



REPUBLIC OF UZBEKISTAN

**EDUCATION SECTOR PLAN
For 2013-2017**

September 2013

LIST OF ABBREVIATIONS AND ACRONYMS

CA	Coordinating Agency
CCM	Child-Centered Methodology
CER	Centre for Economic Research
CFS	Child-Friendly Schools
CIRI Avloni	Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni
CPOPPDS	Republican Centre for Professional Orientation and Psychological and Pedagogical Diagnosis of Students
CSO	Civil Society Organization
CSSPE	Centre for Secondary Specialized Professional Education
DACUM	Developing a Curriculum
DF	Director's Fund
DP	Development Partner
DPG	Development Partner Group
ECD	Early Childhood Development
EFA	Education for All
ELDS	Early Learning and Development Standards
EMIS	Education Management and Information System
EQF	European Qualifications Framework
ESCAP	Economic and Social Survey of Asia and the Pacific
ESP	Education Sector Plan
FGD	Focus Group Discussion
FMS	Fund for Material Stimulation
FTI	Fast Track Initiative
GER	Gross Enrollment Ratio
GDF	Global Development Finance
GNI	Gross National Income
GPE	Global Partnership for Education
HEI	Higher Education Institution
ICT	Information and Communication Technology
ILO	International Labor Organization
INSET	In-service Education and Training
IOC	Indicator related to Outcome
IOP	Indicator related to Output
KAMOLOT	Youth Union of Uzbekistan
PEI	Preschool Education Institution

KPI	Key Performance Indicator
LEG	Local Education Group
M+E	Monitoring and Evaluation
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MoEc	Ministry of Economy
MoF	Ministry of Finance
MoH	Ministry of Health
MoHSSE	Ministry of Higher and Secondary Specialized Education
MoLSP	Ministry of Labor and Social Protection of the Population
MoPE	Ministry of Public Education
MTSP	Mid-Term Strategic Plan
NANNOUZ	Uzbek National Association of NGOs
NPPT	National Program on Personnel Training
OECD	Organization for Economic Co-operation and Development
OC	Outcome
OP	Output
PI	Pedagogical Institute
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PPP	Purchasing Power Parity
PRSP	Poverty Reduction Strategy Paper
PTR	Pupil/Teacher Ratio
QBE	Quality Basic Education
RCE	Republican Centre of Education
RFW	Results Framework (GPE)
SEN	Special Educational Needs
SRIPS	(Uzbek) Scientific Research Institute of Pedagogical Science
SSPE	Secondary Specialized Professional Education
TA	Technical Assistance
TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
TTI	Teacher Training Institute
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Program
UNECE	United Nations Economic Commission for Europe
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNICEF	United Nations Children's Fund
USD	US Dollar
UZS	Uzbekistan Sum
WDI	World Development Indicators
WIS	Welfare Improvement Strategy

Contents

1. INTRODUCTION.....	7
1.1. EXECUTIVE SUMMARY.....	7
2. SOCIO-ECONOMIC OVERVIEW OF UZBEKISTAN.....	14
2.1. MACRO-ECONOMIC SKETCH.....	14
2.2. DEMOGRAPHIC FEATURES.....	17
2.3. LABOUR MARKET.....	19
2.4. PUBLIC FINANCE MANAGEMENT.....	20
3. ANALYSIS OF THE CURRENT EDUCATION SYSTEM.....	21
3.1. GENERAL OVERVIEW.....	21
3.2. LEGISLATIVE BASIS OF EDUCATION SYSTEM.....	22
3.3. CURRENT STRATEGY AND ITS IMPLEMENTATION.....	25
3.3.1. <i>Pre-primary education (Early Childhood Education)</i>	25
3.3.2. <i>General Secondary Education</i>	28
3.3.3. <i>Secondary Specialized Vocational Education</i>	30
3.3.4. <i>Training, re-training and skills-improvement of pedagogical personnel</i>	34
3.3.4.1. <i>General issues</i>	34
3.3.4.2. Structure and Contents of the System of Re-training and Skills-Improvement	35
3.3.4.3. Quality of training, re-training and skills-improvement of pedagogical personnel	41
3.3.5. <i>Higher education</i>	42
3.3.6. <i>Adult Education</i>	46
3.3.7. <i>Out-of-School Education</i>	48
3.3.8. <i>Education for children with special needs</i>	49
3.3.8.1. <i>Education for children with various native languages</i>	50
3.3.8.2. <i>Education for children from low-income families</i>	51
3.3.8.3. <i>Education for children of rural, remote areas</i>	52
3.3.8.4. <i>Education for children with disabilities</i>	52
3.4. FINANCING AND ADMINISTRATION.....	54
3.4.1. <i>Share of the education sector in the public budget</i>	54
3.4.2. <i>Budget allocation by levels of education</i>	55
3.4.4. <i>Administrative structure of the education system</i>	58
3.5. QUALITY OF EDUCATION.....	61
3.5.1. <i>Standards, assessment, and monitoring</i>	61
3.5.4. <i>Relevance of the education system in meeting the needs of the population and the country's labour market</i>	63
3.6. EXPERIENCE AND LESSONS LEARNED FROM PREVIOUS PROGRAMS SUPPORTED BY INTERNATIONAL ORGANIZATIONS.....	66
4. JUSTIFICATION OF STRATEGIC MEASURES IN EDUCATION SECTOR OF UZBEKISTAN.....	69
4.1. OVERALL STRATEGIC VISION.....	69
4.2. OUTCOMES AND OUTPUTS ACROSS SUB-SECTORS.....	69
4.3. SUMMARY OF STRATEGIC AREAS.....	74
4.3.1. <i>Key Strategic Areas</i>	75
4.3.1.1. <i>Policy</i>	75
4.3.1.2. <i>Infrastructure</i>	75
4.3.1.3. <i>Staff development</i>	75
4.3.1.4. <i>Monitoring + Evaluation</i>	75
4.3.2. <i>Supplementary Strategic Areas</i>	76
4.3.2.1. <i>Sensitisation and Awareness raising</i>	76
4.3.2.2. <i>Partnerships and integration of approaches</i>	76
4.3.2.3. <i>Curriculum development</i>	77
4.3.2.4. <i>Professional orientation</i>	77
4.3.2.5. <i>International exchange</i>	77
4.3.2.6. <i>Access to Education</i>	77
4.3.2.7. <i>Continuity across sub-sectors</i>	77
4.4. ACTION PLAN: KEY ACTIVITIES PER OUTPUT.....	78
4.4.1. <i>PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 1)</i>	79
4.4.2. <i>PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 2)</i>	85

4.4.3. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 3).....	92
4.4.4. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 4).....	99
4.4.5. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 5).....	104
4.4.6. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 6).....	113
4.4.7. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 7).....	119
4.4.8. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 8).....	123
4.5. CAPACITY ASSESSMENT	131
4.6. COMMUNICATION PLAN.....	132
4.7. RISK ASSESSMENT	132
5. MONITORING AND EVALUATION OF THE EDUCATION SECTOR DEVELOPMENT PLAN	134
5.1. PURPOSE OF MONITORING AND EVALUATION	134
5.2. MONITORING AND EVALUATION SYSTEM	134
5.3. MONITORING AND EVALUATION INDICATORS.....	136
5.3.1. Indicators related to Outcome 1: Children's health and personalities developed in preparation for learning in school.....	136
5.3.2. Indicators related to Outcome 2: Learners' general knowledge, independent thinking skills and organisational skills developed in preparation for successful progression into the SSVE system.....	137
5.3.3. Indicators related to Outcome 3: SSVE graduates prepared for successful transition to the labour market or the higher education system.....	138
5.3.4. Indicators related to Outcome 4: Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society.....	139
5.3.5. Indicators related to Outcome 5: Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development of the country.....	140
5.3.6. Indicators related to Outcome 6: Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education.....	140
(a number of indicators are being developed, the final set is expected by the end of 2013)	140
5.3.7. Indicators related to Outcome 7: Opportunities created for children and youth to pursue their interests during their free time	141
5.3.8. Indicators related to Outcome 8: Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education.....	141
6. FINANCING AND COSTING CONSIDERATION	143
6.1. OVERVIEW OF BASELINE DATA.....	144
6.2. BASELINE AND ASSUMPTIONS ON EDUCATION TARGETS AND POLICY OPTIONS	144
6.2.1 Early childhood education/preschool education	144
6.2.2. General secondary education	145
6.2.3. Secondary Specialized, Vocational Education	146
6.2.4. Teacher Training and Re-training.....	146
6.2.5. Higher Education.....	146
6.2.6 Adult Education.....	147
6.2.7 Out-of-school education	147
6.2.8 Special Education Needs (SEN).....	147
6.2.9 Financial Framework.....	148
6.3 SIMULATION RESULTS.....	148
6.3.1 Preschool education.....	149
6.3.3 Secondary Specialized, Vocational Education.....	150
6.3.5 Higher Education.....	151
6.3.6 Adult education (no education budget allocation).....	151
6.3.8 Special education needs (SEN).....	152
LIST OF PERSONS AND INSTITUTIONS WHO CONTRIBUTED TO THE DRAFTING OF THE EDUCATION SECTOR PLAN	153
LIST OF INSTITUTIONS CONTRIBUTED TO DEVELOPMENT OF THE EDUCATION SECTOR PLAN	159
LIST OF WORKSHOPS CONDUCTED IN THE PROCESS OF EDUCATION SECTOR PLAN DEVELOPMENT	161
LIST OF LITERATURE USED IN DEVELOPING THE EDUCATION SECTOR PLAN	162
ANNEX 1	168

ANNEX 2	169
ANNEX 3	170
ANNEX 4	171

1. INTRODUCTION

1.1. EXECUTIVE SUMMARY

The Government of the Republic of Uzbekistan has planned to improve the education sector in order to maintain the achieved transformations as well as address the key issues in regard to further development of the sector.

Education Sector Plan (ESP) was developed in result of comprehensive analyses of the present condition in the continuous education in Uzbekistan, and consultations with national and international experts. Representatives of the governmental bodies as well as civil society organizations were also involved in the process of the ESP development.

The ESP is built on the model of life-long education, aimed at ensuring equal opportunities and quality education for all. It defines the five-year (2013-2017) strategy of priority development for the education sector along with measures that through the quality increase in services within the education sector will bring to sustainable growth of the population welfare.

The ESP applies a whole-sector approach and envisages coordinated involvement of all partners in increasing the efficiency of the continuous education system. The priorities and the strategy of further development, described in the ESP, are developed in compliance with the socio-economic realities of the country and the national priorities of the Uzbek Government's policies in regard to education.

It is expected that the ESP will become a program, which will define strategic direction of education sector development on addressing the key issues related to ensuring access to and quality of education on the basis of revealed trends and peculiarities of educational institutions' operations, as well as potential opportunities of the pedagogical community and the society.

The achievement of the ESP goals is ensured by the current financing at the expense of budgets at all levels that are necessary for sustainable functioning of the education system. The funding is also provided by additional target financing of the individual activities of the Education Sector Plan, including the attraction of foreign investments.

The Strategy, planned for 2013-2017, is not a dogma, but an instrument that allows making the education system more gradual, overcome problems and guarantee sustainable national development. It may change in various parts of it based on the changing realities under the impact of external and internal conditions. The Strategy will be reviewed annually on the basis of interim evaluation to reveal the level of urgency of its priorities, and to what extent the stated indicators of expected outcomes and outputs were achieved.

Section I: Introduction

This Section is devoted to describing the ESP development methodology.

The collection of information for development of the current situation analysis is conducted by two methods:

Analysis of the normative and legal documents; and interviews with specialists from the MPE, MSSVE, MoL, MF, SSVE Center, think-tanks, methodical services and the implementing agencies of the program for training and re-training of teachers.

The directions of the future strategy of Uzbekistan's education sector were identified through discussions over the course of many workshops, focus group meetings and working meetings of specialists on each type of education. Besides that, the issue was discussed during the special consultations organized with representatives of the civil society and non-governmental, non-commercial organizations.

The forecasting the dynamics of further development of the key indicators within the education sector, as well as the one of the financial support of the ESP for the period of 2013-2017 was conducted by means of simulation (computer modeling) of possible development scenarios.

Section II: Socio-Economic Review of Uzbekistan

The Section provides analysis of key indicators of economic growth and those of the national economic development. In particular, the Gross Domestic Product's growth rates are described (in 2010 the GDP

grew by 8.5 %, growth since 2000 equaled to 4.5%) along with dynamics of the per capita Gross National Income (USD 420 in 2013, while USD 1280 in 2010). The review of the macroeconomic indicators is completed with the evaluation of the inflationary process, which has decreased by 20.9% during last few years.

Further, the demographics' review is provided, reflected on the population growth (by 20.7%) due to the reduction in the mortality level. The analysis of education coverage indicates that the gross enrollment ratio (GER) has fluctuated between 96.4 – 98.16 per cents.

The labor market is described from the stand point of population employment and job placement of secondary and higher vocational educational institutions. The growth in the share of employment was revealed (from 36.6% to 41.1%). An insignificant level of unemployment among the graduates of vocational colleges and higher educational institutions (by 1.2% and 4% respectively) was also revealed.

The sub-section *State Budget Administration* presents the dynamics of the State budget progress and compares budget revenues and expenditures. It is noted that the budget revenues had been progressively decreased during the period from 1995 to 2003, and presently, stabilized at the level of 30% to GDP.

The data from the State statistics as well as the reports of international studies confirm the stability and reliability of the macroeconomic situation in the country, favorable level of demographic indicators, and the population employment indicators.

Section III: Analysis of the Current Education System

The content of the Section consists of the review of Uzbekistan's education system, describes the existing structure of the education system as well as its function and the condition. The Section also provides information on the revealed key issues followed by correctional measures that deemed necessary for further improvement of the education content, increase in human capital as well as introduction of the effective mechanism of monitoring of education quality. Also the issues of financing and administrating the education are provided as well.

The first part of the Section starts with stating that one of the key features of the National Model of the education system is ensuring the continuing education of the population, where each person is given an opportunity to accumulate knowledge, professional skills and professions during his/her whole life. The functioning of the continued education system is ensured on the basis of the State education standards and succession of educational programs of various levels, and includes pre-school education, general secondary education, secondary special, vocational education, higher education, post graduate education, skills-improvement and re-training of personnel, out-of-school education. General education as well as the secondary special, vocational education are compulsory and cover the age groups from 6 (7) to 17 (18).

The second part of the Section provides the overview of the legislative basis of the continuing education, which is based on the Constitution of the Republic of Uzbekistan. Detailed elaboration of the Constitution's provisions is provided in the Law of the Republic of Uzbekistan "On Education", "On the National Program for Personnel Training". The regulation of interactions in the area of educating the socially vulnerable children¹ is ensured by the laws "On Guarantees of Child's Rights", "On the National Language", "On the Social Security of the Disabled in the Republic of Uzbekistan".

The third part of the provided analytical work stipulates on the details of educational systems' development (by types of education), where the issues of gender equality and the education of socially vulnerable groups of children were paid special attention to.

The system of the lifelong education consists of about 18 thousand educational institutions, including 4,962 governmental and 145 private preschools, 9,765 general education schools, 143 academic lyceums, 1,408 vocational education colleges, and 75 higher education institutions. The problem of covering the age group of children from 7 to 15 by education in general education schools was solved de-facto (96.8%). 89% of

¹ Socially vulnerable children are children living in difficult life situations, who are in need for a special protection and support from the Government and society, including the following groups of children: the disabled, children with mental or physical defects, orphans without parental care; children in specialized institutions; children of low-income families (Article 3 of the Law of the Republic of Uzbekistan *On Guarantees of Child Rights*).

children in the age group of 15-18 has been continuing their education in secondary special, vocational education institutions. It is stated that the share of students belonging to those age groups, are higher than in countries that are included into the same group with Uzbekistan. At the same time, the coverage of children in the age group from 3 to 6 with preschool education does not exceed 23.3%. The list of unsolved problems includes the issue of readiness of the children, not covered by preschools, to education in the general education schools. It calls for more active actions in regard to expanding the one-year groups of short-stay in preschools, and providing parents with materials for home reading. The issue of the increase in the capacity of teachers and managerial personnel within the system of general secondary education remains among the urgent ones. It is necessary to modernize the infrastructure and improve the provision level of the higher education institutions.

The equality of men and women is guaranteed by the legislation. The equality is reached in preschools (49% are girls), general education schools (48.4%), and vocational colleges (48.1%). At the same time, a downward trend is revealed in the share of female students in total number of the academic lyceums' students (40.5%), as well as those studying at higher education institutions (37.5%). Besides, a significant disproportion exists within the sector-based structure of vocational colleges and universities. Girls give a much higher preference to such sectors as education, healthcare, physical culture and sports.

The teacher-training is conducted on the basis of curricula, undergraduate and graduate education programs, as well as pedagogical specializations of vocational colleges (for preschools and out-of-school educational institutions). The students of pedagogical specializations account for 52.9 % of total higher education students, and for 10.5% of vocational education students. The teacher re-training programs are carried out in 86 specialized educational institutions (centers, institutes, university departments) with the frequency once in three years. To reach the goal, capacities of the *Istedod* Fund and the "Mentor-follower" form are used as well. However, new requirements to the competencies of teachers point to the necessity to create more flexible teacher re-training system, which takes into account their educational needs. This, in turn, requires not only well-equipped teacher re-training institutions, but also trainer with high pedagogical skills.

The adult education is implemented through the formal education (vocational colleges, higher education institutions, post-graduate education, re-training and skills improvement institutions) and non-formal education (training course under the Ministry of Labor and Social Protection of Population, Chamber of Commerce and Industry, and commercial organizations). At the same time, the terminology "adult education" is not stated in the legislation of Uzbekistan. There's no regular statistics on the issue. The situation in the information education requires further analysis.

Out-of-school education is not compulsory. This type of education is aimed to serve the individual educational and developmental needs of children and adolescents, as well as to assist in organizing their leisure. Out-of-school education network consists of 211 centers *Barkamol Avlod*, 297 schools of music and arts, and 459 schools of sports. Out-of-school education is also carried out through a network of interest groups, organized in secondary education schools. The issues that require solution include the methodical provision, and improving the human resources potential of those educational institutions.

The social protection of the population is a priority task of the state policy, within which the Government pays a special attention to the issues related to vulnerable groups' education.

The education of children in multi-ethnic territories is organized in six languages at preschool level, and in seven languages at secondary education institutions. Academic lyceums, vocational colleges, and higher education institutions offer education in three languages.

Children of low-income families, as well as children without parental care live and study in boarding schools. Education and maintenance of orphans and children without parental care are provided at *Mekhribonlik* homes. Annually more than 500 students of "mass" general education schools, who belong to low-income families, are provided with winter clothing (raincoat, footwear, headwear, and gloves). There almost 80 thousand children (15% of the total cohort) are exempted from parent's fees for preschools.

The issue of providing education to children, who live in remote and hard-to-access areas, is addressed by

the Government from the position of ensuring the equal rights to education for all students without categorizing the quality of education by geographical locations. The unsolved issues of such schools include scarcity of professional personnel and limited opportunities for improving skills through regular trainings.

The legislation of Uzbekistan prohibits the educational institutions from refusing to admit or limiting the rights of HIV-positive children or children with AIDS. All children with diseases caused by HIV infection study in mass educational institutions, and are equally involved in the school life with other students.

The education of children with disabilities is conducted at specialized preschools (95), schools (85) and colleges (4) on the basis of the child's best interests and recommendations of the medical commission. There are more than 9,000 children who study at home. There are pilot projects are being implemented with the aim to establish an inclusive educational environment, within which some 28 thousand children study at regular general education schools. At the same time, some more work shall be conducted in terms of revising and introducing addenda to the legal mechanism of implementing the inclusive education. The physical accessibility of buildings and territories of educational institutions and establishing the special infrastructure shall be improved further. There are measures shall be taken on developing special literature and methodical provision for joint education of children.

The fourth part of the Section is devoted to such issues as education sector financing; salaries of teachers; education administration; education quality; and the compliance of the education system with population needs and demands of the labor market.

The financing of the education sector is carried out at the level of 35% of the national budget. The funds are distributed for learning activity and training of personnel; for construction of schools and equipping them. The allocation for general secondary education accounts for 55-60% of the total budget provided for education. The share of the special, vocational education varies between 17 to 22%, the share of preschool education – between 10-12%, while 5 to 6 per cents are provided to higher education.

The salaries of teachers are raised continuously. The annual average salary (including bonuses) at present varies between USD 4200 and 4800, which is about the same as the national per capita income. This level, as stated by international experts, corresponds to salary levels worldwide.

The education sector in Uzbekistan is under the competency of two ministries (MPE and MHSSE) and one specialized center (SSVE). The regions have regional and district level departments to manage the school education. There are also regional departments for secondary special, vocational education. A three-layer administration structure was established for supervising the preschool education, general secondary education, and out-of-school education, where territorial and district (city) level authorities coordinate the operations of educational institutions functioning between them and the relative ministries. Educational institutions for secondary special and vocational education operate on two-layer structure, which has no district level administration. Supervision of higher education institutions operations are conducted on the central level without intermediary links.

The quality of education is regulated in accordance with the State Education Standards that set requirements in relation to level of knowledge and abilities of students, as well as determine the contents of subjects. Besides the standards on the content of education, there are standards in relation to resources and requirements on the conditions of the educational process (requirements for school venues, standard norms, equipment and furniture, etc.), as well as qualification requirements to administration and teachers at the educational institutions. The existing monitoring system analyzes the level of learning materials' acquisition. There's no holistic system to monitor all indicators that affect the quality of education. There no parameters were developed for quality educational services. Presently, a work is initiated in collaboration with UNCIEF in regard to improving the monitoring mechanisms, identifying the quality parameters and indicators for resources, conditions, learning process, and education results.

The system of the secondary special, vocational education offers education in eight directions, thus covering all spheres of the national economy. The training of personnel at higher education level is also based on the holistic approach. Annually, more than 90% of vocational colleges' graduates are placed to

jobs. The SSVE graduates receive micro-credits from banks to open own businesses (in 2011 such credits were provided for the total amount of 6.25 billion soums). Their partnership is established between educational institutions and employers. However, the efficiency level of the existing model of cooperation between the economy and the SSVE system shall be revised in terms of social partnership mechanisms.

Section IV. Justification of Strategic Measures in the Education Sector of Uzbekistan

The Section provides information on the key directions of activities within the framework of the ESP, along with strategic measures and priority programs for further development.

The Education sector plan is based on the analysis of the current situation in the national system of education, and reflects the global development trends. The overall goal of the ESP is to achieve the sustainable and quality growth of population. The directions of the ESP comply with priority lines, set forth by the Government as the strategic directions for development:

- Development and support of services on early childhood development, expansion of the network of one-year programs for short-term stay of children, as well as methodic provisions for parents;
- Development of favorable conditions for teaching children at schools, increasing the quality of teaching and learning;
- Strengthening the level of coordination between the level of education and employment of youth, including the development of secondary special, vocational education in compliance with the labor market needs;
- Differentiation of the education programs on improving the qualification while taking the professional challenges and educational needs of teachers into account;
- Modernization of the higher education institutions' infrastructure and strengthening the learning process in them by improving technical means provision;
- Formation of the legal basis and expansion of the access for adult population to non-formal education;
- Expansion of the network and strengthening the infrastructure of the *Barkamol Avlod* centers in rural areas;
- Development and sustaining the system of inclusive education.

The section also provides information on output and outcomes by education subsectors, which are expected over the course of the ESP implementation.

Plan of Action

A complex of measures to implement the ESP was developed on the basis of strategic outputs and outcomes by subsectors of the education sector. The complex of measures is provided in terms of matrix and delivered in this section.

The matrix reflects the interrelation between the expected outputs, outcomes and concrete actions to be taken in order to achieve those. The outputs on each outcome are achieved through the implementation of a number of tasks. There are responsible parties; necessary resources; and timetables are identified for each task.

The plan of action is developed to contain eight programs, aimed to achieve the following outcomes:

- Children's health and personalities developed in preparation for learning in school;
- Learners' general knowledge, independent thinking skills, organisational skills developed in preparation for successful progression into SSVE system;
- SSVE graduates prepared for successful transition to the labour market or the higher education system;
- Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their

contribution to society;

- Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development;
- Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education;
- Opportunities created for children and youth to pursue their interests during their free time;
- Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education.

Section V. Monitoring and Evaluation of the Education Sector Development Plan

A structure for monitoring the ESP is provided in the Section, along with details as for mechanisms of its implementation. A three-layer system will be formed for tracing and analysis of the Education Sector Plan implementation process. The system consists of the following layers: the level of responsible parties for the implementation of the ESP activities; the level of district, regional and national monitoring services; and the level of local education group.

The structure of the indicators' system contains two levels: indicators that reflect the levels of outputs' achievement, and indicators of outcomes. There are qualitative and quantitative indicators were developed for both levels of indicators. The quantitative indicators were identified as measuring units for quantity, while the qualitative indicators as measurement units for quality such as proportion, per cent, and level.

The monitoring is focused on the complex of indicators of a higher level that reflects the initial condition and target indicators of the strategic progress within the system of continuing education as a whole and by each type of education in particular. It is envisaged that the combination of initial and target indicators will provide the most holistic picture of education sector plan's development dynamics.

Section VI. Financing and Reviewing the Budget of Expenditures

The Section contains information on data, process and results of the financial simulation (modeling) that were carried out on the basis of data reflecting the current situation (initial information) and strategic targets that were indicated in the ESP.

The results of the simulation indicate that the number of children under the school age (2-6 years) will be continuously increasing over the whole course of the ESP implementation. An insignificant reduction is expected in the target group of the ages 7 to 18, which will entail a decrease in the cohort of students of general education schools and secondary special, vocational education institutions. The decrease in number of the students of those levels of education sector will affect the number of youth applying to higher educational institutions.

The modernization of the infrastructure of education institutions on re-training and skills improvement of teachers along with expansion of distance education will allow rising the annual average number of students of those training courses.

It is projected that the number of adults attending the non-formal education courses will increase insignificantly.

The number of children, covered by out-of-school education programs, will increase significantly, thus raising the share of attendance from 7 to 11 per cents from the total number of children in the age group of 7 to 18.

The expansion of the inclusive education environment in the preschool education institutions and general education schools is envisaged. That will be carried out along with the proportional decrease in the number of children with disabilities, who study at home or at specialized educational institutions.

The results of simulations on macroeconomic perspectives and financial deficits for the ESP revealed that while the GDP is expected to grow continuously (by more than 8% annually), resources that are necessary for further development of the education sector, will exceed the resources that are utilized in the current

development period. The biggest deficit is in 2013/2014, which will stabilize by 2016/2017. The total deficit during the years 2013 to 2017 is expected to amount to 450 million soums or USD 80 million per annum (calculated at the exchange rate \$1 equal to 1970 soums). The conclusion drawn on the basis of the experience of financing the education sector during the previous years, states that the implementation of the ESP will require additional foreign investments on the top of budgetary financing of Uzbekistan's Government and investments of national sponsors.

1.2. METHODOLOGY

A participatory process involving stakeholders and development partners was adopted from the onset of developing the plan, which started in July 2012 with a comprehensive Situation Analysis of the education sector. Two main sources of data were used, i.e. documents and meetings with partners². The Local Education Group (LEG) has been responsible for the development and endorsement of the ESP, which was based on in-depth consultations with different key players, such as Government officials of the Ministry of Public Education (MoPE), the Ministry of Higher and Secondary Specialized Education (MoHSSE), the Ministry of Labour and Social Protection (MoLSP), the Ministry of Health (MoH), the Ministry of Economy (MoEc) and the Ministry of Finance (MoF).

In addition, consultations included representatives of other organisations involved in the education sector in Uzbekistan, other development partners (DPs), representatives of civil society and Non-Government Organizations (NGOs). The development of this ESP has always been regarded as a joint initiative of all stakeholders concerned.

Participatory methods were employed such as focus group discussions (FGDs) and in-depth working groups of all educational sub-sectors, which repeatedly met to formulate the future strategic orientation of the Uzbekistan education sector. In order to gain different perspectives on a common issue, views were considered from those involved at both a strategic and operational level. Documentary sources comprised a large variety of public documents and information generated through further discussion in working groups appointed by the Government, in addition to related reports of missions and studies that had been previously undertaken.

The key objective of in-depth working groups held with all educational sub-sectors was the development of an overarching framework of strategic outputs and outcomes in the education sector with a prime focus on the next three years. The emerging interlinked results framework was presented and further discussed at a one-day Validation Workshop with the LEG, and then further refined at a three-day ESP Development Workshop, focusing on the adoption of a strategic design for the ESP and its implementation arrangements, including a comprehensive approach towards monitoring and evaluation (M+E).

² A list of documents and persons consulted can be found at the end of this ESP.

2. SOCIO-ECONOMIC OVERVIEW OF UZBEKISTAN

2.1. MACRO-ECONOMIC SKETCH

After the independence of the country in 1991, the government of Uzbekistan chose an economic policy based on a progressive or “gradual” transition process, while many of the other nations born after the split of the former Soviet Union adopted a more brutal approach. This approach avoided several painful consequences, such as a rapid decline of public budget resources and a strong decline of resources allocated to social budgets. Therefore, the education budget has been better preserved than in many neighboring countries.

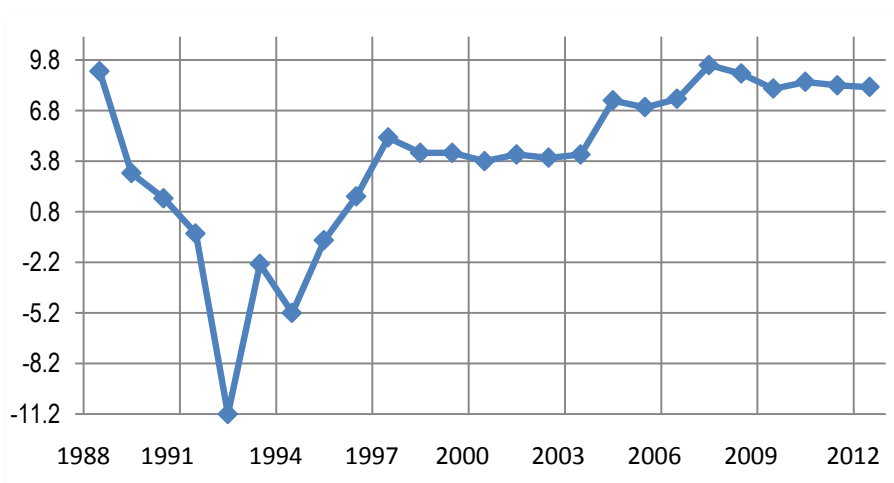
Immediately after independence, the GDP declined and subsequently, it progressively recovered, reaching a positive level at the end of the nineties. Since the early years of the new century, the economic growth has accelerated. From 2000 to 2003, economic growth reached an average level of 4% per year. Then in 2004, this rate jumped to 7.4%, and has not yet fallen below 7%. It even reached the unprecedented value of 9.5% in 2007.

The world economic crisis of 2008 slightly affected the process, but nevertheless, the rhythm of the economic growth remains at a very high level by international standards. One can attribute the high 2007 level to the evolution of world prices for some commodities which are abundant in Uzbekistan, and which play an active role in the exports of the country, such as non ferruginous metals (e.g. gold and copper) or natural gas and cotton. After the crisis, some of these commodities have seen their prices falling, and the world demand for them declining, which explains the slight decline of the growth. However, the fact that the effect of the crisis was relatively limited indicates that internal forces are also driving the growth process in the country.

GDP growth rate in the Republic of Uzbekistan³

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Growth rate	3,8	4,2	4,0	4,2	7,4	7,0	7,5	9,5	9,0	8,1	8,5

Source: State Statistics Committee of the Republic of Uzbekistan



As of 2010, the value for GDP growth (in annual %) was 8.5.

As the graph shows, over the past 22 years this indicator reached a maximum value of 9.5% in 2007 and a minimum value of -11.2% in 1992.

³ Definition: Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2,000 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Source: World Bank national accounts data, and OECD National Accounts data files, as contained in <http://www.indexmundi.com/facts/uzbekistan/gdp-growth#NY.GDP.MKTP.KD.ZG>.

One consequence of the world crisis is its possible impact on remittances revenues. A significant number of active age Uzbek people has migrated abroad for finding jobs, in particular in Russia and in Kazakhstan, and they send remittances to their families. These remittances are included in the Gross National Income (GNI)⁴. It is difficult to measure precisely the level of remittances sent every year, insofar as part of them may circulate in cash. It is usually estimated that before the crisis, they represented about 15% of the GNI. This is quite significant, insofar as the total output of the agricultural sector represents also 15% of the GNI. Since the beginning of the crisis, certain migrant workers have lost their jobs and have returned to Uzbekistan. It does not mean that the impact on the GNI is a proportional decline, insofar as these workers may have taken new jobs in Uzbekistan, whose revenues enter in the GNI.

This growth has been translated into rapid increases of the total GNI and of the GNI per capita. The latest value for GNI per capita, according to the Atlas method (current USD) in Uzbekistan was 1,280.00 as of 2010. Over the past 18 years, the value for this indicator has increased from 420.00 in 2003 to 1,280.00 in 2010.

GNI per capita⁵ in USD							
Year	2004	2005	2006	2007	2008	2009	2010
GNI (USD)	460	530	600	730	890	1,090	1,280

Source: State Statistics Committee of the Republic of Uzbekistan

The above estimate does not reflect properly the real purchasing power of the average Uzbek people income, because goods and services available in Uzbekistan have not necessarily the same prices than in the rest of the world. The purchasing power of the dollar utilised in the Atlas method is the same one can find in the United States, although with 100 USD one can purchase more goods and/or services in Uzbekistan than in the United States. For instance, prices for purchasing or renting a house are quite much cheaper in Uzbekistan. It is the reason why for the purpose of international comparisons, one has created a second estimate of the GNI per capita based on the concept of equivalent *Purchasing Power Parity*" (PPP).

In order to move from the Atlas method to the PPP method, one has to rely on a coefficient which confronts the prices of all goods and services in Uzbekistan and in the United States, which is calculated periodically. The value of the coefficient was 3.93 in 2003 and 2.43 in 2010, which means that on average, American prices were 3.93 times higher than in Uzbekistan in 2003, and they were only 2.43 times higher in 2010. Actually, prices are progressively converging when less developed countries reduce the gap they have with more developed ones. As shown in the table below, the latest value for GNI per capita, PPP (current international USD) in Uzbekistan was 3,110 as of 2010. Over the past 18 years, the value for this indicator has fluctuated between 3,110 in 2010 and 1,190 in 1994.

⁴The GNI has replaced in many publications the former GDP (Gross Domestic Product), which still exists. The orders of magnitude of both values are similar.

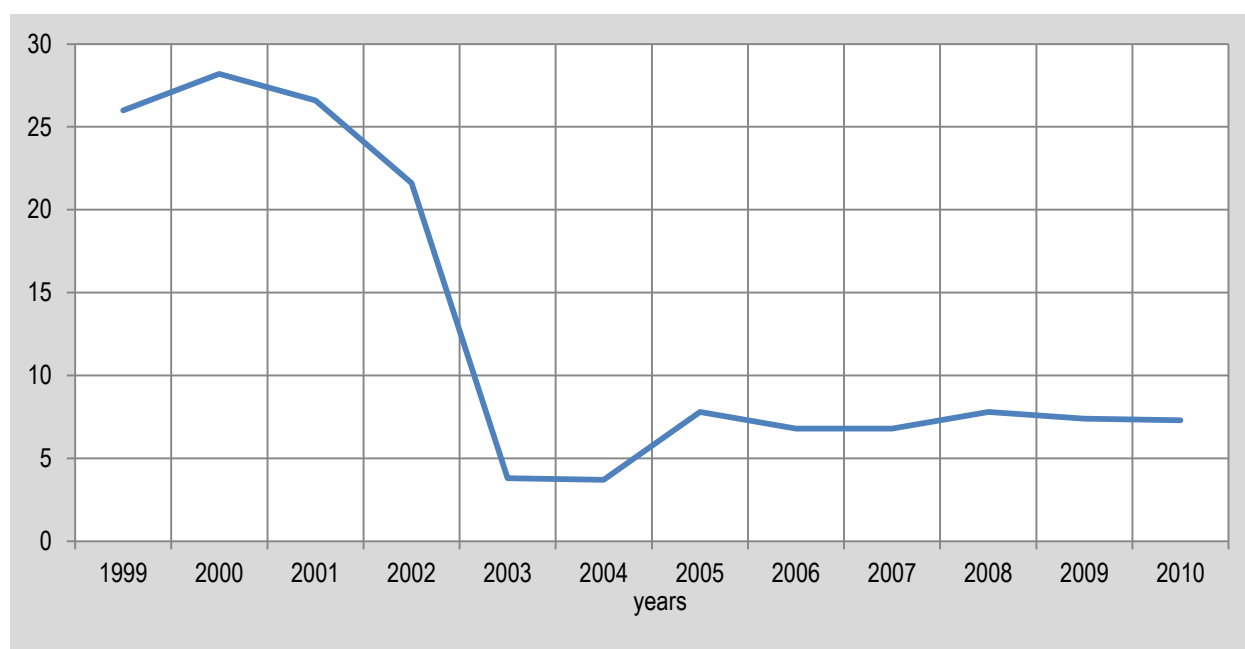
⁵GNI per capita (formerly GNP per capita) is the gross national income, converted to U.S. dollars using the World Bank Atlas method, divided by the midyear population. GNI is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI, calculated in national currency, is usually converted to U.S. dollars at official exchange rates for comparisons across economies, although an alternative rate is used when the official exchange rate is judged to diverge by an exceptionally large margin from the rate actually applied in international transactions. To smooth fluctuations in prices and exchange rates, a special Atlas method of conversion is used by the World Bank. This applies a conversion factor that averages the exchange rate for a given year and the two preceding years, adjusted for differences in rates of inflation between the country, and through 2000, the G-5 countries (France, Germany, Japan, the United Kingdom, and the United States). From 2001, these countries include the Euro area, Japan, the United Kingdom, and the United States. Source: World Bank national accounts data, and OECD National Accounts data files, as contained in <http://www.indexmundi.com/facts/uzbekistan/gni-per-capita#NY.GNP.PCAP.CD>.

GNI per capita in USD Atlas and PPP methods ⁶								
Year	2003	2004	2005	2006	2007	2008	2009	2010
GNI per capita (Atlas method)	420	460	530	600	730	890	1,090	1,280
GNI per capita (PPP method)	1,650	1,820	2,000	2,180	2,440	2,630	2,870	3,110
PPP coefficient	3.93	3.96	3.77	3.63	3.34	2.96	2.63	2.43

Source: www.indexmundi.com

Between 1996 and 2002, the yearly inflation rate was in the range of 30%. It started to decline significantly in 2003, with 3.8%, and during the subsequent years, it has fluctuated below 7%.

Inflation rate (Consumer prices)															
Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Inflation	111,0	27,6	26,0	26,0	28,2	26,6	21,6	3,8	3,7	7,8	6,8	6,8	7,8	7,4	7,3



Source: State Statistics Committee of the Republic of Uzbekistan

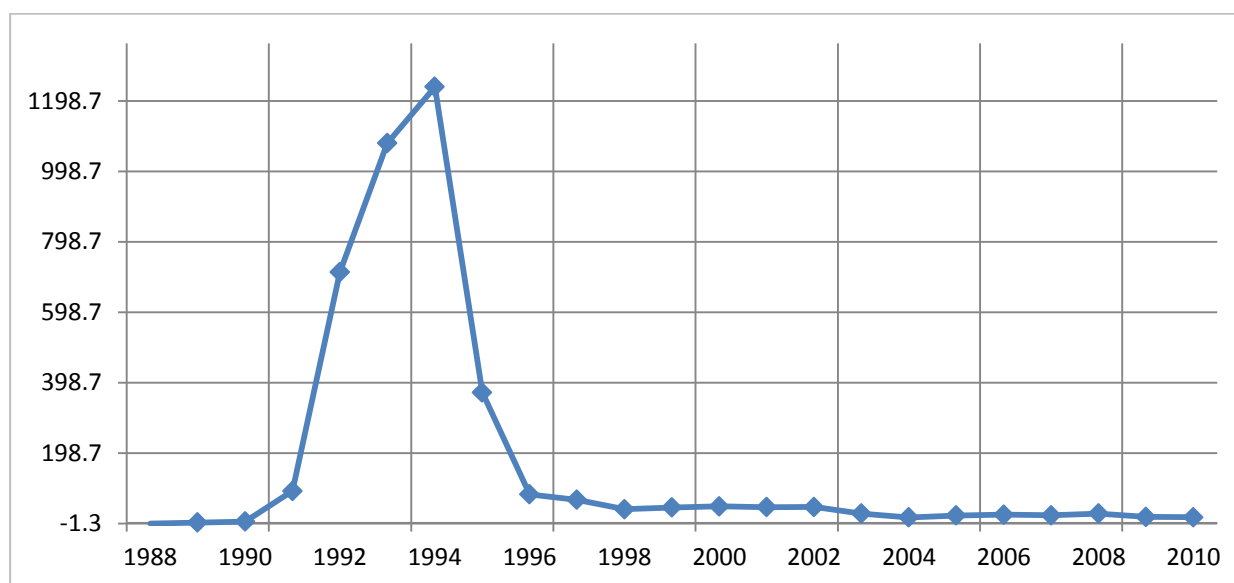
GDP deflator ⁷								
Year	2003	2004	2005	2006	2007	2008	2009	2010
GDP deflator	26,8	15,9	21,4	23,5	21,9	26,8	17,3	16,5

⁶ GNI per capita based on purchasing power parity (PPP). PPP GNI is gross national income (GNI) converted to international dollars using purchasing power parity rates. An international dollar has the same purchasing power over GNI as a U.S. dollar has in the United States. GNI is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. Data are in current international dollars. Source: World Bank, International Comparison Program database, as contained in <http://www.indexmundi.com/facts/uzbekistan/gni-per-capita#NY.GNP.PCAP.CD>.

⁷ Inflation as measured by the annual growth rate of the GDP implicit deflator shows the rate of price change in the economy as a whole. The GDP implicit deflator is the ratio of GDP in current local currency to GDP in constant local currency. Source: World Bank national accounts data, and OECD National Accounts data files, as contained in <http://www.indexmundi.com/facts/uzbekistan/inflation#NY.GDP.DEFL.KD.ZG>.

Source: State Statistics Committee of the Republic of Uzbekistan

In 2010 the value for inflation, GDP deflator in Uzbekistan was 16,5%.



Over the past 22 years this indicator reached a maximum value of 1339.2% in 1994 and a minimum value of -1.31 in 1988.

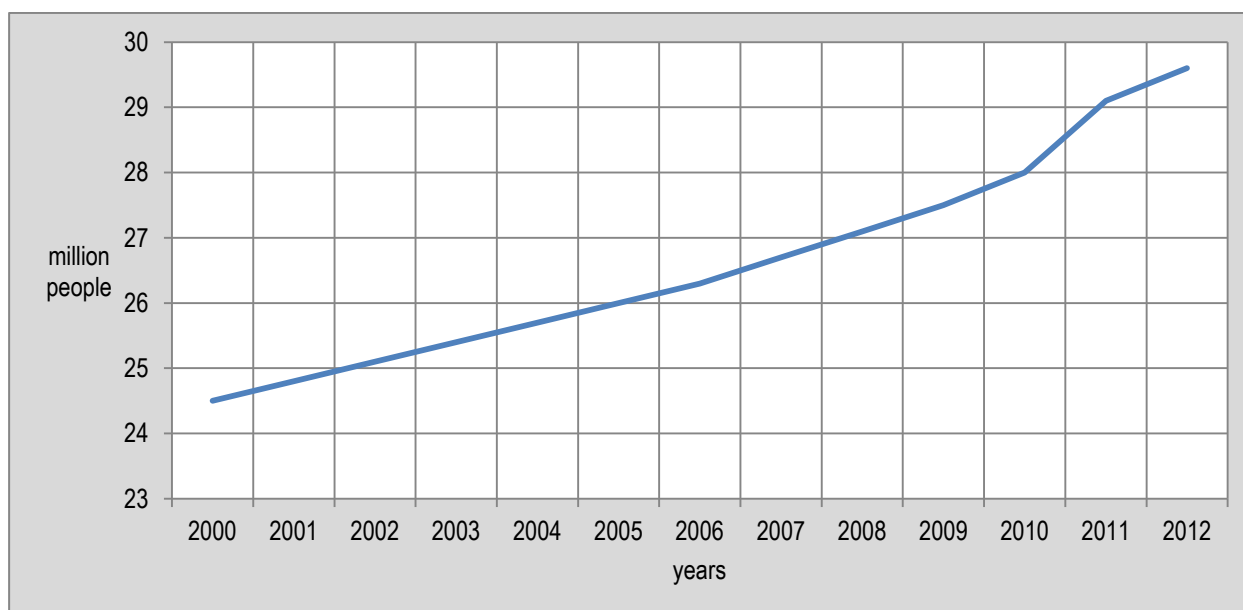
A decisive positive aspect of the Uzbek macroeconomic situation is the foreign trade balance, namely the difference between the total value of exports and the total value of imports, which has been remaining largely positive.

2.2. DEMOGRAPHIC FEATURES

After the split of the Former Soviet Union, most of the new Republics, including Russia, have experienced a strong decline of the fertility rates, and consequently a negative demographic growth. The demographic situation of Uzbekistan is different. The total population has significantly increased, and still continues to do so. Between 1991 and 2011, the total population of Uzbekistan has increased from 20.6 million to about 29.6 million.

Population of Uzbekistan (millions) at the beginning of year													
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Popula tion	24.488	24.813	25.116	25.428	25.707	26.021	26.313	26.664	27.072	27.533	28.001	29.123	29.555

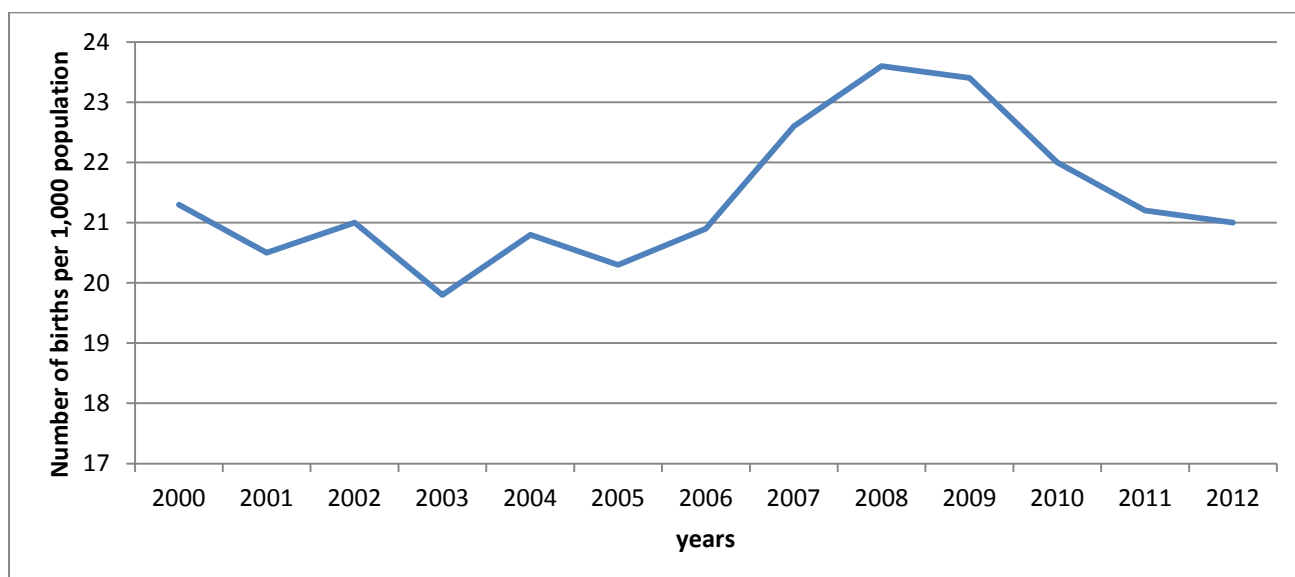
Source: State Statistics Committee of the Republic of Uzbekistan



The present growth is not the outcome of an increase of the number of births. It is mainly linked to an increase of the life expectancy of the population (decline of mortality rates).

Birth rate of Uzbekistan (births/1,000 population)													
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Births	21.3	20.5	21.0	19.8	20.8	20.3	20.9	22.6	23.6	23.4	22.0	21.2	21.0

Source: State Statistics Committee of the Republic of Uzbekistan



These changes have an impact on the evolution of the size of the school age population. During the period from 2001 to 2007 the total number of children aged from 3 to 17, namely the children supposed to be enrolled in the education system from pre-school to upper secondary, has slowly declined. In 2002 the decline was at the level of minus 0.2%, but reached 1.27% in 2004, and has fluctuated around minus 1.5% for the period up to 2007. The cumulated decline from 2001 to 2007 has reached 6.9%.

The cumulated decline between 2007 and 2011 however has narrowed to 3.54% which might be a tendency for a beginning stabilization of the situation, particularly since the number of children in the age group 3-5 was on the rise again.

Number of children in preschool and school age groups (thousands)									
Ages	years								
	2001	2002	2003	2004	2005	2006	2007	2011	2012
3 - 5	1851.6	1736.8	1648.8	1573.6	1536.7	1526.9	1511.0	1677.1	1788,5
6 - 7	1275.9	1272.3	1260.1	1196.9	1115.7	1056.5	1034.2	1033.1	1056,4
8 - 15	5148.1	5173.7	5152.9	5150.5	5123.2	5079.6	4963.0	4466.6	4311,2
16 - 17	1119.5	1189.2	1246.5	1269.5	1264.1	1243.2	1256.1	1276.8	1274,7
TOTAL	9395.1	9372.0	9308.3	9190.5	9039.7	8906.2	8764.3	8453.6	8430,8
Growth rate		-0.25%	-0.68%	-1.27%	-1.64%	-1.48%	-1.59%	-3.54%	-0.27%

Source: State Statistics Committee of the Republic of Uzbekistan

In 2001-2007, the GER of the corresponding ages at general education schools varied between 96.4% and 98.2%. The number of pupils has decreased at the same pace as the number of school age children.

Number of children in the age group 7 to 15, total number of enrolled to general education schools, and the gross enrollment ration of the age group (thousands)							
Indicator	At beginning of the academic year						
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Number of children in the age group 7 to 15	5798.2	5798.6	5799.3	5763.0	5706.5	5611.0	5487.6
Number of students in grades 1 to 9	5645.0	5691.6	5675.1	5613.2	5545.9	5443.0	5290.1
Gross enrollment ratio (%)	97.36	98.16	98.92	98.52	98.24	98.23	97.85

Source: State Statistics Committee of the Republic of Uzbekistan

2.3. LABOUR MARKET

The rate has increased in the recent past (2001-2012) from 36.6% to 41.1%. The growth was mostly contributed by increase in the participation of women in the economy, the indicator of which has increased from 44% in 2001 to 48% in 2011.

Employment indicators												
Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Employment (%change over previous year)	1.7	2.2	2.7	3.4	2.9	2.7	2.6	2.8	2.7	2.7	2.5	2.6
Unemployment rate	0.4	0.4	0.3	0.4	0.3	0.2	5.0	4.9	5.0	5.4	5.0	4.9

Source: State Statistics Committee of the Republic of Uzbekistan

The unemployment rate for graduates from vocational colleges and higher education institutions fluctuates between 1.2% and 4%, which is low by international standards.

In market economies, it is extremely difficult to forecast the number of required qualifications in the future. Modern economies are characterised by permanent technological changes, and the requirements of the job markets are moving constantly. Employment decisions are the outcome of thousands of potential entrepreneurs, and they do not know five years in advance what kind of job they plan to create. Ministries that are in charge of training future workers cannot anticipate what the number of new jobs to be created will be for every category of qualification proposed in their school systems. Therefore, education systems have been affected by downward trends in the number of qualifications offered by vocational institutions for

the past 30 years. The number of qualifications has declined from several hundreds to thirty. In exchange, the “families” of qualifications which can prepare for several possible job opportunities were offered. The system is based on the concept of “transferable” competencies, and for every specific job, the final training is provided within the production (of a company or a firm).

2.4. PUBLIC FINANCE MANAGEMENT

The State budget is divided into such categories as state expenditures and extra budgetary expenditures. Extra budgetary expenditures include a variety of items, among which the most important is the pension fund. Total extra budgetary expenditures amount to about 10% of the GDP, of which two thirds are related to the pension fund. Other important items are for the education and road funds.

If extra budgetary expenditure is excluded, the state budget has declined progressively between 1995 and 2003, and has since stabilized at about 30% of the GDP (from 38.1% in 1995). This evolution corresponds to the implementation of the transition process, during which the state has progressively reduced its involvement in the management of the economy. Fiscal revenues have similarly declined, but not as much as expenditures, leading to a surplus. This surplus was modest in the early 2000, but is becoming quite large in the recent years, at about 5% of the GDP.

State revenues and expenditures as % of GDP								
	2004	2005	2006	2007	2008	2009	2010	2011
Current revenues (% of GDP)	32.2	30.8	34.4	35.6	40.7	36.7	40.6	42.3
Current expenditures (% of GDP)	31.6	29.5	29.2	30.3	30.0	33.6	34.5	35.2

Source: Country Assistance Strategy; www.economywatch.com

Uzbekistan continued to post a small surplus, equivalent to 0.4% of GDP in 2011, as higher revenues stemming from strong economic growth compensated for increased infrastructure and social spending and a one percentage point reduction in the personal income tax. (UNITED Nations ESCAP 2012).

The present macroeconomic situation of Uzbekistan is sound and solid. In some domains, there will be additional benefits to draw from a larger cooperation with countries that have developed good practices in certain domains. The world has entered a new era, the so-called “knowledge society”, and knowledge does not need to be reinvented by all countries. In many ways, knowledge is a common good.

3. ANALYSIS OF THE CURRENT EDUCATION SYSTEM

3.1. GENERAL OVERVIEW

The specific feature of the National Model of the education system is the lifelong education of population, where each person has an opportunity to acquire knowledge, professional skills, and professions over the course of the person's entire life.

The operation of the system of the continuous education is ensured on the basis of the State Education Standards, succession of education programs of various levels, and consists of the following types of education:

- 1) Pre-Primary Education;
- 2) General Secondary Education;
- 3) Secondary Specialised Professional Education;
- 4) Higher Education;
- 5) Post-graduate Education;
- 6) Skills Improvement and Re-training of Personnel;
- 7) Out-of-School Education.

Pre-primary education ensures the formation of a healthy and developed personality of the child, while preparing the child to education at school. Pre-primary education is offered to children up to the age of seven in governmental, non-governmental preschools, as well as in families.

The general secondary education, consisting of nine years of education is compulsory and comprises of primary education (grades I-IV for children in the ages of 7 to 10), and general secondary education (grades V-IX for children in the ages of 11 to 15). The primary education is aimed at forming basics of literacy, knowledge and skills that are necessary for acquiring the general secondary education. The grade I admits children at the age of seven⁸. The general secondary education lays the necessary volume of knowledge, develops the independent thinking skills, organizational abilities, practical experience, facilitates the initial professional orientation and to selection of the next level of education.

The next compulsory stage of the continuous education system is the secondary special, vocational education for three years. This stage provides education to children aged 16 to 18, who have completed nine grades of general education schools. A type of the secondary special, vocational education i.e. academic lyceum or vocational college is chosen by students. In academic lyceums the students have the opportunity to increase their level of knowledge on the area of specialization they have chosen (the humanities, technical, agrarian, etc.), and form special professional skills, aimed at in depth studies of subjects for them to be able to continue their education in a particular type of higher education institutions. The vocational colleges on the other hand facilitate further development of professional talents, abilities, and skills of students, and acquisition of one or a few specialties on chosen professions. Vocational colleges also give rights to apply to higher education institutions.

The higher education provides for training of highly qualified specialists. The training of specialists with higher education is conducted at universities, academies, institutes and other educational institutions of the higher school. The higher educational institutions admit people with secondary special, vocational education. The higher education is comprised of two stages: undergraduate (*bakalavriyat*) and graduate (*magistratura*). The *Bakalavriyat* is the basic higher education that provides fundamental knowledge on an individual direction of the higher education with the period of education being no less than four years. The *Magistratura* is a higher education on a particular specialty with the period of education being no less than two years after completion of the *bakalavriyat*.

The post-graduate education is aimed at serving for the needs of the society for scientific and scientific-pedagogical personnel of the highest qualification. As of January 1, 2013, the previous two-layer system of post-graduate education is replaced by the single-stage system of defending and being granted the *doctor of science* degree⁹. The post-graduate education can be acquired at higher education institutions and think-

⁸ The standard admission age to schools is seven; children at the age of six may be admitted to a school after medical examination and interview with a psychologist.

⁹ Decree of the President of the Republic of Uzbekistan "On further improving system of training and attestation of scientific and

tanks.

The skills improvement and re-training of personnel are aimed at refreshing and deepening the professional knowledge and skills of specialists. The forms of skills improvement i.e. education at a specialized educational institution for skills improvement (academy, institute, center, department, courses); education at a basic educational institution; the *Ustoz-shogird*¹⁰ institute of mentoring; industrial internship; internship at a research institutions; foreign internship; self-education.

The Out-of-school education is aimed at serving for individual educational and developmental needs of children and adolescents, facilitating the organization of their leisure and free time. Institutionally, the out-of-school education is provided by *Barkamol avlod* centers, sports schools for children and adolescents, schools of music and arts, studios, libraries, health-improvement institutions and others.

The out-of-school education system is represented by about 17 thousand educational institutions. That number includes 4,962 governmental pre-primary education institutions, 9,765 general education schools, 143 academic lyceums, 1,408 vocational colleges, and 75 higher education institutions. The detailed information on types of education is provided in the parts 3.3.1 – 3.3.8 of the present section.

The responsibility for functional and institutional aspects of the education system is born by two ministries, the Ministry of Public Education (MoPE)¹¹ and the Ministry of Higher and Secondary Special Education (MoHSSE)¹².

The Ministry of Public Education is responsible for ensuring the implementation of the state policy in the areas of pre-school, general secondary, out-of-school, higher pedagogical education, and the skills improvement of teachers. The Ministry of Higher and Secondary Special Education is responsible for implementation of the state policy in the area of higher education (regardless to subordination of the higher education institutions). The direct responsibility for ensuring the implementation of the state policy in the area of secondary special, vocational education is given to the Center for Secondary Special, Vocational Education under the Ministry of Higher and Secondary Special Education.

The official share of students in the total population of a relevant age group on all levels of education (from pre-school to higher education) is higher than in other middle income countries (in accordance with classification of the WB, 2010). They are sometimes close to those of OECD countries. At 10% of the GDP, education expenditures remain at a high level by international standards.¹³ The percentage of funds allocated to education when compared to the overall state budget amounts to 37% (Source: MoPE 2011b:3). This allows the MoPE and MoHSSE to conduct an ambitious education policy for the country.

3.2. LEGISLATIVE BASIS OF EDUCATION SYSTEM

The legislative basis for education is laid by the Constitution of the Republic of Uzbekistan.

Article 41 of the Constitution states that:

Each person has the right to education.

The State guarantees free general education¹⁴.

The school is supervised by the government.

The concretization of the provisions stated in the Constitution is provided by the Law of the Republic of Uzbekistan “On Education”, adopted on 29th of August, 1997. According to the law, the education is

scientific-pedagogical personnel of the highest qualification” from 24.07.2012.

¹⁰Mentoring, tutorship is the targeted work on improving the skills of young teachers under the guidance of experienced teachers who are well-known in the country (region), scientific and pedagogical community with their achievements, and high professionalism.

¹¹A detailed organisational chart of the Ministry of Public Education is contained in Annex 1.

¹²A detailed organisational chart of the Ministry of Higher and Secondary Special Education is contained in Annex 2.

¹³ The world average is close to 5%, slightly above in developed countries (5.5%), and significantly lower in several key emerging countries such as China (less than 3%) or India (about 4%).

¹⁴ Due to the adoption of the Law “On Education” in 1997, this guarantee applies to general secondary and secondary special, vocational education.

promulgated as a priority in the area of the public development in the country (Article 3). The law defines legal bases of teaching, educating, vocational training of citizens, and aimed at ensuring the constitutional right of an individual to education.

The fundamental principles, goals of the state education policy, its orientation towards a person, towards educating a harmoniously developed generation were defined in the National Program for Personnel Training (NPPT), which was approved by the Law of the Republic of Uzbekistan on 29th of August, 1997. The Program envisages the implementation of the national model of personnel training, establishing socio-economic, legal, psychological and pedagogical and other conditions that are necessary for forming a harmoniously developed person, his/her adaptation to the life in a modern, ever-changing society, conscious selection and further mastering of educational and vocational programs; educating the citizens, who are aware of their civil responsibility, as well as their liability to the government and their families. The Program defines priority directions for modernization of the education system and sets implementation stages for that purpose.

The legislative basis of the Republic of Uzbekistan is built upon the acting international norms and principles of regulating the process of ensuring and protecting the rights and freedom of an individual. The international legal documents, served as the basis, also include the followings:

- Convention on the Rights of the Child;
- Convention Against Discrimination in Education;
- International Convention on the Elimination of All Forms of Racial Discrimination;
- Convention on Ensuring the Rights of Minorities;
- Convention on the Elimination of all Forms of Discrimination against Women;
- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities.

The implementation of the international norms, rules and recommendations is reflected in the Constitution of the Republic of Uzbekistan, in the laws "On Education" (1997), "On the National Program for Personnel Training" (1997), and "On Guarantees of the Rights of the Child" (2008), as well as in sub laws of the country. The key provisions of the above-mentioned documents are reflected in the Article 4 of the Law of the Republic of Uzbekistan "On Education" as follows: "Each person has a guarantee to equal rights to education regardless the person's gender, language, age, racial, ethnic background, beliefs, faith, social background, type of activity, place of residence, and the duration of residence in the Republic of Uzbekistan."

The legislative documents that have no direct connection with the system of education but define the conditions to educate children with special needs shall be noted separately. Such legislative documents consist of the laws "On Guarantees of the Rights of the Child", "On the State Language", and "On Social Security of the Disabled in the Republic of Uzbekistan".

The law "On Guarantees of the Rights of the Child" (2008) set the rights of each child to education, and envisages guarantees for receiving free compulsory general secondary education, as well as secondary special, vocational education. The Law, being a key document that regulates interactions in the area of child rights, sets guarantees on the rights of socially vulnerable children¹⁵. In particular, it states as follows:

educational, healthcare, and cultural-enlightening institutions shall be adapted for free access of children with disabilities and children with physical and/or mental impediments (Article 25);

teaching and maintaining the orphans and children without parental care or other legal representatives is provided on the basis of the full state support (Article 27);

The State provides the necessary funds and takes other measures that guarantee education on the level of the acting educational standards and requirements to socially vulnerable children, who are in

¹⁵Socially vulnerable children are children living in difficult life situations, who are in need for a special protection and support from the Government and society, including the following groups of children: the disabled, children with mental or physical defects, orphans without parental care; children in specialized institutions; children of low-income families (Article 3 of the Law of the Republic of Uzbekistan *On Guarantees of Child Rights*).

need for special pedagogical approaches (Article 29);

Children with physical and/or mental impediments and children with disabilities have the right to education and upbringing in educational institutions on the basis of the programs specially developed for them, and receive education that complies with their physical and mental abilities, and wishes (Article 29);

parents of children with physical or mental impediments have the right to choose a type of educational institutions (regular or specialised) based on the interests of the child and the recommendations of the medical-psychological-pedagogical commission.

In line with the Law of the Republic of Uzbekistan "On State Language" (1995 edition), territories, inhabited by small ethnic groups, shall be provided by pre-school institutions serving in native languages of those ethnic groups (Article 5). The law also envisages the possibility of receiving the general secondary, secondary special, vocational, and higher education not only in the state language, but also in other languages (Article 6).

The Law of the Republic of Uzbekistan "On Social Security of the Disabled in the Republic of Uzbekistan" (2008 edition) aside of social security also regulates the issues related to education and professional training of individuals with disabilities. One of the priority areas in the state policy in regard to the social security of the disabled is "provision of pre-school and out-of-school education of children with disabilities, professional training of the disabled, ensuring their receiving general secondary, secondary special, vocational education, and higher education" (Article 6).

The pre-primary education is provided in pre-school educational institutions. In case the health conditions of a child with disabilities do not allow attending pre-school educational institutions, the pre-primary education is provided in specialized educational institutions, including the boarding schools (Article 16).

The general secondary, the secondary special, vocational, and the higher education are provided by all educational institutions, and where it is necessary, in specialized educational institutions. The disabled children, undergoing a course of medical treatment in in-patient healthcare facilities or rehabilitation institutions, shall be provided with educational classes in those facilities (Article 17).

The professional training and skills improvement of the disabled is provided in educational institutions, including in specialized educational institutions in line with the individual program of rehabilitation (Article 18).

The organizational basis of the continuous education system consists of the governmental resolutions, including such as decrees, resolutions, and orders of the President; resolutions and orders of the Cabinet of Ministers; resolutions and orders of the coordinating ministries, as well as those of the Ministry of Finance and the Ministry of Economy.

Operations of the educational institutions are regulated by:

Regulations on organizing the education (by types);

State standards and State requirements (requirements on maintaining and quality by types of education);

Qualification characteristics and attestation procedures of the managerial and pedagogical personnel;

Admission procedure of children and youth to educational institutions (by types of educational institutions) and attestation upon completion of education.

The measures on improving the activities of sub-sectors or its individual components are envisaged by program documents that are approved by resolutions of the Cabinet of Ministers of the Republic of Uzbekistan. The followings can serve as examples of such programs:

- On construction, reconstruction, and complete overhaul of educational institutions;
- On equipping educational institutions with furniture, modern lab equipment, computer technologies, and sports' inventories;
- On developing, publishing and providing learning literature to students;

- On staffing of educational institutions with pedagogical personnel;
- On improving the system of training and skills improvement of the pedagogical personnel.

3.3. CURRENT STRATEGY AND ITS IMPLEMENTATION

This section presents key characteristics of every educational sub-sector within the system of continuous education, in particular:

1. Early Childhood Education/Pre-School Education;
2. General Secondary Education (Grades 1-9);
3. Secondary Specialised Professional Education (Grades 10-12);
4. Teacher training and re-training¹⁶;
5. Higher Education;
6. Adult Education;
7. Out-of-School Education;
8. Education for Children with Special Educational Needs (SEN).¹⁷

3.3.1. Pre-primary education (Early Childhood Education)

The pre-primary education is the initial link in the system of the continuous education, and it is provided by 4,962 governmental and 145 private pre-primary education institutions¹⁸. The pre-school education institutions (state and private) provide education to 553.96 thousand children, which accounts for 23.3% of total children in the age group 3 to 6.

A study, conducted by the World Bank¹⁹, revealed that currently Uzbekistan has low level access to the programs of early childhood education compared to relevant countries. The situation is reflected on the graph below.

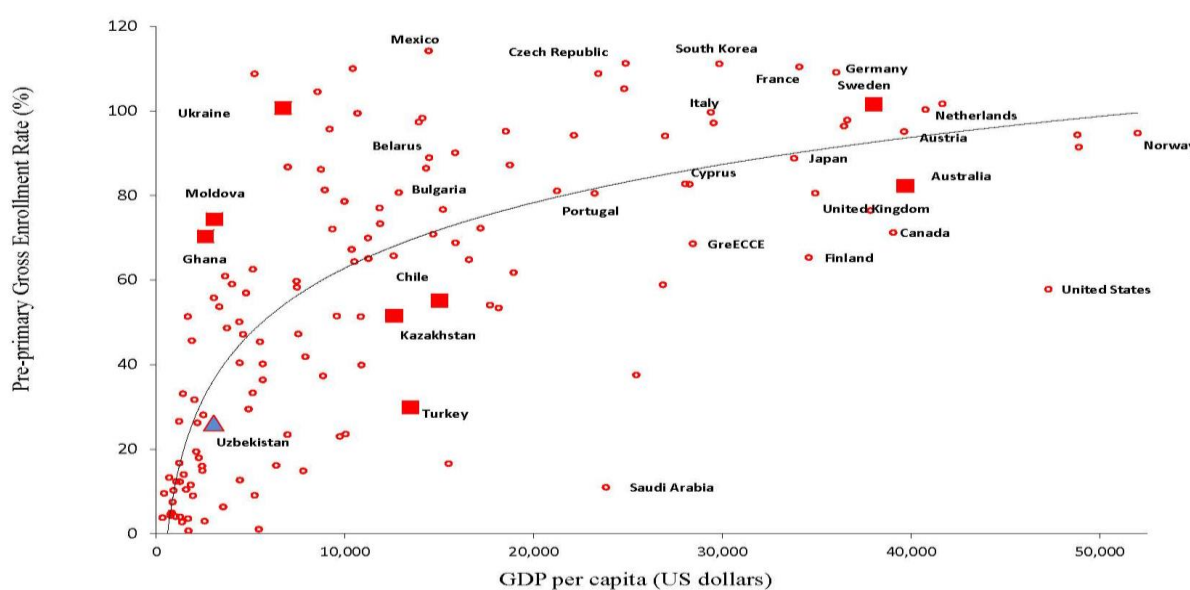
¹⁶ Teacher training and re-training is not an educational sub-sector in the strict sense; it however is given this status by means of its importance for the overall system.

¹⁷ It is fully understood that Education for Children with SEN is not an education sub-sector in the strict sense since this issue needs to be integrated into the overall system as a cross-cutting issue. In accordance with the outcomes of the working groups, it is nevertheless listed separately in order to highlight the importance of Special Needs Education within the system, and also to facilitate a congruent strategic planning with the other sub-sectors appearing here.

¹⁸ Does not include specialized preschools (specialized preschools are elaborated in the part 3.5)

¹⁹ «Воспитание и образование в Узбекистане» (*Education and training in Uzbekistan*). The World Bank, 2012.

Access to Pre-primary education System in International Comparison



Source: “Воспитание и образование в Узбекистане» (*Education and training in Uzbekistan*). Navid Khasan. The World Bank, 2012

In addition to traditional forms of pre-primary education there are alternative types are being developed, including the centers for early childhood development and Sunday schools, short-stay groups, and pre-school groups at “*makhalla guzar*”s²⁰.

About 50% of Uzbekistan’s population lives in rural areas, including the remote areas, where most young families live in parents’ (i.e. in husband’s parents’) family, and usually children in such families are educated at home until grade 1. Therefore, family education is considered as an essential part of the pre-primary education in Uzbekistan.

Alternative forms of education covered 45.9 thousand children of pre-school age.

Number of children covered by non-traditional forms of pre-primary education						
Indicator	Short-stay groups	Early childhood development centers	Sunday schools	Groups at out-of-school education institutions	Groups at makhallas	Education at home
Number of groups	938	444	1123	48	43	57
Number of children	15508	7840	21207	1039	120	196

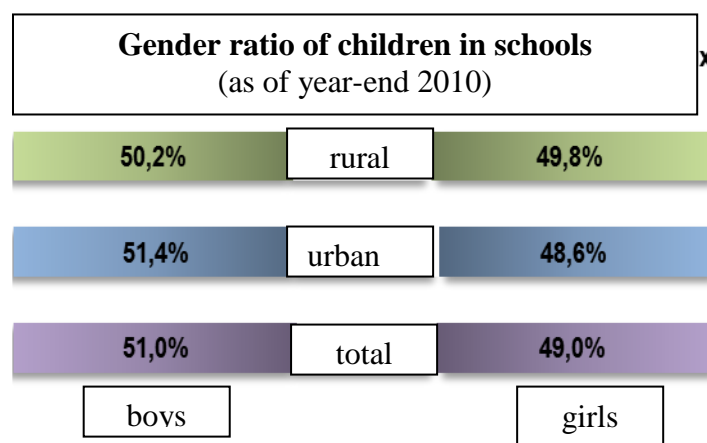
Source: Intra-agency report of the MoPE, 2012.

However, the development of the alternative forms of pre-primary education is restrained by underdeveloped legal basis in that regard, lack of standards (requirements), curricula, lack of methodical provision, poor readiness of pedagogical personnel to work in conditions of a flexible model with a half-day attendance by children.

In terms of gender sensitivity, the gender ratio among children attending the governmental pre-primary education institutions is relatively equal, and there’s almost no difference between urban and rural areas in

²⁰Makhalla (in Uzbek)– is form of community, living in a small territory. *Guzar* – is a cultural center of a makhalla, a place where makhalla member have meetings, wedding parties, and other events.

terms of gender equality in preschools. Source: Statistical Yearbook “Women and men of Uzbekistan”. Tashkent. State Statistical Committee of the Republic of Uzbekistan. 2012. P. 201.



The total number of pedagogical personnel in pre-schools equals to 51,662, including teachers (70.4%) and managers (9.6%), as well as music's tutors (9.3%), speech therapists (1.1%), speech pathologists (1.4%), and other pedagogic specialists (8.2%). Source: Statistical yearbook for 2012/2013 academic year. Tashkent: MoPE, 2013. – p. 134.

While over the past seven years the allocation to pre-primary education has been steadily increasing in absolute terms, it has been steadily decreasing in terms of percentage allocation when compared to the overall education sector.

Share of pre-primary education against the total budget for the education sector (UZS billions)							
Indicator	2005	2006	2007	2008	2009	2010	2011
Education sector budget, total	991.3	1.301.1	1.726.7	2.469.1	3.332.7	4.464.1	5.582.9
Pre-primary education budget	142.9	170.9	218.7	279.3	361.1	464.3	569.7
Budget share	14.4%	13.1%	12.7%	11.3%	10.8%	10.4%	10.2%

Source: State budget for 2000-2011.

One of the key challenges of the sector is the need for a clear definition on the exact parameters which describe ECCE in general, and pre-primary education in particular.

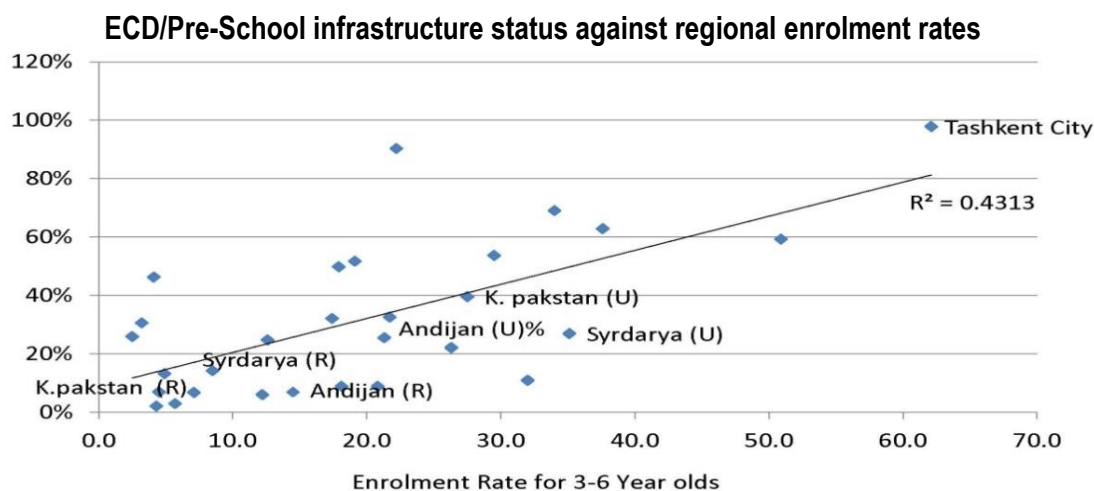
In this regard, technical support from UNICEF has already contributed to the development of Early Learning and Development Standards (ELDS).²¹ This led to the concept of a national programme for pre-school education, known as *Bolajon* which replaced the previous curriculum called “The Child of the Third Millennium”. *Bolajon* was tested as a curriculum, and subsequently approved by MoPE as national resource programme for pre-school teachers to educate pre-school aged children (MoPE 2011). *Bolajon* is now mandatory to be used by *all* pre-school pedagogues starting with the school year 2011-2012. Likewise, the syllabus on *Bolajon* was introduced into the teacher training system²². On the basis of *Bolajon*, further development and implementation of variational educational curricula are planned by MoPE to complement the existing curriculum.

Increased parental involvement, also as a result of an intensified sensitisation campaign, will be important

²¹State requirements to the development of children of pre-school age (Early Learning and Development Standards) is a document which sets out the national principles for the development of children from 0 to 7 years, determining what a child should know and be able to do at an early age. An updated version was officially approved by MoPE in late 2012, after age and content validations. There is a related English language document available on *Child Development Indicators* (2009) which however is still in draft form.

²² Currently, there is only one National Centre with 14 Territorial Institutes which specifically train pre-school teachers (cf Section 3.3.4.2).

in order to enhance parents' positive perceptions on pre-school education. According to a recent study by the World Bank (2012), parental perceptions of quality are mainly informed by the qualifications of the teachers, whereby more highly-qualified teachers tend to be distributed rather to urban than to rural areas. Likewise, parents' perceptions of quality are influenced by the status of the school infrastructure, with only 35% of existing schools being regarded as "fully equipped". Source: "Воспитание и образование в Узбекистане» (Education and training in Uzbekistan). Navid Khasan. The World Bank, 2012.



Source: "Воспитание и образование в Узбекистане» (Education and training in Uzbekistan). Navid Khasan. The World Bank, 2012

When considering a further expansion of the ECD/Pre-School sub-sector, the provision of quality pre-primary education needs to be coupled with issues related to equitable access (particularly regarding the existing large differences between urban and rural communities), quality, accountability and financing.

The issue related to readiness of children not covered by preschools to education in general education schools remains to be one of the challenges. In this situation parents' have to change their positions and become active facilitators rather than observers. This, in turn, requires for special learning literature and methodical guidebooks for parents. The alternative forms of pre-primary education, particularly the one-year preparatory groups will play a key role in ensuring necessary conditions for forming the equal initial opportunities.

3.3.2 General Secondary Education

The general secondary education, with duration of nine years, is a compulsory and free stage of the continuous education system. It comprises two levels, i.e. primary (grades 1-4) for students 7-10 years old; and intermediary (grades 5-9) for students 11-15 years old.

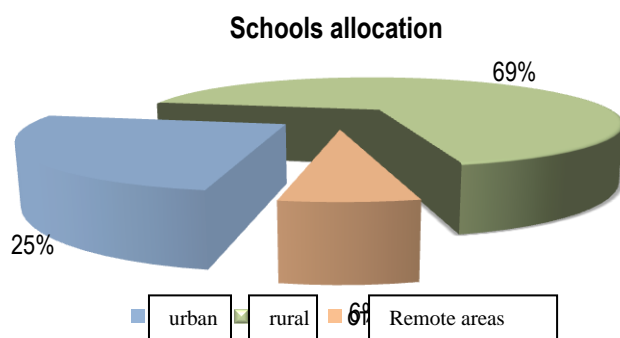
The primary and the secondary education are interlinked to each other organizationally as well as on the basis of contents. Each school provides education on the both stages of the general secondary education. The secondary education is the logical continuance of the primary education, which ensures continuity within the system of the general secondary education.

Unlike the graduates in other countries, the graduates of general secondary education institutions in Uzbekistan do not receive professional or pre-professional training. Upon completion of nine-year schooling in general education level, children continue their education in the secondary specialized, vocational education institutions, where they enrich their academic knowledge and gain professional qualifications (see part 3.3.3).

The level of children's enrollment in the general secondary education in Uzbekistan is quite high. According to the State Statistics Committee the gross enrollment ratio of school-age children (7-15) at general education institutions has varied between 98-99% during the period of 2000-2011 and remains stable within that range.

The accessibility of the general secondary education is secured not only by providing it for free, but also by

sufficient number of schools and their rational allocation.

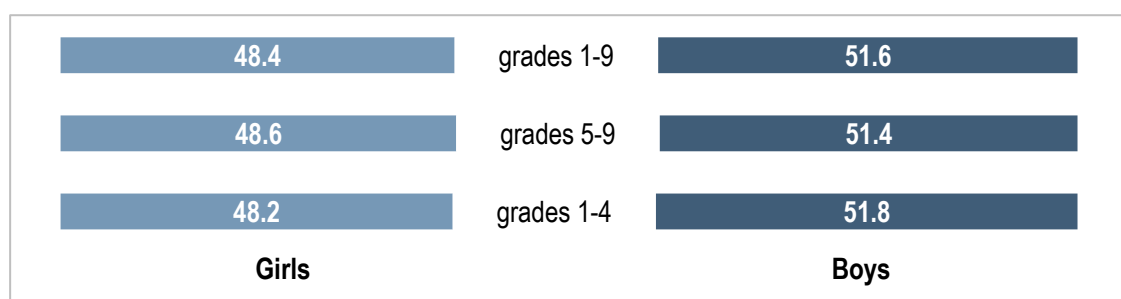


There are total of 9,765 general education schools including 2,459 in urban areas, 7,306 rural areas, including 617 in remote and hard-to-access areas. (Source: *Statistical yearbook for 2012/2013 academic year. Tashkent: MoPE, 2013. – p. 134.*)

The gender equality within the education system is guaranteed by the Constitution of the Republic of Uzbekistan. In accordance

with the Law of the Republic of Uzbekistan “On Education”, adopted in 1997, men and women have equal rights to education and choice of profession. Primary and secondary educations are compulsory, and there’s no gender inequality was observed in those stages. In 2012 the number of registered students of general education schools equaled to 4,464,018, where girls accounted for 48.4%.

Gender ratio in general education schools (as of September, 2012)



Source: *Statistical yearbook for 2012/2013 academic year. Tashkent: MoPE, 2013. – p. 134.*

There are 410.7 thousand teachers work at general education schools in the present academic year of 2012/2013, with the majority (71.1%) being women. According to a study on gender statistics (2012) the share of women among the managers of schools is increasing. Thus, in the beginning of the 2010/2011 academic year the share of women in the total number of general educational school directors and their deputies equaled to 55.7%, with the remaining 44.3% being represented by men. This is a significant increase from situation in the beginning of 2007/2008 academic year, when women accounted for only 38.1% and men – for 61.9%²³.

Between 2004 and 2009, key investments in the sector were made in construction and renovation work in 8,501 general education schools, out of which 84.4% of schools were located in countryside and remote areas (1.4 trillion UZS in prices of the expenditure period).

The construction and renovation works, along with equipping the schools with modern learning equipment and technical tools, were continued even after completion of the State National Program for Development of School Education. A total of 124.4 billion UZS in 2011 followed by 167.6 billion UZS were allocated for that purpose.

Construction, reconstruction, and complete overhaul of schools									
Years	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number of schools	636	1101	1330	1615	1861	1958	14	272	363

Source: *Statistical yearbook for 2012/2013 academic year. Tashkent: MoPE, 2013. – p. 134.*

²³ A study conducted by the Women’s Committee of Uzbekistan in partnership with the State Statistics Committee and the Center for Support of Civil Initiatives, and with assistance of the Asian Development Bank and the United Nations Entity for Gender Equality and Empowerment of Women.

In addition, a key focus of infrastructural investments has been related to the equipping of laboratory classes of general education schools, particularly in Physics, Chemistry, Biology and Computer laboratories. In total, the number of laboratories for Physics has reached 9,875 (compared to 2004 in increase of more than 71.5%), laboratories for Chemistry 9,487 (increase by 68.5%), laboratories for Biology 9,390 (increase by 68.5 %), and Computer laboratories 7,584 schools (increase by 76%). *Source: The Database of the MoPE Department of Procurement for Educational Institutions*.

The equipping the schools with ICT was carried out simultaneously with provision of e-materials (119 copies), virtual labs (40 units), and other multimedia resources (113 copies) developed by the Centre for Development of Multimedia Educational Programmes under MoPE. There are 1,074 Information and Resource Centres were established in the regions.

Next to a functional and healthy learning environment and the related equipping of schools with modern educational technology, the Government of Uzbekistan stresses that there's an urgent need to strengthen the professionalism and capacity of teachers and educational managers in order to install knowledge in learners, and in particular to foster their independent thinking skills. The specific focus on fostering independent thinking skills also expresses the Government's desire to continue the work on introducing the learner-centred teaching approach which puts the learner at the centre of pedagogical activity.

3.3.3. Secondary Specialized Vocational Education

The compulsory and free secondary, specialized vocational education (SSVE) is an independent type within the system of continuous education.

According to the Law "On Education" (1997) the compulsory, three-year secondary, specialized vocational education is provided in two types of educational institutions, academic lyceums (AL), and vocational colleges (VC). The coordinating state body is the Center for secondary specialized vocational education (CSSVE) under the Ministry of higher and secondary specialized education. The Center also provides methodical assistance to the relevant educational institutions.

Although the secondary, specialized vocational education is compulsory, graduates of general education schools have freedom of choice as for what type of education institution to continue their education at – an academic lyceum or a vocational college.

Academic lyceums offer the opportunity to increase in one's knowledge in a selected area and to prepare oneself for studying at a higher education institution.

Vocational colleges, offer the opportunity to increase in one's knowledge in a selected area and to prepare oneself for studying at a higher education institution and also in depth professional education in preparation to entering the labor market.

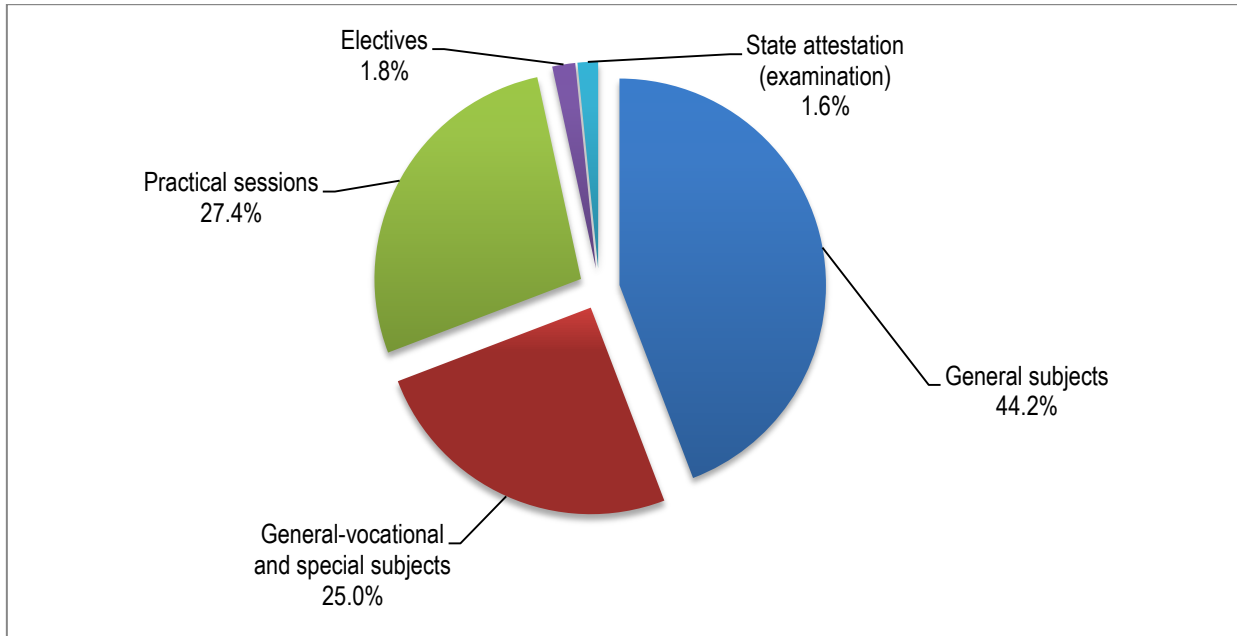
The content of the secondary, specialized vocational education includes the following sections, set forth by the State educational standards:

- General programs for academic lyceums and vocational colleges (is the basis for continuing education in the undergraduate level²⁴);
- Deepened, profile-oriented educational programs on subjects and areas at the academic lyceums;
- Vocational program for vocational colleges.

The curricula consist of all forms and types of classes, including the organization of individual work of a student. There are certain credit-hours are allocated for electives and core subjects.

²⁴ Bakalavriyat –the first level of the higher education (see part 3.3.4) .

Distribution of subjects at vocational colleges

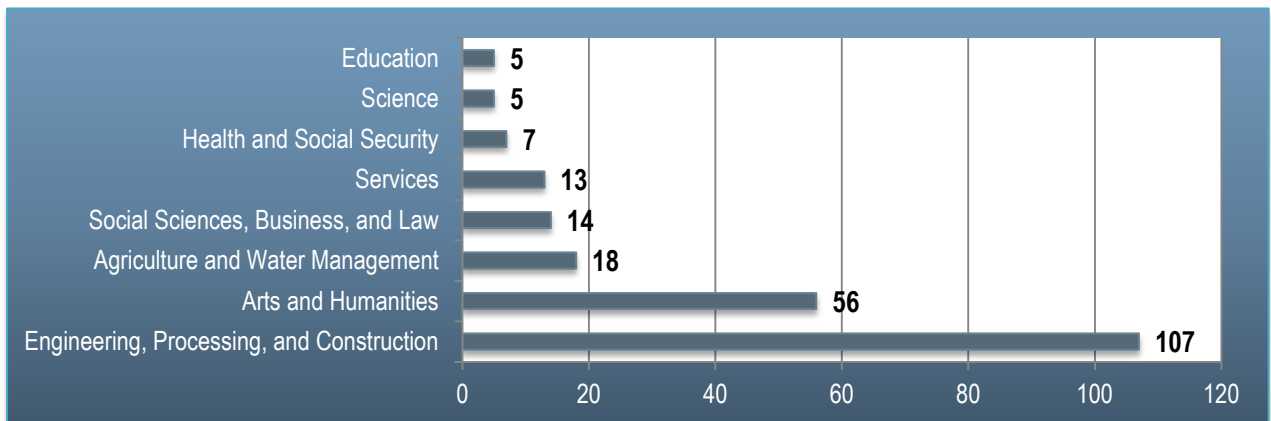


The diagram is developed on the basis of data from curriculum of vocational colleges.

The training of specialists in vocational colleges is conducted with due consideration of ever-changing demand of employers for professional workers. In accordance with the official classification, specialties and professions within the secondary, specialized vocational education, the education is offered for 225 professions of 8 directions that include 578 profiles and specialties. The education directions and specialty profiles of the SSVE are agreed upon with the directions of the *bakalavriyat* within the Classifier of directions and specialties in the higher education.

A special focus is allocated on engineering and other technical professions, as well as on arts and humanities. The Classifier provides qualification requirements to junior specialist (graduate of a vocational college).

SSVE Professional Profile



Source: Classifier of education areas, specialties and professions within the secondary, specialized vocational education.

Presently (2012) the secondary, specialized vocational education is based on the network of educational institutions, which sufficiently ensures the access of school graduates to the level, where they can acquire vocational education. The SSVE system consists of 143 academic lyceums and 1,408 vocational colleges with total number of students rounding up to 1.71 million, who are taught by 114 thousand teachers. Some 95.5% of those teachers hold higher education degrees (*bakalavr*, *magistr*, *candidate of science*, *doctor of science*), while the remaining 4.5% have secondary specialized education diplomas (Source: State

Statistics Committee).

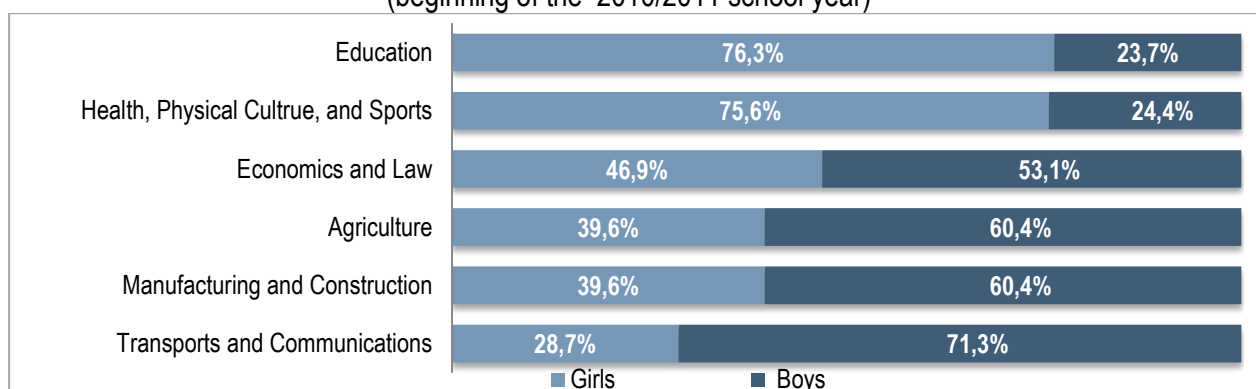
The gender equality is almost balanced in the case of vocational colleges (48.1% of students being girls and 50.9% - boys). At the same time, a significant disproportion is observed in the case of students' distribution by sectors of specialization within the vocational colleges. A clear preference is given by girls to such professions as education (76.3% of students are girls and 23.7% - boys), healthcare, physical culture and sports (75.6% and 24.4%), while boys are more inclined to the professions in the areas of transports and communications (71.3% boys and 28.7% girls), manufacturing and construction, as well as agriculture (60.4% - boys and 39.6% - girls)²⁵.

The gender asymmetry is observed in the case of academic lyceums, where girls account for 40.5 % of total student pool, while boys accounting for 59.5%²⁶.

The *Orasta qizlar* interest groups, aimed at providing spiritual, political and esthetics education to girls contribute the achievement of the gender balance by facilitating girls' talents and forming the areas of interests.

Number and Sector-based Structure of Vocational College Graduates

(beginning of the 2010/2011 school year)



Source: Analytical paper: "Effective employment policy: utilization of women's employment capacities." Tashkent: UNDP, 2012-45 pages.

The practical training of vocational college students is conducted on the basis of trilateral contract (student-college-employer), signed in the second year of education. The practical training is the key step towards setting contacts with potential employers. Job fairs²⁷ are yet another opportunity for students and graduates in choosing their future workplace.

In 2012, 88.4 % of vocational college students were placed to jobs, 45.9% of them found jobs in areas selected by them or in adjacent ones, while 2.4% of graduates entered to higher education institutions.

Source: State Statistics Committee of the Republic of Uzbekistan.

²⁵ Analytical paper «Efficient employment policy: utilization of women's capacities». Tashkent: UNDP, 2012 – 45 g.

²⁶ The Statistical Yearbook "Women and Man of Uzbekistan". Tashkent. State Statistics Committee of the Republic of Uzbekistan, 2012 – 201 p.

²⁷ Job fair – annual fair (trade) of vacancies. The goal of the fair is to provide the graduates of colleges and universities with the opportunity to get familiar with vacancies available in enterprises representing the various sectors of the economy. Here, future graduates can directly talk to representatives of various organizations and find out about work conditions. The fairs are usually organized in city parks, where display booths are assembled displaying information about vacancies and samples of of an organization's products, quite often the production processes are demonstrated on-line.

Information about employment of graduates of Vocational Colleges, in thousands								
	Total number of graduate in 2011	Including:			Total number of graduates in 2012	Including:		
		Found jobs		Admitted to universities		Found jobs		Admitted to universities
		On chosen and relevant specialties	In other areas			On chosen and relevant specialties	In other areas	
Total	428.4	206.5	178.8	11.3	507.1	232.9	215.5	12.0
<i>Including by profile specialties of vocational colleges</i>								
manufacturing	61.1	29.9	24.8	1.4	73.2	32.1	32.3	1.7
construction	25.3	12.4	10.9	0.4	31.8	13.6	14.4	0.5
transports	22.0	11.7	8.5	0.5	30.0	15.2	11.4	0.6
communications	12.2	6.0	4.8	0.6	14.2	6.6	5.6	0.6
agriculture	79.5	39.7	32.7	1.3	95.6	47.9	38.6	1.5
economics	57.2	24.7	26.5	2.1	69.0	29.0	32.2	2.1
law	3.5	2.0	1.0	0.4	4.1	1.9	1.6	0.3
healthcare	54.0	25.6	22.2	1.3	52.0	25.1	20.1	1.4
Physical culture and sports	5.5	2.2	2.7	0.3	6.7	3.0	2.9	0.4
enlightening	47.5	24.0	18.9	1.3	56.6	26.7	23.6	1.3
services	52.0	23.6	23.2	1.2	64.7	27.1	29.9	1.2
Art, culture	8.6	4.7	2.7	0.6	9.2	4.8	2.9	0.5

Source: State Statistics Committee of the Republic of Uzbekistan.

Colleges collect data on job placement of graduates in the same year, and so far there's no mechanism for the conduct of further monitoring of former graduates beyond the one-year period after graduation.

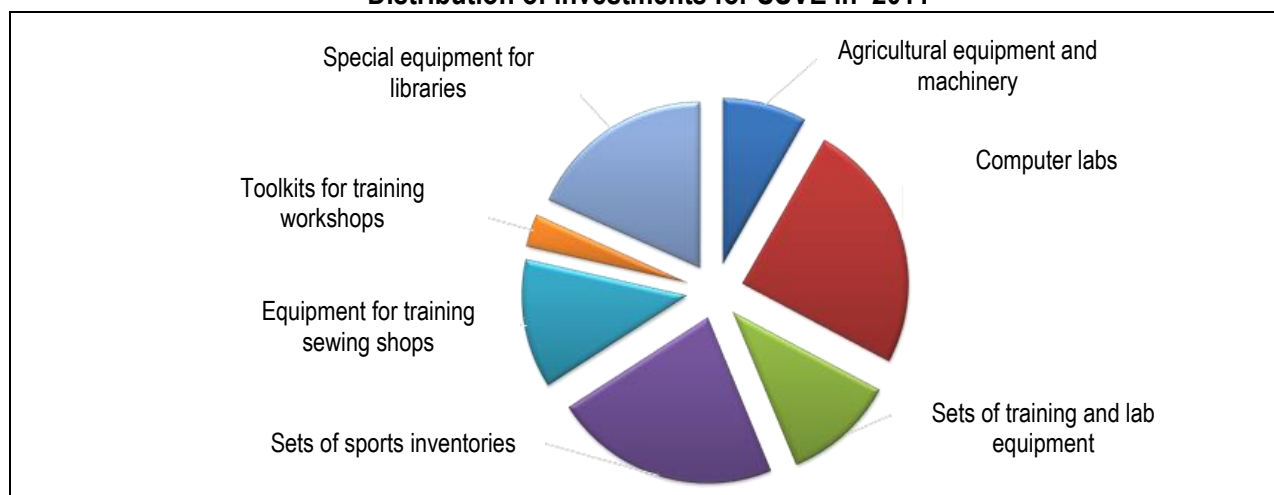
In accordance to the information, provided by the State Statistics Committee, during the period of 1998-2012 the number of educational institutions within SSVE system has increased from 35 units to 1551, which entailed the increase in the share children of relevant age group, attending those educational institutions.

In 2011, the total investment in construction and reconstruction of academic lyceums amounted to 31.9 billion UZS. Foreign investments equaled to USD 22.1 million. Between 1998 and 2012, the SSVE sector has attracted foreign investments of USD 234.6 million, including USD 208.2 million on loans and USD 26.4 million on grants²⁸.

The investment projects contributed to equipping the educational institutions with modern lab equipment and technical means of learning. In particular, 232 lyceums and colleges were provided with equipment for training labs for general subjects. Special subject classrooms and workshops were equipped in 208 vocational colleges. Computer labs, sets of sports' inventories and special library equipment were procured for colleges and lyceums.

²⁸ Source: Analytical newsletter of the Center for SSVE.

Distribution of investments for SSVE in 2011



Source: Center for SSVE

The key challenges for the secondary specialized vocational education system include such tasks as the training of students in line with labour market demands and recruitment of qualified pedagogical personnel, capable of preparing students in line with the requirements of the labour market.

The cooperation between the educational system and employers shall be turned into a real dialogue, which will replace the current system of orders for qualified graduates from the economy to the vocational colleges.

3.3.4. Training, re-training and skills-improvement of pedagogical personnel

3.3.4.1. General issues

There is a well-shaped system of training, re-training and skills-improvement of pedagogical personnel for all types of education is developed in the country. Higher education institutions and vocational colleges of pedagogical profile, as well as institutes for re-training and skills-improvement of pedagogical personnel function in all regions of the country.

The training of pedagogical and technical-pedagogical personnel for preschools, general education school, academic lyceums, and vocational colleges is carried out in line with the state education standards for higher education and curricula for *bakalavriyat* and *magistratura* (for details on admission to and study at *bakalavriyat* and *magistrature* please, refer to the Part 3.3.5). In addition, the vocational colleges of pedagogical profile provide course for educators and music's administrator at preschools, as well as teacher-facilitators for out-of-school education.

The teachers of general education schools and general subjects' teachers of academic lyceums and vocational colleges are trained at pedagogical institutes and universities. The training of teachers of special subjects, as well as training of technical-pedagogical personnel of vocational colleges is conducted on the basis of specialized chairs and departments of sector-based higher education institutions (technical, industrial, agricultural, economic, medical, and other profiles).

Orders for training the pedagogical personnel for preschools and general education schools are placed by the Ministry of Public Education. The Center for Secondary, Specialized Vocational Education under the Ministry of Higher and Secondary Specialized Education determines needs, qualitative and quantitative indicators for training the pedagogical and technical-pedagogical personnel for academic lyceums and vocational colleges.

The overall management, guidance on the ways and methods for improving the system of training the pedagogical and technical-pedagogical personnel, the list of the specialized higher educational institutions that will provide training, re-training and skills-improvement of pedagogical personnel, as well as coordination of their activities, regardless of their subordination, is conducted by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan.

In the academic year 2010/2011 some 52.9% of students of higher education institutions and 10.5 % of students of vocational colleges were trained on pedagogical specialties. In accordance to the State

Statistics Committee, during the period of 2006 to 2011, the number of pedagogical profile students at the higher education institutions decreased from 158,032 to 145,190. At the same time, the total number of applicants to the higher education institutions increased from 198,693 to 240,064, while 33,956 (in 2006/2007 academic year) and 32,410 (in 2010/2011 academic year) were admitted. During the same period, along with the 78% increase in number of vocational colleges that offer specialties related to education (the number of them increased from 59 to 105), the number of students in those areas has increased only by 15% (the cohort of students, studying pedagogical profiles, increased from 133 thousand to 153 thousand).

There the Programme for the Preparation, Re-orientation and Further Training of Qualified Pedagogical and Technical-Pedagogical Staff of the System of Secondary Specialized Professional Education for the Period until 2010 was adopted by the Resolution of the Cabinet of Ministers (2001). The Program is aimed at raising the overall level of qualification and professionalism of SSVE staff through the improvement of the infrastructure of the improvement of in-service institutions, the development of distance education systems and a closer cooperation with the industry.

The Resolution of the Cabinet of Ministers on the Further Development of the System for Re-training of Pedagogical Staff, adopted in 2006, foresees a feedback mechanism between the requirements for in-service teacher training and the monitoring of training results. The Resolution also defines the skills of a modern teacher.

A cardinal improvement in the system of selection and staffing the vocational colleges and academic lyceums with personnel, who possess knowledge and skills in the area of modern pedagogical and ICT is envisaged in the Resolution of the President of the Republic of Uzbekistan "On Measures for Further Improving the System of Training the Qualified Pedagogical Personnel and Staffing the Secondary Specialized Vocational Education Institutions" (2012).

The governmental resolutions "On Measures for Further Improving the System of Re-training and Improving the Skills of Pedagogical Personnel of Higher Education Institutions" and "On Measures for Further Improving the System of Skills Improvement and Re-training the Administrative and Pedagogical Personnel of Secondary, Specialized Vocational Education Institutions" (2012) are aimed at improving the professional qualifications and pedagogical skills of the field specialists.

The skills-improvement and re-training of pedagogical personnel is conducted in centers and departments of universities, institutes, academies, as well as sector-based institutions for re-training and skills-improvement. An increase in qualification category of teachers entails a raise in their salaries. In order to achieve that increase, the teachers shall undergo trainings in the above-mentioned institutions once in every three years. The duration of a course is up to four weeks. In case of availability of modern information-communication technologies for information transmission, and special virtual courses on skills-improvement, the training of pedagogical personnel may be organized on a part-time basis in line with the scheme 2+2 or 3+1 (i.e. 50% or 75% of the course is acquired by a student independently, in place of his/her residence, while the remaining 50% or 25% is acquired directly by attending the course at the educational institution).

Also, the capacities of the *Istedod* Foundation and the *Ustoz-Shogird* institute of tutorship are used for re-training and skills-improvement of pedagogical and administrative personnel of educational institutions (see the footnote # 10 in the page 23).

3.3.4.2. Structure and Contents of the System of Re-training and Skills-Improvement

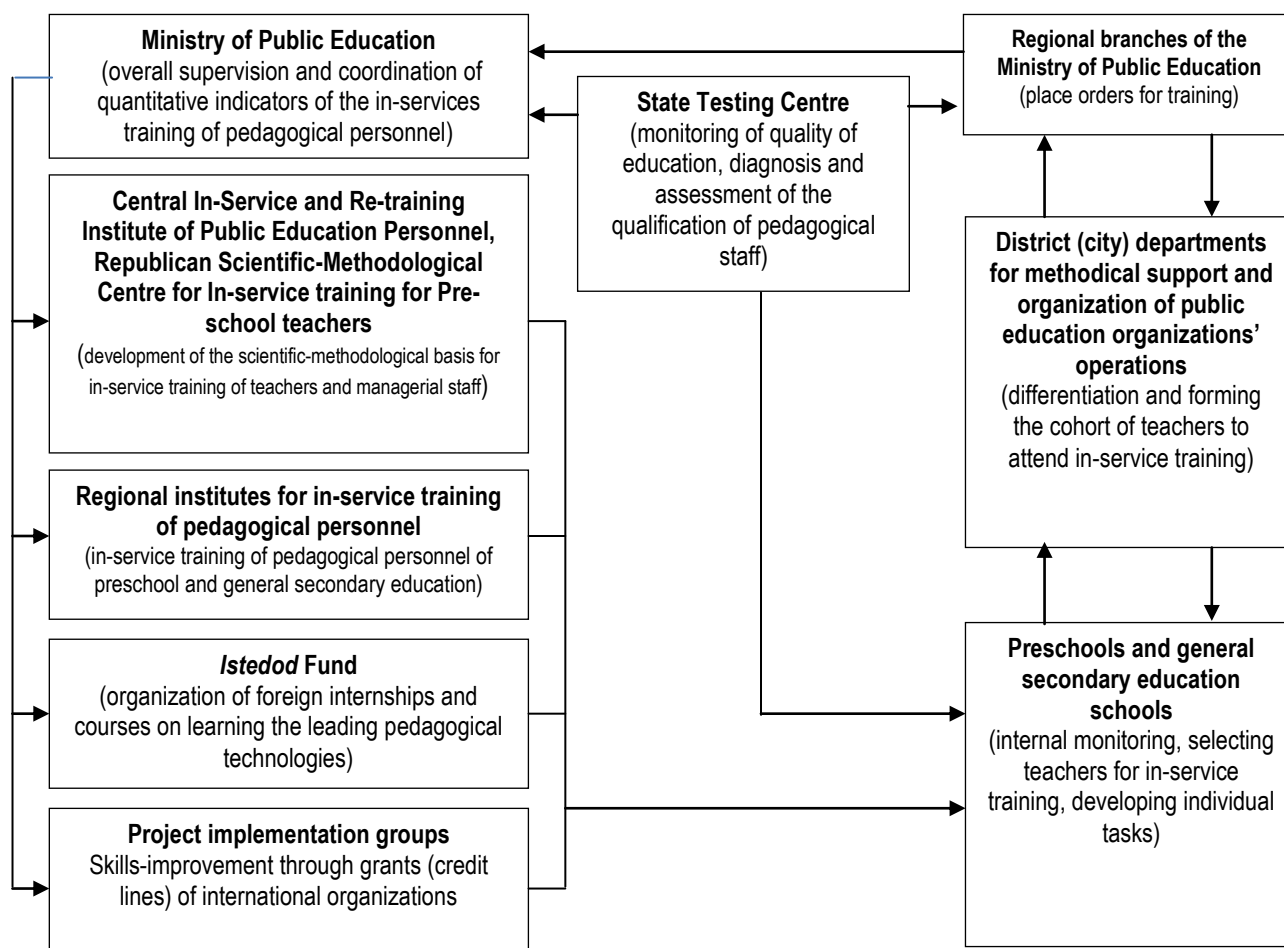
The following institutions operate within the system of skills-improvement of pedagogical personnel:

- The State Testing Centre under the Cabinet of Ministers, which is in charge of the monitoring of the quality of training and the assessment of teachers' work (attestation);
- Central and republican institutions, who are in charge for methodological aspects of training, including the development of curricula;
- The administrative structures for education at the territorial, regional and city level, who identify the need for teachers, and ensure provision of educational institutions with the needed pool of teachers;
- Re-training and skills-improvement institutions, as well as foundations, who offer trainings for

teachers and administrative personnel within the system of continuous education.

The organizational charts below show the structures of the in-service training system for teachers in pre-primary, general secondary, secondary specialized vocational education by levels of their responsibilities.

Structure of the in-service training system for pre-school and general secondary education teachers



Source: Resolution # 25 of the Cabinet of Ministers of Uzbekistan from February 16, 2006.

The Central Institute trains the heads of general education schools and out-of-school educational institutions, methodical specialists, and specialists of the territorial authorities. It also secures the connection between the science and education practices, develops models of curricula, and programs of in-service training of pedagogical personnel. In addition, the Central Institute develops analytical summary of foreign experience and promotes it. It also provides the regional institutes with learning-methodological documentation, offers methodological support in increasing the efficiency of in-service training of the pedagogical personnel.

The development of methodological documentation, curricula and programs for preschool education is carried out by the Republican learning-methodological center for in-service training of pre-school teachers. The Center also trains the heads, methodology specialists and pedagogical personnel of preschools.

Territorial institutes for in-service training of pedagogical personnel (14 units) conduct direct training for teachers of general education schools and pedagogical personnel of out-of-school educational institutions;

develop differentiated teaching plans and curricula, aimed at stimulating the critical and creative thinking, and self-education of teachers. They also introduce the interactive methods to the teaching process along with the modern pedagogical and information technologies with usage of the global net of Internet.

There are 953 teachers work in central and regional institutes, including 464 women (48.7%). Annually they provide training for 90 thousand teachers, which accounts for 22% of the total number of teachers.²⁹ Five regional institutes for in-service training of pedagogical personnel use the system of distance education, which (as of 2012) covers 2% of teachers' demand for skills-improvement. It is envisaged to expand the usage of distance education in in-service training for pedagogical personnel.

The teaching plans and curricula for in-service training are renewed every three to five years on the basis of an order by the Ministry of Public Education.

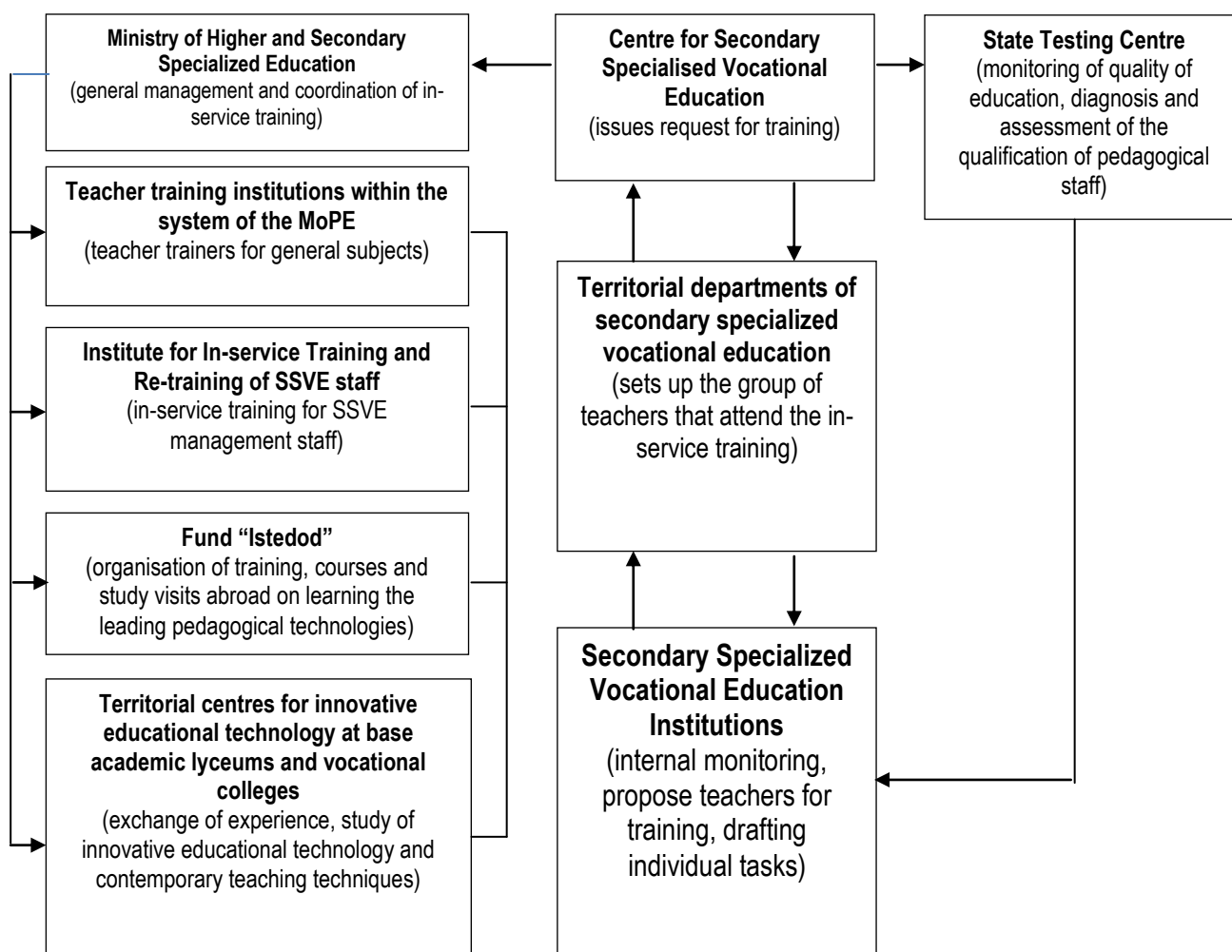
The skills-improvement training covers the areas of general knowledge in pedagogy and psychology, pedagogical mastery, and methods of teaching and an individual school subject, usage of innovative pedagogical and information technologies, as well as urgent topics of the present time. The training lasts one month (24 days, 144 hours, and plus 5 hours of preparatory work for distance education). 64 hours out of 144 are devoted to a subject and the corresponding methodology.

The training for school directors is organized on the basis of a similar curriculum, which consists of 34 hours of training on school management, and 10 hours – on economic issues. In the end of the four-week training the participants take an exam. In 2006 the system of lectures was replaced by a system which combines lectures and practical sessions (52 and 92 hours respectively). The hours, allocated for practical sessions include visits to the core (model) preschools and general education schools.

The local departments for education, acting as the client by placing an order for services of in-service training for pedagogical personnel, form a contingent of students and conduct monitoring over the process of teachers' work after completing the training. However, there's no systematic work in the conduct of monitoring, and there's no set of indicators for evaluation of qualitative indicators of in-service training's efficiency.

²⁹Source: *Statistical Yearbook for 2012/2013 Academic Year. Tashkent: MoPE, 2013. –134 pages..*

Structure of the in-service training system for the SSVE teachers



Source: Resolution # 25 of the Cabinet of Ministers of Uzbekistan from February 16, 2006.

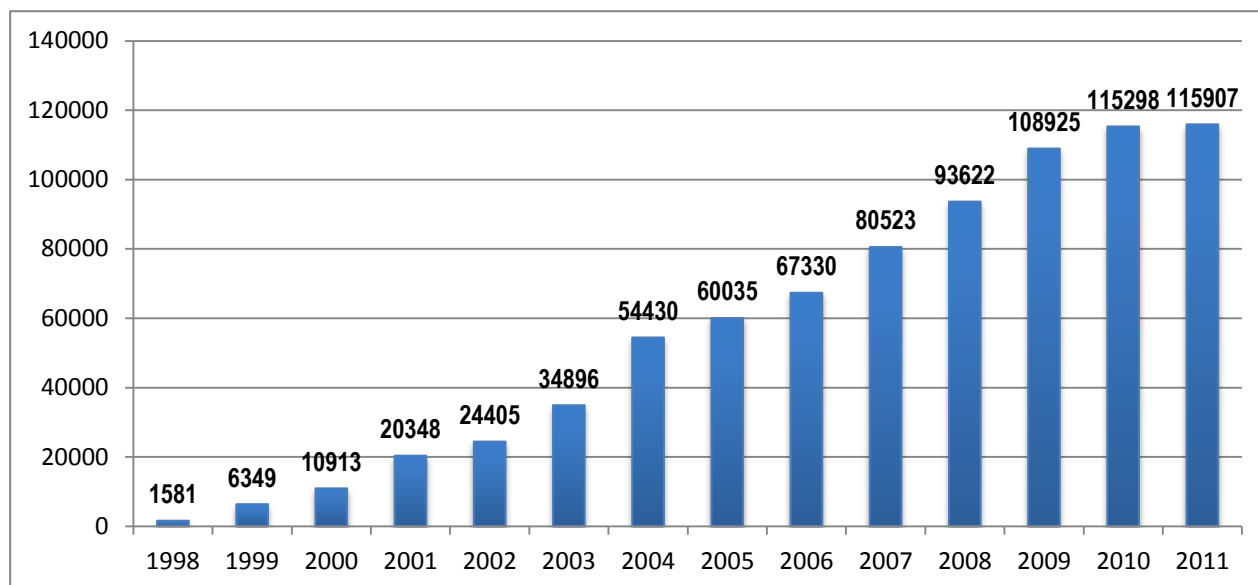
The in-service training of general subject teachers of academic lyceums and vocational colleges is carried out by 13 state universities. Teachers of special subjects at vocational colleges undergo in-service training in 41 higher education institutions of the relevant branches of the industry³⁰. The capacities of those institutions allow providing in-service training for more than 15 thousand pedagogical and technical-pedagogical personnel annually.

The structure and functioning of the system of in-service training in the SSVE are similar to those of the general education sector. The educational institutions recommend teachers to in-service training, and the territorial SSVE departments make decisions as for the training needs, as well as conduct final selection of teachers to attend the training. The SSVE center sends request to the relevant educational institutions on the basis of the received information.

The introduction of compulsory secondary specialized vocational education in 1997 has led to a steady increase in demand for teachers. The chart below shows the increase in the number of SSVE teachers between 1998 and 2011.

³⁰ Resolution of the President of the Republic of Uzbekistan "On measures for further improving the system of training of qualified personnel and staffing the secondary specialized vocational education institutions», 2012.

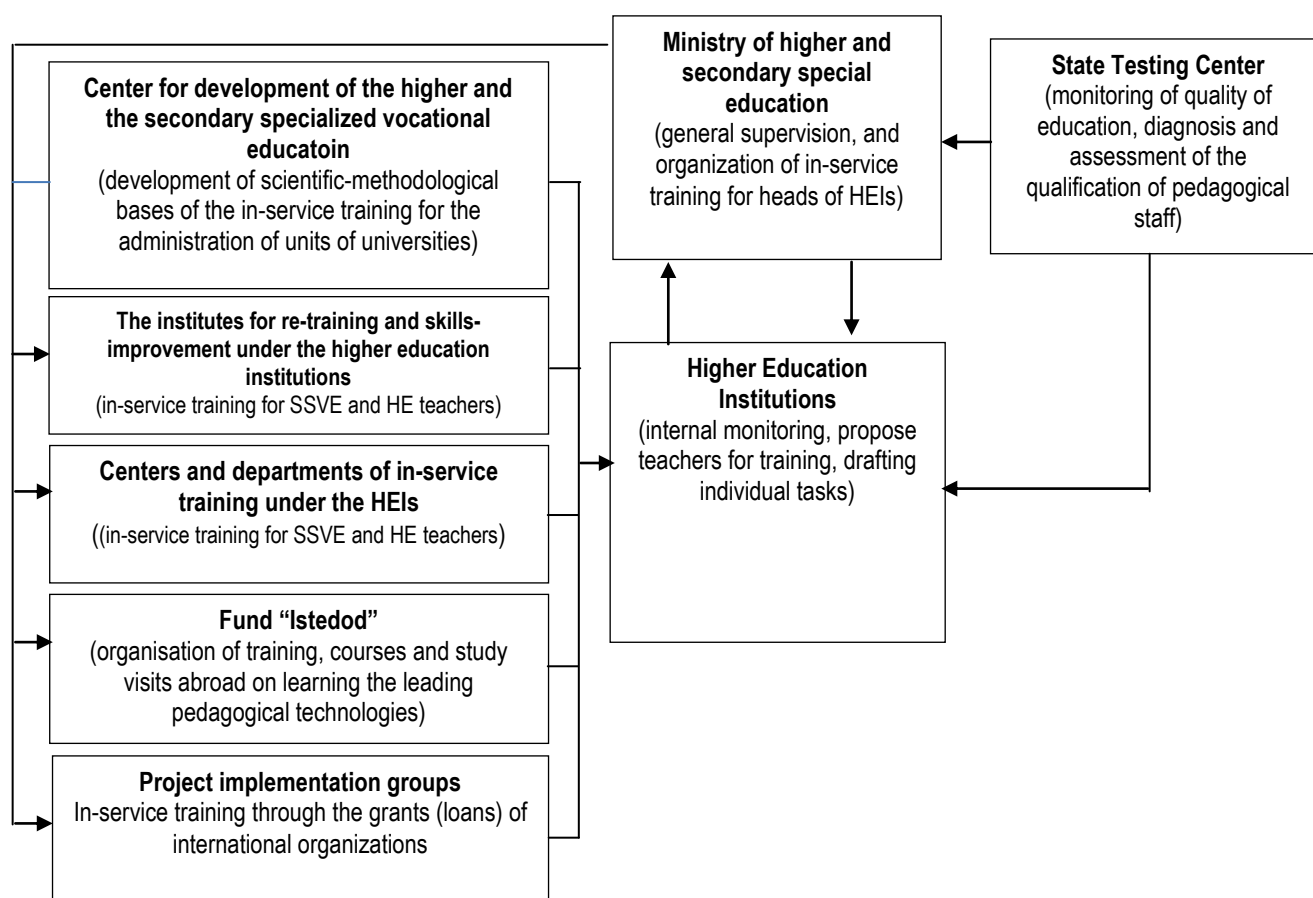
Increase in SSVE teachers between 1998-2011



Source: State Statistics Committee of the Republic of Uzbekistan

During the period of 1998-2011 the total of 1,485 thousand teachers and masters of production-based training underwent in-service training.

Structure of the in-service training system for the higher education teachers



Source: Resolution # 25 of the Cabinet of Ministers of Uzbekistan from February 16, 2006.

There the Main scientific-methodological center followed by five regional and 10 sector-based centers for in-service training at the leading higher education institutions were established in line with the Resolution #

278 of the Cabinet of Ministers “On measures for further improving the system of in-service training of pedagogical personnel of higher education institutions” adopted in September 26, 2012.

The Main scientific-methodological center for organizing the in-service training for pedagogical and administrative personnel within the system of higher education carries out the development of legal bases for the in-service training, learning and scientific-methodological materials, organizes in-service training for deputy rectors, deans, chairs, and the reserve pool of the administrative personnel.

The sector-based centers for in-service training of HEI teachers conduct in-service training of teachers on general-profile and special-profile subjects of the higher education.

The regional centers for in-service training of HEI teachers carry out in-service trainings on the following areas:

- The humanities;
- mathematics; natural sciences;
- sociology and psychology; journalism;
- law; environmental protection;
- Subjects within the social-humanist and natural-mathematical blocks.

The territorial centers also organize course of in-service training on professional skills and pedagogical mastery, as well as on the essentials of spirituality.

At present, the in-service training for HEI teachers is provided predominantly on such subjects as English and Information and communication technologies.

3.3.4.3. Quality of training, re-training and skills-improvement of pedagogical personnel

The working group, established by the Ministry of Public Education in 2010, conducted an evaluation of the quality of teaching at general education schools, and in in-service training institutes for pedagogical personnel. The working group has analyzed the level of professionalism of HEIs' graduates before the start of pedagogical work and after a certain period from the start of the work. In result of the analysis the working group has pointed out the following findings:

- The teaching plan does not foresee sufficient amount of hours for teaching pedagogical science and psychology;
- There's incompliance between the theoretical and practical sessions;
- HEIs' graduates do not possess pedagogical skills that are necessary for effective teaching at schools.

The three-stage system of pedagogical practice for future teachers at general education schools was recommended with the aim to improve the practical readiness of students and their gradual introduction to the profession.

Stage 1 (the 1st and 2nd year of training). Conduct of practical sessions in general education schools on such subjects as pedagogical science, psychology, physiology and hygiene of young people.



Stage 2 (the 3rd year of training). Appoint experienced teachers at general education institutions as mentors for students of higher education institutions in order to introduce them into the school environment and facilitate the development of communicational skills.



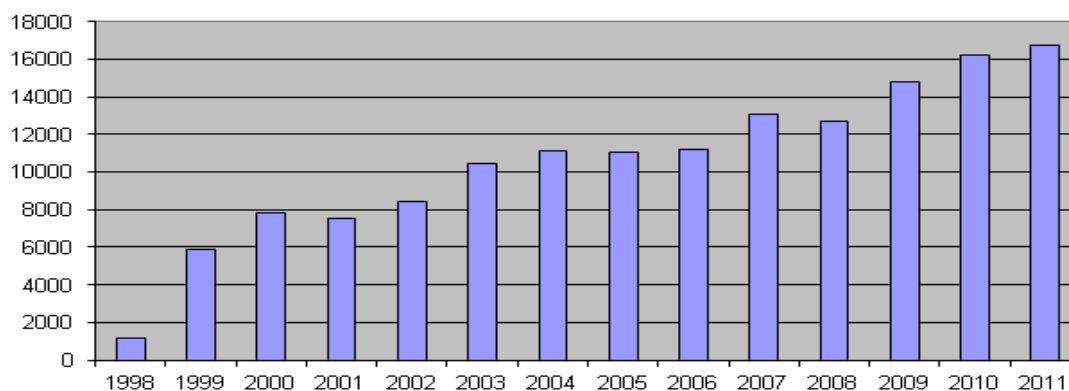
Stage 3 (the 4th year of training). Increase the number of hours allocated for pedagogical internship of students in order to develop professional skills in them, and assist them in adaptation to school life and the future profession.

The similar conclusions were drawn within the study, conducted by the Center of economic research in partnership with UNICEF (*Increasing the quality of general secondary education in Uzbekistan: priority – pedagogical personnel*. Center for economic research, 2010).

Besides, it was noted that:

- Teachers lack motivation to attend the in-service training beyond the official system of in-service training;
- There's shortage in qualified personnel among teachers, who in turn do not participate in researches in a sufficient levels;
- Content of teaching, offered by higher education institutions (pre-service training) and at the level of in-service training do not complement each other sufficiently, and the in-service training does not sufficiently draw on knowledge and skills, acquired before the start of professional work.

The increase in number of teachers at SSVE institutions has led to some disproportion in number of teachers, who have improved their skills. Thus, in 2011 only 15% of all SSVE teachers underwent in-service training.

Number of SSVE teachers, who underwent in-service training

Source: MoHSSE, 2012.

The current system of teacher-training does not ensure sufficient qualifications for the development of the child's personality and creativity, as well as formation of the decision-making skills. A more flexible system of in-service training for teachers will allow for taking into account the individual needs and interests of teachers. A teacher will be interested in a regular improvement of own qualification, in applying the acquired skills in the teaching practice. This will require not only the well-equipped educational institutions for in-service training, but also teachers with a rich pedagogical and research experience, along with the ability to transform the knowledge and increasing the awareness of teachers on unique features of their profession. The feedback mechanism between the training and practical work, as in a pre-service well as in in-service states, will increase the efficiency the teacher training.

3.3.5. Higher education

The higher education, access to which is granted after completion of the three-year compulsory education within the SSVE system, is provided in 75 educational institutions around the country. The majority of the educational institutions (43) is located in regions, which allows for increase in access this type of education for the majority of the SSVE institutions' graduates. There are branches of six foreign universities in the country in addition to the national HEIs.

The higher education is comprised of two states:

- *bakalavriyat* (basic higher education) that provides fundamental and applicable knowledge on an individual direction of the higher education with the period of education being no less than four years.
- *magistratura* that provides fundamental and applicable knowledge on a particular specialty with the period of education being no less than two years after completion of the *bakalavriyat*.

The following types of higher education institutions are established in Uzbekistan:

- university (implements curricula on a wide range of knowledge subjects and training areas);
- academy (implements curricula on a certain knowledge subject and training areas);
- institute (implements curricula on certain training areas within one knowledge area).

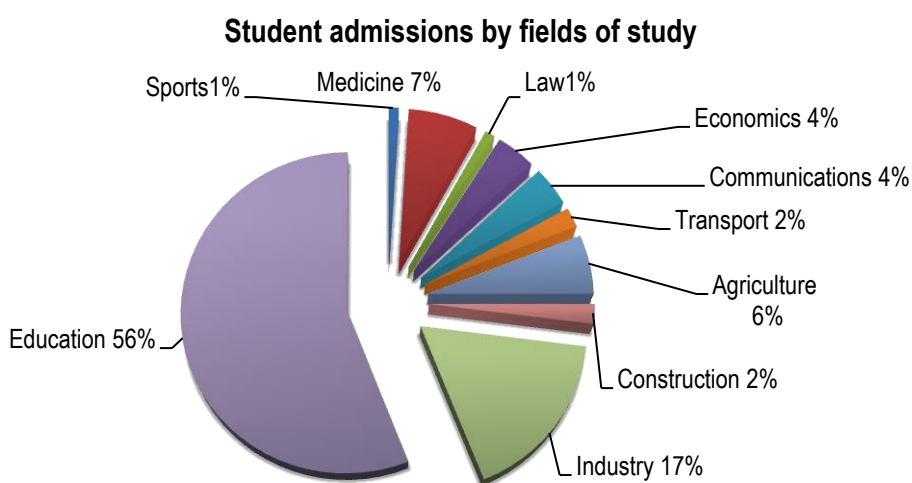
The admission of students into higher education institutions is carried out by means of identifying the level of an applicant's knowledge on result of conducted tests. The tests, developed by the State Testing Center under the Cabinet of Ministers, are focused on knowledge subjects, studied on the level of secondary specialized vocational education, and are compulsory (standard) for all HEIs and specialties. The applicants may submit documents for admission to one higher education institution of the country at a time. However, they may in parallel submit their applications to branches of foreign university in the country.

The existing capacities of the HEIs of the country allow admitting up to 10% of graduates of secondary specialized vocational education institutions annually. 70% of those applicants are graduates of academic lyceums, and 30% - the graduates of vocational colleges.

Higher education institutions offer educational programs in six areas of knowledge³¹: humanities; social area, economics and law; production-technical area; agriculture and water management; healthcare and social security; and services.

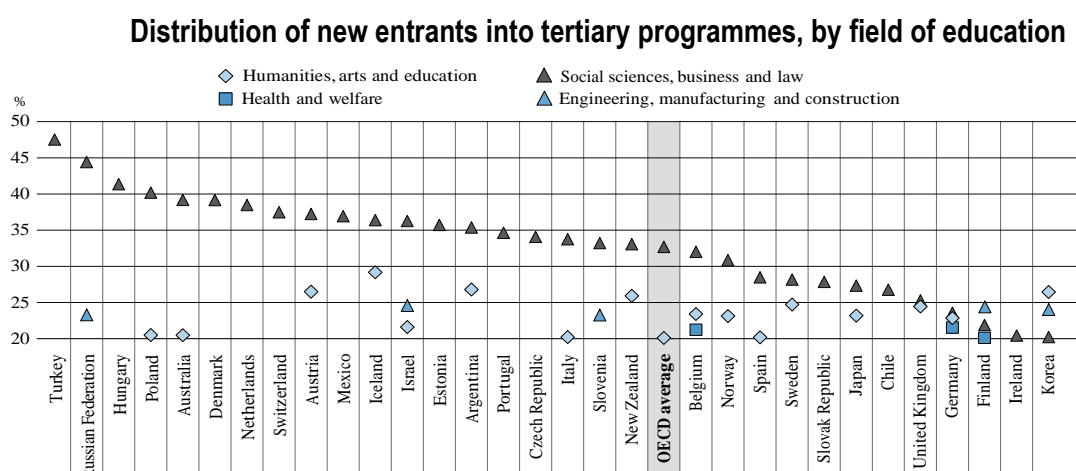
About a half of the students, admitted to the HEIs during recent years, had chosen specialties related to education, which is two times higher than in the countries of Organization of economic cooperation and development (20%). At the same time, the higher education system offer limited opportunities (on number of specialties) for studying areas of science not related to education, but included into the area of humanities.

The percentage of admitted students in the social sciences, business and law has not exceeded 10% over the past years, which puts Uzbekistan well below the OECD average of 33%. Around 90% of those students were students of economy, the rest students of legal sciences. Similar to the humanities, the variety of studies in the social sciences is very limited.



Source: State Statistics Committee, 2011.

The graph below displays the fields of study, where more than 20% of students were admitted to higher education institutions in 2009.

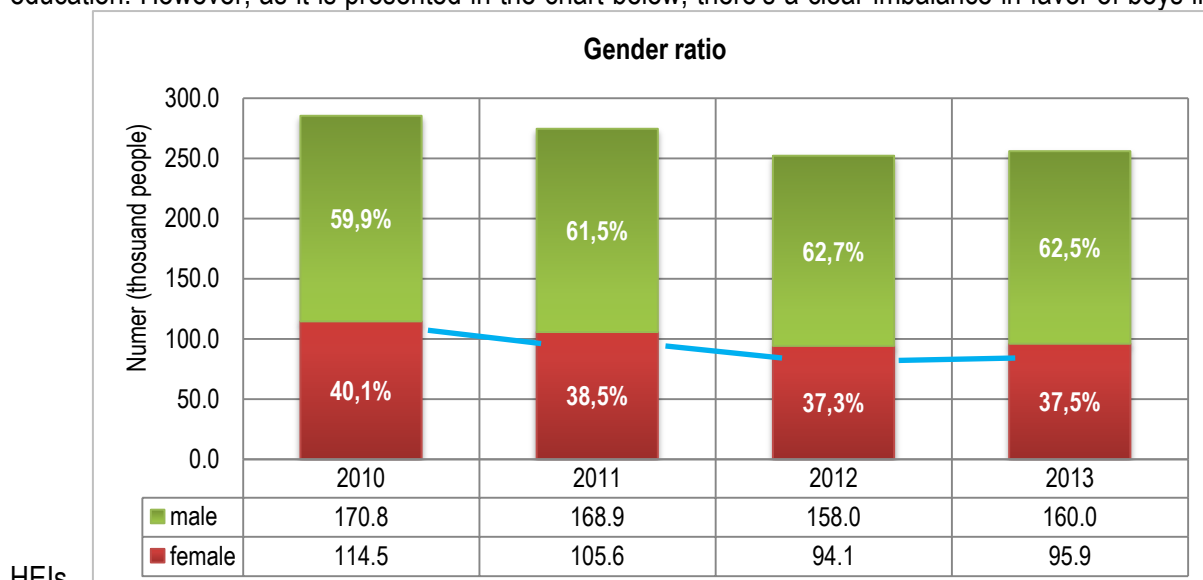


Source: OECD, 2011.

³¹In accordance with the Classifier of fields of study and specialties, approved by the Order # 302 of the MoHSSE in July 18, 2011.

Annually (2008—2012) about 60 thousand boys and girls in average become HEI students. As a result, economically active population with the higher education level has been increasing steadily. It is an important condition for sustainable development and innovative activity in the country. At present (2012/2013 school year) the number of HEI students equals to 256 thousand people. The education in the higher education institutions is conducted at the expense of the state grants and on a paid-contractual basis.

The gender equality within the system of higher education is guaranteed by the Constitution of the Republic of Uzbekistan, whereas, the Law “On Education” sets equal rights for men and women for acquiring education. However, as it is presented in the chart below, there’s a clear imbalance in favor of boys in the

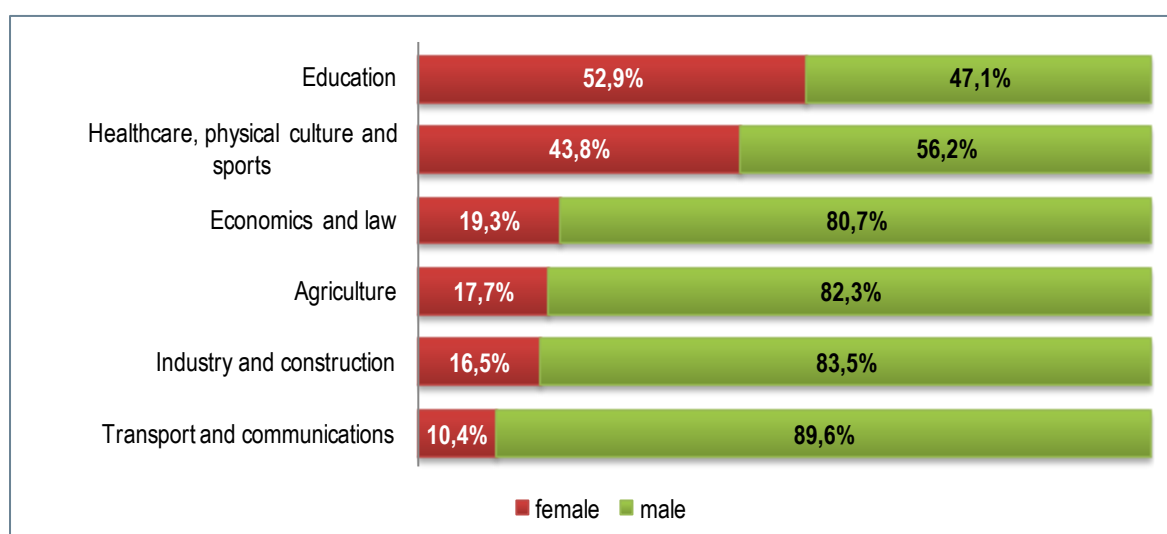


HEIs.

Source: MoHSSE, 2013.

The real ratio of boys to girls by fields of study at higher education institutions indicates to a significant disproportion. More than 80.7% of students of the study fields such as transport and communications, industry and construction, agriculture, as well as economics and law are men, the remaining 19.3% being represented by women. The majority of girls choose the specialties related to education (52.9%) and medicine (43.8%).

Distribution of students by study fields
(2010/2011 school year)



Source: Analytical paper «Effective employment policy: utilization of women’s employment capacities ». Tashkent: UNDP, 2012 – 45 p.

The selection of profession by girls is affected by family traditions, peculiarities of territorial location of education institutions and exiting specialties in them.

In March 2013 the Legislative Chamber of the Oliy Majlis (Parliament) of Uzbekistan introduced changes into a series of laws aimed at prevention of early marriages, which may have positive impact on leveling the opportunities for girls to study at higher education institutions. There programs to support *business women* are being implemented in order to eliminate that disproportion. Higher education institutions have *Orasta qizlar* (tidy girls) interest circles, oriented at spiritual, political, and esthetic development of girls through utilizing their creativity and facilitate interests.

There a total of 22 thousand teachers work in the system of higher education, including 9.6 thousand women (43.6%). The pool of teachers with scientific degrees consists of 1,504 doctors of sciences and 7,132 candidates of sciences.

Scientific-pedagogical capacity of higher education institutions				
	Teachers with scientific degrees (TSD)	Share of scientific personnel	Number of women among TSD	Share of women in TSD
Total	22,003	39.2%	9,604	43.6%
including:				
Doctors of sciences	1,504	6.8%	278	18.5%
Candidates of sciences	7,132	32.4%	2,342	32.8%

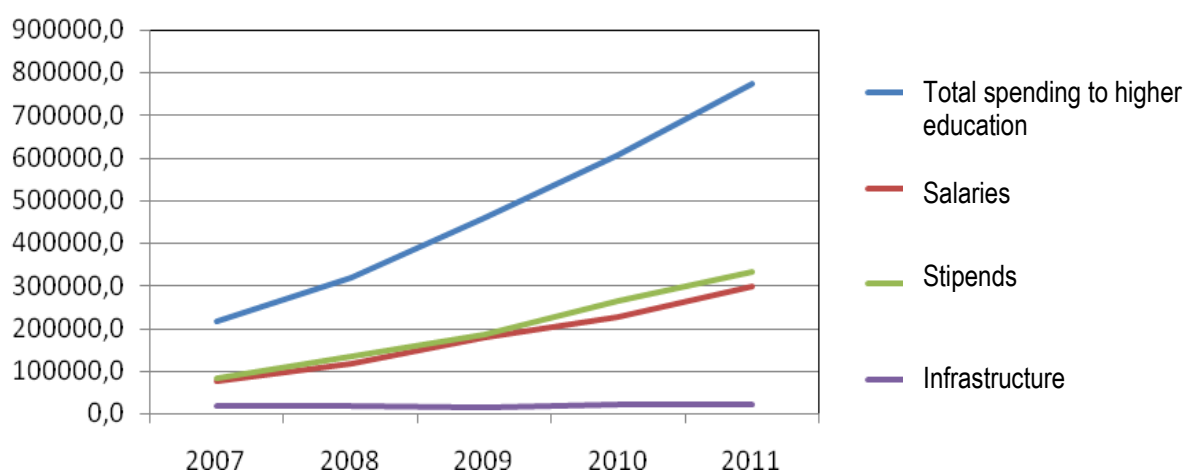
Source: MoHSSE, 2013.

The training is conducted in accordance with the State Standards for Higher Education, and reflects the needs of the economy. The education standards are defined by means of forecasting the demand for the coming 5, 10, and 15 years, and approved by the Government.

As it was mentioned earlier (see part 3.3.3) during the period from 2005 to 2011, the investments into the secondary specialized vocational education increased from 13.6% to 21.4% against the total budget of the education sector. Unlike to the SSVE, the higher education has been facing a significant decline in investments, from 6 to 5.4%.

The chart below displays the development of the total budget of the higher education sector, along with three key budget items (salaries, stipends, and infrastructure) for the period of 2007 to 2011.

Spending to higher education (UZS billion)



Source: MoHSSE, 2012.

Overall, it shall be noted that a positive trend in the job placement of graduate on several areas had been observed during the period of 2007 to 2011. In 2008 a 20% increase against the level of 2007 was observed in the number of job placements. Similarly in 2009 and 2010 the increase was recorded at 3 and 12% respectively. In the period of 2010 to 2011 the growth equaled to 19 %.

The table below shows the professional fields in which graduates from higher education institutions have been employed during the period of 2007 to 2010.

	2007	2008	2009	2010	2011
Industry	6,462	7,761	8,027	9,006	10,749
Construction	1,717	2,062	2,133	2,393	2,856
Agriculture	3,547	4,260	4,406	4,944	5,901
Transport	1,075	1,291	1,335	1,498	1,788
Communications	557	669	692	777	927
Economics	3,713	4,459	4,612	5,175	6,177
Law	572	687	711	798	952
Health care	1,966	2,361	2,442	2,740	3,270
Sports	1,958	2,352	2,432	2,729	3,257
Education	18,825	22,609	23,383	26,236	31,315
Other	2,241	2,691	2,783	3,123	3,727
TOTAL	42,635	51,203	52,957	59,417	70,920

Source: MoHSSE, 2012.

Although a series of positive shifts were recorded in the field of higher education, the Government of Uzbekistan underlined the necessity of transformation to a more flexible curricula and pedagogical methods that are focused on students and facilitate their independent thinking. The transformation into a more independent training complies with the Bologna process since the Bologna principles state that the formal education systems shall become more open and flexible in order to allow the opportunities to really be adapted to the needs of students.

To achieve the goal of the higher education, i.e. to train the highly qualified specialist who are capable of contributing to the scientific, socio-economic, and cultural development of the country, is of a paramount importance in the process of gradual transformation from the secondary specialized vocational education to higher education. This may be achieved by means of introducing the curricula that meet the needs of not only the economy, but also the interests of students. This taken into account, the need was underlined for increasing in number the programs in the area of humanities and social sciences. A high level of training and education can be ensured by only participation in international studies, which requires the excellent command of foreign languages that will serve as a favorable opportunity for participating in international projects.

The infrastructure and material-technical bases of higher educational institutions fell far short of the development level of secondary schools, academic lyceums and vocational colleges. There the Resolution№ PP-1533 of the President of the Republic of Uzbekistan "On measures to strengthen the material and technical base of higher educational institutions and the cardinal improvements in the quality of training the highly qualified specialists" was adopted in May 20, 2011.

3.3.6. Adult Education

The terminology "adult education" is not mentioned in the legislative documents of Uzbekistan. Also there's

no regular statistics on the matter. This area of education is still in the process of initial development.

At present, the following system of adult education exists in Uzbekistan, and is aimed at lifelong education:

- formal adult education (vocational colleges, higher education institutions, post-graduate education, re-training and skills-improvement institutes);
- non-formal adult education (vocational and general-cultural training courses offered by non-governmental education institutions and commercial organizations, as well as trainings conducted within international projects' implementation).

Non-formal education does not report to a single, systematic organizational structure.

There are 150 training centers under the Ministry of labor and social security of population that offer training on 100 specialties. The duration of training courses vary from 6 to 12 months, and they are attended by men and women alike, with gender ratio being 60 to 40 respectively. Those training courses are provided free of charge, and all necessary items are provided during the period of training.

Rayon (city) Employment Promotion and Social Security Centers of the Ministry of Labor and Social Protection of Population cooperate with 217 vocational colleges of the Ministry of Higher and Secondary Special Education for training and retraining unemployed citizens on new professions. Duration of training is 1-3 months. Training is free-of-charge and everything required is provided in the training process. Also, the Professional Training Center and Training Center for Professional Training, Retraining, and Advanced Training of Unemployed of the Ministry of Labor and Social Protection of Population is operational in Tashkent city

The Chamber of Commerce and Industry has organized specialized training courses on such various areas related to management, self-improvement, and fundamentals of business, logistics, finance, and marketing strategies. The duration of such courses vary from two to five days.

In order to support development of educational system and training of human resources on entrepreneurial activities, training of entrepreneurs, the Chamber jointly with MHSSE, Ministry of Labor and Social Protection of Population, is cooperating with European Training Foundation(ETF) in the framework of ETF project on Development of National Qualifications Framework (NQF). This project will enable to develop institutional mechanism, facilitating implementation of NQF content as a tool for coordination of demand for qualified labor by the labor market and supply by the educational system There various training courses on economics, information technologies and foreign languages are offered by commercial organizations. In 2011 the registration of private (non-governmental) educational institutions working in that field was initiated.

The Swiss Development Corporation established 14 centers for vocational education. The German Agency for International Development (GIZ) offers training courses for managers that are followed by study tours to Germany.

During the period from 2002 to 2006 the German Organization for Cooperation on development of adult education had been offering trainings unemployed adults. The courses were held at vocational colleges and offered within the framework of the project "Training and re-training of unemployed adults in premises of vocational colleges in the Republic of Uzbekistan" (DVV 2011). The duration of the courses consisted of 500 hours. More than 70% of participants have managed to find jobs upon the completion of the courses. The usage of premises of the vocational colleges had significantly reduced the expenses of the trainings. In addition to offering vocational training to unemployed adults the Project has also organized special training for teachers and production-based training masters, who work at the vocational colleges. Such trainings were offered on the following fields of study:

- interactive teaching skills for vocational education of adults;
- analysis of the local labor market;
- conduct of workshops on development of curricula on the basis of the method;
- design of a curriculum;

- essentials of entrepreneurship and business;
- education management, financial management, human resources management (for production-based masters from 10 regions).

At the current stage of development, the key goal of the non-formal adult education is to provide vocational education, giving people the qualifications that are necessary for finding jobs rapidly or advancing in the labor market.

A well-developed system of adult education, which is offered both by formal and non-formal education, is a precondition for the lifelong education. However, presently the issue of non-formal education is not studied sufficiently. Also, there's no coordination of all agencies (governmental, non-governmental, and international) involved in the process of providing adult education. Moreover, the existing practices, information and statistical data are not collected and not unified.

The current system of the adult education is not clearly reflected in the Law on Education, and does not have widely available and applied methodology of teaching on various subjects. It is also necessary to train teachers for successful work with people representing various age groups. In order to secure the high quality for training courses, the participants shall have opportunity to provide feedback on teachers' qualification, course contents, as well as on methods of teaching. Such courses shall be made accessible and affordable for citizen with limited mobility and low income. The easily accessible information about the courses is necessary for attracting the interested people and promoting the system of adult education.

The situation in the non-formal education requires further analysis.

3.3.7. Out-of-School Education

Extra-curricular activities fall outside the realm of the normal curriculum of any level of education. This type of education is not compulsory. The out-of-school education institutions are established for serving the individual needs of children and adolescents for education and development, organizing their free time and leisure.

Out-of-school education institutions are established in all regions of the country. The network is represented by the following institutions:

- 211 *Barkamol Avlod* centers with the total student body of 100 thousand, 59.8% of them being girls;
- 297 schools of music and arts attended by 48 thousand students, 44.2% of them being girls;
- 459 sports schools with 306 thousand trainees (29.4% - girls)

Structure of out-of-school education institutions by areas of activity

<i>Barkamol Avlod</i>	Schools of music and arts	Sports schools
<ul style="list-style-type: none"> • cultural-esthtical • scientific • tecnhical • natioanl crafts 	<ul style="list-style-type: none"> • Piano • stringed instruments • wind and percussion instruments • natioanl musical instruments • traditional singing • traditional vokalism • academic vokalism • variety instruments • variety singing • choreography • dramatic art • art • applied painting 	<ul style="list-style-type: none"> • olympic sports (31) • national sports (4) • other sports, including martial arts, sports dancing, chess, and counter (22)

Barkamol Avlod centers do not have age requirements for children willing to join. In case of music schools, the departments of piano and stringed instruments admit children at the ages 7 to 10, and teach them for seven years. Other departments admit children at the ages 7 to 12 and provide education during five years. The sports schools also have age limits based on physiological development and age-related characteristics of children.

There about 24 thousand teachers work at governmental out-of-school education institutions, including 12.4 thousand women (52%).

For the last nine years a total of 1,374 children's sports facilities were launched, including 254 newly constructed sports facilities, 861 renovated sports halls in schools, and 259 reconstructed children's sports facilities.

The out-of-school education is provided through the interest circles, organized in general education schools.

At the same time, the children, living in rural areas have somewhat limited access to *Barkamol Avlod*, which are predominantly located in district centers. While the key focus in the out-of-school education is channeled to music, arts and sports, there's a clear desire to strengthen additional focal areas outside these three priority areas, e.g. by means of, inter alia, school journalism, debate clubs, philosophy clubs.

The Government is particularly interested to utilise out-of-school education outcomes as a platform for increased international exchange of children and youth, based on their specific talents. This should also be used as an additional motivational base for attracting children and youth into pursuing such activities. Further strengthening of the sector could be achieved through an intensified linkage of Out-of-School Education activities with relevant Civil Society Organisations (CSOs).³²

3.3.8. Education for children with special needs

The social security of population is a priority task within the State policy in the country. The government

³²As explicitly stated at the Validation Workshop for the Draft Situation Analysis, held at Tashkent, 22 August 2012.

pays a particular attention to education of children belonging to vulnerable groups, and youth. The government allocates necessary funds and takes measures that guarantee education in line with the adopted educational standards and needs of socially vulnerable children³³, who are in need for special pedagogical methods (the Law «On guarantees of the child rights», Article 29).

3.3.8.1. Education for children with various native languages

The procedure of using the teaching language in educational institutions is regulated by the Law of the Republic of Uzbekistan “On State Language” (Edition of 1995). The Law not only promulgated Uzbek as the State language in the Republic of Uzbekistan, but also set that “All necessary conditions are provided for citizens of the Republic of Uzbekistan to learn the State language, and show respect to languages ethnic groups and people, living in the country, along with conditions for those languages to develop” (Article 4).

In line with the Law, the trainings in preschools are provided in six languages, including the State language (Uzbek). There 512 governmental preschools with total number of attending children exceeding 112 thousand in the territories, inhabited by several ethnic groups, and those preschools provide training in native languages of those children that is not Uzbek.

Distribution of children attending preschools by languages used in training (as of September 2012)						
	Uzbek	Karakalpak	Russian	Kazakh	Tajik	Turkmen
Number of preschools	4962	324	140	11	34	3
Number of children	353004	18151	27920*	1108	2868	180

* including Russian-speaking groups in Uzbek preschools.

Source: Internal report of the MoPE on pre-primary education

There special classes (training groups) that teach in native language of local ethnic groups are organized in each city, district, township, village, aul (nomad’s village) upon their request and on the basis of the existing conditions. The general education schools provide education in seven languages of people and ethnic groups living in the territory of Uzbekistan.

Distribution of general education schools’ students by languages used in training (as of September 2012)							
	Uzbek	Karakalpak	Russian	Kazakh	Tajik	Kyrgyz	Turkmen
Number of schools	8742	377	848	417	256	60	43
Student body	3868277	88285	372256	51757	71265	8005	8306

Schools that provide education in two or more languages are included in each language category they represent.

Source: Statistical Yearbook for 2012/2013 Academic Year. Tashkent: MoPE, 2013. –134 p.

The academic lyceums, vocational colleges and higher education institutions provide education in Uzbek, Karakalpak, and Russian. The exception applies in case of higher education institutions of pedagogical profile, where the training of teachers on Kazakh, Tajik, Kyrgyz, and Turkmen philology is carried out in those languages in addition to the languages mentioned above.

The choice of the language of instruction and an education institution belongs to students and/or their parents. In fact, the choice may not necessarily be based on ethnic background. For example, many children of Uzbek families study at schools where the instructions are provided in one of such languages as

³³Socially vulnerable children are children in a difficult life situation, and in need for special protection and support provided from the government and society. The category inter alia includes children with physical impediments and/or mental retardation; orphans; children without parental care; children in institutions; children of low-income families (Extract from the Law of the Republic of Uzbekistan “On guarantees of the child’s rights” Article 3).

Russian, Tajik or Kazakh. Turkmen, Kazakh, Tajik, and Kyrgyz study not only at school where education is provided in their native languages, but also at schools with Uzbek or Russian being the language of instructions.

Children and youth, regardless the language of instructions, study in line with the single education standards and curricula in all levels of the continuous education system. Besides, all necessary conditions are provided in all governmental education institutions, regardless the language of instruction, for representatives of various ethnic groups to study the State language in order to secure the equal access to the labor market and equal opportunities for being involved in the life of the society.

The graduates of schools, vocational colleges, and academic lyceums, who completed their studies in one of such languages as Tajik, Kazakh, Turkmen, or Kyrgyz and applied to a higher education institution, take exams in their native languages³⁴ (not Uzbek) before the standards tests. It gives them additional advantages (additional scores) in admission to higher education institutions.

The government of Uzbekistan secures equal educational opportunities in regard to choosing a language of instructions for the majority of ethnic groups who live in the territory of the country; provides them with textbooks, trains teachers for schools that provide education for children of the ethnic groups. However, so far in the process of development of the continuous education system, the in-service trainings for teachers are provided in Uzbek, Russian and Karakalpak languages. Due to the absence of the qualified pool of professors capable of providing trainings for teachers in Kazakh, Tajik, Turkmen, and Kyrgyz languages, such teachers have no choice other than attending the in-service trainings, provided in the State language, which is Uzbek, or in Russian.

3.3.8.2. Education for children from low-income families

The government pays a particular attention to providing support to children from low-income families, and children, deprived of their families.

At present, there are 27 *Mekhribonlik* homes for orphans, and all 2,594 students of them study at general education schools. Also, there are 18 boarding schools for children of low-income families and children without parental care, where 4,698 children and adolescents live and study.

The provision of education and care to orphans and children without parental care, is conducted on the basis of the State support (the Law "On guarantees of the child's right". Article 27). The students of *Mekhribonlik* homes and those of the boarding-schools are provided with textbooks and sets of school accessories for free. Annually, more than 500 thousand pupils of those categories are provided with winter clothes (coat, footwear, headwear, and gloves).

In accordance with the Regulation "On the procedure of paying fees to pre-schools and boarding schools", approved by the Ministry of Public Education and the Ministry of Finance (2008), annually up to 80 thousand children of low-income families (15% of the total cohort) are exempted from parent's fees for preschools. Annually, more than 14 thousand children are provided with waivers from parental fees for studying at *Barkamol Avlod* centers³⁵.

According to the Regulation on paying and using the parental fees, provided for children's education at children's music and arts schools (*Resolution of MoPE and MoF, 2008*), annually 12 thousand talented children of low-income families are exempted from such fees.

In accordance with the Law of the Republic of Uzbekistan "On physical culture and sports" (Edition of 2005) children under the age of 16, the disabled children, and orphans are provided with sports and health-improving services for free.

³⁴Resolution «Order of admission in bakalavriyat of High educational institutions» approved by The Cabinet of Ministers on 18 June 2010 r. № 118.

³⁵Resolution of the Ministry of Finance and the MPE «About Approving the Resolution on Procedures of Collecting and Using Parental Fees for Children's Training at "Barkamol Avlod" Children's Centers" (2011).

3.3.8.3. Education for children of rural, remote areas

There are 7,306 general education schools in rural areas of the Republic of Uzbekistan that provide education to 2 million 760 thousand students. That number includes 617 schools located in hard-to-access, remote, and mountainous areas. *Source: Statistical Yearbook for 2012/2013 Academic Year. Tashkent: MoPE, 2013. –134 p.*

The Government of Uzbekistan did not issue a separate legislative document regarding the education of children in hard-to-access, remote and mountainous areas, since there shall be no discrimination in opportunities provided for children in urban and rural areas. The quality education is guaranteed to all children in Uzbekistan, and none of the laws provides for differentiation in accessibility and quality of education on the basis of geographical location.

The issues of rural schools, located in remote areas, are approached from the Ministry of Public Education from the position of ensuring the right to education for each student. In that regard, such educational institutions are included into the program for modernization of buildings and facilities via provision of the relevant infrastructure and information technologies.

At the same time, the students of small schools, located in remote, mountainous, or desert areas with small population, remain to be the most vulnerable category of children in regard to access to the quality education. There are 565 such schools in the country and most of them operate in adopted buildings.

Due to non-existence of parallel classes in small schools, they often do not have sufficient number of subject teachers of relevant profiles. The teachers of such schools have to teach curricula of various grades to children of various ages and various capacity levels. This in turn requires for regular skills-improvement, in-service trainings on using innovative methods, forms and technologies of teaching, along with psychological training on working in such conditions. However, due to the very fact that there are no other teachers to replace them, the teachers of small schools have no opportunity to attend in-service trainings on a regular basis. Yet another fact, hindering the skills-improvement of pedagogical personnel, is the absence of specialized courses for teachers providing trainings on subjects other than their specialization. Therefore, there's a need for non-standard approach in providing in-service training to teachers.

3.3.8.4. Education for children with disabilities

The Law of the Republic of Uzbekistan "On prophylactics of diseases caused by the human immunodeficiency virus (HIV- infection)" (amended in 2010) prohibits denial of admission to educational institutions, as well as limiting the rights of children living with HIV and AIDS. All children with diseases caused by HIV-infections are trained in the "mass" educational institutions and are involved in the school's life on a par with the other students.

The "ensuring pre-school and out-of-school education for children with disabilities, vocational training for the disabled children, assisting them in acquiring secondary education, secondary specialized vocational education, and higher education" (the Law "On social security of the disabled in the Republic of Uzbekistan", Article 6) is one of the priority tasks within the State education policy.

The children with disabilities have rights to education and training in educational institutions on the basis of curricula, specially designed for them, and receive education in line to their physical, mental capacities and wishes. The parents of children with disabilities have rights to choose among regular, specialized education institutions, or education at home based on the best interests of their child and recommendations of the medical commission.

The pre-school education is provided in preschool education institutions. In case the health conditions of children do allow them attending the preschools, they are trained in specialized educational institutions. The general secondary education and secondary, specialized vocational education are provided by all educational institutions, as well as by specialized educational institutions in case of necessity. In case of the higher education, the young people with special needs in education are integrated into regular classes

of the education institutions.

The education of children at home is conducted in case of the attendance of educational institutions, including the special educational institutions, being impossible, and with due consideration of the opinion of parents or persons holding parental responsibility.

The provision of education for children with disabilities has been practiced in Uzbekistan for quite a long time. However, the issue of their attending the general education schools together with peers was raised for the first time only few years ago. In that regard, the education system is taking the initial steps. At present, a few projects are being piloted (with assistance provided from UNICEF, UNESCO, Asian Development Bank, and the Fund for Support of Social Initiatives) that helped to include 28 thousand children with disabilities into the single educational space of 5,900 general education schools.

Education for children with disabilities (as of September, 2012)		
Type of educational institution	Number of institutions	Number of children and adolescents
General education schools that are fully implementing the <i>inclusive education</i> principle (<i>primary data</i>)	5900	28890
Special pre-school education institutions	357*	31758
Special schools ³⁶	118**	24084
Special vocational colleges ³⁷	4	2500
Education at home		9243

* including multi-profile preschools and sanatorium-type preschools.

** including sanatorium-type preschools and children with deviant behavior.

Source: Report of State budget (for 2012) and the Center for SSVE.

The issue of the number of students with disabilities was not previously studied. It is recommended to carry out the data collection in later stages of the ESP implementation.

The issue of inclusive education is one of the priority areas within the National Action Plan of Education for All³⁸. In accordance to the Plan, "inclusive education envisages conditions that are necessary for children with special educational needs in general education schools" (MoPE, MoHSSE, 2002:25). A UNESCO project is also mentioned in the Plan. The project is aimed at developing the education system for children with special needs, which is being implemented at the Resource Center for inclusive education of children.

There are various approaches to define the concept of the inclusive education. The Strategy for development of the continuous education in the Republic of Uzbekistan provides rather detailed definition of the inclusive education: "The education is inclusive if it does not exclude, does not discriminate or does not create stereotypes on a basis of gender, abilities, ethnic background, social status, health condition or any other".

The legislative prerequisites for development of inclusive education in Uzbekistan are de-facto developed. The issue of including the notion of *inclusive education* into the Law "On Education" is under discussion. Besides, there pilot projects are being implemented on developing the single space for inclusive education. At the same time, a number of issues were revealed during the piloting of the projects, which require further review.

The normative-legal mechanism for implementing the inclusive education yet to be reviewed and amended. The work on physical accessibility of buildings and territories of educational institutions, establishing the special infrastructure (access roads, ramps, special lifts for wheelchairs, special equipping the

³⁶ Specialized schools consist of five types of educational institutions: for children with vision impairment, hearing impairment, speech impairment, physical impairment and mental impairment

³⁷ Training the specialists with hearing impairment, vision impairment, locomotor apparatus, and mental impairment on 12 specialties

³⁸ Create safe, healthy, inclusive and fair conditions for education in order to ensure successful achievements in education for all ^{at} desired levels" (MPE, MOHSSE, 2002:10);

restrooms)³⁹. There measures shall be taken on developing special literature and methodical support for inclusive education of children.

Although there 40 hours of special sessions on inclusive education are taught at the teachers' in-service training institutes (chair of methodology), the need for improving the skills of teachers in the area of effective teaching of the children with special needs still remains. The issues of teaching the children with special needs may be successfully solved only if teachers are able to react correctly and competently to those needs, while not neglecting the needs of other students who have no special needs.⁴⁰

Besides, in order to expand the process of introducing the inclusivity to schools, parents and the society shall increase their knowledge on potential benefits of joint learning. The stakeholders shall be aware that the system of inclusive education potentially requires providing benefits to all students without limiting itself to children with disabilities. The system requires for a well-formulated education policy, which efficiently addresses the tasks of inclusive education, and also reviews and solve the issues related to expenditures.

3.4 FINANCING AND ADMINISTRATION

3.4.1. Share of the education sector in the public budget

Among countries having a similar level of economic development, namely the lower middle income group, Uzbekistan allocates one of the highest levels of public expenditure to the sector. The rates of schooling at all levels (starting from pre-school to higher education) are above those of the group. Gender parity, at least in basic education, is close to be achieved⁴¹

Currently, an estimated 35% of the national budget goes to education expenditures (World Bank 2012), divided by following items:

- on-budget expenditure for education and personnel training (excluding investments, costs related to salaries and consumables);
- on-budget expenditure for investments (e.g. school construction, equipment);
- non-budgetary funds.

This is further elaborated in the table below

Total expenditures for education – as % of total state budget expenditure							
	2005	2006	2007	2008	2009	2010	2011
Budget % of total state budget expenditure	29.0	29.6	29.6	41.5	41.7	36.7	35.0 ⁴²

Source: ASIAN Development Bank 2010:44/Appendix 3

³⁹Special glasses, hearing aids, wheelchairs, and other similar tools are provided by external sources since they are not produced in Uzbekistan and not procured by the Government (MoPE, MoHSSE,2002:26).

⁴⁰ It shall be noted that the changing the system of education in order to ensure *inclusivity* is often interpreted incorrectly by assuming that it implies simply accepting the children with special needs into regular classes without introducing any changes into the learning environment in order to ensure comfort for those children. As a result, the things get worse as for regular children well as for children with special needs.

⁴¹ Ratio of female to male primary enrolment = 97.07%; cfWorld Bank, World Development Indicators (WDI) & Global Development Finance (GDF), <http://databank.worldbank.org>

⁴² Estimated (WORLD Bank 2012).

Total expenditures for education – absolute figures (UZS billions)							
	2005	2006	2007	2008	2009	2010	2011
Overall expenditures except personnel training	776.5	1,031.7	1,350.2	1,878.1	2,464.4	3,255.7	4,017.5
Personnel training	214.9	269.4	376.5	591.0	868.3	1,208.4	1,565.4
Sub-total	991.4	1,301.1	1,726.7	2,469.1	3,332.7	4,464.1	5,582.9
Expenditures on financing centralised investments into education	214.1	209.0	349.0	382.0	509.3	194.4	9.4
Total on budget expenditures	1,205.5	1,510.1	2,075.7	2,851.1	3,842.0	4,658.5	5,592.3
<i>Funds for reconstruction, renovating and equipping educational and medical institutions</i>	151.5	236.0	396.9	497.2	556.8	284.1	338.3
<i>Funds for development of children's sports</i>	21.7	22.7	23.4	30.2	45.3	97.0	146.3
Total Non-Budgetary Funds	173.2	258.7	420.3	527.4	602.1	381.1	484.6
GRAND TOTAL	1,378.7	1,768.8	2,496.0	3,378.5	4,444.1	5,039.6	6,076.9

Source: State Budget 2000-2011)

3.4.2. Budget allocation by levels of education

The table below presents data on the evolution of the share of each level of education in the total education budget from 2005 until 2011 (except expenditures on financing centralized investments):

Share of each level of education in the education budget (UZS billion), except investments							
	2005	2006	2007	2008	2009	2010	2011
Pre-school education	142.9	170.9	218.7	279.3	361.1	464.3	569.7
General secondary education	576.0	790.4	1,037.7	1,460.5	1,911.0	2,529.6	3,129.4
Education for children with SEN	13.3	17.3	27.2	35.7	49.0	66.5	84.8
Education for children at out-of-school institutions and music schools	24.5	33.4	46.3	79.8	101.3	138.0	182.2
Educating children at "Mekhrionlik" children's homes	4.7	5.7	6.3	8.3	10.8	14.7	17.1
Other activities on general education	15.0	14.1	14.1	14.6	31.1	42.6	34.3
Education at academic lyceums	9.9	14.3	24.5	38.6	57.3	81.3	104.6
Education at vocational education colleges	124.7	160.0	224.8	365.4	566.0	849.0	1,087.4
Higher education	59.1	74.5	100.8	149.5	205.7	224.1	302.4
Other activities on training the personnel	21.2	20.6	26.5	37.5	39.3	54.0	71.0
TOTAL	991.3	1,301.1	1,726.7	2,469.1	3,332.7	4,464.1	5,582.9

Source: State Budget 2000-2011

3.4.3 Teachers' salaries

Development of salaries for teaching staff as from 2005, in comparison to GNI per capita (PPP) for 2010												
Job Title	Dec 2005, monthly in UZS	Dec 2006, monthly in UZS	Dec 2007, monthly in UZS	Dec 2008, monthly in UZS	Dec 2009, monthly in UZS	Dec 2010, monthly in UZS	Dec 2010, yearly in USD ⁴³	Rate of yearly salary compared to GNI	From Dec 2011, monthly in UZS	Planned from Dec 2012, monthly in UZS	Absolute increase in % from December	
Schools												
Elementary classes teacher ⁴⁵ , category 1	62,304	89,718	134,578	202,577	283,608	374,362	2,756	0.89	473,569	544,604	774	
<i>including bonuses from DF⁴⁶</i>		125,605	188,409	283,608	397,051	524,107	3,858	1.24	662,997	762,446		
Higher classes teacher ⁴⁷ , category 1	55,184	79,465	119,197	179,425	251,195	331,577	2,441	0.78	419,445	482,362	774	
<i>including bonuses from DF</i>		111,251	166,876	251,195	351,673	464,208	3,417	1.10	587,223	675,306		
Academic lyceums and vocational colleges												
Leading teacher of academic lyceums	71,158	102,469	153,702	231,367	323,914	427,566	3,148	1.01	409,752	471,215	562	
<i>including bonuses from DF</i>				323,914	453,479	598,593	4,407	1.42	573,653	659,701		
Leading teacher of vocational college	67,051	96,550	144,826	218,007	305,210	402,877	2,966	0.95	386,091	444,005	562	
<i>including bonuses from DF</i>				305,210	427,294	564,028	4,152	1.34	540,528	621,607		
Specialists of basic vocational education	52,848	76,104	114,157	171,838	240,574	317,558	2,338	0.75	401,711	461,968	774	
<i>including bonuses from DF</i>				240,573	336,804	444,581	3,273	1.05	562,395	646,755		
Higher educational institutions (universities, etc.)												
Professor, Doctor of Sciences	97,071	139,785	209,678	391,377	547,928	723,265	5,325	1.71	693,130	797,099	721	
<i>including bonuses from FMS⁴⁸</i>	107,653	155,024	232,537	450,084	630,118	831,755	6,123	1.97	797,099	916,664	751	
Lecturer, holding Candidate of Sciences' degree	88,194	126,998	190,497	361,312	505,837	667,704	4,916	1.58	639,885	735,867	734	
<i>including bonuses from FMS</i>	97,752	140,762	211,143	415,509	581,713	767,861	5,653	1.82	735,867	846,247	766	

Source: Ministry of Finance statistical data⁴⁹

As shown in the table above, teachers' salaries, as those of other public servants, have been continuously raised over the past years, and it can be noticed that these increases are all above the level of inflation.

⁴³ Based on the official exchange rate per 01 December 2010, 1 USD = 1,630 UZS (retrieved from <http://www.oanda.com/lang/de/currency/historical-rates>).

⁴⁴ C/Section 2.1 for data on GPI (3,110 for 2010). The GNI has replaced in many publications the former GDP (Gross Domestic Product), which still exists. The orders of magnitude of both values are similar.

⁴⁵ Teachers for Grades 1-4.

⁴⁶ Director's Fund financed by Ministry of Finance (MoF), at the sole discretion of the school. Teachers of general secondary schools can receive up to 50% of a monthly salary for checking the notes of students and administering a classroom, and up to 100% of a monthly salary for supervising groups (classes).

⁴⁷ Teachers for Grades 5-9.

⁴⁸ Fund for Material Stimulation financed by MoF, at the sole discretion of the Higher Educational Institution. Teachers of academic lyceums and vocational colleges can receive up to 50% of a monthly salary for checking the notes of students and administering a classroom, and up to 100% of a monthly salary for supervising groups (classes).

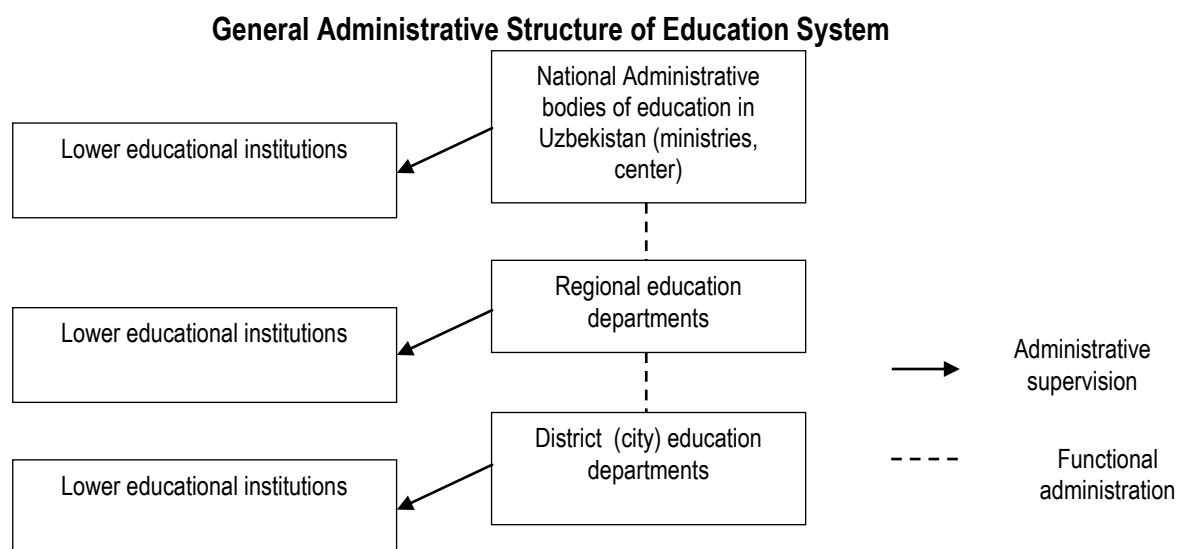
⁴⁹ Columns on USD conversion and GNI comparison not in original data set, specifically calculated and added during the preparatory work for this ESP.

The average yearly salary (including bonuses) is presently in the range of 4,200 to 4,800 USD, about equivalent to the GNI per capita.⁵⁰ This level is in line with that of the rest of the world, insofar as teacher remuneration in OECD countries is generally set at a rate of 1.0-1.5 times the GNI per capita (PPP) (OECD 2011:419). Few countries have a value above this factor, and they all belong to the group of least advanced countries which have not yet been able to achieve the Education for All (EFA) objective.⁵¹

3.4.4. Administrative structure of the education system

The administrative structure of the education system in the Republic of Uzbekistan is formed in accordance with linear-functional scheme, which is characterized by the following key features:

- existence of the several levels, where each lower level is under administrative supervision of the upper one; decisions of upper bodies are obligatory for the lower bodies;
- administrative bodies may manage only the agencies that belong directly to their administrative competency.



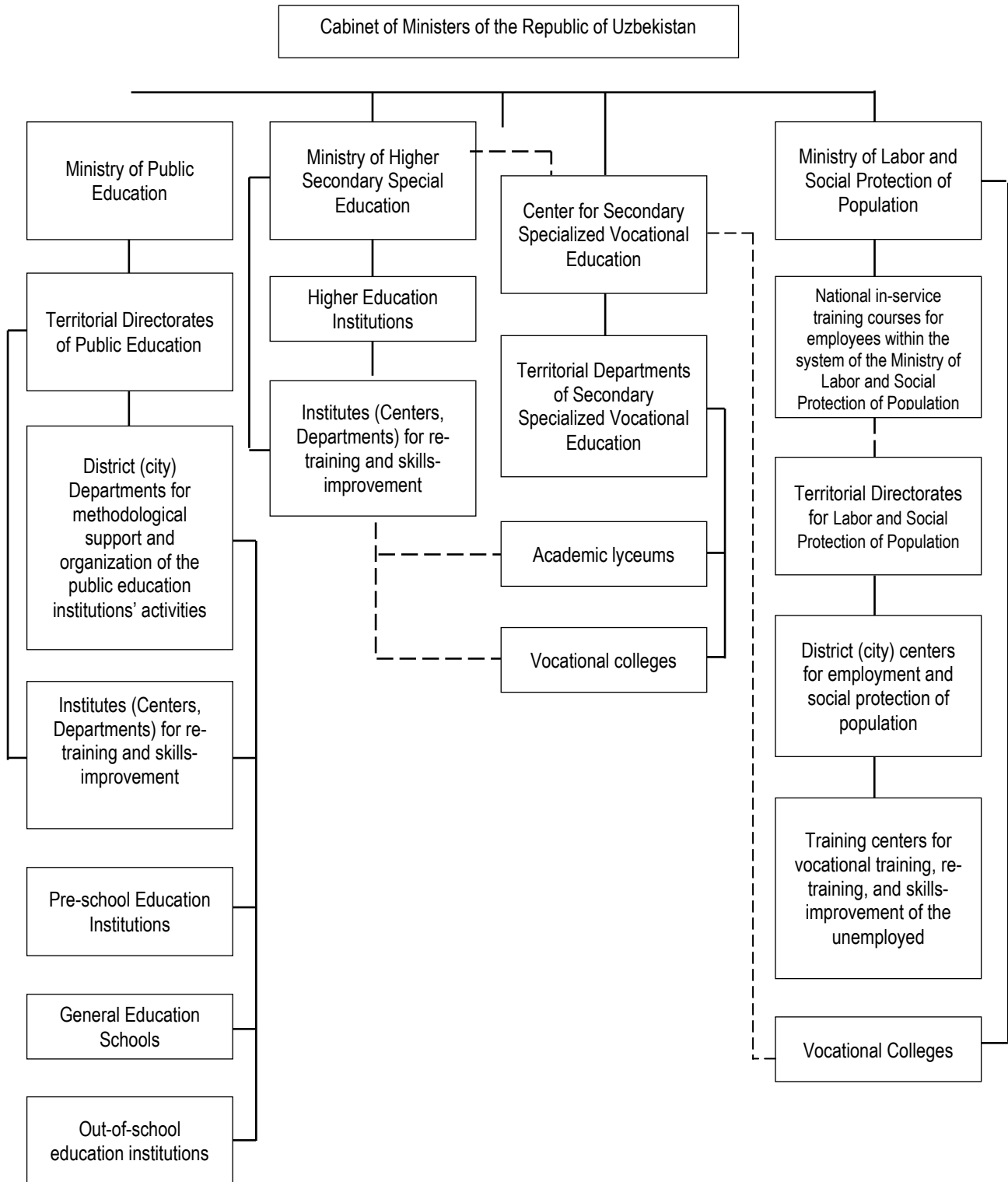
The education system in Uzbekistan is administered by two ministries and one specialized center. There are regional and district departments for school education, as well as regional departments for secondary specialized vocational education.

A three-layer administration structure was established for supervising the preschool education, general secondary education, and out-of-school education, where territorial and district (city) level authorities coordinate the operations of educational institutions functioning between them and the relative ministries. Educational institutions for secondary special and vocational education operate on two-layer structure, which has no district level administration. Supervision of higher education institutions operations are conducted on the central level without intermediary links.

⁵⁰ Based on a comparison of teachers' salaries and GNI per capita (PPP) in 2010 (latest available data for GNI), and assuming a similar progression of GNI per capita (PPP) for 2011 and 2012.

⁵¹ In richer countries, teachers tend to earn less relative to average incomes than teachers in poorer countries.

System of State Administration of Education



Note: The Scheme is not the organizational structure of the ministries. It reflects only the education-related components of the mentioned ministries and the center.

The overall management over the system of education is carried out by the Cabinet of Ministers of the Republic of Uzbekistan that has a department, which is responsible for the development of social sphere, including the implementation of reforms in the education system.

In line with the legislation, the competencies of the Cabinet of Ministers of the Republic of Uzbekistan include the following authorities in regard to the education system:

- conduct of a single state policy in the area of education;
- supervise the state administrative bodies of education;
- development and implementation of programs for development of education;
- establish the procedures for organizing, re-organizing and liquidation of educational institutions;
- determine the procedure for educational institutions' accreditation, as well as attestation of teachers and researchers;
- issue permissions to educational activity for educational institutions of foreign countries in the territory of the Republic of Uzbekistan;
- set the procedure of recognition and establishing equivalency of foreign countries' documents on education in accordance with the legislation;
- approve the state education standards;
- approve the documents on establishing the state models and set the procedure to issue those;
- identify the number of the state grants and the admission procedures to educational institutions;
- appoint rectors of the state higher educational institutions;
- set the procedure for transfer of students from one accredited educational institution into another.

At the same time, certain functions of the state administration on the education system are provided to such central economic agencies, as the Ministry of Finance (system of financing), Ministry of Economy (infrastructure development programs, demographic forecasts, projections and programs for admission into educational institutions, including through the state grants, etc.).

The direct supervision over the activities of educational institutions is carried out by two ministries, the Ministry of Public Education (MoPE) and the Ministry of Higher and Secondary Special Education (MoHSSE).

The Ministry of Public Education is responsible for activities of preschools, out-of-school education institutions, and general education schools. Besides, the areas of the MoPE's responsibility include five higher education institutions and 16 teacher in-service training institutions. In addition to its central apparatus, the Ministry has regional directorates and district (city) departments that carry out the functions of methodological administration over the activities of the relevant educational institutions on the related territory.

Also, until 2007 the budget financing of the educational institutions had been provided through those departments. In 2007, the financing related responsibilities were passed to relevant territorial directorates of the Ministry of Finance.

MoHSSE is responsible for activities of the higher education institutions, as well as those of secondary, specialized vocational education institutions. In case of the latter, the supervision is carried out through the Center for the Secondary, Specialized Vocational Education (Center for SSVE), which is established within the MoHSSE. Only the Center for SSVE has territorial subdivisions.

The Ministry of Labor and Social Protection of Population holds responsibility for certain vocational re-

training and skills-improvement programs for personnel.

The administration of an educational institution is formed on the combination of such principles as undivided authority and self-government. Each educational institution has a Council, representing a form of self-government, and the head (director or rector), representing a form of undivided authority.

The Council makes decisions on general, usually, the most important issues of the educational institution's operations. The Head makes decisions on the ways of implementing the Council's decisions. Decisions of the Council and those of the Head are obligatory for all participants of the educational process.

The Council of Trustees, the Education Council, and the Parents' Committee belong to forms of self-government. The procedure of the self-government bodies' election and defining their competencies are set by a relevant regulation and the charter of the educational institution.

The maximum involvement of students, parents, and the society to managing the quality of education, and to planning the development of an educational institution is a key for the development of self-government.

3.5 QUALITY OF EDUCATION

The National program for development of school education, the programs for development of the secondary, specialized vocational education, along with improving the infrastructure, were aimed at the followings:

modernization of the education content (development of the state educational standards, improving the curricula, and developing the new generation of textbooks);

improving the capacity of personnel (revision of the system of in-service training of pedagogical personnel, introduction of innovative technologies, forms and methods of teaching and training).

3.5.1. Standards, assessment, and monitoring

In Uzbekistan, there are state educational standards at all levels of continuing education (general secondary education, SSVE, higher education). The standards establish requirements for the level of knowledge and skills of students (i.e. through learning assessments) and regulate the content of school subjects.⁵²

List of school subjects within the standards for general secondary education (grades 1 to 9)	
Grades 1-4	Grades 5-9
<ul style="list-style-type: none"> - Native language (Uzbek, Karakalpak, Russian, Kazakh, Tajik, Kyrgyz, Turkmen) - Uzbek language (in schools where Uzbek is not the language of instruction), Russian (in schools with Uzbek language of instruction) - Foreign language - Reading - Mathematics - "The world" (1-2 classes), "Natural" (3-4 grades) - Musical culture - Fine arts 	<ul style="list-style-type: none"> - Native language and literature (Uzbek, Karakalpak, Russian, Kazakh, Tajik, Kyrgyz, Turkmen) - Official language (Uzbek language - in schools with tuition in minority languages) - Foreign language (English, German, French) - History - Foundations of the state and law - Basics of economic knowledge - Mathematics - Computer Science - Physics and Astronomy - Chemistry - Biology

⁵² The percentage of achievement standards (annual target) at the national and regional levels has not been established. Each educational institution in their annual plans should establish a short-term goal, but this is not yet monitored.

<ul style="list-style-type: none"> - Ethics - Arts and Crafts - Physical education 	<ul style="list-style-type: none"> - Geography - Sense of Motherland - The idea of national independence and the basis of spirituality (morality) - Fine arts - Musical culture - Drawing - Domestic and Industrial Arts
---------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In addition to the above standards for content of education⁵³, there are standards regarding the availability of resources and the prevailing conditions of the educational process (requirements for school facilities, sanitary standards, equipment and furniture, etc.), as well as qualification requirements for managers and teaching staff of educational institutions.

Monitoring and assessment of the development of educational standards is based on (i) a rating system of quality control of students' knowledge; and (ii) the monitoring of academic achievements of students.

The rating system of quality control of students' knowledge is to systematically analyze the degree of acquisition of children knowledge and skills, for each school subject.

The system of monitoring envisages the two types of monitoring the results of education:

- Internal monitoring;
- External monitoring.

The internal monitoring is conducted directly by teachers of the school subjects and the monitoring group of an general education school.

Internal monitoring mechanism		
Level	Methodology	Comments
Ongoing control	Carried out by the teacher directly in the classroom through a survey during a session (problem solving, completion of exercises, quizzes, etc.).	
Interim control	Carried out by the end of the quarter, or after a specific chapter of the curriculum. Held in the form of examinations, tests, trials and other studies related to determining the level of knowledge and skills	This information is also used to monitor the efficiency of the way teachers teach school subjects.
Grade level monitoring	Carried out in the form of examinations, tests, or tests associated with determining the level of knowledge and skills acquired at this stage of education (grades 4 and 8)	Subjects, the volume, the topics, dates and types of tests for the level control are determined by Republican Centre for Education under MoPE. The Centre prepares the materials (questions, exercises, tests, etc.). Teachers can make adjustments to the assessment material (in

⁵³ State standards of General Secondary Education are reviewed every four years. At present, the creative team at the Republican Centre of Education (MoPE) revise previously approved standards.

		questions, assignments, tests, etc., with the exception of the subject, the timing and types of tests). The adjustments proposed are agreed at the Methodical Council of the educational institution. Results of level control are the basis for the transfer of the child to the next grade.
Final control	Held in the form of state examination for graduates of the grade 9, followed by certification.	Subjects, the volume, the topics, dates and types of tests for the level control are determined by Republican Centre for Education under MoPE. The Centre prepares the materials (questions, exercises, tests, etc.). Teachers can make adjustments (up to 10-15%) to the final control materials.

Thus, monitoring tracks the academic achievement level of students achieving the requirements of state educational standards. Monitoring of learning achievements of students is conducted annually according to the scheme presented in the chart below. Subjects, the volume, the topics and types of tests are defined by MoPE.⁵⁴

Monitoring Scheme of learning achievements for the 2011/2012 academic year				
Monitoring entity	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
General education schools	Assessment of all students in all subjects	Assessment of all students in all subjects	Assessment of all students in all subjects	Assessment of all students in all subjects
District monitoring departments⁵⁵		Assessment of Grades 6 and 7 in nine subjects	Evaluation of Grade 9 in nine subjects	Assessment of Grades 5-8 in nine subjects
Regional monitoring departments and MoPE⁵⁶		Assessment of Grades 6-8 in nine subjects		Assessment of Grades 5+9 in nine subjects

Source: UNICEF Uzbekistan 2012

In 2006, MoPE, with technical assistance from UNESCO and UNICEF, conducted a study on *Monitoring of Learning Achievements* (Ministry of Public Education in the Republic of Uzbekistan; UNESCO; UNICEF 2006; 2006a). This study evaluated achievements of Grade 4 and Grade 8 students in numeracy, literacy, and life skills. It also identified and described factors influencing learning achievements.⁵⁷

3.5.4. Relevance of the education system in meeting the needs of the population and the country's labour market

A key educational goal in Uzbekistan is the preparation of highly-qualified specialists for the country's economy and industry as well as the intellectual and spiritual development of citizens. Over the past years, there have been significant investments both by the Government and foreign partners in infrastructure, in particular in the secondary specialised education sector to enhance the quality of vocational training.

The secondary specialised vocational education system offers training in the following eight fields:

- Education

⁵⁴Typically, tests are carried out for 9-10 General Secondary school subjects.

⁵⁵ There are Monitoring Departments within each District Department of MoPE. There are 12-15 Districts within each Region.

⁵⁶Ministry of Education of the Republic of Karakalpakstan, regional administration of public education (12 regions) and the Tashkent City Department of Education.

⁵⁷ The Uzbek government also considered the possibility of participation in international assessments such as PIRLS, PISA and TIMSS. However, the decision was not to participate in these international assessment systems.

- Humanities and arts
- Social sciences, business and law
- Science
- Engineering, industry and construction;
- Agriculture and water management
- Health and social security
- Service

Within each of these fields there are several professional profiles and specializations. The table below illustrates the structure of professions and specializations in the field “Science”.

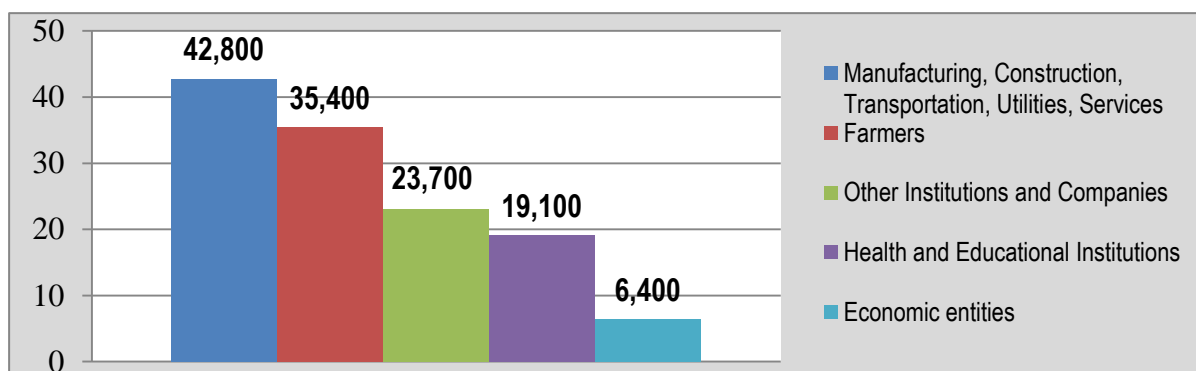
Structure of professions and specializations in the field “Science”		
Sub-Field	Profession	Specialization
Hydrometeorology	Meteorologist	<ul style="list-style-type: none"> • Technician-meteorologist • Technician-agro meteorologist • Meteorological observer
Geology	Technician for geological explorative works	<ul style="list-style-type: none"> • Technician-geologist • Collector • Hydro geological observer
	Technician for explorative drilling in hydrology	<ul style="list-style-type: none"> • Machinist for drilling devices • Drilling device mechanic • Assistant for drilling device related fluids • Drilling expert in geology
Geophysics	Technician-geophysicist	<ul style="list-style-type: none"> • Logger • Technician for geophysical works • Blacksmith for the repair of geophysical machines
Hydrology	Hydrologist	<ul style="list-style-type: none"> • Technician-hydrologist • Hydrological observer

Source: Center for Secondary Specialized Vocational Education

In total, the secondary specialized vocational education system offers training for 225 professions.

There are 127,400 external partners (companies, organizations, training institutions) that are associated with vocational colleges. Students sign a trilateral contract with the college and the company. Based on this contract, they can do their mandatory internship in the company. Around 50 % of the students find employment with the same company.

External partners associated with vocational colleges



Source: Center for Secondary Specialized Vocational Education

In 2011, there 430,253 students graduated from SSPE institutions. 91.6% of them found employment,

around one fifth of found jobs in state-owned enterprises.

Number of graduates employed by the public sector (by industries)	
Industry	Number of graduates employed
Automotive	38,043
Textiles	27,475
Energy	7,558
Oil and Gas	5,765
Railways	3,046
Grain production	2,385
Total	84,272

Source: Center for Secondary Specialized Vocational Education

The compliance of the vocational college graduates with needs of the labor market is seriously limited by the following factors:

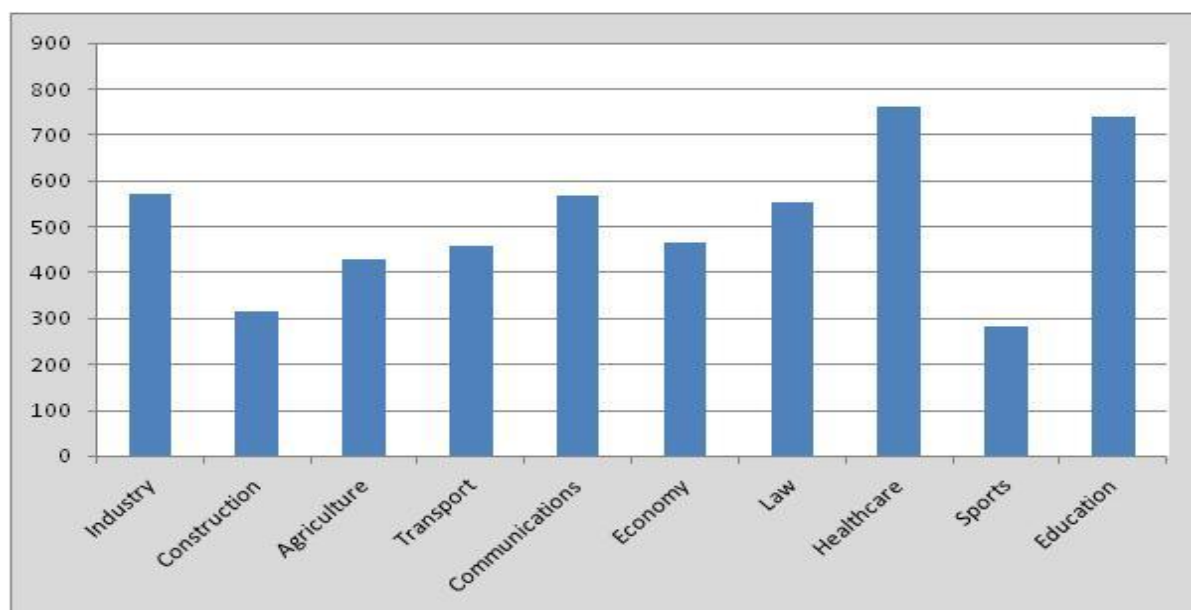
- the quality of training;
- the accuracy of labour market analyses;
- the development of students' transversal skills.

According to the Centre for Secondary Specialised Vocational Education, the SSVE system faces challenges in hiring experienced staff for *profile* (special) subjects. In 2011, the number of graduates who found work in their field of expertise was 175,000, while the number of those who were employed in a related field amounted to 209,800 (Center for SSVE, 2011). Yet another reason may be related to the efficiency level of the existing model of cooperation between the economy and the SSVE system. Students, during their mandatory internships at enterprises, are usually seen as additional workload, and not as future colleagues. Therefore, a healthy partnership on the social level is yet to be established. The training on transversal skills that help the students to progress in their training, and if necessary, provide them with opportunity to adapt to other specializations, shall be given more attention to. The training of students to work independently or with minimal control, ability to assume responsibility and solve problems, as well as training on self-government, decision-making skills, and communication skills, would significantly improve the students' skills and would decrease their dependency on availability of vacancies in their fields of specialization (see European Training Foundation, 2008).

The SSVE graduates are entitled for micro-credits provided by banks for opening own businesses. In period from the 1st to 4th quarter of 2001, the total amount of such credits increased from 2.18 to 6.25 billion UZS.

In the system of higher education, there is an average of 766 students applying for 100 places. The following chart shows the degree of competition in the different fields of study.

Applications for admission per 100 available study places at higher educational institutions in 2010



Source: State Statistics Committee of Uzbekistan, 2011.

3.6 EXPERIENCE AND LESSONS LEARNED FROM PREVIOUS PROGRAMS SUPPORTED BY INTERNATIONAL ORGANIZATIONS

The cooperation had a focus on the following four interconnected tasks:

- Promotion of personality-centered approach to education;
- Increasing capacity of human resources;
- Provision of learning-methodological literature;
- Improving infrastructure.

In accordance to the database of the Ministry of Public Education and The Center for Secondary Specialized, Vocational Education, there 30 projects were implemented in partnership with international organizations that were aimed at improving the children's and young people's access to quality education.

A project, implemented with financial assistance from the Asian Development Bank (1998-2009) has played a key role in improving the procedure of developing and publishing of textbooks, introduction of an automotive system of registering and ordering the textbooks, as well as in establishing of school libraries on the basis of information-resources centers.

The *Child-Friendly School* Program, implemented in partnership with UNICEF (2006-2011), was aimed at introduction of personality-oriented approach to education, ensuring safety and security of children, active involvement of children, parents and the society into the education process, and guaranteeing the gender equality in the general education schools.

The Program for development of education sector (ADB loan, 2003-2009) contributed to the development of the distance education system, establishment of resource centers for distance education at general education schools and in-service training institutions.

The *Development of School Education* Project, financed by the World Bank (2007-2009), facilitated the activities of the Councils of Trustees, introduced the system of per-capita financing in general education schools and preschools.

A project, implemented through the Asian Development Bank's grant (2006-2009), assisted in equipping the specialized boarding schools and a number of general education schools, attended by a certain number of children with disabilities, providing such children with clothing and hearing aids.

The second phase of the project *Construction and Equipping of General Education Schools*, financed by the Islamic Development Bank (2010-2012), was aimed at expanding the access to education for children, who live in hard-to-access areas, via construction of new general education schools in rural areas.

The informatization of general education schools was carried out within the framework of projects of the Asian Development Bank (2006-2010), Korean Government (2006-2011), and Government of China (2005-2007).

The project, implemented in partnership with the World Bank (2010-2013), Asian Development Bank (2008-2011), Islamic Development Bank (2006-2010), and Fund for Cooperation and Economic Development of the Government of the Republic of Korea (2008-2010) assisted in improving the infrastructure of general education schools, equipping them with modern teaching equipment and technical aids for learning.

The followings were achieved in the period of 1998-2011 via implementation of investment projects in the system of secondary specialized vocational education:

- Academic lyceums and vocational colleges are equipped with learning and laboratory equipment on general education subjects;
- Workshops of vocational colleges are equipped with learning-production lines;
- Profile standards and curricula for special subjects in vocational colleges were developed and improved;
- Teaching manuals are developed and published;
- Multiplier-trainers are trained;
- Labor market analysis mechanisms are developed
- Social partnership development Concept is prepared;
- The mechanism of professional-practical examinations in vocational colleges is introduced.

The investments were provided by the Asian Development Bank, Japanese Bank for International Cooperation, Islamic Development Bank, German Development Bank, TACIS, The Government of the Republic of Korea, The Government of the Republic of Poland, and Swiss Confederation.

All projects with participation of international organizations were aimed at improving the quality of teaching and learning on all levels of education. Each sector has learned lessons from those projects in regard to achieving the success in implementation of the education sector development strategy in order to pass that experience to other projects and programs. The key lessons, learned over the course of implementing the projects in partnership with international organizations, along with recommendations for ESP activities, expressed during the working group meetings, are summarized below.

Implementation of previous projects had a narrow-specialization approach, often without participation of the society and non-governmental organizations. As a result, certain development strategies were not continued after the completion of financial support from donors. In the future, it is necessary to pay more attention to the issue of sustainability of results the projects implemented with assistance of international donors. In order to improve sustainability, it is necessary to make sure that all the partners share the sense of ownership over the Education Sector Plan; action plans on each activity shall be developed with active participation of the society.

Some of the projects were rather ambitious, without taking the reality into account; and not paying close attention to existing capacities. As a result, the goal and expected results were not achieved. The vital role in achieving the success in ESP will be the sense of reality that implies the planning only those activities that can be implemented during a certain period of time by relevant ministries and by the sector as whole, given the existing institutional and human capacities.

The absence of the donor coordination mechanisms has resulted in low efficiency of certain projects and duplications in certain parts of activities. The structure of the ESP Monitoring and Evaluation foresees the

establishment of inter-agency working and donor groups that will facilitate the process of coordination and introduction of partners into implementation of activities.

The Implementation plans of the National Program for Training Personnel did not have the sector-wide approach. There were programs adopted on development of certain types of education and some issues had rather fragmental character. As a result, the continuity of measures aimed at improving the learning and increasing the quality of teaching was not secured. The ESP applies the sector-wide approach, where the implementation of tasks in a certain type of education is related to results in other sector of education.

Insufficient number of studies and the lack of the current situation assessment criteria in case of the previous projects resulted in their low efficiency. The special features of the present ESP include the outcome and output indicators, as well as elaboration on indicators for achieving them.

In the process of the ESP implementation a special attention will be paid to improving the monitoring and evaluation system along with more systematic introduction of the methods of administration, aimed at achieving the certain results. The increased number of trainings on project management, and on coordination of sector specific programs within the ESP, will be needed.

(Detailed Donor Mapping is attached to the document. Annex 4)

4. JUSTIFICATION OF STRATEGIC MEASURES IN EDUCATION SECTOR OF UZBEKISTAN

4.1. OVERALL STRATEGIC VISION

Based on the analysis of the current education system in Section 3 above, the matrix of strategic measures for the ESP was developed on the basis of strategic outputs and outcomes of the respective educational sub-sectors. The table below shows all sub-sectoral outcomes, and also visualises how outcomes are interrelated towards a common vision, i.e. the achievement of sustainable and quality growth of the population, whereby education as an important sector plays a pivotal role:

Overall strategic vision		
Sub-Sector	Outcomes	
ECD/Pre-School	Children's health and personalities developed in preparation for learning in school	Progression towards higher order objectives ↓
General Education Secondary	Learners' general knowledge, independent thinking skills + organizational skills developed in preparation for successful progression in the education system	
SSVPE	Learners prepared for successful transition to the labour market or the higher education system	
Teacher Training & Re-Training	Teachers prepared for the transmission of knowledge, independent thinking and organizational skills to learners, and for the development of learners' personalities in preparation for their contribution to society	
Higher Education	Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development	
Overall Goal: <i>Sustainable and quality growth of the population achieved⁵⁸</i>		
Adult Education	Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education	↑ Contribution towards higher order objectives
Out-of-School Education	Opportunities created for children and youth to pursue their interests during their free time	
Education for SEN	Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education	

4.2 OUTCOMES AND OUTPUTS ACROSS SUB-SECTORS

In realization of the vision, outcomes of every sub-sector are broken down by outputs. These outputs in turn can be related to a specific Strategic Area, as shown in the tables below.

⁵⁸As stated in the Welfare Improvement Strategy (WIS), this entails "improving living standards based on robust and inclusive economic growth, forming a modern and diversified economy able to compete in world markets, the comprehensive development of the whole country, a fair distribution of income as well as further development and significant improvement in the quality of services in education, health, and other socially significant sectors" (Republic of Uzbekistan 2007:6).

Operationalizing the vision: Outcomes and Outputs across Sub-Sectors

№	Outcomes (OC) and Outputs (OP)	Strategic Area
OC 1	<p>Outcome: Children's health and personalities developed in preparation for learning in school</p> <p>Sub-Sector: ECD/Pre-School</p> <p>Legal Basis: Law on Education, Article 11; NPPT, 3.3.3; Law on the Rights of the Child, 2008; National Plan of Action for Well-Being of Children of Uzbekistan, 2011-2013</p>	
OP 1.1	National Reform Programme in Pre-School Education developed and implemented	Policy
OP 1.2	Physical condition and availability of KGs improved, including their equipment	Infrastructure
OP 1.3	Quality of skills-improvement of personnel in the sub-sector of preschool education is improved.	Staff development
OP 1.4	M+E strategy for educational processes at Pre-School developed + integrated into general M+E strategy	M+E
OP 1.5	Awareness on early learning importance raised among parents, communities and the general public	Sensitisation and awareness raising
OP 1.6	Curriculum for pre-school education on the basis of <i>Bolajon</i> program further developed and implemented, together with related T/L materials	Curriculum Development

Priority program for further development of pre-school education – development and support of ECD services, expansion of the network of one-year programs of short-stay, as well as methodological support to parents.

OC 2	<p>Outcome: Learners' general knowledge, independent thinking skills + organisational skills developed in preparation for successful progression in the education system</p> <p>Sub-Sector: General Secondary Education (Grades 1-9)</p> <p>Legal Basis: Law on Education, Article 12; NPPT, 1.2</p>	
OP 2.1	Functional and healthy learning environment in place, including the right to choose an education institution and the language of instruction	Policy
OP 2.2	Schools equipped with modern tools, libraries, laboratory equipment and computers, which allows for effective utilisation of modern teaching technologies	Infrastructure
OP 2.3	Professionalism and capacity of teachers and educational managers strengthened for installing + evaluating knowledge, and for fostering independent thinking skills in learners	Staff development
OP 2.4	M+E strategy extended to include monitoring of QBE criteria in the general secondary education teaching process and learning environment.	M+E
OP 2.5	Effective system of professional orientation in general secondary schools ensured.	Professional Orientation

Priority program for further development of general secondary education, development of favorable conditions for children's training at school, improving the quality of teaching and learning.

№	Outcomes (OC) and Outputs (OP)	Strategic Area
OC 3	Outcome: Learners are prepared for successful transition to the labour market or the higher education system Sub-Sector: Secondary Specialised Vocational Education (Grades 10-12) Legal Basis: Law on Education, Article 13; NPPT, 3.3.3; NPPT, 4.14	
OP 3.1	Relevance of training to the needs of the labour market and the society ensured	Policy
OP 3.2	Modern technical and informational base for the respective profiles is ensured	Infrastructure
OP 3.3	System for the recruitment of highly qualified teachers and instructors with the skills regarding modern pedagogy and information technology ensured	Staff development
OP 3.4	Functional system of professional development and re-training of teachers and practical skills trainers established	
OP 3.5	Strategy of quality monitoring of training and re-training of personnel for SSVE is developed and introduced	M+E
OP 3.6	Social partnership mechanisms between vocational colleges and companies for job placement of graduates by specialization are enhanced	Partnerships and integration of approaches
OP 3.7	Effective system of professional orientation in SSVE schools ensured	Professional Orientation

Priority program for further development of Secondary Specialized Vocational Education – improving coordination between the level of education and youth employment, including the development of the SSVE in line with the labor market needs.

OC 4	Outcome: Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society Sub-Sector: Teacher Training and Re-Training Legal Basis: NPPT, 1.2; NPPT, 4.3; Resolution 25, Annex 1	
OP 4.1	Preparation of teachers and Masters of Professional Education according to modern requirements for education and upbringing ensured	Policy
OP 4.2	A flexible in-service teacher training system in line with modern requirements, interests and needs of the individual teacher developed	
OP 4.3	Material, technical and informational base of in-service institutions strengthened	Infrastructure
OP 4.4	Capacities of in-service teacher training staff ensured in terms of modern methodology and technology, teaching and research experience, and ability to pass on knowledge and skills effectively	Staff development
OP 4.5	Mechanism for monitoring and evaluation of the effectiveness of re-training and skills-improvement of personnel.	M+E

Priority program for further development of pre- and in-service training of teachers – differentiation of in-service training curricula based on professional challenges and educational needs of teachers.

№	Outcomes (OC) and Outputs (OP)	Strategic Area
OC 5	Outcome: Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development Sub-Sector: Higher Education Legal Basis: Law on Education, Article 3+14; Order of MoHSSE, 2003; NPPT, 1.2	
OP 5.1	Continuity of education from General Secondary Education & SSVE to Higher Education ensured	Policy
OP 5.2	Transition into the Bologna Process intensified in order to contribute to ensuring quality education	
OP 5.3	Higher Education Institutions rehabilitated and laboratories equipped according to President's decree of May 2011	Infrastructure
OP 5.4	Faculty members' professionalism in terms of subject knowledge, and knowledge in IT, English and contemporary teaching methodologies strengthened	Staff development
OP 5.5	Monitoring mechanism for the preparation of highly qualified specialists optimised	M+E
OP 5.6	Integration of science, higher education and industry deepened	Partnerships and integration of approaches
OP 5.7	Participation of staff in international research in Education & Science increased	International exchange
OP 5.8	Universal access to Higher Education secured	Access

Priority program for further development of Higher Education – modernization of infrastructure and improving the provision of technical means of learning to higher education institutions

OC 6	Outcome: Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education Sub-Sector: Adult Education	
OP 6.1	Changes to the Law on Education to integrate Adult Education designed and approved	Policy
OP 6.2	Specific methodology for Adult Education developed and disseminated	
OP 6.3	Modern material-technical base that meets the needs of Adult Education ensured	Infrastructure
OP 6.4	Trainers with professional expertise and competence for working with adults prepared	Staff development
OP 6.5	Feedback mechanisms between participants, trainers and training organisers developed and implemented	M+E
OP 6.6	Mechanism for the distribution of information about courses ensured	Sensitisation and awareness raising
OP 6.7	Access in terms of affordability and location ensured	Access

№	Outcomes (OC) and Outputs (OP)	Strategic Area
---	--------------------------------	----------------

Priority program for further development of adult education – forming the legislative basis and expanding the access to non-formal education to adult population.

OC 7	Outcome: Opportunities created for children and youth to pursue their interests during their free time Sub-sector: Out-of School Education <i>Legal Basis: Law on Education, Article 17; Resolutions 50 and 30 of 2011; Resolution 211</i>	
OP 7.1	Policy for extra-curricular education strengthened with a particular focus on continuity across the whole education sector	Policy
OP 7.2	Infrastructure for Out-of-School education activities improved, particularly regarding sports facilities	Infrastructure
OP 7.3	Quality and availability of teachers for extra-curricular activities improved	Staff development
OP 7.4	M+E strategy for linking M+E procedures of formal and non-formal education strengthened in order to support continuity	M+E
OP 7.5	International exchange for children and youth in extra-curricular activities facilitated	International exchange

Priority program for further development of out-of-school education – expanding the network and strengthening the infrastructure of *Barkamol Avlod* centers in rural areas.

OC 8	Outcome: Outcome: Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education Sub-Secto Sub-sector: Education for learners with Special Educational Needs (SEN) <i>Legal Basis: Law on Education, Articles 4+22; NPPT, 1.2; Law on the Guarantee on the Rights of the Child, 2008; Law on Social Protection for People with Disabilities, 2008</i>	
OP 8.1	Special educational needs policy strengthened regarding an intensified unified (inclusive) education approach ⁵⁹	Policy
OP 8.2	Physical condition and availability of institutions and/or facilities ⁶⁰ for learners with special educational needs improved	Infrastructure
OP 8.3	Capacities of teachers, administrators, and other educational staff dealing with children with special educational needs, to identify and to respond to diverse needs of learners strengthened	Staff development
OP 8.4	M+E strategy for special needs education developed and integrated into general M+E strategy	Monitoring + Evaluation
OP 8.5	Awareness of parents and the general public regarding the benefits of inclusive education raised ⁶¹	Sensitisation and awareness raising

⁵⁹ At the Validation Workshop on the Draft Situation Analysis, the need for the development of special educational programmes was highlighted. While this would indeed be an important **activity** under the policy output, it would not represent a separate output in the strict sense.

⁶⁰ This includes facilities for learners with special educational needs both at general (mainstream) and special schools.

⁶¹ At the Validation Workshop on the Draft Situation Analysis, an additional output “Mass media conducts wide-scope awareness raising campaign, forming positive views on inclusive education“ was proposed. However, it needs to be noted that this rather is an **activity** under the existing output.

No	Outcomes (OC) and Outputs (OP)	Strategic Area
OP 8.6	Inter-sectoral and inter-ministerial approach strengthened in the interest of promoting continuity across sub-sectors and ministries ⁶²	Partnerships and integration of approaches
OP 8.7	Professional Orientation provided to Children and Youth according to their special needs	Professional Orientation
OP 8.8	Continuity of special needs education across all educational sub-sectors ensured	Continuity across sub-sectors

Priority program for further development of education for socially vulnerable children – development and support of the inclusive education system.

4.3 SUMMARY OF STRATEGIC AREAS

As shown in the tables above, a total of eleven specific Strategic Areas can be identified. Strategic Areas which have relevance for all sub-sectors (i.e. Policy, Infrastructure, Staff Development, M+E) represent key strategic areas. The remaining strategic areas specifically refer to a group of sub-sectors or even to one sector only. This is further shown in the table below:

Specific areas of current strategic planning across educational sub-sectors								
Educational Sub-sector Strategic Area	ECD/Pre-School	General Secondary (Grades 1-9)	SSVE (Grades 10-12)	Teacher training and re-training	Higher Education	Adult Education	Informal and Extra-Curricular Education	Education for learners with Special Educational Needs
Policy	X	X	X	X	X	X	X	X
Infrastructure	X	X	X	X	X	X	X	X
Staff development	X	X	X	X	X	X	X	X
Monitoring + Evaluation	X	X	X	X	X	X	X	X
Sensitisation and awareness raising	X					X		X
Partnerships and integration of approaches			X		X			X
Curriculum Development	X							
Professional orientation		X	X					X
International exchange					X		X	
Access					X	X		
Continuity across sub-sectors								X

⁶² Added following discussions at the Validation Workshop on the Draft Situation Analysis, held at Tashkent on 22 August 2012.

4.3.1 Key Strategic Areas

4.3.1.1 Policy

Policies highlight the needs for continuity across sectors, in order for beneficiaries to progress smoothly through the educational system, a fact which is also reflected in the overall vision for the sector (cf Section 4.1 above).

For the ECD/Pre-School and Adult Education sub-sectors, current policies are in a rudimentary stage and need to be further developed or even newly designed. This is of particular relevance for the ECD/Pre-School sub-sector, in order to support the Government's intention to significantly expand provision in this regard. It needs to be noted that an increase in ECCE provision not only implies a linear increase in human resources per se, but also an identification of required competencies which then need to be linked to specific human resources development plans. Therefore, a change in allocation of funds to the ECD/Pre-School sector will have a direct impact on the need to further elaborate the related policy.

Educational quality issues, as well as education for learners with special educational needs (SEN), have been integrated in a cross-cutting manner into existing policies, for example through the QBE framework or current state educational standards. It is also commendable that SEN are explicitly regarded by the respective department as an issue which needs to permeate the whole educational system and all its sub-sectors.

4.3.1.2 Infrastructure

The Government has made strong progress regarding infrastructure and equipping schools particularly with computers and laboratories (MoPE, 2011). The establishment of a "modern technical and informational base" features prominently in the infrastructure-related outputs for nearly all sub-sectors.

It can be expected that an intensified promotion of ECD/Pre-School in the country will also have infrastructural implications for the sub-sector which might require additional investments, not only in terms of buildings (for construction and/or renovation), but especially regarding targeted equipment for early learning at pre-school level. A careful identification and selection of pre-school teaching and learning materials will also greatly contribute to the overall objective of preparing children for school in a playful-oriented learning environment which also focuses on developing children's personalities to their fullest potential.

4.3.1.3 Staff development

Staff development primarily refers to the training of teachers (ECD/Pre-School, General Secondary Education, SSVE, Out-of-School Education), instructors (SSVE), teacher trainers (for teacher training & re-training), lecturers (Higher Education) and trainers (Adult Education); in addition, all the pedagogical staff needs to be constantly upgraded to identify and to respond to special educational needs of learners wherever required.

The outputs of the Key Strategic Area *Staff development* therefore relate to a broad variety of target groups for different kinds of teacher training, together with related training to other educational staff (such as educational administrators at various levels of the system, including head teachers at school level).

4.3.1.4 Monitoring + Evaluation

MoPE Departments (with its specific Sections) address a broad range of key educational issues, i.e. (i) improvement of educational standards; (ii) textbook development; (iii) training and retraining of pedagogical staff; (iv) teaching and learning processes in schools; (v) inclusive education concerns; and, finally, (vi) monitoring and evaluation.⁶³

⁶³ In addition, the Investment and International Cooperation Department plays an important role in the enhancement of overall donor coordination for the education sector in Uzbekistan.

The Key Strategic Area *Monitoring + Evaluation* (this includes MoHSSE) therefore points to the need for a harmonization of existing monitoring procedures in order to ensure a comprehensive understanding of the education sector, whereby one sub-sector is directly interrelated with the other, very much in line with a progression of sub-sectoral outcomes towards an overarching sector objective.

Within the overarching framework of institutionalization of quality concepts, capacity building (at institutional level) will include the strengthening of monitoring systems at all sub-sectoral levels, both regarding quantitative and qualitative elements. Especially regarding qualitative monitoring of educational quality, tailor-made capacity building will need to particularly benefit those responsible for designing M+E strategies.

4.3.2 Supplementary Strategic Areas

Supplementary strategic areas comprise areas of specific relevance for individual sub-sectors, i.e.

- Sensitisation and awareness raising;
- Partnerships and integration of approaches;
- Curriculum development;
- Professional orientation;
- International exchange;
- Access;
- Continuity across sub-sectors.

The fact that *Supplementary Strategic Areas* relate to individual sub-sectors only, does not necessarily imply that for other sub-sectors these strategic areas are irrelevant.

For sub-sectors not specifically listed here, these areas are mostly integrated into the strategic planning in such a way that they are already covered under the respective *Key Strategic Areas* as activities leading to the sub-sectoral outputs.

4.3.2.1 Sensitisation and Awareness raising

Not surprisingly, sensitisation and awareness raising are prime concerns of those sub-sectors which have to rely on mindset changes of the general public (such as the importance of early learning and the benefits of inclusive education), or which need to distribute information to prospective beneficiaries who might have not yet heard about such possibilities (as in the case of Adult Education). Nevertheless, particularly in the case of ECD/Pre-School Education, a sound awareness of early learning importance is an essential prerequisite for successfully expanding the sector.

4.3.2.2 Partnerships and integration of approaches

This is an area of prime importance for moving towards a successful cooperation between the labour market and professional training. In Uzbekistan, SSVE institutions train specialists upon requests by the economy. A request for trained specialists is based on economic forecasts and therefore implies the availability of jobs. Among the formal procedures for the cooperation between the SSVE system and the economy is a trilateral contract that the student signs with the educational institution and the company. The contract enables the student to do his or her mandatory practical work in the company. It does entail any obligation on the side of the company to hire the student after graduation. However, around 50% of the students do find employment in the same company. The request-based system reduces the need for graduates to compete on the labour market while at the same time putting them at risk of unemployment if the job is not available or if the graduate rejects it for whatever reason. The current training model, which focuses exclusively on professional skills, makes it difficult for SSPE graduates to manoeuvre on the job market. During training, little attention is given to the development of transversal competences as laid out in

the European Qualifications Framework (EQF) for Lifelong Learning, which distinguishes between “knowledge”, “skills” and “competences”.

4.3.2.3 Curriculum development

As stated in the introduction to this section, for sub-sectors not specifically listed here, Supplementary Strategic Areas (such as, in this case, Curriculum Development) are already integrated into the strategic planning in such a way that they are already covered under the respective Key Strategic Areas, probably as activities leading to the sub-sectoral outputs. This is particularly true to *Curriculum Development* which of course is an ongoing activity under the overarching policy output.

In the case of ECD/Pre-School, Curriculum Development is categorised as a separate *Supplementary Strategic Area* since there is a specific need to further develop variational educational curricula based on the governing curriculum *Bolajon* (cf also Section 3.3.1).

4.3.2.4 Professional orientation

This sub-sector is closely related to the Supplementary Strategic Area 4.2.2 (Partnerships and Integration of Approaches) outlined above, also in order to contribute to an enhanced cooperation between vocational and professional training as it related to the labour market. It also touches upon transition issues from General Secondary Education and SSPE into the labour market. Special attention needs to be paid to children and youth with special educational needs.⁶⁴

4.3.2.5 International exchange

International exchange features prominently for the Higher Education and the Out-of-School Education sectors. This is a strategic area which in addition supports the international exchange already initiated through joining the GPE partnership, and which generates important opportunities for Uzbekistan to present itself and its achievements to the international community. In turn, Uzbekistan will also be able to benefit from the experiences of other countries in the various educational sub-sectors.

4.3.2.6 Access to Education

It is a strong indication about Uzbekistan reaching the Millennium Development Goals that “access” as such is not an issue any more for the education sector, the only exceptions referring to the Higher Education⁶⁵ and the Adult Education sub-sectors, regarding Adult Education particularly in terms of (i) affordability of training and (ii) location of learning institutions.

4.3.2.7 Continuity across sub-sectors

The issue of continuity across sub-sectors is an integral part of all outputs related to Policy (cf 4.3.1.1 above). Nevertheless, it has been specifically identified as a separate *Supplementary Strategic Area* for the Special Educational Needs sub-sector, in order to highlight the cross-cutting orientation and all-encompassing dimension of the sector which in its magnitude is substantially different from the situation of all other sectors.

Likewise, this refers to an extended understanding of SEN which also includes equity issues and other concerns related to equal opportunities for learners from disadvantaged environments, which require special attention despite ongoing efforts by the Government.

⁶⁴As explicitly stated during the Validation Workshop on the Draft Situation Analysis, held in Tashkent on 22 August 2012.

⁶⁵As explicitly stated during the Validation Workshop on the Draft Situation Analysis, held at Tashkent on 22 August 2012. The Draft Situation Analysis did **not** include the Higher Education sub-sector as a focal area regarding “Access”.

Key to this Supplementary Strategic Area is the comprehensive understanding of the education sector according to the overarching vision, whereby Special Needs Education provides an important supporting role to those in special needs of assistance.

4.4 ACTION PLAN: KEY ACTIVITIES PER OUTPUT

Outputs of every outcome are achieved by five to six focal tasks, expressed as *key activities*. These key activities will be further broken down into numerous sub-activities as part of the work related to the annual action programming. The Plan of Actions with further detailed information per activity, including a Gantt Chart covering the period 2013-2017 is provided in the table below.

4.4.1 PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 1)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/ comments	2013	2014	2015	2016	2017
Outcome 1: Children's health and personalities developed in preparation for learning in school										
OP 1.1 National Reform Programme in Pre-School Education developed and implemented	Develop a scheme and structure of pre-school piloting of alternative 1-year groups on school readiness	MoPE, MoF	10	stationary, printing		■				
	Pilot one-year school readiness groups in a statistically valid number of pre-school institutions	MoPE	36	ECD materials, stationary	3 PEI x 6 regions x 9 months			■		
	Analyse efficiency and cost with recommendations on increasing the quality and quantity of alternative forms of pre-school (Early Development Centres, Sunday Schools, half-day groups, private pre-schools.)	MoPE, MoF	10	transport					■	
	Prepare the base for legal initiatives on increasing the status of pre-school staff	MoPE	4				■			
	Disseminate positive experiences of the one-year pre-school on school readiness and other alternative forms	MoPE				6000 PEI in Uzbekistan			■	

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/ comments	2013	2014	2015	2016	2017
OP 1.2 Physical condition and availability of KGs improved, including their equipment	Analyse the situation on the physical conditions on the basis of the sanitary and hygienic norm (buildings, education, infrastructure)	MoPE, MoF, MoH	20	transportation costs, <i>printing</i> , questionnaires, stationery						
	Discuss the results of the analysis at regional level	MoPE, MoF, MoH, <i>khokimiyats</i> (local authorities)	20	transportation costs, <i>printing</i> , stationery	5 regional workshops x 2 days x 40 = 50,000					
	Plan related activities and reach agreement with all agencies (<i>hokimiyats</i> , MoF, MoH)	See above								
	Reconstruct pre-school educational institutions and construct small pre-school educational institutions in the regions	MoPE, MoF, MoH, <i>khokimiyats</i>	30	Construction, renovation, reconstruction, furniture, equipment	For reconstruction and equipping 2500 PEI					
	Monitor and evaluate physical condition and availability of all necessary equipment at pre-schools	MoPE, MoF, MoH	30	Transportation costs					X	X
OP 1.3 Quality of pre-school personnel improved according to Resolution 25 Annex 1, §§ 8.1, 8.2, 8.3	Analyse the quality of training and retraining of teachers for pre-schools, the availability of modern curricula and teaching-methodological materials	MoPE	20	Transportation costs, <i>printing</i> , stationery	<i>Printing</i> of questionnaires, transportation costs					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/ comments	2013	2014	2015	2016	2017
	Ensure availability of the legal basis to introduce child-centred education for pre-school through a resolution of MoPE	MoPE	2							
	Improve the curriculum by introduction of child-centred education methodology	MoPE, Center for SSVE	18		printing 8000 copeis = 25,000 USD + 3 workshops x 3 days = 100,000					
	Approve and publish methodological materials to provide sufficient quantities for teachers at pre-schools, institutes, pedagogical colleges, universities	National Educational-Methodological Center on PEI, In-service training Institute (ISTI), Center for SSVE, Pre-service training institutes								
	Monitor the level of quality of training and retraining of teachers, also by adapting the "mentor-student" system for the pre-school sub-sector	MoPE, National Educational-Methodological Center on PEI	32		2 x 5-day workshops + transportation costs					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/ comments	2013	2014	2015	2016	2017	
OP 1.4 M+E strategy for educational processes at Pre-School developed + integrated into general M+E strategy	Develop the tool for M+E on the basis of the ELDS for the process of child development in pre-school education and elementary school, also assessing the coverage	MoPE, Testing Center under CabMin, National Educational-Methodological Center on PEI, State statistical committee	6	Stationeries, internet, 3 laptops	Field-testing /approbation, printing	■					
	Develop tools for monitoring the quality of the education process in pre-school education training institutions, pedagogical colleges and universities	MoPE, National Educational-Methodological Center on PEI, Center for SSVE, MoH	8	Stationeries, internet, 4 laptops	Field-testing /approbation, printing			■			
	Conduct regular monitoring with assistance of the trained group of specialists at regional and national levels	MoPE, National Educational-Methodological Center on PEI, Center for SSVE	32		2 x 5-day workshops for experts on monitoring, transportation cots, daily allowances		■	■	■	■	■
	Provide teachers of pre-school education with materials to prepare for attestation	National Educational-Methodological Center on PEI	10		printing 12000 copies = 10000			■			
	Summarise the results of the monitoring in the system of pre-school in all identified directions	MoPE, Testing Center under CabMin, Center for SSVE	6		printing, regional workshops						■

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/ comments	2013	2014	2015	2016	2017
OP 1.5 Awareness on early learning importance raised among parents, communities and the general public	Conduct a working meeting with MoPE, Women's committee, Ministry of Health and Makhalla Foundation to develop strategies on increasing awareness on early learning importance, and develop a joint partnership strategy	MoPE			Partnership strategies are developed with WC, MoH, Makhalla					
	Improve information packages to work with parents and community	MoPE, WC, MoH, Mahalla	10	transportation costs						
	Publish and disseminate information packages to work with parents, communities and mass media	MoPE, WC	10		printing 12000 copies					
	Conduct trainings of partners on use of information packages	MoPE, WC, MoH, Mahalla	32	transportation costs, stationeries	5 regional workshopsx 2 days x 40 =50,000					
	Attract mass media to the process of increasing awareness	MoPE, WC, MoH, Mahalla	32	transportation costs, stationeries	Round-tables for mass media					
OP 1.6 Curriculum for pre-school education on the basis of <i>Bolajon</i> program further developed and implemented, together with related T/L materials	Improve <i>Bolajon</i> on the basis of the field test	National Educational-Methodological Center on PEI	6	salary and printing						

4.4.2. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 2)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 2: Learners' general knowledge, independent thinking skills + organisational skills developed in preparation for successful progression in the education system										
OP Functional and healthy learning environment in place, including the right to choose an education institution and the language of instruction	Reveal necessary number of educational establishments based on requirements of parents and children in languages of instruction	MoPE	14	internet, 14 PC , printer , stationeries		X	X	X	X	X
	Set up necessary sanitary and hygiene conditions in educational establishments (toilets, medical rooms, water, hygiene rooms for girls, school meals, etc.)	MoPE, local Khokimiyat	2,328	Construction, renovation and equipping the restrooms, medical rooms, hygiene rooms and cafeteria	Jointly with MoEc, MoF, MoH		X	X	X	X
	Create effective system of methodological support to educational process in educational establishments (methodological	MoPE	43,200	internet, 194 PC , 194 printers						

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	manuals, guidelines)									
	Include a special course for establishing a healthy learning environment into training programme for teachers and heads of educational establishments	MoPE	14	Development and printing methodological manuals and materials						
	Integrate a system of students' self-government into the educational process	MoPE	14	Methodical manuals: 10000 sets						
OP 2.2 Schools equipped with modern tools, libraries, laboratory equipment and computers, which allows for effective utilisation of modern teaching technologies.	Provide educational establishments with necessary teaching and technical/laboratory equipment (computer classes, laboratories for chemistry, physics and biology)	MoPE, MoEC, MoF	960	1 800 sets of computer classes, labs for chemistry, physics, and biology						

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Train trainers in effective use of teaching technical components (TTE)	ИПРС MoPE, MOHSSE	840	60 sets of computer classes, labs for chemistry, physics, and biology						
	Provide educational establishments with electronic educational materials for teachers on effective use of TTE	MoPE	60	78 104 sets of textbooks, e-learning manuals for teachers						
	Train children/students in careful treatment of TTE	MoPE, schools	1	10 000 copies of methodical manuals						
	Provide Information Resource Centres with necessary information resources, internet connectivity and a strong material base	MoPE	480	10 000 CDs, 10 000 sets of e-textbooks			X	X	X	X

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 2.3 Professionalism and capacity of teachers and educational managers strengthened for installing + evaluating knowledge, and for fostering independent thinking skills in learners	Modernise system of In-service for teachers and school directors, including renewing of the curriculum and introducing new approaches to teacher training and retraining	MoPE	360							
	Renew and improve methodological services and provide teachers and school directors with modern methodological teaching manuals	MoPE, RCE	3600							
	Develop and introduce system assessment/self-assessment of students and teachers, including feedback from teachers and students	MoPE, CPOPPDS								
	Develop and introduce new forms and methods for developing independent thinking and	MoPE, education institutions								

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013				2014				2015				2016				2017			
	organisational abilities of students																								
	Revise material incentives for teachers (make changes in normative documents on establishing allowances and additional payments to teachers)	MoPE, MoLSSP	5																						
OP M+E strategy extended to include monitoring of QBE criteria in the general secondary education teaching process and learning environment	Strengthen effective technology of M+E to the quality of education (particularly regarding the mechanism of conducting M+E for existing complex system indicators)	MoPE, PLQO, Regional education directorates	70	15 PC , laptop, scanner for checking written assignments																					
	Develop and introduce criteria to assess the level of development of skills for the 21st century	MoPE, CPOPPDS, RCE				X																			
	Train experts of M+E system in modern technologies and methods of M+E	MoPE, CPOPPDS, RCE, Regional education directorates																							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Provide M+E service providers in MoPE (especially regional departments) with the necessary modern equipment (ICT, software, etc.)	MoPE, <i>Talim-taminot</i> State logistics company	5	195 PC						
	Prepare analytical materials and methodological recommendations on improving the quality of education based on the Results Framework and its related M+E procedures	MoPE	5							
OP 2.5 Effective system of professional orientation in general secondary schools ensured	Provide departments in charge of professional orientation system with modern teaching technology equipment	MoPE, CPOPPDS	5	15 PC , laptop, scanner for checking written assignments						
	Train experts of the system of professional orientation and psychological-pedagogical diagnostics of	MoPE, CPOPPDS	14							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	students									
	Develop and introduce into education process a complex programme of professional orientation, starting from early years (first Grade)	MoPE, CPOPPDS	5							
	Provide schools with necessary information on labour market and professions for purposeful, professional orientation of students	MoPE, CPOPPDS	14							
	Develop mechanism of collaboration between school and professional colleges on professional orientation and selection of profession	MoPE, CPOPPDS	14							

4.4.3. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 3)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 3: Learners prepared for successful transition to the labour market or the higher education system										
OP 3.1 Relevance of training to the needs of the labour market and the society ensured	Study the labour market to reveal the need for mid-level specialists with due consideration of development of regions	Employment and job-placement department of the Center for SSVE	32		Ministry of Labor and Social Security of Population					
	Improve the study-normative documents on the basis of the labour market study results (State educational standards, curricula, textbooks)	Department of State Standards, Center for SSVE	230		Publishing services					
	Pre-test teaching-methodological materials	Department of State Standards, Center for SSVE	250							
	Further develop and introduce study-normative and methodological materials	Department of State Standards, Center for SSVE	230	textbooks	Publishing services					
	Conduct relevance assessment on the basis of the labour market demands	Employment and job-placement department of the Center for SSVE	80		Ministry of Labor and Social Security of Population					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 3.2 Modern technical and informational base for the respective profiles ensured	Study and analyse the current infrastructure and information database	Metrology service, Center for SSVE	56			■				
	Improve and approve norms on equipment of classrooms and workshops, as well as provision of information materials and equipment	Metrology service, Center for SSVE	233		Ministry of Finance, Ministry of Economy		■	■		
	Develop and approve cost estimates on equipping classrooms and laboratories, and provision of information materials and components	Financial department of the Center for SSVE	15				■	■		
	Procure and install classroom and laboratory equipment	Procurement department Center for SSVE	15	Learning-lab equipment	Tender Commission at the CabMin			■	■	
	Provide raw material, and material for learning and practical sessions	Metrology service	22						■	■
OP 3.3 System for the recruitment of highly qualified teachers and instructors with the	Analyse the current availability of teachers and masters of vocational training	HR department of the Center for SSVE	18			■	■			

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
skills regarding modern pedagogy and information technology ensured	Develop and approve the mechanism for selection of highly qualified teachers and vocational education masters	HR department of the Center for SSVE	18							
	Conduct selection of highly qualified teachers and vocational education masters to fill the vacancies	HR department of the Center for SSVE	18		Competencies of the Department					
	Conduct attestation in line with the improved procedure of attestation	Attestation Commission	126		Competencies of the Department					
	Improve and introduce the mechanisms to provide stimuli to teachers and vocational education masters	HR department of the Center for SSVE	7		Ministry of Finance, Directors Fund for Stimulation of Teachers					
OP 3.4 Functional system of professional development and re-training of teachers and vocational education masters established	Analyze the current condition of training and retraining of teachers and vocational education masters	HR department of the Center for SSVE	105	trip/daily allowances	Ministry of Higher Secondary Education					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Develop and submit recommendations on improving the existing State education plans	Department for improving State Standards	25		Competencies of the Ministry of Higher Secondary Special Education					
	Improve and approve State education standards, education plans and curricula on providing training and retraining for professional development of vocational education masters	MoHSSE	5		Competencies of the Ministry of Higher Secondary Special Education					
	Strengthen the infrastructure of departments of the Vocational Education and Centers of Retraining the specialists for SSVE and Higher Education Institutions	MoHSSE	15		Tender Commission at the CabMin					
	Implement the effective system of training and retraining of teachers and Vocational Education Masters	MoHSSE	25		Competencies of the Ministry of Higher Secondary Special Education					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 3.5 Strategy for monitoring the quality of initial and in-service training for SSVE staff developed and implemented	Analyze current condition of the mechanism of monitoring the quality of training and retraining of teachers and vocational education masters	HR Department MoHSSE	9							
	Improve and approve the mechanism of monitoring the training and retraining the teachers and vocational education masters	HR Department MoHSSE	7		Competencies of the Ministry of Higher Secondary Special Education					
	Establish a monitoring department at MoHSSE	MoHSSE	5		Ministry of Finance					
	Introduce the system of monitoring of quality of training and retraining of teachers and vocational education masters	MoHSSE Monitoring Department	5							
	Submit recommendations on improving the system of training and re-training of teachers and vocational education masters on the basis of the monitoring results	MoHSSE Monitoring Department	5			Competencies of the Ministry of Higher Secondary Special Education				X

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 3.6 Social partnership mechanisms between vocational colleges and companies for job placement of graduates enhanced	Analyze the existing condition of collaboration between the Vocational Education Colleges and businesses	Employment and job-placement department of the Center for SSVE	47		Ministry of Labor and Social Security of Population, competencies of the department					
	Improve and approve the mechanisms of social partnerships between the vocational education colleges and businesses	Employment and job-placement department of the Center for SSVE	15		Ministry of Labor and Social Security of Population, all relevant ministries and agencies					
	Improve and introduce three-way agreements among Vocational Colleges, students and businesses to provide workplaces for internship and further employment	Employment and job-placement department of the Center for SSVE	15		Ministry of Labor and Social Security of Population, relevant enterprises					
	Introduce the improved mechanism of social partnership	Employment and job-placement department of the Center for SSVE	48		Competencies					
	Conduct M+E of efficiency of the social partnership mechanism	Employment and job-placement department of the Center for SSVE	20						X	X

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 3.7 Effective system of professional orientation in SSVE schools ensured	Conduct analysis of professional orientation	SSPE Centre, department in charge of forming and accepting the students	38		Competencies	■				
	Conduct analysis of professional orientation	MoPE, CPOPPDS	82	Technical means, software	Center for SSVE		■	■	■	■
	Improve infrastructure and information base of the Republican Centre for Professional Orientation and Psychological and Pedagogical diagnosis of Students (CPOPPDS)	MoPE, CPOPPDS	82	75 trainings	Center for SSVE		■	■	■	■
	Improve the qualification of specialists of CPOPPDS	MOPE, CPOPPDS	82		Competencies of the Center for SSVE		■	■	■	■
	Develop, approve and introduce the joint plan of action on ensuring the effective system of professional orientation in general secondary education	MOPE, CPOPPDS	38		Center for SSVE			X	X	X

4.4.4. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 4)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 4: Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society										
OP 4.1 Preparation of teachers and Masters of Professional Education according to modern requirements for education and upbringing ensured	Develop and introduce the system of professional selection of enrolees to Pedagogical Universities, considering the subject specifics	MoPE Akhmedov, MOHSSE Madjidov	5		In partnership with MOHSSE	■				
	Review the State standards on higher education, taking into account modern requirements to the quality training of pedagogical specialists	MoPE Akhmedov, MOHSSE Madjidov	32				■			
	Modernize educational plans and curricula of pedagogical institutes in line with the reviewed State standards	MoPE Akhmedov, MOHSSE Madjidov	32					■		
	Improve the system of pedagogical practicums of Pedagogical Institutes' students (observational and practical part)	MoPE Akhmedov, MOHSSE Madjidov	6					■		
	Develop and publish textbooks in line with the renewed State standards	MoPE Akhmedov, MOHSSE Madjidov	20					■	■	■

4.4.5. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 5)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comm ents	2013	2014	2015	2016	2017
Outcome 5: Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development of the country										
OP Continuity education from General Education & SSPE to Higher Education ensured	5.1 of Secondary Education	Conduct system analysis of the existing State educational standards (SES) of General Secondary (GS), SSVE and the Higher Education (HE) Institutions	MoPE, Center for SSVE, MOHSSE	30						
	5.1 of Secondary Education	Conduct work on improving the existing SES of GS and SSVE that ensure a high level of succession and continuity of the education process on general education subjects	MoPE, Center for SSVE	120		Pre-testing included				
	5.1 of Secondary Education	Improve the existing SES related to SSPE and HEIs to ensure a high level of succession and continuity of the education process between the general vocational and special subjects	Center for SSVE, MoHSSE	360		Pre-testing included				

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comm ents	2013	2014	2015	2016	2017
	Introduce necessary changes and additions to the existing education programmes, and approve them accordingly	MoPE, Center for SSVE, MoHSSE	60							
	Ensure publication of the improved educational standards and disseminate among the SSVE and HE institutions.	MoPE, Center for SSVE, MoHSSE	15							
OP 5.2 Transition into the Bologna Process intensified in order to contribute to ensuring quality education	Organise a cycle of workshops for the faculties on studying the key provisions of the Bologna Process	MoHSSE	60		Meal and transportation included					
	Conduct analysis to assess compatibility of the National Programme on Training the Specialists with the Bologna Process	MoHSSE	2							
	Develop the priority directions for Higher Education, taking into consideration the key provisions of the Bologna Process in the area of ensuring the quality of education	MoHSSE	27							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comm ents	2013	2014	2015	2016	2017
OP 5.3 Higher Education Institutions rehabilitated and laboratories equipped according to President's decree of May 2011	Procure teaching lab equipment and furniture in line with the Resolution No. 1533, on the basis of developed technical specifications	MoHSSE	48							
	Provide information/resource centres of universities with modern teaching/methodological materials including electronic textbooks, visual aids, reference publications and other teaching/scientific literature	MoHSSE	30							
	Establish a unified inter-university computer network by modernising the existing network of all universities including their branches and affiliates with fibre connection by VPN technologies (virtual protected speed internet channel) that ensure integration of universities with international educational resources	MoHSSE	71							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comm ents	2013	2014	2015	2016	2017
	Gradually improve the information resource base of universities, equipping them with modern computer equipment, communication systems, distance education elements	MoHSSE	71							
	Form a general information resource base of universities by establishing electronic libraries at each university, systematically provided with electronic textbooks, methodological manuals and multimedia courses	MoHSSE	30							
OP 5.4 Faculty members' professionalism in terms of subject knowledge, and knowledge in IT, English and contemporary teaching methodologies strengthened	Improve the context of the practical part of the higher professional-special education and for using the basis of the professional skills of HEI graduates	MoHSSE	48							
	Develop and introduce interactive technologies of teaching English and ICT	MoHSSE	96							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comm ents	2013	2014	2015	2016	2017
OP 5.6 Integration of science, higher education and industry deepened	Develop a modern model and mechanism of implementation of innovative collaboration of higher education, science and production	MoHSSE	30							
	Pre-test the model of innovative collaboration on the example of individual universities	MoHSSE	120		in 10 HEIs					
	Introduce and implement the model of innovative collaboration by knowledge areas	MoHSSE								
	Develop and implement the system of monitoring, of employment of graduates and professional development of young specialists	MoHSSE	15							
OP 5.7 Participation of staff in international research in Education & Science increased	Analyse collaboration of the faculties of universities of Uzbekistan with international educational and scientific research areas, also learning from the experiences of such collaboration abroad	MoHSSE	24							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Develop and suggest draft resolution and provision to the Cabinet of Ministers on distance education in Higher Educational Institutions.	MoHSSE	36							

4.4.6. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 6)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 6: Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education										
OP 6.1 Changes to the Law on Education to integrate Adult Education designed and approved	Establish and coordinate a Council on organising adult education in all sections at the Cabinet of Ministers	Cabinet of Ministers	6		Cabinet of Ministers and interested ministries					
	Draft resolution of the Cabinet of Ministers on coordinating the activities of Ministries, agencies and non-governmental organisations organising adult education	Cabinet of Ministers	12		All interested ministries jointly					
	All ministries and agencies develop normative documents on adult education on the basis of the Resolution of the Cabinet of Ministers	Cabinet of Ministers	42		All interested ministries jointly					
	Establish the legal basis at MoHSSE on providing additional education to pupils and students	MOPE, MOHSSE	10		MOHSSE					
	Introduce changes into the Out-of-School education Statute in order to bring the relevance of such education to all education sub-sectors	MOPE, MOHSSE	2		All interested ministries					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 6.2 Specific methodology for Adult Education developed and disseminated	Establish working groups to study the condition of availability of special methodology for adult education	Ministry of Labor and Social Security of Population	5		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Develop the system of methodological support (continuous development and dissemination of new methods and approaches on Adult Education)	Ministry of Labor and Social Security of Population	21		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Develop the methods of needs assessment in the area of Adult Education	Ministry of Labor and Social Security of Population	10		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Develop the modules for training trainers-specialists, develop methodological manuals, didactic materials, information resources (web resources)	Ministry of Labor and Social Security of Population & interested ministries and agencies	42		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Monitor and evaluate continuously all activities related to Adult Education, in terms of monitoring and evaluating the involvement of all those engaged in the activities	Ministry of Labor and Social Security of Population	42		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies			X	X	X
OP 6.3 Modern material-technical base	Provide necessary modern teaching-technical equipment (TTE), e.g. ICT, laboratories	interested ministries and agencies	42		Ministry of Labor and Social Security of Population, interested ministries and agencies					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
OP 6.6 Mechanism for the distribution of information about courses ensured	Establish a working group on the coordination of information provision	Ministry of Labor and Social Security of Population	21		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Develop information materials on conducted training courses	Ministry of Labor and Social Security of Population	21		Coordinated by the Ministry of Labor and Social Security of Population with interested ministries and agencies					
	Conduct testing of developed materials, including the identification of channels for information dissemination	Ministry of Labor and Social Security of Population	21		Via relevant ministries and agencies					
	Conduct wide-scope dissemination of information through the relevant channels	Ministry of Labor and Social Security of Population	21							
	Monitor and assess the knowledge of the general population about courses for adult education	Ministry of Labor and Social Security of Population	21						X	X
OP 6.7 Access in terms of affordability and location ensured	Establish inter-sectoral group (Ministry of Labour, line ministries)	Ministry of Labor and Social Security of Population, Interested ministries	42		Ministry of Labor and Social Security of Population, Interested ministries					
	Conduct situational analysis of the adult section sector	Ministry of Labor and Social Security of Population	5		Ministry of Labor and Social Security of Population, Interested ministries					

4.4.7. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 7)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 7: Opportunities created for children and youth to pursue their interests during their free time										
OP 7.1 Policy for extra-curricular education strengthened with a particular focus on continuity across the whole education sector	Establish working groups and analyse the legal basis of the Out-of-school Education system	Out-of-school education Sector	10	PCs, fax-machine, printers	Transportation costs	■	■	■		
	Develop curricula for the Out-of-School Education process	MoPE, Out-of-school education Sector	15		Transportation costs			■	■	
	Improve the T/L materials to teach children at the Out-of-School Education institutions	MoPE, Out-of-school education Sector	20	PCs, laptop, digital camera	Transportation costs			■	■	
	Introduce changes into existing Statutes and create supportive conditions for all children to attend Out-of-School education institutions	MoPE, Out-of-school education Sector	50	PCs, fax-machine, printers	Transportation costs				■	■
	Develop a new generation of textbooks to be used at the Out-of-School education institutions	RCE	20	PCs, fax-machine, printers, digital photcamera	Transportation costs					■
OP 7.2 Infrastructure for Out-of-School education	Analyse the existing infrastructure of the out-of-school and sports facilities	MoPE, Out-of-school education Sector	10	laptop, PC, printer , fax-machine		■	■			

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013				2014				2015				2016				2017			
activities improved, particularly regarding sports facilities	Lobby for getting approval through the Ministry of Finance in order to introduce changes into the provision with infrastructure and basic material resources.	MoPE, Out-of-school education Sector	10																						
	Establish modern computer classes and IT classes at the Out-of-School institutions	MoPE, Out-of-school education Sector	20	Computer labs	In 5 regions of Uzbekistan																				
	Equip the Out-of-School institutions with state-of-the-art sports equipment	MoPE, Out-of-school education Sector	10	Sports inventory	In 10 regions of Uzbekistan																				
	Equip the Out-of-School institutions to use inclusive education approaches	MoPE, Out-of-school education Sector	50	equipment	Transportation costs																				
OP 7.3 Quality and availability of teachers for extra-curricular activities improved	Form a commission and analyse the quality of teachers	MoPE, Out-of-school education Sector	10	salary, PCs, printers, laptops	Transportation costs																				
	Develop joint activities with the Institute of Professional Development of teachers to train specialists	Working group	10		Transportation costs																				
	Establish professional development courses at Out-of-School institutions via distance education	MoPE in partnership with IRI	20	PCs, internet-training curricula (software)																					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Organise educational sites at all national organisations for self-education	Out-of-school education Sector	7	Software						
	Submit recommendations to the Cabinet of Ministers on establishing departments at all Pedagogical Institutions to train specialists for the Out-of-School education system	MoPE, Out-of-school education Sector	10							
OP 7.4 M+E strategy for linking M+E procedures of formal and non-formal education strengthened in order to support continuity	Study the interrelations between the Out-of-School education institutions and general education schools	MoPE, Out-of-school education Sector	20	laptops, fax-machine	Transportation costs to regions					
	Develop a document for joint activities of schools and Out-of-School education institutions	MoPE, Out-of-school education Sector	20	PC, printer, fax-machine	Transportation costs					
	Develop a curriculum on continuous education at schools and Out-of-School educational institutions	Working group	30	PC, printer, fax-machine	Transportation costs					
	Develop various qualified programmes for higher grade students	Working group	15		Transportation costs					
	Develop a single curriculum together with the general education	Working group	15	PC, fax-machine, digital photocopier	Transportation costs					

4.4.8. PLAN OF ACTIONS: RESULTS AND ACTIVITIES (OUTCOME # 8)

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
Outcome 8: Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education										
OP 8.1 Special educational needs policy strengthened regarding an intensified unified (inclusive) education approach	Establish a working group for the analysis of the legal basis	MoPE, Children's rehabilitation Sector	30		In partnership with MoLSSP and MoH					
	Analyse the existing legal documents	Working group	10	laptop	In partnership with MoLSSP, MoH and MoJ					
	Develop statutes "on inclusive education", "on MPPC", "on logopaedic rooms at schools", "Defectologists of the pre-school institutions"	Working group	30	laptop, videcamera, printers,	3 groups					
	Approve the developed documents	Children's rehabilitation Sector	5							
	Familiarise all participants of the education process and other stakeholders	MoPE, Children's rehabilitation Sector, RCE, CIRI Avloniy	10	Fax-machine, 3 in 1 printers, PCs	Mass media, community					
OP 8.2 Physical condition and availability of institutions and/or facilities for	Establish a working group on analysing the infrastructure	MoPE, procurement Sector	20							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
learners with special educational needs improved	Develop a method of needs assessment in the area of education the children with SEN	Working group	10	PCs						
	Collect data on the existing infrastructure and material and technical basis	Working group	50	laptop, videocamera						
	Analyse, develop and implement normative requirements on provision of educational institutions	Working group	20							
	Purchase equipment, improve infrastructure, organize distance education	MoPE, procurement sector	20	Visual magnifier, audio-amplifying antennae						
OP 8.3 Capacities of teachers, administrators, and other educational staff dealing with children with special educational needs, to identify	Conduct needs assessment of directors, teachers and others in the area of SEN	MoPE, Children's rehabilitation Sector, RCE, CIRI Avloniy	10	PCs, laptops						

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
and to respond to diverse needs of learners strengthened	Develop modules to train trainers and specialists, methodological manuals and didactical materials and ICT resources (web resources)	RCE, CIRI Avloniy	20	PCs, printers, mini-printing system/devise						
	Include inclusive education cycles into the training courses for skills improvement of teachers and directors	CIRI Avloniy	10	PCs, printers	MoPE, dept of children rehabilitation					
	Establish resource centres on inclusive education, including web-resource centres	MoPE, Children's rehabilitation Sector	48	PCs, printers, fax-machine	One resource center in each of 14 regions of the country					
	Conduct final M+E exercise	Working group	20	PCs, fax-machine						X
OP 8.4 M+E strategy for special education developed and integrated into general M+E strategy	Establish a working group to develop a method for assessing the specific needs of children with SEN	MoPE, Children's rehabilitation Sector	10	PCs, printers						
	Study the educational needs of Children with SEN	Working group	10							

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017
	Develop the inter-departmental normative document which ensures admission of children with SEN into Colleges, in line with the classifier	MoPE	10							
	Monitor availability of continuous education for children with SEN	MoPE	20							
OP 8.8 Continuity of special needs education across all educational sub-sectors ensured	Introduce changes and additions into the Law on Education to develop inclusive education	MoPE Social security Sector	20	PC, printer	In partnership with MoHSSE					
	Develop the provisions and guidelines for education and training children with SEN at pre-school education institutions	MoPE Social security Sector	20	PC, printer						
	Develop provisions and guidelines for educating children with SEN at general secondary education institutions	MoPE Social security Sector	20	PC, printer						
	Develop provisions on vocational education colleges and instructive-methodological guidelines	MoPE и MoHSSE	20	PC, printer	In partnership with SSVE					

Results	Activities	Responsible parties	Human resources required	Material contribution	Suggestions/comments	2013	2014	2015	2016	2017												
	Monitor the availability of continuous education for children with SEN	Working group	20	Fax-machine																		

4.5. CAPACITY ASSESSMENT

The capacity assessment of responsible organizations was conducted on the basis of analyses of annual reports provided within the framework of annual results of socio-economic development of Uzbekistan.

The analysis allowed revealing the following strengths of the institutional basis in the country:

- Existence of specialized governmental organizations that are responsible for development of education (see Section 3.4.4);
- Availability of a wide network of social, and non-commercial, non-governmental organizations in Uzbekistan that determine the possibilities of consolidating and unification of the national potential for sustainable development of education (Kamolot, Women's Committee, *Istedod* Fund, Fund Forum, Sen Yogiz Emassan, Center for Rehabilitation, Chamber of Commerce and Industry, private educational institutions, etc.);
- Functional network of specialized research institutions and universities with experienced experts, who hold good knowledge in the field and international recognition and who will conduct studies, projects and programs of the ESP (Scientific-research Institute of Pedagogical Sciences, Center for Development of Higher and Secondary Specialized Vocational Education, scientific chairs at universities);
- Availability of local self-government bodies as historical heritage of the nation, and a product of its national and spiritual values and traditions that ensure harmonious development of the child (Makhalla is an independent self-government body, which conducts social initiatives and events directly on the field, in villages, districts, regions, and cities).

Uzbekistan possesses a rather strong national capacity in regard to development of national tactics and plans on reforming the education sector. This can be proved by the National Program for Personnel Training, programs on development of infrastructure and improving competencies of educational institutions, as well as on renewing the education content. The existing capacity contributes significantly to achieving the Millennium Development Goals. At the same time, there is a need for acquiring the knowledge on the latest international standards, practices and experience in the field of project management, and on developing general and financial strategies.

The country has a sufficient national capacity, and is able to implement projects in collaboration with international partners. The ongoing and completed international projects, included into various framework programs, serve as an evidence for existing experience in planning and managing the projects on the national level. However, there's a room for development in terms of forming a general understanding of principles of developing the global strategic programs. Therefore, there's a need for a training process, which will have to cover government officials and administrative personnel national and regional level agencies and institutions.

Organizations, included into the monitoring, and that provide information on education sector development trends, use various definitions of quality and are concerned only with the content of education. Therefore, the existing information on the quality of education, which is based on underdeveloped methodologies, is rather incomplete and inaccurate. There's a need for capacity building on monitoring systems, methods of monitoring, based on the best international practices, in order to make sure that the decisions made are based on accurate, timely and universally accepted data.

The education system possesses enough capacity to guarantee the implementation of the drafted plans for developing and improving the education sector. At the same time, it recognizes that plans have more chances to be implemented only if the capacity is built (developed). The activities on improving the national capacity are provided with significant support from international institutions, who implement their projects in Uzbekistan (UNDP, UNESCO, UNICEF, WB, ADB, and others).

Further development of the potential will be secured by the level of project ideologists' and implementers' motivation. It also has to do with the selection of the most effective technologies and dissemination of those, refusing the incorrect results of the previous projects (lessons learned) and increase in professional

capacities of project implementers. In order to secure the successful implementation of the ESP, it is necessary to improve the human resources' capacity belonging to the following six categories:

- 1) Government officials, who make decisions and can influence the public opinion;
- 2) Managers and executers of programs and projects on the ESP;
- 3) Teaching methods specialists at regional and district education authorities;
- 4) Monitoring and evaluation specialists in all levels of the organizational structure within the education sector;
- 5) Heads and teachers of educational institutions;
- 6) Local community, including youth, women, children

4.6 COMMUNICATION PLAN

The plan of communication and dissemination of the ESP results was developed in order to secure communication (system of interactions) among the project implementers and other stakeholders in regard to information, aimed at achieving the goals of the ESP.

The communication will be carried out in a verbal form or by electronic mail, as well as via meetings, working sessions, round-table discussions, dissemination of publications and electronic databases.

Dissemination of information includes timely collection of information, ensuring the access to information for sharing and distribution among the implementers of the ESP over the course of the whole implementation process.

The mechanism of information collection and processing is based on the ESP Monitoring and Evaluation system (see Chapter 6). Sampling of indicators may also be carried out on the basis of analyzing the individual aspects of ESP implementation.

The information dissemination can be carried out by several methods, for example, the followings:

The Communication Plan foresees:

- Regular round-table discussions with participation of all ministries, agencies holding responsibility for implementation of the ESP;
- Periodical regional orientation meetings with representatives of the education system (including students, teachers, parents and development partners), NGO, private sector, and local authorities;
- Developing a handbook on design and dissemination (in the time frames, provided by the ESP) of materials among the participants, parents and other stakeholders;
- Involving the mass-media to ensure regular publications on the process of the ESP implementation;
- Publications in the mass-media and educational websites (semiannually) of regular detailed progress reports on each component of the ESP and upcoming activities.

The Communication Plan will be elaborated and improved based on the needs of each implementation period and upcoming activities within the ESP. The feedback from all stakeholders, ensured via those activities, will contribute during annual revision of the Education Sector Plan and the Plan of Actions.

4.7. RISK ASSESSMENT

The Government is eager in its intention to implement the above-presented plan. At the same time, the Government acknowledges that implementation of the ESP may be linked to a series of negative factors that have direct or indirect impact on the results of the activities implemented. Therefore, the working group has conducted the analysis of potential risks along the way of developing the ESP. Further, the working group has identified safeguards for mitigating the risks during implementation of the ESP. The risks were assessed to reflect the possibility of their occurrence, as well as the level of impact on implementation of

the Education Sector Plan.

Although, there's instability in certain countries in the region, Uzbekistan maintains socio-economic stability, and education is identified as a priority area within the domain of social development. It allows not looking at political risks since no changes are expected in the short run on the political course of the Government or in the priority areas of its operations.

A projected risk in implementing the ESP is related to decreased efficiency of activities that are being conducted due to insufficient potential of the specialists. The mitigation of the risk will be achieved via the support of international donors and UNDAF in the area of building the national capacity for implementation of the ESP, as well as on the monitoring and evaluation of the implementation process.

The risks related to wrongfully selected priorities for the development of the education sector might occur due to changes in the national and regional policies concerning the education sector. However, the systematic planned revision of the partially implemented activities with due consideration of the monitoring results will secure a sustainable linkage between the program activities and the real situation.

The key risks include the possible reduction in the volume of the previously allocated budget or instability of financing in the process of the ESP implementation, as well as ineffective usage of the allocated financial resources. In such a case, the structure of the ESP can be changed, but the stability of the national currency, successful implementation of the Anti-crisis Program in the Banking system allow continuing the initiated changes without revising the tasks and forming new parameters of the budget.

Yet another result of structural and content-based changes introduced to the ESP, will be related to challenges in administration of the ESP. It in turn will have a negative impact on the efficiency of the ESP as whole. The risk of inefficient management may result in failing to implement the key tasks within the education system. And the failure to implement the tasks, along with direct economic losses, will significantly reduce the positive impacts, provided by previous stages of the reforms in the continuing education system. However, the risk will significantly mitigated by means of joint coordination and monitoring with international donors, as well as via capacity building of officials following the method "result-based management".

Socio-economic results of the ESP implementation shall be made clear not only to teachers' community, but also to the society as whole. Otherwise, the society may become indifferent or, in worse-case scenario, even turn to disapprove or express a negative attitude towards to the Education Sector Plan as whole and to its individual components (areas) in particular. It will result in the outcomes of the ESP become unclaimed. The key factor for reducing that risk is related to the timely sensitization and awareness raising work, informing population on goals, objectives and implementation process of the ESP. For that purpose, the Plan for communication and dissemination of information about the process of drafting and implementation of the Education Sector Plan was developed.

Also, it is obvious that the failure to solve even a single task within the ESP may result in falling short to achieve the goals of the Education Sector Plan, in other words, to failure in the ESP implementation. In order to minimize the risks it is necessary to have timely and unbiased information on the process of the ESP implementation. At the same time, absence of such information itself represents a significant risk. The availability of evaluation criteria and adequate indicators, their accessibility and clarity not only to implementing parties of the plan, but also to the wide public; systematic monitoring the achieved indicators and documenting the results of the monitoring in managerial revision of the program activities will result in the trend of coordinated actions of participants and beneficiaries of the education sector plan.

The reduction of the risk can also be facilitated by joint reviews of the education sector, conducted in collaboration with the Group for Coordination of Donor Support, Local Working Group and partners on the ESP implementation.

The consequences of natural disasters (earthquake) might have negative impact on implementation of the ESP, however, the decentralization, namely the availability of 14 regional and about 200 district administrative bodies, along with 70 agencies for training personnel, located outside of the capital city of

Uzbekistan reduces the risk to implementation of the ESP.

5. MONITORING AND EVALUATION OF THE EDUCATION SECTOR DEVELOPMENT PLAN

5.1. PURPOSE OF MONITORING AND EVALUATION

The Monitoring and Evaluation (M+E) is a prerequisite for successful implementation of the ESP. The key objective of the M+E is to provide assistance in managing the implementation of sub-sector strategies, described in the Section 4.3. As an administrative tool, the M+E system monitors all key indicators, outputs and outcomes, as well as resources involved in the ESP implementation.

The monitoring will allow coordinating activities of the state administration bodies, non-governmental organizations, and donors on achieving the strategic goals. The results of the M+E will provide the government and its citizens with a full picture on the ESP implementation process, including the answers to the following questions:

- If the activities that constitute the Plan of Actions of the ESP were implemented (see Section 4.4.);
- If the planned outcomes were achieved;
- Is there any discrepancy between the expected and actual results?

M+E will thus assist in identifying the problems that need to be solved, at such an early stage that problems can still be corrected before it is too late. The M+E framework is therefore to be regarded as a practical tool which will provide an early warning system should certain indicators be in danger of not being achieved. It will allow the implementing parties of the ESP to study the possible causes of the discrepancy and to change the direction of interventions in good time, before discovering unsatisfactory outcomes.

The M+E system is a part of the normal feedback process from implementing a plan which then provides a basis for debate around performance on how to improve it and hence forms a basis for future planning and strategy development.

The Government guarantees transparency and wide dissemination of information on the monitoring of the ESP. The civil society and the mass media, including the open and public websites (MoPE) will be used for disseminating the information to all interested parties. It will allow assessing the perception of citizens in regard to efficiency of the activities, implemented within the ESP.

5.2. MONITORING AND EVALUATION SYSTEM

The system of monitoring and evaluation of the ESP was developed with due consideration of the Welfare Improvement Strategy of Uzbekistan and is based on the methodology of the progress tracing and evaluation of achievements pre-tested in the M+E of the National Program for Personnel Training.

A system of regular collection and analysis of data will be established within the framework of the complex monitoring and evaluation of the ESP implementation. The data in the system will indicate the levels of achieving the strategic goals and target indicators, described in the Section 5.3.

The monitoring envisages the tracing of indicators starting from input all the way to output, while analyzing the results and their impact on development of the education sector as whole.

The monitoring and evaluation of the ESP will be based on structures and the methodology, which includes the usage of questionnaires, interview, analysis of documentation, observations, focus-groups, sample studies, interviews with key specialists, and direct surveys.

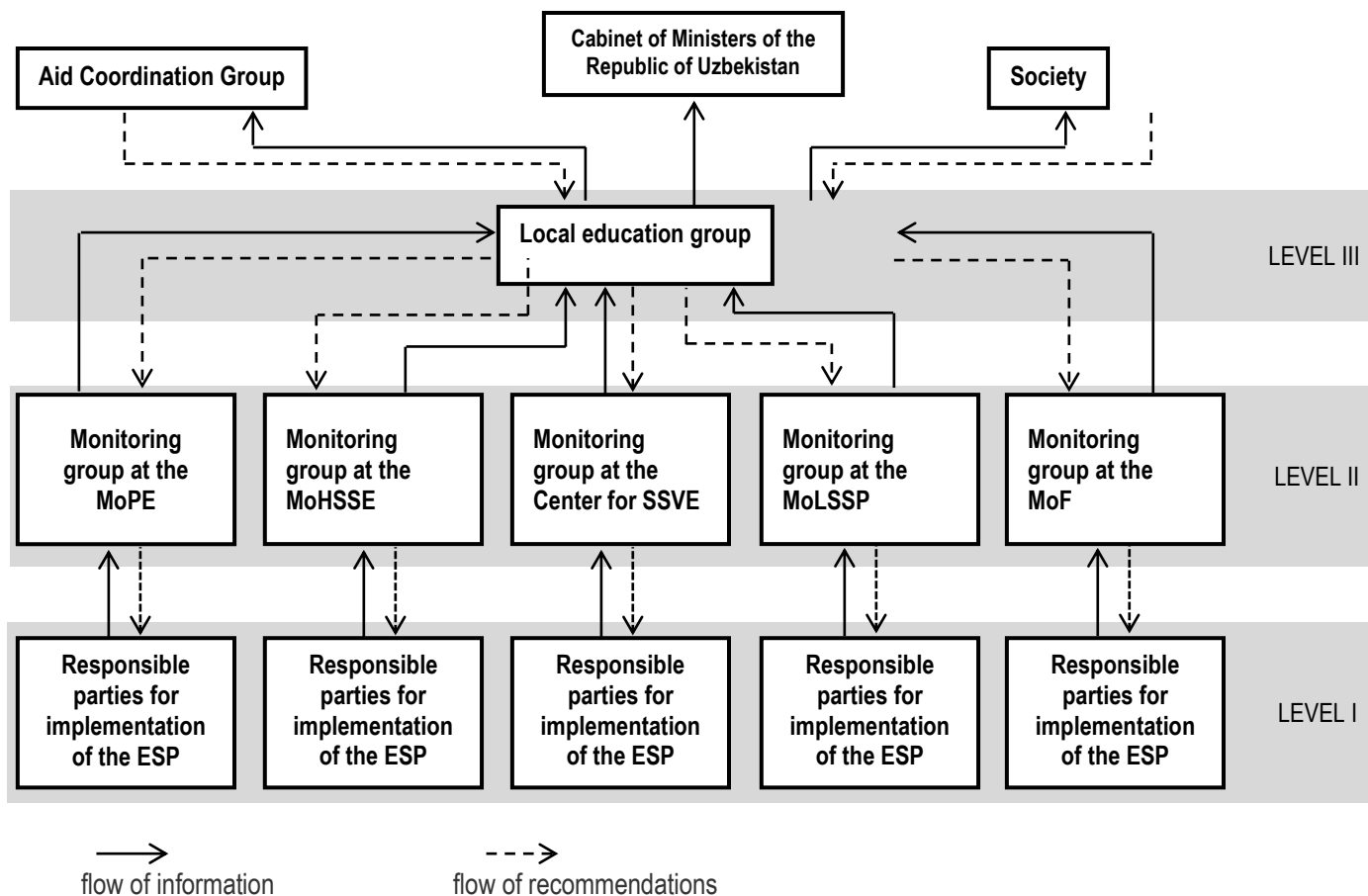
The monitoring services under the ministries, regional and district (city) departments for education, as well as the local group for planning the development strategy serve as the basis for building a complex system of monitoring and evaluation of the Education Sector Plan for the period of 2013-2017 (see M+E system below).

On the micro level (i.e. on the level of activities), the monitoring reflects whether all types of actions being

conducted as described in the plan, and if there is a need for assistance or intervention. Such an analysis will be conducted on a monthly basis.

On a macro level (i.e. across the whole ESP), the monitoring will reveal how the whole strategy is being implemented, if resources and funds are being used in accordance with the plan, and whether the results meet the expectations.

Structure of Monitoring System and Mechanism of Tracing ESP Implementation Process



A three-level monitoring and evaluation system is established for tracking and analyzing the process of the ESP implementation.

LEVEL I – current monitoring:

- Responsible parties for the ESP implementation (in line with the *Plan of Actions* matrix) conduct daily evaluation of implementation of the tasks;
- Provide the monitoring department (sector or group) at the relevant ministry the information about the achieved results on each activity on a monthly basis.

LEVEL II – interim monitoring:

- Specialists of the monitoring department (sector or group) at the relevant ministry summarize and analyze the information on the ESP implementation process on a monthly basis;
- Every six months provide the Local education group with (semiannual or annual) analytical reports on the results of monitoring and evaluation of the ESP.

LEVEL III – final monitoring:

- The education group prepares a report on the ESP implementation process, which includes analysis of levels of target indicators' achievements and recommendations on further development of the activities planned;

- The report is submitted to the Cabinet of Ministers of the Republic of Uzbekistan and to the Aid Coordination Group;
- The society is provided with a wide access to information about the progress and efficiency of the ESP implementation.

Monitoring services are established on each level within the education system (ministries, regional, district and city authorities) that have relevant specialists. However, the level of the human resource potential requires for further development (training and improvement of professional skills)

5.3. MONITORING AND EVALUATION INDICATORS

It is obvious that the usage of statistical data that describes the operation of the education system is necessary, but it cannot serve as a sufficient basis for impartial and reliable evaluation of the current situation and development of the sector. For the purpose, the package of indicators was developed that are differentiated by types of education.

The system of indicators has two levels i.e. output and outcome (or impact) indicators. Output indicators provide a sign about how well activities (strategies) are going. They are about measuring what has been done. Outcome indicators provide a sign of how well the programme has achieved intended changes as a result of the intervention. They are about measuring change and ultimately relate to the overall goal.

There qualitative and quantitative indicators were formed for both types of indicators. The quantitative indicators are defined as quantity measurement units, while the qualitative indicators – ratio, percentage, and level.

In the interest of easy measurability, qualitative indicators need to be quantified, usually by means of a scoring system. While still being referred to as qualitative indicators, they are – strictly speaking – **quantified qualitative indicators**.

The monitoring focuses on a set of indicators of a higher level that reflect the baseline condition and target indicators of a strategic progress in the system of the continuing education as whole, and on each type of education in particular. It is envisaged that the combination of baseline and target indicators will provide the most comprehensive picture of the education sector plan's development dynamics.

The tables below provide: specific indicators that will be monitored, and the type information reported; frequency of monitoring and responsible parties for submitting the reports.

5.3.1. Indicators related to Outcome 1: Children's health and personalities developed in preparation for learning in school.

№	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicators					
1	Gross enrollment ratio of children of ages 3 to 67 in preschool education	23.3%	32.2%	SSC data	National annual
2	School-readiness level of children of ages 6 to 7	76%	85%	MoPE survey report	National annual
3	Preschools' level of being equipped	34%	80%	MoPE observation report	Regional and National Annual
Output indicators					
4	Number of preschools that practice short-term stay groups in preparing children for schools	938	2158	Analytical report of the RDPE	Regional Annual

5	Number of teachers applying personality-centered methods and technologies of education	3700	23000	Analytical report of the RDPE	Regional Annual
6	Number of families provided with information materials on ECD	0	375000	Survey results report of MoPE	National annual
7	Number of teaching-methodological materials on <i>Bolajon</i> program	15	20	Methodical handbook of RTMCTT	National annual
8	Number of variation programs developed for short-stay groups	0	3	Curricula RTMCTT	National annual

Reporting format :Comprehensive analytical-statistical report by MoPE

5.3.2. Indicators related to Outcome 2: Learners' general knowledge, independent thinking skills and organisational skills developed in preparation for successful progression into the SSVE system

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicator					
1	Level of compliance of students' knowledge with state educational standards	63.4%	86%	MoPE Report on results of the education achievements monitoring	National annual
Output indicators					
2	Level of availability of infrastructure that provides adequate sanitary and hygiene conditions	75%	100%	RDPE survey report, Analytical report of MoPE	Regional and National Annual
3	Level of availability of teaching-lab equipment and technical means for learning: - physics - chemistry - biology -foreign languages -computer labs	71.5 % 68.5 % 68.5% 15% 76%	98% 98% 98% 100% 100%	RDPE survey report, Analytical report of MoPE	Regional and National Annual
4	Share of teachers trained to use modern teaching equipment and technical means for learning	75%	95%	Academic year results report of RDPE	Regional Annual
5	Level of methodical provision of teachers	70%	82%	Academic year results report of RDPE	Regional Annual
6	Share of teachers applying personality-oriented teaching technologies	25%	75%	Academic year results report of RDPE	Regional and National Annual
7	Level of RDPE specialists' readiness to monitoring and evaluation of the quality of conditions, environment, process and results of educational activities	53%	100%	Tests and MoPE survey	National Annual
8	Level of graduates' preparedness for independent and conscious choice of profession and the next phase of education	75%	98.4%	RDPE report on survey results, Analytical report of MoPE	Regional and National Annual

Reporting format: Comprehensive analytical-statistical report of MoPE

5.3.3. Indicators related to Outcome 3: SSVE graduates prepared for successful transition to the labour market or the higher education system

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicators					
1	Coefficient of general compliance of admission to vocational colleges with demands of the labor market	0.85	1	Survey results report of Center for SSVE and MoLSSP	Regional and National Annual
2	Ratio of employed to actual number of graduates	93.5%	98%	Employment report of Regional SSVE Center for SSVE	Regional and National Annual
Output indicators					
3	Coefficient of compliance of college admission with needs of the labor market by domains: -education -humanities and arts -social sciences, business and law -science -engineering, processing industries and construction -agriculture and water management -healthcare and social security -services	0.5 0.2 0.6 0.5 0.87 1.5 0.4 2.5	1 1 1 1 1 1 1 1	Consolidated report by MoLSSP Center for SSVE State Statistics Committee	Regional and National Annual
4	Equipment availability level of: - classrooms -computer labs - training workshops	85% 65% 60%	100% 100% 90%	Inspection report of Regional SSVE Analytical report of the Center for SSVE	Regional and National Annual
5	Level of vocational colleges' provision with raw materials and components for vocational training	65%	100%	Inspection report of Regional SSVE Analytical report of the Center for SSVE	Regional and National Annual
6	Staffing level of educational institutions by: - general subjects teachers -special subjects teachers - vocational education masters	85% 75% 45%	98% 95% 90%	Statistical report of the Center for SSVE	National Annual
7	Share of employed graduates by: - by core specialization - by relevant specialties	40% 48.3%	60% 15%	Consolidated report by MoLSSP Center for SSVE State Statistics Committee	Regional and National Annual
8	Share of graduates continued education at the higher education system	11.7%	25%	Job-placement report of Regional SSVE, Center for SSVE	National Annual

Reporting format : Comprehensive analytical-statistical report of the Center for SSVE

5.3.4. Indicators related to Outcome 4: Teachers prepared for the transmission of knowledge, independent thinking and organisational skills to learners, and for the development of learners' personalities in preparation for their contribution to society

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicator					
1	Growth of educational achievements indicators among the students of teachers who underwent in-service training	0%	60%	MoPE survey results report	National Annual
Output indicators					
2	Number of developed variation and differentiated basic curricula and programs for in-service training of teachers	4	36	Curricula of CIRI Avloni	National Annual
3	Level of teachers' coverage by distance education in in-service training	2.5%	15%	Annual report of regional TISTI Analytical report of MoPE	Regional and National Annual
4	Share of school teachers trained on practical application of innovative technologies, forms and methods of teaching	38%	100%	Analytical report of RDPE, MoPE	Regional and National Annual
5	Level of equipment availability at teacher training and re-training institutions:			Inspection report of MoPE	Regional and National Annual
	- learning-lab equipment	80%	100%		
	- classroom equipment	40%	100%		
	- computer technologies	52%	100%		
	- interactive means of teaching	22%	100%		
- distance education equipment	2%	90%			
6	Share of TISTI teachers using innovative technologies in teaching	45.8%	75%	MoPE lessons' analyses	National Quarterly
7	Share of teachers involved in research activities	27%	50%	Annual report on scientific projects implementation TISTI MoPE	Regional and National Annual
8	Level of students' satisfaction by organizational-pedagogical conditions of education process	60%	100%	Final exams of TISTI students Analytical report of MoPE	Regional and National Quarterly

Reporting format : Comprehensive analytical-statistical report of MoPE

5.3.5 Indicators related to Outcome 5: Graduates prepared as highly qualified specialists to contribute to scientific progress, socio-economic and cultural development of the country

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicator					
1	Share of employed graduates	85.3%	92.7%	Job-placement report of MoHSSE	National Annual
Output indicators					
2	Number of improved education programs for <i>bakalavriyat</i>	3	11	Comparative analysis report of the MoHSSE	National Annual
3	Succession level of educational programs of <i>bakalavriyat</i> and secondary special vocational education	16.6%	72.1%	Consolidated report of MoHSSE, Center for SSVE	National Annual
4	Number of learning labs provided with modern equipment	0	296	Inspection report of MoHSSE	National Annual
5	Number of renovated scientific labs	0	15	Inspection report of MoHSSE	National Annual
6	Number of multimedia teaching-methodical sets developed for distance education	3500	6000	Methodical sets of MoHSSE	National Annual
7	Share of teachers who speak foreign languages	31.6%	56%	Test results MoHSSE	National Annual
8	Share of teachers using innovative technologies in teaching	61.3%	90%	Survey results report MoHSSE	National Annual
9	Number of teachers underwent in-service training and internship abroad	400	500	Annual report of the MoHSSE	National Annual
10	Female/male ratio among students	38/62	45/55	Statistical report of MoHSSE	National Annual
Reporting format : Comprehensive analytical-statistical report of MoHSSE					

5.3.6. Indicators related to Outcome 6: Adults empowered to expand their knowledge and skills according to their needs and interests through non-formal adult education

(a number of indicators are being developed, the final set is expected by the end of 2013)

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicators					
1	Level of adults' motivation in the development of professional skills, educational levels and personal interests	Additional study is required	In process of drafting	Survey results report MoLSSP	National
2	Level of competitiveness of adult education graduates	Additional study is required	In process of drafting	Survey results report MoLSSP	National
3	Number of the temporarily unemployed turned to a job-placement center for re-training	Additional study is required	In process of drafting	Statistical report MoLSSP	National
Reporting format : Comprehensive analytical-statistical report of MoLSSP					

An additional study will be conducted on the issue by the end of 2013.

5.3.7. Indicators related to Outcome 7: Opportunities created for children and youth to pursue their interests during their free time

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicators					
1	Gross enrollment ratio of children in out-of-school education	8,9%	11,2%	Academic Year Statistical Yearbook MoPE	National Annual
	Share of students in the network of sports schools	6,1%	7,2%		
	Share of students in the network of music and arts schools	1,0%	1,5%		
	Share of students in the network of Center <i>Barkamol Avlod</i>	1,8%	2,5%		
Output indicators					
2	Level of provision with textbooks and teaching-methodical manuals at:			MoPE Analytical report	National Annual
	- sports schools	80%	100%		
	- music and arts schools	3%	50%		
	- <i>Barkamol Avlod</i> centers	33%	100%		
3	Equipment availability level of:			MoPE Analytical report	National Annual
	- sports schools	15,0	80,0		
	- music and arts schools	63,0	100,0		
	- <i>Barkamol Avlod</i> centers	38,0	100,0		
Reporting format : Comprehensive analytical-statistical report of MoPE					

5.3.8. Indicators related to Outcome 8: Children and youth with special educational needs supported in accordance with their specific requirements and/or talents, for them to adequately participate in education

	Indicator	Value of indicators		Monitoring arrangements	
		Baseline for 2012/2013	Target for 2016/2017	Data source	Level and frequency of monitoring
Outcome indicators					
1	Level of accessibility of educational institutions for children with disabilities:			Inspection report of MoPE	National Annual
	- development level of special infrastructure in preschools	0%	10%		
	- development level of special infrastructure in schools	25,0%	43,0%		
2	Involving children with disabilities to inclusive education:			Academic year annual report of RDPE MoPE Analytical report	Regional and National Annual
	- enrollment ratio in preschool education	0%	8%		
	- enrollment ratio in secondary education	2%	10%		
Output indicators					
3	Share of PEI provided with special equipment, means of communication, and teaching materials for teaching children with special education needs	0%	10%	Inspection report of MoPE	National Annual
4	Share of schools provided with special equipment, means of communication, and teaching materials for teaching	27%	42%	Inspection report of MoPE	National Annual

	children with special education needs				
5	Number of assessment blocks and monitoring tools	0	4	Monitoring program of MoPE	National Annual
6	Percentage of families provided with information materials on inclusive education	0%	30%	Dissemination registrar of MoPE	National Annual
7	Share of teaching hours on inclusive education included into the curriculum of pre-school teachers' in-service training	0%	7%	Programs of the R RTMCTT	National Annual
8	Share of teaching hours on inclusive education included into the curriculum of in-service training for school heads and teachers	0%	7%	Programs of CIRI Avloni	National Annual

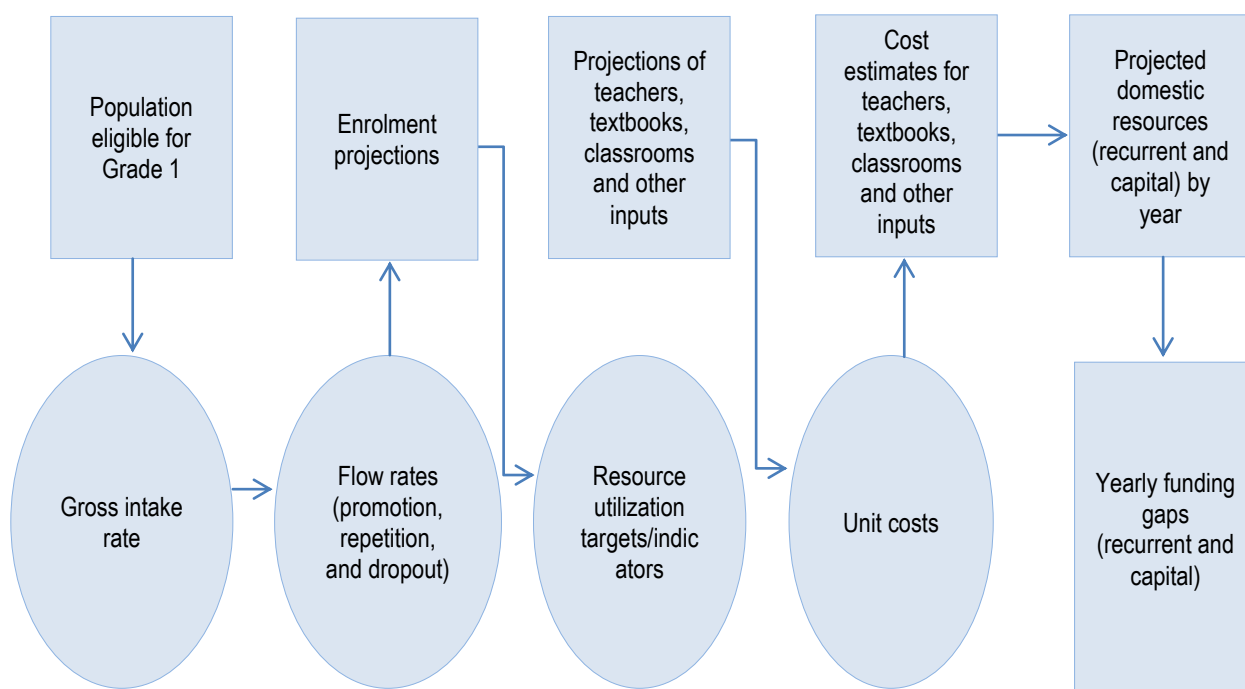
Reporting format : Comprehensive analytical-statistical report of MoPE

6. FINANCING AND COSTING CONSIDERATION

This section presents the data, process and results of the financial simulation (modelling) conducted based on the baseline data and the policy targets set by the ESP.

A set of scenarios have been designed to test the realism, coherence and credibility of different education development options and policies using a computer-operated mode. It serves as tool for exploring the education development options in a dynamic, interdependent and evolving context. This model - *EPSSim* (Education Policy and Strategy Simulation) was adjusted to fit the specificities of the education system in Uzbekistan. The figure below presents the simplified flow diagram of the structure of the simulation model.⁶⁶

Diagram of the structure of the simulation model



The results presented in this section are sector-wide to cover the scope of the ESP, meaning that they address not only all the sub-sectors under the jurisdiction of the Ministry of Public Education, but also the educational systems under the Ministry of Higher Secondary Special Education, and the Center for Secondary Specialized Vocational Education. The main timeline is set for 2017 (unless otherwise specified), to show the possible development patterns of the education system in Uzbekistan over the plan period.

The data and information used to set the baseline, as well as the sources used, are presented and, where necessary, described below in this chapter. The majority of the data was provided by Ministry of Finance during the UNESCO mission to Tashkent, Uzbekistan in March 2013. Some data are based on estimation and will be verified when more reliable information is available.

All costs in the following tables are presented in billion UZS in 2012 price, unless otherwise specified.

⁶⁶For a detailed description of the simulation model (EPSSim), see *Educational planning through computer simulation*, 2001, UNESCO; *Education Policy & Strategy Simulation Model – EPSSim Version 2.1: User’s Guide*, 2005, UNESCO; *EPSSim User Guide: Education Policy & Strategy Simulation Model Versions 2.9b and 2.9c*, UNESCO, 2013.

6.1. OVERVIEW OF BASELINE DATA

The cost and education finance simulation model has been tailored as far as possible to fit Uzbek education system specificities, both for the resource framework and for the expenditure blocks. The level of sophistication and disaggregation of the model has relied upon the key features of the education system per level of education as well as on the available data to set the baseline of the base year.

1) *Population data*

The population projection data (2012-2017) was obtained from Ministry of Finance. Annual average population increase rate during the period is 1.5% for men and 1% for women.

2) *Education data*

Most of the education-related data, namely enrolment, teaching/non-teaching staff and infrastructure, was provided by Ministry of Finance which compiled data from line Ministries and agencies (e.g., MOPE, MOHSSE, and MOLSP). Student flow rates (i.e., promotion and repetition rates) were calculated by comparing enrolment data from 2011/2012 and 2012/2013. Where appropriate data was not readily available, data from 2010 or 2011 was used as a basis of estimation.

3) *Cost-related data*

Relevant unit costs were calculated based on the data provided by Ministry of Finance. Where appropriate data is not available, estimations were made based on the discussions with the Government of Uzbekistan representatives during the UNESCO mission in March 2013.

4) *Financial framework*

Macro-economic data (e.g., GDP, annual GDP growth rates, and share of public expenditure as % of GDP) was obtained from Ministry of Finance.

6.2. BASELINE AND ASSUMPTIONS ON EDUCATION TARGETS AND POLICY OPTIONS

In this section, the key variables (baseline and assumptions) used in the simulation for each sub-sector as well as the financial framework are presented. The baseline and targets were derived from the ESP as well as the discussions held with the Government of Uzbekistan representatives during the UNESCO mission in March 2013.

For all subsectors, teacher salary will increase annually by 7% in real term in accordance with the Government of Uzbekistan policy. In addition, the cost of cross-cutting activities (e.g., curriculum development, monitoring and evaluation) will increase annually by 3%.

6.2.1 Early childhood education/preschool education

According to the data analysis, the current gross enrolment ratio of the preschool education is at 23,3%.

One of the major programs planed under the ESP is expansion of alternative forms of preschool education such as short-stay groups and education at home. This will allow increasing the GER from the current 23.3% to 32.2%. Increased number of teachers will receive in-service training as well as more kindergartens will be upgraded during the plan period

Indicator	Baseline 2012	Target 2017
Gross enrolment ratio (3-6 years old)	23.3% (539 527)	32.2% (806 445)
Including % of children in alternative forms of preschool education	3% (15 508)	9% (70 000)
Pupil-teacher ratio	12,5	15,1
% of teachers in total staff	26,9%	31,5%
% of teachers received in-service training	20%	30%
% of kindergartens to be upgraded	3,8% (200)	6,0% (328)

6.2.2. General secondary education

Simulation for general secondary education was conducted separately for lower grades (Grades 1-4: primary) and upper grade (Grades 5-9: lower secondary). Where disaggregated data is not available, estimation was made based on the distribution of students.

In the baseline year, gross intake rate was 95% of the total number of children of ages 6 to 7. When the students enrolled in private institutions and institutions outside Uzbekistan are included, this gross intake rate is likely to be near 100%. The simulation used 95% as a basis. All students will progress through the system without dropping out or repetition in accordance with the policies and practices in Uzbekistan.

The work will be continued on modernization of schools, provision them with equipment (for physics, chemistry, biology, and foreign languages classrooms), in order to ensure modern learning environment.

Indicator	Baseline 2012	Target 2017
Gross enrolment ratio (7 to 15 years old)	94%	98%
Pupil-teacher ratio	14,1	14,2
% of schools upgraded (annually)	3,6% (349)	3,9% (385)
% of schools received upgraded equipment (annually)	17% (1660)	17% (1660)
% of teachers received in-service training	20%	30%

6.2.3. Secondary Specialized, Vocational Education

Enrolment to SSVE will remain constant at gross enrolment ratio of 88% during the plan period, taking in mind that the actual enrolment is close to 100%. Increased number of teachers will receive in-service training while 5% of the schools will be upgraded during the plan period.

Indicator	Baseline 2012	Target 2017
Gross enrolment ratio (16 to 18 years old) ⁶⁷	88%	93%
Pupil-teacher ratio	14,8	14,8
Academic lyceum	13	13
Vocational colleges	14,9	14,9
% of schools upgraded	8,5% (132)	9,7% (159)
% of teachers received in-service training	15%	20%

6.2.4. Teacher Training and Re-training

All outcomes in the ESP have components of in-service teacher training. While some teacher training is conducted at vocational colleges and universities, there are 16 specialized teacher training and retraining centers with 940 staff in 2012/2013. It is expected that 5% of these centers will be upgraded to meet the additional demands as well as to meet the policy goal of increasing in-service teacher training with distance learning from current 2% to 20%. 30% of the teacher trainers at the centers will also receive training annually by 2017.

Indicator	Baseline 2012	Target 2017
Number of teacher retraining centers	16	16
% of teacher retraining centers rehabilitated and upgraded	0%	100%
Trainees/trainer ratio	98	98
% of teacher trainers received in-service training	58%	100%

6.2.5 Higher Education

The enrolment to higher education will remain constant during the plan period, while 7% of the HEIs will be upgraded to meet the increasing demand of providing online courses to wider population. 30% of the faculty members will be trained annually to improve the quality of teaching/learning processes.

Indicator	Baseline 2012	Target 2017
Gross enrolment ratio	10%	10%
Number of students	289,208	308,295
Student-faculty ratio	12	12
% of HEIs rehabilitated and upgraded	7%	7%
% of faculty members received in-service training	30%	30%

⁶⁷Public enrolment only. It is estimated that 12% of the target population is enrolled in private institutions or institutions outside Uzbekistan.

6.2.6 Adult Education

Currently it is estimated that approximately 5% of the adult population is involved in adult education programs. The detailed data on adult education is not available and thus the simulation was conducted based on estimated values based on the discussions held with the Government of Uzbekistan representatives.

Indicator	Baseline 2012	Target 2017
Participation rate	5%	5%
Number of adult education centers	150	150
% of adult education centers upgraded	5%	5%
% of adult educators received in-service training	5%	5%

6.2.7 Out-of-school education

During the plan period, the coverage of the out-of-school education is expected to expand from the current level of 13.5% to 16.4%, while quality enhancement is planned through upgrading the facility and training teachers.

Indicator	Baseline 2012	Target 2017
Participation rate (children age from 6-15)	13,5% (722 255)	16,4% (920 860)
Number of out-of-school institutions	1220	1462
% of institutions upgraded	49% (365)	60% (879)
% of teachers received in-service training	20%	30%

6.2.8 Special Education Needs (SEN)

Only 2% of children with special education needs study at general education schools. There are specialized SEN kindergartens and SEN boarding schools. Some children study at home.

The long-term strategy of the Government on Inclusive education foresees that some educational institutions for children with special needs will be closed since children with special education needs will be transferred to general schools.

Indicator	Baseline 2012	Target 2017
Share of SEN students		
ECCE	5,9%	3,1%
General secondary	0.6%	0.5%
Number of teachers		
ECCE	4,685	3,617
Of which: received in-service training	20%	30%
General secondary	5,120	4,350
Of which: received in-service training	20%	30%
Number of specialized SEN schools		
ECCE	357	280
Of which: upgraded	5%	5%
General secondary	118	104
Of which: upgraded	5%	5%

6.2.9 Financial Framework

Uzbekistan's macro-economic situation is favourable. GDP is expected to increase annually by 8.2%, while already high percentage of the public expenditure is allocated to education (26% in 2012/2013). This high financial commitment to education is expected to continue during the plan period. General secondary education has the largest share of the public expenditure, mainly due to its size. The financial allocation to sub-sectors is also expected to remain the same between 2012/2013 and 2017/2018.

Currently, private contributions (e.g., fees) are substantial at 872 billion UZS in 2012/2013. The level of private contributions is expected to remain the same during the plan period.

Indicator	Baseline 2012	Target 2017
GDP (billion UZS)	96,590	241 523,6
Annual growth rate	8.2%	8.0%
Share of public expenditure as % of GDP	31.2%	30.6%
Share of education expenditure as % of the total public expenditure	29,4%	30,2%
Of which: Recurrent	92%	92%
Allocation by sub-sector:		
ECCE	8.5%	10,4%
General secondary education	53,8%	52,5%
SSVE	21,6%	19,3%
Higher education	5,4%	6,7%
Special Educational Needs	3.6%	3.6%
Out-of-school education	5.3%	5.3%
Adult education	0,01%	0,02%
Teacher training and retraining	0.2%	0.5%
Other activities	1.6%	1.6%
Donors' funding to education (million USD)	9,3	20,4
Annual growth rate	23 %	23%
Private contribution (e.g., parents)	1,027	2,772
Annual growth rate	34%	34%

6.3 SIMULATION RESULTS

Summary of the simulation results for each sub-sector is presented in this section, together with estimated domestic resources for 2013-2017 and the financial gap.

School-age population ('000)

	2012	2013	2014	2015	2016	2017
ECCE (3-6 yrs)	2,315	2,433	2,514	2,524	2,510	2,503
General secondary (7-15 yrs)	4,843	4,747	4,702	4,761	4,865	4,990
SSVE (16-18 yrs)	1,922	1,885	1,843	1,728	1,642	1,568
Higher education (19-23 yrs)	3,222	3,235	3,237	3,235	3,166	3,083
Total	9,727	9,696	9,672	9,640	9,656	9,710

Target population for ECCE (3-6 years old) will increase steadily over the period of 2012/2013 to 2017/2018. On the other hand, general secondary (7-15 years old) and SSVE (16-18 years old) will experience slight decline in the target population as the smaller cohort moves through the education system. Similarly, higher education will also see slight reduction in the target population toward the end of

the plan period. These demographic trends are fully reflected in the following simulation.

6.3.1 Preschool education

	2012	2013	2014	2015	2016	2017
Number of pupils	539,527	566,213	610,601	676,077	743,129	806,445
Of which in short-term preschool program	15,008	15,720	33,000	55,000	65,000	70,000
Gross enrolment ratio	23,3%	23,3%	24,3%	26,8%	29,6%	32,2%
Number of teachers	43,117	43,846	46,005	46,571	53,748	57,975
New teacher requirement	0	670	2,159	3,566	4,177	4,227
Of which : received in-service training	8,635	9,646	10,819	12,381	14,178	16,071
Kindergarten size	103	108	116	127	138	147
Number of Kindergarten	5,215	5,235	5,257	5,307	5,395	5,476
Of which: upgraded	200	253	314	318	328	328
Resources required (excluding teacher training)	1,144	1,507	1,875	2,265	2,726	3,263
Of which: recurrent	1,144	1,506	1,839	2,215	2,690	3,223

6.3.2 General secondary education

As mentioned in section 6.2.2, the simulation was conducted separately for lower grades and upper grades of the general secondary education. For the presentation, however, the results were combined to represent the general secondary education sub-sector as a whole.

	2012	2013	2014	2015	2016	2017
Number of students	4,549,335	4,499,228	4,500,553	4,601,445	4,723,855	4,867,519
Gross enrolment ratio	94%	95%	96%	97%	97%	98%
Number of teachers	410,654	392,324	393,868	408,995	422,837	433,507
Of which : received in-service training	82,131	89,486	97,771	107,638	118,797	130,606
New teacher requirement	0	0	1,544	15,127	13,842	10,670
School size	465	461	460	470	482	497
Number of schools	9,774	9,768	9,783	9,787	9,793	9,801
Of which: upgraded	349	381	385	385	385	385
Resources required (excluding teacher training), billion UZS	4,396	5,226	6,548	7,963	9,578	11,409
Of which: recurrent	4,152	4,903	6,107	7,445	8,994	10,730

6.3.3 Secondary Specialized, Vocational Education

Due to the declining number of students, there will be no need for new teachers during the plan period. However, from 2018/2019, the trend will reverse and the number of students will once again start increasing. While the actual number of students will decrease, the cost of SSVE will slightly increase between 2013 and 2017, due to quality enhancement measures (e.g., school upgrading).

	2012	2013	2014	2015	2016	2017
Number of students	1,690,491	1,667,551	1,595,839	1,526,485	1,478,580	1,454,411
Of which: Lyceums	112,548	111,532	106,322	99,402	96,317	94,765
Of which: Colleges	1,570,760	1,556,019	1,489,517	1,427,083	1,382,263	1,359,646
Gross enrolment ratio	88%	88%	87%	88%	90%	93%
Number of teachers	113,859	112,793	107,938	103,225	99,986	98,532
Lyceums	8,646	8,567	8,167	7,636	7,399	7,279
Of which : received in-service training	1,378	1,473	1,496	1,484	1,521	1,579
Vocational colleges	105,213	104,226	99,771	95,589	92,587	91,072
Of which : received in-service training	16,265	16,995	17,183	17,328	17,612	18,129
New teacher requirement	0	0	0	0	0	0
Lyceums	0	0	0	0	0	0
Vocational colleges	0	0	0	0	0	0
Number of schools	1,544	1,568	1,569	1,570	1,571	1,571
Lyceums	141	141	141	141	141	141
School size	798	791	754	705	683	672
Of which: upgraded	6	16	12	12	12	12
Vocational colleges	1,406	1,406	1,406	1,406	1,406	1,406
School size	1,120	1,090	1,043	999	967	951
Of which: upgraded	126	143	140	140	140	140
Resources required (billion UZS)	1,692	2,026	2,390	2,724	3,120	3,600
Of which: recurrent	1,546	1,867	2,222	2,538	2,914	3,371

6.3.4 Teacher training and re-training (in-service only)⁶⁸

One of the main features of the ESP is its focus on teacher training. In-service teacher training institutions, therefore, will face significant pressure to meet this increasing demand. The number of teachers required will be increased from 940 to 1,805 over the period and the facility will be upgraded to be able to provide more distance-learning courses for teachers.

	2012	2013	2014	2015	2016	2017
Number of teacher retraining centers	16	16	16	16	16	16
Number of teachers trained (all levels)	118,835	128,782	138,933	150,460	163,218	176,881
% of teacher retraining centers rehabilitated and upgraded		1	3	4	4	4

⁶⁸Cost of pre-service teacher training is integrated in SSPE and higher education sectors.

Number of teacher trainers	940	1309	1413	1532	1664	1805
% of teacher trainers received in-service training	282	393	424	460	499	541
Resources required (billion UZS)	23,3	37,5	64,7	73,2	81,7	102,6
Of which: recurrent	22,8	36,3	47,4	60,3	76,8	97,0

6.3.5 Higher Education

	2012	2013	2014	2015	2016	2017
Number of students	289,208	295,979	302,219	308,558	309,071	308,295
Gross enrolment ratio	10%	10%	10%	10%	10%	10%
Number of teachers	24,200	24,746	25,247	25,755	25,777	25,691
Of which : received in-service training	7,260	7,424	7,574	7,727	7,733	7,707
Number of HEIs	64	64	64	64	64	64
Of which: upgraded	4	4	4	4	4	4
Resources required (billion UZS)	1,040	1,403	1,689	2,008	2,368	2,781
Of which: recurrent	966,6	1,215	1,473	1,761	2,083	2,453

6.3.6 Adult education (no education budget allocation)

	2012	2013	2014	2015	2016	2017
Number of participants	928,991	952,875	975,410	998,857	1,020,386	1,040,252
Number of adult education centers (public only)	150	150	150	150	150	150
Of which: upgraded	8	8	8	8	8	8
Resources required (billion UZS)	4,5	6,6	7,6	8,8	10,2	11,9
Of which: recurrent	4,5	6,6	7,6	8,8	10,2	11,9

6.3.7 Out-of-school education

The number of children participating in out-of-school program will increase significantly between 2012 and 2017, increasing the participation rate from 7% to 11% of all children 7 to 18 years old of age. To meet the demand, the number of teachers will also increase significantly during the period. While it may be ideal to establish new children centers, the current government policy does not foresee construction of any new school.

	2012	2013	2014	2015	2016	2017
Number of participants	722,255	758,367	796,286	836,100	877,905	920,860
Participation rate	13,5%	14,3%	15,0%	15,5%	15,9%	16,4%
Number of teachers	24,138	26,249	28,447	30,715	33,297	36,065
Number of children centers	1,220	1,250	1,300	1,350	1,400	1,462
Of which: upgraded	71	85	80	90	93	95
Resources required (billion UZS)	423,9	540,6	642,5	758,4	876,3	1008,3
Of which: recurrent	247,1	309,9	388,7	466,6	555,3	655,2

6.3.8 Special education needs (SEN)

	2012	2013	2014	2015	2016	2017
Share of SEN student						
ECCE	31,758	31,143	30,258	28,489	26,719	24,773
General secondary	25,653	25,303	24,874	24,016	23,159	22,301
Number of SEN teachers						
ECCE	4,685	4,655	4,511	4,217	3,928	3,617
Of which: trained	721	823	918	1,005	1,084	1,165
General secondary	5,120	4,936	4,852	4,685	4,517	4,350
Of which: trained	629	691	762	846	942	1,045
Number of specialized schools						
ECCE	357	352	342	322	302	280
Of which:						
upgraded	16	16	16	16	16	16
General secondary	118	118	116	112	108	104
Of which:						
upgraded	6	6	6	6	6	6
Resources required (billion UZS)						
	291,8	361,5	434,3	517,9	600,2	689,9
Of which: recurrent	280,8	349,4	430,7	501,9	581,2	665,9

6.3.9 Financial framework and funding gap (in billion UZS, 2012 price)

The table below presents summary of the simulation results of the macroeconomic perspectives and the funding gap for the ESP. While the GDP is expected to continually grow more than 8% annually, the resource required for education will exceed the increase in available resources. This is more evident in the earlier years of the plan implementation where the biggest deficit can be found in 2014/2015, before it stabilizes around 2016/2017. The total deficit between 2013/2014 to 2017/2018 is estimated to be USD 450 million, or USD 80 million annually (USD:UZS exchange rate at 2000 sum in 2012 and 3185,2 sum in 2017). Considering that the Government of Uzbekistan already has a large education budget and substantial contributions from private sources (i.e., families), external funding will be needed to materialize the visions of the ESP.

	2012	2013	2014	2015	2016	2017
GDP	96,550	117,792	142,609	171,323	204,218	241,524
Public expenditure on education	7,800	9,471	11,494	13,807	16,460	19,467
Donors' contribution to education	19	46	49	55	61	67
Private contribution to education	1,028	1,374	1,609	1,919	2,320	2,772
Resources required	8,847	10,892	13,391	16,012	19,014	22,479
Funding gap			238	229	174	173
USD against Uzbek sums	2,000	2,093	2,329	2,585	2,867	3,185
In million USD (2012 price)			102	89	61	54
% of GDP			0.2%	0.1%	0.1%	0.1%

LIST OF PERSONS AND INSTITUTIONS WHO CONTRIBUTED TO THE DRAFTING OF THE EDUCATION SECTOR PLAN

ABDUKARIMOV Rustamkhan. Head of Department of Scientific-Pedagogical Personnel, MoHSSE

ABDULLAEV, Askar, Chairman of the Department, Centre for Secondary Specialised Vocational Education, Investment and International Cooperation Department, Ministry of Higher and Secondary Specialised Education, Tashkent.

ABDULLAEV, Shukhrat, Director, Research Agency Itafact, Tashkent.

ADILOVA Gulchekhra, Ministry of Public Education

AKHMEDOV, Faizulla, Chief of Main Department of Public Education, Ministry of Public Education, Tashkent.

AKHMEDOVA, Dilorom, Director of Republican Specialized Scientific-Practical Medical Centre of Paediatrics, Ministry of Health, Tashkent.

AKHMEDOVA Nazira, Head of Elementary Education Department, RCE

AKHUNOVA, Matlyuba, Chief of Department of Rehabilitation and Social Adaptation of Children, MoPE, Tashkent.

ALLABERGENOV, Murodbek, Deputy Chief of Financing of Secondary and Pre-school Education, Ministry of Finance, Tashkent.

ALIKULOVA, Narghiza, Public Relations Specialist, Centre for Economic Research, Tashkent.

ASADOV, Yuldosh, Head of the Main Department of Development of Education in General School, Ministry of Public Education, Tashkent.

ASHRAFKHANOVA, Shakhlo, Education Consultant, UNICEF, Tashkent.

AVAZOV, Sherimat, Head of Department, Ministry of Higher and Secondary Specialized Education, Tashkent.

AZAMOVA, Malokhat, Director, Republican Methodological Centre on Retraining and Upgrading of Qualifications of Pre-School Education Specialists, Tashkent.

BERDIVEA, Shakhri, Director, Republican Centre of "BarkamolAvlod", Ministry of Public Education, Tashkent.

CHINIKULOV Normurod, Chief Specialist of Department, Center for Secondary Specialized Vocational Education, Tashkent.

CHANG Gwang-Chol, Senior Programme Specialist Chief, Education Policy and Reform Unit, UNESCO APA – Regional Bureau

DELMOTTE, Jean-Michel, Representative, UNICEF, Tashkent.

DIVANOVA Mukhayo, Secretary of Science, Pedagogical Sciences Research Institute of Uzbekistan, Tashkent.

DJAMOLIDDINOVA, Odina, Deputy Chairperson, Social Movement "Kamolot", Tashkent.

DJURAEV Risbay, Professor, Pedagogical Sciences Research Institute of Uzbekistan, Tashkent.

ESHMURZAEVA LOLA, Specialist, Ministry of Public Education

ESHONOV, Bakhodur, Director, Centre for Economic Research, Tashkent.

FATTAKHOVA, Janna, Deputy Director, Head of Finance and Development, Research Unit, Centre for Economic Research, Tashkent.

FAZILOV Jamoliddin, Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni, Tashkent.

FAYZULLAEVA, Eleonora, ECD Officer, UNICEF, Tashkent.

FEDOROVA, Antonina, Chief Specialist, Department of Social Sector, Ministry of Economy, Tashkent

GROSHEVA Irina, Ministry of Public Education

HOAR, Marilyn, Chief of Education, UNICEF, Tashkent.

HOWSE, Geoffrey, Consultant, PROMAN S.A., Luxembourg.

IBRAGIMOV Marat, Social Security Specialist, Central Council of the Labour Union. Tashkent.

IBRAGIMOV, Yaqub, Chief of International Department, Ministry of Higher and Secondary Specialized Education, Tashkent.

ILKHOMOV, Begzod, Chief of Social Sector Department, Ministry of Economy, Tashkent.

IRGASHEV, Yaqubjon A., Director, Department of International Relations, Ministry of Higher and Secondary Specialized Education, Tashkent.

ISHNIYAZOVA Nodiar, Specialist, Republican Specialized Scientific-Practical Medical Center. Tashkent.

ISLAMOVA, Umida, Research Coordinator (Social Issues), Centre for Economic Research, Tashkent.

ISMAILOVA. Muazam, Consultant, Tashkent.

ISYANOV Ravil, Director of the Center for Re-training and In-service Training under Tashkent State University named after Nizami. Tashkent.

JURAHONOV Farhod, Manager, Welfare Improvement Strategy of Uzbekistan for 2013-2015 Project, Institute of Forecasting and Macroeconomic Research under the Cabinet of Ministers of the Republic of Uzbekistan, Tashkent.

KADIROVA Zuhra, "Barkamol Avlod". Tashkent.

KALANTAROV, Oleg, Education Specialist, Research Agency Itafact, Tashkent.

KAMILOV, Ildus, Deputy Director, Head of Institutions and Development, Research Unit, Centre for Economic Research, Tashkent.

KAYUMOV, Shukhrat, Deputy Minister, Department, Ministry of Higher and Secondary Specialized Education, Tashkent.

KHAFIZOV, Sanjar, Chief of IT Department of the Republican Centre for Education, Tashkent.

KHALILOV, Furkat Kamalovich, Deputy Minister, Ministry of Labour and Social Protection of the Population, Tashkent.

KHANKHODJAEV, Azizkhan, Deputy Director, Institutional Development Unit, Centre for Economic Research, Tashkent.

KHASHIMOVA Farzona, UNWoman, Tashkent.

KHODJAEV, Azizbek, Main Specialist, Uzbek National Association of NGOs (NANNOUZ), Tashkent.

KHUDAYBERDIEV, Zayniddin, Deputy Director of the Centre for Secondary Specialized Vocational Education, Ministry of Higher and Secondary Specialized Education, Tashkent.

KHUSAINOV, Mamed, Chief of Department of Financing of Higher and Secondary Specialized Education, Ministry of Finance, Tashkent.

KHVAN, Irina, Chief Specialist, Chamber of Commerce, Tashkent.

KIM Zinaida, Head of Department, Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni, Tashkent.

KOLBAEVA, Huri, Chief Specialist on Education for Children with Special Needs, Republican Centre of Education, Tashkent.

KUCHUKBAYEV, Farid, Consultant, UNICEF, Tashkent.

KUDRATOV, Shodiyor, Chief of Department of Finance and Accountant Department, Ministry of Higher and Secondary Specialized Education, Tashkent.

KULICHIKHINA, Irina, Director, NGO "Alfa Omega", Tashkent.

LEE THU HUONG, Program specialist, UNESCO. Asia-Pacific Regional Bureau

MAJIDOV, Nodir, Chairperson, NGO "Umid Nurlari", Tashkent.

MAKHMUDOVIY Mukhiddin, Deputy Head of Department for Development of Children's Sports, MoPE. Tashkent.

MAKHMUDOVA, Gulnora, Leader of Project on Monitoring, Institute of Social Studies under the Cabinet of Ministers, Tashkent.

MARDONOV, Shukurullo, Deputy Director on Scientific Work of the Republican Scientific Research Institute, Tashkent.

MAVLONOV, Qahramon, Chief of Sector of “Barkamol Avlod Markazlari”, Ministry of Public Education, Tashkent.

MESTRONI, Silvia, Monitoring and Evaluation Officer, UNICEF, Tashkent.

MIRJALILOVA, Sabohat, Chief of Pre-School Education Department, Ministry of Public Education, Tashkent.

MUKHIDDINOVA Fatima, Specialist, Chamber of Commerce and Industry of the Republic of Uzbekistan, Tashkent.

MUSLIMOV, Narzulla, Deputy Rector, State Pedagogical University named after Nizami, Tashkent.

MUSURMANOV, Ravshan, Chief of Department of Coordination of Research-Scientific Activities, Ministry of Higher and Secondary Specialized Education, Tashkent.

MUTULIEV Avaz, Specialist, Center for Rehabilitation and Social Adaptation of Children, MoPE, Tashkent.

NAMAZOV, Bakhtiyor, Education Programme Officer, UNESCO, Tashkent.

NAQVI, Naveed Hassan (2012): Early Childhood Care and Education in Uzbekistan. June, 2012. PowerPoint presentation.

NAROLSKAYA, Yulia, Education Officer, UNICEF, Tashkent.

NAZAROVA Musurmon, Directorate for Educational Institutions of Music and Arts, MoPE, Tashkent.

NAZAROVA, Dildora, Chief of the Department of Specialized Education of the Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni, Tashkent.

NORMUROD, Chinikulov, Chief Specialist of the Department of CSSPE, Tashkent.

NOROV, Latif, Task Manager, Centre for Economic Research, Tashkent.

NOSIROV Abdurakhim, Deputy Head of Main Directorate of Organizing Operations of Educational Institutions, MoPE, Tashkent.

NURIDDINOV, Bakhodir, Chief of Department of Selection and Work with Management Personnel, Ministry of Higher and Secondary Specialized Education, Tashkent.

NURIDDINOVA, Adiba, Deputy Director, Institute of Social Studies under the Cabinet of Ministers, Tashkent.

PARPIBAEVA Ozoda. Women’s Committee of Uzbekistan. Tashkent.

PIKKAT Krista, UNESCO. Tashkent.

PFAFFE, Joachim Friedrich, Lead Consultant, PROMAN S.A., Luxembourg.

PULATOV, Shukur, Deputy Rector, In-Service Teacher Training Institute of Tashkent City, Tashkent.

RAJAPOVA, Barno, Deputy Chief of Main Department of Management of Higher Educational Establishments, Ministry of Higher and Secondary Specialized Education, Tashkent.

RAKHMANKULOVA, Nargiza, Vice-Rector for Educational-Methodological Work, Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni, Tashkent.

RASULOVA, Elvira, Chairperson, NGO "BakhtliKelajak", Tashkent.

REJAPOV, Shavkat, Main Inspector of Music Department, Ministry of Public Education, Tashkent.

RUSTAMOV, Rakhmatulla, Deputy Chief of Department of State Educational Standards, Ministry of Higher and Secondary Specialised Education, Tashkent.

RUZMURADOV Akhtam, "Komolot" Youth Movement, Tashkent.

SADIROVA Eleonora, Education Consultant, UNICEF, Tashkent.

SCHUSTEREDER, Johann, Consultant, PROMAN S.A., Luxembourg.

SEKIOTOV, Aleksandr, Chairperson, NGO "Family in support to schools", Tashkent.

SHAMSIEVA Zulfizar, , Chief of Department of Music and Fine Arts of the Republican Centre of Education, Tashkent.

SHAKHAMEDOV Talat. Centre for Professional Orientation and Psychological and Pedagogical Diagnosis of Children, MoPE. Tashkent.

SHARAKHMETOV, Shakhrukh, Chief of Main Department for Financing, Social Sector and Science, Ministry of Finance, Tashkent.

SHAROPOV, Bakhodir, Chief of Department, Ministry of Labor and Social Protection, Tashkent.

SHIRINOV, Temir Sh., Minister, Chair of Local Education Group, Ministry of Public Education, Tashkent.

SIRAJIDDINOV Shukhrat. Head of International Relations Department, MoPE, Tashkent.

SULTANOV Kadamboy. Ministry of Public Education.

SULTANOV, Tulkun, Deputy Head of the Main Department of Organization of Education, MoPE, Tashkent.

SULTONOV, Ruzimukhammad, Project Manager, NGO "Ecomaktab", Tashkent.

TAILAKOV, Norbek, Chief Specialist of Information and Analysis Department of the Cabinet of Ministers, member of LEG, Tashkent.

TAKHIROV, Bosit, Chief of Main Department of Ministry of Economy, member of LEG, Tashkent.

TASHPULATOV, Salih Sh., Rector, Institute for Training and Retraining of Secondary Special and Professional Education System, Ministry of Higher and Secondary Specialised Education, Tashkent.

TURDIEV Narzikul, Deputy Director, Republican Center for Education. Tashkent.

TULYAGANOVA, Rano, Specialist of Pre-School Education Department, Ministry of Public Education, Tashkent.

USANOV, Shamsiddin, Rector of In-Service Teacher Training Institution of Tashkent Region, Ministry of Public Education, Tashkent

VAKHOBBOV, Maruf, Chief Specialist of the Main Department of Development of Education in General School, Ministry of Public Education, Tashkent.

VALIEV Ruslan, Centre for Professional Orientation and Psychological and Pedagogical Diagnosis of Children, MoPE

YANO Satoko, Program specialist, UNESCO, Asia-Pacific Regional Bureau

YULDASHEV, Maksud, Rector, Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni, Tashkent.

YULDASHEVA Feruza, Head of Department of Special Education, Republican Center for Education, Tashkent.

YUSUPOVA, Inqlob, Chairperson, Association for Support of Children and Families, Tashkent.

ZAKIROV, Islom, Director, Republican Centre of Education, member of LEG, Tashkent.

ZAKIROV Ulugbek, State Statistics Committee of Uzbekistan

ZAYNIDDINOVA Dilorom, Head of Preschool Education Institutions Department, Main Directorate of Public Education of Tashkent city.

ZIKRILLAEV, Hairulla, First Deputy Director of the Centre for Secondary Specialized Vocational Education, Ministry of Higher and Secondary Specialized Education, Tashkent.

LIST OF INSTITUTIONS CONTRIBUTED TO DEVELOPMENT OF THE EDUCATION SECTOR PLAN

Ministries and agencies:

- Cabinet of Ministers of the Republic of Uzbekistan
- Ministry of Public Education of the Republic of Uzbekistan.
- Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan
- Ministry of Finance of the Republic of Uzbekistan.
- Ministry of Economy of the Republic of Uzbekistan.
- Ministry of Health of the Republic of Uzbekistan.
- Ministry of Labor and Social Protection of the Population of the Republic of Uzbekistan.
- State Statistics Committee of the Republic of Uzbekistan
- Centre of Secondary Specialized Vocational Education, MoHSSE.
- Chamber of Commerce and Industry of the Republic of Uzbekistan.
- Central Council of Education Specialists' Labor Union.

Research institutions:

- Scientific-Research Institute of Pedagogical Sciences of Uzbekistan.
- Republican Specialized Scientific-Practical Medical Center of Pediatrics, Ministry of Health of the Republic of Uzbekistan.
- Center for Economic Research, Tashkent
- Institute of Social Research under the Cabinet of Ministers of Uzbekistan, Tashkent.
- "Itafact" Research Agency, Tashkent

International organizations:

- UNESCO, Asia-Pacific Regional Office
- UNICEF, Tashkent.
- UNESCO, Tashkent.
- UN Women, Tashkent
- PROMANS.A Consulting Company, Luxemburg

State agencies:

- Republican Center for Education.
- Centre for Professional Orientation and Psychological and Pedagogical Diagnosis of Children under MoPE
- Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni.
- Republican Methodological Center of In-Service Training of Preschool Education Personnel
- Institute for Re-Training and In-Service Training of Secondary Specialized Vocational Education Personnel.
- Tashkent State Pedagogical University named after Nizami.
- Institute for Re-Training and In-Service Training of Pedagogical Personnel of Tashkent city.
- Institute for Re-Training and In-Service Training of Pedagogical Personnel of Tashkent region.
- *Barkamol Avlod* Republican Center, Tashkent

Non-governmental organizations

- NGO "Alfa Omega", Tashkent.
- NGO "Umid Nurlari", Tashkent
- NGO "Bakhti Kelajak", Tashkent.
- NGO "Semya v podderjku shkolan", Tashkent.
- NGO "Ekomaktab", Tashkent

Public organizations:

- Women's Committee.
- "Kamolot" Youth Movement
- Association for Support of Children and Families, Tashkent
- Uzbek National Association of NGOs (NANNOUZ), Tashkent.

LIST OF WORKSHOPS CONDUCTED IN THE PROCESS OF EDUCATION SECTOR PLAN DEVELOPMENT

1. Meeting of working groups on 8 sub-sectors of education (August 9-13, 2012)
2. Validation workshop (August 22, 2012)
3. Meeting of working groups on 8 sub-sectors of education (September 10-14, 2012)
4. Workshop on developing the Education Sector Plan (September 17 – 19, 2012)
5. Technical workshop on analysis and planning the education sector (March 25-29, 2013)
6. Meeting of working groups on 8 sub-sectors of education (May 1 -14, 2013)

LIST OF LITERATURE USED IN DEVELOPING THE EDUCATION SECTOR PLAN

ASIAN Development Bank (2009): ADB LOAN UZB-1961 Education Sector Development Project (ESDP). Final Report of the Senior Distance Education Advisor on Implementation of Component B of the ESDP from Март 2008 until Июнь 2009. Ташкент, 30 Июнь 2009.

ASIAN Development Bank (2010): Evaluation Study. Uzbekistan: Education. Reference Number: SAP:UZB 2010-29. Sector Assistance Program Evaluation: 26194. Сентябрь 2010. Independent Evaluation Управление: ADB.

CENTRE for Economic Research (2011): Narrowing the Gap between Vocational Education and the Labour Market. In: Development Focus, Issue #2 (Сентябрь 2009).

CENTRE for Economic Research (2011): Improving the Quality of General Secondary Education in Uzbekistan: Focus on the Teaching Staff. In: Development Focus, Issue #7 (Март 2011).

CENTRE for Economic Research (2011b): Improving the Quality of General Secondary Education in Uzbekistan: Focus on the Teachers. In: Development Focus, Issue #11 (Май 2011).

CENTRE for Economic Research (2012): Uzbekistan 2030. Defining the Pattern of Growth and Policies for Accelerated Transformation. Ташкент: Май 17, 2012.

CLAIR, Nancy; MISKE, Shirley; PATEL, Deepa (2010): Developing Standards for Quality Basic Education in Central and Eastern Europe and the Commonwealth of Independent States. Prepared for ЮНИСЕФ CEE/CIS Regional Office. Октябрь 15, 2010.

CONVENTION on the Rights of the Child, adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 Ноябрь 1989, entry into force 2 Сентябрь 1990, in accordance with article 49.

DVV InterРеспубликанский (2011): Итоговой отчет по проекту «Создание и развитие центров обучения взрослых в профессиональных колледжах Узбекистана».

EUROPEAN Association for the Education of Adults (2006): Adult Education Trends and Issues in Europe.

EUROPEAN Commission (2004): Key Competences for Lifelong Learning – A European Reference Framework.

EUROPEAN Commission (2007): Communication to the Council and the European Parliament on Improving the Quality of Teacher Education.

EUROPEAN Training Foundation (2008): The European Qualifications Framework for Lifelong Learning.

EUROPEAN Training Foundation (2010): Uzbekistan ETF Country Information Note 2010.

EUROPEAN Training Foundation (2011): Torino Process Uzbekistan. Январь 2011.

FAZYLOV, Djamoliddin; SMIRNVA, Galina (2008): The Development of Education. Республиканский Report of Uzbekistan.

GLOBAL Partnership for Education (2012): Global Partnership For Education Program Implementation Grant Guidelines.

GOVERNMENT of the Republic of Uzbekistan (2005): Welfare Improvement Strategy Paper of the Republic of Uzbekistan for 2005-2010. Interim PRSP Document.(I-WISP). Ташкент, Март 2005.

INTERРЕСПУБЛИКАНСКИЙ Covenant on Economic, Social and Cultural Rights (1976).

ISMAILOV, Jahongir (undated): Status and Prospects of Development of Secondary Specialised Vocational Education. PowerPoint presentation.

KARIMOV, Abdug'aniyevich (1997): Harmoniously Developed Generation in the Basis of Progress of Uzbekistan. Ташкент: Sharq.

KHODIEV, B. (2011): Report on the Status of the Activities for Improving Employment of Vocational

ColMFOe Graduates according to their Educational Profiles. PowerPoint presentation.

MAROE, Mmantseta (2011): Concept Note. General Education Quality Diagnostic / Analysis and Monitoring Framework. Февраль 2011: UNESCO, Division for Basic to Higher Education and Learning.

MAROE, Mmantseta (2011a): A Systemic General Education Quality Diagnosis and Monitoring Framework. PowerPoint presentation. Paris, 08 Июнь 2011: UNESCO.

MINISTRY of Higher and Secondary Specialised Education (undated): Booklet about Secondary Specialised Education.

MINISTRY of Public Education in the Republic of Uzbekistan; REPRESENTATIVE Offices of UNESCO and ЮНИСЕФ to Uzbekistan (2007): The Республиканский EFA Mid-Decade Assessment Report. Ташкент.

MINISTRY of Public Education in the Republic of Uzbekistan (2008): Interim Report "Education Quality Monitoring and Management System Design" project. Uzbek Scientific-Research Institute of Pedagogical Sciences named after Kary-Niyazy. МоРЕ and ЮНИСЕФ: Август, 2008.

MINISTRY of Public Education in the Republic of Uzbekistan (2011): Decree on the implementation of the programme "Bolajon", dated 05 Август 2011.

MINISTRY of Public Education in the Republic of Uzbekistan; MINISTRY of Higher and Secondary Specialised Education in the Republic of Uzbekistan (2002): Республиканский Action Plan on Education for All in the Republic of Uzbekistan. Ташкент, 2002.

MINISTRY of Public Education in the Republic of Uzbekistan; MINISTRY of Higher and Secondary Specialised Education in the Republic of Uzbekistan; UNESCO (2010): The Республиканский EFA Mid-Decade Assessment Report.

MINISTRY of Public Education in the Republic of Uzbekistan; UNESCO; ЮНИСЕФ (2006): Monitoring of Learning Achievements (MLA I) 2006 in Mathematics and Sciences with Life Skills. The Grade 4th. Itafact Возраст:ncy.

MINISTRY of Public Education in the Republic of Uzbekistan; UNESCO; ЮНИСЕФ (2006a): Monitoring of Learning Achievements (MLA II) 2006 in Mathematics and Sciences with Life Skills. The Grade 8th. Itafact Возраст:ncy.

MINISTRY of Public Education in the Republic of Uzbekistan; ЮНИСЕФ (2007): Report on Survey Results. Study of the pupils' school non-attendance problem and the cases of temporary children drop-out from the education system (5th to 9th grades of secondary schools). Ташкент.

MISKE, Shirley (2012): Recommendations to develop key principles, parameters and indicators of quality of secondary education. Translated version of a seminar.

NAQVI, Naveed Hassan (2012): Early Childhood Care and Education in Uzbekistan. PowerPoint presentation. Июнь, 2012.

NAROLSKAYA, Yulia; ISLAMOVA, Umida; COOPER, Dan; WEEKS-EARP, Erin (2010): Teacher Quality and Teacher Working Conditions in Uzbekistan. Technical Report. Сентябрь 30, 2010. ЮНИСЕФ Ташкент.

ORGANISATION for Economic Co-operation and Development (2005): Attracting, Developing and Retaining Effective Teachers - Final Report: Teachers Matter.

ORGANISATION for Economic Co-operation and Development (2011): Education at a Glance 2011: OECD Indicators. OECD Publishing.

PFAFFE, Joachim Friedrich (2009): Summative Evaluation of the Child-Friendly Schools Project (2006-2008) Uzbekistan. Final Evaluation Report. 12 Июнь 2009. Luxembourg: PROMAN S.A.

PFAFFE, Joachim Friedrich; CORNELISSEN, Hilde; CASPARI, Alexandra; CHRISTENSEN, Peter; KADRI, Elizabeth; SILVESTRINI, Stefan; TOWERS, David; VALENTINI, Andrea (2011): Education for All - Fast Track Initiative (EFA-FTI) Monitoring & Evaluation Strategy. Final Report. 09 Сентябрь 2011. Luxembourg:

PROMAN S.A. and Particip.

PFAFFE, Joachim Friedrich; ORIVEL, François (2009): Review and Assistance in Strategic Development of the Education Programme in Preparation for the Next Government of Uzbekistan-ЮНИСЕФ Country Programme of Cooperation 2010-2015. Final Mission Report. 11 Сентябрь 2009. Luxembourg: PROMAN S.A.

PFAFFE, Joachim Friedrich; SCHUSTEREDER, Johann (2012): Development of an Education Sector Plan within the GPE Initiative in Uzbekistan. Situation Analysis of the Education Sector in Uzbekistan. Final Report. 24 Август 2012. Luxembourg: PROMAN S.A.

REPUBLIC of Uzbekistan (2007): Welfare Improvement Strategy of Uzbekistan. Full Strategy Paper for 2008-2010. Ташкент, 2007.

RESOLUTION of the Cabinet of Ministers of the Republic of Uzbekistan on “Меры on Implementation of the State Nationwide School Education Development Programme for 2004-2009”.

RIDGE, Natasha (2007): Formative Evaluation of the ECD and Quality Basic Education Project. Январь 2005 То Июнь 2007. ЮНИСЕФ Uzbekistan: Октябрь 2007.

SHIRINOV, Temir Sh. (2011): Performance Analysis of General Education Schools, Teacher-training Institutions, and Institutions for Re-training and Professional Development of Teachers. PowerPoint presentation.

SHIRINOV, Temir Sh. (2011a): Public Education in the Development of Continuing Education of the Republic of Uzbekistan. PowerPoint presentation.

SHIRINOV, Temir Sh. (2011b): Objectives of strengthening the reИсточник base of educational institutions and increasing the efficiency of their usВозраст:. PowerPoint presentation.

STATE Committee of the Republic of Uzbekistan on Statistics (2001): Uzbekistan, 2001. Население and Housing Census. IHSN Ref. No. 860-2001-001.

TEMPUS (2010): State of Play of the Bologna Process in the Tempus Countries (2009/2010). A Tempus Study. Issue 02 - Март 2010. Brussels: European Commission.

TEMPUS (2012): Human ReИсточник ManВозраст:ment in Public Higher Education in the Tempus Partner Countries. Issue 10 - Июнь 2012.

UNDP (2006): Official Statistics in Uzbekistan: Institutional Basis, Quality and Access. In: Policy Brief. The Executive Series, No. 1, 2006.

UNDP (2007): System of Indicators for Monitoring and Evaluation of MDG's Achievement in Uzbekistan. Ташкент: UNDP Uzbekistan.

UNDP (2008): Education in Uzbekistan: Matching Supply and Demand. Ташкент: UNDP Uzbekistan.

UNDP (2009): Higher Education in Uzbekistan: Structure Developments and Reform Trends. In: Policy Brief. The Executive Series, No. 1 (12), 2009.

UNDP (2012): Uzbekistan in Figures. Население :Возраст:-Based 2001-2007. Available from http://statistics.design.uz/data_finder/2344/.

UNESCO (2007): Uzbekistan. Inclusive Education: The way of the future. Third Workshop of the IBE Community of Practice, Commonwealth of Independent States (CIS). Minsk, Belarus, 29-31 Октябрь 2007. UNESCO: InterРеспубликанский Bureau of Education.

UNESCO (2008): Central Asia Sub-Region EFA Mid-Decade Assessment. Synthesis Report.

UNESCO (2011): World Data on Education. VII Ed. 2010/11.

ЮНИСЕФ (2002): Child Friendly Schools in Central Asia.

ЮНИСЕФ (2004): ЮНИСЕФ Evaluation Report Standards. Сентябрь 2004. Evaluation Office.

ЮНИСЕФ (2004a): Revised Country Programme Document. Uzbekistan. United Nations Children's Fund Executive E/ICEF/2004/P/L.20, 01 Апрель 2004 Board, Annual session 2004, 7-11 Июнь 2004, Item 4 of the provisional Возраст:nda.

ЮНИСЕФ (2005): The ЮНИСЕФ medium-term strategic plan, 2006-2009. Investing in children: the ЮНИСЕФ contribution to poverty reduction and the Millennium Summit Возраст:nda. E/ICEF/2005/11, 11 Июль 2005.

ЮНИСЕФ (2005a): ЮНИСЕФ water, sanitation and hygiene strategies for 2006-2015. United Nations E/ICEF/2006/6, Economic and Social Council, 15 Ноябрь 2005.

ЮНИСЕФ (2007): Annual report of the Executive Director: progress and achievements against the medium-term strategic plan. United Nations E/ICEF/2007/9, Economic and Social Council, 02 Май 2007.

ЮНИСЕФ (2007a): ЮНИСЕФ Education Strategy. United Nations E/ICEF/2007/10, Economic and Social Council, 04 Май 2007.

ЮНИСЕФ (2008): Extension of the medium-term strategic plan (MTSP) 2006–2009 until the end of 2011: background note. E/ICEF/2008/25, 17 Июль 2008. United Nations Children's Fund Executive Board, Second regular session 2008, 15-18 Сентябрь 2008. Item 4 of the provisional Возраст:nda.

ЮНИСЕФ (2008a): Revised annexes to the medium term strategic plan. Annex I: Results framework by focus areas. Annex II: Part 1: Integrated monitoring and evaluation framework. Part 2: Key performance indicators. E/ICEF/2008/19, Economic and Social Council, 21 Июль 2008. United Nations Children's Fund Executive Board, Second regular session 2008, 15-18 Сентябрь 2008, .Item 4 of the provisional Возраст:nda.

ЮНИСЕФ (2009): Manual Child Friendly Schools.

ЮНИСЕФ (2009a): Draft Country Programme Document. Uzbekistan. E/ICEF/2009/P/L.14, 10 Март 09. [To be presented at] United Nations Children's Fund Executive Board, Annual session, 8-12 Июнь 2009.

ЮНИСЕФ (2009b): Social Budgeting for Child Well-Being in Uzbekistan.Ташкент.

ЮНИСЕФ (2009c): Global Study on Child Poverty and Disparities Uzbekistan.Survey Report.Март 2009.

ЮНИСЕФ (2009d): Draft Country Programme Document. Uzbekistan. E/ICEF/2009/P/L.14, 13 Апрель 2009. United Nations Children's Fund Executive Board, Annual session, 8-10 Июнь 2009.

ЮНИСЕФ (undated, pres. 2009): Country profile.Education in Uzbekistan.

ЮНИСЕФ Regional Office for CEE/CIS (2007): Education For Some More Than Others? A Regional Study on Education in Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS).

ЮНИСЕФ Regional Office for CEE/CIS (2011): Teachers: A Regional Study on Recruitment, Development and Salaries of Teachers in the CEE/CIS Region. Geneva: ЮНИСЕФ Regional Office for CEE/CIS.

ЮНИСЕФ Uzbekistan (undated, pres. 2005): Country Programme of Cooperation 2005–2009.

ЮНИСЕФ Uzbekistan (2007): Report on Survey Results. Study of the pupils' school non-attendance problem and the cases of temporary children drop-out from the education system (5th to 9th grades of secondary schools).

ЮНИСЕФ Uzbekistan (2012): Policies and Practices in Learning Measurement. Uzbekistan Country Office Survey.Апрель 5, 2012.

UNITED Nations (2012): Millennium Development Goals Report 2012. New York: UN.

UNITED Nations Development Assistance Framework (undated, pres. 2004): Uzbekistan.2005-2009.

UNITED Nations Development Assistance Framework (UNDAF) for the Republic of Uzbekistan 2010-2015. United Nations in Uzbekistan and Government of Uzbekistan: Апрель 2009.

UNITED Nations Development Programme (2009): Республиканский Human Development Report,

Education in Uzbekistan: matching supply and demand, Ташкент, 2007-2008.

UNITED Nations Economic Commission for Europe (2007): Uzbekistan Employment. Retrieved at <http://www.unece.org/fileadmin/DAM/stats/profiles2009/uzbekistan.pdf>.

UNITED Nations ESCAP (2012): Economic and Social Survey of Asia and the Pacific 2012. Uzbekistan. Briefing Notes for the Launch in Ташкент, 10 Май 2012.

USAID (2009): Fact Sheet. USAID Programmes in 2009.

UZBEKISTAN in Figures. http://www.statistics.uz/data_finder. Various reИсточники.

UZBEKISTAN to create Barkamol Avlod Children Centers. In: UzDaily, 14 Март 2011. Retrieved at <http://www.uzdaily.com/articles-id-13482.htm>.

WORLD Bank (2005): Addressing the Crisis in Central Asia Education: A Proposed Approach for Partnership. Report No. 32517-ECA. Human Development Sector Unit, Europe and Central Asia Region, Июнь 30, 2005.

WORLD Bank (2005a): Republic of Uzbekistan. Public Expenditure Review. Март 1, 2005. Poverty and Economic ManВозраст:ment Unit, Europe and Central Asia Region.

WORLD Bank (2008): InterРеспубликанский Bank for Reconstruction and Development, InterРеспубликанский Development Association and InterРеспубликанский Finance Corporation. Country Assistance Strategy for the Republic of Uzbekistan for the period FY08-FY11. Report No. 43385-UZ..Май 14, 2008. Central Asia Country Unit, Europe and Central Asia Region. The InterРеспубликанский Finance Corporation, IFC Управление for Southern Europe and Central Asia.

WORLD Bank (2009): Project Appraisal Document on a Proposed Credit in the Amount of SDR 18.9 million (US\$28 million equivalent) to the Republic of Uzbekistan for the Basic Education Project Second Phase of an Adaptable Programme Loan in Support of the Education Reform Programme. Июнь 3, 2009. Human Development Sector Unit (ECSHD), Europe and Central Asia Region, Central Asia Country Unit.

WORLD Bank (2012): World Bank – Uzbekistan Partnership Program Snapshot. Апрель 2012.

YULDASHEV, Maksud (2012): About the development of teacher training system and improving the quality of teaching in secondary schools. PowerPoint presentation. Ташкент: Central In-Service and Retraining Institute of Public Education Staff named after A. Avloni.

АНАЛИТИЧЕСКАЯ справка по привлеченным иностранным инвестициям, кредитам и грантам для развития системы среднего специального, профессионального образования в 1998-2011 годах (без даты и автора).

ГОСУДАРСТВЕННЫЙ комитет по статистике (2011): Образование в Узбекистане – статистический сборник.

ГОСУДАРСТВЕННЫЙ комитет по статистике (2011a): Население Узбекистана – статистический сборник.

КАБИНЕТ Министров Республики Узбекистан (1991): Закон «О социальной защищенности инвалидов в Республике Узбекистан».

КАБИНЕТ Министров Республики Узбекистан (1997): Закон «Об образовании».

КАБИНЕТ Министров Республики Узбекистан (1997a): «Национальная программа по подготовке кадров».

КАБИНЕТ Министров Республики Узбекистан (1998): Постановление «О разработке и введении государственных образовательных стандартов для системы непрерывного образования».

КАБИНЕТ Министров Республики Узбекистан (2001): Программа подготовки, переподготовки и повышения квалификации педагогических и инженерно-педагогических кадров системы среднего специального, профессионального образования на период до 2010 года.

КАБИНЕТ Министров Республики Узбекистан (2006): Постановление «О дальнейшем совершенствовании системы переподготовки и повышения квалификации педагогических кадров».

КАБИНЕТ Министров Республики Узбекистан (2008): Закон «О гарантиях прав ребенка».

КАБИНЕТ Министров Республики Узбекистан (2010): Постановление «О мерах по совершенствованию деятельности государственных специализированных дошкольных образовательных учреждений».

КАБИНЕТ Министров Республики Узбекистан (2010а): «О ходе реализации Национальной программы по подготовке кадров в системе среднего специального, профессионального образования».

КАБИНЕТ Министров Республики Узбекистан (2011): Постановление «Об утверждении нормативно-правовых актов о государственных специализированных образовательных учреждениях для детей с ограниченными возможностями».

КАБИНЕТ Министров Республики Узбекистан (2011а): Постановление «О совершенствовании деятельности государственного центра тестирования при Кабинете Министров Республики Узбекистан».

КАБИНЕТ Министров Республики Узбекистан (2011б): Постановление «О мерах по дальнейшему совершенствованию системы внешкольного образования».

КОНСТИТУЦИЯ Республики Узбекистан (1994).

МИНИСТЕРСТВО высшего и среднего специального образования (2003): Приказ «Об утверждении Положения о высшем образовании»

МИНИСТЕРСТВО высшего и среднего специального образования (2011): Информация о педагогических кадрах системы среднего специального, профессионального образования.

МИНИСТЕРСТВО высшего и среднего специального образования (2012): Статистические данные.

МИНИСТЕРСТВО народного образования Республики Узбекистан (2007): Положение «О порядке ведения деятельности комиссии по приему детей в дошкольные образовательные учреждения».

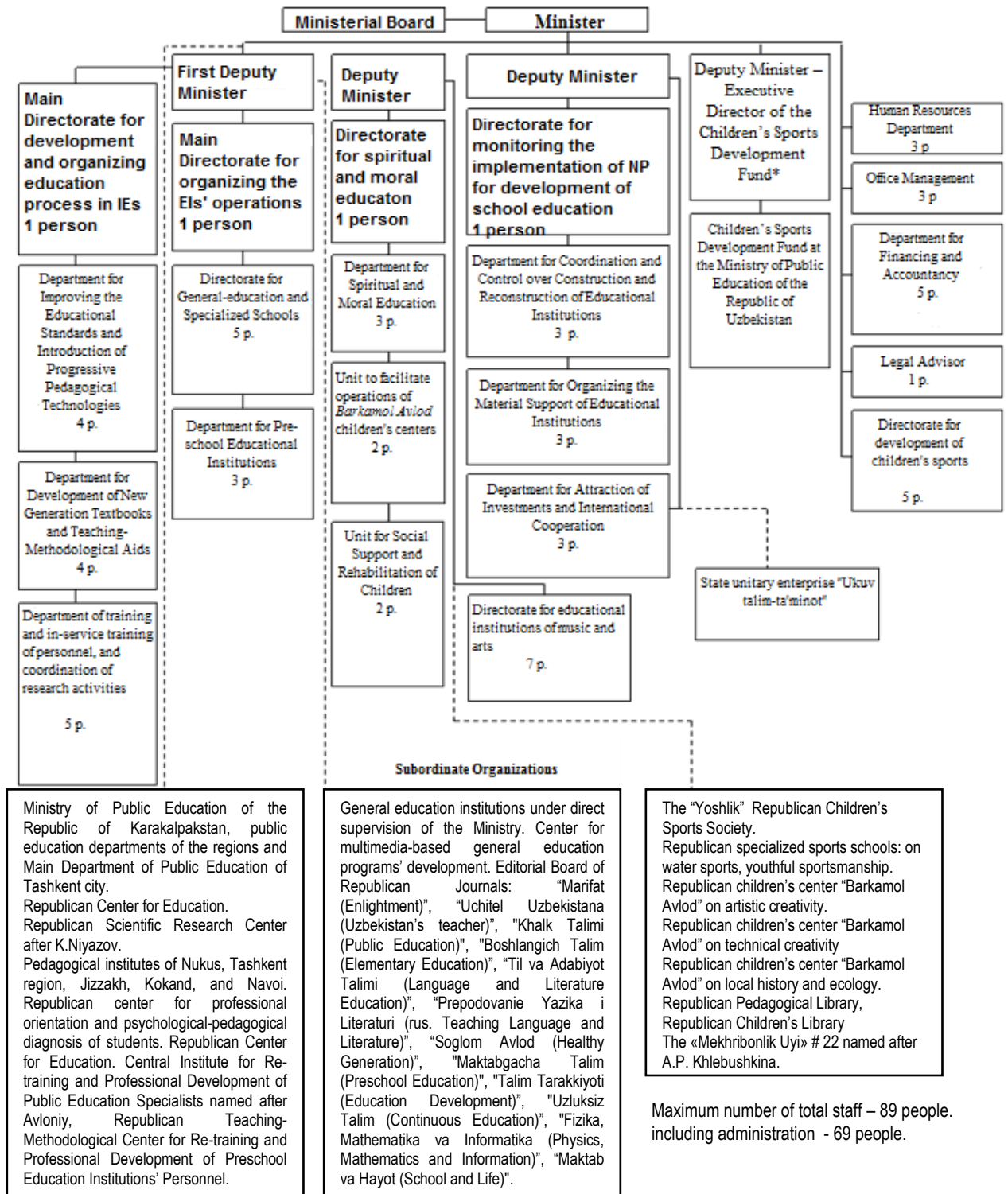
ПРЕЗИДЕНТ Республики Узбекистан (2011): Постановление «О мерах по укреплению материально-технической базы высших образовательных учреждений и кардинальному улучшению качества подготовки высококвалифицированных специалистов»

ПРЕЗИДЕНТ Республики Узбекистан (2012): Постановление «О мерах по дальнейшему совершенствованию системы подготовки и комплектования квалифицированными педагогическими кадрами средних специальных, профессиональных образовательных учреждений».

ЦЕНТР экономического исследования/ЮНИСЕФ (2010): Повышение качества общего среднего образования в Узбекистане: приоритет – педагогические кадры.

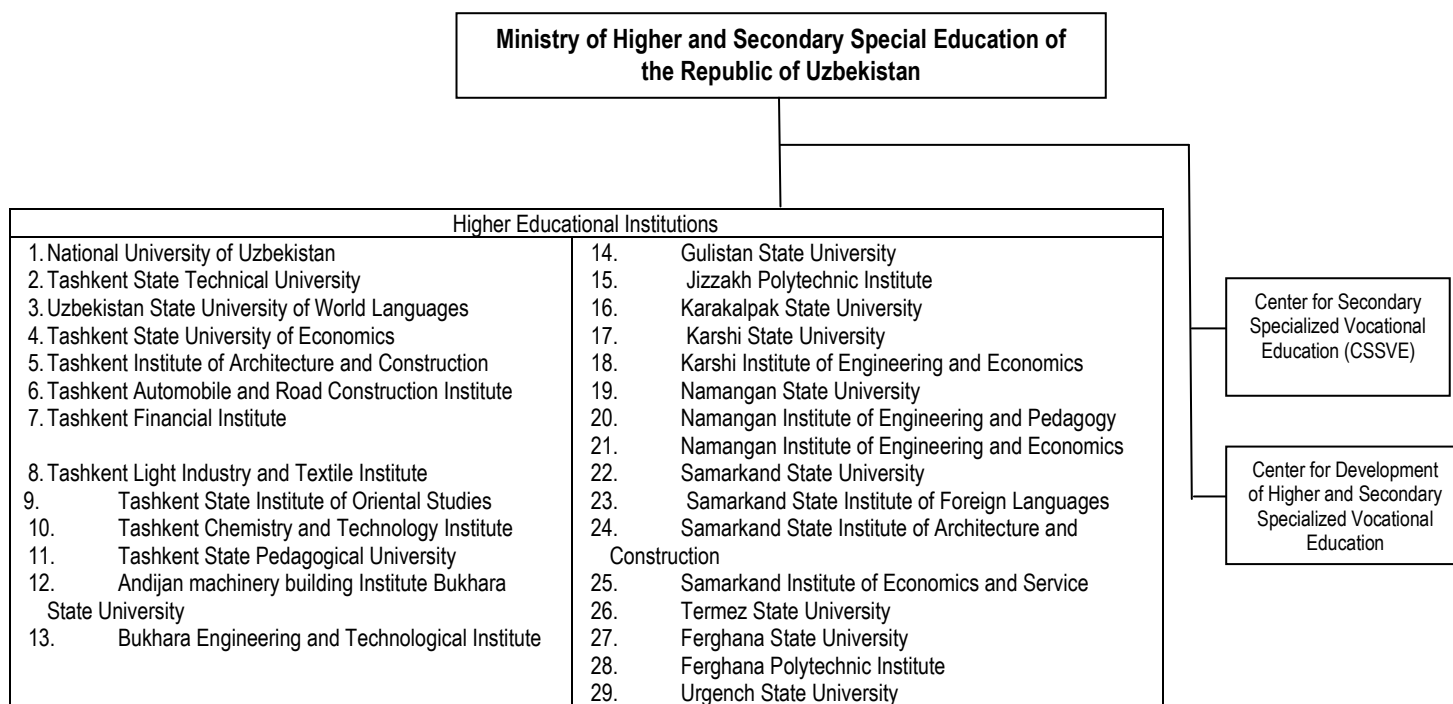
ЎЗБЕКИСТОН Республикаси ХалқТаълимиВазирлиги 2011-2012 ЎқувЙилиАсосийКўрсаткичлари. ТОШКЕНТ-2012.

STRUCTURE of Central Apparatus of the Ministry of Public Education of the Republic of Uzbekistan

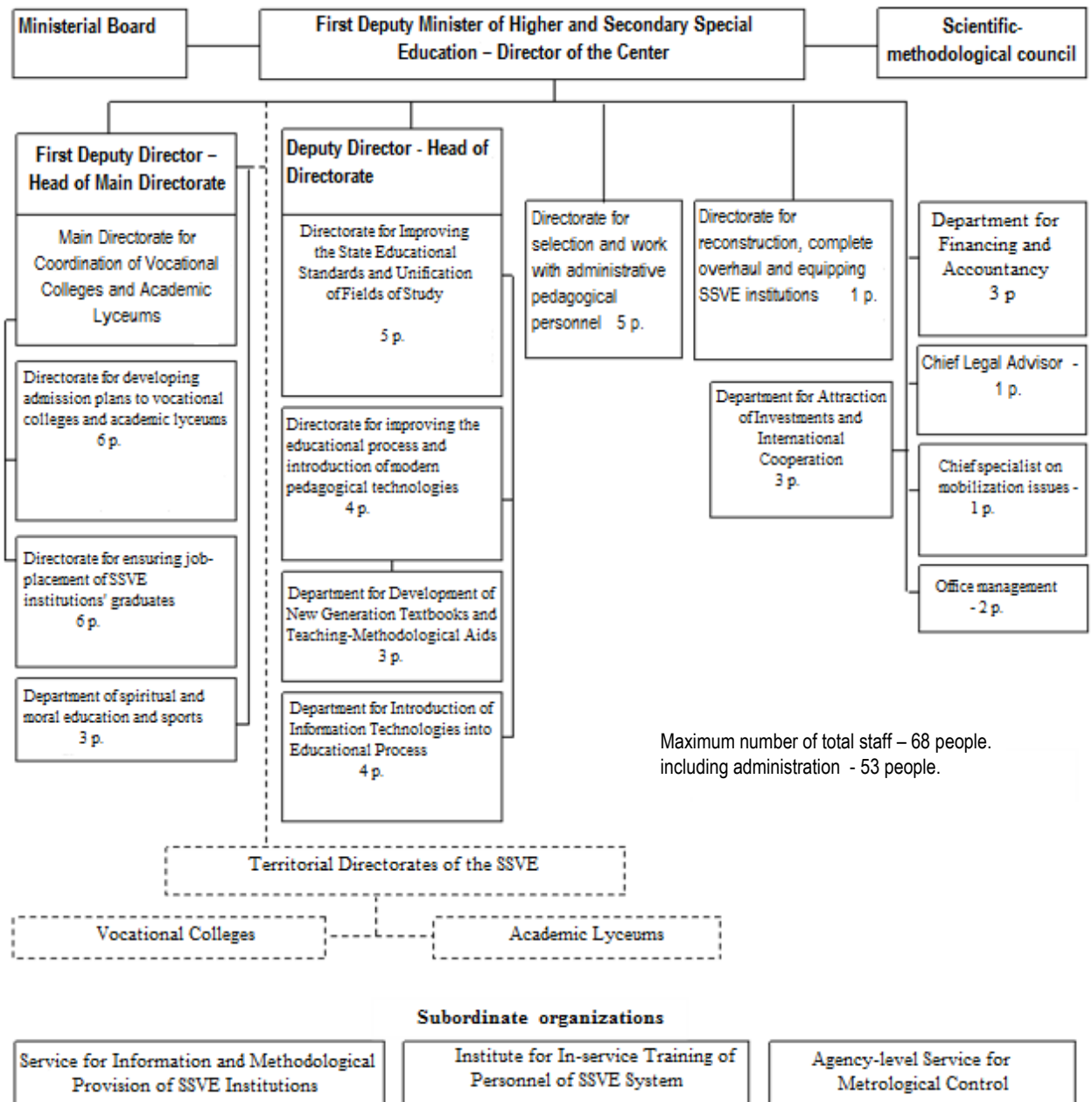


*) the position of Deputy minister - Executive Director of the Children's Sports Development Fund is not included into the staff count of the Ministry

Organizational Structure of the System under the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan



STRUCTURE of Central Apparatus of the Center for Secondary Specialized, Vocational Education



Donor Mapping

Support to the education sector by international development partners in Uzbekistan

Table 1 below presents a summary of assistance by Education sub-sectors.

Education sub-sector	Donor Agency	Type of assistance
Preschool education	UNICEF, USAID	Technical assistance
Primary education	UNICEF, USAID, UNESCO	Technical assistance
	ADB, WB,	Technical assistance and loans
Secondary education	ADB, WB, IDB, USAID Governments of China, Japan, Republic of Korea, UNESCO	Technical assistance and loans
Secondary specialized (professional) education	ADB, KFW, Governments of China, Japan, Germany, Republic of Korea,	Technical assistance and loans
	GIZ, UNESCO, KOICA, JICA, EU, Swiss CA	Technical assistance
Higher education	EU, Governments of USA, Russian Federation, India, Germany, France, UK	Technical assistance, fellowship grants
Non-formal education and training for children	British Council, Alliance Frances, Goethe Institute, JICA	Technical assistance
Non-formal education for adults	Dvv-International, UNESCO, JICA	Technical assistance
Scientific research and scholar development	EU, Governments of USA, Germany, France, GB, Japan, Republic of Korea	Technical assistance, fellowship

Table 2 below presents detailed information on each sub-sector.

PRESCHOOL EDUCATION		
Donor Agency	Program Name	Main program activities
UNICEF	ECD Program <i>Improving quality a access to Early Childhood Education</i> (500 000 USD anually starting from 2010)	Partnership with MoPE and the National Teacher Training Institution (RUMZ) has resulted in adoption of Early Learning Development Standards and an 18 hour course in Child Centred Teaching Methods in Pre-Service and In-Service Institutions. Increased capacity of 3 771 teachers (from 2010-2012) in child –centered education through In-service teacher training Institutes and regional initiatives. Collaboration with MoPE, MHSSE and Woman’s Commitee resulted in succesful regional projects. Child-centered education materials and ELDS included into curriculum of

		Pedagogical colleges, RUMZ and In-service Institutes curriculum nationwide. Advocacy for alternative ECE program including half-day groups and community centers.
WB	Basic Education Project II (2009-2013): 28 million USD	
GENERAL SECONDARY EDUCATION (GRADES 1-9)		
Donor Agency	Program Name	Main program activities
ADB	Basic Education Textbook Development Project (Loan, 1998-2004), 40 million USD Second Textbook Development Project (Loan 2005-2009), 25 million USD	A project, implemented with financial assistance from the Asian Development Bank has played a key role in improving the procedure of developing and publishing of textbooks, introduction of an automotive system of registering and ordering the textbooks, as well as in establishing of school libraries on the basis of information-resources centers.
	Education Sector Development Project (ESDP) to improve the relevance and quality of education (Loan 2003-2009), 38.5 million USD Education Sector Development Program (ESDP) to improve the relevance and quality of education (Loan 2003-2009), 70 million USD	The Program for development of education sector (ADB loan, 2003-2009) contributed to the development of the distance education system, establishment of resource centers for distance education at general education schools and in-service training institutions
	Rural basic education project (loan 2008-2011) 30 million USD with associated TA Effective Management of Investments and Reforms in Basic Education; Rural Basic Education, 1.5 million USD	The project contributed to improving access to quality basic education for the rural poor, a key strategic priority for promoting pro-poor growth through provision of (i) modern science laboratory equipment, laboratory furniture, and teaching aids for biology, chemistry, and physics; (ii) classroom furniture; (iii) general teaching aids, and (iv) reading materials and basic furniture for libraries. The expected outcome was improved equitable access to, and greater relevance of, basic education in three rural regions: Tashkent, Surkhandarya, and Kashkadarya
	ICT in Basic Education (loan 2006-2011) 30 million USD	
	Basic Education for children with special needs (Grant), 1.5 million USD	

		<p>(ICT) use in priority subject areas in grades 5–9 in project schools, with pro-poor focus.</p> <p>A project, implemented through the Asian Development Bank’s grant aimed to improve the learning performance, social confidence, and social integration of children with special needs in selected pilot schools via inclusive and integrated approaches</p>
EC	Central Asia Indicative Program (2007-10: 314 million €; 2011-2013: 405 million €); relevant for Education is Focal Sector 2 (Promotion of educational, scientific and People-to-People activities).	<i>Within Sector 2, currently development of Inclusive Education initiative for Uzbekistan (3.7 million € over 5 years, focus on regulatory/legal framework).</i>
Govt. of PR China	Provision of ICT in Basic Education: Loan (19 million USD) and grant (1 million USD, 2006-2007)	
Korean Exim Bank	Informatization of General Education Schools Project, under EDCF: Loan (29 million USD) and grant (1 million USD, 2006-2007)	for provision of computers to 1,500 elementary and middle schools, and the establishment of an educational multimedia development centre
WB	Basic Education Project, to improve learning through new teaching materials and resources for the teachers as well as improvement of the teacher training system and the capacity of MPE to efficiently allocate resources, monitor and evaluate its programs (Loan 2007-2009). Phase I: 15 million USD, Phase II (2009-2013): 28 million USD	<p><i>The Development of School Education Project</i>, financed by the World Bank (2007-2009), facilitated the activities of the Councils of Trustees, introduced the system of per-capita financing in general education schools and preschools.</p> <p>This project paid special attention to targeted poor areas, as well as the capacity of the Ministry of Public Education to independently allocate resources, monitor investment programs, and evaluate its own programs.</p>
UNICEF	Access to Quality Basic Services for Children and Women ECD and Quality Basic Education Program (including Child friendly Schools Program): Improving the quality of education and learning achievements for children from pre-school up to grade 9, through improvement in provision of early childhood services and making schools more child-friendly	<p>The <i>Child-Friendly School</i> Program, implemented in partnership with UNICEF (2006-2011), was aimed at introduction of personality-oriented approach to education, ensuring safety and security of children, active involvement of children, parents and the society into the education process, and guaranteeing the gender equality in the general education schools.</p> <p>The 2012 -2013 Work Plan supported work</p>

	(700. 000 USD annually)	<p>to improve the quality and efficiency of basic education:</p> <ul style="list-style-type: none"> - Principles Quality Basic Education (QBE) are developed and integrated into the national system. - System of capacity building for teachers and education managers is strengthened - QBE principles are adopted for local context through model and small remote schools. - DRR strategies are integrated into the education system in selected disaster prone areas - Mechanism and strategy of M&E of MoPE is strengthened - Strengthen capacity to provide quality inclusive education - Life skills curriculum for parents and students is developed
UNESCO	<p>EFA Coordination and Monitoring 2008-2011 – (52, 000 USD) Inclusive Education 2010-2011 – (10 000 USD) ICT in education 2010 -2011 (100 000 USD) EMIS 2010-2011 – (10 000 USD)</p>	<p>EFA Mid –Decade Assessment reviewed entire education system and helps to illustrate emerging needs and how to effectively fulfill the existing gaps.</p> <p>Manual for parents with special needs children was developed as a guide for parents to develop their children</p> <p>a series of resource materials and digital tools are being adapted for ICT based teaching and learning. In cooperation with the Ministry of Public Education a series of teacher training activities have been carried out for the ICT integration in teaching Math, Physics, Chemistry, Biology, Languages and other subjects in schools</p> <p>UNESCO Tashkent office in cooperation with the Ministry of Public Education has conducted seminar-workshop on November, 2011 for review and localization of UNESCO OpenEMIS software in the public education system. In 2012-2013 UNESCO Tashkent will localize and pilot it in 5 regions of Uzbekistan.</p>

SECONDARY SPECIALIZED (professional) EDUCATION Academic Lyceums and Professional Colleges		
Donor Agency	Program Name	Main program activities
APEC	Equipping Agricultural Colleges (16 million USD)	
ADB	Senior Secondary Education Project (TA, 1 million USD and loan, 57 million USD), 2001-2007	The Project supported the initial process of reforming the SSE system to meet the NPPT goals. The immediate objectives were to (i) support pilot implementation and refinement of the new SSE curriculum; (ii) develop an effective management and teaching staff; (iii) develop the domestic capacity for teaching materials production and acquisition; and (iv) foster cost-effective planning, management, and policy development for SSE. The Project comprised four components: (i) developing 45 model schools; (ii) developing school directors and teachers; (iii) developing instructional materials; and (iv) subsector planning, management, and policy development.
EC	Central Asia Indicative Program (2007-10: 314 million €; 2011-2013: 405 million €) <i>Relevant for Education is Focal Sector 2 (Promotion of educational, scientific and people-to-people activities)</i>	<i>Within Sector 2, currently development of Inclusive Education initiative for Uzbekistan (3.7 million € over 5 years, focus on regulatory/legal framework).</i>
Embassy of France	Vocational training for the textile industry	
GIZ	Project on Regional Teachers Training Network (Vocational Pedagogy and Didactics) in Central Asian Countries; TA in labor market oriented vocational training in ICT (32 colleges) and building/construction professions (4 colleges), in cooperation with KfW	The Vocational Education Promotion Program for Information and Communication Technology is one of the major pilot projects on vocational education launched in 2003 and completed in 2010. The project supported employment-oriented vocational training, which meets the needs of forward-looking sectors of the economy. Three new professions were introduced in 32 pilot vocational colleges and in addition, the program established standards; produced materials; conducted training for teachers and managers; provided the colleges with necessary equipment; and helped set up regulations for examinations.

Islamic Dev. Bank	Construction and equipping of 5 Professional Colleges (School infrastructure loan - 2007-2008), 10.4 million USD	The second phase of the project <i>Construction and Equipping of General Education Schools</i> , financed by the Islamic Development Bank (2010-2012), was aimed at expanding the access to education for children, who live in hard-to-access areas, via construction of new general education schools in rural areas.
JICA	Retraining of teachers to expand professional education	JICA provided technical assistance to the Japanese Government's grant aid for retraining of teachers in nine teacher colleges and equipment for these colleges, which was completed in 2005 (USD 6.5 millions).
KfW	Equipping 30 Professional Colleges, procuring textbooks and manuals (16 million EUR)	
SECO	Professional skills development project. (TA for 20 Colleges, 5 million USD)	
ETF (European Training Foundation)	Country Project Uzbekistan; the activities are implemented within the Torino process 2012 (Central Asia and Uzbekistan), for more information see http://www.etf.europa.eu	Activities will contribute to local capacities by following up with Uzbekistan stakeholders in their evidence-led policy analyses of vocational education in the framework of the Torino process and providing technical and policy advice and support to the development of their vocational education system.

**TERTIARY / POST-SECONDARY EDUCATION
(Higher education, Post-graduate education)**

Donor Agency	Program Name	Main program activities
EC	TEMPUS IV: Modernization of higher education in line with the Bologna Process (Budget of TEMPUS IV 2012 for Central Asia and Uzbekistan for years 2012-2016 totals 15 million EUR of which 5,000,000 EUR are earmarked for Uzbekistan).	<i>Focal areas:</i> <i>Curricula Modernization (Engineering & Technologies)</i> <i>Higher Education & Society (Strengthening of integration between education, science and industry)</i> Management system reform (Introduction of quality assurance) <i>Higher Education & Society (Knowledge triangle education-innovation-research)</i>
	ERASMUS MUNDUS: Enhancing of quality in higher education, promoting inter-cultural understanding. (13,000,000 EUR from the budget are	<i>Central Asia benefits in particular from Action 2 (mobility programme for students and academics covering all levels of higher education (Bachelor, Masters, Doctorate)</i>

	devoted to Central Asia of which 3,000,000 are earmarked for Uzbekistan.)	
	Central Asian Education Platform 2013 (2,000,000 €)	Improvement of the capacity of public servants and organisations in the education sector. Aim: modernisation of education systems in Central Asia.
	Central Asia Research and Education Network 2 (CAREN2) (2,880,778 €)	Maintenance and further development of a high-capacity Internet network for research and education communities in CA, providing the region with a gateway to global research and education collaboration.
	Financial Education Program for Low-Income Households in Uzbekistan part II (FEP II) (191,979 €)	The FEP-2 financial education is aimed to improve financial behaviors of low-income households in the areas of debt management.
GIZ	Cooperation with Tashkent State University: 6 Modules on professional didactics for agricultural professions (as integral part of degree training for engineers)	
JICA	Grants to government employees to pursue Master's studies in Japan (15 students per annum)	Currently JICA's assistance in education in the country only comprises dispatching Japan Overseas Cooperation Volunteers (JOCV) and Senior Volunteers to schools and providing scholarships to 15 young government employees every year to do a MA in Japan. JICA also sends Uzbek government officials for training in Japan
WB	<i>Assistance in implementation of state program for development of higher education. Indicative loan amount USD 40 mil.</i>	<i>Expected start in mid-2013</i>
KOIKA	Every year, about 100 Uzbek citizens are visiting South Korea for educational courses in the development of social security, capacity building for urban development, methods of customs administration, science and technology policy, and promotion of gender rights.	The Korean Government also provides loans to education-related projects in the country, such as equipping primary schools with ICT and a loan to support vocational education.
UNDP	Education for Sustainable development	The Education for Sustainable Development (ESD), human development and gender concepts are introduced into existing curricular, teaching programs, courses and its significance is acknowledged among academia, civil servants, business

		<p>community and young people</p> <p>347 people trained in the field of human development, civic participation, gender equality and human rights by the higher educational institutions according to international best practices 10 textbooks, manuals and handout packages on relevant topics developed, published, disseminated and used (in cooperation with UNESCO)</p> <p>5 types of Human Development courses developed (for BA/MA level students, civil servants and journalists)</p> <p>17 training courses for different strata of population on development, civic participation, gender equality and human rights conducted</p>
British Council	<p>In addition to assisting the country to strengthen teaching of the English language by supporting English teacher training programs, curriculum reforms, etc., the British Council works in the following areas related to education in Uzbekistan: vocational education with a focus on upper secondary education, science education, and art.</p> <p>The size of the budget is usually around £50,000 – 55,000 for a country-based project and around £800,000 pounds for a regional project. The British Council was the contractor of the ADB-funded Basic Education Textbook Development project from 2001 to 2003 (USD 40 millions) and established the national Textbook Rental Scheme</p>	<p>The British Council Uzbekistan especially targets upper secondary and higher education. Its recent projects include support to five pilot vocational colleges to help build partnerships with industries and to design and deliver competence-based training and assessment. It is also currently supporting such activities as entrepreneurship training and environmental education (focus in Uzbekistan: water) as part of the British Council's regional projects in Central and South Asia.</p>
CROSS-CUTTING ISSUES		
Donor Agency	Main program activities	
EC	Inclusive Education, 3.7 million € over 5 years, focus on regulatory/ legal framework. Program start was expected in 2011	
Embassy of France	French language promotion, teacher exchange (overall volume 100,000 EUR per year)	
Goethe Institute	German language promotion, teacher exchange	

GTZ	Inter-regional Cooperation with 4 Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan)
JICA	Joint project for health care with Ministry of Health
USAID	Grants for children with disabilities (400,000 USD for 3 years)
	Promotion of inclusive education (300,000 USD for 3 years, in preparation)
WB	Per-capita finance
	School-based teacher training
	Community education on life styles
UNICEF	Good Governance for Achieving Children's and Women's Rights Family and Community Empowerment, Local Capacity building in Management of Basic Services for Children and Women, Policy Development, Advocacy and Social Monitoring
	Health and Nutrition, Child Protection, HIV/AIDS Prevention and Youth
	Promoting and supporting inclusive and child-centered education, by educating parents, children, teachers, directors/school administrators and community leaders