

Issue No. 6  
January - February 2016

A push for the development  
of an inclusive society  
in Uzbekistan  
P. 4

10 key  
achievements  
of the project  
P. 8

Faces,  
stories,  
lives...  
P.10-23



A central graphic on a blue background. It features a large, multi-colored rainbow arching across the middle. Above the rainbow, there are white outlines of clouds and a kite with a colorful tail. The text "FACES, STORIES, LIVES....." is written in large, white, bold, sans-serif capital letters. Below the rainbow, the text "10 key achievements of the project and 12 success stories" is written in a smaller white font, accompanied by a white outline of a pencil.



Inclusive Education for Children with Special Needs in Uzbekistan Project is financed by the European Union and implemented by the consortium led by Human Dynamics

## In our Issue No. 6



### The calendar of major project events. January – February 2016

▼ Page

<b>Foreword: Alimova Vasila Sattarovna, NCSAC Director</b>	4
<b>10 key achievements of the project</b>	8
The National Strategy for Inclusive Education for 2015-2017	8
5 basic facts about the Strategy	9
<b>12 success stories</b>	
Story No. 1 – Step by step	10
Story No. 2 – Finding own place under the sun	12
Story No. 3 – You will succeed!	13
Story No. 4 – Zoya’s new world	14
Story No. 5 – «I am a volunteer»	15
Story No. 6 – We are grateful for the care and attention	16
Story No. 7 – Inclusive education in action	17
Story No. 8 – The sun for the «sunny» child	18
Story No. 9 – Mother’s eyes	19
Story No. 10 – Fighting the fear	21
Story No. 11 – «My dream is that he grows up into a good man...»	22
Story No. 12 – Support Centre	23
<b>Useful resources</b>	24
<b>Our Experts Reflect on the Project</b>	26



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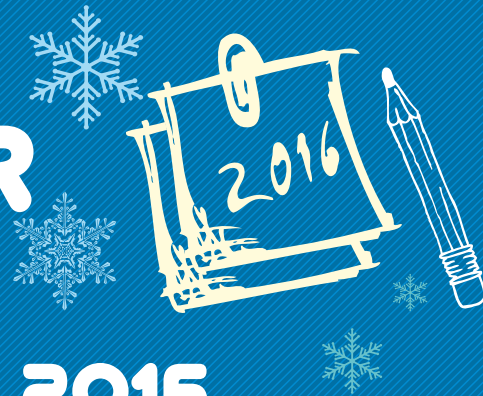
Project website: <http://www.inclusive-education.uz/>

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# THE CALENDAR

of major project events

## JANUARY – FEBRUARY 2016



5.01.2016	Training workshop for media representatives in Samarkand
8.01.2016	Training workshop for media representatives in Urgench
12.01.2016	Training workshop for media representatives in Namangan
14.01.2016	Training workshop for media representatives in Termez
17.01 – 29.01.2016	Mission of Regina Sabaliauskiene – international expert on trainings for MPPC
20.01 – 21.01.2016	Training for MPPC members of Tashkent, Surkhandarya, Namangan regions
22.01.2016	Meeting of Working Group II
26.01 – 27.01.2016	Training for MPPC members of Samarkand, Khorezm regions
15.02 – 20.02.2016	Mission of Matthew Griffiths – international expert on inclusive education
23.02.2016	The Fourth Meeting of the Project Steering Committee



# A push for the **development of an inclusive society** in Uzbekistan



An interview with the head of the National Center for Social Adaptation of Children (NCSAC) Alimova Vasila Sattarovna – the primary beneficiary of the project.

– How did the project idea emerge?

The project «Inclusive Education for Children with Special Needs in Uzbekistan» originated under the initiative of the NCSAC in 2010. Ever since its founding NCSAC always worked in close collaboration with the Ministry of Public Education and the Ministry of Health, and, of course, all issues relating to social integration and

protection of health were solved together. From the very beginning, a Public Council was established, which included the leading experts from line ministries.

Being a public organization, NCSAC managed to create a team of specialists, or a coalition that works towards the social inclusion of children. Integrating the interests of all ministries, and taking into account their areas of

activity and specifics, we then deliver all of the information to the public via all branches throughout the country. Despite the fact that NCSAC is the primary beneficiary of the project, the project is implemented in direct and close coordination with the Ministries of Public Education, Health, Labor and Social Welfare, Higher and Secondary Special Education and Finance.



– What impact did the project have on the work of NCSAC and introduction of inclusive education in Uzbekistan?

– First of all, the project advanced several steps ahead NCSAC's activities in terms of ensuring the rights of children with special needs. Of course, we have done this work in the past, but the project proved to be a powerful impetus to the further advancement of our activity.

Secondly, the project provided the opportunity to improve the skills and the level of knowledge of the specialists not only at ministries and departments, but also at NCSAC. Working in the framework of the project, our staff, by studying the experience of other countries,

acquiring the skills of inclusive practices, we can say that they tripled their knowledge in the field of inclusive education. Thirdly, it is the approach to inclusive education. We know that there is no single approach to inclusive education in the world. Every country has its own approach, and thanks to the project, we obtained a huge amount of information. Positive experience and lessons learned of any country are always useful; as the expression goes, it is easier to learn from others' mistakes. It was very important for us to know how some aspects of inclusive education can lead to problems. When we, together with the specialists of the involved ministries and departments, developed the

framework and the approach to the development of inclusive education in Uzbekistan, we, certainly, took into account all of these factors, as well as our internal aspects – the mentality, lifestyle, education and healthcare system, etc. Based on all these factors, we tried to develop a model that would be effective in the conditions of Uzbekistan. And, of course, most importantly, we were able to deeply analyze the existing legal framework in the field of inclusive education. We found that Uzbekistan's legislation has many strong sides, but at the same time, we realized where and what still needed to be improved so that inclusive education starts working, so that conditions are created





for parents and children with special needs in order for them to receive qualified education. In the framework of the project, we were able to introduce a course on inclusive education for university students, develop the National Strategy for Inclusive Education for 2015-2017, as well as a number of other documents relating to ensuring the rights of children. Of course, this was possible thanks to the support of international and national experts. Emphasis must be placed on the fact that it was a team effort. None of the involved ministries remained on the sidelines; all of them were involved in the work. There is another important point. Thanks to the work on raising awareness among the public, parents, teachers, and professionals, the awareness in this field has improved. The primary indicator of this is the increase in the number of requests by parents to the resource centers, NCSAC branches and the Ministry of Public Education for advice or assistance with enrolment of their children in educational institutions. And this demand is growing day after day all over Uzbekistan. You will not believe, but even with my own family I had to carry out explanatory work, and I believe, by that I made my own contribution to increasing awareness of the public. One day, returning from a trip by a train, I saw a movie that demonstrates the issue of



inclusion, which pleased me very much. I am sure that the awareness of parents and specialists will continue to grow year after year, if the course on inclusive education works out the way we plan in the course of training university students, then the issue will be considered at a quite high level. Of course, we still have the task of introducing amendments to the existing regulations, which will serve as a good impetus for the creation of conditions for children with special needs. As is known, Uzbekistan is following its path to ratification of the UN Convention on the Rights of Persons with Disabilities. Thus, creation of necessary conditions is one of

the primary factors enabling ratification of the Convention.

– What distinguishes this project from the previously implemented projects in the field of inclusive education in Uzbekistan?

– In the history of NCSAC and the educational system of Uzbekistan, this project is the most complex and extensive. The most important thing is that it leaves an imprint. A well-developed legal and regulatory framework ensures stability in the long run. From this perspective, the project has made an invaluable contribution, since it started working, first of all, on the foundation for the development of inclusive education in our country.



However, we cannot argue that there was no inclusive education before the project. Even when I studied at school, I had a fellow classmate with cerebral palsy. We did not perceive that as something special, he went to school like everyone else, received knowledge, and after graduating from school, he studied and acquired a profession, he founded a family. No one questioned his ability to learn with others and to live, and we perceived it as a normal thing. This was back in the 90s. There has always been inclusive education in Uzbekistan, but it was rather fragmented. Now we are promoting it at a larger scale

and everywhere. Now, all parties are getting involved in the process. The key ministries and the parent community, NGOs and other institutions, which previously, probably, worked only in a narrow field. The project was able to involve all parties in the process of developing an inclusive society in Uzbekistan.

– Did participation in the project have an impact on you?  
– As the head of the primary beneficiary of the project, I received a great experience directly from the project team. That is experience in the organization of work, knowledge; the approach to the project work, world outlook

– all of this had a positive impact both on the work of our specialists and on the work of NCSAC as a whole. Of course, we are all different, of different origins, nationality, mentality – but I always try to pick up something new and better. For myself, I learned many useful things, from the principle of organizing work to establishing personal communications. I hope that, in the future, the gained experience will help my colleagues and me very much, both at work and in general life.

Interviewed by  
Narghiza Alikulova,  
The Communications and  
Public Relations Expert





## 10 key achievements of the project

1. **26** professionals from the **5** key ministries, as well as from NGOs, the Oliy Majlis, and other organizations, were involved in the development of the National Strategy for Inclusive Education for 2015-2017.
2. **1410** children with special needs were integrated to the general education system in five pilot regions.
3. The project launched **30** pilot schools and kindergartens in **5** regions of the country (Tashkent, Samarkand, Namangan, Khorezm, Surkhandarya).
4. The project trained at special workshops and seminars: **60** trainers, **944** pedagogues and kindergarten teachers, **247** school experts and support staff (speech therapists, volunteers, etc.), **714** parents, as well as **90** experts of medical and psycho-pedagogical commissions.
5. The project involved **8** international experts from Austria, Latvia, Lithuania, Macedonia, Finland and the UK.
6. There were organized **7** parent clubs and **5** Resource Centres for Inclusive Education.
7. **1511** consultations were conducted at the Resource Centres that were founded under the project.
8. There were prepared 6 issues of the project bulletin and **5** information prospects for the public, government bodies, parents, pedagogues and children in Russian and Uzbek languages.
9. The total circulation of the issued bulletins consisted of **3,000** copies, and the information prospects consisted of **1,500** copies.
10. There were published more than **90** articles and other information materials in the mass media throughout the country; **65** journalists from **5** project regions attended training workshops on the coverage of the issues of inclusion in the mass media.



## The National Strategy for Inclusive Education for 2015-2017

Since 2014 was proclaimed as «The Year of the Healthy Child,» and 2015 as «The Year of Attention and Care for the Older Generation,» as well as taking into account the aspiration of the Uzbek

Government to ratify the UN Convention on the Rights of Disabled Persons and the efforts made toward de-institutionalization, it is possible to state that important indicators have emerged in





# 5 basic facts about the Strategy



**1.** The Strategy consists of 5 sections, dedicated to the development of inclusive education in Uzbekistan:

**Section I** – Development and provision of effective services in inclusive education

**Section II** – The legal and financial framework for the development of inclusive education

**Section III** – Ensuring inter-agency cooperation on inclusive education

**Section IV** – Increasing public awareness on inclusive education

**Section V** – Monitoring and evaluation of the Strategy's implementation



**2.** 26 national and international experts were involved in the development of the Strategy;

**3.** 10 organizations (5 key ministries, the Oliy Majlis, NCSAC, «Sen Yolgiz Emassan» Fund, Uzbekistan Television and Radio Company, UzA National Agency) were involved in the work on the Strategy;

**4.** 5 seminars and working meetings were held to develop the Strategy;

**5.** The length of the Strategy is 82 pages.

Uzbekistan demonstrating that social integration has increased and there is greater coordination of policy on various groups of the Uzbek society. For the development and successful introduction of an inclusive education system, such initiatives require legislative duplication and backup.

The National Strategy for Inclusive Education for 2015 – 2017 points out that Uzbekistan has not yet developed a comprehensive policy to support more

inclusive educational practices. However, an important task is coordination between the five ministries (Public Education, Higher and Secondary Special Education, Health, Labor and Social Welfare, Finance) and the public of Uzbekistan in the introduction of the principles of inclusive education.

The focus of this strategy is on the application of the best European practices, while an important aspect is also the compliance with the legal and administrative matters of the existing education system

in Uzbekistan. Therefore, the National Strategy for Inclusive Education for 2015 – 2017 not only provides very concrete and achievable steps to introduce a more inclusive education system in Uzbekistan, but also creates a certain reserve for the future integrated policy in this area. Based on facts and substantiated by the practice of the successful experience gained in Uzbekistan, the strategy enables to direct and coordinate the creation of the full-fledged policy on inclusive education.



# Step by step



Author: **Maksuda Muhsinbaeva**,  
Coordinator for Inclusive Education in  
Namangan Region

It seems that it was only few days ago that we had hot days, it was summer, but now we already have the golden fall outside, which slowly but surely brings us closer to mother winter. I think my work in the field of inclusive education, probably, can be compared with this natural phenomenon. In order to introduce inclusive education in our pilot region of Namangan, we also had hot days, and they were hot not only because of the weather, but, also, because of the increasing

pace of work: the launch of the resource center, holding of the conference, training of trainers, experts, representatives of the pilot institutions, work with the representatives of the medical and psycho-pedagogical commission, preparation for the selection of children, and many other steps that we had to prepare, in order to enroll, starting from September, children with special needs at our schools and kindergartens... It seems that only 2 months have passed from the beginning

of the academic year, but our children are already making progress: at schools, together with the class, they learn to write, read, speak, and recite poems. For example, Abdullah Mansurov, a student of the 1st grade of our pilot school told me by secret that he really liked the school, he has friends here and the teacher loves him very much. And when he is asked about the things he learned, he says that he learned to draw beautifully, to write letters, and he learned many



poems. Although, he admits that reading by syllables is something more difficult for him to master, but he tries hard. Another clever boy studies in the same class – Diyorbek Rahmonaliev who grasps everything in a single flash. In

education, it is difficult not to note the role of the parents who actively help educators and teachers to work with their kids. Talking to them, you see, how their eyes light up when they talk about the success of their son or daughter, you hear their

of the participants was active, happy to share his observations, experiences, effective approach to learning. In short, both involved parties were able to get a maximum return from the meeting. When you see such participation, you start



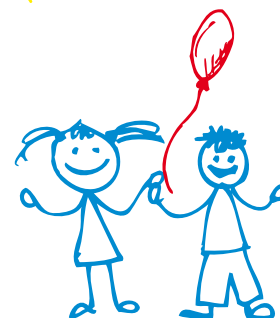
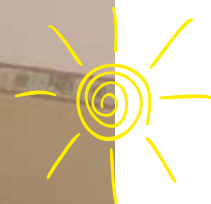
the beginning, he did not even talk, he kept silent all the time (doctors diagnosed him with alalia), says the supervising teacher of his class Nilufar Hudoykulova, he experienced difficulties trying to articulate words. But now, he talks, not only he articulates words, but he tells whole sentences, and he also manages to complain on his neighbor, if the neighbor does not let him listen or perform tasks. And there are many examples like that. Speaking about inclusive

voices tremble with pride and excitement. And working with the parents, you start getting firmly convinced that with them you need a different approach, it is not only the father or the mother of your student or pupil, is also your main partner. In late September, in the framework of the activities of the resource center, we held a meeting of the parents with a defectologist. The meeting was very active and interesting; there were many questions, suggestions and recommendations. Each

understanding that there are not any indifferent and inactive people, everyone is involved in the process. Having made this small review, I catch myself thinking that the next time will write about teachers, about these heroes, who, despite everything, make miracles, and encounter miracles every day. As long as there are such people here with us, while their number is growing, I am confident that the practice of introducing inclusive education will remain successful.



# Finding own place under the sun



**Amir Bazarov,**  
the pilot school  
No. 13, Samarkand

Amir is 9 years old, he is now a student of the pilot school No. 13, in the 1st grade. But before that, Amir studied at a specialized school for one year. After learning about the project, the boy's mother decided to transfer him to the comprehensive school No. 13. The pilot school accepted the boy, but the mother was told that there will have to be someone who will accompany the boy. The need for someone to accompany the boy was evident. Amir is a cheerful and a very active boy, it was very hard for him to sit quietly in class. At the same time, it is

learning the writing technique is quite a challenge for Amir; so far, he learned to write letters over outlines.

Fortunately, Amir was lucky and Zilola, a volunteer, works with him as a accompanying person. Amir goes to school, but instead some lessons such as physical training, the volunteer holds game sessions, because for now Amir is afraid of physical training, it is very noisy, he said.

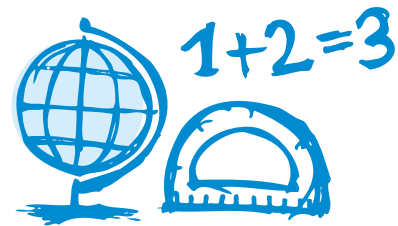
Amir now watches his classmates from afar who train in the gym. Although, before he was afraid even to come close to the door

of the gym. He became much calmer, feels the joy of learning, gradually getting involved in the school and classroom activities. In terms of development, Amir is behind his peers, but that is not the most important thing, says his teacher Yusupova Lola Valerievna. The most important thing is that he learns to cope with the tasks in the classroom. His family and pedagogues, who continue to work with him, are confident that when he grows up, he will be able to find his own place under the sun. Now, one can state that with confidence.



# You will succeed!

Author: mother of **Dzhurakulova Dilnura**,  
Grade 1 «D», school No. 35, Samarkand



It so happened that as a result of burns, my daughter's fingers on both hands were partially amputated at the age of 1.5 years. But, despite this, we are getting ready to go to secondary school No. 35. Before the academic year started, we were very worried about the attitudes of the teacher and the children, because Dilnura is not like everyone else, she has special needs.

Today, enough time has passed to state that we made the right choice. The girl studies well, made friends with the kids of her grade, has a close contact with the teacher. Dilnura's notebooks are shown at parents' meetings as an example: inclusive education is on the path of success! Her special needs did not become a hindrance to receiving quality education.

I, as a mother, who has a child with special needs, want to tell other parents of special children, «You will succeed, do not be afraid of inclusion!»



Here are the small achievements of **Sazonova Zoya**, the student of the 1st grade of the pilot school No. 13 of Samarkand. Parents have been in doubt for a while which school they should enroll Zoya at. Finally, having learned about the project, they approached for help Rano Halilova, the Coordinator for Inclusive Education in Samarkand. Zoya tries very hard, it is all interesting for her, she is discovering a new world: classmates, basketball, hobby circles and her favorite teacher – Lola Valerievna. We hope very much that Zoya will be all right, and she, together with all children will discover the world.



## Zoya's new world





# «I am a volunteer»



My name **Zilola Jalilova**, I worked at a specialized school of Samarkand for children with special needs for six years. I currently work as a volunteer in the Project «Inclusive Education for Children with Special Needs in Uzbekistan» at pilot school No. 13.

Below I list the 8 basic facts from a volunteer's life and work:

**1** A volunteer is always, so to speak, behind the child in every sense: prompts the child on what to do, how to react in a given situation.

**2** If a teacher tells everyone «Children, write down, please,» then, the volunteer, without repeating the words of the teacher, simply prompts the child that it is necessary to react to the teacher's instruction.

**3** The volunteer accompanies the child throughout the school day, i.e. from 8 a.m. until the child leaves the school.

**4** The volunteer, in everyday life, solves many different tasks, accompanies the child at recess, helping him to interact with peers.

**5** The volunteer is with the child in the classroom, and helps him to translate the



teacher's speech into intelligible form, so that the child, along with everyone, could perform tasks and all sorts of exercises.

**6** The volunteer is with the child in the classroom, so that s/he can study under an individual study plan.

**7** A volunteer is not a teacher. The person does not need to possess extensive knowledge

of the Russian language or mathematics.

**8** A volunteer is a conductor between the learning environment: between the teacher and a student with special educational needs and s/he transmits information from the teacher to the child in a way that is intelligible for him/her, which ensures the success of the learning process.

Author:

**Soliknazarova Rajaboy**, mother of Zhuramurod Zhuramurodov



In each family the child is considered to be the main value. Only with our children life becomes beautiful. And my life is filled with content thanks to children.

Zhuramurod Zhuramurodov is our youngest child. He was diagnosed with alalia. He could not express his thoughts clearly like his peers, and his hand movements were unsure. I was in sorrow because of the limitations in his capacity, and at the same time, I tried to create better conditions for his development. On the advice of doctors, we took him to the children's pre-school institution No. 3 of Termez. In the beginning, Zhuramurod could not feed himself, move freely. He could not speak freely, even a little. Having arrived at the kindergarten, he could communicate neither with his peers, nor with older children. His hand moves were weak, his intellectual ability and memory were not developed. He is now five years old. According to the observations, thanks to the attention of educators and our care, there are significant changes in Zhuramurod.

He learned to feed himself. Playing with children, he learned to move. He independently undresses himself and hangs clothes in the closet. Watching from the side, sometimes even I



## We are grateful for the care and attention

am surprised with his diligence. Now he can count to ten. He clearly repeats the names of their groupmates. He recognizes his teacher, knows his own name. If you call out his name, in response he smiles. His peers treat him well, do not leave him alone. He

is growing surrounded by friends. I am sure that when he reaches the school age, he will achieve even more. For this I am grateful to our fellow citizens, pedagogues, taking care of him as he was their own child.

### **Dildora Chorjeva, teacher of the pre-school educational institution No. 3 in Termez:**

«Thanks to this project, technical equipment was delivered for educating children. A group of teachers attended a special training course. I also participated in the training workshop organized in the framework of this project. In the course of the training, I mastered new methods for teaching children with disabilities. This will undoubtedly bring results in the quality education of children with disabilities. After all, every child has the right to receive care and education to build his own future. Like our Zhuramurod Zhuramurodov...»





# Inclusive education in action

Author: **M. Kenzhaeva** – deputy director for educational work of the school No. 8 of the town of Urgench



At present, many developed countries have made certain progress and gained sufficient experience in the field of inclusive education. Practical measures applied in various countries, taking into account the types of physical and psychological deviations in the development of children and the level of their capabilities are an important factor in their integration and physical rehabilitation.



«Only after we stop considering the person as a problem and by adopting a unique and careful approach, we can start changing,» (Simon). Ensuring inclusion (involvement) of children with special needs in the general education institutions turns them into full-fledged members of society.

Our general education school No. 8 of Urgench is also involved in this project. Starting from the 2015-2016 academic year, the school started functioning as a «school of inclusive education». Together with the Director – Kuvonch Vaisova and the team of pedagogues, based on the program «School of inclusive education», a special plan was developed, based on which, currently,

all the work is being carried out. There were identified 21 children with special educational needs and 6 inclusive classes were formed. The most experienced pedagogues-innovators with high creative potential were attracted to work in these classes. Our goal, in the conditions of inclusive education is not to adjust the children to school programs, but on the contrary, adjust the



school curricula to children, to try to ensure a high level of emotional, social and mental development, form skills of mutual cooperation between the students, pedagogues and parents.

Every child in our school is provided with an individual approach based on their originality and unique characteristics. For each student with special educational needs,

an individual development plan (IDP) is developed, in accordance with which, all of the educational work is carried out, and the main objective is the development of each child, based on his capacity, and taking into account his capabilities and talents.

I believe that we will meet the set goals, because we are a friendly team working for the benefit of children.



Author:  
**Madrimova Manzura**,  
mother of Abdullayev  
Islombek



## The sun for the «sunny» child

I am the mother of Abdullayev Islombek. On 14 August 2011, my son was diagnosed with Down Syndrome. Our family reacted to that news from the specialists with a great doubt, and did not believe them. I did not want to believe it either. However, from day to day I noticed that the child is lagging behind in development. We

came to Tashkent to make screening examination. After the confirmation that the diagnosis is correct, it became clear to everyone that Islombek needs special attention. With the support of my mother, we took my son to experts, and based on their advice and instructions, every three months, and then every 6 months took a massage

course in order to improve the child health. Together with my mother, we taught my son to talk, crawl, walk. When Islombek turned 2 years old, he began to walk. In order to help my child to speak clearly and distinctly, we decided to visit a speech therapist. Then, my neighbor – Shura opa, recommended us to visit Latofat



Ruzmetova, a speech therapist from the kindergarten No. 27 of Urgench. I met Latofat at a conference held by the Project «Inclusive Education for Children with Special Needs in Uzbekistan», where I told her about my son. Thus, my son and I were accepted to the pilot pre-school education institution (kindergarten) No. 27. Now, as a result of the constant exercises with a speech therapist, my son

learned to say separate words; together with all children, he participates in classes and celebrations, he can draw and make applications. This would seem to be elementary things, but for our family it is a great progress. All of this happened thanks to the fact that the head of the kindergarten and the staff were not afraid to accept my Islambek, but, on the contrary, they accepted him with love. Attending the sessions at the

«Umid» Parents' Club, which is lead by Muyassar Ibragimova and coordinated by the Regional Expert Ilmira Kabulova, we realized that parents are a great power, and we should not sit and wait, but we should rather act in the interests of the child and raise him as a full-fledged member of society. And we should believe that **EVERYTHING WILL BE ALL RIGHT!**



## Mother's eyes

Author:

**Ibragimova Muyassar** (Maya), grandmother of Ibragimov Sarvarbek, 1st grade student of the school No. 10 of Urgench (7 years). Chairman of «Umid» Parents' Club.



Have you ever looked into the eyes of the mother, who is leading her child (with special needs) by the hand, and sees other children running around? Anxiety. Fear, aggression, because the surrounding people look at her child accusingly, with surprise, lack of understanding and fear. An empty smile in her

eyes, and behind her smile are a 1,000 questions, why, why... pensiveness... For such a mother, it is very important to have someone who will support her, understand, calm her, and advise her «do not give up, keep going forward, everything will be alright.» I found such support in Kazimova Leila Tahirovna, the head of the

kindergarten No. 28 in Urgench. Then was a meeting with the Project «Inclusive Education for Children with Special Needs in Uzbekistan», the work at the parent club. A trip to Tashkent and National Center for Social Adaptation of Children. «Welcome to our Information Advisory Service (IAS),»— told me with smiles, the



good fairies, mercy sisters. We met good experts.

I attended all sessions conducted by specialists with my grandson, and I learned from them. Between sessions, there were soulful conversations between mothers, where they, interrupting each other, gave each other advices, what they have done so far – «you can do it this way... – Really?... I did not know that, we do it this way...» Here, everyone is a friend to each other. No one is criticized, on the contrary – advise, exchanged addresses, telephone numbers... Each of the mothers deserves to a monument, a poem.

For example, there sits a child, his mother is clasps him to her breast – «he is mine, a piece of my heart, the best child in the world» (cerebral palsy, Down syndrome...). The other one is pushing a stroller. While at IAS, parents, thanks to the specialists, are born again, they learn how to properly and

competently view the problem, how to behave. Everything what the parents see in the classroom, if necessary, must be continued after completion of the course. This is what IAS experts teach us – polite, attentive, dear, caring, competent. They will definitely listen to you, advise, and teach you. **The most important thing for them is to identify the skills, the talent of the child – develop elements of a profession, where the child can demonstrate his strengths and become a full-fledged member of the society.** For a child with special needs, often, the closest person – is his mother. The most important rule for the mother is to live by the rules that are comfortable for the child. Play together, draw, learn to walk, to learn speaking again together with the child – and not watch from the sidelines, making him to do it all alone!

In order for inclusive education to develop in our country, for myself, I realized the following rules:

1. Moving from simple to complex must be done competently.
2. Actions must be systematized.
3. Do not be afraid to talk about your child in public, do not hide him/her, but teach him/her to live in the society.
4. The family, relatives, the child's kindergarten, school, class, parents must be involved in the solution of the problem.
5. It is necessary to develop volunteering – to attract high school students, university students, young teachers, parents' committees.
6. Actively involve the media in the coverage of the topic.



## Fighting the fear

On January 11 2008 our long-awaited son Otabek was born. We, as his parents, were very happy and grateful to our fate. Otabek grew and developed as a normal child, playing with toys, learning poems, and his first words were – mom and dad. Otabek started changing at the age of four. According to our version, Otabek was frightened, when once he was at his grandmother's home and was looking for his mom, and after that he became passive, taciturn. He developed a phobia for the fear of loneliness, attachment to his mother, he was afraid to stay alone in a room. In repeated visits to doctors: pediatricians, neurologists, psychologists, speech therapists, speech pathologists and other professionals, no one could make an accurate diagnosis. All experts had discrepancies. In the course of observations by doctors by the age of five, there was a regression in Otabek, and he stopped talking completely at the age of five. But, we visited doctors and speech pathologists all the time, and we also visited private specialists. However, there were no positive results. The child grew up in a home environment under the care of his mother, grandmother and other relatives of the family. According to the recommendations of doctors,

from the age of 5 we started visiting NCSAC (National Center for Social Adaptation of Children), as well as visited a speech pathologist in a private correction and speech therapy center, and after that Otabek started developing in a positive direction. He starting saying and distinguishing sounds, drawing, sculpting, playing with toys. When Otabek turned 7 years old, there came up the question of what

District.

Since Otabek started education at this school, great changes have happened in his life, he started changing before our eyes. Thanks to the pedagogues of the school, he learned to write, count, sing, draw, and many more things. Most importantly, he began to communicate with his peers, he made friends, and he happily participates in the public life of the class and the school.



must be the further education. We wanted to enroll him at a regular school. But we did not know if he would be accepted. At NCSAC we were recommended that we should contact the Regional Expert on Inclusive Education for Children with Special Needs Dildora Tulyaganova. Dildora told us about the project and about inclusive education, and then sent us to the Commission for the Selection of Children for Inclusive Schools. The Commission has sent us to the comprehensive school No. 324 of Shaikhantakhur

He became independent, he is no longer afraid when he is left alone. At school, children love him; teachers help him learn the educational material. He visits the school's speech therapist three times a week. We are very grateful to Dildora Tulyaganova, the director and teachers of the school for their support. We believe that children with special educational needs have to study at a regular school with their regular peers. This will help them to socialize in the community.



Author: **Halikova Mukaddas**,  
mother of Rahmonaliev  
Diyorbek, a student of grade  
1 »D» of the school No. 11 of  
Namangan



## «My dream is that he grows up into a good man...»

«I was born in the Tashkent Region. My husband is a military and that is why, for a few years, we have been living in Namangan. I have 2 children. A girl and a boy. My firstborn is Diyorbek. I had complications in the process of giving him a birth, and because of that he has problems with speech. By the age of three, he still did not speak, and out of desperation, only then we turned to doctors. Doctors have found a 2 sided brain injury and he was diagnosed with «mental and speech development delay.» After that, for the treatment of my son, I turned to doctors in Andijan and Tashkent, and in accordance with their recommendations, gave him medication treatment. Time went by and I did not even notice how my son turned 7 years old. I started thinking about the child's learning at school. But, unfortunately, he was very shy and unsociable. One day, by chance, I was at school No. 11

in Namangan, where inclusive education was being piloted. By that time, the school's activities were discussed a lot, written in the press, and shown on local television. On that fateful day, when I went to the school, to obtain information on the education of children with special needs, a workshop was held, a visitor from Tashkent, Professor Lola Rahimovna Muminova, attended it. The agenda of the workshop had time allocated for conversations with parents and, using this opportunity, I told her about my son. She invited him for an interview, after which my child was admitted to the 1st grade. I am still so happy for my son. He has grown and changed so much in those few months since he started going to school. My silent son started socializing, making friends, learning and playing with them. His closest friend is Muzaffar. Once, learning a poem with him, I said, that the author of the poem is Zafar

Diyor, and he says, – no mom, it is Muzaffar Diyorbek... Now he can write, read, draws well, plays the drum. He is very happy. As Diyorbek says: «My friend is Muzaffar, I respect him very much; we take care of the flowers in the classroom every day. Also, I love my teacher, she teaches me to read, write and draw. I like the school and I love to go there every day.»

I learned on my own experience that education is a complex process in which the interaction between teachers and parents play a huge role. The responsibility should not be only on the teacher, but also on us, too. I try to do the homework with my child, attend open classes, class activities. My dream is that my son Diyorbek grows into a good man and makes a worthy contribution to the development of our country. Thank you for inclusive education, for the education with equal rights with everyone else.»



# Support Centre

Author: **Tulyaganova Dildora**, Coordinator of Inclusive Education for the Tashkent Region

The basic principle of the inclusive school is that all children should learn together, in all occasions whenever it is possible, in spite of any difficulties or differences that exist between them.

Education of children with special needs is a shared task of parents and professionals. A positive attitude towards this on the part of the parents contributes to the integration of children at school and in society. Parents and teachers should become equal partners in the process of educating and upbringing of a child with special educational needs. Parents should be given the right to choose the kind of education corresponding to his child. And, in this, the Resource Center for Inclusive Education provides a huge deal of support to parents. Parents, who contact the Resource Center, receive all necessary information and advice to determine the child's further educational path.

In the summer of 2015, a woman, the 7-year old Artem's mother, called the Resource Center. He had problems with speech skills and movements of a hand and a foot. But he is very diligent, hardworking, loves to draw, inquisitive and eager to study at school. His mom was

worried whether her child would be able to study at a regular school, and if he is going to have complications because of his special characteristics. After receiving the recommendation for the child's education at a regular school, the mother had a hope that her son would study

was a difficult task for him, and he got tired easily. Gradually, with the help of the teacher and his mother, he learned to write letters and numbers. He especially likes to attend music lessons and physical training. In physical training classes, Artem tries not to let his team down, he



with regular children at a regular school. But fear still remained. And finally, Artem went to the first grade of the inclusive school. It is a regular school. But at the same time, teachers are ready for acceptance and education of children with special needs, too. Every day Artem happily goes to school. Since he cannot move his right hand, he writes with his left hand. First, writing

does not like when he is treated with indulgence. Artem is a positive and charming boy, his classmates always surround him, he has many friends. One day, after visiting his son at a class, his mother was pleased to note that he is better on math and reading than some of his classmates. Despite the difficulties, Artem is not discouraged. He successfully studies with his peers.

The Project «Inclusive Education for Children with Special Needs in Uzbekistan» funded by the European Union produced the following information prospects on inclusive education:



A book on inclusive education for children



Information prospect on inclusive education for institutions and government bodies



Information prospect on inclusive education for the general public



The guide to inclusive education for the teaching staff and parents

These publications and previous issues of the information bulletin (No. 1– No. 5), produced under the project are also available on our website: <http://www.inclusive-education.uz/>







## Websites of our partners:

1. National Center of Social Adaptation of Children – <http://www.rcsad.uz>
2. Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan – [www.edu.uz](http://www.edu.uz)
3. Ministry of Health of the Republic of Uzbekistan – [www.minzdrav.uz](http://www.minzdrav.uz)
4. Ministry of Public Education of the Republic of Uzbekistan – [www.uzedu.uz](http://www.uzedu.uz)
5. Ministry of Labor and Social Welfare of the Republic of Uzbekistan – [www.mehnat.uz](http://www.mehnat.uz)
6. UN Children's Fund (UNICEF) in Uzbekistan – <http://unicef.uz/>
7. Sen Yolg'iz Emassan Republican Children's Fund – <http://www.sen.uz/>
8. SOS – Children's Villages of Uzbekistan – <http://sos-kd.uz/>

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## PROJECT EXPERTS:



**Mudite Reygase – expert on inclusive education** I am from Latvia. Currently I am in charge of the Office of Special Education at the National Center of Education. My experience in education is 33 years, 26 of which I worked at school. Having started my work as a teacher of English in primary school, I was promoted up to the first deputy principal. For 16 years I worked as a principal of the special boarding school, where children with retardation of intellectual development were enrolled with other children. This was a type of integrated school with special and regular classes. For 9 years I have been working in implementation of the policy of special and inclusive education. For me it is very important that teachers see in the students individuals with different needs, interests, unique understanding of the world around them. I firmly believe that every school must ensure safe environment for every child.



**Muminova, Lola Rahimovna – expert on training modules and MPPC, deputy director for research at NCSAC**

By background I am a speech therapist of pre-school, school, health institutions, teacher of primary classes, doctor of pedagogical sciences, professor of the department of corrective pedagogy of Tashkent State Pedagogical University. For 30 years I have been involved in training employees of these institutions. Inclusive education as an innovation in special education is very timely and valuable in building a democratic society in the country. Children, regardless of their distinctions, must have the right to live in the society, surrounded by their family, and community. As an expert I will make all efforts so that that after completion of the project inclusive education for children with special needs would be sustainable.



**Katerina Meinzuk, international expert on budget and law**

I am an economist by professional background, and I have been working on strengthening budgetary system in order to provide more effective social services for vulnerable groups of population – children, elderly, and disabled. In the framework of my activities I helped the governments in different countries in formulating their social policy, more sensitively responding to the needs of marginalized groups of population: in the countries of Central Asia, East Asia, Eastern Europe, and West Balkans. I have been working in the project with the team for assessment of the existing system of inclusive education in Uzbekistan and formulation of recommendations for its improvement.



**Matthew Griffiths – international training expert**

I have been working in the area of inclusion of persons with disabilities for over 40 years. Up to 2000 I used to work both in the systems of special and inclusive education, with children and young persons, who earlier were defined as the group of «sub-normal» and «uneducatable». Jointly with my wife, in 1970 we adopted two black boys with severe forms of disability. It was considered that they could not live in a family. I am pleased to the opportunity to work in Uzbekistan in a project, which indeed creates opportunities for many children with special needs and their families.



**Juergen Becker – Project Manager**

I am an Austrian but not from Vienna. Furthermore, I am proud that I am from a province – from Innsbruck, in the heart of the Alps. I am a psychologist by my professional background. Since 2000 I have been working in the area of international development, specifically in protection of children. In 2007 I got my Master's degree in jurisprudence on the rights of the child in the UN system. Since then I got even more involved in the sector of social and educational inclusion of children with special needs. I was actively involved in the processes of deinstitutionalization of children in the number of former Soviet countries, particularly in the Balkan region. I very much like working in our project, as I see that many things is moving towards social and educational integration of children with special needs.



**Yelena Vahacopus – Expert on development of Teaching methodologies and Mechanism of quality assessment**

I have my PhD in pedagogy and psychology. I have been working over 20 years with administrations, governments, and NGOs in formulation and implementation of educational and social policies to support social integration, inclusive education, and rehabilitation of children and adults with disabilities. I believe that inclusive education is the main moral right of a person.



## PROJECT EXPERTS:



**Sherzodbek Sharipov – Expert on Methods and Mechanisms for Data Collection, Storage, and Utilization**

I work on designing the methods and tools for collection and analysis of the data on children with special needs under this project. Furthermore, we are designing and piloting electronic database, which guarantees storage of the data by the most effective means, required for inclusive education.



**Ilmira Kabulova – regional expert, Khorezm oblast**

I am a teacher of mathematics by profession. My working experience at school is 23 years. My main rule in life is the principle «if any door opened, you should see what is inside». Following this rule, I want to learn something new, bring benefit to the children, who need special pedagogical approach, and make my own, albeit small, but personal contribution to the development of education in Uzbekistan.



**Ikhtiyor Temirov, regional expert, Surkhandarya oblast**

Since 2011 I have been working at the Department of Public Education of Surkhandarya oblast on education of children with disabilities. I hope very much that as a result of the project and my personal contribution, the degree of integration of children with special needs into the society will be enhanced and positive attitude to these children will be generated, which will enable them to develop independent skills and be active participants in the school of life.



**Maksuda Muhsinbaeva – regional expert, Namangan oblast**

I am 41 years-old. I am a pedagogue-psychologist by my background. My recent experience of working with the persons with disabilities turned upside down my notions of these people. For three days I was working, creating art with the guys who have different degrees of disabilities along with their parents and teachers. Their attitude to the surrounding, to each other, and to what they were doing impressed me so much that it is difficult to describe all these experiences. Everything that they learned, was instilled in them since childhood. It takes a lot more time for education of these children but their success and achievements make up for all the difficulties.



**Rano Khalilova, regional expert, Samarkand oblast**

I work at a corrective school as a teacher of Russian. Along with the project team, I want to enhance the awareness of the public about the problems of children with special needs. I believe that all children can study together, because life is more important than health-related limitations. All children are different, they have different abilities, different height, age, origin, gender, different ethnic groups. Our goal is to help the children with special needs to integrate into the educational system.



**Dildora Tulaganova – regional expert, Tashkent oblast**

I am a defectologist by my background. From 1995 to 2014 I was in charge of regular kindergarten No. 4 in Gazalkent town, Bostonliq district. Since 2010 up to now I am the director of non-government corrective-rehabilitation learning center. In 2009 I established a mixed group at the pre-school institution No. 4 in Gazalkent, where children with disabilities were enrolled along with healthy children. I believe that children with special needs should socialize in the society without being separated from their family and obtain education according to their interests and abilities.



**Yulduzjon Umarbekova – national expert on legal issues**

I am an expert on the rights of child as well as a social worker with children and families. I work at NCSAC, in the unit for studying legal problems of children. I hope that as a result of the project activities, implementation of inclusive education will start in our country along with acceptance, understanding, and engagement of our society.

# Inclusive Education for Children with Special Needs in Uzbekistan Project Summary



The project implements its activities in 3 components in 5 geographic regions – in Tashkent city, Samarkand oblast, Namangan oblast, Khorezm oblast and Surkhondaryo oblast.

**Component 1: Strategic framework.** Formulation of the long-term strategy, including legal and financial framework for the government to deliver equal and inclusive approaches for children with special needs.

**Component 2: Capacity building.** Development and piloting modules of pre-service and in-service training of teachers and modules of staff training on inclusive education.

**Component 3: Public Awareness raising.** Improving public awareness in the Uzbek society about the need for implementation of the means of inclusion of children and adults with special needs.

Main project partners are Republican Center for Social Adaptation of Children (RCSAC) and the Ministry of Public Education of Uzbekistan.



European Union



NCSAC



Republic of Uzbekistan

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[inclusive-education.uz/](http://inclusive-education.uz/)

[www.facebook.com/inclusive.uz](https://www.facebook.com/inclusive.uz)

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