5,5	8,3	10,6	11,0
Tashkent	5,6	5,4	4,1	10,3	10,7	11,3
Fergana	6,4	6,0	5,5	8,6	9,4	11,5
Khorezm	8,8	6,7	5,8	9,0	10,5	12,3
city of Tashkent						
Urban areas	5,9	6,4	5,8	9,6	10,5	11,7
including:						
Republic of Karakalpakstan	18,0	10,1	11,9	13,1	13,7	15,7
regions:						
Andijan	1,8	5,5	4,6	7,3	8,4	7,7
Bukhara	9,1	5,6	7,1	12,0	12,5	13,2
Jizzak	3,5	4,7	4,6	7,4	8,6	9,6
Kashkadarya	1,9	6,0	5,2	9,0	9,2	11,1
Navai	9,0	8,6	6,5	10,6	11,2	14,2
Namangan	6,0	5,6	5,7	9,1	9,9	10,9
Samarqand	5,1	4,6	4,5	7,0	7,5	7,0
Surkhandarya	17,8	20,6	4,4	7,7	8,4	5,4
Syrdarya	4,3	3,8	4,5	7,8	9,5	9,5
Tashkent	3,3	3,3	3,8	11,9	14,1	14,8
Fergana	4,7	4,8	5,1	9,5	10,8	13,0
Khorezm	8,2	7,9	6,1	9,6	10,6	13,0
city of Tashkent	6,4	6,7	6,3	9,9	10,6	13,3

6.2.6. Pupil-textbook (for grades 1-4 and 5-9 available in school libraries) ratio

	2001	2002	2003	2004	2005	2006
total national figure						
grades 1-4	7,5	6,3	5,1	6,2	6,5	6,7
grades 5-9	7,6	7,4	5,8	6,6	7,5	10,2
urban areas						
grades 1-4	8,2	6,7	5,0	6,1	6,3	6,6
grades 5-9	8,7	7,8	6,1	6,5	8,4	10,3
rural areas						
grades 1-4	7,2	6,1	5,1	6,3	6,6	6,7
grades 5-9	7,1	7,2	5,7	6,6	7,1	10,2

6.2.11. Proportion of schools with adequate sanitation facilities

	2002	2003	2004	2005	2006
Total national figure	11,3	13,7	14,6	15,6	17,2
including:					
Republic of Karakalpakstan	2,4	5,0	5,0	7,1	7,7
regions:					
Andijan	12,9	18,2	18,9	19,2	19,6
Bukhara	12,2	13,4	13,4	13,4	15,7
Jizzak	13,7	13,7	13,7	14,0	14,0
Kashkadarya	3,9	4,6	5,2	6,1	7,0
Navai	10,1	12,8	13,3	13,7	13,9
Namangan	14,1	15,7	16,0	17,7	18,5
Samarqand	3,5	4,1	4,4	5,4	5,6
Surkhandarya	0,0	5,2	8,0	9,1	10,1
Syrdarya	8,1	8,5	9,5	11,8	12,1
Tashkent	10,8	17,7	18,8	19,8	20,1
Fergana	12,1	15,2	16,8	17,0	27,8
Khorezm	21,8	22,1	25,0	25,5	26,1
city of Tashkent	81,8	81,8	84,2	88,4	92,8
rural areas	4,8	7,2	8,0	8,7	10,4
including:					
Republic of Karakalpakstan	1,0	3,3	3,3	4,6	4,8
regions:					
Andijan	11,0	17,4	17,4	17,4	17,7
Bukhara	6,6	6,8	6,8	6,8	9,3
Jizzak	7,8	7,9	7,9	7,9	7,9
Kashkadarya	3,1	3,2	3,8	4,2	5,4
Navai	1,0	3,4	3,4	4,0	4,4
Namangan	8,9	10,6	11,0	13,1	14,1
Samarqand	1,8	1,8	2,2	2,7	2,9
Surkhandarya	0,0	5,0	7,9	8,6	9,0
Syrdarya	5,0	5,4	6,7	9,6	9,9
Tashkent	0,0	8,3	8,6	9,6	9,5
Fergana	7,2	9,8	11,4	11,4	25,0
Khorezm	17,1	17,1	20,6	20,8	21,2
city of Tashkent					
urban areas	35,7	38,1	39,7	41,9	43,1
including:					
Republic of Karakalpakstan	8,2	11,8	11,8	17,1	18,8
regions:					
Andijan	20,7	21,3	25,0	26,4	27,0
Bukhara	34,9	39,1	39,1	39,1	40,7
Jizzak	42,9	44,7	44,7	47,1	47,6
Kashkadarya	9,3	14,3	14,9	18,8	18,1
Navai	45,5	49,4	51,9	52,0	52,0
Namangan	29,7	30,4	30,4	30,8	31,6
Samarqand	14,9	18,9	19,2	22,7	22,7
Surkhandarya	0,0	7,9	8,1	14,9	21,3
Syrdarya	19,1	19,1	20,0	20,0	20,6
Tashkent	41,3	44,1	47,6	48,9	50,2
Fergana	31,5	36,7	39,0	40,1	39,5
Khorezm	42,4	43,6	43,7	45,2	46,2
city of Tashkent	81,8	81,8	84,2	88,4	92,8

6.2.10. Proportion of schools with water supply

	2002	2003	2004	2005	2006
Total national figure	48,8	51,0	51,7	52,5	53,4
including:					
Republic of Karakalpakstan	28,4	33,1	33,1	33,9	33,9
regions:					
Andijan	70,5	71,0	71,2	72,0	74,7
Bukhara	42,1	44,4	44,4	45,3	45,7
Jizzak	52,7	52,7	54,4	54,6	55,4
Kashkadarya	27,8	28,5	29,8	30,6	31,3
Navai	27,7	49,1	52,0	52,8	54,2
Namangan	62,6	70,3	71,3	73,7	73,7
Samarqand	26,8	27,3	28,0	28,8	30,3
Surkhandarya	45,4	45,6	46,2	47,4	49,5
Syrdarya	63,8	63,8	64,3	64,3	64,6
Tashkent	71,9	71,9	72,1	72,4	72,9
Fergana	63,9	64,2	64,3	64,6	66,1
Khorezm	46,0	48,8	49,1	49,3	49,3
city of Tashkent	92,0	92,0	92,0	94,5	96,6
rural areas	41,8	43,6	44,0	44,5	45,3
including:					
Republic of Karakalpakstan	18,9	24,0	24,0	24,0	24,0
regions:					
Andijan	69,3	69,8	69,8	70,4	70,4
Bukhara	32,9	32,9	32,9	34,0	34,3
Jizzak	47,8	48,0	49,2	49,5	49,6
Kashkadarya	24,8	25,0	25,9	26,3	26,7
Navai	16,1	39,6	41,9	43,0	43,3
Namangan	64,4	65,9	66,5	67,3	67,4
Samarqand	22,8	23,3	23,5	24,2	25,9
Surkhandarya	43,4	43,5	44,1	44,5	46,4
Syrdarya	58,6	58,6	58,8	58,8	59,1
Tashkent	65,7	65,8	66,1	66,6	67,2
Fergana	58,1	58,4	58,7	59,0	60,9
Khorezm	37,8	41,0	41,1	41,1	41,1
city of Tashkent					
urban areas	75,5	79,0	80,5	82,5	84,6
including:					
Republic of Karakalpakstan	68,0	68,6	68,6	73,0	72,7
regions:					
Andijan	75,3	76,0	77,0	78,4	91,9
Bukhara	79,2	89,1	89,1	89,1	90,7
Jizzak	76,9	77,6	82,4	82,4	86,9
Kashkadarya	48,6	52,1	56,0	59,0	61,8
Navai	72,7	85,7	90,9	92,0	97,3
Namangan	57,0	83,0	85,4	92,4	92,4
Samarqand	53,2	53,5	58,3	58,3	58,3
Surkhandarya	64,9	65,8	67,6	77,0	81,3
Syrdarya	82,4	82,4	84,6	84,6	85,7
Tashkent	89,1	89,1	89,1	89,1	89,1
Fergana	86,7	87,2	87,6	87,6	87,6
Khorezm	81,8	82,2	82,5	83,7	83,7
city of Tashkent	92,0	92,0	92,0	94,5	96,6

