


**Relationships
Between ECD
Programs'
Development and
Inclusive
Education in
Uzbekistan**





Legal framework on inclusive education in pre-school educational establishments of Uzbekistan

- 1. Constitution of the Republic of Uzbekistan**
- 2. Law «On Education» (Articles 22,23)**
- 3. Law «On Social Protection of Persons with Disabilities in the Republic of Uzbekistan» (Articles 19-27)**
- 4. Law «On the Guarantees of the Rights of the Child» (Articles 28,29)**
- 5. National Program on Training Personnel**



Normative –legal acts, ensuring access to pre-school education


1. Resolution of the President of the Republic of Uzbekistan «On projections of some macro-economic indicators and parameters of the state budget of the Republic of Uzbekistan for 2008»
2. Resolution of the Ministry of Public Education and Ministry of Finance «On approval of Regulations on the procedures of payment the child care in the pre-school establishment and boarding schools» dated of 21.01.2008.
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan «On approval of normative-legal acts in the sphere of pre-school education» of 25.10.2007.

Statistical data

- 203 specialized pre-school establishments
- 131 pre-school establishments of sanatorium type
- In general pre-school establishments there are 780 specialized and 29 sanatorium groups
- In 27 pre-school establishments there are inclusive education groups

Achievements

- Early Intervention Services (EIS) is established in the Republican Center for Social Adaptation of Children
- Excellence courses on inclusive education are established in the In-service Teacher's Training Institute and Pedagogical Institute named after Nizami
- Inclusive education is carried out in 4 regions of Uzbekistan
- Training of parents, having children with special needs, is carried out.
- Healthy children develop compassion and the desire to support the children with special needs



Problems on the way of introducing the inclusive education

- Low awareness of the population
- Insufficient preparedness of parents
- Ethnical/psychological barriers
- Buildings are not adapted for the needs of the children with special need
- Insufficient preparedness of teachers
- Insufficient number of training - didactic materials and technical devices

Education police in the sphere of inclusive education

- Approval of normative documents on inclusive education including the Concept of National Model of Inclusive Education
- Early detection of special educational needs of a child
- Coverage with correction-development education of all children with special needs
- Ensuring integration of children with special needs with the rest of children
- Providing teachers, working in inclusive education, of a qualified methodological support
- Motivation of teachers, working in inclusive education

Next steps

- Establishment of Social-Psychological Services for children with special needs
- Ensuring high quality and efficiency of correctional works from the early age of the child to achieve positive outcomes in his/her development
- Ensuring the medical / psychological /pedagogical support to each child covered with inclusive education
- Training of recourse teachers for the inclusive education