



**MATERIALS OF THE INTERNATIONAL CONFERENCE
«UPBRINGING OF EDUCATED AND INTELLECTUALLY
ADVANCED GENERATION AS THE MOST
IMPORTANT CONDITION OF SUSTAINABLE DEVELOPMENT
AND MODERNIZATION OF THE COUNTRY»**

TASHKENT – 2012



The 21st century is the time of intellectual wealth. Those, who fail to realize this truth in time, nations failing to turn the thirst for intellectual knowledge and intellectual wealth into the everyday-life need, will remain aside from the global development.

**Islam KARIMOV,
President of the Republic of Uzbekistan**

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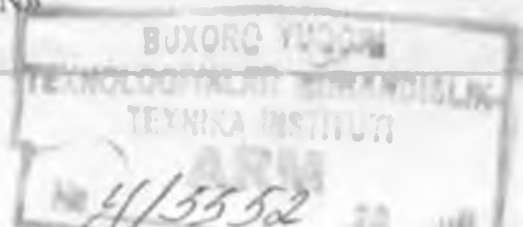
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(February 16-17, 2012)

**TASHKENT
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On February 16-17, 2012 on initiative of President of the Republic of Uzbekistan Islam Karimov the International Conference «Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country» was held with participation of representatives of the international organizations. Its aim was detailed study and analysis of wide-scale measures, implementation of radical reforms in the sphere of education and formation of the efficient national model in our country as well as achievements in the sphere of bringing up healthy and comprehensively advanced generation.

The Conference was attended by around 1,000 participants including 270 representatives from 48 countries, 8 international organizations and educational associations.

The given issue includes the addresses by President of the Republic of Uzbekistan Islam Karimov and President of the Asian Development Bank Haruhiko Kuroda at opening of the International Conference as well as statements at the Plenary Session including opinions and impressions by foreign experts and specialists about the activities carried out in our country.

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ADDRESS
BY PRESIDENT OF THE REPUBLIC OF UZBEKISTAN
ISLAM KARIMOV AT THE OPENING CEREMONY
OF THE INTERNATIONAL CONFERENCE
«UPBRINGING OF EDUCATED AND INTELLECTUALLY
ADVANCED GENERATION AS THE MOST IMPORTANT
CONDITION OF SUSTAINABLE DEVELOPMENT
AND MODERNIZATION OF THE COUNTRY»

Dear participants of the Conference,
Ladies and Gentlemen,

I take great pleasure in welcoming You, the contributors to this Conference, and first and foremost our dear guests who represent the United Nations, Asian Development Bank, World Bank, Islamic Development Bank, representatives of more than forty countries from different continents of the world, and express my deepest respect and sincere gratitude for Your participation in this forum.

I would like to convey my special appreciation to President of the Asian Development Bank Mr. Haruhiko Kuroda, one of the initiators of the current Conference, for his outstanding contribution to promoting the efforts undertaken in Uzbekistan aimed at stabilizing the economic situation and securing sustainable development for our region.

I believe the participants of this event have paid attention to the fact that the principal topic of this forum, namely, the reform issues in educational system, is directly linked to addressing the issues pertinent to steady and sustainable, primarily economic, development of a contemporary nation.

It is no secret that this subject matter acquires special urgency in these days, when practically an absolute majority of countries around the planet continues to face the impact of the world of financial and economic crisis that broke out in 2008, still threatening with a new outburst of global recession.

Today there is no need to prove that the 21st century is commonly acknowledged to be a century of globalization and vanishing borders, that

of information and communication technologies and the Internet, the age of ever growing competition worldwide and in the global market.

In circumstances like these, only that nation can consider itself viable who has among its vital priorities, incessantly, the mounting investments and inputs into human capital, upbringing an educated and intellectually advanced generation which in the modern world is of critical value and decisive power in furthering the goals of democratic development, modernization and renewal.

Dear participants of the forum,

It is a great honor for us that the model of reforming the educational system and experience of its implementation developed in Uzbekistan is being discussed with the participation of outstanding academicians and experts, heads and representatives of world-renowned education institutions and eminent international organizations.

To start with, it needs stressing that the education reforms program adopted fifteen years ago and dubbed the National Program for Training of Specialists stands as an inseparable and integral part of our own «Uzbek model» of economic and political reforms based on gradual and evolutionary principle of building a new society in the country.

The program, itself a product of an in-depth research and study, summary of the practice hoarded by advanced nations, aims to eliminate completely stereotypes and dogmas of the communist ideology imposed in the past, **consolidation of democratic values in the minds of people, first and foremost among the growing generation. In a word, the program is directed at nurturing a comprehensively advanced individual with independent thinking and outlook, with its own preferences and firm civic position in life.**

It was simply impossible to further that goal without radical reconstruction and transformation of the education system that had been there for many years.

Taking into consideration the fact that children under 16 cover 35 percent of Uzbekistan's population, besides more than 60 percent of it consists of the youth under 30, the role and significance of these reforms become obvious.

According to the adopted program, we have started 12-year universal compulsory, free education system in Uzbekistan on the basis of 9+3 scheme. The fundamental characteristic of the model being implemented in our country is as follows: 9-year general school education is continued by schoolleavers in specialized professional colleges and academic lyceums where they are taught not only general disciplines but vocational training including 2-3 professions of high demand in labour market.

The law secures that 12-year education in Uzbekistan is mandatory and free for all, and is conditioned by the fact that the growing generation is obliged to receive 12-year education, attain a concrete vocation and profession. This is particularly true for our girls.

In this respect, we imply that in every newly created family, it is important that young women have certain profession, with their own views and their firm position in life.

Thus, it is imperative that after 9-year general education, where general knowledge is taught in wide spectrum of disciplines, the youths, and mandatorily our girls, continue their education in colleges and academic lyceums to obtain profession in two or three areas.

Yesterday and today You have been here in Tashkent, and tomorrow some of You may enjoy a trip to Samarkand. Others would like to visit Bukhara and Khiva – our most ancient cities. Being in these towns, sightseeings, historical and cultural places, I would like You to use the opportunity to visit regional colleges, lyceums and schools. I will get assured that they resemble those in Tashkent, the capital of our country.

After 12-year compulsory education everyone by his or her choice may continue to study at higher education institutions to obtain undergraduate and graduate degrees.

During the past years we have made strides enormous both in scale and depth to renew and transform the sphere of education radically. We have built new, about 9.5 thousand or practically all functioning general schools in the country, overhauled and supplied with the latest teaching and laboratory equipment, implemented fundamental measures to renovate the learning process qualitatively and methodologically.

The general education in Uzbekistan is carried out in seven languages: Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Turkmen and Tajik.

More than 1,500 professional colleges and academic lyceums have been built. Many of You, the distinguished participants of the Conference, visiting these colleges and lyceums must have been witnessed that by their architectural design and technical facilities they are hardly inferior to any of the best higher educational institutions. The advanced teaching and laboratory utensils, computer and production facilities available in the colleges allow the students not only to get full scope of knowledge on general subjects, but also to master the cutting-edge equipment and technologies.

I would draw Your attention to a vital point: **in the system of education we pay great attention to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain pro-active communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the august world of intellectual treasure.**

Important in reforming the learning process and training highly qualified specialists in demand of the labor market have been higher educational institutions. Within the past few years their number has increased two-fold, and now there are more than 230 thousand students enrolled at 59 universities and other higher education institutions.

In Uzbekistan, we have set up the successfully functioning branches of the leading educational institutions of Europe and Asia with a high international status and deep historical roots, including the University of Westminster, Management and Development Institute of Singapore, Turin Polytechnic University, Russian University of Oil and Gas, Moscow State University, Russian University of Economics. Bachelor's and master's majors in mechanical engineering, oil and gas business, information technologies, economics and business management, finance management, commercial law are taught in these higher educational institutions, and their graduates receive diplomas acknowledged across the globe.

This year, National University of Uzbekistan and the Academy of Sciences with the leading British institution – Cambridge University – are setting up the educational and experimental Center of High Technologies. It is tasked with teaching talented students, postgraduates and young academics

the modern methods of conducting applied innovative scientific research in chemistry, physics, biology, biochemistry, biophysics, geology and geodesy. The Center is envisaged to be equipped with high-tech facilities where the scientists and specialists from Cambridge University are to train our young scholars how to pursue modern research.

It is necessary to note that this very direction currently acquires great importance, i.e. strengthening the scientific potential of higher educational institutions and integrating the educational process with innovative activity by transferring a number of academic scientific institutions to universities and creating new modern inter-institutional joint-use scientific and laboratory complexes.

The issues of broader involvement of young people in sports occupy a special place in implementing the National Program for Personnel Training. The striking illustration of the aforesaid is creation of the Children's Sports Development Foundation of Uzbekistan funded by the state budget, sponsorship and charity moneys.

During the last period about 1,500 state-of-the-art and generally accessible sports facilities for children have been built at the expense of this Foundation.

Today practically each secondary school, college and lyceum has both an open air sports ground and indoor gyms and swimming pools with modern outfit.

We have established an integral three-staged system of annual sports competitions – each separately for schoolchildren, students of professional colleges and academic lyceums, and the Student Games for those of higher education institutions. This allows involving hundreds of thousands of our children, young men and women in mass physical, recreation and sports movement.

The issues of the quality of specialists' training and to what extent they are in demand in the real economy remain in the focus of our attention.

In the framework of the Program we have accomplished wide-ranging works to reorganize the system of training and raising the qualification of teachers and teaching faculty for colleges, lyceums and higher educational institutions of the country, and first of all, this refers to radical review and

adoption of new standards, methodological and learning aids that meet the latest requirements. **The criteria of assessment and stimulation of teachers' work have radically changed.**

Let me cite some figures: if the growth rates of teacher wages, those of professional colleges, lyceums, universities during the last 10 years have been 1.5 times ahead of average salaries in the real sector of economy, it underscores time and again that without rational, let me put it – priority, evaluation and remuneration of labor of the teaching staff, we could scarcely achieve those results and objectives we have set out. That is, allow me to reiterate – within the last 10 years, the educators' wages have been 1.5 times ahead of average salaries in other sectors of economy as a whole.

In general, annual expenditures for development and reforming the education in Uzbekistan make 10-12 percent of GDP, while their share in the national budget expenditures exceeds 35 percent – this by itself serves as a particular confirmation of the tremendous attention being paid to this sphere.

As far as I know, one can hardly find similar indicators, i.e. 10-12 percent of GDP, among other nations. This again is a testimony to the priority significance attached to education process, our reverence toward the work of educators who train the younger generation who, in turn, generate new ideas, those who will continue with the undertakings in reforming the country, building a democratic state in Uzbekistan.

The obvious evidence of broad recognition of role and significance of pedagogic work in terms of forming and upbringing a harmoniously advanced generation was adoption of the Law of 1996 according to which the 1st October is annually celebrated in our country as a national holiday – **Day of Teachers and Mentors.**

I feel confident that everything done in Uzbekistan for people, who devoted themselves to the most humanistic trade in the world, is quite justified. It is particularly pleasant for me to tell this to You, the ones who understand well that if we truly wish to foster a worthwhile generation, we should have a well-deserved attitude to those who bring up our youth.

I would like to emphasize specially that the growing volume of foreign technical assistance being channeled to development of education and which

made up more than 701 million dollars for over the past period. In the first instance, this was the assistance of the Asian Development Bank (nearly 269 million dollars), Government of Japan (above 136.5 million dollars), Government of the Republic of Korea (more than 100.08 million dollars), the World Bank (43 million dollars), the OPEC Fund, the Saudi Fund, Islamic Development Bank (53.5 million dollars), the Government of Germany through KfW Bank (nearly 20 million dollars) and other donors – more than 80 million dollars.

From this high rostrum it gives me profound pleasure to express sincere gratitude to the international financial organizations and banks, all our foreign partners and governments for their invaluable support in resolving such an important task for us.

Dear participants of the Conference,

I believe You will agree with me that today it is very hard to evaluate by certain measures and figures everything that we have accomplished to implement the Program of reforming education and training qualified personnel in Uzbekistan.

Meanwhile, speaking about this, it is important to take into account that the Program being realized in our country is not repetition or copying someone's model, but it is, above all, the generalization of the experience accumulated by the developed democratic countries, and at the same time it considers the demands of the rapidly changing modern world.

It is also important to take into consideration that for over the span of many centuries the ancient land of Uzbekistan has remained as a seat of enlightenment and science, one of the centers of world civilization, and aspiration to knowledge has always been an alienable part of our nation's mentality.

Our great ancestors like Muhammad Al-Khorezmi, Abu Raykhon Beruni, Abu Ali Ibn Sino – Avicenna, Mirzo Ulughbek and many others are well-known all over the world for their outstanding discoveries in mathematics, astronomy, geodesy, mineralogy, pharmacology and medicine.

I think you are well aware of the fact that the invention of the notion of algorithm, the decimal system and the concept of zero are associated

with the name of Khorezmi. It was Abu Rayhon Beruni who had predicted the existence of a continent 500 years prior to the discovery of America. Abu Ali Ibn Sino – Avicenna is renowned for his first surgeries as early as the 11th century. Crucially, his work «Canon of the Medical Science» was studied for 500 years in the most advanced European universities as a basic text. The astronomer Mirzo Ulughbek built an observatory in Samarkand back in the 15th century and created a star chart of the world. I think we may rightfully speak about these individuals who made immense input into world civilization. When we talk about our great ancestors, people who for ages made enlightenment and science their trade, one would tell our youth again and again that, yes, we ought to take pride in our ingenious forefathers. Yet more important would be to ask ourselves as to what we have been doing today to be their worthwhile successors.

Embarking on the path of construction of modern state with developed market economy, ensuring the gradual transition from strong state to strong civil society, we have always realized that **only those people, who comprehend the necessity of harmony of the national and universal human values, who possess modern knowledge, intellectual potential and advanced technologies, can achieve the set strategic goals of development.**

It would barely be any exaggeration to assert that the radical reforming the system of education has become the most important factor and fundamental basis for changing the minds and worldview of people, raising their political and civic activeness, as well as confidence in their future.

What is particularly important is that the new generation, the educated youth who are free of any vestiges of the past are today turning into a vital driving force of democratization, liberalization, renewal and confident growth of the country.

Suffice is to say that for over the past period more than 2 million 300 thousand students have graduated from the professional colleges and academic lyceums, and this year over 500 thousand students are going to graduate with vocational education diploma, and this stands as a powerful stimulus not only for modernization and diversification of the economy, but also qualitative renewal of the country's human resources.

According to assessments of prominent international financial institutions, Uzbekistan despite the ongoing global financial-economic

downturn maintains steady high growth rates of the economy which during the last 5 years have made up not less than 8.5 percent, and GDP has increased 2.1 times as compared with 2000. Uzbekistan provides the current account surplus, the low external debt and sufficient official reserves; the strong economic growth projected over the medium term.

It is important to note that these growth rates are provided primarily thanks to deepening structural changes and diversification of the economy, the accelerated development of new high-tech enterprises and industries, speeding up the processes of modernization and technical re-equipment of the operating enterprises and extensive attraction of foreign investments.

If during the past 10 years 80 billion dollars of capital investments have been directed to the economy of Uzbekistan, then over 23 billion dollars or nearly 30 percent of them were the foreign investments.

In 2012 the growth of foreign investments will make up 16 percent, meanwhile 70 percent of them are the direct foreign investments, and this speaks by itself about the growing interest of foreign capital towards the reforms being carried out in our country, and crucially, about the confidence in the prospects of Uzbekistan's development.

Summing up the aforesaid, we have all grounds to state that for over the historically short period of time – 15-20 years – Uzbekistan has made a giant step along the path of achieving our main goal – **to join the ranks of the developed democratic states in the world and create the decent living conditions and standards for the population of the country. And we, let me stress it, can rightfully be proud of this.**

Dear friends,

We well understand that the issues of reforming the educational system as the most important condition for steady and sustainable development of the economy, suggested for discussion at the current forum, in no way may cover all aspects of multifaceted and comprehensive problems in terms of upbringing a harmoniously developed individual, i.e. the task which has always concerned the best minds of humanity.

Second, each and every model of reforming the educational process in one country or another cannot claim universality.

Everything, done and still being done in Uzbekistan to implement the education reforms Program primarily, meets the long-term interests,

realities and peculiarities of a rather complex stage of our country's current development.

We all understand that times are moving ahead fast, so are the issues related to perfecting the education system. Here, pivotal is the international cooperation, interaction of all those who labor in this sphere, not merely those who train specialists, but also those who are in demand of those specialists.

Therefore, for us it is extremely important that everything said and suggested by the participants of the Conference at the plenary and group sessions will be taken into account as priceless experience generated in other countries.

Uzbekistan, I would like to stress it, is interested in further strengthening comprehensive cooperation among our and respective educational institutions of foreign countries. We believe this is one of the goals of this Forum.

I have a wish to share with You. **We wish such meetings and forums would be held more often.**

What do you think of this proposal? When they say Uzbekistan has pretty hospitable people, we would rather You felt it more frequently on your own example. Our communication and cooperation are important not merely from the perspective of the topic we have gathered here.

In this dialogue, cooperation is born on a wide spectrum of issues which go far beyond the subject matter we are discussing today. And what is crucial is that through cooperation of scholars, leaders, specialists, educators, cooperation is born among students, young people irrespective of their place of residence, study and work.

Thus, we are happy to see You in Tashkent, and not only in Tashkent, but also in the cities of Samarkand, Bukhara, Khiva and others that preserve the ancient history and ancient civilization.

Taking this opportunity, allow me once again to express to You, our dear guests, and all participants of the Conference my tremendous respect and sincere gratitude.

I wish You fruitful work, pleasant stay in Uzbekistan, health, new successes and the best of luck in Your endeavors!

Thank You for Your attention!

ADDRESS
BY PRESIDENT OF ASIAN DEVELOPMENT BANK
HARUHIKO KURODA AT THE INTERNATIONAL
CONFERENCE «UPBRINGING OF EDUCATED
AND INTELLECTUALLY ADVANCED GENERATION
AS THE MOST IMPORTANT CONDITION
OF SUSTAINABLE DEVELOPMENT
AND MODERNIZATION OF THE COUNTRY»

Excellency President Karimov,
Distinguished Ministers,
Conference Delegates,
Ladies and Gentlemen,

I am delighted to be in Uzbekistan once again. I remember well the warm hospitality extended by President Karimov and the people of Uzbekistan during ADB's successful Annual Meeting held here in Tashkent in 2010. I appreciate the opportunity to be here at this high level international conference on education, and to share with you some initial remarks on the subject.

Before I refer to education, let me first congratulate Uzbekistan on its continued successful economic performance.

The year 2011 once again registered a high rate of economic growth—a remarkable achievement, particularly given the global economic uncertainties stemming from ongoing problems in the Eurozone. Among many reasons for this strong performance are the improvement in the terms of trade and the Government's macroeconomic management based on clear strategic vision, underpinned by a gradualist approach to investment and reform. Besides shielding the country from external shock, this approach has ensured that the growth is inclusive, providing greater access to opportunity and job, and better social services in both urban and rural areas.

Uzbekistan has also advanced the diversification process, particularly industrialization. Diversification and industrialization are anchored, among others, on manufacturing, petrochemicals, including the conversion of gas into

chemicals, agribusiness, logistics and textiles. This transformation process is crucial to ensure not only prosperity but also economic sustainability. Well thought over and timely investments in education, health, urban services, energy and transport are delivering greater productivity and complementing the transformation agenda. This will benefit the economy and society.

ADB has been a key partner of Uzbekistan in this investment and transformation endeavor, and will be continuing in future. So far, and over recent years, we have set aside up to \$3.8 billion for both private and public sector projects. The partnership is already having a strong catalytic role, especially with regard to private sector investment and financial inflows, particularly in the gas and petrochemical industries.

I also want to congratulate Uzbekistan for paying special attention to regional cooperation. Investments with regional content, most of which have been put together under the Central Asia Regional Economic Cooperation program, or CAREC, have improved connectivity within the country and between Uzbekistan and its neighbouring countries.

I am particularly pleased that some of the country's investments are bringing prosperity and hope to Afghanistan. Uzbekistan is the first and still the only supplier of electricity to Kabul, a city that now enjoys a 24 hour a day supply. Recently, the Uzbek National Railway Company, UTY, has built and is now operating railway in Afghanistan – a job done in record time, on budget and to quality standards. This and other regional projects are also creating new trade routes. Regional cooperation is paving Central Asia's path to the greater Asian Century. A recent ADB publication notes that this century could belong to Asia. Its prospects are not preordained but with balanced investment and reform, I am confident that they will be achieved. Uzbekistan is well placed to help make this happen.

Let me now return to education, the subject of this conference.

Uzbekistan's progress in social and human development is commendable. A key success factor behind this is the personal commitment and involvement of President Karimov. The country is on track to achieving the Millennium Development Goals in universal primary education. Investment in education is being accompanied by actions to remove gender disparities across this and other sectors.

I believe that large scale investments in education will transform Uzbekistan. But its educational model is not only about physical facilities, which on their own are also first class. The educational model is anchored on quality – the quality of teachers, students, subjects and ultimate knowledge. The Uzbek educational model acknowledges needs associated with globalization, and is a means of ensuring that Uzbekistan plays a positive and productive role in Asia.

Education and training underpin productivity and competitiveness. Recognizing this, Uzbekistan's budget expenditures in education represent remarkable 10% to 12% of GDP. About 60% of the total annual budget is directed at social services, and education alone accounts for half of this.

The education sector roadmap and its investment program have a strong vocational content. The 12-year universal and mandatory free education program includes a 9-year general secondary education component. This allows students to embark on professional training in fields linked to the most promising economy-wide business growth areas. The system is also becoming increasingly focused on technology and the use of modern media and communication tools.

About 1,500 professional colleges and lyceums are now operating in modern facilities across the country. There are also 59 higher education institutions and branches of well known knowledge and teaching centers from Europe and Asia. Another interesting and relevant example on the knowledge frontier is the creation of an international solar energy institute in Tashkent, jointly inaugurated by ADB and the Government yesterday.

One interesting program in Uzbekistan is the Children's Sport Development Fund. It shows innovation and diversity. It blends mental with physical well being, and is already showing positive results.

Education is one of ADB's five core areas of operations under our long-term strategic framework, Strategy 2020. ADB has been a strong supporter of Uzbekistan in the field of education. So far, we have approved eight projects to finance schools, teacher training, textbooks, and curricula across most parts of the country.

Social and human capital is essential for sustaining economic performance. Uzbekistan is taking important steps to address these needs

today and tomorrow. This will ensure that the fruits of economic growth are shared equally and by all. Education is a great equalizer. It also nourishes collective wisdom, multiplying the effect of competitiveness and success.

ADB's «Asia 2050» study suggests that the economies of the future will be those that operate at the frontiers of knowledge, science, and technological innovation. Such economies will be competitive and productive. They will transcend the middle-income-country stage to achieve high-income status, and develop peaceful and stable societies. These knowledge economies will be built on the pillars of educational attainment, technological leadership, and entrepreneurial drive.

This conference is timely in highlighting the vital role played by education and knowledge accumulation. Uzbekistan has committed to high standards of education. I believe the Government has been doing extremely well on this front. I also believe that what it proposes to do in future will yield equally high and lasting benefits.

With a robust strategy and firm resolve, Uzbekistan will continue to transform, grow and prosper, with social investments that produce benefits for all.

Thank you.

ADDRESSES AT THE PLENARY SESSION



Abdulla Aripov,
Vice Prime Minister of the Republic of Uzbekistan

THE REFORM AND DEVELOPMENT OF THE SYSTEM OF EDUCATION IN UZBEKISTAN

Dear participants and guests of the Conference,
Dear ladies and gentlemen,

Let me greet You and express my sincere gratitude for Your participation in the work of the International Conference,

Dear participants of the Conference,

As you know, the modern world considers education as a major factor and necessary condition of socio-economical progress, the most important value and capital stock of any society, where a personality is the priority and main force of searching individual and creative thoughts, mastering new knowledge, dynamic socio-professional activity and work.

In the early 90s the President of the Republic of Uzbekistan I.A. Karimov suggested a very new model of continuous education to keep positive traditions of the fundamental modernization in basic components of the system of education and conceivable improvement of the educational potential level of the population. It was reflected in the adopted Law of the Republic of Uzbekistan «On education» and the National Program on Education.

The priority leitmotif in these documents was determined by the Head of our country as the following: «Our children must be cleverer, stronger, wiser, and, certainly, happier than we are.»

In the result of realization of these complex, conceivable educational reforms, the complicated way of reforms was overcome, a huge work was done on development in the system of education, and the great experience was accumulated.

One of the first results of the adopted model was the transition to the compulsory 12-year free educational circle, including 9-year of comprehensive program and 3-year of secondary special professional education.

The giant pulse in the development of the secondary education was the State National Program of 2004-2009 realized and directed at fundamental improvement of financial-technical bases in comprehensive education, its stuffing policy and methodological provision, development of children's sport. According to this Program 351 new schools were built, 8,150 schools were totally reconstructed for 3 million places of pupils.

Nowadays 9,779 schools functioning in our Republic have 4.5 mln pupils and this covers 100% of primary and secondary education.

One of the unique features of the system of education in our Republic is the organization of the educational institutions where teaching is conducted in seven languages: Uzbek, Karakalpak, Russian, Tadjik, Kyrgyz and Turkmen.

Only within the recent year 32 mln of text-books and educational supplies in every language with the circulation of 132 items were published for these educational institutions.

The National Program on Education stipulates that the State guarantees the possibilities in getting secondary professional education, deep development of the professional qualifications, abilities and skills in getting 2-3 professions at learner's options.

At present more than half million of learners are taught in newly-built and modern equipped 1,396 professional colleges and 141 academic lyceums where training is in close connection with manufacturing enterprises.

In the system of higher education the integration of two-level education (bachelor-master degrees) is provided, arrangements in regionalization of higher educational institutions and its rationalization of specialization, optimization of bachelor's branches and master's professions are carried out.

New ways in development of education on the essential economical areas in the republic were integrated.

Nowadays 59 high educational institutions, 11 affiliations of universities in the capital and 6 international leading universities function in our country.

The State Program in consolidation of financial-technical bases in higher educational institutions and fundamental improvement of the quality of higher education for 5 years has been carrying out since 2011. In the frame of

this Program the consolidation of educational and scientific-laboratory basis, the development of university science, improvement of teachers' qualifications are carried out.

The Program provides creation of 15 modern interinstitutional laboratories for general usage, among them 7 are in the regional higher educational institutions on such branches of science as energy saving, renewable energy sources, optics, chemical technologies and recycling of oil and gas, energy saving building materials and others. It is also provided with the innovation of 296 educational laboratories.

The project on the national network of electronic education connecting higher educational institutions and their branches into integrated high speed enterprise network on the basis of fiber-optics communications was carried out.

As the result of this project realization in 2011 all higher educational institutions were networked. The next years the educational institutions of the secondary special system and professional education will also be networked to the integrated corporative one of «E-learning».

The education is inseparable from the university science. New areas of scientific researches and new scientific schools in the sphere of university science have been formed.

Since 2002 grant system of financially scientific researches has been integrated, and it permitted to supply the selective approach to the choice of financially-supported projects and increase the results.

The higher educational institutions of Uzbekistan cooperate with the leading universities and world scientific centers and participate actively in the realization of educational and scientific-technical projects of the European Union, the British Council, German Service of Academic Exchanges, Goethe Institute, German Society on International Cooperation, Korean and Japanese agencies on international cooperation, the Program in developing UN, UNESCO, the European Fund of Education, the Asian Development Bank and others.

In order to create a physical and spiritual health of the younger generation, instilling a desire for a healthy lifestyle and love for sports, the Decree

by the President of the Republic of Uzbekistan was adopted in 2002 and the Fund for Developing Children's Sport is in force today.

As a result of the activities of this Fund, over 1,500 modern children's sport facilities had been constructed and founded by the beginning of 2012 where there are 2.2 mln (36.0%) participants including 792 thousand (31.4%) girls at the age between 6 to 15.

The complete three-level system of sports competitions has been formed, such as «Umid Nihollari» for schoolchildren, «Barkamol Avlod» for students at vocational colleges and academic lyceums, and «Universiada» for university students. Today hundreds of thousands of children participate in different levels of these competitions which have provided massive physical-healthy and sports activities for children and young participants.

In order to entirely develop the system of work with children under the age of school which are aimed at developing personality, detection and development of creative abilities of the growing generation, imparting diligence, the State program are being implemented such as new and capital reconstruction of children's centers «Barkamol Avlod» and children's schools of music and art.

Under these programs 215 children's centers «Barkamol avlod» and 278 children's schools of music and art will be equipped and put into operation by 2015.

Reforms and development of education system is a continuous process requiring constant renovation and improvement in connection with modernization of branches of economics, development of techniques and technologies.

Dear participants of the Conference,

Let me express hope that the Conference, after discussing the results of the reforms and development of the education system of Uzbekistan, will serve as an impulse to elaborate further directions of modernization of education.

Let me wish you success, creative luck and realization of your noble deed in upbringing and educating of the growing generation.

Dr. Noeleen Heyzer,
United Nations Deputy Secretary

Excellencies,
Colleagues,
Ladies and Gentlemen,

Few venues could be more appropriate for this conference than the Alisher Navoi National Library.

A statesman, poet, scientist, and prolific author, celebrated for more than five centuries, Navoi was one of the most brilliant minds of his generation.

Education holds the key to that future. As the UN Secretary General (SG) has said: «People are the greatest wealth of any country, but that wealth must be built on quality education.»

In many ways, education is a «game changer» that can close our biggest development gaps. Improved education carries benefits throughout life and across generations.

It has positive impacts on reducing infant and maternal mortality; it leads to better nutrition; supports HIV prevention; boosts poverty reduction and empowers women and youth.

But it has more opportunities. Education opens the door to unlimited possibilities. It helps us to change mindsets, to dream and to bridge the gap between the reality we have and the future we choose to create.

Twenty two years ago the world pledged to achieve universal primary education and to reduce global illiteracy.

It has been 12 years since the Framework for Action to Achieve Education for All was agreed. That's enough period for a child to have started and finished their primary and secondary schooling.

With just three years left until 2015 – the deadline for both Education for All and the Millennium Development Goals (MDGs), it is time for a last big push. We need to ask ourselves how many children have had this opportunity? How many have we equipped to seize the possibilities of the 21st Century?

In Central Asia we have done quite well – with some progress towards universal primary education, higher literacy rates, and reduced gender gaps. On the other side of the equation, however, this progress has been uneven across and within countries.

On the goal of universal primary education for instance, progress has been made with the net enrolment ratio for the sub-region having reached 90% in 2008, indicating that countries continue to struggle to reach the last 10% of children.

Adult literacy in Central Asia is near-universal at the average rate of 99.4%, which is higher than the world's average of 83.7%. However, more than 330,000 adults remained illiterate in 2009, of which almost 67% were women.

At least as important as access to education however, is the quality of education delivered. We have seen good improvements in the number of pupils per teacher – with teacher recruitment at the secondary school level in Central Asia having risen by 11% between 1999 and 2008.

The theme of this Conference is that education is a key condition for modernization and sustainable development. I want to take this opportunity to thank the Government of Uzbekistan for making such a clear link between economic development and education.

In a country where youth make up almost 60% of the population, successful modernization means tapping into the youth dividend. With more than 1,500 vocational colleges around the country, improved out-of-school education and new programmes to partner with other education systems, there is a clear shift in emphasis from quantity to quality of learning.

Initiatives like these are also important first steps to achieve the goal of building Tashkent into a hub of educational excellence for Central Asia.

By investing in education – in life-long learning – we build human capital and equip people to make the leap into the new global economy. We develop in them the skills and know-how to attract foreign investment, to generate new jobs, and to build shared prosperity.

Central Asia stands at a crossroads. Asia is investing in itself to sustain its economic growth by increasing regional connectivity, closing its

development gaps, and investing in social development, green growth, and sustainable agriculture. Great opportunities are emerging as Asia creates stronger, more integrated regional economies.

Countries like Uzbekistan have the potential to be part of and to translate this emerging economic opportunity into inclusive growth – and quality education holds the key. This is a priority for Uzbekistan and it is a priority for the UN – especially for the Economic and Social Commission for Asia and the Pacific (ESCAP).

ESCAP stands ready to partner with Uzbekistan in these efforts. We are already working together on several projects. Our Dry Ports initiative, for instance, is building inter-modal transport systems linking the Asian Highway with the Trans-Asian Railway. This will ensure that the trading systems of Uzbekistan will be connected with sea ports and the more prosperous economies of the region. An area of future cooperation could be on statistics, where our Statistical Institute for Asia and the Pacific (SIAP), in Japan, stands ready to offer its assistance to help improve the quality of statistical information. Asia Pacific Training Centre for Information and Communications Technology (APCICT), in the Republic of Korea, is already providing ICT skills development across Central Asia, preparing the youth for the modern knowledge economy.

I am also pleased to announce today that one of the fellowships under the ESCAP Young Leadership Programme will be awarded to a recipient from Uzbekistan. These young leaders will be seconded for three months to our headquarters in Bangkok and trained to understand and engage effectively with multilateral organizations so that they can make a difference to the future of development in their countries.

Education for Sustainable Development

The focus of this Conference on the links between education and sustainable development could also not be timelier. We cannot make lasting progress on economic growth, environmental sustainability or social equity in isolation. They are all part of the same integrated agenda of balanced development.

Sustainable development is not only the greatest challenge, but also the greatest opportunity of our generation. The exciting thing is that we can

still choose the future that we want by changing knowledge, attitudes and behavior. Education is the tool with which we can make these changes.

We must choose to change our patterns of production and consumption. We must invest in innovation and green technologies. We must build partnerships between business, government and civil society.

I have been particularly impressed by the links being made here in Uzbekistan between education and supporting the concept of citizenship. Shared values of tolerance and open-mindedness are the main points of education for sustainable development.

The process of shifting to a more sustainable future will change the way economies are structured. Some jobs will be lost, but many more will be created as new technologies and new industries begin to emerge. Our challenge is to focus education and skills training to build our knowledge economies and position our people in Asia at the leading edge of this next economic wave.

Conclusion

I would like to conclude today by returning to the works of Alisher Navoi, whose perspective on education was that: «Learning is knowledge acquired in small portions, as drops make the rivers that flow to the oceans.»

Clearly the message from this conference in Uzbekistan, and from Central Asia as a whole, is that investment in education is a critical part of a smart development strategy, and it can help us to leap-frog into the modern economy and a sustainable future.

Working together as educators, funders, policy-makers, humanitarians, and communities across the sub-region, we can accelerate sustainable and inclusive economic growth. ESCAP and the UN stand ready to partner with you on this journey.

Thank you.

Professor Geoffrey E. Petts,
Rector, the University of Westminster

THE GLOBAL GRADUATE: A ROLE OF HIGHER EDUCATION IN SUSTAINABLE DEVELOPMENT

I thank you very much for giving me the floor. Many thanks for the opportunity to share experience and exchange views on the achievements made in the field of education in this country. Herewith I'd like to say that we should be wise enough and respect the way education is being offered towards sustainable development.

Today I'd like to make a special emphasis on the issue of graduates from the universities all over the world, who are regarded as the main outcome from the education process. They, as a generation of young people having perfect skills, confident, demonstrating excellent social abilities, will ensure changes in our society. Everything, including economic conditions and environment, undergoes rapid changes in the global and universal world. Now I would like to note the success of the university established in Tashkent in 2002, in accordance with the Presidential Decree. We opened Westminster International University in Tashkent, which is regarded as a brand university in Tashkent and remains loyal to values of the Westminster education system. Graduates released in the last 5 years have been employed with business, economies, innovation technologies, jurisprudence in Uzbekistan. 31% of them got the first and second class degrees, 92% of our graduates could proceed with their job activities following graduation from the university. This proves to be good indicator of support for education and entire model.

Higher Education has a major impact on national economies as large businesses and as developers of human resources with the high level skills to drive innovation and economic growth. The UK University Model is one example of education systems where social skills are developed alongside technical and analytical skills; developing global graduates able to serve their communities as responsible citizens in a cosmopolitan world. This paper elaborates the four pillars of the UK University Model: (i) (responsible) freedom of speech, (ii) research excellence (wherever it is found), (iii)

(independent) quality assurance, and (iv) independent governors. A fifth pillar may be seen as the independence of institutions to determine their own futures within a national framework determined by government, that is the ability to determine their own mission, distinctiveness and brand founded on their defined values.

The paper illustrates the development of global graduates at the University of Westminster and the transferability of this model to the highly successful University of Westminster International University in Tashkent (WIUT). Within London we contribute to the 56,000 highly skilled graduates, 80% of whom enter employment within the region each year. In its first five years, WIUT has delivered the UK University Model to more than 750 graduates in business, economics and law. These Global Graduates meet the highest international standards as confirmed by the University of Westminster governance structures, which includes independent assessment by the UK Quality Assurance Agency.

Finally, looking to the future, the paper illustrates how the University of Westminster is using LONDON 2012 – Olympic Year – to further advance our social agenda by promoting education through sport. In Victorian England when the «modern» university was founded, sport was seen as an important part of education, unifying diverse groups and promoting a sense of belonging to a greater whole. The Olympic values of Excellence and Equality – having the confidence to make the best of oneself and creating opportunities for all in a context of mutual respect – match those of the University of Westminster today. This paper illustrates how we are exploiting the power of the Olympic Games to further enhance our activities in widening participation and delivering social impact, and in enhancing our primary key-performance-indicator: the level of pride in our institution. Particular successes have been the promotion of routes into languages, science and creative arts, as well as increasing participation in sport with benefits for the health and well-being of a generation of students. I suggest that the further development of WIUT through sport could encourage widening participation and leave an even more powerful and sustainable legacy.

Based on my personal experience I know that graduates from the Westminster International University in Tashkent, students and their families are very proud of all achievements reached by the country. Thank you!

Victor Sadovnichiy,
Rector, Moscow State University
named after Lomonosov

HIGHER EDUCATION INSTITUTIONS IN THE SYSTEM OF EDUCATION AND FUNDAMENTAL SCIENCE

Dear friends,

The Uzbek people have the richest cultural traditions. Intellectual life has always been in full swing for centuries on this land. The outstanding people of the epoch – Abu Ali Ibn Sina, Abu Raikhan Al-Beruni, Ulughbek made their contribution.

One of the greatest literature memorials, which the modern Uzbek language refers to, is called «The Blessed knowledge»:

*And a man became great thanks to his intellect,
And he disclosed many secrets through his knowledge.*

The Uzbek proverb «The educated son is greater than his uneducated father» proves the importance attributed traditionally by the Uzbek people to education. This proverb is also very important in terms of constant respect of the Oriental people to elderly ones.

Interaction of the Uzbek traditions with the Russian culture has had its impact, and in the first place – educational impact, in the local mixture of old traditions and views with the ideals of contemporary life.

Uzbekistan has been continuously paying priority attention to the issues of education and science. Uzbekistan under the guidance of President Islam Karimov was the first amongst the CIS countries, which adopted and now has been successfully implementing the large scale National Program of Personnel Training regarded as a key stage of the state policy in the development of educational and intellectual potential.

Many times I visited schools in your country. Every time I could see pupils and students with eager eyes – this is the best result of the educational policy run by the government of the Republic.

Dear Colleagues,

The topic of the conference is very close to me – I have dedicated my whole life to the issue of education and science trusting that this is the noblest work in the world. Therefore I am very glad I have the opportunity to share my views with the competent high audience.

Special, if not to say, priority role in terms of ensuring sustainable advancement and modernization of society is assigned to fundamental science and education, in other words – it is assigned to classical universities as they are considered important generators of the priceless resource.

The universities gave the world outstanding scholars – Copernicus, Galilee, Kepler, Newton and very many others; bricked the system of fundamental education based on the scientific knowledge; formed up professional and ethical code of professor-student corporation.

Having integrated with the society universities face challenges of the time, keep serving as main centers for training specialists and continued sources of educated people and new ideas.

We are witnessing an unusual scientific and technological race which is seen within more and more advanced novelties. Using complicated equipment scientists today explore the «black holes» of the Universe, the cell formation, put on the large-scale experiments and make discoveries.

When it comes to speculations about the end of the science which this is the title of the book by the American journalist John Horgan – we can only regret that some of us may perceive the title of the book seriously.

Horgan in his book shares his views about the end of the science with a number of outstanding scientists, including Ilya Romanovich Prigozhin – the Nobel Laureate, recognized scholar in the field of unbalanced statistical physics. The main scientific problem, which he had dealt with throughout his life, was the problem of time, its irreversibility. The time arrow is irreversible and from Prigozhin's works it becomes clear that knowledge is endless.

Importance of the works by Prigozhin, who I have been honoured to work with, is immense as they enable us to understand and explain self-organization ways and mechanisms in various natural and social systems including the system of education.

To study a human being there has recently been opened the Institute of a Human Being at Moscow University where the disciplinary research of

such a complex system as «a human being», namely, medical, biological, chemical, mathematical, psychological, anthropological... has taken place.

It is knowledge about a human being from the viewpoints of various and different disciplines – scientific and humanitarian that, in my opinion, should occupy the central place in the content of education in future.

Esteemed Colleagues,

The key stages in the development of the fundamental science are always linked with a discard of various vetoes put on the boundaries of knowledge, refusal of various maintained convictions and delusions.

So since the times of Euclid geometry there had been a veto on drawing from one point of more than one line parallel to the given one. But Lobachevski emerged and canceled the veto having created non-Euclid geometry and a new outlook.

However, it was believed that a man was not able to leave the Earth, he could have overcome the earth gravitation and went out to space.

However, the modern physics applies veto on speed exceeding the light speed, one of international experiments discovered evidence showing that possibly some particles – neutrino – can move at a speed exceeding the light speed. These are perhaps some errors of the experiment. Therefore the findings undergo overall checkups within a series of immediate experiments. If the finding is proved with more evidences, we will have to review entire paradigm of modern physics, and consequently of the whole contemporary science.

This and many other examples serve to prove the statement that the science does not stand permanent vetoes and limits. The science goes on and develops.

There is one more amazing fact which can lead to a revision of our understanding of the nature of interactions between the simplest (elementary) particles. Scholars from many countries have been actively participating in the experiments held at the Big Collider at Zerne (Switzerland). At the end of the previous year there was a joint presentation held by two international major collaborations in Zerne. The presentation was devoted to findings from search of the so-called bozon of Higgs. The particle plays a key role in the modern theory of interactions between the elementary

particles. Discovery of the particle is again a revolution of our entire knowledge about the nature.

The situation is complicated owing to the fact that the bozon of Higgs has not yet been discovered experimentally (in-vitro). According to confinements from the latest experiments the bozon of Higgs may exist. The experiments need to be continued. And solely further analysis of the available and new data will enable prove or refute existence of the bozon of Higgs. The physicists are confident that in 2012 the issue will be finally solved.

Considerable and quality-wise changes take place in social sciences too. New social realities need new methodological approaches. Contrary to the quantity-wise, economy-centered approaches focused on the analysis of macroeconomic, average statistical indices, contemporary surveys should be based on the conceptual approaches, disclosing the notion of the «quality of life». The social and economic strategies, increasing the number of people happy with their lives, are deemed to be very effective nowadays. The most educated leaders and managers when reviewing various processes in their organizations keep frequently using the notion of the so-called «median» in place of the average statistical accounts.

Reality created by the man at this stage of the social development has become the main factor for dynamics observed in the ecosystem of the planet. New apprehension of the social reality as a part the ecosystem created by the mankind has demonstrated fatality of its uncontrolled development for modern civilization. In these conditions, irrationalism and voluntarism at managerial decision making processes may cause not only global social cataclysms, but unforeseen environmental consequences.

Esteemed Colleagues,

Educational systems of the whole world bear considerable changes. Traditional or the so-called Humboldt model of the classical university based on the strong link of teaching with scientific researches undergoes revision. In accordance with the latest international classifications education has been referred to the sphere of services. And knowledge, consequently, is valued as the goods acquired for money. Time of education «according to the Bologna Process» has been reduced, quality of education, consequently, – lowered.

I keep saying that we ought not to build up university education based on the market principles. Paying for education and training is not enough in terms of acquiring knowledge; knowledge turns into real «property» solely as a result of a serious self discipline and work of a studying person, as a result of his intellectual input.

Main danger of education reform lays in the risk of losing fundamentalism in training, in the shift of accents from strategic training of specialists able to ensure continuous scientific and technological development to satisfaction of current and specific labour market demands.

Findings from the fundamental science researches are not always predictable; however they form the base for applied developments, higher technologies that have influence both on the labour market and on the place occupied by countries in the world arena.

Taking into account the global crisis, fundamentalism in education is becoming a burning issue from the following viewpoints – it enables young specialists get quickly acquainted and successfully adjusted to complicated economic situation; and entire country – train qualified and skilled specialists required at the shift of technological traditions accompanying crisis.

Scientific depth and system approach to teaching have always been a strong side of education in our country, and we do our best to preserve this. For instance, we have passed to 6-year educational system for all students of the Moscow State University.

Esteemed Colleagues,

Moscow State University has been bound with Uzbekistan by friendship and cooperation ties for many years. We enjoy fruitful cooperation with Tashkent National University, Samarkand State University named after Alisher Navoi, Academy of Sciences of the Republic of Uzbekistan, and other educational and scientific institutions in the Republic of Uzbekistan.

Cooperation with «Istedod» Fund, organized on initiative of the President of the Republic of Uzbekistan for professional development of perspective young personnel, plays an immense role in evolution of scientific and education relations established between Moscow State University and the Republic of Uzbekistan. Every year, under the agreements with the Fund

the most talented teachers of the Republic come to Moscow University for professional development training.

In 2006 relations, maintained between the Moscow State University and Uzbekistan stepped on to the new level. On initiative of the President of the Republic of Uzbekistan, Honoured Professor of Moscow State University Islam Karimov, and under his personal and immediate guidance Tashkent branch of MSU was established. This branch has emerged as result of cooperation between the two distantly remote, but spiritually close countries, in view of educating the future elite.

About four hundred most talented young men and ladies are educated at the branch university – they are the future of the country. The branch has an immense potential for development, and we count for further support of the government of the Republic.

Cooperation with the Republic of Uzbekistan covers different areas; various faculties take part in it. So, historians of Moscow State University collaborate with Association of Historians of Uzbekistan, and the Institute of History at the Academy of Sciences of the Republic of Uzbekistan – on joint research-publication projects.

Uzbekistan is a dynamically developing country with rich culture recognized by the world. Moscow State University offers a country-study course to educate and train specialists in Uzbekistan. Our students and postgraduates learn the Uzbek language, history of the Republic of Uzbekistan, material and spiritual culture of the Uzbek people, and practice their skills in Uzbekistan.

Esteemed Colleagues,

I believe I won't make a mistake if I say that in the recent years the number of centers of risk and intensity of various scales has increased: I mean military actions, global financial crisis and multiple social problems. In one line with them, the global, and, without any exaggeration, vital problems addressing of which requires unification of efforts of the entire world community are gradually coming out. They include the global climatic changes; unbalanced distribution of natural resources which at a shift of wars for hydrocarbons will lead to wars for clean water; spread of new viruses' stamms leading to epidemic flashes.

To address these global challenges is possible only with the help of science. Scientists today have to face as great and responsible challenges as they did in the past.

Dear Colleagues,

In conclusion let me, please, tell you one interesting fact.

The Nobel Prize of 2011 in the area of physiology and medicine was awarded for discoveries in the field of immunology to Juile Hoffmann (France), Bruce Boytler (USA) and Ralf Steinman (USA).

What is immunity? It is a defense reaction of the body to introducing stranger cells, organisms. It was discovered over one century ago by two Nobel laureates – Robert Kohh and the Russian scholar Ilya Mechnikov, who had approached the problem in different ways, argued about each other's findings and both turned out to be right.

In 1996-1998 two of the laureates, Hoffmann and Boytler, and Ruslan Medjitov, a graduate from Tashkent State University and Ph.D. course of Moscow State University maintained the role of definite receptors in the inborn immune reaction to several pathogenic organisms in the laboratory of Janeuay. The third laureate Steinman discovered dendrite cells which link inborn and adaptive branches of the immune system.

Sure, it was not fair enough that the contribution made by Ruslan Medjitov had not been evaluated as highly as the contribution of his colleagues awarded with the Nobel Prize. Achievements, made by Medjitov, were well-known and recognized. Together with Hoffmann and Boytler, he received the so-called Asian Nobel Prize – the Shaw Prize in Hong Kong.

It is very important that people of our countries cooperate in the fields of science, education and others. This type of cooperation will undoubtedly serve the benefits of all people.

Today's conference provides men of science and education from different countries with excellent opportunities to discuss burning issues.

May I, once again, express my gratitude to organizers of the event and wish all the participants interesting and fruitful work.

Thank you for attention.

Dr. Ahmad Mohamed Ali,
President,
Islamic Development Bank Group

Your Excellency Islam Abduganiyevich Karimov, President of the Republic of Uzbekistan,
Distinguished guests,
Ladies and gentlemen,

At the outset, on behalf of the Islamic Development Bank Group, I would like to express my sincere thanks and appreciation to H.E. Islam Karimov, President of the Republic of Uzbekistan, and the people of Uzbekistan for the warm hospitality extended to all of us and for hosting this very important conference.

My profound thanks and gratitude also go to the organizers of the event for the excellent arrangements made for the success of the conference. I would also like to extend my thanks to all honorable guests for their support and attendance.

Your Excellency Mr. President, Brothers and Sisters,

The wise choice of the Government of Uzbekistan to organize this conference is not a simple coincidence. It's a continuation of deeply rooted culture of education and intellectuality as reflected in the history of the ancient cities of Tashkent, Samarkand and Bukhara as important historical centers in the development of the Islamic and human civilization. The names like Imam Al-Bukhari, Imam Al-Termizi, Abu Ali Ibn Sina, Al-Beruni, and many others have marked their names in history as outstanding scholars and scientists in different fields of knowledge, and offered mankind a precious scientific and cultural heritage that led to declaring Tashkent as the capital of the world of Islamic culture by UNESCO in 2007.

It is, indeed, an honor and a privilege for me to be here in the country of Imam Al-Bukhari (Yarhamuhu Allah). The knowledge, that Imam Bukhari gave to the world during his life, is still being referred to today in almost every center of learning around the world.

Our admiration goes also to another great scholar in the science of Hadith Imam Abu Esa Muhammad Al-Termizi from Termez, who with his astonishing power of remembrance, was also a great Mujtahid, and a number of renowned Muslim scholars have benefited from his spring of knowledge.

Your Excellency Mr. President, Brothers and Sisters,

I am delighted to note that the access to primary and secondary education in Uzbekistan exceeds the average in the region and is among the top in the World. Organizing this international Conference is a strong indication that Education is getting the right focus in the development agenda of Uzbekistan. It is, indeed, a clear proof of the great importance and special attention H.E. President Islam Karimov and his government are giving to the future of the youth in this great country. In my view, a key unrealized potential for the next generation human development is to foster cross culture and inter country synergy. I do hope that during the discourse of this conference, we would be able to generate ideas to strengthen further the knowledge-network among learning institutions in Uzbekistan, to realize fully the synergy potential.

Moving beyond education, I also wish to promote, that the next focus is on building the eco-system for a learning and knowledge-based society, to create value and sustained growth from education, as has been demonstrated by the towering learners of Uzbekistan in the past.

Your Excellency Mr. President, Brothers and Sisters,

The global economy is only now mainstreaming knowledge as the new currency, a fact which Uzbekistan recognized centuries ago. What is new, however, is the speed of applying knowledge as an economic value adding activity; and is assimilating it globally. These require a new form of institutional infrastructure and arrangement to produce the next generation of knowledge-based society and economic activities. We therefore need to revisit existing institutional education infrastructure like schools and universities; revisiting the concept and delivery mode for a learning society, by introducing innovative curriculum and facilitators; and put in place an enabling environment for rapid innovation in technology, processes and management.

However, as we learned from the scholars of Uzbekistan, knowledge is a strategic resource in shaping human development, and not simply an

economic endeavor. A good recent example for the need of this value-based development is the Internet. Particularly with the advent of social networks, which have huge and varying implications to values and cultures of societies across the world. In short, in a knowledge-based driven transformation that we are living today, we need a different model for human capital development, as a key strategy for national transformation. We should not apply industrial-based education system for the knowledge-based and innovation driven economy.

Your Excellency Mr. President, Brothers and Sisters,

Given its growing size of youth population, which is considered as a strategic asset for development, Uzbekistan has an opportunity to design its education program geared for the knowledge-based society and innovation driven economy. Towards this end, IDB in partnership with IFC of the World Bank and the Arab countries completed a study on Education for Employment (e4e). Initiatives of this nature are, perhaps, useful to other countries as well, in helping them realize their economic transformation, whilst addressing immediate and pressing need for the young generation.

Perhaps an important trend to note in the e4e report is the increasing and inclusive role of private sector in education and development and the changing role of public sector as facilitator of development, particularly changing the mindset from being employed to being an employer.

Your Excellency Mr. President, Brothers and Sisters,

Education is the top priority of IDB. Your institution, the Islamic Development Bank consider Education as cornerstone to achieve its mission of «promoting comprehensive human development in the member-countries». In this regard, IDB invested US\$2.5 billion for supporting the education sector in its member-countries. This intervention covered important areas such as promoting Excellence in Higher Education particularly, sciences, technology and mathematics education; and Vocational Training.

IDB strongly believes that recognizing and encouraging outstanding contributions are other important factors to create an environment of excellence in education, training and innovation. For the last 10 years, IDB has been awarding prizes for excellent works in science and technology.

In addition, IDB is running two scholarship programmes for Graduate and Post-graduate levels, with the aim of strengthening the human resources

capabilities of its member-countries by attending outstanding research institutes and centers of excellence in the world to specialize in advanced science and hi-tech fields.

Your Excellency Mr. President, Brothers and Sisters,

Since the joining of the Republic of Uzbekistan to IDB in 2003, the IDB Group extended US\$ 655 million to finance 39 priority projects in Education, Health, Public Utilities, Infrastructure and Agriculture sectors, as well as development of the private sector. IDB is currently intending to start preparation of the Member Country Partnership Strategy for the Republic of Uzbekistan, which will support the Government of Uzbekistan in creating employment opportunities, with emphasis on the education sector to play an important role.

In addition, IDB has contributed to the State Development Programs of the Republic of Uzbekistan through its special assistance and scholarship programmes. A number of students from Uzbekistan benefited from IDB merit scholarship program in different fields like Computer Science, Material Science, Medicine/Pharmacy, Chemical Engineer, Polymer Science, Physical Science, Energy and Nanotech, in top universities and colleges in Europe and America.

Your Excellency Mr. President, Brothers and Sisters,

As reflected in IDB motto together we build a better future, IDB really values partnership. It endeavors to enhance its scope of operations in all spheres of development through partnering with all agencies and organizations with similar mandate. IDB has fostered cooperation with all UN and international agencies, multilateral development agencies, public and private institutions and non-government organizations in various fields of education to provide appropriate education, training and advanced scientific and hi-tech research.

Worth to mention is the fact that IDB has established a solid relation with UNESCO by signing a memorandum of understanding (MOU) since 1976. Since then, several framework agreements with UNESCO have been signed to support our member-countries in the areas of education and training, research and development, science and technology. IDB also has strong ties, cooperates very closely with the Islamic Education and Science Organization (ISESCO), the Arab League Education and Science Organization (ALESCO),

and the OIC Standing Committee for Cooperation in Science and Technology (COMSTECH).

Accordingly, IDB expresses its readiness and commitment to cooperate with all the institutions and countries participating in this Conference for the benefit of the Youth of this Great Country — Uzbekistan.

Your Excellency Mr. President, Brothers and Sisters,

IDB is honored to have established cooperation with the Republic of Uzbekistan and to support the Uzbekistan Government Policy in its recent reforms in Education Sector since 2010, through building upon the provision of free compulsory education for all children and working towards the Education for All and Millennium Development Goals as national targets for educational improvement.

In addition to that, the Bank is willing to support the Government strategic goal of declaring universal access to free professional education since 2009, through introducing compulsory professional education to Grades X to XII, in order to develop a qualified work force that is capable of competing nationally and internationally.

Your Excellency Mr. President, Brothers and Sisters,

With this, I would like to conclude my statement with sincere prayers for the great success of this Conference in addressing the education needs for the bright and prosperous future of the People of Uzbekistan.

Nancy Hellerud,
Provost President, Webster University

My dear hosts, and new friends,

On behalf of Webster University, our President Dr. Elizabeth Stroble and our Provost Dr. Julian Schuster, I am pleased and honored to participate in this important international educational conference.

Webster University, with its home campus in St. Louis, Missouri, U.S.A., has as its mission to ensure high-quality learning experiences that transform students for global citizenship and individual excellence. In addition to more than 80 locations in the United States, we have international campuses in Thailand, China, London, Geneva, Leiden, and Vienna, and we offer our programs in many other countries around the world. Our many locations prompted us – more than 12 years ago – to create a strong distance-learning program, which we at Webster call The World Classroom.

I could see, from my visits today, that we have much to learn from, and much to share with our international colleagues with regard to on-line learning. It is one way – in addition to student and faculty exchanges, collaborative research, and travel programs – that we can transform the world of education: The founders of Webster University, in 1915, began with the idea that they would «meet unmet need» and strive to offer an education to those who could not otherwise obtain one. Today, that means making strong curriculum and excellent teachers available regardless of location by way of technology.

We appreciate our colleagues in Uzbekistan for sharing with us a unique and personal opportunity to experience their educational institutions first hand in our visits yesterday. It was a pleasure to see the buildings, the technology, the lessons – but most importantly, it was wonderful to interact with the students and their teachers. They are dedicated and engaged – and they speak English very well! They are clearly ready to build the future for Uzbekistan for the world.

By sponsoring this conference, our colleagues have done more than share their experience with us – you have created a forum for us (the participants from all parts of the world) to meet each other and share ideas. There are

so many innovative possibilities to enhance education for our young people, to ensure that they are prepared to be good citizens and contribute to their communities. There are so many ways we can «stretch the minds» of our students – for example, at Webster, we have just established a chess institute. It will bring us several new students – grandmasters from around the world – but more importantly a chess curriculum will provide all of our students ways to improve their thinking skills. I'm sure there are many such examples among us, and I look forward to hearing some of them this afternoon.

We have shared much already, during the visits to the schools and universities, and at the wonderful banquet last night – and this has occurred before we had one formal session! I am looking forward to this afternoon's sessions and learning even more about the many topics that will be offered. I know that all of us will leave this conference with new connections, new friends, and the bases for future co-operations and collaborations around the world.

Again, I thank you very much for this excellent opportunity to know your country and your educational systems. I look forward to sharing what I have learned when I return to my institution, and I look forward to seeing you – one day soon – in St. Louis, Missouri.

Thank you.



Dr. Eric Kuan,
*President, Management Development Institute
of Singapore*

IMPACT OF GLOBALISATION ON BUSINESS ACTIVITIES AND ITS IMPLICATIONS FOR EDUCATION

The phenomenon of Globalisation is a historical process which involves a fundamental shift or transformation in the spatial scale of human social organisation that links distant communities and expands the reach of power relations across regions and continents. That it is a historical process could be discerned from the three waves of globalisation, the first of which took place from 1450 up to 1850 (as exemplified by European expansion and conquest), the second between 1850-1945 (as exemplified by the major expansion in the spread and entrenchment of European empires), and the third since 1960 onwards, known as contemporary globalisation (as exemplified by a shift in economic power from the West to the East with the rise of China and India). Contemporary globalisation is exemplified by western global companies, such as Coca Cola, Pepsi Co having operations in both India and China

Globalisation has received numerous definitions, or interpretations, but most of which are statements of what globalisation has set out to do, or the outcomes that have been generated. Some examples are shown in the excerpts below:

a) globalisation is the spread and intensification of economic, social, and cultural relations across international borders;

b) globalisation is the continual increase in transnational and worldwide economic, social, and cultural interactions that transcend the boundaries of states, aided by progress in technology.

Arising from the two excerpts on globalisation definitions, it could be discerned that globalisation intensifies economic, social and cultural relations across international and transnational borders. This effect of globalisation could be felt from the presence of global companies in the host country. As such, the presence of Samsung, Toyota, McDonald's, and Starbucks in the host country are likely to produce such effects.

Besides, globalisation is aided by the application of advances in technology. The application includes deployment of Information-Communication Technology (ICT), electronic banking, globalisation of financial markets, financial services, infrastructure and innovation.

And globalisation of sports, satellites that offer instantaneous Cable News Network (CNN), ease of business travel and transactions, and communications networks that facilitate Business Process Outsourcing (BPO), or outsourcing of products or services to other facilities on-shore or off-shore, and supply chain management for the transportation and shipment of the manufactured products. The UK government is attracting Asian investment from China and Japan in the areas of financial services, infrastructure and innovation. This development, among others, are the outcomes of globalisation which could be felt in all the sectors of social interaction, namely economic, military, legal, ecological, cultural, and social sectors.

Thus, in order to maximise the benefits from globalisation, the education system of the country and its curriculum should be broad-based, yet specialised in order to train its people to facilitate the implementation and the use of ICT, and technologies application.

The outcomes of globalisation could not be achieved without the engines of globalisation. Globalisation tends to focus on three inter-related factors, namely technics (technological change and social organisation), economics (markets and capitalism) and politics (power, interests, and institutions). The impact of these engines of globalisation may find their relevance in Yip's Framework of Global Strategy. These engines may serve as the Drivers of Globalisation, and provide the impetus for reviewing and adjusting the Positioning and Resources, Organisation's Ability to Implement a Global Strategy, and prioritising its Global Strategy Levers.

In order to effectively achieve the outcomes of globalisation, the education curriculum, schools policy, and business schools should include a study on globalisation, global strategies, and strategic management. This would help in formulating government policies that encourage local firms to globalise, and attract foreign direct investments.

Local firms think that globalization of operations may increase their potential to become multinational or transnational organisations. The

decision to locate overseas is often based on comparative advantage, and the economy of scale and scope, acquisition of advanced technologies, strategic materials (such as rare earth metals), access to capital markets, and energy (as part of energy security) that could be obtained from the host country. This is exemplified by Lenovo's acquisition of IBM, Tata Motors' acquisition of Land Rover and Jaguar, Geely's acquisition of Volvo, and SAIC's acquisition of MG, Austin Martin Brand and Ssangyong Motor, and Toyota Corp setting up manufacturing and assembly facilities in USA and Thailand. China Inc has acquired a substantial share in an Australian mine that produces rare earth metals.

Globalisation involves consideration of market opportunities, and resource utilisation which is based on the principle of comparative advantage. Arising from this principle, firms will shift their non-critical business activities to low-cost countries, while running high value-added and core business in their own countries. This principle also entails the firms to acquire superior overseas resources, such as technology and branding. Japan Inc is actively acquiring foreign companies on the background of its yen currency's post-war highs.

Thus, in order to support this process, most of these acquiring firms would export their existing technologies, while maintaining and upgrading their home facilities through reverse technology transfer of the cutting-edge technology from the acquired firms. This is exemplified by Geely transferring the technology of Volvo's plants to Geely's plant in China. Consequently, a self renewal process takes place, leading to a new capital injection for the associated restructuring, upgrading of facilities and acquisition of technologies for research and development of products, processes and enabling technologies. The acquiring firms would have thus raised their competitive advantages through obtaining new competences and technologies from their newly acquired foreign firms, creating employment opportunities for both the home and host countries.

Particularly, in order to achieve these gains, the education system should produce good and diverse teams of knowledge personnel who could become the global talent that is able to enhance and add value to the organisational capabilities of both the local and foreign firms.

It is important to note that foreign direct investments tend to be targeted at locations that are already offering a competitive advantage to local firms so as to enjoy a similar competitive advantage as the local firms and possibly reduce the comparative advantage of these local firms.

As such, in globalising the operations, foreign firms seek cost reduction from the factors of production, economies of scale, acquisition of critical resources and know-how, risk reduction, and offering of products/services. The selection of the host country to locate the company to execute the investment could be guided by the concept of Porter's Diamond. This concept provides the nation's specific factors which enhance the competitiveness of a company, or industry. While the evidence for Porter's Diamond is often an episode, however, some studies have provided support for this theory.

In order to increase the competitive advantage of the nation, and hence its firms and industries, government policies could be established to favourably influence each of the four components of Porter's Diamond. Factors of donations can affect government subsidies, and setting policies towards capital markets, education and domestic demand. Favourable Government policies provide support and create possibilities for mutually beneficial rivalry.

In order to realise the benefits of these policies, the education curriculum of schools and business schools should focus on the methods of managing the various factors of Porter's Diamond. As the English Language is the global business language, and as intercultural tolerance and management promotes the understanding of different foreign cultures that comes with the foreign personnel who manages the foreign direct investment, these two factors may be regarded as factor endowment of a country. It is thus essential to encourage the use of the English language as the official business language. The education curriculum should incorporate the English language as a subject. In order to be more effective, all the subjects should be taught in the English language. This is to prevent multi-languages being used in teaching various subjects. Cultural understanding and tolerance should be incorporated in the education programmes.

The government of Uzbekistan has foreseen these changes and is trying to cope with them, i.e. it is trying to pay more attention to training well educated specialists that are educated in a global Language Business-

system. These are the results of the efforts of the Government of Uzbekistan to bring in globally recognised Educational Institutions to the country like the Management Development Institute of Singapore in Tashkent, Westminster University in Tashkent, Torino Polytechnic University of Tashkent.

Globalisation will involve firms (local or foreign) that strive to maximise their competitive advantage through their ownership of tangible and intangible assets that are to be transferred to a host country. As these assets are not available to other firms abroad, the firms would thus choose a foreign market to locate their operations in such a way that they could profitably exploit their firm-specific advantages. These firms would also pursue internalisation so that they could exploit ownership-specific advantages. All these activities may be analysed through using Dunning's OLI, the eclectic theory of international production. OLI is the acronym for Ownership-specific advantage, Location-specific, and Internalisation.

In order to facilitate the attainment of OLI factors, the education programmes should provide knowledge in managing international technology transfer, project management, and a knowledge workforce that could operate and manage any owner-specific process or technology advantage. Government investment policies and incentives should offer consideration for related processes and technologies that would enable internalisation of ownership-specific advantages.

The drivers of globalisation would encourage domestic and foreign firms to execute cross border foreign direct investments leading to the formation of multi-national, and transnational companies in foreign countries. These companies would restructure their operations and enhance them in order to provide international management support, or to focus on Research & Development activities for new products, processes and technologies. The firm's affiliate company consequently would transfer its domestic operations, product lines, manufacturing and service facilities in a structured, time-phased investment. In order to advance their capabilities, many companies would be intensifying their internal development activities, and would seek Merger & Acquisition, Joint Venture, and Licensing opportunities depending on their vision of being a global company.

Foreign direct investments by domestic or foreign firms are to some extent being targeted at countries that offer superior competitive advantage. This is argued by Porter's Diamond, a concept on the competitive advantage of nations. However, selecting the location to transfer the firm's production facilities may be guided by using the Dunning's OLI model.

All said, in order to attract foreign direct investments and the benefits that they would bring to the national economy, employment opportunities and stable income, and internationalisation of culture, a country should provide relevant education programmes so that there is no structural unemployment, and there are opportunities for mobility in career to prevent social stratification. These education programmes could be carried out through providing a broad based, creative education for current government officials, industry and business leaders, and the young which will be the next generation in the line of succession.

With the country producing a population of knowledge workforce, opportunities to achieve an inclusive economic growth for the country could be reached.

Education for the government officials which comprise the politicians in government, policy makers in public administration role, and executives in public-sector role, is the crucial starting point. Whereas, in the past, traditional public administration principles were embraced in policy making, the contemporary approach is to embrace the new public management principles. These new principles focus on incorporating business practices such as strategic management, and human resource management, meritocracy in hiring public servants, and accountability through setting key performance index (KPI). The policy pursued in internal interests would include inputs from private management, comprising industries public and private companies. In order their education to be complete and effective, policy makers and public management personnel should be trained in contemporary disciplines in the management of the country's resources.

Attracting FDIs is incomplete if resources such as land, infrastructure, technologies and skilled manpower are not provided to support the business activities. In fact, a country would lose its competitive advantage. Policies

need to be established for the provision of urbanisation, and industrial townships that are needed to expand the capacities of the facilities, while maintaining urbanism and sustainability.

Management of resources such as land (to prevent soil erosion, pollution and environment protection), water, human resources (to provide a skilled and knowledge workforce) will need to be done. All these resources need to be harnessed through providing appropriate education programmes for the countries' human resources. This would allow the maximum realisation of capacities and benefits from FDIs, thus benefitting the country's economic, social and cultural well being. In particular, education programmes on urban planning and urbanism, environment pollution and protection should be provided. And education programmes and knowledge workforce would maximise the benefits from the FDIs, and upgrade the workforce earning capacities. This would allow job mobility that would prevent social stratification, and structural unemployment. These aspirations and outcomes could be achieved through educating and training the younger generation to be knowledgeable, and responsive to the advent of new competition from global firms.

Arising from the above qualitative analysis, it could be discerned that globalisation is the change mover that could influence the economic, social and cultural well being of a country. Riding and thriving on the wave of globalisation could thus be achieved through appropriate education programmes that would increase the knowledge and competencies of the people who are eventually the beneficiaries of the rewards from globalisation.

G.N. Shin,
Rector, Seoul National Pedagogical University

COOPERATION BETWEEN KOREA AND UZBEKISTAN IN THE SPHERE OF EDUCATION

One of the priority tasks of Uzbekistan is the education and upbringing of young generation, harmonized development of personality via the system of education. The Law «On Education» and the National Program of Personnel Training, elaborated and led by the President I.A. Karimov, directed toward training of personnel on the base of priority of personality, meeting its educational requirements, the formation of esthetically rich outlook, high spirituality, culture and creative thinking.

Today the education of Korea covers six years of primary education, three years of secondary education, three years of secondary education in schools of high level, and also four years of education in colleges and universities, where MA and Post Graduate function, and this promotes to acquire Ph.D. There are technical and vocational-technical colleges with the duration of two and three years of study.

All these three stages of secondary education of Korea function separately. In Korean schools at the age of 6-11 students are taught by the same textbooks, according to the common academic program. Students wear school uniforms, basically the education is separate. There are elite schools for gifted children, which cover more than 400 thousand children (5% of the total quantity).

The tutorial on training students for entrance exams is being carried out successfully. The increase of expenditures for private education is related to employment traditions, based in Korea. The preference is given to graduates of prestigious universities of Korea or foreign universities.

About 80% of Korean High Schools are private, but the appointment of rectors and members of the Council of Trustees is held according to the approval of the Ministry of Education. In 2000, there were 355 universities,

which included 3mln and 360 thousand students, and 56, 900 teachers in Korea. Colleges and universities offer students tuitions with the duration of four or six years. It is necessary to pass credits on 140 disciplines in order to get a bachelor degree. During entrance exams the universities take state exams on all specialties. The demanded maximum score is 200. It is necessary to get 170 in order to enter the prestigious universities of Seoul, Kore and Ense.

The prestigious universities of Seoul signed about 140-150 agreements with foreign universities. Most of Korean youth study abroad, and the number of foreign students in Korea reaches up to 50 thousand.

The proposals on Cooperation

The enormous investment of capital to the economy of Uzbekistan, granting the Uzbek youth with the job in Korea (technical education) contributed to the increase of Korean language's image (more than 100 secondary schools, lyceums, vocational colleges, 13 universities are teaching the Korean language).

The participation in the programs on exchange of students, post graduates, scientific and pedagogical personnel and participation in cooperative scientific conferences and seminars are the main forms of cooperation of universities in the sphere of education between Korea and Uzbekistan. Korean side is rendering the assistance in equipping classrooms of the Korean language, institutes of Korean language teachers' training and Korean volunteers. It should be emphasized, that the process is being undertaken by a single side. The educational service of South Korean market hasn't been mastered by Uzbek students yet.

The appearance of the Central-Asian region with the population of 55 mln people in five independent states in the world arena drew interest to Turkic languages, particularly to the Uzbek language. At the Korean University of Foreign Languages speciality of Uzbek language has been created, where students study politics, economy and culture of Uzbekistan. It is necessary to activize the exchange of students, the invitation of the Korean language teachers of South Korea, the organization of seminars and conferences, the assignment of grants for Korean students' tuition in the universities of

Uzbekistan. It is necessary to set standards, levels and topics for foreigners who want to learn the Uzbek language. It is necessary to promote tuition of youth of Uzbekistan in our universities, which will contribute to the image of the state language.

Taking into account the high level of teaching art of music in Uzbekistan, the interest of foreigners to Russian art in combination with Uzbek national traditions of art can be perspective directions of Korean-Uzbek cooperation in attracting students of South Korea to the universities of Uzbekistan.

Toshio Masuda,
Rector, Hosei University

DIVERSIFIED CULTURE AND EDUCATION

The history of Hosei University began in 1880 (year 13 of the Meiji era) when the non-governmental lawyers Kanamaru Magane, Ito Osamu, and Satta Masakuni established the Tokyo Hogakusha (Tokyo School of Law) at 19 Kita Koga Machi, Surugadai, Tokyo. In 1880, a penal code and criminal procedure law which were forerunners of modern Japanese laws were introduced, and the birth of Tokyo School of Law was in response to the trends of the time which saw an upsurge in individual freedom movements and began the development of the modern legal system.

Since its establishment the Tokyo School of Law has never been simply a center for law instruction, but it has also featured a «daigensha», a proxy speaker association (the original terminology for Japanese lawyers being «daigennin» or «proxy speaker») where «on the job» legal training was carried out, and has always been more of a «gakusha», learning association or «society» which cultivates legal experts than simply a «school»; and has always given great consideration to the establishment of freedom and the advancement of national society through its in-service training activities. It can thus be seen that the practical and career training spirit that the school practices today is simply a continuation of the practice from the time of the school's foundation.

This «freedom and progress» oriented spirit of the school's foundation can be traced back to the spirit of French law. Satta Masakuni and the majority of the others who were involved in the foundation of the Tokyo School of Law were students of Dr. Gustave Emile Boissonade of the University of Paris, who had been invited by the Japanese Government as a legal advisor. Boissonade introduced the concept of «jus naturale», or natural law, to Japan and in addition to drawing up the civil code, penal code and criminal procedure, was known to have fostered a great number of lawyers. In 1881 (year 14 of the Meiji era) private «daigensha» proxy speaker associations were outlawed and the «daigenkyoku» proxy speaker department was closed,

and the law instruction department made independent and renamed Tokyo Hougakkou or Tokyo School of Law and Boissonade was appointed as the director of the school in 1883 (year 16 of the Meiji era). Then in 1889 (year 22 of the Meiji era) the school was merged with «Tokyo Futsu Gakko» or the Tokyo School of French Studies, which was established by the «Futsu Gakkai» or French academic society in 1886 (year 19 of the Meiji era), and renamed «Wafutsu Horitsu Gakko» or the Tokyo School of Japanese and French Law and Mitsukuri Rinsho, the translator who translated the French civil code and created the translations «kenri» (rights), «gimu» (obligation, duty, liability), and «minshu» (people's rights), was appointed as the head of the school.

In 1889 (year 32 of the Meiji era) Ume Kenjiro was appointed as head of the school and implemented diverse educational reforms which gave great consideration to general society. Reforms included not only the establishment of advanced courses for the recurrent education of graduates but also the English, German and French languages «elective courses», the introduction of short-term training systems for working off-campus students to study using school-issued texts, as well as an auditing student system and preferential student systems. These reforms bore great results and the school was renamed as the Tokyo School of Japanese and French Law/Hosei University based upon the «Senmongakkourei» (Professional School Imperial Edict) in 1903 (year 36 of the Meiji era). The new school offered afternoon preparatory courses, evening university and professional courses as well as advanced research courses which were equivalent to modern day graduate school and Umerekenjiro was appointed as the first chancellor of the new school.

Today school is still continuing relying upon the spirit of the educational reforms, their purpose and concept are based on «open education» originated from the ingenuity and innovation of Ume.

Thereafter, the establishment of private universities became possible pursuant to the University Order in 1918 (year 7 of the Taisho era). As a result the school was again reformed into Hosei University in 1920 (year 9 of the Taisho era). This was the birth of the Hosei University with the same name and basic structure as today's school. The Faculty of Law and the Faculty of Economics were established first, and preparatory and professional courses

were also offered. A new campus was built at 4 Fujimicho, Kojimachi Ward (the current location) in 1921 (year 10 of the Taisho era) and the school was relocated to this new campus. In 1922 (year 11 of the Taisho era) at Literature Department and Philosophy Department were established in the Faculty of Law, and its name was changed to the Faculty of Law and Literature. During this time the instructor system was switched from a lecture-based instructor system to a full time instructor system, and the class types were refocused from evening classes to afternoon classes, and Hosei University began to take form as a standard university.

At present, Hosei is a comprehensive university with 16 undergraduate faculties, School of Correspondence Education, 14 graduate schools, 19 research institutes, 740 full-time faculty, 2,049 part-time teaching faculty, 40,367 students, 3 campuses, 1 institute, and 2 professional schools. This is the first Japan's University that receives a credit rating AA.

Teodor Alers,
*Director, Regional Strategy and Operations,
Europe and Asia, World Bank*

Distinguished Speakers,
Participants,
Ladies and Gentlemen,

I would like to thank the Government of Uzbekistan for inviting the World Bank to this important conference on education and its contribution to the development, modernization and economic growth. Sharing of ideas and experiences from around the world will undoubtedly benefit us all, and by creating opportunities for collaboration amongst the participants is also very important.

The theme of this conference reflects the undeniable fact that the world economy is evolving rapidly, and that key decisions need to be made on how to best position of Uzbekistan, with its young population, to take advantage of the opportunities inherent in these changes. It has been our privilege, along with many international partners like ADB, GIZ, Islamic Development Bank, UNDP, UNESCO, UNICEF, and USAID to work with the people of Uzbekistan as the country pursues modernization, growth and development.

For a long time education has been recognized as the key for sustainable growth and development as it creates opportunities for all and fosters national unity. Investing in education has paid off handsomely for countries all over the world. For example, increasing levels of education has been estimated to account for well over one third of growth in the highest performing Asian economies between 1960 and 1990. Globalization and rapid technological change since then have only upped the ante, as a nation's competitiveness has come to depend more and more on its ability to acquire, apply and produce knowledge.

Ladies and Gentlemen,

Uzbekistan has made remarkable progress and shown great success in ensuring universal access to basic education for its young population. In a handful of years you have managed to basically ensure that all your

children and youth have access to primary and secondary schools. This is not a trivial achievement. Further, you have sought to improve the quality of your basic education through important reforms, in which we feel proud to have been your partner. Towards this end, the Government of Uzbekistan has been working with the World Bank to modernize its teaching force through training; promote accountability in schools through the activation of school boards and recruitment of community members to run them; distribute modern teaching and learning materials to its schools; and embrace the principles of per-capita financing for schools in order to improve efficiency and transparency in the allocation of resources. The results of these efforts are commendable.

Moreover, it is clear to us that your commitment to improving basic education is coupled by an ambition to improve and expand education at all levels, as evidenced by the topics covered in this conference. Clearly Uzbekistan, with a growing economy and burgeoning young population, is attentive to the challenges of the future and committed to meeting them.

Ladies and Gentlemen,

Recent world developments have put jobs and skills at the center of the policy debate. The global financial crisis has resulted in massive job losses in both emerging and industrial countries. These developments create a sense of urgency and remind us that jobs and skills are the cornerstone of economic and social development. To help to understand and meet these challenges around the world, the flagship World Development Report for 2013 of the World Bank is focused on Jobs and Skills. This report will try and answer key questions: how focusing on jobs can affect the design of a country's growth or poverty reduction strategy? how to build skills, including for those already in the workforce, so that they match the needs of the economy as it develops? Do some jobs contribute more to social cohesion than others, and what are the implications when addressing youth unemployment? What implications does the international competition for jobs have in an increasingly global marketplace?

In developing countries with young and growing population like Uzbekistan, the need for inclusive growth through expanding employment and productivity is self-evident. The development of job-relevant skills is an essential element of any strategy to generate economic growth. Education is

the path to ensure that the benefits of such growth are reaped equitably across its population

Unfortunately, too many workers across the world are simply unprepared to meet the needs of the labor market in an evolving world economic environment. In many countries, education systems are not providing young people with the basic skills (cognitive and behavioral) that make them «trainable». And serious handicaps are inflicted early in life when children are malnourished or insufficiently stimulated through Early Childhood Education. In other cases the labor force is highly educated, but the jobs they've been trained for simply do not exist.

Let me take a few minutes to briefly talk about two critical areas addressed under this conference which are important paths to strengthen Uzbekistan's efforts towards becoming a modern, industrialized middle income country. The rest of my talk will focus on the need for «Expanding and Improving Early Childhood Education»; and «Enhancing the Quality and Market Relevance of its Vocational and Tertiary Education» to create the right skills for jobs-market in the 21st century.

Ladies and Gentlemen,

Increasingly, research confirms the importance of early childhood education as a lifelong investment. The skills acquired early in life make it possible for a successful lifetime of learning. Four processes occur during the critical early years of a child's life that have a lasting influence on later life outcomes: physical growth and well-being, cognitive development, linguistic development, and socio-emotional development. The world has come to accept that for most children, it is too late to start education at the primary level. Additionally, early childhood interventions have been shown to deliver other direct and indirect benefits to society such as improved rates of childhood survival and school readiness, enhanced economic productivity, and increased equity. Further, investing in early education is a good business! The evidence suggests that every dollar/soum invested in high-quality early childhood education yields more than seven dollars/soums in return—higher than any other level of education, and higher than almost any other investment a country can do.

Since the mid-1990s, Uzbekistan has increased public expenditure on education from 5.6 to 10% of GDP, focusing mostly on primary and

secondary education, where the country has now achieved nearly universal enrollment. On the other hand, pre-primary enrollment for children aged 2 to 7 remains around 20%, compared to 80% of OECD high income countries. Evidence shows that smart investments in increasing the supply and demand of pre-primary education can dramatically increase equitable enrollment in this subsector. Preliminary research shows that the high cost for families, long distance from school, and a lack of conviction about the benefits of pre-primary education are the top three reasons for not enrolling children in preschool.

Clearly, there is a need to better serve the younger segment of the population. The Bank and UNICEF are working closely with Uzbekistan to analyze this pre-primary sector, and explore options for the way forward.

Ladies and Gentlemen,

Let me move into the second area that I want to talk about – Jobs and Skills. The Bank will be examining this area globally in the next World Development Report due out in 9 months or so. But the challenge is clear: Globalization and structural transformation have brought about remarkable changes in productivity and living standards. Some countries, like South Korea, Malaysia, Turkey and Brazil have managed to narrow the productivity gap with industrial countries over just a few decades, while others have stagnated. But the gap remains considerable for all developing regions.

Given the close link between productivity and labor earnings, unleashing productivity growth is critical to improved living standards. Policy makers debate what limits productive growth. Is it insufficient skills, inefficient labor markets, a lack of entrepreneurship, or an inadequate business environment? While global trends can be instructive, each country is faced with unique mix of these issues, and the country-specific strategy must therefore be driven by the country itself.

A recent World Bank report on Skills in Eastern Europe and Central Asia noted that following the collapse of the Soviet Union, the Vocational school system declined almost everywhere with the notable exception of Uzbekistan, and a few other countries. Remarkably, in Uzbekistan, the share of secondary school students enrolled in vocational programs doubled from 30% to over 60% between 1999 and 2007.

The World Bank has recently developed a simple conceptual framework – Skills Toward Employment and Productivity (STEP) – that could help policymakers, analysts, and researchers to analyze this paradox. This framework can help countries understand the challenges they face in building the skills needed for growth and productivity and find the solutions that work in their own environments. The Bank would be happy to share its experiences and knowledge of the STEP framework and its application with our partners in Uzbekistan.

We also expect the World Development Report, 2013 on Jobs to be ready by October, 2013. This global report, with its focus on skills, innovation, structural transformation, and the global competition for jobs, can contribute meaningfully to discussion and debate in Uzbekistan, as it charts its way forward towards becoming a modern, middle income country. We will be happy to share our global findings with Uzbekistan.

Ladies and Gentlemen,

Uzbekistan stands out because of its young population, rich history, and a legacy of being a seat of learning and scholarship since medieval Bukhara hosted men of learning and science from all over the world at its madrassahs and universities. Many ancient scholars from Uzbekistan – Al-Khorezmi (Mathematician), Al-Beruni (Historian and Physicist), Mirzo Ulughbek (Astronomer) to name a few – are well known to the world to this day. With this profound cultural heritage and progress in education to date, Uzbekistan has the potential to be a beacon for developing nations everywhere. The key is sustained and smart investment in education. In addition to continuing the ongoing work to improve quality of basic education, I feel the two most important areas for future focus must be early childhood education, and development of market-relevant skills amongst upper secondary and tertiary graduates.

In conclusion, I hope that our shared experiences will provide a useful basis for thinking about new and practical ways to further increase collaboration amongst all participants. The World Bank looks forward to a growing partnership with Uzbekistan, in cooperation with all partners. Thank you.

**FINAL DOCUMENT-RESOLUTION
OF THE INTERNATIONAL CONFERENCE
«UPBRINGING OF EDUCATED AND INTELLECTUALLY
ADVANCED GENERATION AS THE MOST IMPORTANT
CONDITION OF SUSTAINABLE DEVELOPMENT
AND MODERNIZATION OF THE COUNTRY»**

Contemporary global world, with most of the countries, is still under the negative impact of the world financial-economic crisis, having begun in 2008 and threatening the world with new splashes of the global recessions, acutely needs sustainable, economic and social development.

Under current conditions only that country can make a statement about itself, which among its priorities highlights the growth of investments and inputs into human capital, training of educated and intellectually developed generation, which is the most important value and decisive force at the present time in achieving the goals of democratic development, modernization and renovation.

In order to acquaint the international community with the achievements and results of reforms in the sphere of education development in Uzbekistan, the role of the state in training highly educated, intellectually advanced generation, on initiative of President of Uzbekistan Islam Karimov the International Conference «Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country» was held on February 16-17, 2012 in Tashkent.

About 1,000 people, including 270 representatives from 48 countries of the world and 8 international organizations and educational funds, participated in the work of the International Conference. Among the participants there were United Nations Deputy Secretary, Presidents of ADB and IDB, ministers, leaders of relevant committees and members of parliaments from several foreign countries.

The International Conference acknowledged an important role of address by President of the Republic of Uzbekistan Islam Karimov in which he briefed on the basic goals and objectives, essence and content of the implemented in

Uzbekistan Program of educational system reforms, training of educated and intellectually developed generation.

It was specially stressed that the Program, adopted 15 years back (in 1997) titled «The National Program of Personnel Training», became a part and parcel of the elaborated by the Republic «Uzbek model» of economic and political reforms based on stage-by-stage evolutionary principle of developing a new society in the country.

The Program, summarizing the experience of democratic, developed countries of the world but at the same time not repeating and replicating other models, is aimed at completely rejecting all previous stereotypes and dogmas of communist ideology and strengthening democratic values in the consciousness of people, and first of all growing generation. Its basic goal is upbringing of comprehensively developed and independently thinking individual, with his independent point of view, own choice and adherence to civil position in the life.

The participants of the Conference got acquainted, in the course of visits, with the activities of a number of general secondary schools, vocational colleges and academic lyceums, higher educational establishments.

The Conference enabled exchange of mutual experience in such basic issues of education system as development of general secondary education, upgrading the efficiency of secondary specialized vocational education and its links with labor market, development of higher education, introduction of information-communication technologies into educational process, promoting continuous relations of higher education system and science, and role of culture in educational process.

The participants of the International scientific-practical conference, having studied the experience of Uzbekistan in reforming the system of education, fully support its principles, approaches to education system reforms, outlined in President of Uzbekistan Islam Karimov's speech.

- The most important value and basic capital of society, its motive power of civilized world become the educated citizens, capable of performing highly productive labor, with high spiritual and moral qualities. It is because of this in the 21st century – century of intellectual knowledge – high level development could be achieved by those countries that have chosen

investments to human capital as their priority. Only properly educated society will be able to overcome current shocks and problems.

- Competitiveness of any country at the world market currently depends not only on available natural resources but, first of all, on permanent reproduction of highly qualified and disciplined working force, able to master modern, constantly upgraded technologies, without which it is impossible to create new productions that establish progressive, high-technological structures of economy.

- Any state should be interested in the development of intellectual and spiritual potential of the country. Under globalization intelligence becomes a key component of economic development and accumulation of the national wealth of the country, and high spiritual level of the population enables organically formulate legal culture, ability of people to live and work in a free, democratic, legal state, realize their rights and freedoms, effectively use them in the interests of an individual, state and society.

- Only those people, who realize the necessity of harmony of national and humane values, having progressive knowledge, intellectual potential and advanced technologies, can achieve the set forth strategic goals of development.

- The basic principles of education system reforms should become the formation in the society: the atmosphere of prestige of knowledge, intelligence and intellect; consistency of educational and professional programs to progressive world achievements in education, science, technique and technology, economy and culture; ensuring close relations of education with future practical professional activity of the youth; explaining to student and creating the senses of priority of human values, high spirituality, cultural and creative thinking; unanimity of education with national history, folk traditions and customs, respect to history and culture of other nations.

- It is necessary to develop international cooperation in the sphere of education both among those who work in this sphere and those representing branches of economy which need qualified personnel.

The participants of the International Conference highlighted that special acknowledgement and deep consideration should be given to the experience of Uzbekistan in:

- Undertaking school education in seven languages – Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, Turkmen – taking into consideration the requirements of the basic national communities residing in the country.

- Introduction of a unique system of comprehensive, free-of-charge 12-year secondary education under the scheme 9+3, when after nine years of study in general secondary school, pupils go for another three years to study at specialized vocational colleges and academic lyceums, where each of them obtains professional training in 2-3 specialties, demanded in the labor market. This enables students to obtain professional skills in the most perspective and growing spheres of economy across the country.

Besides, after obtaining compulsory education, each graduate, if he/she wishes, may continue education at higher educational establishments and get diploma of a Bachelor and Master.

- Organization of close links between each college and exact enterprise-client of qualified working force, and this enables the orientation on demands of enterprises where in future graduates of educational establishments will work.

- Establishment in each educational facility of the republic information-resource centers, connected with a single state informational-educational network Ziyonet, based on fiber-optical lines of communication, enabling creation of good conditions for students to have access to required for them information. Besides multi-media auditoriums for organization of video conferences, seminars, distance learning and lessons are functioning, thus focusing the system of education in Uzbekistan on technologies and usage of media- and telecommunication tools.

- Priority development of children's sport on the basis of specially established Fund under the leadership of the President of the Republic of Uzbekistan. Going in for sports and strengthening of children's health, including girls, are carried out in compliance with WHO international standards. The country has created a unique three-staged system of total attraction of children and the youth to sport – competitions among students of general secondary schools, vocational colleges and academic lyceums, as well as universities and institutes of higher education.

In the course of the Conference the participants emphasized:

- Inability to fully understand, underestimation of social-cultural factors, the culture itself, which should be closely integrated into the educational process, as well as primitive and one-sided understanding of culture as a tool for organizing people's leisure time, result in serious underestimation of it in formation of economic consciousness.

- While reforming the system of education, it is necessary to take into consideration the fact that only really educated, well-brought and spiritually rich people are able to resolve any, most complicated problems without violence and aggressive confrontation.

- It is important to work out indicators and criteria for evaluation of results of undertaken reforms in the sphere of education, their impact on the final results of socio-economic development of the country.

Taking into account listened to and discussed reports, considering the experience of education system development in Uzbekistan, the participants of the International Conference recommend:

to undertake modernization of national systems of education, creating appropriate conditions for high quality training, competitiveness and demand of personnel. Ensure such level of education prestige that striving for knowledge will become one of the important purposeful objectives of the young generation;

to study the possibility of introducing, given the experience of Uzbekistan, the «Day of Teachers and Mentors» as a national holiday, proving the public acknowledgement and role of teachers' efforts in upbringing and training a harmoniously developed individual;

to introduce the system of continuous education, enabling it to become an integral part of the life of every person. Given the above, consider the experience of Uzbekistan on introduction of the National Program of Personnel Training, based on the concept «Life-long learning»;

to enhance the access of population to all stages of free of charge general secondary education, including children and young people from remote rural villages;

to improve the education system and enlarge the sources of its financing. Consider the state budget expenses for this purpose as the most crucial

investments into the growth of national wealth of the country. To study the experience of Uzbekistan in allocating annually 10-12 percent of GDP and 35 percent of state budget expenses for the development and reforming of education;

to take into consideration, while reforming the system of education, the experience of Uzbekistan, especially relevant to the formation of secondary specialized vocational education, close links of educational establishments to concrete enterprises;

to provide complex, all-embracing character of education system, when education, professional training, science, culture and sport become the most important components of upbringing harmoniously developed young generation;

to expand the practice of establishment in the country the branches of the best foreign higher educational institutions;

to create an effective system of training and continuous skills upgrading of teacher personnel in compliance with the changes in the structure of economy and crucial demands of the society, increase the prestige of teacher's profession, promoting material and moral incentives;

to ensure successiveness and consistency of educational programs at all levels of training. Foresee the integration of educational programs of general and post-secondary education and maximum adequacy of content of education to real life demands, as well;

to constantly upgrade educational programs, manuals, guidelines, teaching methodic books, strengthening the training component in the field of natural science and engineering subjects in compliance with international standards, progressive achievements of science and technique, priorities of undertaken institutional and structural reforms, integration of all forms of education etc.;

to introduce the systems of applied training in natural science and engineering subjects at all stages of training, targeting the education to training specialists of great demand in rapidly developing and high-technological labor market;

to ensure full access of all the students and teachers to information-communication technologies of educational process and information

resources, widely introduce electronic training, elaboration of new technological, educational forms and methods;

to enhance the teaching of foreign languages at all stages of education, thus enabling the youth have better access to information resources as well as its adaptation to the conditions of international labor market.

The participants of the International Conference recommend the International finance institutions, donor-countries to:

continue the practice of providing grants and favorable credits to developing countries for technical assistance and development of the education system at all levels, including higher education;

promote the dissemination of world best cases in development of education systems, including the organization of international conferences, symposiums, seminars and probation periods, publications as well;

render assistance to developing countries in setting up partner relations with educational and scientific establishments of developed countries of the world.

The participants of the Conference express their thankfulness and gratitude to the government of the Republic of Uzbekistan for the high level of organization and holding this Conference.

The Conference supported the proposal of the leader of the country Islam Karimov on upholding, on regular basis, the International Conference «Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country» with the aim of establishing constant dialogue of experts-specialists in the course of development and modernization of the system of education, taking into consideration the development of educational technologies and rapidly changing labor market conditions.

VIEWS AND IMPRESSIONS OF PARTICIPANTS OF THE CONFERENCE

Philippe Choquet – Chairman of the World Confederation of Associations for Higher Education in the Sciences of Agriculture and Life (France):

We visited Tashkent universities yesterday. We were impressed by their modern equipment and high professionalism of teachers as well as by students' interest to become good specialists. It is noteworthy that universities in Uzbekistan are institutions where the young people learn the science of life – professional, social and moral.

There is one more feature that should be noted – this is confidence of the young people that following graduation from the university they will get a good job and improve their wellbeing and make their input to development of the country.

Françoise Cartron – Senator, Deputy Chief of Committee on Culture, Education and Communication in Senate of France (France):

During the meetings I became a witness of the fact that much is done for upbringing and educating the youth in Uzbekistan. Modern equipped with up-to-date technology educational establishments help acquire perspective professions and find their place in the society. I am admired with the youth of your country – they have deep knowledge and very well-bred which will contribute to successful career.

The positive thing is that a great attention is paid to teaching foreign languages.

Certainly, such results are impossible without the constant care from the President of the Republic of Uzbekistan. I am confident that the reforms in education will become a basis for progress in all areas of life of Uzbekistan.

M. René Tollemer – Member of International Academy in Medical Experts, Prof. of Toulouse University (France):

I was impressed by the students' behavior and real eastern culture. I think, these young people of your country will glorify Uzbekistan all over

the world in future. We must say that present Uzbekistan can compete with any leading countries in the sphere of education.

Maria Luisa Machado Cerdeira – Vice Rector of Lisbon University (Portugal):

The National Program for Personnel Training and the State National Program for School Education Development both being implemented in Uzbekistan ensure establishing new modern education institutions, strengthening their logistical base, enhancing the content and quality of training and the state education standards, new curricula and educational literature development.

Care and attention paid in Uzbekistan in respect to the education sphere play important role in broadening mentality and views of students, in their keen mastering the knowledge. I have no other evidence in my experience with other countries of such a great attention and care to teachers and mentors as it is paid in Uzbekistan.

José Ribeiro e Castro – Chairman of Committee on Education, Science and Culture Assembly of Portugal (Portugal):

Right to education is one of the fundamentals of the human rights. And that you have an access to it in all strata of Uzbekistan demonstrates the priority of democratic principles in the state. Huge investment directed to developing the sphere is sure to be fruitful in future.

Mohammad El Sayod Selim – Scientific Adviser of Asian Researches Group of Social Sciences Faculty of Kuwait University, Dr. of Policy, Prof. (Kuwait):

Today I have listened to President Karimov with great inspiration. The attitude of President to upbringing of young generation is so splendid that I consider that the country, Uzbekistan, is in reliable hands.

It is necessary to stress that Uzbekistan demonstrates the whole world, especially Muslim one, that women have equal rights to education

and labour. We saw that great number of girls study at Universities, lyceums and colleges. This is the sign of respect towards women and their rights.

Abdul-Reda Assiry – Dean of Social Sciences Faculty of Kuwait University, Dr. of Policy, Prof. (Kuwait):

I would like to emphasize especially that the participation and the speech of the Head of the State of Uzbekistan at the opening of this significant international conference raised its prestige to a much higher degree. The speech of President Islam Karimov evoked great interest of the participants of the forum. In his speech on the basis of precise figures and facts the President gave a deep analysis of the implemented measures and the measures to be implemented directed to the development of the sphere of education of Uzbekistan.

It is also necessary to point out especially that «the Uzbek model» of the development based on five principles developed by the Head of your State was broadly acknowledged by the international community thanks to its efficiency. Another achievement of Uzbekistan is a high intellectual potential of its people. This factor contributes to the extension and strengthening of the international cooperation of your country in all spheres.

Parviz Morevedge – Prof. of New-York State University (USA):

Uzbekistan is the center of culture, art, science and education in Central Asia, the native land of many great thinkers, scientists and scholars, such as Alisher Navoi, Zakhridin Muhammad Babur, Mirzo Ulughbek, Akhmad Al-Ferghani, Abu Raikhon Beruni, Avicenna and many others. Their intellectual heritage influenced upbringing and development of many generations not only in this wide region, but abroad as well – in Europe, Asia and Middle East. During the time of its entire history the Uzbek people preserved the deep loyalty of culture and the development of science.

The same happens in modern Uzbekistan where the national policy in the sphere of education is based on this rich heritage.

I highly evaluate the process of reforms in the sphere of education in Uzbekistan. The Conference will facilitate establishing close contacts between universities in Uzbekistan and educational institutions of leading countries of the world, including the USA.

Nancy Hellerud – Associate Provost, Assistant Professor, Department of Management, George Herbert Walker School of Business and Technology, Webster University, St. Louis (USA):

Students from 144 countries get educated at our University. I liked that there are very many practical classes in the system of education of Uzbekistan. The reason is that it is good for students to have the practice. We found out that the students had a good command at English. Visiting education institutions in Uzbekistan I have realized that we must cooperate and broaden our knowledge. The most important is that continuous integration of education and business has been ensured.

Rusty Butler – Vice-President of Utah Valley University (USA):

As for me, to be among the invited experts in order to participate in the international forthcoming conference entitled «Preparation of educated and intellectually developed generation as a key condition for stable development and modernization of the state» is a big honor.

It's noteworthy, that annually 50% of national budget of the Republic of Uzbekistan is shared for the betterment of social sphere, educational system, too. The Uzbek state focuses much attention to the constant consolidation of the pre-school, secondary, secondary-professional, higher educational system, as well as the rising of the qualification in terms of academic and scientific levels.

By means of the national program on preparation of cadres elaborated on the initiatives of the President of the Republic of Uzbekistan in 1997 and the Law «On education», the decree adopted, the national educational model has been elaborated, including in itself all the stages of education and personal preparation.

Aftab Kazi – Prof. of Central Asia University and Caucasus under J. Hopkins University (USA):

I follow carefully and study an all-round development of Uzbekistan, as well as political and socio-economic processes going on in the country. After gaining independence, under the conditions of the presence of numerous tasks on economic and democratic transformations and the state building, the government of Uzbekistan successively solved different issues including the reform of the sphere of education on the basis of its model of socio-economic development and a step-by-step principle.

Despite the presence of financial problems of the beginning of the 90s the government took all efforts for a broad spread of high standards of education in schools and universities. The above measures led to the increase of the number of educational institutions identifying the program of education in different directions, from humanitarian and economic to medical and technological ones.

The continuing reforms and the improvement of the system of education testify that this sphere is an important element of the national integration at all levels from the academic lyceums to vocational colleges and universities.

As a whole, I support the organization of such an activity and note that the development of the sphere of education in today's world is a priority direction of a global nature. It is especially important for such a young state as Uzbekistan where about 60% of the population is the youth under 30.

Stefania Giannini – Rector of University for Foreign Students of Perugia (Italy):

This is my second visit to Uzbekistan, and I am pleased to see that the Government of the country is making so much efforts to train A-class professions. During this visit I saw that a lot of attention is given to training specialists in the area that are particularly important for successful economic development of the country. I am particularly pleased with the care given to practical skills training, since they are the key to further employment, and

successful career. This suggests that after finishing an education institution, young people who acquired their future profession would certainly find their niche in labor market.

Maurizio Ciampi – Rector of Conservatory, Dr. of Science, Prof. of Santa Cecelia (Italy):

Visiting education institutions we could witness the education reforms underway in Uzbekistan. It is important to emphasize the high level of the teaching culture in all areas of training. Fine arts and culture education offered for many years as a single area of training, have now got separated into different areas. We don't all realize its value for the mankind future.

However, I and the members of the section «Education and culture development» came up to a conclusion that this issue has been successfully addressed in Uzbekistan.

Raisa Ivanovna Pshenichnikova – Rector of Eastern-Siberian State Academy of Culture and Art, Academician (Russia):

I'd like to express my admiration because huge support from the leadership of the Republic of Uzbekistan and the great attention to the issues of education in the country can be seen. It was a pleasure to talk with a number of the second- and third year-students. Despite being young they are able to express their thoughts on the professional level, communicate and address their problems, i.e. Education in Uzbekistan brings up a new type of specialist – creative, spiritually and professionally advanced person. And I feel the pride for the top level of education in Uzbekistan, high attention paid to youth as we have experienced the democratic attitude within all the education institutions. Every condition has been provided for development of students' creativeness. This proves that the future of the Republic of Uzbekistan will be wonderful. The country having such educated, generous and enlightened young generation will only grow as a prosperous territory of love, mutual understanding, science and happiness. I sincerely with the talented Uzbek people and the ancient Uzbek land, prosperity and wellbeing.

Tamara Pushkaryova – Deputy Director of Innovation Technology and Education Institute (Ukraine):

We were in a number of educational establishments, where the process of education was formed competently, innovation activities are implemented. I was greatly impressed by school equipment, discipline of pupils and students and their intelligence. All show that the government pays much attention to the education system of young generation, and it is praise-worthy because children are the future of the country.

I like that there is 12 years of constant compulsory education. Pupils go to school during 9 years, and then continue education and get special certificates at colleges. It protects the child, socially gives him profession, and it guarantees that he will find his place in the society.

Kateřina Štěpánková – Director of Research Center at the Higher School of Economics and Management (Czech Republic):

Significance of the international forum was that it is held on the initiative of the President of the Republic of Uzbekistan Islam Karimov, whose activities are aimed at the dynamic increase of the Republic's reputation on the world arena. The address by the Head of the State at the Conference increased its status even more, pointing out the great attention paid to education of the young generation in Uzbekistan.

I am happy that I have visited Samarkand, it is an ancient city – cradle of civilization, for centuries it has been the centre of science and culture.

It is the place where Mirzo Ulughbek discovered his main inventions and founded the unique observatory, many other scientists did their researches. High spirituality, striving for knowledge, enlightenment are felt at the moment too. The wellbeing establishment where I have been to, do not make concessions to any of the establishments, in the capital. Here young people get not only fundamental knowledge, but master IT technologies and learn deeply foreign languages. I am sure that in future they will become highly qualified specialists who will be able to compete at international arena and lead Uzbekistan to its intended tasks — and take place among highly developed states of the world.

Said Irandoust – President of Asian Institute of Technologies (Thailand):

I admired the way the teachers of Uzbekistan applied interactive methods of training in the course of their classes, I have seen most of them for the first time.

Teachers have an excellent command at using up-to-date information technologies. This helps raise the learning potential and develop creativeness with young people. Students are gifted, intellectually advanced, intelligent and keen to knowledge. To sum up, Uzbekistan enjoys the three main compounds – good logistical base, qualified teachers and keen children who ensure dynamic development of the national system of education.

Savvas Vassiliadis – Prof. of Pirey Institute of Technology (Greece):

I noted that majority of the representatives of the youth in your country speak foreign languages well, in particular English. It is wonderful; they can get fresh information, read books and improve their knowledge lifelong. Uzbekistan has everything necessary for training specialists who can facilitate further development of the country progress, well-developed infrastructure, teaching staff, and the most important thing is that the President takes care about the future of the youth of the republic.

Toshio Masuda – Rector of Hosei University (Japan):

During the work of the conference I got acquainted with system of education of Uzbekistan. Although the system of education of Japan is developed we can get many achievements typical for the Uzbek model of the system of education.

I think that the recommendations, given by the Head of the State Islam Karimov, are the indicators of the economic and social development of Uzbekistan.

Shalala Mammadova Rafik Kyzy – Vice-Rector for International Relations of Baku State University (Azerbaijan):

Its my first visit to Uzbekistan. I'm in high spirits. I don't know how to express my feelings. To tell you the truth there are so many people in my country who would like to see this land. I'm very happy to see that great attention is paid to education in your Republic. I've never seen any other country in the world which pays so much attention to the youth. These beneficial activities of your President have to be a good example for others to learn. Besides I was extremely surprised by the great attention paid to education in vocational colleges. We have decided to implement your achievements in the sphere of education in our country. My impressions are excellent and I want to come to Bukhara again.

Kalle Kuttis – Vice-Chancellor, main and professional education of the Ministry of Education and Science of Estonia (Estonia):

I visited your country 10 years ago and got close acquaintance with the reforms ongoing in the education process. It should be stressed that a lot has changed to the positive side as to compare with the past times. The most important is that the education system of the state has been generalized. We have visited several education institutions and can testify that education standards are equally implemented. The great attention has been paid to furnishing the education institutions with modern equipment. We also witnessed that students enjoyed immediate access to information technologies. It should be noted that in such a short period of time Uzbekistan has managed a lot in terms of investing into the education system thus ensuring strengthened future of the country.

Joon Koo Lee – President of Daegu Hanny University (Republic of Korea):

In the first place the national upbringing approaches, national history, mentality, traditions and customs play significant role in the process of upbringing of youth.

The way, the Uzbek young people get educated, dressed and live in general, proves their being modern and in one word we can say that there are no restrictions for them to be modern. Nevertheless we can witness their respect towards their national traditions and customs.

Noeleen Heyzer – United Nations Deputy Secretary:

Among the peoples of Central Asia the Uzbek people rank one of the most advanced nations regarding the quality of education. I want to thank sincerely the President of the Republic of Uzbekistan for organizing the link between education and job market. The UN and ESCATO are always ready for cooperation in establishing the relation between the land and water transport.

Edwin Michael Wyllie – Director of EUQUAL Association under the International Organization of European Commission:

I have been working in the sphere of education for four years. In course of my activity I worked in the sphere of education in Great Britain, in many Asian countries. Owing to the international conference in Uzbekistan we have the luck to get with the Uzbek education system closely acquainted. In course of the 20 year of independence your country has been paying very much attention to education. As a result much success has been achieved in the system of higher and secondary special education, and qualified specialists have been demonstrating their abilities and potentials in various fields of economy. I won't make a mistake if I say that the considerable part of the country's GDP has been being spent on training of junior specialists, upbringing of the young generation and this can not be observed in other countries. I am sure that the education reform ongoing in Uzbekistan will contribute to the country's future development and training of advanced specialists. We witnessed the top level of conditions provided in schools, colleges and universities. This conference will promote the image of the country on the international arena.

CONTENTS

Address by President of the Republic Uzbekistan Islam Karimov at the opening ceremony of the International Conference «Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country»	3
Address by President of Asian Development Bank Haruhiko Kuroda at the International Conference «Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country»	13
Addresses at the Plenary Session	17
<i>Abdulla Aripov</i> , Vice Prime Minister of the Republic of Uzbekistan. The reform and development of the system of education in Uzbekistan.....	18
<i>Dr. Noeleen Heyzer</i> , United Nations Deputy Secretary	22
<i>Professor Geoffrey E. Petts</i> , Rector, the University of Westminster. The global graduate: a role of higher education in sustainable development.....	26
<i>Victor Sadovnichiy</i> , Rector, Moscow State University named after Lomonosov. Higher education institutions in the system of education and fundamental science	28
<i>Dr. Ahmad Mohamed Ali</i> , President, Islamic Development Group	35
<i>Nancy Hellerud</i> , Provost President, Webster University	40
<i>Dr. Eric Kuan</i> , President, Management Development Institute of Singapore. Impact of globalisation on business activities and its implications for education	42
<i>G.N. Shin</i> , Rector, Seoul National Pedagogical University. Cooperation between Korea and Uzbekistan in the sphere of education.....	49

Toshio Masuda, Rector, Hosei University.

Diversified culture and education52

Teodor Alers, Director, Regional Strategy and Operations, Europe and Asia,

World Bank55

Final document-resolution of the International Conference

«Upbringing of Educated and Intellectually Advanced Generation
as the Most Important Condition of Sustainable Development
and Modernization of the Country».....60

Views and impressions of participants of the Conference.....67

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