

OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN
DECISION
**ON MEASURES TO FURTHER IMPROVE THE SYSTEM OF EDUCATION FOR
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

In accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No. PF-5712, development of inclusive education in Uzbekistan, improvement of the system of education and upbringing of children with special educational needs, and the quality of educational services provided to them in order to improve:

1. The following:

The concept of development of inclusive education in the public education system in 2020-2025 (hereinafter referred to as the Concept) in accordance with [Appendix 1](#) ;

"Roadmap" for the implementation of the concept of development of inclusive education in the public education system in 2020-2025 (hereinafter referred to as "Roadmap") in accordance with [Appendix 2](#) ;

The target indicators (indicators) for the development of education of children with special educational needs until 2025 should be approved in accordance with [Appendix 3](#) .

It should be noted that the Concept will be implemented step by step on the basis of a separate "Road Map" approved annually starting from 2022, based on the achieved results, target indicators and main directions for the relevant period.

2. From 2021 until December 1 every year, the Ministry of Public Education should develop a "Road Map" for the next year based on a detailed study of the results of the implementation of the "Road Map" of the previous year and submit it to the Cabinet of Ministers for approval.

The Cabinet of Ministers should conduct continuous monitoring of the implementation of "Roadmaps" and target indicators (indicators) and review its results once a year at the meetings of the Government Presidium.

3. It should be noted that the Concept will be implemented in two stages, including:

a) during 2020-2022:

the regulatory framework in the field of inclusive education system will be improved;

qualified pedagogues for the inclusive education system are trained, retrained and retrained;

the material and technical base of institutions where inclusive education is introduced will be strengthened, they will be provided with special equipment (elevating device, ramp, handrail, etc.), necessary literature, methodical manuals, equipment and supplies for training in various professions;

modern information and communication technologies and innovative projects are introduced into the field of inclusive education;

by explaining the right of children with special educational needs to education, the essence of inclusive education, a positive social environment is created among the population;

measures aimed at preventing discrimination and negative treatment of children with special educational needs are implemented;

the inclusive education system will be introduced to the activities of individual educational institutions as a trial run;

b) during 2023-2025:

the inclusive education system is gradually introduced in other general secondary education institutions;

measures aimed at ensuring the right to inclusive education of every child with special educational needs are implemented;

teaching methods in inclusive education are improved and the principles of individualization are gradually introduced into the educational process;

in the process of inclusive education, measures are taken aimed at the spiritual and moral upbringing of students, their physically healthy and energetic formation;

the number of specialized state educational institutions (schools and boarding schools) (hereinafter referred to as specialized educational institutions) for children with special educational needs will be optimized based on the physical and mental needs of students and the geographical location of educational institutions.

4. The Ministry of Public Education, the Ministry of Higher and Secondary Special Education and the Ministry of Finance:

a) in the 2021/2022 academic year as a trial:

introduction of inclusive education system in one general education school located in cities and districts of Tashkent city;

Opening primary correctional classes for children with special educational needs in one general education school located in the Republic of Karakalpakstan, regions and Tashkent city;

Organization of specialized groups for 9th grade graduates of specialized educational institutions and children with special educational needs in one vocational school located in Kashkadarya, Fergana and Khorezm regions;

b) gradually apply the positive experience to other regions of the republic, taking into account the results of the introduction of the inclusive education system, the opening of basic correctional classes and the establishment of specialized groups;

c) from the 2021/2022 academic year:

implementation of compulsory general secondary education in specialized educational institutions for 11 years (in schools for children with intellectual disabilities, 9 years in boarding schools);

Vocational training of 10-11th grade students of specialized educational institutions ((assistant) schools for children with intellectual disabilities, 8-9th grade in boarding schools) and employment in the professions they will acquire in the future based on their interests and abilities. in order to create wide conditions for the organization of vocational training courses within the framework of reduced training hours of specialized educational institutions;

g) to approve the proposal to issue certificates for professions taught in vocational training courses to graduates of specialized educational institutions.

The Ministry of Higher and Secondary Special Education, the Ministry of Employment and Labor Relations should attach professional educational institutions and "Ishga Marhamat" monocenters to specialized educational institutions in order to provide methodical support in the organization of vocational training courses, to effectively conduct the educational process, and to attract qualified professors and teachers.

5. It should be noted that:

a) from the 2021/2022 academic year:

education of children with special educational needs in elementary correctional classes is carried out on the basis of adapted (adaptive) educational programs;

in general education schools where the inclusive education system has been introduced for children with special educational needs and basic correctional classes have been opened, special pedagogic staff units will be allocated due to the gradual optimization of the staffs of specialized educational institutions;

in order to develop the potential of children with special educational needs, comprehensive education schools that have introduced an inclusive education system may develop individual educational programs for these students with the participation of them and their parents (legal representatives);

children with special educational needs are closely supported by special pedagogues and tutors (pedagogical assistants) in mastering individual educational programs;

Volunteers with appropriate qualifications and senior students of higher education institutions in the field of pedagogy are recruited on a voluntary basis as tutors (assistant pedagogic staff) to general educational institutions where the inclusive education system has been introduced;

One of the parents (their legal representatives) of children with special educational needs will be included in the Supervisory Board of general education schools where the inclusive education system has been introduced and basic correctional classes have been opened;

based on the needs of persons with disabilities, up to two percent of the admission rates are allocated to these persons on the basis of the general state grant for professional educational institutions;

calculation of salaries of teachers teaching pupils individually at home is carried out according to the procedure developed by the Ministry of Public Education and the Ministry of Finance;

b) from January 1, 2021:

the monthly bonus paid to the managers of specialized educational institutions for special conditions of work is paid in the amount of 100 percent of the basic tariff rate;

The amount of the basic tariff rate of the head of the republican rehabilitation center "Mehribonlik" under the Ministry of Public Education is 90 percent of the basic tariff rate of the corresponding manager of "Mehribonlik" houses, the amount of the basic tariff rate of psychologists of "Mehribonlik" houses and children's towns is equal to the basic tariff rate of psychologists of general education schools, "Mehribonlik" » houses and children's towns, the basic tariff rates of circle and music leaders, labor and trainer guides are equal to the basic tariff rates of circle leaders of "Barkamol Avlod" children's schools.

6. "Laboratory of Inclusive Education" should be established under the psychological-pedagogical republican diagnostic center for vocational orientation of students within the framework of its state units.

The following should be defined as the main tasks of the laboratory of inclusive education:

creating conditions for inclusive education in general education schools, developing criteria for determining the quality and effectiveness of inclusive education, and monitoring their implementation;

developing and improving methodological support of inclusive education (programs, methodological recommendations for leaders, pedagogues and specialists, etc.);

development and improvement of technologies aimed at psychological-pedagogical and social development for all subjects of inclusive education;

organization of psychological and pedagogical support for learners in inclusive conditions;

conducting scientific research on inclusive education, studying advanced foreign experience and putting it into practice;

creating a database of general education institutions where the inclusive education system has been introduced, and the students studying in them, and constantly updating it;

organization and holding of scientific conferences and seminars on issues of development of inclusive education.

7. The Ministry of Public Education, the National Television and Radio Company of Uzbekistan and the Information and Mass Communications Agency should develop and ensure the implementation of a program of measures that provide for the following within two months:

state support for the right and freedom of education of children with special educational needs, as well as conducting propaganda activities about the achievements of children in culture, art, sports and other areas;

wide promotion of inclusive education in the press and social networks;

organization of online educational courses for parents and posting of video lectures on social networks on issues of education and upbringing of children with special educational needs.

8. The Ministry of Higher and Secondary Special Education, the Ministry of Public Education, the Ministry of Finance together with other ministries and agencies until September 1, 2021:

ensure that topics on inclusive education methodology are included in the relevant educational programs of educational directions and specialties in the field of pedagogical education;

create the necessary conditions (ramps, handrails, etc.) at the entrance to the buildings in educational buildings of general secondary, professional and higher education institutions and student residences for children (individuals) with special educational needs to move freely;

ensure the wide use of special distance learning elements (online training classes, electronic educational resources) in the organization of the educational process in the education of children with special educational needs.

9. Paragraph 2 of the decision of the President of the Republic of Uzbekistan dated February 11, 2019 "On additional measures to strengthen the social protection of orphans and children deprived of parental care" No. PQ-4185, removing the words "leaders and" [from the third paragraph](#) let it be thrown

Please note that this amendment will come into force on January 1, 2021.

10. Let the Ministry of Public Education, together with other interested ministries and agencies, harmonize the normative legal documents they have adopted with this decision within a period of one month.

11. The advisor of the President of the Republic of Uzbekistan A.A. will supervise the implementation of this decision. Abduvakhitov and Deputy Prime Minister of the Republic of Uzbekistan B.A. Let Musaev be responsible.

President of the Republic of Uzbekistan Sh. MIRZIYOEV

Tashkent city,
October 13, 2020
No. PQ-4860

APPENDIX 1 to the decision of the President of the Republic of Uzbekistan No. PQ-4860 of October 13, 2020

Development of inclusive education in the public education system in 2020-2025

CONCEPT

Chapter 1. General rules

1. The concept of development of inclusive education in the public education system in 2020-2025 (hereinafter referred to as the Concept) was developed in order to establish an inclusive education system for teaching children with special educational needs, to guarantee and ensure their right to education.

2. The concept defines the goals, objectives, priorities, medium and long-term stages of the development of inclusive education in the Republic of Uzbekistan and serves as a basis for the development of programs and comprehensive measures aimed at the development of inclusive education.

Chapter 2. Current situation and existing problems of inclusive education in Uzbekistan

3. Today, there are 21,200 students in 86 specialized schools and boarding schools (hereinafter referred to as specialized educational institutions) for children with disabilities in physical or mental development across the country, and 6,100 students in 21 sanatorium-type boarding schools. receives education. Also, 13,300 students who need long-term treatment are taught individually at home.

In 2014-2016, the project "Inclusive education for children with special educational needs in Uzbekistan" was implemented in cooperation with the European Union. Within the scope of the project:

test sites were established in 5 regions of the republic;

More than 150 medical-psychological-pedagogical commissions and more than 1.3 thousand pedagogical staff were trained in inclusive education services;

3 training modules on the implementation of inclusive practice in the educational system were included in the curricula of educational institutions for the retraining and upgrading of the pedagogic staff;

Inclusive education services were organized for more than 2,000 children with special educational needs and their parents;

5 experimental resource centers and 15 experimental schools were established in Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya regions, and more than 800 children were enrolled in them.

A number of legal documents on the introduction of the inclusive education system were adopted.

In these documents, measures aimed at providing social support to children in need of special assistance, providing them with education, and allowing them to show their abilities and potential, to take their place among healthy children, and to achieve spiritual maturity, have been defined in these documents.

In particular, the decision of the President of the Republic of Uzbekistan dated September 5, 2018 "On measures to introduce new principles of management into the public education system" No. special tasks for creating an adaptive environment serving inclusive education, including inclusive education, have been noted.

Also, on improving the quality of educational services provided to children with special educational needs in the concept of development of the public education system of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019:

development and approval of requirements for the premises of educational institutions where children with special educational needs receive education;

implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

organization of an inclusive education system for teaching children with special educational needs, provision of general education institutions with special equipment (elevating device, ramp, handrail, etc.), as well as relevant personnel (special pedagogue, specialists in psycho-pedagogical observation of children);

carrying out explanatory work among the public about the right to education of children with special educational needs, the essence of inclusive education;

optimization of educational institutions where children with special educational needs are educated based on the physical and mental needs of students and the geographical location of educational institutions;

gradual provision of boarding schools with special equipment for adaptation and integration of children with special educational needs;

Tasks such as implementation of measures aimed at ensuring the right to inclusive education of every child with special educational needs are defined.

In addition, in order to create the necessary conditions for the education of children with special educational needs in these schools during the construction of "Modern Schools", to ensure that there is a special infrastructure and equipment for them, a draft of normative requirements for the "Modern School" was developed for the organization of inclusive education.

In the future, it is planned to build and reconstruct "Modern Schools" based on these requirements.

In recent years, about 500 students with special educational needs were returned to general secondary schools as a result of the experience of integration of students studying in specialized educational institutions into general schools in order to develop the practice of teaching children with special educational needs along with healthy children in general schools.

Currently, more than 3,200 general secondary education schools cover about 13,000 students with inclusive education.

4. At the same time, there are some gaps and shortcomings in the public education system in terms of establishing an inclusive education system for teaching children with special educational needs, ensuring their equal rights to education, including:

a) in the field of organization of inclusive education:

in some educational institutions where children with special educational needs are educated, barrier-free environment and opportunities are not created for them;

educational institutions where children with special educational needs are taught are not fully equipped with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

parents do not have enough information about the possibility of educating their children with special educational needs in general education institutions as a result of the lack of public awareness about the right to education of children with special educational needs, the essence of the inclusive education system;

five initiatives, which include comprehensive measures aimed at creating additional conditions for the education of children with special educational needs, have not been implemented;

insufficient attention is paid by local executive authorities to solving problems related to inclusion of children with special educational needs in inclusive education;

the complexity and non-transparency of the process of admission of children with special educational needs to educational institutions causes various forms of corruption;

b) in the field of personnel training:

qualitative updating of the content of the inclusive education system in general education institutions is required;

as a result of insufficient professional training of pedagogical staff and the level of professional qualification for inclusive education, a number of problems arise in teaching children with special educational needs;

subjects related to the methodology of inclusive education are not included in the educational programs of higher education institutions in the field of pedagogy;

the fact that inclusive education programs are not included in textbooks on pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, has a negative impact on the quality of their professional training;

the lack of sufficient information about inclusive education among the leaders and pedagogues of general education institutions leads to the ineffectiveness of the introduction of inclusive education;

training courses for children with special educational needs have not been organized in educational institutions of professional development and retraining; modern information and communication technologies for inclusive education have not been introduced into their activities;

c) in the field of educational process organization:

the methodology of providing inclusive education to children with special educational needs has not been developed in general education institutions;

criteria for determining the quality and effectiveness of inclusive education for children with special educational needs have not been developed;

educational institutions where children with special educational needs receive education are not sufficiently provided with the necessary special educational literature and methodological manuals;

d) in the field of financing the inclusive education system:

it is required to allocate and use sufficient funds for the development of inclusive education based on an efficient and transparent system;

insufficient funds are allocated from the state budget to educational institutions to update educational equipment and materials for children with special educational needs, to create conditions aimed at introducing inclusive education in school buildings.

Chapter 3. Goals and priorities of the development of the inclusive education system

5. The goal of developing an inclusive education system is to provide equal opportunities for education and create the necessary conditions for all children to succeed in education, regardless of their individual characteristics, previous educational achievements, language, culture, and the social and economic status of their parents.

6. The priority directions for the development of the inclusive education system are as follows:

a) training, retraining and professional development of pedagogic personnel for the inclusive education system:

introduction of inclusive education programs in higher education institutions in the field of pedagogy, improvement of educational materials related to inclusive education methodology;

assimilation of modern theories of inclusive education, establishment of centers for training, retraining and advanced training of pedagogues operating in the system of inclusive education, and creating conditions for mastering the basics of person-oriented approaches to education;

creation of teaching-methodical collections and popular publications on inclusive education for teachers, students, parents, specialists of public organizations, the general public;

gradually increasing the quality of teachers in general education institutions where the inclusive education system has been introduced, in particular the number of pedagogues with a master's degree;

in the implementation of inclusive education, first of all, focusing on teaching children with special educational needs in low-enrollment general schools located in remote areas;

formation of an independent assessment system of the quality of inclusive education and establishment of additional pedagogical education services for children with special educational needs;

development of a standardized program for the training of leading personnel in the field of public education, including training courses providing for the mechanisms of implementation of inclusive education;

by establishing distance courses, increasing the efficiency and expanding the coverage of the system of improving the qualifications and retraining of

pedagogues working in general education institutions where the inclusive education system has been introduced;

to increase the admission parameters of higher education institutions in the field of pedagogy in the field of "Special Pedagogy", to introduce a mechanism for setting target admission indicators for applicants from remote areas where there is a great need for teaching staff based on the recommendation of the Ministry of Public Education;

improvement of the mechanism of professional support and cooperation of young teachers, taking into account the growth of their service position in general education institutions where the inclusive education system has been introduced;

development and implementation of methodological recommendations for pedagogical staff regarding the use of innovative technologies in providing inclusive education to children with special educational needs;

A. Improving the effectiveness of the educational process by making changes to the educational programs of the Institute of Retraining and Advanced Qualification of Leaders and Specialists of the Public Education System named after Avloni, providing for special educational programs and trainings related to inclusive education;

b) improvement of teaching methods in inclusive education, gradual application of the principles of individualization to this process:

establishing measures aimed at ensuring the right of every child with special educational needs to receive inclusive education;

development and implementation of mechanisms aimed at preventing discrimination, cruel or degrading treatment of children with special educational needs;

improvement of the system of early identification and support of children with special educational needs;

creation of organizational and management mechanisms that ensure that children have equal opportunities for quality education, taking into account their needs, and the implementation of state guarantees for providing convenience;

developing and approving a list of medical instructions that are the basis for sending children with special educational needs to general secondary and professional educational institutions with an inclusive education system;

monitoring the state and trends of the development of inclusive education, taking into account the possibilities of the regions;

ensuring the right of each child to develop at his own pace;

creating conditions for children with special educational needs to receive appropriate knowledge in a general education school based on the level of expression of their mental or physical disabilities;

in the process of inclusive education, forming a healthy, strong and effective motivation to study in students, as well as developing the ability to choose a profession, independently plan professional growth, and acquire modern professions;

creation of modern textbooks, instructional manuals, multimedia applications with the introduction of information and communication technologies on the basis of inclusive educational programs;

improving vocational training of children with special educational needs and organizing short-term courses in these areas;

monitoring the development of inclusive education and highlighting the results of the work being carried out;

v) spiritual and moral upbringing of students in the process of inclusive education, achieving a physically healthy and energetic formation of the child:

popularizing the principles of healthy eating for students in inclusive educational institutions;

organization of sports clubs for children with special educational needs;

carrying out explanatory work among parents about the inclusive education system by self-government bodies of citizens;

implementation of programs aimed at preventing bullying among students in educational institutions where the inclusive education system has been introduced, studying the advanced experience of developed countries;

g) improving the quality of educational services provided to children with special educational needs:

development and approval of requirements for the premises of educational institutions where children with special educational needs receive education;

implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

d) introduction of modern information and communication technologies and innovative projects in the field of inclusive education:

unification of all educational institutions where the inclusive education system has been introduced into a single data transmission network;

providing educational institutions with specially equipped computer equipment, interactive whiteboards, hearing devices and other equipment for students involved in inclusive education;

introduction of an information system for automating the process of inclusive education on the basis of public-private partnership, posting and regular updating of electronic forms of textbooks and methodical materials for children with special educational needs on the eduportal.uz portal;

transfer existing textbooks and teaching-methodical literature to electronic form for children involved in inclusive education;

systematic organization of the process of developing and using multimedia products for inclusive education;

e) strengthening the material and technical base of inclusive educational institutions and increasing the efficiency of their financing from the budget:

relying on advanced technologies and engineering solutions in the construction, reconstruction and capital repair works of institutions where inclusive education is introduced, taking into account the best international experience;

based on international experiences, implementation of construction and repair works for general education schools within the framework of the "Modern School" state program, taking into account inclusive educational conditions;

equipping classrooms and laboratories of general educational institutions with the introduction of inclusive education system with modern furniture, equipment, educational materials, computer and multimedia equipment, video surveillance systems;

formation of a competitive environment in the inclusive education system due to the development of the inclusive education network on the basis of public-private partnership;

expanding the practice of introducing the inclusive education system in non-state general education schools;

j) implementation of five initiatives, which include comprehensive measures aimed at creating additional conditions for the education of children with special educational needs involved in inclusive education:

Increasing the coverage of inclusive education participants in "Barkamol Avlod" children's school circles;

wide involvement of children with special educational needs in culture and art institutions;

involving children with special educational needs in physical education and sports;

to establish effective use of computer technologies and the Internet among children with special educational needs;

raising the morale of children with special educational needs, widely promoting reading among them;

development of professional skills of students with special educational needs;

holding promotional events about the achievements of children with special educational needs in culture, art, sports and other areas.

Chapter 4. Expected results from the implementation of the concept

7. It is envisaged to achieve the following indicators in the development of inclusive education in the public education system in 2020-2025 by fulfilling the tasks defined within the framework of the concept:

the role of inclusive education as a strategic factor in the development, rehabilitation, and integration into society of persons with special educational needs is confirmed;

the integrity of the educational environment of children with special educational needs is strengthened, the necessary conditions for their integration into society are provided;

mechanisms for coordinating the interests of the state, society, and individual in the field of inclusive education will be created;

the general convenience, continuity, quality of education, as well as the level of development, flexibility and variability of students' characteristics of the inclusive education system are achieved;

cooperation relations within the framework of international relations in the field of inclusive education will be strengthened;

they are supported by the state so that students receive quality education, taking into account the specificity of educational needs;

through the gradual introduction of inclusive education, specialized educational institutions for children with special educational needs will be optimized, students studying in them will be provided with education in general educational institutions as equal members of society;

training of personnel based on inclusive education programs will be launched in pedagogical higher education institutions;

the material and technical base of inclusive educational institutions will be improved;

inclusive educational institutions are fully connected to the Internet;

a mechanism for the provision of public services will be introduced for the admission of students in inclusive educational institutions and their transfer to other educational institutions.