



The Final Conference on the occasion of completion of the project

Your questions – our answers

The Parents' Club - a place of support, sharing knowledge and experience

Page 4

Page 11

Page 14



I'M WITH YOU!



European Union



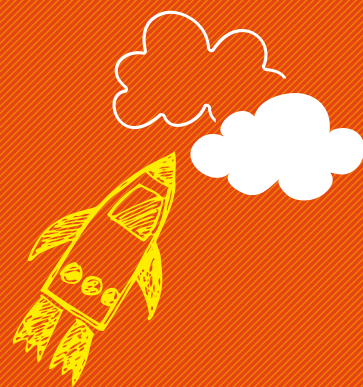
RCSAC



Republic of Uzbekistan

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

In issue N°8



Calendar of the project main events. July – September 2016

Project news

| | ▼ page |
|--|--------|
| The Final Conference on the occasion of completion of the project | 4 |
| Reviews of the conference: European Union | 5 |
| The Main Beneficiary of the project - National Center for Social Adaptation of Children. Director – Ms. Vasila Alimova | 8 |

Expert corner

| | |
|---|----|
| 7 steps towards development of a child with special needs | 10 |
| Your questions – our answers | 11 |

The Parents' Club - a place of support, sharing knowledge and experience 14

| | |
|--|----|
| The Team Leader's meeting with members of the Parents' Club in Samarkand | 16 |
| 15 rules for parents raising a child with special needs | 17 |
| Presentation of the Parents' Club in Samarkand | 18 |
| Success of the Parents' Club «UMID» in Urgench | 19 |

Useful resources 23

Our project team 24

Wishes of the project experts 25

How to find us:

Office of the project «Inclusive Education for Children with Special Needs in Uzbekistan»,
National Centre for Social Adaptation of Children
Abdulla Kahhar Str.34, Tashkent, 100100, Uzbekistan
Tel: (+998 90) 980 82 98

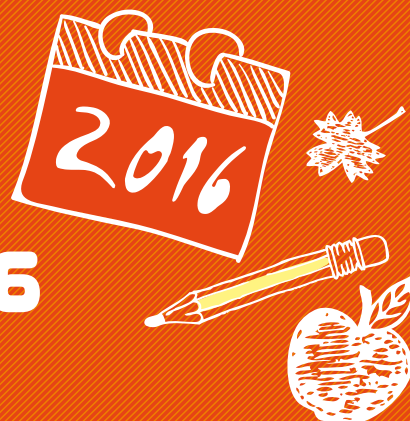
Website: <http://www.inclusive-education.uz/>

Join us on the social network Facebook: <https://www.facebook.com/inclusive.uz/?ref=bookmarks>

CALENDAR

of the project main events

JULY – SEPTEMBER 2016



| | |
|------------------------------|---|
| July 12-15, 2016 | Seminar for pedagogues of the pilot schools and kindergartens in Namangan |
| July 14-15, 2016 | Seminar for the specialists of MPPC/PMPC of Namangan |
| July 18-21, 2016 | Seminar for pedagogues of the pilot schools and kindergartens in Termez |
| July 19, 2016 | Seminar on Director' s Fund in Termez |
| July 20, 2016 | Round table discussion for the representatives of regional boards of public education of Surkhandarya region |
| July 22, 2016 | Seminar on Director' s Fund in Tashkent |
| July 25, 2016 | Seminar on Director' s Fund in Urgench |
| July 27, 2016 | Seminar on Director' s Fund in Samarkand |
| July 29, 2016 | Seminar on Director' s Fund in Namangan |
| August 1, 2016 | Media briefing in Tashkent |
| August 2-3, 2016 | Seminar for the specialists of initial teacher training and the professional development of teachers in Tashkent (with participation of specialists from Termez) |
| August 4-5, 2016 | Seminar for the specialists of initial teacher training and the professional development of teachers in Samarkand |
| August 5, 2016 | Meeting in the Parents' Club in Samarkand |
| August 9-10, 2016 | Seminar for the specialists of initial teacher training and the professional development of teachers in Namangan (with participation of specialists from Urgench) |
| August 10, 2016 | Open-door event in Tashkent |
| August 15-18, 2016 | Seminar for pedagogues of the pilot schools and kindergartens in Tashkent |
| August 18, 2016 | Round table discussions on the advocacy of the Long-term National Strategy with national partners |
| August 25, 2016 | Round table discussions on the advocacy of the Long-term National Strategy with international partners |
| August 26, 2016 | Meeting in the Parents' Club in Urgench |
| September 20 2016 | Meeting of the 5th Steering Committee in Tashkent |
| September 21-22, 2016 | The Final Conference of the project in Tashkent |

The final conference on the occasion of the completion of the project in Tashkent



September 21-22, 2016 Tashkent hosted the final conference of the project titled «Impact of the project «Inclusive Education for Children with Special Needs in Uzbekistan» at the central level», with the participation of representatives of ministries and departments, the international donor community, national and international experts from Tashkent , Namangan, Samarkand, Surkhandarya and Khoresm regions, as well as parents and children with special needs involved in the implementation of the project.

A presentation on the status and prospects of the development of inclusive education in Uzbekistan was made by the Deputy Minister of Public Education Mr. Dilshod Kenjaev. As noted during the presentation, 907 children with special educational needs have been included in the general education system in 27 pilot schools and 27 kindergartens,

while the total number of children who benefit from the project has reached 1500. The expert of the project on legal issues Ms. Yulduzkhon Umarbekova presented the legal framework in the field of inclusive education in Uzbekistan. It was noted that the Republic of Uzbekistan has already developed a number of normative documents

and appropriate programs are approved, which are the important steps taken by the government towards quality education for all, such as the National Plan of Action - Education for All in the Republic of Uzbekistan (2002) Order of the Minister of public education from 2005 «On approval of the interim provisions on inclusive



education for children and adolescents with disabilities», as well as the Plan of the Development of Education Sector in Uzbekistan for 2014-2017 (approved in 2013). In addition, the Law «On education» guarantees the right of every child to education, and the Law «On guarantees of the rights of a child» guarantees additional benefits for education of children with special needs. Thus, the legislation provides the necessary basis for the further development of inclusive education in our country.

The Director of the National Center for Social Adaptation of Children (NCSAC) Ms. Vasila Alimova, made a presentation on the achievements in the field of inclusive education during the implementation of the project at the central level. In particular, it was noted that one of the key achievements of the project is the Long-term National Strategy on Inclusive Education in Uzbekistan, and the Action Plan for 2016 – 2018.

The Draft of the Strategy, developed with the participation of international and national experts, provides the basis for the development of the inclusive education system in the Republic of Uzbekistan, which will ensure the equal right of every child to quality education, adapted to his/her special educational needs, regardless of gender,



race, ethnicity, the language of communication, religion, social status, physical and mental development.

During the event, the Project Manager Ms. Stefanija Alisauskiene presented the work done for initial training and professional development of teachers on inclusive education in Uzbekistan. In particular, it was noted that the project developed and approved 3 training modules for initial training and professional development of teachers, for the

implementation of inclusive practices in the education system of Uzbekistan.

At the event, a number of international and national experts highlighted the following achievements of the project:

- 1350 members of medical and psycho-pedagogical commissions and teaching staff have been trained to provide inclusive educational services;
- five Pilot Resource Centers were opened, which provided over 2,000 services to children





with special educational needs and their families, as well as experts involved in the development and application of inclusive educational services;

- more than 150 articles were published, 11 television and 24 radio programs were broadcasted to enhance the public awareness about social and educational inclusion of children with special needs in

Uzbekistan;

- the project web page www.inclusive-education.uz was launched and it successfully operates in the three languages and the views has reached 110 thousand;
- eight project bulletins, as well as five brochures explaining the principles of inclusive education were published.

Besides the presentations

of teachers telling about the experience of the implementation of inclusive practices in general schools, the history of success of children with special needs, as well as the further steps by the Government to ensure the sustainability of the project and the development of inclusive education in Uzbekistan were presented at the event.





Reviews of the conference:

Dear colleagues and friends!

I would like to congratulate all of you with a very well-organized and successful conference, dedicated to the achievements of the project! Each of you have done a great job and have contributed to the success of this very important project. The presentations of local authorities, teachers, directors of schools and kindergartens, and most importantly, parents of children with special needs during the conference once again assured the importance and timeliness of this project in our country.

Taking this opportunity, I would like to thank everyone who participated in the project for their commitment, enthusiasm and effort to make this project a success! I really hope that the program of inclusive education in Uzbekistan will develop and become sustainable after project completion. I hope that the National Strategy on Inclusive Education will be adopted, the Resource Centers will continue to work fulltime, and the number of children with special needs in general schools and kindergartens will gradually grow! I hope and believe that the network of professionals from European countries and Uzbekistan, which was formed in the framework of this project,



will always stay in touch and provide maximum support for the further implementation of the results achieved.

I therefore urge us to become and remain ambassadors of goodwill and volunteers of the project of inclusive education in Uzbekistan! Best wishes to all of you,
Sincerely,

**Akmal Rustamov,
Delegation of European
Union in Uzbekistan**

Every **child has
a right for
education** in
accordance with
his/her abilities



The main beneficiary of the project – national center for social adaptation of children

Director – Ms. **Vasila Alimova**

The project pushed forward the work of the Centre in terms of the provision of the rights of children with special needs. Of course, this work was done in the past, but the project proved to be a powerful impetus to the further promotion of our work.



Secondly, the project made it possible to improve the competences and the level of knowledge of professionals not only of the ministries and agencies, but also of the NCSAC. Working in the framework of the project, our employees, by studying the experience of other countries, acquiring skills of inclusive practices, we can say, tripled their knowledge in the field of inclusive education. Thirdly, it is about the approach to inclusive education. We know that in the world there is no

single approach to inclusive education. Every country has its own approach, and thanks to the project, we received a huge amount of information. Positive experiences and lessons learned in any country are always helpful; as they say, is easier to learn from others' mistakes. It was very important for us to know how some aspects of inclusive education could result in problems. When we are together with the specialists of the involved ministries and agencies developed the

scheme and the approach to the development of inclusive education in Uzbekistan, we naturally took into account all these factors, as well as our internal aspects - the mentality, lifestyle, education and healthcare system, etc. Based on all these factors we have tried to develop the model, which proved to be effective in the conditions of Uzbekistan. And, of course, the most important thing - we were able to deeply analyze the existing legal framework in the field of



inclusive education. We found that there are a lot of strengths in the legislation of Uzbekistan, but at the same time, we realized where and what still needs to be refined for inclusive education to work, for creating conditions for parents and children with special needs to receive quality education.

Within the project we were able to introduce a course on inclusive education for students of higher educational institutions, to develop the National Strategy for Inclusive Education for 2015-2017, as well as other documents relating to the provision of rights of children. Of course, this was made possible with the support of international and national experts. It is

necessary to emphasize the fact that it was a team effort. None of the involved Ministries remained on the sidelines, all participated in the work.

And another important point. Thanks to the work for raising awareness among the public parents, teachers, professionals, increased awareness in this area. The main indicator of this is the increase in the number of inquiries of parents in the Resource Centers, the branches NCSAC and the Ministry of Public Education for advice or help in the matter of child's placement in the educational institution. And this demand is increasing day by day all over Uzbekistan.

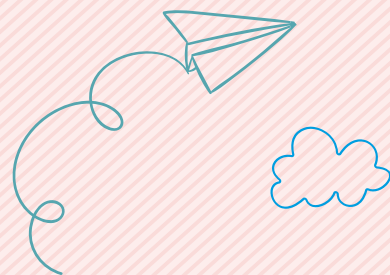
As the leader of the Main Beneficiary of the project, I has

received a great experience directly from the project team. The experience in the organization of work, knowledge, the approach to the project work, views - all this had a positive impact on the work of our specialists and the NCSAC as a whole. Of course, we are all different, different origin, nationality, mentality - but I always try to take for myself something new and the best. For myself, I got a lot of useful information, starting from the principle of the organization of work and ending with the establishment of personal communication. I hope that the gained experience will help me and my colleagues a lot, both in work and in life in general.

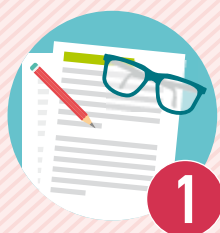




7 steps towards development of a child with special needs



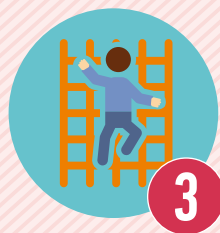
In your family a special child was born. After questions «Why me?» «What for?» «How to live and what will happen then?», it is necessary, first of all, to find inner conviction that the main support is within you.



1 Get acquainted with information on child's illness: where treatment is conducted, what methods of support do exist for the following disease, what means will be needed.



2 Try to make a conclusion on what can be corrected, fixed and what probably will stay the same.



3 All actions towards treatment and rehabilitation of a child need to be conducted systematically and successively.



4 Each stage of child development is characterized by its goals, aims, levels of work load. It is not always the fact that the more exercises/classes the child has, the better.



5 For each child's age select the appropriate opportunity to develop (kindergarten, school, educational establishment, work place).



6 Try to involve a powerful tool for personal development, such as cognitive interest. Create the conditions for its implementation.



7 Pay special attention to personal development, familiarization with the cultural world. Art, music, theater, crafts are powerful reserve for rehabilitation at any age and at any stage of child's development.



Your questions – our answers



The Regional Coordinator of the Tashkent region, director of the non-state center of correction and speech therapy, Defectologist Ms. Dildora Tulyaganova answers the questions.



Tashkent, Bilol's (8 years old, delay in mental development) mother:
My child is behind in reading, what techniques you suggest for the development of reading skills? Artyom's (8 years old) mother, how to improve the technique of reading?

«Reading - is a window through which children see and learn about the world and themselves
«V.A. Sukhomlinsky.

Firstly, the proposed text for reading, should be of interest to the child. Usually boys like texts on the subject of cars, animals, adventures. In addition, it is necessary to note that the text should not be


long. Because, if a child gets tired, he has reduced interest in reading.

Fonts of letters also should be properly selected and the duration of reading should not exceed 15 minutes. But it is necessary to perform this exercise regularly, every day, no more than 15 minutes.

In the yard



had domestic animals and poultry in . They lived happily

together. Everyone was engaged in his/her own task.  caught .



guarded



.



and



gave



.



- wool. The grandmother knitted warm



,



and



In the morning



met



, and



carried



.

Everyone lived happily in grandmother's yard.

It is also possible to apply the methodology of the global reading, when the child is not reading by syllables, but remembers the whole word. In addition, there are books where the pictures are replaced by the words, and the child remembers

the visual images of words and pictures. Often parents forget that children repeat the behavioral patterns of parents. Therefore, it is very difficult to get a child to read, if the parents do not take a book in hands..



Mother of Vanessa, 8 years old, CP, cerebellar symptoms.

My daughter started to stutter. And it looks more like cramps. But it happens after school. Prior to starting school, her speech was bad but she did not stuttered.

As soon as you noticed that your child stutters, you should immediately see a specialist-speech therapist, who will develop an individual plan of activities with the child. Besides the teacher should not create stressful situations for the child and try not to give verbal tasks, but only in writing. It helps to engage in breathing exercises, in vocal exercises, as well as in swimming. All this should be done only with the assistance of

a specialist-speech therapist as parents on their own will not be able to perform some of the techniques.

If you have additional questions, you can contact us at the non-state center of correction and speech therapy «Lola Muminova» at the address: Yakkasaroy district, Shota Rustaveli str. (former Ivleva str.), 17, building «Barkamol Avlod».



Ms. Yulduzhon Umarbekova, the expert on legal and budgetary issues of the project answers the questions.



The teacher of School No 8, Sayyora.

Are there any changes in the financing of educational institutions engaged in inclusive education?

Changes in the financing of educational institutions offering inclusive education have been reflected in the draft of the Long-term National Strategy for the Development of Inclusive Education in Uzbekistan.

This document is developed by the project together with the national partners. However, it is necessary to emphasize the existence of standards in the existing legislation on the financing of the process of inclusive education.



According to the Regulation on the director's fund to encourage distinguished employees in educational institutions, today it is possible to award teachers conducting inclusive education in their classrooms (Decree № 275 of the Cabinet of Ministers «On approval of the improvement of remuneration system of workers of public education,» 2005). According to the Decree № 117 of the Cabinet

of Ministers of the Republic of Uzbekistan «On measures to improve the work of the state specialized pre-school educational institutions (2010),» at present in general education kindergartens it is possible to organize the work of defectologist, who will help the teacher of the group of inclusive education to develop individual plans of development for a child with special needs, and to monitor this process.



Mother of Rasulbek.

My child is educated at home, may my son attend classes or activities at school? Who is responsible for this? Who do I need to contact to resolve this issue?

You should contact the director of the school where your child learns.

According to the article 30 of «The Regulations on the organization of individual training at home of children with disabilities in physical or mental development, as well as needing long-term care,» the director of the school in order to develop communication skills with ordinary children and social adaptation in the conditions of inclusion may involve the student with special needs in the subject lessons in the school, after-school cultural events, as well as correctional and developmental activities.

(Decision of the Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Health of Uzbekistan «On approval of the Regulations on the organization of individual training at home of children with disabilities in physical or mental development, as well as needing long-term care ». [Registered by the Ministry of Justice of the Republic of Uzbekistan June 30, 2015, Registration number 2691]. This process will be effective for your child with your close collaboration with the director and the respective teachers of the school.

«If I don't look like you, I don't offend you, on the contrary, I endow you»

Antoine de Saint-Exupery



The Parents' Club - a place of support, sharing knowledge and experience



The Family - an integral part of a human life: at first he brought up in it himself, and then he is raising his own children in it. In the family the life experience of the person starts to develop, his moral values, needs, interests, mental health

are formed, social norms and cultural traditions are learned. Relationships formed in the family, determine the further development of the child. To accept the peculiarities of the development of their own child and to accept that life can take another route, not like

for others, and not according to the dreams is quite difficult. But apart from the problems with the health of children, parents have even ordinary difficulties of daily life that require endurance, fortitude and optimism. Are all parents of «special children» able to fully cope with their functions? We know that not all the families



In the Parents' Club the parents of children with special needs can receive psychological support, share their experiences and learn about someone else's experience, talk about life, acquire new knowledge.

could manage. It is because of the lack of knowledge about the care of the «special» child, his education and training the parents often show helplessness in the establishing contact with their son or daughter, in building productive relationships in the family. As a result, the relationships within the family

became worse, the parents accumulate fatigue and irritation and the increasing tension makes the spouses and the child suffer. Besides the surrounding society, unfortunately, is not always tolerant not only to the children with special educational needs, but also their relatives. Therefore, for them it is so important to find people who understand their

problems, do not condemn them but provide support.

The basic principle of participation in the parent club - voluntary. The work of the Parents' Club is based on a variety of traditional and non-standard forms of work with parents: discussions, workshops, lectures, creativity, role-playing games, and so on.



THE GOALS OF THE CLUB:

1. Provision of practical psychological and educational assistance and support to the families of «special» children's parents through the acquisition of appropriate knowledge and skills;
2. Enabling the exchange of experiences on the care, upbringing and education of children;
3. Creation of the psychologically comfortable environment for confidential communication in an informal setting;
4. Formation of the community of families on the basis of the ideas of informed, responsible parenthood.

Along with recommendations for care, livelihood, development and education of children, parents receive professional assistance and support in the discussion of the following important issues:

- How to interact with the environment where there are not enough values formed on inclusive society, and how to protect themselves and the «special» child from tactlessness, idle curiosity, misplaced sympathy, and so on?
- How to explain to a child his physical differences from other children and how to help him build relationships with people?
- How to overcome your own chronic stress, restore the psychological balance, begin to plan for the future and learn to enjoy life again?



You are not alone!

Join the network of Parents' Clubs in five pilot regions of Uzbekistan!

The Team Leader's meeting with members of the Parents' Club in Samarkand



On August 5, 2016 in Samarkand there was a meeting of the members of the project team with the members of the Parents' Club for children with special needs of Samarkand region. The meeting was organized in order to provide advisory support to parents, familiarize them with the achievements and progress of their children as a result of the first school year in the pilot schools. During

the meeting, the parents were able to get answers to all their questions, to get expert assistance in solving specific problems, as well as they were acquainted with the future plans in the achievement the sustainability of the project. The meeting took place in an informal, trusting atmosphere.

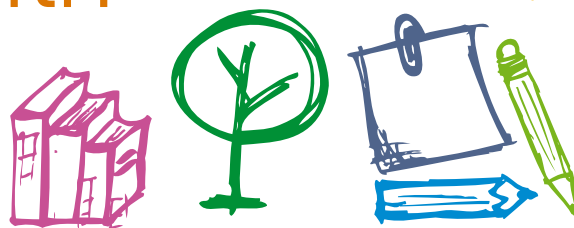
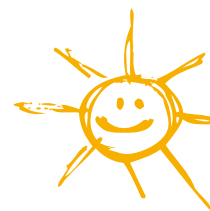
According to the Team Leader Ms. Stefanija Alisauskiene, «The most effective model of working with parents of children with special needs is – cooperation and partnership that is not possible without a trusting and

friendly relationship. The role of the Parents' Club cannot be overstated in this process. This is a platform for the exchange of experience, knowledge, solution of common issues. Learning the problems and resources of the family, understanding what assistance parents need – it is an important component of the project.»

It should be noted that in addition to the traditional forms of work with parents the project offers another exemplary rules for parents raising a «special» child. According to the project experts the more parents will follow them the more harmonious family life where such child is growing up will be.



15 rules for parents raising a child with special needs



1. Never feel sorry for the child due to the fact that he is not like everyone else.
2. Give your child your love and attention, but do not forget that there are other family members who also need it.
3. Organize your life so that no one in the family feel like a «victim», abandoning his/her personal life.
4. Do not protect the child from responsibilities and challenges. Solve all the problems with him.
5. Give your child the independence for actions and decision-making.
6. Watch your appearance and behavior. The child should be proud of you.
7. Do not be afraid to refuse the child something if you believe his claim is excessive.
8. Talk with the child more often. Remember that TV, radio cannot replace you.
9. Do not limit the child's communication with peers.
10. Do not refuse to meet friends, invite them for a visit.
11. Resort to the advice of teachers and psychologists more often.
12. Read more, and not only the specialized literature, but also fiction.
13. Communicate with families where there are «special» children. Share your experience and learn from someone else.
14. Do not harass yourself with blame. It is not your fault that you have a child with special needs or disabilities.
15. Remember that when a child is old enough, and he would have to live on his own. Prepare him for his future life, talk about it.

If a flower does not bloom, **we create conditions for its growth and flowering**, and do not correct the flower itself



Presentation of the work of the Parents' Club at the Final Conference made by the Chairperson of the Club Rohat Rakhmatullaeva



In the framework of the project we organized a Parents' Club. Our meetings are held in the form of conversation, collaborative activities, tea-parties. At our meetings we share experiences, talk about life, we obtain new knowledge. For many parents it is important to find people who understand their problems. They need moral support. At our meetings we talk, how to interact with the environment, where there the values of inclusive society are not enough formulated, where you need to protect yourself and a

«special» child from tactlessness.

Parents of children with special needs frequently asked questions, how to explain to the child his physical differences from other people. How to help him build relationships with their peers. The doors of our club is always open for all. Parents of children without special needs also come to our club. Many parents of children without special needs are suspicious and wary of inclusive education. They ask the same questions: *Could spending time with «special children» affect ordinary (their) children negatively?* The child will grow and he will meet with all sorts of children and adults, and he should be able to communicate with them. Departing from kindergarten to school, he has to take from there not only basic knowledge, but also social skills and ability of interaction with people. There are more and more children with disabilities so they will be met by any normal child in every school. My speech, I would like to end with the words of Socrates: *«There is a sun in every person. Just let it shine».*

I think this is our common goal - let our suns shine!

Thank you for your attention!

For information:

In Samarkand the Parents' Club has been operating since 2005 under the leadership of Rohat Rakhmatullaeva, the mother of the child with special needs. At the initial stage - the club has existed in the form of informal communication, but in 2014, thanks to the project «Inclusive Education for Children with Special Needs in Uzbekistan» the Parents' Club has a more specific content, with the plan of activities and results.

At present the Parents' Club assists parents in the admission of children with special needs in general education kindergartens and schools.



Success of the Parents' Club «UMID» in Urgench

(The presentation by the Chairman of the Parents' Club at the final conference in Tashkent)

«... The family is the place where unique conditions for the formation of value orientations, attitudes, emotional relationships to other people are created which is the basis for the development of the child as a whole»

Dear colleagues, guests. I am Muyassar Ibragimova Kurbanova – the Head of the Parents' Club «Umid» from the city of Urgench. More than 35 years working in the school №10 as a math teacher, currently being retired I am engaged in raising my grandchildren.

The need for the formation of the Parents' Club in the framework of the project «Inclusive Education for Children with Special Needs in Uzbekistan» - it is an axiom, not a theorem.

The Parents' Club - is to help parents in acquiring sufficient knowledge about the peculiarities of the child's upbringing, in the provision of psychological support, in a friendly merger of all the participants of the educational process, parents, teachers and children.

Anyone who understands



the goals and objectives of inclusive education and especially those who carried through their heart the need and necessity of this type of education for children with special needs, took the creation of the parents' Club «Umid» in Urgench with great faith and hope for help and support. Because education for children with special needs - is, first of all, receiving career counseling and socialization skills in the society to which they belong.

The Parents' Club - it is teamwork of all specialists involved in the educational process - namely, teachers, class teachers, a psychologist, a special education teacher, medical professionals, members

of the MPPC and PMPC commissions, school administration and, of course, the parents!

The parent club began its work in September 2015. Its membership today consists of more than 90 people (families). There have been no decisions, orders about the establishment of the club, a big family was just born, which brings together parents and children with common problems and different achievements. The parents turned to the Resource Center of the project with their questions, stories, need for advice where they found the answers to the questions, which for years were in their heart.

The main goal of our club is



to create optimal conditions for the harmonious development of the child with special educational needs in the family and educational institutions through increased psycho-pedagogical and educational competence of parents, with the active participation of teachers and care takers. One of the most effective ways to help families raising a child with special needs is the «parents' club». The Parents' Club «Umid» has set itself the following objectives:

- Formation of an adequate perception of the parents of their child: it is important to move away from the concept of «disease» and move on to the concept of «special laws of development of the child»;
- Formation of a favorable microclimate in the family for maximum disclosure of personal, creative, and social

resources of the child;

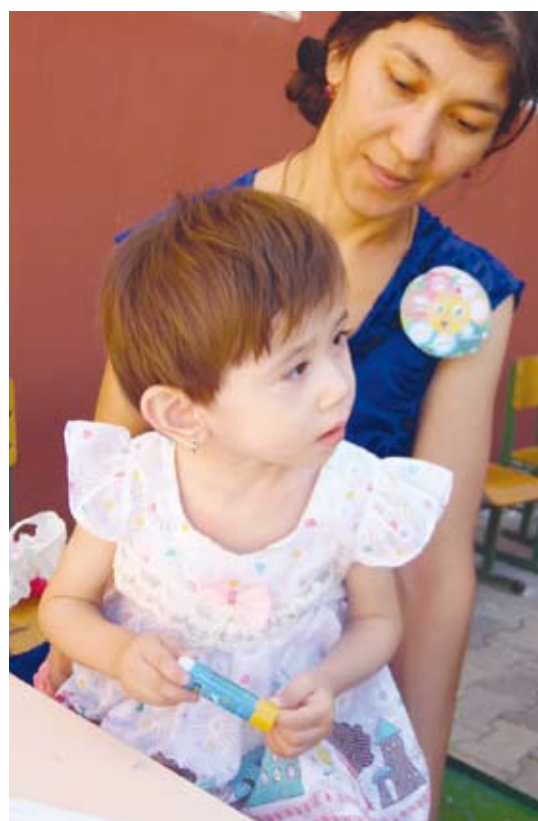
- Formation of partnerships among parents, kindergartens and schools for quality education, enrichment and exchange of experiences;
- Personal and social development of parents, the formation of skills of social activity and constructive behavior.

Until today the club «Umid» spent a lot of work, literacy has increased, horizons parents have broaden, they received a wealth of knowledge on inclusive education, its legal basis, the organization, the problems of children, many parents have learned to keep a diary of observations,

to identify the strengths and weaknesses of their child. About 15 of the most active parents participated in training workshops on inclusive education. The level of knowledge of parents on education, care and diagnosis following a series of workshops conducted by psychologists of the Khoresm regional institute of retraining and improvement of qualification of the workers Salayeva Navbakhor, Bekchanov Husinbay and Sabirov Kamildjahon has improved.

The main functions of the club are:

- create a positive perception of the child's with special educational needs for the parents;





- widen parents' understanding of their upbringing functions in relation to their child with special needs;
- acquaint parents with effective methods of the parent-child relationship, methods of upbringing to support the child;
- form the motivation for parents to cooperate with specialists of the school, to participate in the meetings of the Club «Umid»;
- facilitate the wider contacts with the society, to provide the opportunity of communication for parents of children who have similar problems.

Our social partners today are: College of Olympic Reserve, fund «Soglom avlod uchun», the Central Polyclinic of Urgench, the Democratic Party of Uzbekistan «Milly Tiklanish», Urgench department of trade unions, football boarding school, youth organization «Kamolot», Urgench State University. I would like to thank these people for their work caring for children and for their contribution to the development of inclusive education.

If we say that we taught parents something, probably, it will be wrong, rather we need to say that parents learned something. - They learned to devote more time to their child, which was a big problem in many families.

Every Wednesday there are classes in the gym of the College of Olympic Reserve, which are carried out by volunteers Sabohat Bekchanova and Ilmira Sabirova. And after activities all parents stay to share experiences, to draw conclusions and to talk about the success of their children. We are glad to hear and see when the parents understand and apply in practice such specific terms as large and fine motor skills, social adaptation, etc. Every Saturday there are classes in choreography, where parents and children learn to dance.

Parents see their children having fun while dancing. These were children who covered their ears and who became capricious at the sound of music, and now they perform all the movements under the guidance of a volunteer, the first-year student of college Osuda Kabulova. I think that at such a moment our children are born again and become confident in their actions. On Tuesdays and Thursdays we have a classes

of the special education teacher and a chess school, which is conducted by Dinara Alibekova. Families of our kids have become more united, and according to one of the mothers who shared her secret with me - «our dad had not



gone out for a walk with our son but now he says -» Come on, I'll take him to classes myself.» Isn't it a victory?! In many families parents organized corners of sand and fairy-tale therapy and sensory corners in their children's rooms. Another achievement of the Parents' Club - is a constant communication with schools and kindergartens which our children attend. Cooperation



with teachers, educators, psychologists, speech therapists of these institutions has been developed. In addition, parents are actively involved in the preparation of individual educational plans for children. Most of the parents know each other by name and



patronymic, they are familiar with the children, their problems, experiences. If they find somewhere a book or an article related to their overall activities they exchange information with each other. They are proud of the achievements and successes of the children, all have become as brothers and sisters, in a word - a family. Parents often take the initiative and submit proposals for new activities improving existing projects. Our club has a goal - to open

the NGO and to expand its activities, in particular, based on the past experience, to start working with parents in other areas of Khoresm region. Summing up I want to say that the teachers, no matter what age they are, cannot live without pupils. Perhaps that

is why in spite of the fact that I am retired when I see children with special needs on the street I think about how to approach the mother and to ask about her problems, to support and help her. This is how it happened, for example, with Azizbek, who lives not far from my house. There were three days of thought and finally I decided

to go to their home and talk to his mother. Now the mother is very happy, because Azizbek is able to realize his dream - to go in for sports, he is preparing for the championship in swimming with his coach of the Paralympics Sharafiddinov Kalandarov, and he is also engaged in choreography and chess classes.

Today, speaking in front of such a large and serious audience, having worked for one and a half years in the project and the Parents' Club, having certain

skills and experience, I can confidently express our and teachers' shared beliefs:

- all children can and will learn;
- cooperation and social partnerships promote mutual understanding;
- our success depends on our efforts;
- change is a new opportunity;
- good relationships are a great force!

In my opinion, the whole world is a fabulous land called «Childhood» and all the inhabitants of this land are parents and children.

Whatever events we are engaged in or whatever projects are organized, there should always be the main goal - to teach and educate children, to give them the quality education and training, to help them acquire social skills and profession which our children could manage, to help children find their place in life, to help parents develop self-control and confidence that the goal will be achieved. We parents believe in the correctness of and the need for inclusive education, we felt it, and carried through the heart, we saw in practice the successes and achievements of our children that is why we must do everything in order that inclusive education in Uzbekistan will have the future so that it develops and strengthens as it is necessary to the whole society.



A film for the whole family

«Taare Zameen Par» (Like Stars on Earth) – is a film that our experts have demonstrated to all the participants of the training on the implementation of inclusive practices in education. It should be noted that even after watching the fragments of the film, many have tears in the eyes, and they change the view of the world of children, issues of upbringing and education. The film is recommended for viewing for the whole family, parents and their children, as well as everyone involved in the education system.

The eight-year boy Ishan Avasti from birth is different from other children. Everything that comes easy for other children is more difficult for Ishan. The whole world does not understand Ishan, including his parents. Unfortunately, parents as the closest people, often led by their personal ambitions, the opinions of others, do not want to think deeper, to understand the reason, and just listen to their

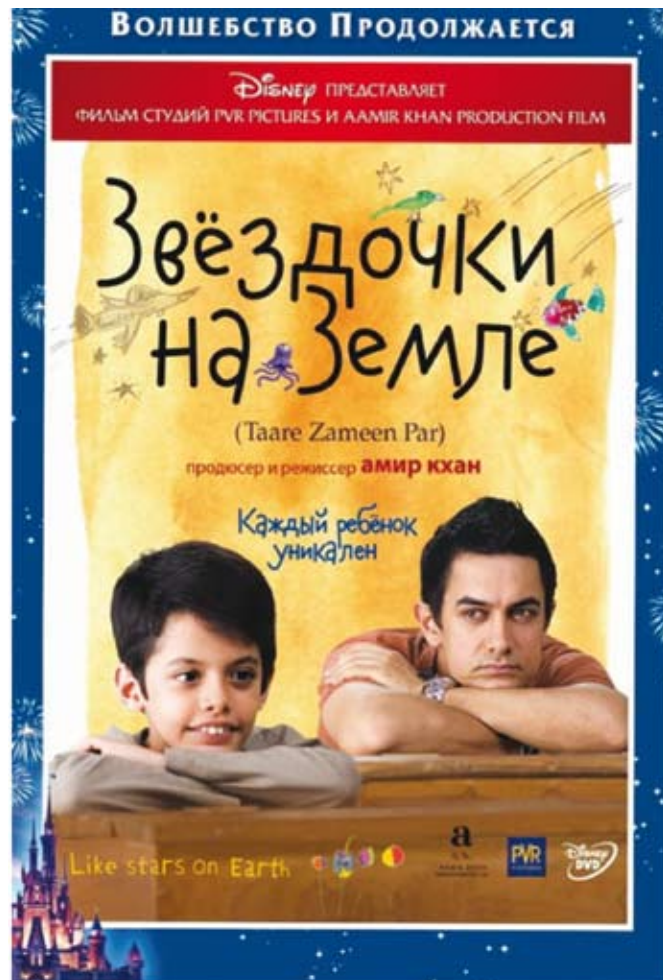
child.

At school Ishan cannot pass exams, and when the third attempt fails, his father sent the boy to the boarding school. Ishan is destroyed by loneliness, he condemns himself for parting with the parents, but cannot forgive them.

One day in the life Ishan a teacher of drawing Ram Nikum appears - he is the only one

who understands this child. The teacher aims to: «Change the boy's life and attitude towards him.»

The film tells the story of a boy with dyslexia and the imperfection of the educational system. There is everything you wanted to know about inclusive education, but did not know. Watch the film together with the whole family. You will not regret.





OUR PROJECT TEAM
(NATIONAL AND INTERNATIONAL EXPERTS)

THE MAIN BENEFICIARY OF THE PROJECT

Vasila Alimova Director, The National Centre for Social Adaptation of Children

Project office

Stefanija Alisauskiene Team Leader
 Mudite Reigase Key Expert on Inclusive Education
 Rebecca Olevsкая Project Officer
 Dilyara Yusupova
 Roza Iskhakova Communication managers
 Yuriy Sarukhanyan

National experts

Lola Muminova Teaching Methods Expert
 Yulduzhon Umarbekova Expert on Legal and Budgetary Framework
 Narghiza Alikulova Expert on Communication and Public Awareness
 Zakir Mavlyanov Web Portal and Web Page Expert
 Dilyara Yusupova Impact Assessment Expert
 Sherzodbek Sharipov Expert on Data Base
 Malika Kholmatova Expert on Legal and Budgetary Framework
 Gulnora Burkhanova Expert on Training Modules

REGIONAL EXPERTS

Dildora Tulyaganova Tashkent Region
 Maksuda Mukhsinbaeva Makhmuda Namangan Region
 Namatova Samarkand Region
 Rano Khalilova Khoesm Region
 Ilmira Kabulova Surkhandarya Region
 Ikhtiyor Temirov

INTERNATIONAL EXPERTS

Juergen Becker Team Leader, Key Expert I
 Regina Sabaliauskiene Policy Framework and Training Expert
 Matthew Griffith Assessment, Identification and Parents' Clubs expert
 Katya Maynzyuk Legal and Budgetary Frameworks Expert
 Elena Vahakuopus Expert on methodology of training and quality
 Kristina Jovanovska Expert on Data Base



Wishes of the project experts:

Stefanija Alisauskiene – Team Leader

I started working in the project in March 2014 as the key expert on inclusive education, and finished it as the TEAM Leader.

I had to learn the origins of inclusive education in Uzbekistan and together with national and international partners to promote further quality education for all children. We relied on the principle that all children are teachable, and every child has the right to learn. In the project, we also held consensus that in school the diagnosis of the child is not the most important factor, but his/her abilities, educational needs and support are much more important.

To implement inclusive education school should be available to every child, children with different abilities and needs should be educated together - to engage in educational activities with their peers to participate in school life and feel part of a team. Therefore, general schools and pre-schools are in need of constant support and advice - not just



a single training but regular assistance to employees and other stakeholders in order to maintain motivation, development of skills and confidence to become more inclusive. With the implementation of inclusive education support can be provided in various ways, for example, through the resource centers.

During the project five pilot resource centers were opened and successfully work in five regions. We hope that the pilot network of resource centers, pilot schools and kindergartens will expand and will continue to work successfully in the future. One of the main achievements of the project we believe is that we have created a community of practitioners who learned from each other all the time and who reached common success in promoting inclusive education.

I am grateful to all of our national partners, teachers, parents, children and all those with whom we solved the problems of inclusive education. I wish everybody to continue to work successfully in the future.

Mudite Reigase - Expert on inclusive education

I joined the project only in June of 2015 when the project was well on its way.

My main tasks were to continue the activities that were being implemented and to organize and provide training for both pedagogues and the members of MPPC/PMPC as well as to provide on-going support to the pilot schools, kindergartens, Resource Centres and of course parents. It was the most interesting and fulfilling experience to visit schools and kindergartens, to communicate with teachers and parents, to share my experience as a teacher and as a member of assessment team of child's educational needs.

For me the work in the project was very interesting from the personal and professional point of view. I met so many fantastic people in all



the pilot regions. I observed lessons and activities involving children with special educational needs, I met with parents and grandparents of those children and I believe I managed to calm some very anxious family members of children with special educational needs.

It was a good feeling that I could share my experience in inclusive education with my colleagues here in Uzbekistan during the training of teachers and members of MPPC/PMPC as well as during my visits to the pilot schools and kindergartens

My wish for everybody involved in education is to remember that special needs have always been, they exist now and they will be in the future. It can be a tragedy in the family but it is a normal phenomenon in any society but how we handle it shows how developed and mature is our society.



Wishes of the project experts:

Regina Sabaliauskiene – Policy Framework and Training Expert

In the project I was involved as an expert on training and policy development, I participated in the development of the Long-term Strategy of Inclusive Education and a teaching tool for educators and teachers, conducted training for members MPPC and PMPC, teachers, principals, teachers of institutes for training and retraining of teachers. During two years of the project I was lucky enough to visit five regions of Uzbekistan and meet a lot of wonderful professionals.

When we are talking about inclusive education, we understand that this is a very difficult task that requires serious changes not only in legislation but also in the programs of training and retraining of teachers, the physical environment of educational institutions, in the arsenal of methods that teachers use in their work. But the most important and the



most difficult task is to make a changes in people's minds. We need commitment to the ideas of inclusion of the entire community. It is necessary to adhere to the belief that education should be tailored to the individual needs of each child and each family has the right for their children receive quality education in a regular school or kindergarten.

We should remember that children with special educational needs have the same needs as other children: to be loved and cared for, they want to feel safe and be able to explore the world through communication with caring for them adults and with their peers.

I would like to wish all the specialists, whom I met in Uzbekistan every success in the performance of their difficult mission, support of the government, the administration and colleagues, understanding from parents of all children and to obtain satisfaction from the results of their work.

Lola Muminova – Teaching Methods Expert, Deputy Director of the NCSAC

Thanks to the project I have gained a lot of practical experience: consultation of parents, teachers and, most importantly the children with educational needs, their assessment, communication with them. My participation contributed greatly to the development of inclusive education, as it was under my supervision that three teaching aids were developed, together with Elena Vakhakopus we prepared a module for teacher students of pedagogical universities. Besides I participated in the training of educators, teachers-defectologists, specialists of MPPCs, a summer school, seminars,



as well as travels to all pilot schools and gardens for the monitoring, public awareness events about the importance of inclusive education in the country, and participated in international conferences (Dushanbe, Minsk, Yerevan).

After the completion of the project I am planning to work on building the sustainability of the results, expand the field of activities for all the components, to attract additional resources. I want to thank all the participants of the project and wish our foreign experts and Team Leaders Juergen, Stefaniya good health, success in their future activities and we will always be happy to meet them again in Uzbekistan!

Ikhtior Temirov – regional expert of Surkhandarya region

Since 2011 I am working in the Office of Public Education of Surkhandarya region in the field of providing education for children with disabilities. I hope that as a



result of the project, as well as my personal contribution has increased the level of integration of children with special needs into society, developed a tolerant attitude towards children that allows them to develop independent skills and be active participants in the life of the school.



Wishes of the project experts:

Sherzodbek Sharipov – Expert on Data Base

I want to express my gratitude to the project «Inclusive Education for Children with Special Needs in Uzbekistan», which was implemented during the last two years in Uzbekistan for the opportunity to participate directly in the implementation of several activities of the project as a national expert on database.

As a part of the project we have developed appropriate mechanisms for the collection and storage data about the children with special needs in inclusive schools and preschools in the five pilot regions in Uzbekistan. This work has allowed us to carefully examine the special educational needs of children in the pilot inclusive educational institutions and to gather the most complete information about the abilities and needs of children in education.



I am very pleased that as a result of the successful implementation of the project on inclusive education in Uzbekistan the children with special needs got an opportunity to learn in inclusive environment along with their peers and friends showing the successful achievement of the main goals and objectives of the project. I wish all the children of our country good health, happiness and well-being, and most importantly, to become the greatest, smartest, strongest and happiest people of their homeland! I want to congratulate sincerely all the project team members, all national and international experts, all the beneficiaries and project partners on the successful completion of the project and I want to thank everyone for their close cooperation in implementation of the project.

Ilmira Kabulova – regional expert of Khorezm region

I am very happy and proud of the fact that for two years I worked in the project developing inclusive education in Khorezm. Working together with such fantastic experts, colleagues and partners who were in our team gave me a lot of essential knowledge and skills. Today, looking back two years, I can see my progress as a teacher, a trainer, a manager, a coordinator. I learned to look differently on the challenges faced by any person, I learned to deal with them, learned to see and understand the difficulties faced by children and people with special needs, I learned to help them and finally I learned to see the world through different eyes. I have become much more positive, more compassionate, more restrained, I developed communication



skills, learned how to work in a team. The main thing is that I have got a lot of friends and partners - experts in many areas, who will help me when I need it, and I myself will come to the aid at the first call. I say thank you to all for having accepted me, taught me everything, supported at the difficult moments of my life, which we experienced together. I want to wish all our friends and colleagues creative success. To be the first is always difficult, but at the same time it is great honor. I am confident that our team will go down in the history of public education in Uzbekistan, as a team, which has made a real and significant contribution in the development of inclusive education. And our work will certainly be appreciated and recognized.



Wishes of the project experts:

Maksuda Muhsinbaeva – regional expert of Namangan region

This is one of the best projects, where worked with great pleasure. It is a project that is filled with the gamut of bright emotions and feelings.

I came to the project without actually knowing anything about inclusive education, but in a short time I was able not only to understand the essence of inclusion, but also became fully involved, drawn into and in love with what I did for almost whole duration of the project. Working in a strong and professional team, meeting the best teachers of



the country, the acquisition of knowledge from the best international trainers and, of course, children and their diligence, their love helped me to become better, to grow in personal and professional terms. I am confident that I will always remember this period of my activities with special warmth.

Seizing the moment, I want to thank all those who supported and participated in the project. And I want to note that this is not the end of the project, but only the starting point towards inclusive education. And on the threshold of the beginning of this, I wish you all good health, peace and prosperity! Let all the children be happy and loved!

Makhmuda Namatova – regional expert of Namangan region

Despite the fact that in my professional capacity I work with children with special needs for many years, the participation in the trainings organized by the project «Inclusive Education in Uzbekistan» has given me invaluable knowledge and experience. I have not only improved my knowledge of working with children with special needs, their parents, but also learned the proper organization of work with teachers, how to overcome



obstacles and stereotypes.

The project helped to find gifted and talented children and their achievements are beyond praise. Their desire to achieve goals, their attitude to life and to others motivate not only their peers but also adults. I am happy, because these kids were able to attend regular schools and kindergartens, they were able to learn together with everybody, to find real friends, and most importantly, they have helped others to become kinder and more purposeful. Thanks for the interesting and terrific project!

Rano Khalilova – regional expert of Samarkand region

Working in a project for me - above all, is self-realization, because I run the NGO, which deals with the integration of people with special needs. Through the project I once again realized what is important in life, I found wonderful friends who are together with me and I have become a part of the team



supporting children and parents with special needs. With my help the Parents' Club became active and many people in the city learned about the club and it's great! The project has allowed me to support people who are in doubts and difficulties in the face of choice. I feel that we all make contributions to the development of inclusive society. We will continue our inclusive life!



Wishes of the project experts:

Dildora Tulyaganova – regional expert of Tashkent region

According to my education I am a defectologist. From 1995 to 2014 I worked as the head of the general kindergarten №4 in Bostanlyk district of Gazalkent city. From 2010 till now I am the director of the non-state educational - correctional and rehabilitation center. In 2009, in the kindergarten



№ 4 of Gazalkent a mixed group of children was organized where children with special needs were taught and cared for together on equal basis with ordinary children. I believe that children with special needs should socialize in the society without taking them away from their families and their education should be provided according to their needs and interests.

Yulduzhon Umarbekova – National Expert on Legal and Budgetary Frameworks

As an employee of the National Centre for Social Adaptation of Children was initially I was involved in the work of the project, as the protection of the rights of children with special needs is one of the main tasks of our Center. My experience at the Centre helped me carry out properly the project tasks in the organization and legal support of the process of implementation of inclusive education in the pilot educational institutions, which makes me very happy.



working in the project I began to deeply understand the importance of the creation of different types of education for children with special needs, according to their abilities and needs.

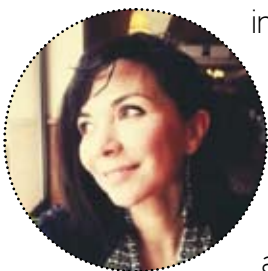
The work in the project provided me with the opportunity to take part in the study of international experience in this area, to work side by side with highly qualified foreign specialists as Mrs. Stephanija, Regina, Mudite and Mr. Juergen,. While

On the basis of the current legislation of Uzbekistan I helped to improve legal literacy of specialists, parents who are involved in decision-making in relation the educational fate of the child and the creation of inclusive education. And in the future I will continue to work in this direction, because in the country the process of implementation of inclusive education in the education system will continue to improve.

I thank you all and I wish to express my gratitude to everyone who cooperated with us, and will cooperate in the protection of the rights of children with special needs.

Nargiza Alikulova – Expert on Communication and Public Awareness

New conceptions always make us afraid. New concepts for our society - Inclusive education ... children with special needs... an individual approach ... And all this had to be promoted, it was necessary to speak, to communicate correctly, without aggression, without pressure ... Evoking positive feelings from the process. Of course, the project changed me, my attitude to life, children, the society. And, of course, to my attitude to words ... because of my profession I know how words can heal or hurt. I learned a lot during the project, working with



international experts, from the staff of the NCSAC, from teachers and parents, but especially from children. The children - who do not divide the world into healthy / not healthy, white / black, Uzbek / not Uzbek ... All these concepts and division are created by us - adults. But children - they love the world as it is.

I am grateful to the team for their support, I thank designers and photographers, who all this time worked side by side in the team with me. Each of us has put a part of our soul into each card, each bulletin, each film and photo. We have tried to make this world a little better. And if, through our work, you learned about inclusive education a little more then we have achieved our goal.

“Inclusive Education for Children with Special Needs in Uzbekistan” Project Summary



The project is implemented in 3 components in 5 geographic regions – in Tashkent city, Samarkand region, Namangan region, Khorezm region and Surkhandaryya region.

Component 1: Strategic framework.

Development of long-term strategy, including legal and financial framework for the government to ensure 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 for training of assistive personnel on inclusive education.

Component 3: Public awareness raising.

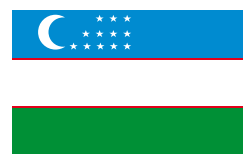
Increasing public awareness in Uzbek society on the need for the implementation of methods of inclusion of children and adults with special needs.



European Union



RCSAC



Republic of Uzbekistan

“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

inclusive-education.uz/

www.facebook.com/inclusive.uz

eeas.europa.eu/delegations/uzbekistan

www.facebook.com/eudeluzb

www.rcsad.uz

Tashkent 2016