

School- based Management in Uzbekistan

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Uzbekistan

Positioned on the ancient Great Silk Road between Europe and Asia, Uzbekistan once flourished as a trade and cultural center. Since gained its independence, the country has been trying to re-establish its national identity and build independent statehood by adopting a policy of gradual transition towards a democratic legal state, civil society, and market-oriented economy.

The national system of education became a priority in carrying out socio-economic reforms, being part of the democratic and market transformations in the country. This was set out in a Cabinet of Ministers resolution No 116 (28.2.97) “On the results of socio-economic development in 1996 and priorities of deepening economic reforms in 1997.”¹

In accordance with this resolution, it was decided to develop a National Programme of Personnel Training (NPPT).

The National Programme is aimed at creation of socio-economic, legal, psychological conditions for “moulding a versatile developed personality”, able to adapt to life in contemporary, changing society, to make conscious choices and consequently master educational and professional programs, and to be a responsible member of society, State, and family. Program implementation consists of three stages. During the first stage (1997-2001), the emphasis was on the formation of the legal, staffing, scientific, methodological and financial conditions for the NPPT implementation, including updating education, content and assessment, raising the pedagogical qualifications of teaching staff, developing state education standards and improving fund-raising mechanism for the education sector. The second stage (2001 – 2005) envisages full-scale implementation of the NPPT, and the third stage (2005 and beyond), focuses on further development of the staff training system, based on the accumulated experience and the country’s future social-economic development in Uzbekistan. Due to the clear conceptual framework for education development in Uzbekistan, implementation of the NPPT project has been strongly supported by many international donor organizations, including the ADB, UNICEF, UNESCO, USAID, the Soros Foundation/Open Society Institute, European Union, the British Council and others.

Providing equal access to compulsory education

On the basis of the NPPT **12-years of compulsory education is being introduced step by step** in Uzbekistan – it covers 9 years of general secondary education and 3 years of secondary special, professional education. The general secondary education is carried out in 2 stages of education in common secondary schools: primary education (1-4 classes), general secondary education (1-11 classes). The secondary special and professional education is carried out in academic lyceums and professional colleges.

The Structure of continuous education.

Building a new continuous and acceptable system of education includes **the following types of education:**

- preschool education (up to 6-7 years of age);
- general secondary education (9 years);
- secondary special, professional education (3 years);

¹ On the results of socio-economic development in 1996 and priorities of deepening economic reforms in 1997. Cabinet of Ministers, Tashkent, 1997.

- higher education (BA – 4 years, MA – 2 years);
- post graduate education (PhD);
- higher qualifications and retraining;
- extra curricular education;
- family and independent education.

THE STRUCTURE OF EDUCATION

Pre-school education

There are more than 6865 pre-school establishments in the republic at present visited by 642487 children, which makes 19,4 % of all children in Uzbekistan. Intensive work is being carried out on extending a network of non-formal educational groups with minimum number of children (7-10 people) and conditions of home groups ensuring emotional healthiness and psychological security of children. Groups on preparing children for school have also been opened at mahallas, pre-school establishments, schools and other establishments. The number of non-governmental pre-school establishments is growing. 32 preschool children establishments were privatised in a short time.

The Republican public organization “Farzandim – jigarbandim” (My child is my sole) has been organized in accordance with the Decree No 68 of the Cabinet of Ministers on 5.02.2001. Regional branches have been organized in 6 regions.

The main purpose of public organizations is teaching the young parents skills and knowledge in the field of education, developing children and preparing them to study at school.

Besides, in all seven public organizations work is being carried out on preparing children from poor families to school that don't go to preschool establishments.

There is a plan on developing state pre-school establishments. The prognosis of contingent of preschool establishments makes:

In 2003	In 2004	In 2005	In 2006	In 2007	In 2008	In 2009	In 2010
654500	658400	671400	684800	698400	712200	726200	740600

The primary education is directed at forming the bases of literacy, knowledge and skills necessary for obtaining general secondary education. Children of 6-7 year old are accepted to the first class of the school.

The general secondary education gives necessary amount of knowledge, develops skills of independent thinking, organizational abilities and practical experience, promotes professional primary orientation and choice of the following stage of education.

Number of **secondary schools** is approximately 9.600. In 1998-2000 303 schools with 114181 places were built or rebuilt. 1534 schools, 804 preschools and 87 extracurricular institutions underwent repairs.

In 1999-2000 for the organisation of the education process in schools, 182 textbooks **in seven languages** with a run of 17 million copies were published. 76% of general secondary education school students are supplied with textbooks.

There are 9.799 schools functioning in the 2002/03 academic year, 9.692 out of which are under the MoPE, 107 schools are under the Ministry of Internal Affairs, Ministry of Labour and Social Defence of Population, Ministry of Health, State Sport Committee, Ministry of Higher Education, Ministry of Railways, Ministry of Culture (tables 1, 2)

Table 1

Network of general secondary schools in the Republic of Uzbekistan

Site Years	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
City/town	2102	2168	2150	2116	2098	2095
Village	7573	7627	7710	7686	7690	7704
Total of schools	9675	9795	9860	9802	9788	9799

Source: State Statistics Committee of the Republic of Uzbekistan

Full time general secondary schools under the MoPE in 1997-2002 (without educational establishments for children with limited opportunities)*

Table 2

Type of schools Years	1997	1998	1999	2000	2001	2002	2002 in % to 1997
Number of gen. Sec. Schools	9545	9627	9582	9619	9668	9692	1001,5
Primary	203	223	212	207	190	183	90,1
Incomplete secondary	1850	1855	1922	1966	1977	1996	108,0
Secondary	7492	7549	7448	7446	7501	7513	100,3

Source: State statistics committee of the Republic of Uzbekistan

*Note: 1 According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan N 406 in 1998, 66 school buildings were transferred to the balance of the centre of the SSPE for reconstruction into academic lyceums and professional colleges.

Education in general secondary schools is run in seven languages. Majority of students are taught in state language (Uzbek).

Table 3

Uzbek	Russian	Kazakh	Karakalpak	Tadjik	Kirghiz	Turkmen
87,0%	5,5%	2,5%	2,4%	2,0%	0,4	0,2%

The number of primary school (1-4 grades) students is 2.513,4 (40,1% of the total number of students) and 50%, or 3.139,4 thousand students make the secondary school (5-9 grades). (Table 4).

The number of grade 10-11 students is decreasing year by year due to the introduction of the new educational curriculum (the network of academic lyceums and professional colleges is increasing) and this year it was 9,9% or 634,0 thousand students.

Table 4

Consistence of general secondary school students of the MoPE

Edu. Year	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Total (thousand)	5 456,40	5 686,00	5 820,90	6 037,40	6 076,40	6 329,10
Total number of full time students (thousand)	5 442,90	5 641,30	5 785,40	6 017,60	6 057,70	6 309,10
Number of students with special needs (thousand)	19,10	19,3	20,6	20,9	22,6	22,3
Number of students according to grades from the total number of full time school students						
1-4 grades	2528,9	2569,8	2602,00	2597,9	2567,7	2513,4
5-9 grades	2334,8	2441,3	2497,3	3026,2	3101,3	3139,4
10-11 grades	560,00	610,9	665,5	327,6	366,1	634

Source: State Statistics Committee of the Republic of Uzbekistan

Specialized schools are being set up to develop the abilities and talents of children.

Everybody has the right to get **secondary special, professional education** on the basis of general secondary education and voluntarily select a direction of education in academic lyceums or professional colleges.

Academic lyceums and professional colleges provide secondary special, professional education granting the right and being a basis for work on an obtained profession or continuation of education at the next stage.

The state education standards have been created and are being introduced (adopted by the Decree No390 of the Cabinet of Ministers of the Republic of Uzbekistan on August 16, 1999), defining necessary requirements for quality preparedness and qualification of learners, their cultural and moral level. New generation of textbooks, methodological manuals and didactical materials are also being created.

Stage by stage introduction of multi-score rating system of the students' educational preparedness assessment is being implemented. International relations are being extended and strengthened, real measures are being taken to assist international donor organizations and funds in training personnel, and also attracting foreign investments in the sphere of education of the republic.

The full transition to compulsory general secondary and secondary special, professional education, and also to differentiated teaching is being carried out, taking into consideration level and skills of students.

Strengthening material, technical and information basis of educational establishments will proceed by 2005, education process will be supplied with the high-quality educational literature and advanced pedagogical technologies. The continuous education system will also be informatised.

Further solidifying the resource, personnel and information basis of educational establishments, fully supplying education process with the newest educational-methodological complexes and advanced pedagogical technologies will be conducted till 2005, establishment and development of national higher education establishments, consolidation of forms of independence and self-management of professional educational establishments are being provided. Informatisation of the education process and provide continuous education with access to computer information networks having access to the world information web.

Much attention is being paid to raising educational and professional level of the population in the republic which indicates literacy of the nation. The level of literacy in the country is one of the highest indicators of the world – 99,34%.

Centres for professional orientation and psychological-pedagogical diagnostics of students were set up in all district - city education departments to guarantee vocational consultation and methodological help to students and parents in choosing future careers, in dealing with personality problems, and helping children with special needs.

From the beginning of education reforms up to 2000/01, 47 academic lyceums and 260 professional colleges were set up with specialisation in industry, transport and communications (69), construction and household services (30), agriculture (84), health (10), education and socio-economics (37), trade and food services (30).

A resolution of the Cabinet of Ministers called for the organization by 2005 of 181 academic lyceums and 1611 professional colleges to cover all 9-year graduates.

There are 61 higher education institutions and 3 branches of the medical colleges. Modern structure for training specialists for 4-year BA and 2-year MA teaching has been set up.

At present retraining is done at 139 education institutions, including 29 institutes, 37 faculties, 73 centres and courses at 23 ministries and institutions, including: the Central Institute for Retraining and Raising Qualifications of Workers of National Education, 14 independent

institutes in every province and in the city of Tashkent, the faculty of raising qualifications at the Institute of Development of Secondary Special and Professional Education. There are faculties of raising qualifications almost at all higher education establishments.

Providing textbooks and language of instruction

Supplying the students with textbooks is carried out by means of:

- free realization of textbooks;
- providing the children from poor families with books on expense of local budget;
- introduction of a rental system.

Supply of textbooks in secondary schools in 2002/03 academic years makes:

- 2-11 classes - 83,6%;
- 1 classes - 100 %;
- 9 classes - 92 % (see the table in the appendix).

According to the Decree N 33 of the Cabinet of Ministers of the Republic of Uzbekistan in 25.01.02, 78% children from poor families got textbooks from government budget (school library fund) free of charge. These are mostly students, orphanage establishments for children with limited opportunities mentally and physically.

Despite the measures taken by the Government and the MoPE, the problems of supplying the market with educational-methodological literature persist. First of all, it is connected with low purchasing ability of the parents, shortage and non-rational use of financial resources by publishing houses, additional charges in the period of transition to the Latin alphabet, monopolistic character of textbook market and absence of the verified planning of creation and publishing textbooks.

The education at schools of the Republic is conducted in seven languages. In 2002/03 the supply of textbooks in other languages made:

<i>Language of teaching</i>	<i>Number of students</i>	<i>Need for textbooks</i>	<i>Are available</i>	<i>% supply</i>
Russian	303301	3451954	2127516	62
Kazakh	151238	1811615	1042864	58
Kirghiz	14618	158170	109425	69
Tadjik	129604	1410209	951907	68
Turkmen	12804	141141	62815	45
Karakalpak	351045	4010945	3510579	87,5

The strategy of creating and developing the whole system of training personnel takes into account the needs of society and the country for high quality specialists. It is based on systematic-structural approach basic principles, main directions and conditions which allow the construction and effective functioning of the NPPT.

Coming out of the basic principles of state policy in the sphere of education the priority directions of the reforms are the following:

- 1. . Reform of the content of education.** It is based on state education standards, including democratization, humanism and humanitarianism, teaching and educating personnel with reliance on rich national intellectual and spiritual traditions and common human values. Uzbekistan is the only country in the region with education standards confirmed by the government.
- 2. Values education.** Effective organizational and pedagogical forms and means of moral education for the new generation, based on rich national cultural-historical traditions and common human values are being worked out and introduced.
- 3. Forming a system of quality control of education.** A state service for testing quality of professional education independent of government education bodies is being created. State and

social forms of control of quality of training are being developed. A system of state testing of graduates is being enhanced. A system of monitoring is being developed to make sure education meets state standards.

4. Attention to gifted children and talented youth. Methodology, psychological and organizational conditions to identify and teach gifted students, and a database and monitoring process are being established.

5. Preparation and raising qualifications of teaching staff. A state policy to raise the authority, responsibility and professionalism of teaching staff is underway. A flexible system of raising qualifications of teaching staff to allow high quality and stable development of education is being created.

6. Development of links between science and education. Fundamental and applied science research is being introduced into education and training personnel, including methodology and theory of education to meet state standards. Institutes of the Academy of sciences sponsor lyceums and higher education institutions sponsor professional colleges.

7. Development of integration of production and education. Learning-work complexes (centres) are being created and developed, they are supplied with modern equipment. Effective use of production potential of enterprises in training specialists and conducting scientific work is being done. Training personnel at production is being supported and the qualification of teaching staff in the area of advanced technology is systematically raised directly at production.

8. Management of the education system. State regulation of structural changes and the dynamics of development of governmental and non-governmental education institutions in the system of continuous education and training personnel is being carried out. All bodies of administration must meet the requirements of the law "On education." Testing and accrediting of education institutions is underway. An effective system of public administration of education establishments by creating wards and controlling councils, with representatives of founder organizations, local bodies of power, business clubs and social organizations, funds and sponsors is being set up.

9. Development of a market of education services. Market for competitive education service is being formulated through marketing. Development of governmental and non-governmental education institutions, a competitive environment in education, state regulation of the market of services of education is being carried out. A system of paid consultations and additional services outside the basic education programs is being set up.

10. New information technology. Information provision of education process on the basis of modern information technologies, computerization and networking is being carried out. The role of mass media in education process is increasing. The intellectualisation of education programs on TV and radio is being developed. Science and education publishing is developing, stable system of providing with learning, methodological scientific literature, encyclopaedias and reference books is being formulated.

11. Material-technical supplies. A network of education institutions and their rational location is being developed based on demographics and geography, and the socio-economic development of each region. Measures are being taken on capital repairs and building of new institutions and their supply in accordance with demands and level of modern technology is being done. Specialized production to supply education institutions with necessary equipment, technology, program and didactic means of teaching is being supported. Computerization and supplying the education process in all levels is being done.

12. Financing. The financial system is being improved, taking in the budgetary and non-budgetary sources. Self-financing and the attraction of private and foreign investment is being encouraged.

Mechanism for education credits with a flexible system of repayment is being developed. The role of donors and sponsors in financial support is highlighted.

Income from paid education services, entrepreneurs, constancies, experts, publishing, production, science and other activities are sought.

13. Social guarantees and state support. There is a state policy to raise the prestige and social status of teaching. Necessary conditions for learning, medical treatment and rest are being created.

Education and health institutions are taking measures to preserve and strengthen the health of youth. Conditions for the realization of health measures in education are being created to encourage a healthy lifestyle. Organizational-methodological approaches to raise the health culture of students, to encourage their participation in sports and physical development are being improved. Children with physical problems are considered here as well.

14. International cooperation. An international legal base for cooperation in education, including joint education structures and broader exchanges of scientific-pedagogical specialists and students, is being set up.

The basis for international recognition of national documents on education is being laid. The activity of interested ministries and institutions, as well as embassies abroad, is increasing to attract direct and indirect foreign investment to the sphere of training personnel.

Developing systems of computerization and ICT

Work is being done on training personnel in computers and communications technology in education. At present high quality personnel (BAs, MAs) in computers and communications are being trained in the following:

- applied mathematics and information
- information technology (IT)
- telecommunications

There are 4 colleges preparing 20% of the specialists in IT. The problem is quantitative – it is necessary to increase the number of high-qualified specialists in this area, the motivation of these specialists should allow an increase in the professional potential in the labour market.

Data on computer availability at higher educational establishments show the necessity of significantly increasing modern computers. **The problems are:**

- many newly formed academic lyceums and professional colleges are better supplied than the leading state higher education establishments.
- most teachers at higher education establishments lack experience
- often high prices properties with no certificates, are purchased

In October 1998, the first stage of the trans-Asian-European fibre-optic communications line was introduced. In the MoHSSE, an office for the development of IT and distance education was opened to coordinate efforts of different ministries and organizations in this area.

A network of donors able to provide financial help includes the UNDP, ADB, TACIS, WB, SOROS, JICA and others. Negotiations with Maryland University on creating a virtual university of Maryland in Uzbekistan for distance education with electronic textbooks, libraries and teacher retraining are ongoing.

International organizations and financial institutions and governments are providing financial and technical support for the ongoing education reforms.

They are directed at solving the problem of improving the publication of textbooks, supplying academic lyceums and professional colleges with lab equipment, developing a system of SSPO, retraining teachers, and introducing new technology into education.

In accordance with the Cabinet of Ministers resolution No 230 23.3.2001 on working out a program of computerisation and IT for 2001-2005 and providing wide access to international information systems and the Internet, it was proposed:

- to increase the quantity and quality of training of teachers and specialists in IT working at the higher and secondary special education
- to broaden the training of teachers in new directions and widely use new information teaching technologies and methods of distance education (DE).

DE and use of new IT allow the acceleration of modernization and improvement of the system of higher and secondary special education, and better research in this and other areas.

According to the program adopted by the decision of Cabinet of Ministers “About measures on developing computerization and information-communication technologies” in 2002-2010, equipping general secondary schools with computers and internet is ongoing.

THE STRUCTURE OF SCHOOL MANAGEMENT

The following government structures and social groups participate in the formation of the goals and strategy for developing the education system:

1. The Oliy Majlis and Cabinet of Ministers, the MoPE, carrying out general management of domestic and foreign policy, economics, culture, science and other forms of social activity on a national level.
2. Professionals of theory and methodology, the education structure, laws on its functioning and development. They know the objects and subjects of study, the real situation and future possibilities of all links in the system of full time education, its problems and how to overcome them.
3. Teachers, principles in education, and administrative organs. They are directly connected with real practice; they experience and evaluate the social-pedagogical measures and methodologies on the basis of current results, and thus know their real effect. Goals and strategies are considered by them before implementation.
4. Users of graduates of the education system, including production, science, further education, cultural and art organizations. All representatives of social groups can influence the direction of education reform.
5. Leading scientists, figures of culture and art, representatives of social organizations, funds, who as professionals participate in the education process and “use” graduates.
6. Parents. They have the right to influence the formation of goals of education reform. They directly observe the activity of education institutions, work with them, participate in their activities. They have a personal interest in a healthy classroom environment and the formation of a good lifestyle for their children which is formed by their education, culture, family economic situation, changing values in society and their personal relationship with their children.

Structural reform of full time education and fundamental renewal of administration have been undertaken.

In accordance with the NPTS, in the 1998-99 school year, new forms of education were introduced: a 9-year general middle, Secondary Specialized, professional and two-step higher education system. The functions and tasks of many higher education institutions were reviewed.

For effective management of the new system of full time education, some structural divisions and institutions were organized.

At the Ministry of higher and Secondary Specialized education (MHSSE), a Center of Specialized Secondary and professional education (CSSPE) was established to be administered by regional hokimiats. The Institute of the development of Specialized Secondary and professional education was created to establish the scientific foundation of the content of the new form of education.

In the State center of testing, a department for the control of quality of specialist training, testing of teachers and education institutions was set up.

At district and city departments of public education, centers of professional orientation and psychological-pedagogical diagnostics for students were set up.

Marketing services at the Ministry of education and other ministries and institutions and in higher education institutions were created.

To monitor the progress of the NPTS in various ministries, institutions and regional-regional hokimiats, monitoring groups were set up. In September 2001, the Cabinet of Ministers issued resolution No 504-F on the creation under the overall economic complex of a group for monitoring education reform, whose task includes monitoring the fulfillment of decrees and resolutions of the President and the Cabinet of Ministers, and the republican commission for carrying out the NPTS.

In the sphere of administration and institutional reforms, positive results include the following:

Formerly the education system has a state character (article 3 “On education”). In the pre-reform period, administration was strictly regulated, with a uniform many-tiered organization structure for education institutions. In the new economic and political conditions, greater rights and independence, including financial-economic activity and organization of the education process was allowed.

There is state regulation of all structural changes and the dynamics of development of state and nonstate education institutions corresponding to the conception of necessary active participation of the state in carrying out reforms.

This is done by specific authority of political bodies at all levels, transferring authority and functions to lower levels of executive power, including the responsibility for guaranteeing some forms of educational services by nonstate organizations.

This process is closely linked to the transfer of most of education institutions to the authority of local administrative organs.

To guarantee the necessary services in pre-schools and the uniform organization-methodological administration of pre-schools, pre-schools have been transferred to local organs, including their financing (over a 5-year period) from the budget.

In 1999, the government allowed the organization of private pre-schools, resulting in lower budget outlays and improved quality of education and individual services (there are 7 private kindergartens so far).

A Cabinet of Ministers resolution created the Center of Secondary Specialized professional education at the MHSSE, whose aim is to executive the tasks of the NPTS. The Karakalpakstan Council of ministers, regional and Tashkent hokimiats created territorial administrations of middle specialist professional education with dual subordination – to local hokimiats and the MHSSE. They carry out the functions analogous to the Center of Secondary Specialized professional education and territorial direction of national education.

Institutions for training specialists of middle rank and working specialists of the old type of technical colleges were dissolved, since they did not meet the demands for training international standards and could not function in the system of full time education, and so were replaced by academic lyceums and professional colleges.

As a result, the structure of administration of pre-schools, public schools with many levels was changed into a 3-tier system – republican, territorial and individual.

Unevenness in supplying specialists to outlying enterprises, organizations and institutions, and financial problems of applicants leaving central colleges required the development of a system of higher education institutions in regional centers in order to relieve the center of the burden of training specialists for industry, construction, agriculture in the regions.

In this connection, decentralization of training specialists was undertaken, allowing the development of university education by transforming pedagogical institutes in regional centers into universities and giving education institutions higher status (there are 18 universities, 13 created since independence).

A completely new system of social administration of education institutions has been introduced involving guardian and observer councils made up of representatives of founders, local political organs, business circles, social organizations, funds and sponsors.

The structure of administrative management consists of the following:

- the Cabinet of Ministers;
- the MoPE;
- the MHSSE;
- ministries and institutions with education institutions (Cabinet of Ministers, the Ministry of Healthcare, the Ministry of Cultural Affairs, the Ministry of agriculture, the Ministry of communications, the Ministry of justice, the Ministry of foreign affairs, the State sport committee and others);
- local political bodies (Karakalpakstan Council of ministers, regional hokimiats, Tashkent hokimiat, regional and city hokimiats);
- territorial administration of public education and Secondary Specialized professional education

Administration is done by state organs acting in the framework of the authority determined by the laws of Uzbekistan.

Administration of education and institutional reform

The MHSSE has several sources of control (methodology, licensing, retraining) over all institutions of higher education, but it is clear that at this level, accountability is dual and even triple. There is a maximum of 30 institutes of higher education directly under the MHSSE, although this figure varies in some sources from 16 to 30. The remaining 8 are administratively accountable to the Ministry of health (17 according to that ministry's records), 8 – to the MoPE (5 by its records), 7 – to the Ministry of culture, 5 – to the Ministry of agriculture and water resources, and an indeterminate number to the Ministry of finance.

In the entire education system, more than 22 different ministries and state committees are involved.

When Uzbekistan achieved independence on September 1, 1991, and chose its own path of development through creating the necessary conditions for the reorganization and improvement in the structure and content of education and training of specialists.

This resulted in taking the following measures:

- introduction of the law of the Republic of Uzbekistan “On education” (1992);
- adoption of associated normative documents;
- working out and introduction of state education standards;
- testing based selection of applicants and the rating system of assessing students' knowledge;
- introduction of new curricula, syllabuses and corresponding didactic guarantees;
- establishing new types of education institutions.

Although at first the results were good, in the long run the structure and content of education, reforms management, quality of personnel training could not meet the needs.

Sources of choice of strategic directions of education development

Sources of determining the goals and tasks of the development of education were of the following type:

- gradual development of the state and society, with formulated and planned social tasks for education;
- national and international historical experience in education and pedagogical conceptions of the past;
- the education system's own development, which gave rise to phenomena demanding theoretical consideration and practical solutions;
- fundamental and applied achievements of science which should be studied and which change the environment of teaching;
- developing philosophical and social science categories reflecting deep processes of social and scientific progress. Education exists in the context of this progress. Thus changes in general methodology require periodic revision and improvement of education's fundamental theoretical conceptions.

When working out the NPPT, all these sources were taken into consideration in determining the direction of development, the structure and content of continuous education, as the foundation of the national model.

All these stakeholder groups experience sharp conflict of priorities, contradictory tendencies and insecurity about the future.

Some directions and actions in the sphere of education

The Ministry of Public Education together with the fund "Mahalla" developed the Conception "Family, mahalla and school" in which all kinds of work of educational character with children and teenagers living in micro regions are given.

The legal prophylactic work with difficult children is being conducted at places together with the "Mahalla" fund and also the meetings, round-table discussions are being organized with the presence of law-enforcement bodies, parents, teachers and oqsoqols (leaders) of mahallas.

Actions like "Do you know the law?", "Why do people need law?", "The history of my family", "Love to Motherland" and etc. are being conducted in secondary schools.

The following lessons were introduced in the curricular: "Huquq aliphbosi" (The alphabet of rights) for 1-4 classes, "Huquq saboqlari" (The lessons on rights) for 5-8 classes, "Davlat va huquq asoslari" (Basics of state and law), "Inson huquqlari" (Human rights) and "Qonunchilik asoslari" (Introduction to law) for class 9.

The faculty of "Economic and rights education" has been being practised since 1998 on the base of the Institute of Improvement of Professional Qualifications under the name of A.Avloniy. Annual courses on improving the qualifications of secondary school teachers are being conducted according to the plan of the faculty.

The problems together with prosecutor, MIA, Justice on offences among children and teenagers are being discussed repeatedly at the board of the Ministry.

There are various kinds of extracurricular establishments under the ministry, where students spend their leisure time. There are 621 extracurricular establishments in the Republic with 513.760 students in them. These extracurricular establishments work in 4 directions: technical, aesthetic, tourist and ecological. Above-mentioned establishments supplement and expand the educational process with a support of schoolchildren's interests. The feature of work in after-lessons time is, that it enables application of the most flexible methods of leisure organisation for schoolchildren, filling their spare time with of a personal and public favour. Here it is necessary to mark, that extracurricular establishments work closely with public funds like "Mahalla", "Sog'lom avlod uchun" (For healthy generation), "Oila" (Family), "Bolalar" (Children), "Umid"

(Hope), etc. Besides that different clubs (physics, mathematics, history, geography, country learning, and also sports clubs) are open at secondary schools.

The Program for organizing the leisure of students in 2002-2005 has been worked out in collaboration with 47 governmental and non-governmental mass organizations and is being introduced into practice.

Feeling of pride for the country, its achievements pass through friendly contacts of our schoolchildren with their peers from overseas and foreign countries. Today Uzbekistanis achieve great successes at international competitions and exhibitions on children's creativity. For example, recent 4 medals in competition on arts in India, participation of our schoolchildren in "LIDITSE 96, 97, 98, 99" competitions, where our children were honoured with diplomas and medals.

However it is necessary to mark, that to satisfy the demands of students the network of clubs is expanding in every micro region for opening various clubs, sections according to interests.

Measures are being taken on interdiction of the films on TV demonstrating violence, purchase - sale of drugs, porno movies, and a broad propagation of the harm of drugs, inhalation, alcohol, etc.

After adopting the NPPT and implementation of its provisions, the following results have been achieved:

1. Creation of a new normative-legal basis for the functioning of the system of training personnel and continuous education. Governmental decrees on developing types of education – resolutions were issued about activities of subjects of education process, administration, control and monitoring the reforms; standardizing the education, construction and provision of educational establishments, etc.

2. Structural reform of continuous education and fundamental renewal of administration - transition from a 9-year compulsory general secondary to 12-year compulsory general secondary (school) and secondary special, professional education (academic lyceum and professional college), from one-step higher education to two-step higher education system (BA and MA) have been undertaken. New central structures and regional divisions of administering branches were created; new type of education – secondary special, professional education was organized; new educational establishments and etc. were organized.

3. Work has been carried out on the fundamental reform of the content of education, guaranteeing its continuity, directedness to the formation of the harmoniously developed personality. Standardizing the educational and professional programs was set up.

4. Significant work was carried out in training personnel in the field of computer and communication technologies in education system; centre of advanced information technologies with distant educational department; centre of pedagogical technologies and etc. were established.

After broad-scale piloting the state education standards for a 9-year general secondary education, including a modern basic curriculum, state education standards for 23 disciplines, and model curricular and syllabuses guaranteeing quality general secondary education were adopted. A unique rating system to evaluate the quality of students' knowledge was introduced.

All education establishments were supplied with normative documents and state education standards free of charge.

In the framework of realization of the NPPT, the achievement of the goals of the NAP-EFA are guaranteed, namely:

- political adherence to education for all;
- realise stable and full functioning of the education system, closely tied to the strategies and directions of development of the state, society and the individual;
- broad participation of civil society in the formulation, carrying out and monitoring the development of education;

- introduction of effective management and administration of education based on needs, broad participation and responsibility;
- measures are being taken to attract investment to basic education;
- education programs aimed at humanism, democratisation, humanitarianism, cooperation with other countries in peace and tolerance, rendering help against violence and conflicts;
- strategies to guarantee equality of sexes in education on the basis of recognition of the need to change approaches, values and practices in this area;
- create secure, healthy, inclusive and just conditions with adequate equipment to promote successful learning to an adequate level for all;
- take measures to raise the social status and professionalism of teachers;
- implement new informational and pedagogical technologies;
- carry out systematic monitoring of the achievement of goals and strategies of the NAP-EFA on a national, regional and local levels;
- strengthen international cooperation to accelerate progress to fulfil the NAP-EFA.

On the basis of the above mentioned strategic directions of the formulation and development of the NPPT, mechanisms and measures for its implementation *as specially oriented program* are being undertaken.