Since its independence in 1991, Uzbekistan has been receiving official development assistance (ODA) from and through a number of multilateral and bilateral agencies. In 2010-2011, projects targeting the development of education, training and re-training of personnel envisaged spending of USD 20.6 million, or 5.7% of the total value of technical assistance projects. More than twenty development agencies, both bilateral and multilateral, provide support to education sector development in Uzbekistan.

In 2009-2014, the leading donors implementing projects in education sector were Asian Development Bank (ADB), Islamic Development Bank, Republic of Korea, OPEC and China. Other leading contributors were UNICEF, WB, KFW (Germany), EU, and Japan. Most of these donors provided financial and technical contributions to enhance infrastructure and management of the education system. Following international cooperation promoted teacher education in Uzbekistan:

**GPE:** In 2012, Uzbekistan was invited to apply for membership in the Global Partnership for Education (GPE); to this end, an Education Sector Plan (ESP) was developed for 2013-2017, and GPE approved Grant of $49.9 ml to be launched in August 2014 to implement ESP with focus on *Improving the Quality of Teachers*. Particularly GPE Grant funds will finance the training and on-going mentoring of the half-day model teachers. Existing pre-primary teachers would be trained through a cascade model and would receive on-going mentoring throughout the Project. In addition, this Grant Fund will be supporting the training programs for teachers and school managers, professional development of education personnel through improvements of training conditions at all 16 in-service training and retraining institutions, upgrade of training modules, revision of the regulatory framework of the promotion system, and development of information systems in support to the training system. By the end of the Project, it is expected that 200,000 teachers and school managers of pre-primary and general educational secondary schools be trained in advanced areas of teaching and education management.

*This project will also anticipates to enhance* the content of in-service training programs to address gaps in existing courses, training modules in several advanced areas of high demand, including education management, pedagogic techniques and methodological support, ICT, inclusive education, foreign language teaching, and distance learning.

**WB:** within the Basic Education Project I and II in Uzbekistan (2006-20014), focus was given to improve the education system by addressing several sector-wide shortcomings in teaching quality and effectiveness, in planning and managerial ability, and in community participation. One of the components of WB’s teacher education programs was to establish on the job trainings for teachers to reinforce student-centered teaching. Over last four years, more than 63,000 teachers were directly trained to teach student-centered classes in schools and kindergartens. In addition to capacity building activities for teachers, WB has also supported
the development of the teacher training modules and institutionalizing them. In 2014 and beyond, WB is planning to extend its support to Higher Education and to pre-school education, which includes both infrastructural and quality improvements of these sectors.

**ADB:** until 2010, ADB the largest development partner in terms of the scope of its interventions and the policy advice it has provided to the education sector. Assistance in education sector reforms included Curriculum review, establishing textbook rental scheme and development of the new generation of textbooks, school library improvements, Monitoring and Evaluation. Along with substantial infrastructural development assistance, ADB has also supported in enhancing the capacities of the in-service teacher training institutions, including integrating ICTs in teaching.

**GIZ (Former GTZ German Society for Technical Cooperation):** Most of the GTZ projects in Uzbekistan are implemented as components of Central Asian regional projects. The Vocational Education Promotion Program for Information and Communication Technology is one of the major pilot projects on vocational education. GIZ supports Ministry of Higher and Secondary Specialized Education with employment-oriented vocational training to meet the needs of forward-looking sectors of the economy, which also includes teacher education component. GIZ is also promoting HIV and reproductive health education in the vocational education sector by providing computer-based training programs for teachers.

**British Council (BC):** support of the BC to Uzbekistan in strengthening the capacities for teaching the English language in schools drastically increased following up with the President’s Decree on “Promoting Foreign Languages in Schools” in 2013. With the support of the BC, English teacher training programs, school and teacher curriculum, textbooks, instructional materials for teachers in English Language are being updated. Capacities of English teachers are being enhanced both in country and out-of-country. In addition, BC works on vocational education with a focus on upper secondary education, science education, and art and promotes collaboration between institutions in Uzbekistan and the UK. All these activities have teacher education component.

**European Commission TEMPUS Program**
Tempus is the largest international program that supports higher education reform in Uzbekistan. The program is a part of the larger program funded by the European Commission involving the EU countries and 28 partner countries of western Balkans, Eastern Europe, Central Asia, North Africa and the Middle East since 1990 and is currently in the fourth phase (2007-2013). The overall aim of the program is to contribute into modernization of higher education by promoting cooperation between Uzbekistan and the EU and its neighborhood countries.

Currently, TEMPUS Program is focusing on Engineering and Technologies, and Health Sciences for curricula modernization, development of partnerships between universities and enterprises, and introduction of quality assurance to promote management systems. TEMPUS
Program targets university academia along with students and policy makers.

In March 2014, EU has launched Inclusive Education for Children with Special Needs in Uzbekistan to improve the quality of education for children with special needs between the ages of 2 – 10 and promote their integration into mainstream kindergartens and primary schools in Uzbekistan. Major focus of this 2-yearly project is strengthening the pre-service and in-service teacher training and non-teacher staff training modules on inclusive education and enhancing the capacities of at least 670 teachers and 170 support staff for education of children with special needs.

dvv international Germany (Institute for International Cooperation of the German Adult Education Association) The main activity of dvv international in Uzbekistan for the last decade was to support development of adult education for unemployed persons through cooperation with local professional colleges. The pilot activities have been undertaken since 2004 in 21 vocational colleges, and in 2010, 20 centres for adult education targeting the unemployed were set up in these colleges. DVV has been proven successful not only in helping the unemployed to find jobs, but also in building the capacity of the colleges to manage such activities and to improve also the delivery of technical and vocational education in the formal programs. Other current projects include training on tourism and the service sector, training and counseling for women in trafficking, upgrading of teacher trainers, awareness-raising on HIV/AIDS among youth through culturally sensitive inter-active exhibition.

UN in Uzbekistan (UNESCO, UNICEF, UNFPA, UNDP, UNODC): UNDP diminished its education related activities recently (since 2012), and the recent project that UNDP implemented in Uzbekistan was “Introducing and Advancing the Potential of Educational Establishments for Teaching Human Development Approach.” The main objective of this project was to raise awareness of the Human Development paradigm and the Millennium Development Goals (MDGs) to bachelor and master’s level students through the integration of these principles into their curriculum. The Project has launched a pilot human development course in the University of World Economy and Diplomacy with the Academy for State and Social Construction. Among UN agencies in Uzbekistan, UNICEF has the largest portfolio in teacher education through its programs dedicated to the Child-friendly schools, DRR in Education, enhancing quality of pedagogical colleges (future teachers). UNFPA primarily focuses on various topics related to the reproductive health, HIV prevention education, gender issues in education by enhancing capacities of teacher educators, school directors and methodologists. UNODC has successfully piloted family and school partnership for preventive education towards harmful habits (smoking, alcohol consumption, bulling in the schools) by bringing together parents and teachers and building their capacities in addressing these challenging issues for healthy environment in schools. UNESCO’s support towards improving quality of teachers and teaching includes enhancing ICT literacy of school teachers, promoting Project Based Learning, Media and Information literacy in schools, teaching for sustainable development, skills for 21st century education and enhancing teacher policies in Uzbekistan.
Within the bi-lateral cooperation between governments of Uzbekistan and South Korea, and with technical and financial support of KERIS - Korean Education Research and Information Service, Ministry of Public Education of Uzbekistan has established Multimedia Center for the development of digital education content. This center is also provides ICT based training courses for teachers.

In order to ensure mutual exchange of best practices with the leading higher educational institutions of foreign countries and to improve the skills of young, promising faculty members of universities in the Republic established the "Iste’dod" Foundation of the President of the Republic of Uzbekistan. The Foundation operates in accordance with the requirements of the National training program in order to facilitate and enhance the training and exchange of experiences of young teachers and research staff.

One of the main tasks of the Foundation is the organization of trainings and experience sharing of promising young teachers and researchers at the internationally recognized foreign educational and scientific centers, in order to enable young professional teaches to familiarize with the world's cutting-edge technologies and advanced sciences as contribution to the relevance and quality improvement of Education in Uzbekistan.

**Short description of the Education system:** The Ministry of Public Education oversees preschools and general secondary educational institutions up to Grade 9. It also supervises non-formal extracurricular activities for school-aged children, five pedagogical institutes for teacher pre-service development, and 16 in-service teacher training institutions across the country. The Ministry of Higher and Secondary Specialized Education (MHSSE) bears responsibility for all educational institutions providing secondary specialized (technical and vocational) and tertiary education. In 2009, the country shifted from 11 to 12 years of compulsory and free education, covering nine years of general and three years of secondary specialized education. Critically, Millennium Development Goal 2 (MDG2), on universal access to primary education, has been achieved, and Uzbekistan is one of the few countries in the world with nearly universal secondary specialized and professional education coverage.