

THE DEVELOPMENT AND MONITORING OF INCLUSIVE EDUCATION POLICIES: A CRITICAL ANALYSIS OF CURRENT IMPLEMENTATION EFFORTS IN UZBEKISTAN

Abdimurodov Manguberdi Ravshan o'g'li
Toshkent davlat yuridik universiteti 2-bosqich talabasi
Abdimurodovmanguberdi@gmail.com

ABSTRACT

This essay explores the importance of inclusive education, focusing on its goals, objectives, and the current state of its development in Uzbekistan. The main task of inclusive education is to provide quality education for all children, regardless of their abilities or circumstances. Key principles such as ensuring children with disabilities can learn alongside their peers in general education schools are emphasized. The essay also addresses recent legislative measures, including Uzbekistan's "Concept for the Development of the National Education System until 2030," and efforts to improve education for children with special educational needs. Challenges, such as insufficient funding and the lack of resources, are highlighted, along with the need for targeted financial support to effectively implement inclusive education. Additionally, the essay reflects on international practices and underscores the importance of creating inclusive opportunities for children with disabilities to ensure their full participation in society. The essay concludes by emphasizing the need for continuous monitoring and evaluation of the inclusive education system to ensure its success in the future.

Keywords: Inclusive education, children with special educational needs, Uzbekistan education system, educational policy, disabilities, quality education, national education development, legislative measures, funding challenges, international practices.

INTRODUCTION

In our country, significant attention is being given to various issues related to the education system, comparable to state policy levels. To date, efforts have been made to implement effective methods of early childhood education aimed at raising a healthy generation and providing quality education and upbringing. Now, focusing



on our topic of inclusive education—its goals and objectives—it can be said that the main task of inclusive education is to provide quality education to all children, regardless of their abilities or circumstances. Additionally, inclusive education is based on the principle of inclusivity, ensuring that children with disabilities can live with their families and learn alongside their peers in general education schools. It emphasizes that children who may struggle with learning should receive specific support to aid their literacy and writing skills and that appropriate assistance is provided for those who have missed classes to help them return to school. Another important aspect is that inclusive education creates opportunities for different students to learn together, which is not an exaggeration. According to the decree from the President of Uzbekistan dated April 29, 2019, regarding the "Concept for the Development of the National Education System of Uzbekistan until 2030," efforts are underway to develop inclusive education and improve the education system for children with special educational needs. The concept outlines plans for 2020-2025 to enhance the quality of educational services provided to these children. This concept aims to strengthen attention to inclusive education, improve its quality, and increase care for children with disabilities. There are several laws and decisions that support the enhancement of inclusive education, including the "Law on Education," which addresses inclusive education in Chapter 2, Article 20. This law aims to ensure that all learners have the right to access education tailored to their individual capabilities. Furthermore, the law specifies that it applies to children with physical, mental, sensory, or psychological disabilities. Those with mental disabilities often face numerous challenges in daily life, including independence, learning, communication, mobility, and self-help skills. Consequently, individuals with such challenges may encounter significant barriers in regular schools, leading to the inability to receive an education. Understanding this, it is crucial for authorities to ensure the provision of inclusive education. Regarding recent decisions, on October 13, 2020, the President adopted resolution PQ-4860, aimed at further improving the education and upbringing system for children with special educational needs. This resolution outlines the inclusive education concept and indicates the need to develop a roadmap for the upcoming year to thoroughly assess its implementation. The concept is to be executed in two phases: the first phase from 2020 to 2022, and the second from 2023 to 2025.



LITERATURE REVIEW AND METHODOLOGY

Now, looking at international experience in inclusive education, it is estimated that there are nearly 240 million children with disabilities worldwide who need inclusive education. Like all children, those with disabilities—specifically physically challenged children—have aspirations and dreams for their futures. They also require quality education to develop their skills and fully realize their potential. However, children with disabilities are often overlooked in policy-making, which limits their access to education and their participation in social, economic, and political life. Globally, these children have a higher likelihood of not attending school. I'd like to quote George Evans, who stated, "Every student can learn, just not on the same day or in the same way." This quote highlights that while everyone in the world has the opportunity for education, there are variations in how they access it. Some individuals attend schools or universities in the traditional manner, while others—specifically those with physical challenges—need tailored opportunities and sufficient resources to receive inclusive education. Many renowned scholars, including Alisher Navoi, Ibn Sina, and Abdulla Avloniy, emphasize that the purpose of education is to support each child's development, forming the methodological foundation of inclusive education. For many years, the best approach for children with special educational needs has been to attend specialized educational institutions designed for their unique needs, which has proven to be more beneficial than general educational institutions.

RESULTS AND DISCUSSIONS

Now, let's address the issue of financing inclusive education. It's essential to recognize that finance plays a significant role in the implementation of this system. The education of children who require inclusive education can greatly improve with adequate funding. This issue is discussed in the second chapter of the 2020-2025 concept for the development of inclusive education in Uzbekistan, specifically in section "d," which outlines the current state and existing challenges of inclusive education in the country. The concept emphasizes the need for sufficient funds to be utilized and effectively allocated to advance inclusive education. It also highlights the necessity of updating educational materials and resources for children with special educational needs. Currently, the state budget does not adequately allocate sufficient financial resources to these educational institutions, nor does it create the



necessary conditions for implementing inclusive education within school facilities. Consequently, it can be concluded that proper and targeted allocation of necessary funds is crucial for the development of this system. Furthermore, it is evident that the lack of adequate funding from the state budget for inclusive education has hindered the effective implementation of the issues outlined in the concept. I would like to reference a quote by Fitrat: “The first issue in life is the school issue.” From this perspective, regardless of the type of education, the primary concern is the educational institution itself. In relation to our topic, the more we provide adequate conditions for children in need of inclusive education, the more we can benefit their future. The main reason for helping these children is to enable them to grow into individuals who will contribute positively to society and their country. For example, they could become skilled professionals in the field of computer science. If we fail to create opportunities and support for this segment of our population, it could lead to significant detriment to our society and nation. Firstly, it would impede the development of our country. Secondly, it could adversely affect the quality of the population. The purpose of mentioning this quote was to emphasize this point.

CONCLUSION

In conclusion, we can say that while many decisions, laws, and concepts related to inclusive education have been developed in our country, we must assess how beneficial they have truly been for children who need inclusive education and how effectively they have created opportunities for them. It is evident from the situations discussed that these initiatives have brought some benefits. Therefore, to ensure that children in need of inclusive education receive a quality education, we must provide them with the necessary resources and materials, as well as monitor the implementation of the programs mentioned earlier. This will ensure that in the future, children who require inclusive education can access their learning without facing significant difficulties.