



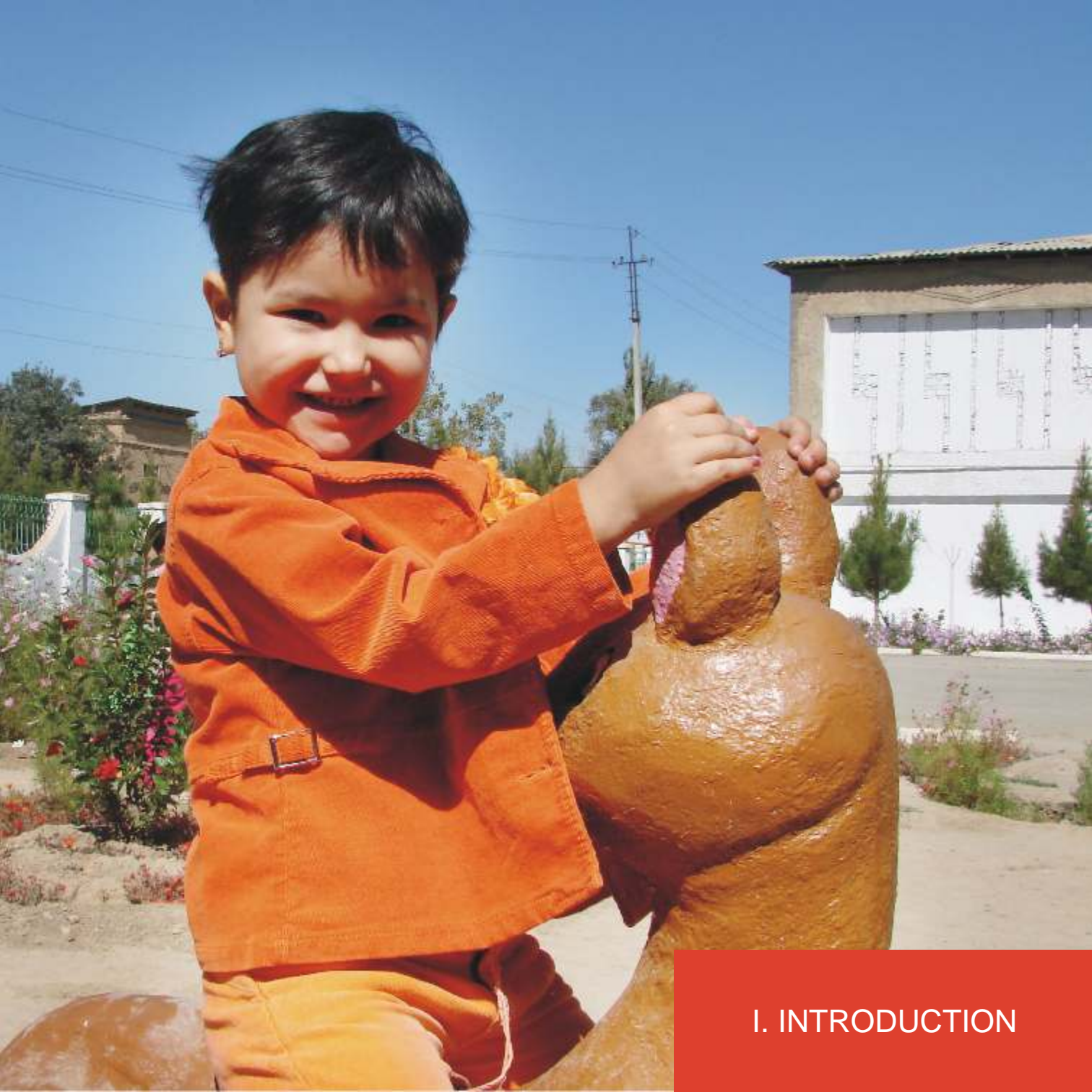
«Design and Introduction
of National Model
of Ongoing
**INCLUSIVE
EDUCATION**
in the Republic of Uzbekistan»
Project



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I. INTRODUCTION

The right for education is one of the fundamental and indivisible constitutional rights of citizens, and is not limited by the condition of their health. For disabled and mainly disabled children the priority in their rehabilitation activities is getting an education. Their social rehabilitation and adaptation in the society is directly related to the achieved level of education.

The definition of rehabilitation of the disabled includes medical activities, professional orientation, educating and education, cooperation in getting employed, adaptation in the manufacturing sphere, socio-psychological and social-cultural rehabilitation, adapting to day-to-day life, physical exercises and sport, special equipments for education, educating the disabled to including literature for blind.

Nowadays in the country we have a network of 86 specialized schools and boarding schools where 18,980 children with different developmental challenges are taken care of and educated. In 122 special pre school organizations 9,095 children with limited abilities are receiving assistance in developing and overcoming their impairments. As a parallel activity to this 937 integrated groups are functioning at pre school organizations where 11340 children of the same category are being educated.

In integrated classes of secondary schools; 43,608 children are being educated. Close to eleven thousand children get education at home, because of their health status they do not have the opportunity of attending school. Limited numbers of these children do attend secondary educational organizations on a part-time basis, when appropriate.

Along with this there are children within the Republic who do not attend schools, the number of such children are high they have been tagged as "children impossible to educate" hence excluded from secondary schools.

So we do have in hand a problem of availing the opportunity of acquiring education to all children, which as an outcome of certain reasons have been kept out of common education system, and also availing integration of children from specialized educational associations to standard secondary education associations.

Inclusive education is defined by itself as an approach that allows for methods of transformation of the educational system for satisfaction of the wider circle children's needs in education. It is directed to allow to teaching staff and students not to face discomfort in the conditions of variety and considering the same not as a problem but as a task and fact that facilitates enrichment of the educational environment. Inclusive education cannot be developed in isolation from the development of school education system it cannot be considered as a separate issue, it must be considered as an approach of enhancement of the entire school system.

Each student should be guaranteed an optimal means of education in accordance with his capacities and needs. Inclusive education will cut the number of children directed to special schools hence the right of disabled children in being brought up in family atmosphere

NGOs of Uzbekistan are actively participating in the given direction, they closely work with government bodies and other international organizations. SISF (Social Initiatives Support Fund), established in September, 2006 has an aim of consolidation of efforts of active participants of civil society of the Republic of Uzbekistan for improvement of quality of citizens' life in the country, who need social support, is one of the participants of given process.

In January 2007 SISF has supported the initiative of the Coalition “Accessibility” leading by NGO “Khayot” on design and introduction of inclusive education in Uzbekistan. That’s how the idea on implementation of project on “**Design and introduction of national model of ongoing inclusive education into the pre-school and primary school systems of the Republic of Uzbekistan by means of organizing mixed groups and classes at kindergartens and schools**” has taken start.

According to the Project goal the following **objectives** were defined:

- Improve infrastructure of target schools and kindergartens in 6 cities: Navoi, Termez, Karshi, Djizzakh, Samarkand and Kokand.
- Design the guidebook on inclusive education.
- Identify target groups of parents and children in each city.
- Develop programs of seminars and workshops, handouts, teaching aids and manuals for parents and children.
- Conduct seminars and workshops for target groups.
- Monitoring of results.

Project covers the following cities: Navoi, Termez, Karshi, Djizzakh, Samarkand and Kokand

Partners of the project:

- Ministry of Public Education of the Republic of Uzbekistan
- Coalition “Accessibiliti”, consisting of:
 - NGO «UMR» (Navoi);
 - NGO «Khayot» (Samarkand)
 - NGO “Istikbolli Avlod”(Djizzakh)
 - NGO «Umid» (Karshi)
 - NGO «Imkon» (Termez)
 - NGO «Ziyo» (Kokand).
- Khokimiyats (governance) of the target regions
- Embassy of Switzerland to Uzbekistan.



II. KEY STAGES
OF PROJECT IMPLEMENTATION

It is planned to implement the project in several key stages.

At the **first stage** with the support of coalition “Accessibility” pilot schools and kindergartens selection was conducted. Those institutions were selected where administration of these schools and kindergartens had some experience in working with disabled children. Resulting this stage we`ve selected 6 schools and 6 kindergartens and by September 2007 we`ve attracted to these pilot institutions 47 disabled children.



List of pilot schools and kindergartens:

-Navoi city

Kindergarten-school #26 “Turnacha”

- Samarkand city

Kindergarten #60

“Nafosat” school under Regional Center for Children's and Youth Arts

- Jizzakh city

Kindergarten #33 “Nargiz”

Secondary school #22

- Karshi city

Kindergarten #17 “Turnacha”

Secondary school #10

- Termez city

Kindergarten #16

Secondary school #1

- Kokand city

Kindergarten #11 “Solnyshko”

Secondary school #5

During project implementation the research visits have been conducted in the selected schools and kindergartens, comprising included supervision and interview to the key informants who are competent of discussion of problems, related to inclusion in the given educational institution (as a rule, it was heads of schools, teachers, psychologists, tutors).

At **the second stage** for strengthening of potential and adequacy of programs on inclusive education, seminars are held on improvement of professional skills of experts-trainers and coordinators of a coalition. In the framework of these seminars, the participants learn about technique and methodology of fixing of an initial condition and changes in



pilot classes and kindergartens, techniques of updating of behavior of school students and teachers taking into account a condition of disabled children, the approximate list of indicators for an estimation of occurring changes.

Besides this, for the accounting period partners in the project carry out following actions:

During the period from September, 2007 till May, 2008 nearby 1500 persons have attended seminars, including more than 150 children with disabilities.

There has been trained the team of 18 trainers-advisers who will hold seminars and consult children and their parents, teachers for the further integration of children with disability in community.

In May, 2007 in the city of Bukhara there was held Central Asian Forum “Inclusive Education” within the framework of Republican Special Olympics Games with participation about 400 children with disabilities from all regions of Uzbekistan, and also with participation of representatives from Kazakhstan, Afghanistan, Turkey, Poland.



More than 100 delegates from all regions of Uzbekistan, representatives of Kazakhstan, Russia and the European Union participated in the forum. Different activities presented different models of inclusive education, and the exchange of experience has taken place, and also prospects of inclusive education in the Central Asia were discussed.

The book «Features of coverage of the topic and work with disabled» (100 copies in Russian and Uzbek languages). The book has been distributed and used at seminars.

There have been comprised and constantly updated electronic libraries on the basis of available materials and experience. There has begun search of partners for sharing of scientific information and experience of the foreign organizations and educational institutions. The coalition "Accessibility" has been supported by NGO "Perspective" (Russia) both in reception of materials, and in their search (many materials will be presented gratuitously as to partners) and Institute of Correctional Pedagogy in Moscow. Intention to promote in comprising libraries was expressed also by representatives of Republican Education Center under the Ministry of Public Education of Uzbekistan.

A working meeting of SISF and coalition “Accessibility” took place in October, 2007. The meeting purpose was development of the further strategy on project implementation for 2008-2010

Samarkand TV «S V» produced two telecasts (in October November, 2007) named «My home city» and «State and Society» on a theme «Disabled and mass-media: ways of joint solutions of problems».

Navoi Broadcasting Company "Fazo" produced a talk program «State and Society» on a theme «Employment of people with disabilities. Economic independence of disabled» on 22nd February 2008.

In March, 2008 there was held a round table with representatives of mass-media, disabled, government structures and business in Samarkand on a theme: «Possibilities of mass-media in activation of disabled to solve poverty problems among disabled» in a teleclub "Altair" at Samarkand S V.

With support of representation of the World Bank in Uzbekistan competition of journalists and competition on the best idea of the decision of a problem of economic independence of disabled is held.

There was held a round table «Creation a mini-coalition in Termez and planning of activity and distribution of functional duties of members». The mini-coalition consists of representatives of local government, the chairman of the Regional Journalist Union, local mass-media, chairmen of mahallya and NGO. The internal policy and rules were developed for effective interaction of mini-coalition members.

An article «The Ramp. It is not everything yet» was published in the newspaper "Hurriyat". The short-footage film «One hour with Uzbek star singers» on the Surkhandarya TV was broadcast.

In the framework of information and educational campaign 50 video clips for representatives of regional branches of social protection and population employment in the city of Termez were distributed. On 1st of June the information action was held on the Day of Children Protection: a drawing on asphalt competition «My position» in the city of Termez.

With support of Embassy of Switzerland in Uzbekistan the coalition conducted field seminars in total for 15 persons in Karshi (February, 2008) and 25 persons in Termez (April-May, 2008) on new modules considering new realities and experience of a coalition. The modules were made by NGO "Khayot". In Karshi the constant team of listeners took a course of two three-day seminars, in Termez three three-day seminars.

To increase awareness of teachers and children of a secondary school 5 and a kindergarten 11 on issues of creation of the friendly learning environment in relation to children with special needs, employees of "Ziyo" center organized and carried out one-day trainings: «Inclusive Education». Besides, employees of the "Ziyo" centre regularly consult employees of school and a kindergarten on arising questions of inclusive education.





III. WORK WITH TARGET
COMMUNITY:
PARENTS AND CHILDREN

Work with parents, and also with disabled children was conducted by a coalition "Accessibility", which includes front lines NGOs in regions who already have a wide experience of work with community.

Also our partners in regions carried out various actions with attraction of local mass-media. Round tables with local authorities for effective interaction were held within the project framework. In framework of information and educational campaign social videos for public were distributed. Thus, the coalition "Accessibility" as it was mentioned earlier, held seminars for more than 1500 persons, including disabled children, during the period from September, 2007 till May, 2008. There participated more than 300 parents and their relatives, 12 heads of preschool and school establishments, more than 1038 employees of preschool and school institutions - teachers, tutors, psychologists, defectologists. Results were positive dynamics, arrival of children with disabilities in pilot establishments, and change of stereotypic perception of children with disabilities, thinking patterns of parents of disabled children.

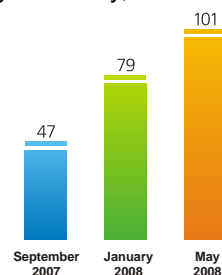
According to our project tasks, monitoring of the received results in the end of academic year 2008 was carried out. The given monitoring included the following data:

- dynamics of arrival/leaving on the basis of actions held by a coalition " Accessibility";
- level of an emotional condition;
- level of social behavior;
- level of knowledge at children with disability.

For comparison we recorded indicators in the beginning of academic year 2007 and in the end of academic year 2008.

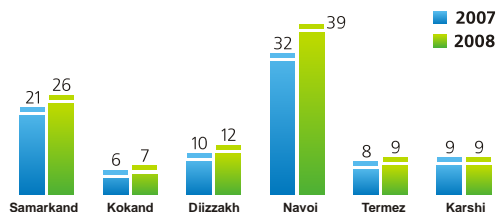
Dynamics of arrival/leaving was the following:

In the beginning the project involved more than 40 children with disabilities. During the academic year there was constant positive dynamics on arrival of children with disability, both in preschool and school institutions. In connection with the aforesaid for tracing of dynamics of arrival of children with disability the project time line has been divided into three stages. The arrival beginning - September, 2007, the middle of the project - January, 2008, and the end of academic year - May, 2008.



From the table it is seen that if in the beginning of academic year there were 47 children, in the end the number has increased to 101. It means that parents of disabled children not captured by the project observed successes in study of arrived children and also decided to bring their children to these schools and kindergartens.

The diagramme of dynamics of arrival of disabled children in a cut of cities is attached below.



In our opinion, positive dynamics of arrival of disabled children is connected with change of stereotypic perception, thinking patterns of parents of disabled children who see positive changes occurring to both their own and other disabled children.

Absence of dynamics of arrival of disabled children in a city of Karshi, the Kashkadarya region most likely is connected to the fact that partners in the region pay more attention to development of already arrived children with disabled instead of to attraction of other disabled children.

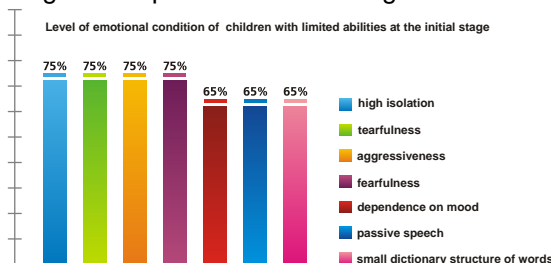
Thus, there is positive dynamics of arrival of disabled children in all six cities, in all pilot institutions. The majority of parents state that they brought their child only after they have seen the changes occurring to other children with disability who have already started to go to school and preschool institutions. They were amazed with that other children do not laugh at them, do not push away them from themselves, on the contrary they help children with disability. Also they were amazed with that eyes of disabled children spark, they become sociable, they do not become isolated, they have learnt to share their emotions, to rejoice, they have learnt to speak, read, express their thoughts, to distinguish colors, subjects, to draw, dance and many other things.

Seeing improvements of other children with disability, skeptical parents of other disabled children, not captured by the project, despite distances, have started to bring their children to the pilot institutions.

The second point of our monitoring is a revealing of level of an emotional condition, both at the moment of arrival in 2007, and in the end of educational 2008.

First parents passed preparatory information stage organized by NGOs in cities; then they prepared their disabled children for preschool and school establishments. A following, adaptable stage disabled children have passed in-home. It has been organized by NGO employees, tutors, teachers, psychologists, defectologists. There has been conducted psychological-pedagogical conversation.

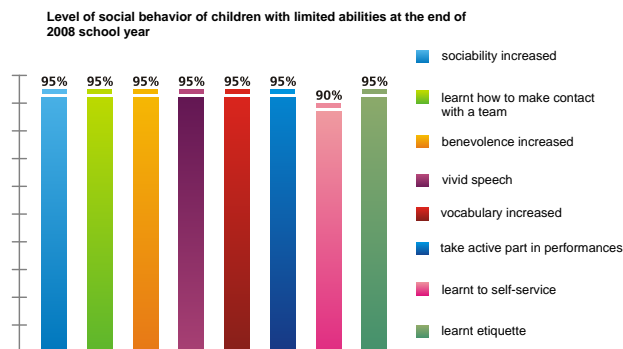
Nevertheless, at the moment of receipt the majority of disabled children experienced psychological difficulties, for the child who was socially isolated for long time, was put with many children and adapted hardly. For more bright example we used the diagramme.



Apparently from the diagramme, the level of emotional condition of overwhelming majority of disabled children at the moment of arrival was the following: high isolation, tearfulness, passive aggressiveness, expressed fearfulness, dependence on mood. Passive speech and small dictionary structure of words were also noticed along with the above mentioned.

From the moment of arrival in educational institutions, other children of the given institutions took part in the course of adaptation of disabled children together with employees of educational institutions and NGO employees. These children also have taken a preparatory stage before the arrival of disabled children. The preparatory stage has included Kindness lessons. Children listened to stories about disabled, then wrote essays on a theme «Who are disabled?». In the end of two months children wrote essays on a theme «Who are disabled?» again. We were pleased to notice that no child has described his/her schoolmate in the essay.

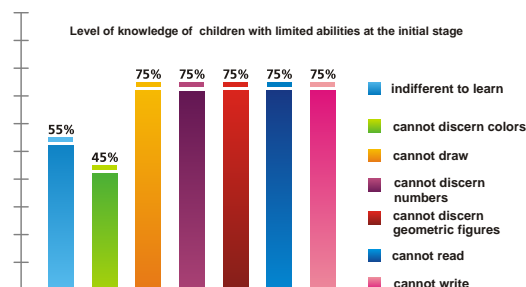
Accordingly, in the end of academic year 2008 we have recorded improvements of an emotional condition of disabled children, which resulted in the change of their social behavior. For more bright example we used the following diagramme.



Thus, disabled children, being socially isolated, have both negative emotional sphere and negative behavioral characteristics. For improvement of an emotional condition which directly relates to the social behavior of disabled children, the complex, prepared work of all community where the disabled child is necessary.

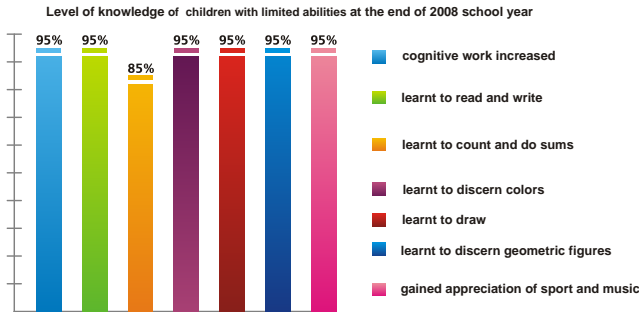
The next point of the monitoring of results was to identify the level of knowledge, both at the moment of arrival, and in the end of academic year.

At the moment of receipt many disabled children did not have elementary knowledge, for children were not only in social, but also in information isolation. The majority of children had information passivity, they were not able to read, count, write, discern colors, draw, name geometrical figures. These indicators in percentage terms can be seen in the following diagramme.



Tutors, teachers passed preliminary training on teaching methodology in inclusive education which was conducted by the coalition "Accessibility" at the initial stage. From the moment of arrival of disabled children, tutors and teachers conducted additional lessons, individually worked both with parents, and with disabled children.

Parents also were trained on helping their children to do homework. The success achieved by children by the end of academic year can be seen in the following diagramme.



Results of success of disabled children, captured by our project, have surprised parents. Children, who did not have elementary knowledge and had no trust of the closest people, have learnt to read, write, count, solve problems, distinguish colors, geometrical figures, have grown fond of music lessons, dance lessons, physical training lessons, have raised information activity. The 5th form student in Karshi has started to write verses. The 7th form student in Dzhizzak has started to study art of work with a tree and many other children show the talents in dances, music.



Thus, results of introduction of inclusive education in pilot kindergartens and schools have led to that inclusive communities lead to change of sights as a whole in relation to people with disabilities that creates possibility for everyone to be successful. Inclusive education gives disabled children a chance of active and constant participation in all activities of general educational process where adaptation is less persuasive and does not promote development of stereotypes, and the individual help does not separate and does not isolate children with disability. Children with disability show possibilities to generalize and transfer skills.



To support the aforesaid, the responses of parents are given:

Samarkand, Tashpulatova , mother of the 2-B form student, **Anvar Hamidov**

I would like to share my impressions about school "Nafosat" organized on the basis of a teaching and educational complex. As before any parent of the child who is different due to certain disease, I had a very big problem. Namely, where to send the child to study. By then I already read a lot and knew about inclusive education which was delivered in Russian schools, and envied parents and children who could study at such schools. I regretted that there was no such school in Samarkand. And here after short meditations the choice has fallen at school "Nafosat" (recommendations of friends and acquaintances have helped me). The school has started to surprise from the first day because the first day at school became a true holiday for children, a holiday that made me to want to sit at the school desk again. I have seen such holidays for these 2 years many times. Holidays in which children were the main participants, and my child didn't feel excluded of this school life, on the contrary, was the most active participant of all events. It was difficult even to imagine that our children will have not one, but ten teachers in the first form.

Each of them pays attention to every child in a very skillful and imperceptible way, with no accent on a child different from others in the class. From early age they teach feeling of solidarity and mutual aid. Especially I would like to note our class teacher, Majram Rifatovna Alaberganova, who long before the school joined the inclusive education program started to implement its bases in a separately taken class. I have never heard from my child a phrase like: "I do not want to go to school, I am not interested in it, it is not good, or children hurt me there". I see how sights of children change when they try to help my child. At this school children learn not only mathematics, reading and languages, but also to create. So many possibilities, as it is given at this school for creative development not only exceptional children, but also their peers who have any deviations in development, owing to certain diseases are not present at any other school in the city. Creativity lessons, in which children learn to work with their hands and reveal their talents, such lessons are simply necessary for our "unusual" children; a computer class is simply the most favorite place of all children of school; different clubs. Results appear very quickly, any child of this school from first days stands at the stage as if s/he was born there. I was glad when last autumn the principal Gulshod Hodzhaevna informed that the school got involved in the inclusive education program. It was very pleasant that organizer of this project, the Social Initiatives Support Fund, chose our school. It was not their wrong choice because it would be heard to find the better place for implementation of such project.

It might not be obvious that all this is achieved by a knowledgeable, complex and laborious work of the complex director Gulshod Hodjaevna Bobojonova. She could gather teachers, methodists and educators who are truly loyal to children at this complex and sustain the complex all these years. At the end, I would like to note that never during these two years I as a parent ever regretted to have sent my children (my second son is also a student of this school) to this school

Karshi, Mohinur Kurbonova

I brought my daughter Faeza Turakulova in the kindergarten 17 "Turnacha". Only this kindergarten offers inclusive education. My daughter was modest, unsociable, closed, full of complexes. When she came to her group, she was not separated from other children. She was paid the same attention as it was paid to other children. With time Faeza, my daughter, "opened" from the good side. She became sociable and a very talented girl. She participated in all morning performances, also took part in "Zhazhzi Guzal" contest. Communicating with children, she sees friends in them. I am grateful to teacher, Marhabo Tursunova, that she has prepared my daughter for school. Faeza became the purposeful and very responsible girl. I am very glad and happy that my daughter has joined this kindergarten. I am grateful to all staff who took part in education and preparation for school.

Karshi, parents of Temur Mansurov

We as parents express our gratitude to a management of a kindergarten of 17 "Turnacha", in particular group 8-under the direction of Iroda Ibragimova that from an arrival time of my son to the kindergarten he changed to the best. He always with pleasure and big desire began to go to his group. The tutor created a friendly atmosphere in group and consequently Temur at once found common language with all other children. He began to draw better, tell poems, and better communicate with his peers. Thank you very much for your hard work. I also you patience and health!



IV. WORK WITH TEACHERS

The main task of preschool centers is preparation of children for school education. In the beginning of inclusive education project the majority of tutors did not have enough knowledge and experience to work with disabled children. All tutors had a uniform program of training and education of children in a kindergarten, but disabled children did not comprehend it sufficiently that was caused by their psychophysical development.

Introduction of inclusive education allowed to solve this problem as there was a possibility to receive consultation, to attend lectures, seminars where physical disability was covered with more details, new approaches and solutions of problems of education and up-bringing of disabled children were specified. The big help in the form of consultation on a matter of concern is rendered by NGO "Khayot", coordinating a coalition "Accessibility", since the coalition primary activity on development of inclusive education is to inform society and create support base.



All tutors of a kindergarten №60 in the city of Samarkand, under the direction of Galina Dzhahalalovna Samatova, not only have received trainings, but also have developed the strategy on work with disabled children and self-education. The tutor of a kindergarten № 60, Anna Sergeevna Kuzmicheva, thanks that is necessary to approach each child individually, that is to adapt the training program to individual needs of disabled children:

“I offer them simpler tasks they could do, or at least could take part in them. The most important thing is to cause interest of children to the offered task. After participation in training I had an opportunity to design more successful activities where disabled children could show their abilities on the same level with healthy children. I began to think seriously about self-education. First of all, I have got acquainted with the Declaration «About principles, the politician and practical activities people with special needs in the sphere of education”. Then I continued my development in this direction, found new ways to improve my work. Children with disability received an opportunity for equal education along with healthy children.

The tutor of a kindergarten № 60, Ramilya Alieva, together with the psychologist designed the special musical etudes removing aggressiveness and cruelty, directed on formation of positive character traits. There offered games where disabled children actively participated. Thus, there were created situations with vigorous activities that encouraged disabled children.

The theme for self-education was “Display of an uncooperative attitude of healthy children to disabled children and its elimination». During her work Ramilya Alieva has started to conduct propaganda of knowledge about inclusive education among parents, for they cause the attitude of a child to socially vulnerable children. «Working on inclusive education, I have come to a conclusion that work with parents is more expedient for spending individually as in conversation with them it is possible to explain the purpose of the conversation more intelligibly. But it is also necessary to solve problems of inclusive education at meetings, seminars and lectures, which are held with the help of NGO "Khayot". I think that inclusive education will allow all disabled children even from the most remote areas to get higher education and to become equal members of our society».

In summary we give Janna Jurevna Shavrina' words.

The tutor of a kindergarten 60, Janna Jurevna Shavrina, works with children of the senior preschool age and there are children with very heavy forms of cerebral palsy connected with deep intellectual backwardness and speech under-development. Janna Jurevna thinks that *“all importance of introduction of inclusive education is that sick children try to imitate healthy both during lessons, and in independent activity. Together they all draw, mould, play, study. And the most important thing is that the disabled child feels as a part of children's collective, understands his value among healthy peers, and contributes to life of children's collective.*



In my work along with experts the big role is played by parents. It is very important to communicate correct pedagogical knowledge to them. I do it on parents' meetings, consultations, seminars for parents, work with them individually. Inclusive education needs to be introduced in kindergartens so that having come to school, the child, facing disabled children, had already prepared moral basis in relation to his disabled peers”.



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