



EIU Best Practices Series
Uzbekistan

No. 20

Education for International Understanding through In-service Training: Uzbekistan Experience

EIU Best Practices 2010



APCEIU

United Nations
Educational, Scientific and
Cultural Organization

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

국제연합
교육과학문화기구

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Foreword

As a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region, Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been engaged in various endeavours aimed at fulfilling its mandate since its inception.

Faithful to this mandate, APCEIU launched the Best Case Studies in 2006, and it was renamed EIU Best Practices in 2009. The EIU Best Practices Programme aims to support existing, and encourage future, local initiatives on EIU in consolidated effort with 47 Member States in the Asia-Pacific. The EIU Best Practices Programme advocates “Learning to Live Together” - the most important of the four pillars of education set forth in the Report to UNESCO of the International Commission on Education for the 21st Century (Delors, 1996) - by stimulating participatory learning and critical thinking to develop understandings of oneself and others. Over the past four years, the EIU Best Practices have explored and supported a wide range of manifold approaches to “Learning to Live Together”. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific, APCEIU has published 16 monographs of selected cases and disseminated them throughout the region. This year, APCEIU has selected and published 5 new cases, issue numbers 17 to 21.

This series no. 20 introduces a case from Uzbekistan. The author as the rector of a national in-service teacher training institute, the Central Avloni In-service Teacher Training Institute, undertook a project that integrates EIU concept into all the training curriculum of his institutional programme. In line with the national education standards, EIU related projects initiated by his institute coordinates the work of 14 regional in-service institutes in collaboration with other on-going local or international initiatives targeting not only teachers but also heads of educational departments, principals and local community leaders.

May this case, among many other best practice cases, spread the inspiration to construct a more open, more equal, and more diverse education system, as well as motivate us to reflect on many other issues that are essential for building a more peaceful world. I hope that through this endeavour, various EIU Best Practices can be shared among educators, scholars, and activists who are committed to promoting a Culture of Peace in the region. I expect this project to provide a platform to share and exchange our experiences and perspectives.

December 2010



Lee Seunghwan
Director

EIU Best Practice is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from Asia and the Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region, thus contributing towards achieving a Culture of Peace.



Mr. Mukhammadjon Aliyev
The Rector of Central Institute of Retraining and Upgrading Qualification of Educational Staff, Tashkent, Uzbekistan

Mukhammadjon Aliyev worked as Head of the Department of Information Technologies at the Uzbekistan State World Languages University for five years. Under his supervision the department created new pedagogical technologies aimed at developing students' ICT competencies and developed a university scale of ICT-based learning processes. Working as Rector of the Central Institute of In-service Teacher Training System gave him opportunities to implement his ambitions: providing all teachers equal opportunities and raising the quality of teacher training.

Participation in the APCEIU training workshops was crucial to his commitment to strengthening EIU related programs at all levels of education system, particularly in national in-service teacher training of the Uzbekistan.

Acknowledgement

Much has been achieved thanks to the mutually beneficial partnership with UN agencies operating in Uzbekistan: UNESCO, UNISEF, UNDP, as well as the World Bank, the Asian Development Bank and the British Council, Uzbekistan. Together we work on addressing educational needs of the people of Uzbekistan, developing and implementing new approaches, methodologies and learning materials which promote the most important humanistic ideas: equality of human rights, peace, tolerance, gender equality. My special thanks go to APCEIU for promoting new approaches in global intercultural education and giving opportunities to share best practices and learn from each other.

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Education for International Understanding through In-service Training: Uzbekistan Experience

1. Uzbekistan: Country Profile

1.1 Social Background

Before gaining its independence in 1991 Uzbekistan was one of the 15 Soviet Republics. Due to this, the country inherited a situation which demanded careful consideration. One of the main factors was the fact that more than 130 nationalities live in Uzbekistan, and education is provided in seven languages. The government of Uzbekistan, has been carrying out global-scale reforms in the social sector, including education. In order to guarantee equality and quality in education National Standards were developed and adopted. National Curriculum and all teaching materials have been developed in line with the National Standards.

Design and development of various educational standards, methods of learning processes and their practical implementation with ICT applications are key focuses of the country's education system. The National Program for Personal Training, adopted in 1997, aims at adapting the education system to the global challenges of the 21st century.

During the first stage of the reforms (1997-2001) new national educational standards were elaborated and introduced. The second period of reforms (2001-2010) was devoted to the adjustments of the standards based on the previous decade's experiences of education system. In order to focus the efforts of all the stakeholders in the country together, the Government of Uzbekistan, starting in 1997, has proclaimed annual national programs devoted to a special area of social policy. The focus of each year is listed below:

1997 – The Year of Public Interest;
1998 – The Year of Family;
1999 – The Year of Girls and Women;
2000 – The Year of a Healthy Generation;
2001 – The Year of Mother and Child;
2002 – The Year of Elderly People;
2003 – The Year the Makhalla (local community) Empowerment;
2004 – The Year of Kindness and Mercy;
2005 – The Year of Health Care;
2006 – The Year of Charity and Medical Staff;
2007 – The Year of Social Protection;
2008 – The Year of Youth;
2009 – The Year of Rural Development;
2010 – The Year of Harmoniously Developed Generation.

In these social contexts the introduction of education for international understanding (EIU) and its integration into the formal and non-formal learning environments became one of the priority areas of action. EIU is considered a holistic approach for reforms of the content of curricula in various fields and levels of education. Moreover, a new position at the managerial level was introduced: there is now a person in charge of EIU in the management structure of every educational institution in Uzbekistan.

Current reforms of the education system in Uzbekistan are focused on the following priorities:

1) modernizing the infrastructure, content and process of education;

- 2) improving quality, efficiency and sustainability of the learning process;
- 3) reforming governance of education;
- 4) providing support to marginalized youth.

1.2 In-service Teacher Training System

1.2.1 In-service Teacher Training State Requirements

According to the approved state requirements after three years every teacher must enroll in a course at their regional in-service institute to upgrade their qualifications. There are 14 Regional In-service Institutes in the country providing methodological upgrading qualification courses for teachers of all subjects from around 10,000 secondary schools (see Annex 1).

The Avloni In-service Teacher Training Institute provides retraining and upgrading courses for school principals and methodologists of region, city/town and district levels. The institute provides upgrading qualification courses for more than 450,000 school principals and methodologists. Such a scheme allows a significant number of educators to be reached and ensures the required quality of education in line with the state standards.

The Avloni In-service Teacher Training Institute coordinates the activities of all 14 regional institutes and ensures the quality of teacher training. The Avloni Institute also develops state requirements on teacher training courses for all subject areas. The Institute encourages bottom up collaboration by choosing and nominating leading institutes for various subject areas.

1.2.2 Innovations in In-service System

The Avloni In-service Teacher Training Institute has made significant efforts in promoting the sustainable development of the education system, particularly teacher's professional development.

The institute initiated establishing a nationwide system of regular reporting on achievements of graduates of the training programs from school authorities, which linked schools with local educational departments and regional in-service institutes. At the end of training every teacher chooses

a topic for her/his qualification paper and develops it. When teachers go to their work places they continue working on the topic, exploring opportunities, reading relevant professional articles and performing small scale research. When they come to the next training three years later they report on the results of their work. The results are discussed at regular meetings of scientific methodological units at the school, district and regional levels.

Moreover, the results of the teachers' work go through the whole system from the bottom up: from schools to the Avloni Institute via local departments which monitor graduates' work on a regular basis. Best practices are discussed, published and disseminated across the country. This approach encourages continuous professional development and also provides valuable feedback on quality and content of the training programs which allows making necessary changes.

1.2.3 Incorporation of EIU into the Avloni Training

The concepts of EIU have been incorporated into the curriculum of the Avloni In-service Teacher Training Institute training program for educational staff (see Annex 2-1 & 2-2). The Institute staff developed an eight hour program entitled 'Sustainable development of education' which is proposed to participants as an alternative optional module. The curriculum supports a policy of promoting understanding and appreciating diversity in all aspects of life, ideas of peace, friendship, tolerance and cross-cultural understanding. Project related syllabi help to develop these ideas as well as creative pedagogy and critical thinking.

2. Integration of EIU into Education

2.1 Relevance of EIU to the Uzbekistan Context

From the time Uzbekistan became an independent state EIU ideas became priorities for the country's development. EIU-related projects

promoted critical analysis of existing standards and making adjustments to the National Curriculum Standard and State Requirements on Teacher Training System. The Curriculum Standard and State Requirements include integration of multicultural education, cultural heritage and diversity, sustainable development and peace education into every subject of the education system.

Various EIU-related projects initiated by Avloni In-service Teacher Training Institute cover the following aspects:

- cultural diversity/intercultural understanding and cooperation;
- appreciation of cultural heritage and diversity;
- globalization and social justice;
- equal rights in education;
- sustainable development and school climate;
- community-based programs;
- globalization and social justice;
- personal and institutional competence building;
- teacher training and continuous professional development.

2.2 Goals and Objectives of EIU Related Training

The main goals of the EIU related trainings, meetings and seminars are integration of EIU concepts into the public education through in-service training programs, incorporation and promotion of EIU concepts in different subjects and projects, and dissemination of EIU good practices nation-wide.

The specific goals and objectives are the following:

- Defining and enriching the content of EIU in Uzbekistan educational context;
- Improving the quality of EIU-related teaching;
- Developing IT competencies for EIU and global education;
- Ensuring promotion of EIU concepts in all teaching manuals at all levels of the education system;

- Creating mutual understanding and diversity appreciation among all levels of the population;
- Building and developing institutional and personal competencies.

The main targets of the EIU related programs are heads of regional educational departments, principals, methodologists and teachers of secondary schools of Uzbekistan, local community leaders, children and parents.

The Avloni Teacher Training Institute has been implementing EIU-related projects in cooperation with various agencies like UNICEF, UNESCO, ADB, World Bank, the British Council and other agencies. The main concepts of EIU, including education for personal development and sustainable capacity and competency building, understanding global citizenship issues, promoting human rights, building understanding and appreciation of local and global own culture, as well as cooperation at different levels are the focus of the programs.

The Avloni In-service Teacher Training Institute coordinates EIU-related projects run by several international organizations in the following areas:

- UNESCO – programs on ESD, health education, ICT applications in education system, inclusive education;
- UNICEF – early childhood care and development, child-friendly schools, inclusive education;
- UNDP – monitoring of learning achievements; management of education system;
- Asian Development Bank – textbook content development, ICT applications in education process;
- British Council – teacher training, mentoring.

2.3 Incorporation of Holistic Nature of EIU

The holistic nature of EIU has been incorporated via different means and at different levels. EIU-related projects promoted critical analysis of existing

standards and making adjustments to the National Curriculum Standard and State Requirements on Teacher Training System. The Curriculum Standard and State Requirements include integration of multicultural education, cultural heritage and diversity, sustainable development and peace education into every subject. The EIU related programs serve to promote peace, develop intercultural understanding and appreciation of diversity, improve teaching standards, establish the sustainable development of society and guarantee equal rights.

Through various projects like: ‘Inclusive Education for Disabled Children in Remote Areas’, ‘Friendly Attitude towards Children’, ‘Global Education’, ‘School Councils and Community’, ‘Schools and Local Government Organisations’, ‘Family and Child Birth Policy’, ‘Distance Learning’ and others different levels of the population were reached. Within each project national trainers were trained in various regions of the country. Through cascade trainings teachers, parents and students were trained in many regions of the country.

The projects build understanding between people, schools and the local community, teachers and pupils as well as between pupils and their parents, and raise awareness of the main ideas of EIU. The holistic nature of EIU has been incorporated into EIU-related projects at the concept level through teaching and training materials, the nature of training itself, and project managers’ attitudes and approaches they exploited.

At the global level the main change in the provision of training was shifting from lecture based lessons to conducting interactive workshops and seminars. Teaching and training materials and manuals guide trainers in running sessions and workshops based on the learner centred approach. Various teaching methods including round tables, brainstorming, creative project-based methods and others have been exploited. Main pedagogical principles are aimed at building an atmosphere of trust, cooperation and mutual understanding; starting from where participants are; learning

through doing; experience sharing and so on. Participants are invited to experience working in pairs or groups, which gives equal opportunities to all to participate fully in the learning process.

The nature of training has been shifted from pure methodology to a complex approach combining theory of a subject and methodology with pedagogy and psychology. Practical activities involve participants in the learning process and make them understand it better from inside. For example, in one of the sessions participants explore different learning styles, discover their own learning style and reflect on their teaching regarding their own and the learners' learning styles. Such activities, with reflection afterwards, raises teachers' awareness and helps them to build their personal theories of effective teaching and learning. Reflection plays an important role in teacher development helping them to become reflective practitioners.

The teaching methods exploited in different EIU-related projects help to support the main concepts of EIU because all participants involved in the programs felt like they were a part of a big community and had a sense of ownership from the very beginning.



Sharing experience in pairs



Participating in a group discussion



Working together

2.4. Priorities in EIU Implementation

2.4.1 School Councils

The National Program for Personal Training, which aims to adapt the country's education system to global challenges of the 21st century, requires developing new approaches and methods. In line with the Program focuses, ideas of sustainable development, raising quality and ensuring equality in education and globalization became priorities of Uzbekistan's education system. The Ministry of Public Education has been promoting sustainable development of schools by establishing new school policy which gives more freedom to schools helping set up School Councils to involve

the local community, parents and children in school governance. School Councils assist the schools in managing all levels of school life, including finances and extra curricular work.

Trainings in the Avloni Teacher Training Institute expands the principal's knowledge in these spheres, introduces new regulations and disseminate best practices by giving participants the opportunity to visit schools with good practices. Additionally they can learn more in the methodological manuals and booklets addressing these and other EIU related issues. For example, the Booklet 'Education for Sustainable Development' produced with the help of UNESCO, has been disseminated and widely used in the schools. The booklet gives theoretical input and lots of useful, practical suggestions to be used in various school subjects.

2.4.2 Establishing In-service Distance Teacher Training Courses

To meet the challenges of globalization the Ministry of Public Education entrusted the Central Institute for Educational Staff Development, named after Avloni, with a task to establish In-service Distance Learning System. The main goals of the In-service Distance Learning System are the following:

- ensuring sustainable upgrading qualification system development;
- reaching teachers from remote areas;
- providing distance learning courses for women who take care of their families;

The last point is very important for the Uzbekistan educational context because up to 70% of teachers are women. Women can upgrade their qualification without leaving their children and families. Moreover, distance courses proved to bring economic benefits for both teachers and the government itself. The last very important fact is that school children do not suffer due to their teacher's absence, which might be a rather serious matter as teachers must go through 144 hours of training (one month).

During their training, teachers are supported by tutors located at 70 Local Resource Centers (5 centers per region). Based on relevant Standard Operating Procedures (SOPs) management capacity for course delivery and certification have been developed at 14 Regional Distance Education(DE) Coordination Centers located at the Regional In-service Teacher Training Institutes.

Particular tasks of the course coordinators are admission, allocation of courses and tutors, administration of learning and tutoring procedures, assignments and assessment, monitoring drop-out, completion and examinations, and the certification of teacher trainees.

All master courses are instantiated at regional domains of the Learning Management System and, according to the numbers of course participants to be enrolled, multiplied by corresponding learning environments. Print based course module variants including relevant learning materials and tutor guidelines are introduced and distributed for usage during particular contact sessions and workshops to associated Learning Resource Centers.

Based on relevant (SOPs) management capacity for course delivery and certification should be developed at 14 Regional DE Coordination Centers located at the Regional In-service Teacher Training Institutes.

As for the outcome of the implementation process specific operational areas and relevant capacities have been built and utilized by drawing on expected outcomes of other projects and institutional assets in the education sector of Uzbekistan, namely:

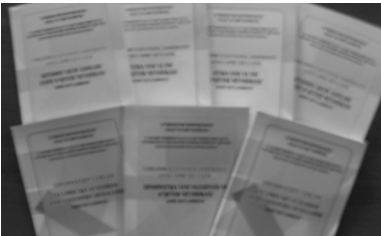
- knowledge, skills, experience and capacities for DE course design and delivery in relevant subject areas and in modern teaching methods, particularly ICT in Education
- Capacities for aligning DE course design systematically to training needs/ requirements specification
- Relevant basic ICT skills and hardware provision for target groups of web

based DE

- Reference to learning resource centers and libraries
- IT infrastructure and capacities for technical administration of a DE relevant Learning Management System
- Capacities for professional development and maintenance of relevant Multimedia Modules.

Referring to government’s recent ICT policy and corresponding programs to equip public schools stepwise by the end of 2010 with modern computer labs and internet connections the revised implementation approach promoted the establishment of an ICT based DE delivery system providing flexible web based learning environments and supporting course delivery by effective means of an electronic Learning Management System (LMS). In order to stepwise ease the adoption of new ICT based DE technologies appropriate ICT infrastructure learning materials have been developed in print format as well as in digital multimedia resources on CD-ROM when necessary and required for particular subjects.

Due to its particular features regarding maturity, flexibility, scalability, multilingualism, usability and adaptability the widely spread and freely available open source software MOODLE was chosen as the most powerful tool to support the development and delivery of DE courses in the in-service teacher training system of Uzbekistan. For IT infrastructure, hosting, adaptation and administration of the MOODLE system Uzbekistan’s major internet service provider Uzinfocom/ZIYONET was identified for providing appropriate personal and technical resources.



Course manuals for distance learners



Workshop for DL course creators

2.4.3 Ensuring Equal Rights through Inclusive Education

Ensuring equal rights to all, including children with special needs, is one of the main tasks for any society. The staff of the Avloni Teacher Training Institute conducted the project ‘Inclusive Education for Disabled Children in Remote Areas’ which covered three regions of Uzbekistan. The project team organized three training courses “From the Inclusive Education to the Inclusive Society” for principals, teachers and parents of disabled children. More than 150 people participated in the training courses which were focused on addressing the needs of disabled children and finding solutions to their problems.

The project managers and trainers worked in very remote areas of the country. They visited 211 families with disabled children in remote villages and for two years they managed to bring 711 children to schools which had a great impact on parents, children and other educators.

Within the project each school for children with special needs were linked to two ordinary schools. This experience had an invaluable impact not only on children with special needs but on children from ordinary schools. Children learnt how to live together and appreciate each other’s inner world.



Meeting new friends



All children must be happy

2.4.4 Mentoring System in Uzbekistan Schools

Since the government proclaimed mentoring as an alternative way of upgrading qualification, various agencies started developing ways of its implementation into the in-service system. Mentoring is recognized as a sustainable way of teacher education and support which allows raising teacher confidence and professionalism as well helps retain teachers in the profession. It also helps teachers develop autonomy in professional development.

The mentoring scheme has been implemented in all regions of the country. At the moment, 2,241 schools are involved with 4,000 mentors working with their mentees. Each mentor work with three mentees and the total number of mentees are 12,000 nationwide. The main criterion of mentor selection is work experience – not less than 15 years. Mentors get additional pay from the government for their work which is up to 40% of their salary. Mentor work is officially recognized and supported by school authorities, and all the schools involved into the mentoring scheme have special rooms with equipment and necessary materials for development.

All mentors have been trained by the educational fund ‘Istedod’. Moreover, mentoring has become one of the strands of the joint British Council and the Ministry of Public Education project English for Teaching: Teaching for English.

At the moment, a national team of trainers (35 trainers) has been trained to deliver the mentoring courses. The Avloni Teacher Training Institute coordinates the provision of mentoring courses in regional in-service institutes. So far the team has conducted eight training courses in most regions of the country. Participants go through an intensive five day course full of emotional and concept shaking experiences. Excellent feedback from participants ensures relevance and importance of this strand.

“...I think after this training most teachers will change their behavior and attitudes to students and colleagues!” wrote one of the participants.

“...Now I know what to do and how to help new and inexperienced teachers. I was amazed when I discovered that even just listening to your colleague’s problem or challenge can help ...”, noted another participant.



Preparation for group presentation



Learning through doing



Trainer at work

The original training is based on the textbook written by Angi Malderez and Caroline Bodozky *Mentor Courses: Resourcebook for Trainer Trainers* (1999), which was adapted to suit Uzbekistan's context and needs. Five or six days of training leads participants to better understand and gain experience in mentoring. A sample mentoring schedule gives an overview of the topics covered. (see Annex 3)

2.4.5 Peer Support Groups (PSG) for Sustainable Development

Another important strand of the joint British Council and the Ministry of Public Education project English for Teaching: Teaching for English is the

Peer Support Group Strand. A peer support group is a group of English teachers from the same or similar schools who meet regularly with the main aim of providing mutual support. The group can vary in size from six to 14 teachers in a group.

Broadly, the group meetings provide a place to:

- discuss and find help with making changes after/based on ETTE training;
- share experiences and learn from these;
- find support from each other.

The 'principles' which can guide the work of any peer support group are as follows:

- What happens in the group is everyone's responsibility;
- We don't have to have someone who 'knows', we just need to trust that together we can work it out.
- Everyone has something to contribute: we all have different knowledge and types of expertise.
- 'Just' talking about our teaching and listening to each other can be very supportive.
- Someone will need to start the group and 'lead' each meeting or parts of each meeting, but no one person is 'leader': leadership roles can rotate around members.
- Together we can find sources of support from outside the group, if necessary.

The key concept of a PSG is that it is an informal meeting/group of teachers coming together. Since this implies that all of the decisions are to be made by the teachers themselves, it was important to underline that the place of the meeting can also be decided by the teachers. Thus, some PSGs decided to meet at school, which would be the most convenient for everyone, while others found it best to meet within the local In-service Institute facilities closer to the resource corners, and some liked the idea of getting together in a park or a colleagues place.

Since the idea of a PSG already existed it was important to establish that teachers were not invited to create something new but just introduce some ideas for professional and personal development within the PSG to open new opportunities for sharing and learning from each other. Despite their professional background all teachers, especially novice teachers, find the PSG exciting and useful as they have clear ideas that this will help them to work on their development independently on established regulations by the authorities.

In the PSGs which were set up in Gulistan, Andijan and Chirchik goals were mostly focused on developing professionally including sharing experiences and learning from each other. The groups decided to meet every month and various activities such as article discussions, sharing interesting activities, mini presentations, and demo lessons were planned. Moreover, the groups decided to pool resources and make 'mini resource banks' with collections of songs, articles, stories, films, books, interesting activities and so on. Andijan teachers decided to organise picnics and invite each other to family celebrations.

At the moment there around 30 PSGs across the country that meet regularly and enjoy working together and growing professionally together.



PSG: Article discussion



PSG: Getting to know each other better activity

3. Ways to Implement Ideas and Concepts of EIU

A position of the Avloni In-service Teacher Training Institute in the Uzbekistan Educational system gives a unique opportunity to have an influence at the conceptual and administrative levels because the institute has two global functions: i) coordination of all 14 regional in-service institutes work and ii) retraining and upgrading qualification of educational staff of the Ministry of Public Education. Via these two main means, ideas and concepts of EIU have been promoted in each region of the country.

The Avloni Teacher Training Institute makes sure that retraining and upgrading qualification curricular and syllabi develop ideas and concepts of EIU in all subjects. After training in the Avloni Teacher Training Institute, school principals promote new ideas in their schools and local communities implementing action plans they develop before returning to their respective workplaces. Moreover, the Avloni Teacher Training Institute organizes various training sessions and seminars to promote EIU ideas through teachers of different subject teachers and methodologists.

The Institute has a capacity to disseminate EIU ideas both through

coordination of the work of 14 Regional In-service Institutes and the training of educational staff provided by the Avloni trainers. (See Appendix 1) Participants of the EIU-related programs are: local policy-makers in the education systems of every district of the country; about 200 education managers nation-wide; principals of secondary schools (about 10,000 principals nation-wide); and teachers and methodologists of education departments at all levels. With the help of UNESCO we organized national conferences on 'Integration of Education for Sustainable Development into the Curriculum'(November, 2009), 'Training Seminar on ICT Applications in Education'(November 2009), 'Training Seminar on Health Education'(December 2009), and 'Financing Quality Education for All'(April 2010). All participants of trainings and seminars are obliged to organize meetings and workshops after returning to their places. The institute monitors their work with the help of the ministry and local education departments.

4. Implications and Reflections

The main output of the all EIU related training is changing the attitudes of educators towards the practice of teaching and training with the more holistic view of EIU implementation into education. According to the assessment of three years of experience, the training programs contributed to raising awareness and understanding of the importance of EIU in learning programs, ways of sustainable development of education, empowerment of schools as centers of community life, institutional and personal competencies development and others. Another important outcome observed is the building of social partnerships between educational institutions and local communities nationwide.

In the past in Uzbekistan, EIU ideas were presented through separate elements in the teaching subjects, mostly social sciences. The introduction of the holistic view of EIU resulted in adjusting education standards and requirements for the instruction of all subjects and teacher training. New

approaches adopted in provision of teacher training resulted in developing better teaching methods and growing teachers' interest to professional development.

5. Implications and Suggestions

The EIU-related program serves to promote peace, develop intercultural understanding and appreciation of diversity, improve teaching standards and the sustainable development of society, and guarantee equal rights.

We have achieved a lot on the way to develop a culture of EIU and have learned many useful lessons. We have learned that in implementing such a big program nationwide the following factors should be considered:

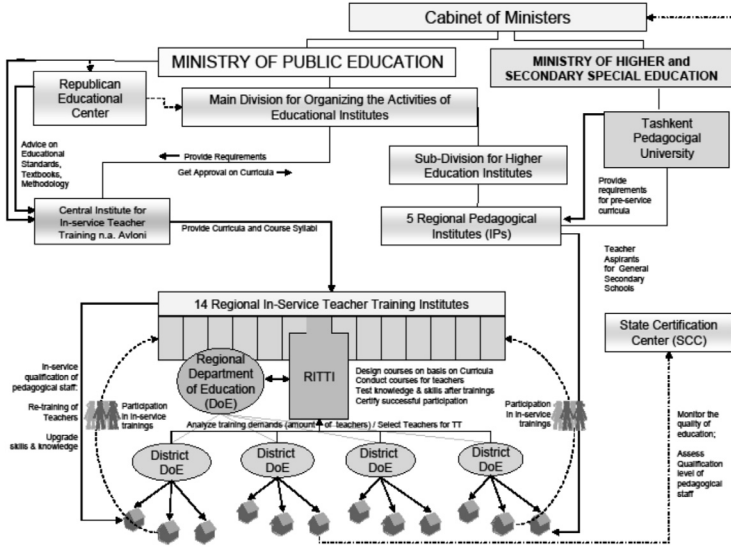
- Start promoting and implementing EIU concepts in your own institution before introducing it nationwide;
- Train your staff on how to integrate EIU concepts into different subjects and areas;
- Implement topics related to peace, developing intercultural understanding and appreciation of diversity, improving teaching standards, sustainable development of society and guaranty of equal rights into training curricula and materials;
- Make sure that the nature of EIU-related projects and training as well as training methods and approaches support ideas of EIU;
- Promote EIU concepts at all educational levels;
- Include and involve community, parents and children into promotion of EIU
- Develop your own institutional strategy on promoting EIU.

6. Conclusion

We have started planning a new, big and very ambitious project: “Harmony of Development of Nature, Technology and People” to continue our work in which we will promote alternative and energy saving sources like solar power; new ways of improving the landscape; implementation of EIU concepts into programs of summer camps for children and others. The main goal of the project is shifting the approaches and thought process of the young generation towards development of new ways of living and thinking. We would like to bring the world and advanced local experience in promoting new technologies for improving life and also empowering the young generation by giving them new knowledge and developing skills and competencies.

We strongly believe that all we have been doing so far, planning and hoping to achieve will contribute to sustainable development of our country and the world community as well.

Appendix 1 Uzbekistan Education Scheme





Appendix 2

The course: Implementation of EIU Concepts into Educational System

1. The course aims

The course is written for management staff of educational system. The course is run within regular upgrading courses in the Central Re-training Institute named after A. Avloni.

The course aim:

- Promotion of EIU ideas and concepts

The course objectives:

- To help participants understand the role of educators in promotion and implementation of SD
- To enable participants to work out possible ways of implementation through various local projects

2. The course placement

Out of 149 hours of main subjects participants have option of eight hour course. This course is designed as an option course.

Number of hours: 8 hrs

Number of sessions: 4

Coverage: about 4500 participants every year (11 – 12 courses x 300 participants)

3. The course schedule

	Session title	Facilitator
1 session	1) Ideas and concepts of EIU2) Sustainable development of educational system	Muhamadjon AlievMalohat Ergasheva
2 session	1) The role of managerial staff in implementing of SD ideas in educational system 2) Possible ways of implementation of SD (local projects, EIU related lesson plans, EIU related events etc.)	Marifat Rasulova
3 session	1) Healthy generation 2) Health and ecological education	Gulnoza Alimjanova Anjem Shamsheva
4 session	1) Inclusive education 2) Action plans	Ubaida Faizieva Tahir Faiziev

4. The course content

The materials and tasks are focused on developing theoretical knowledge and practical skills. The sessions contain mini lectures and practical tasks based on participant centered method.

In the end of the course participants create Action plan they must carry out in their places.



5. The course outline

Session 1 Ideas and concepts of EIU. Sustainable development (2 hrs)

Ideas and concepts of EIU. The role of educational system in promotion of EIU ideas and concepts. The concepts of SD (Sustainable development). Political, social, ecological and economical factors in SD. Factors influencing sustainable and unsustainable development. Integration of SD in educational system.

Session 2 The role of managerial staff in implementing of SD ideas in educational system. Possible ways of implementation of SD (2 hrs)


The role of managerial staff in promotion of EIU and SD. Exploring possible ways of implementation regarding political, social, ecological and economical factors in SD. Exploring existing successful models promoting SD.

Session 3 Healthy generation. Health and ecological education (2 hrs)

Humankind and ecosystem. Exploring challenges in developing healthy generation. Discussing possible ways of improvement. The interrelation between immune system, health and eating habits. The influence of eating habits on people health and immune system. Exploring possible ways of improving eating habits.

Session 4 Inclusive education. Action plans (2 hrs)

The state regulations on inclusive education. Exploring the world and one's own models and experience. Demonstration and discussion of successful models and experience. Rights and obligations of people involved in the educational process.



Discussing possible ways of implementation of SD in one's own places.
Developing action plans.

Appendix 3 EIU Training Session

EIU Training

Session 1 Education for Sustainable Development

Key words:

Sustainable development, social, economical, ecological, political sustainability.

Materials:

Handout, 5 flipchart paper, markers, scotch tape

Objectives:

- Participants will learn the main concepts of sustainable development, its aim and objectives.
- Participants will discuss ways of integration of SD into educational system.
- Will learn possible ways of implementation of SD.

Expected results:	
At the end of the session participants will know (Knowledge) : They will learn the main concepts of sustainable development, its aim and objectives.	What kind of questions will be asked? What is sustainable development?
At the end of the session participants will understand (Skill) : Will be able to integrate the ideas of sustainable development education into institutional curriculum. Will learn possible ways of implementation of SD.	What kind of questions will be asked? “What does “Ecosystem” mean? How can education for sustainable development be incorporated into educational system?

Workshop process

Stage	The content of work	Method	Time
Stage 1: Organizational part	1. Dividing into 4 small groups	with the help of cards	5 min.
Stage 2: Defining demands	1. Defining participant's knowledge on the theme	Oral quiz	5 min.
Stage 3: What is sustainability?	1. Mini lecture General information on different aspects of sustainability	Power Point presentation	15 min.
	2. The exercise "Sustainability and unsustainability"	Work in small groups	15 min.
	3. Group presentations (2 min for each group)		10 min.
Stage 4: Summary and reflection	The session summary and reflection	Plenary	10 min.

Plan

Stage 1: Dividing into 4 small groups.

Stage 2: Before mini lecture, checking the participants' knowledge and defining their understanding.

Questions:

1. What do you understand by sustainable development?
2. What can influence SD?
3. Can you give examples of economical, political, social and ecological issues related to SD?


Stage 3: Power Point Presentation.

The concept of Sustainable Development. The aims and objectives of the sustainable development. Interrelation of ecological, economical, political and social development. The integration of ecology and sustainable education issues into curriculum.

1) Group work. "Sustainability and unsustainability"

Work in small groups. Tasks for groups:

- Group 1 - Factors of political sustainability
- Group 2 - Factors of social sustainability
- Group 3 - Factors of economical sustainability
- Group 4 - Factors of ecological sustainability



2) Group presentations. 2 min for each group.

Stage 4

Session summary.

Appendix 4

Schedule of Mentor Training

ETTE MENTORING AND PEER SUPPORT TRAINING

4-8 September, 2010
Tashkent, Avloniy InSETTI

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00	<ul style="list-style-type: none"> Welcome Get to know each other Expectations and goal setting 	<ul style="list-style-type: none"> Reflection on Day 1 A good teacher 	<ul style="list-style-type: none"> Reflection on Day 2 Noticing and observation 	<ul style="list-style-type: none"> Reflection on Day 3 Conflict solving Conditions for mentoring 	<ul style="list-style-type: none"> Reflection on Day 4 Pre lesson discussion
10:30	Break	Break	Break	Break	Break
10:45	<ul style="list-style-type: none"> Scaffolding in action Learning from our own and other's experience 	<ul style="list-style-type: none"> Skills of a teacher Teacher & mentor 	<ul style="list-style-type: none"> Noticing and observation 	<ul style="list-style-type: none"> Broken squares 	<ul style="list-style-type: none"> Revisiting mentor role Reflection on the course
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
13:30	<ul style="list-style-type: none"> Mentor roles Learning path 	<ul style="list-style-type: none"> Modes of mind Active listening 	<ul style="list-style-type: none"> Mentorial Role play 	<ul style="list-style-type: none"> Mentorial Role play 	<ul style="list-style-type: none"> Mentor skills Group poem Promise letter
15:00	Break	Break	Break	Break	Break
15:15-17:00	<ul style="list-style-type: none"> Round up and reflection 	<ul style="list-style-type: none"> Round up and reflection 	<ul style="list-style-type: none"> Round up and reflection 	<ul style="list-style-type: none"> Round up and reflection 	<ul style="list-style-type: none"> Round up, reflection and action plan