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## CORRUPTION AND ITS MANIFESTATIONS IN THE FIELD OF PUBLIC EDUCATION AT THE PRESENT STAGE OF DEVELOPMENT OF THE REPUBLIC OF UZBEKISTAN

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## **CORRUPTION AND ITS MANIFESTATIONS IN THE FIELD OF PUBLIC EDUCATION AT THE PRESENT STAGE OF DEVELOPMENT OF THE REPUBLIC OF UZBEKISTAN**

**Abstract:** The article deals with the concept and signs of corruption in national and international legislation. Based on the analysis of legal definitions of the concept of corruption, lists of acts of corruption in conjunction with the provisions of the most significant international legal acts that laid the foundations for understanding corruption, an attempt is made to determine the list and content of essential features of this social and legal phenomenon. As significant signs of corruption, the author singled out: social harm (danger), sphere of existence, subject of corruption, subjects, use by the subject of corruption of official (official) powers or position, public status, influence in connection with the position held, goals and motives of the subject of corruption. The author analyzes the concept of "corruption", the state of society and measures taken by the state to prevent corruption. Reasonable conclusions are presented that establish the causes of high corruption in the state administration system. It has been established that the fight against corruption on the part of only state bodies will be brought to naught until the civil society itself is activated. Establishing the scope and content of the concept of corruption is impossible without a deep scientific study of the signs of this social and legal phenomenon enshrined in international documents.

**Keywords:** Corruption, state, signs, crimes, subject, subjects, bribe, government bodies, civil society.

The effectiveness of the implementation of the democratic order in the state can be judged by the degree of implementation of political and civil control over the activities of power structures, which is an essential condition in the process of suppressing corruption, which is rooted in the system of government. In this regard, determining the presence and extent of corruption in the public sphere will serve as an integral indicator of the quality of compliance with these requirements.

Corruption (Latin corruption - bribery) is defined as a criminal activity, which consists in the use of power by officials for personal gain.

The definition of corrupture in Roman law was understood as "destroy, break, bribe" and was an unlawful act against officials. This term meant a conspiracy of several participants, the purpose of which was to improperly influence, for example, on a trial and breaking the normal course of managing public affairs. [1].

The term "corruption" is used to characterize the direct use by an official of his official position, accompanied, as a rule, by a violation of the law [2]. S.I. Ozhegov defines this term as "bribery, corruption of officials and politicians" [3].

V.V. Luneev considers corruption as "a socio-legal or criminological phenomenon, encompassing the totality of socially dangerous acts, both criminalized and (for various reasons) not criminalized in our country, but recognized as criminal in world practice" [4].

P.A. Cheboksarov defines corruption as "a set of negative phenomena occurring in society and the state. It is expressed primarily in the disregard of certain officials of moral norms and in their commission of acts out of selfish or personal interest, directed against the state power, the interests of the civil service and service in local self-government bodies [5].

A.V. Kuzmin presents two understandings of corruption:

- a broad understanding, which includes both bribery in all branches of government and administration (state, municipal, private), and malfeasance in office;
- a narrow understanding of corruption is bribery in all its varieties plus (with a certain degree of convention) provocation of such [6].

Both types of corruption mercilessly destroy the legal foundations of society and state power.

With certain differences in views on the very concept of corruption, expressed by a number of domestic and foreign researchers, most authors correlate the abuse of state power, the use of official position for mercenary, other personal or group purposes with corruption. [7].

A lot has been written and said about the fight against crime, and especially corruption, for a long time. Many scientists and politicians have devoted their works and statements to the study of this problem and the development of understanding, the development of ways to combat corruption. Improvement of legislation and law enforcement practice in the field of combating corruption is possible subject to clarification of certain social phenomena on which corruption is based. One cannot but agree with the opinion of Professor G.A. Satarov that "corruption cannot be eradicated to the end, since it is an indicator of the health of society" [8], those. corruption is associated both with the imperfection of modern society and with a number of other circumstances.

In addition, corruption is due to the fact that the formal relations between the state and non-state structures, enshrined in laws, do not ensure a decent functioning of the public administration system and are supplemented by informal relations. One of the types of such informal relations is corruption. In this sense, the opinion of Professor D. Shackleton is interesting, who believed that "while the state regulates the life of society in one form or another, it is forced to put up with a certain level of corruption." [9]. Where there is no state power, there is no corruption.

Without understanding the social essence of corruption, it is difficult to solve important problems of its prevention and suppression in the system of public service. Corruption is a specific social structure with the presence of certain stable principles in the relationship between people. According to A.V. Dakhin, the peculiarity of various structures of corruption is that they develop in the sphere of functional relations of officials, replace them with themselves, are an alternative to the legal actions of these persons [10].

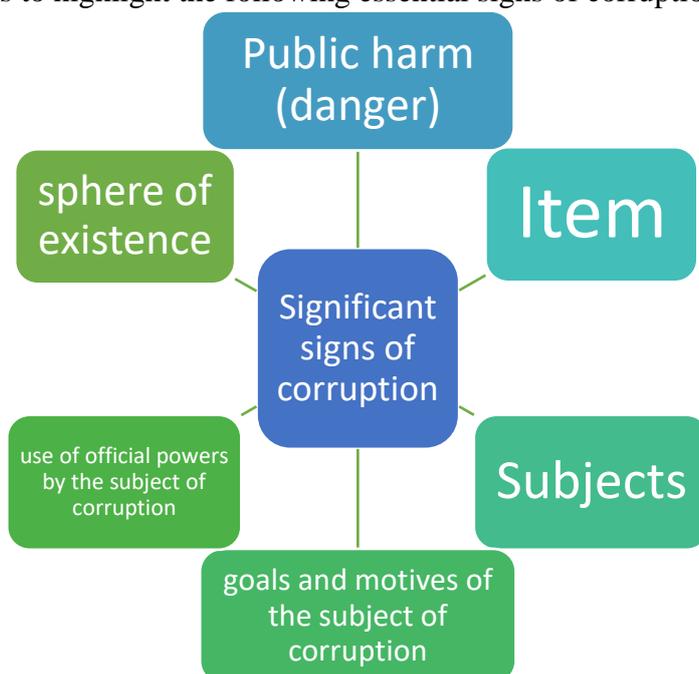
According to N.I. Melnik, "the definition of the concept of corruption and the establishment of its specific manifestations should be based on an understanding of the social essence of this phenomenon. The essence of corruption lies in the fact that it distorts public relations, destroys the normal order of things in society, as a result of which there is "damage", "corrosion of power" [11].

The scientist Ya.I. Kuzminov gave a peculiar definition of corruption in his work "Theses on Corruption". "Corruption in the narrow sense is a phenomenon when officials deliberately neglect their duties or act contrary to these duties for the sake of a certain material reward. There are always two sides involved in corruption: the one who buys and the one who, being bribed, acts contrary to his or her official duty. Along with corruption in the narrow sense, there is bribery and independent bureaucratic entrepreneurship. Bribery differs from corruption in that an official is bribed not for the sake of violating his duties, but for the sake of fulfilling them" [12].

Speaking about the political science aspect of corruption, it must be said that this phenomenon has practically not been studied in domestic science. According to V.A. Shabalin, political corruption is based on an unofficial, uncontrolled exchange of resources between power structures and other elements of society [13].

Modern international law is characterized by the use of two ways of defining corruption in a number [14]: of anti-corruption acts of universal and regional international organizations contain a descriptive definition of the concept of "corruption", but the most common way today is a brown one, which is based on fixing in the definition of acts that are corrupt in nature. Establishing the scope and content of the concept of corruption is impossible without a deep scientific study of the signs of this social and legal phenomenon enshrined in international documents.

Analysis of legal definitions of the concept of corruption, as well as lists of acts of corruption subject to criminalization in conjunction with the content of international anti-corruption acts, allows us to highlight the following essential signs of corruption:



According to some researchers, the indirect definition enshrined in the UN Convention against Transnational Organized Crime in 2000 contains "... the whole set of generic characteristics"[15] of corruption. One can agree with such a statement, speaking of corruption only in its narrow interpretation. Thus, the sphere of existence of corruption, according to the provisions of the Convention, is only the public sector. The subjects can be quite a wide range of persons: not only individuals and legal entities, but also public officials, as well as foreign public officials and international civil servants. Under a public official, in accordance with Part 4 of Art. 8 of the Convention, they understand "a person who provides a public service as defined in the domestic law of the State party in which the person performs such functions, and as applied in the criminal law of that State party".

The subject of corruption within the meaning of Art. 8 of the Convention can be any benefits designated in an international document by the single term "any undue advantage" [16]. The scope of the concept of corruption includes, as completed offenses, both a promise, an offer to give a bribe, and an extortion of a bribe, as well as complicity in these crimes.

Thus, the UN Convention does not contain a universal definition of corruption. Analysis of the content of the conventional signs of this negative social and legal phenomenon allows us to say that in the international document under consideration, the concept of corruption is limited exclusively to bribery. At the same time, the provisions of the Convention make it possible to broadly interpret the subject and subject composition of corruption relations.

The 1996 UN Declaration Against Corruption and Bribery in International Business Transactions [17] the concepts of "corruption" and "bribery", in our opinion, are identified. However, some authors believe [18] that these concepts are not identical in this international document. One can hardly agree with such a judgment. Analysis of the content of the Declaration shows that the terms "bribery" and "corruption" are used mainly separated by commas, i.e. as synonyms. In addition, in paragraphs. "B" Clause 8, Clause 9 and Clause 12 contain exclusively the term "bribery", which is used, based on the meaning of these norms, as a synonym for corruption. All this allows us to speak about the identity of the concepts of "corruption" and "bribery" in the UN Declaration. The content of the concept of "bribery", "corruption" is disclosed in the Declaration through the characteristics of the forms of bribery: active (subparagraph "a" of paragraph 3) and passive (subparagraph "b" of paragraph 3). The subject of active bribery can be any natural or legal person; the subject of passive bribery is "a government official or an elected

representative of any state." The concept of bribery within the meaning of paragraphs. "A", "b" clause 2 of the Declaration covers both the commission by an official or an elected representative of any state of actions that are part of his official duties, and the failure of these persons to perform their official duties "in connection with a particular international commercial transaction".

The subject of bribery can be not only money, gifts, but also other benefits, the nature of which is not specified in an international act. It should be noted that an important property of the subject of corruption is the illegality of these benefits. The sphere of existence of corruption, according to the provisions of the Declaration, is both the public and the private sector. In addition to bribery, the scope of the concept of corruption also includes, as completed offenses, an offer and a promise to transfer the subject of bribery, extortion and consent to receive it, as well as the commission of these crimes in complicity (subparagraphs "a", "b" of Article 3). Thus, in the UN Declaration, the concept of corruption is revealed through the characterization of forms of bribery. At the same time, the subject composition of corruption, the subject and sphere of its existence can be interpreted quite broadly. [19].

At the level of the Council of Europe, the 1999 Criminal Law Convention on Corruption discloses the content of such a sign of corruption as social danger (harm), which is that "corruption threatens the rule of law, democracy and human rights, undermines the principles of good governance, equality and social justice, discourages competition, impedes economic development and threatens the stability of democratic institutions and the moral foundations of society".

The sphere of existence of corruption is the public and private sectors. The subject of corruption can be "any unlawful advantage", which can be material or intangible in nature, [20], as well as remuneration.

The 1999 Model CIS Anti-Corruption Law establishes social harm (danger) as a sign of corruption, which consists, first of all, in its ability to cause harm or threaten the infliction of such harm on the rights and freedoms of citizens, as well as the security of the state. [21]. The public sector is recognized as the sphere of existence of corruption [22].

According to Art. 2 and 3 of the Model Law, the subjects of corruption are, on the one hand, government officials, judges, as well as other persons equated to them (parliament members; persons elected to local self-government bodies; citizens registered as presidential and vice-presidential candidates state, parliamentary deputies, as well as members of elected local self-government bodies; employees who permanently or temporarily work in local self-government bodies, whose remuneration is made from the state budget, extra-budgetary funds created by state bodies or local self-government bodies), on the other, - any natural or legal person.

A sign of corruption, according to the provisions of the Model Law, is also the use by the subject of official powers and related opportunities. At the same time, the content of the above attribute is not disclosed in the international document. Analysis of Art. 2, 13 of the Model Law allows us to agree with the point of view of scientists [23], according to which the subject of corruption is exclusively property benefits and advantages..

In the scope of the concept of corruption, according to parts 1 and 2 of Art. 2 of the Model Law, includes bribery and venality of public officials, as well as persons equated to them, personally or through an intermediary, and other corruption offenses related to the illegal acquisition of benefits and advantages or creating conditions for corruption, the responsibility for which, and, accordingly, the list which are established by national legislation.

Thus, the analysis shows that the narrowest interpretation of the concept of corruption among the considered international legal acts, both from the point of view of the sphere of existence, the subject and subjects of corruption, and the volume of this concept, is characteristic of the CIS Model Law.

Among the international legal acts that enshrine a broad approach to the understanding of corruption, the United Nations Convention against Corruption of 2003 should be noted. The Convention does not contain a unified definition of the concept of corruption. At the same time, researchers note that the concept of corruption can be revealed through analysis of the list of acts

of corruption that are subject to criminalization, enshrined in this international document, and other provisions of the Convention. [24].

The 2003 Model Law, like the 1999 Law, establishes the sign of social harm (danger) of corruption. At the same time, this feature has a broader content in the international document under consideration. Thus, the social harm (danger) of corruption is understood as its ability to cause harm or endanger such harm: national security, the functioning of public authorities on the basis of law and law, the rule of law, democracy and human rights, equality and social justice, as well as, noted in an international act, corruption hinders economic development and threatens the foundations of a market economy. Understanding of the public harm (danger) of corruption and the classification of subjects, laid down in the Model Law of 2003, allow us to conclude that the sphere of existence of corruption is both the public and the private sector. Property and non-property benefits are the subject of corruption.

Summarizing the content of these features, we can conclude that at the international level until 2003, the priority was, as a rule, the definition of corruption through the characteristics of various forms of bribery and corruption. At the same time, both the private and public sectors were recognized as the sphere of existence of corruption. Along with property benefits, the subject of corruption was also non-property benefits. The subject composition of corruption relations was wide.

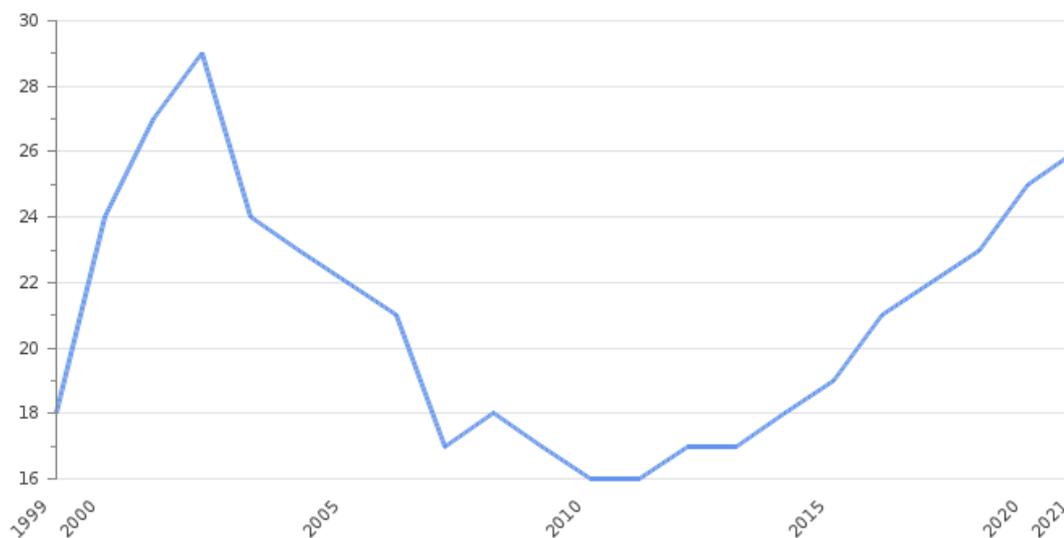
The adoption and implementation of the 2003 UN Convention against Corruption contributed to the formation of a broad approach to understanding corruption through the inclusion in the scope of this concept not only of bribery and corruption, but also various abuse of office for selfish purposes or for other personal interests. It is also necessary to note the expansion of the list of subjects of corruption. The content of such essential features as the sphere of existence and the subject of corruption has not changed noticeably since the adoption of the 2003 Convention.

On the initiative of the President of the Republic of Uzbekistan, the draft Law of the Republic of Uzbekistan "On Combating Corruption" was introduced to the Parliament of the country, which was adopted on January 4, 2017. This law defines the legislative basis of the country's anti-corruption policy and consists of 6 chapters and 34 articles. [25].

The main goal of the development of the law is the comprehensive regulation of legal relations in the field of preventing and combating corruption.

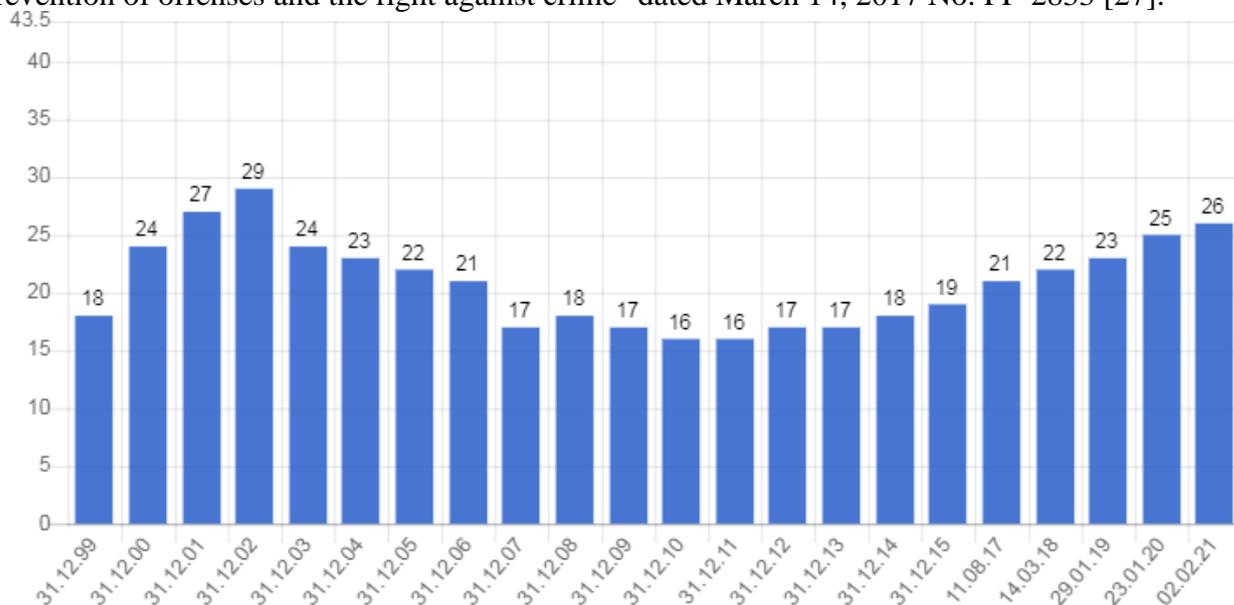
The main directions are to increase the effectiveness of anti-corruption measures of state bodies, organizations and civil society institutions, to prevent corruption in all spheres of public life, to create an atmosphere of intolerance in society towards all manifestations of corruption by increasing the legal awareness and legal culture of citizens.

The law enshrines the basic principles and directions of state policy on combating corruption, provides a system of authorized bodies, defines mechanisms and discloses issues of



participation of citizens' self-government bodies, civil society institutions, the media and citizens, as well as international cooperation in this area.

In pursuance of this Law, the Resolution of the President of the Republic of Uzbekistan "On measures to implement the provisions of the Law of the Republic of Uzbekistan" On Combating Corruption "was adopted (No.PP-2752 dated 02.02.2017) [26] and Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system for the prevention of offenses and the fight against crime" dated March 14, 2017 No. PP-2833 [27].



Both acts were adopted in order to create an effective system of coordination of activities for the prevention of offenses and the fight against crime, the introduction of modern organizational and legal mechanisms for the prevention and suppression of violations of laws.

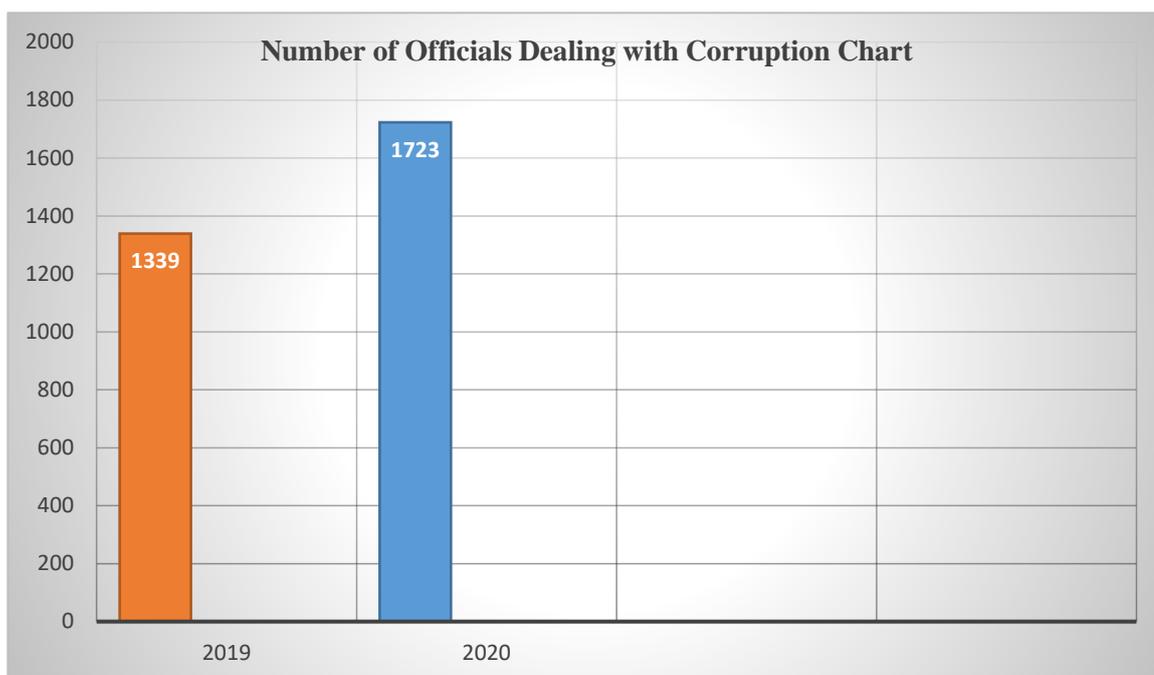
By Decree of the President PP-2752 of 02.02.2017, the State Anti-Corruption Program for 2017-2018 was approved, which is the main program document for the prevention and fight against corruption.

The state program provides for the implementation of 51 anti-corruption measures in 5 areas:

1. Further improvement of anti-corruption legislation;
2. Raising the legal awareness and legal culture of the population, the formation of an intolerant attitude towards corruption in society;
3. Measures to prevent corruption in all spheres of life of the state and society;
4. Timely identification, suppression of corruption offenses, elimination of their consequences, causes and conditions, them;
5. Organizational measures, research, international cooperation in the field of combating corruption.

As part of the implementation of the 23rd paragraph of the State Anti-Corruption Program, it is envisaged that state bodies should take measures to prevent corruption based on a systematic analysis of their activities, identify areas and areas prone to corruption risks, and take effective measures to prevent corruption offenses.

According to the data of the Oliy Majlis of the Republic of Uzbekistan in 2019, it was 1,339, and in 2020 already 1,723. During the examination of 44 legislative acts in the field of construction, in 23 of them 124 corruption-generating factors were identified. Also, 41 corruption-generating factors were identified in 19 percent (13) of 70 legislative acts in the health sector. In particular, 81 corruption-generating factors were identified in 18 percent (17) of 96 legislative acts in the field of education [28].



The high demand for some schools and the image of the school are directly related to the activities of the headmaster. Such "prestigious" schools have always checked more and tried more to find problems in their activities, so that in the future it would be possible to "ask" someone to arrange them. The current situation and the procedure for financing are arranged in such a way that, if desired, any director of a "prestigious" school can be jailed. Therefore, they arranged the "backbones".

The principals of the capital's "prestigious" schools receive about 2.5 million soums a month (ie 10-15 times less than in private schools). The workload and stress is an order of magnitude greater than that of principals of private schools. (I invited some principals of private schools to work in the civil service, but they politely declined, indicating that they earn \$ 3000-5000 per month, while without much stress and workload on weekends).

According to the Minister of Public Education, all directors of these schools are crystal clear angels. But undoubtedly, these principals have contributed to the achievement of high results of these schools, therefore everyone strives to these schools, overloading them. (At least for this they need to be protected, since there are a lot of other unworthy school principals with a lower coefficient, and it is difficult to find more suitable candidates to replace them) [29].

If we do not create decent conditions for their activities (within the framework of the current budget of schools, this is, in principle, impossible), but we will only punish them (I read many calls to put the director in prison if I arranged a child outside the micro-site), then they will go to other areas or to private schools ... They may be followed by teachers who work there thanks to the conditions created by these directors. Who will benefit from this?

At the same time, the activities of schools with less workload remained out of sight. Last year, when we started to study this problem, there were more than 77 schools in Tashkent (25%), where the coefficient was less than 1, i.e. the number of students was less than the capacity of the school. Therefore, they were given the condition to radically revise their activities and increase the number of students or free their place for other candidates.

There are very few countries in the world where all schools have the same quality of instruction. In Singapore, this was achieved due to the fact that public schools are better funded than private ones. And also, considering that this is a very small country.

For the first time in the years of independence, due to the strong political will of the President, they were able to raise the salaries of teachers and school staff in two stages, but due to the fact that so many problems have accumulated over 25 years, everything cannot be solved in

one year. A phased increase in salaries in schools is provided for in the target indicators of the Concept for the Development of Public Education until 2030.

At the same time, more than half of the economy is in the shadow sector, so the state budget cannot cover all the costs of schools at present [30].

16% of state budget expenditures go to school education, which is about 2.9 million soums per student per year or 246 thousand soums a month. In private schools in Tashkent, parents pay more than 10 times this amount per month (not including international schools like British School, TIS, etc., where they pay 50-70 times more to educate each child). Therefore, they can afford to pay such high salaries to directors and teachers.

If the state budget could cover the entire real economy (including the shadow economy), then even if this 16% share of schools remained the same, funding for public schools could be doubled.

But this takes some time. So far, in the short term, it is necessary to do everything possible to make it profitable and easier for qualified school principals to work legally than illegally. Without a decent salary for executives, all talk about eradicating corruption will remain just talk.

Then they can be safely required to submit their income tax return, as well as strengthen public oversight by the Supervisory Boards and the media over compliance with anti-corruption legislation.

These funds will go directly to off-budget school funds, and not to the state budget. Supervisory boards of schools can safely direct at least 60% of these funds to additional incentives for the school principal and teaching staff. Those directors do not need to look for workarounds to make illegal earnings and “close” school issues (minor repairs, inspections, etc.), but, on the contrary, let them switch to a transparent funding system.

This should also reduce the burden on parents whose children were able to enter a “prestigious” school for free by being attached to a micro-site. If the school has its own funds, there will be no illegal extortions for various funds, repairs, etc. This will serve as a kind of “social lift”, which, in principle, did not exist under the previous corrupt system of admission to the first grade of these schools [31].

Since the headmaster will not be able to open an additional quota in the absence of physical space for organizing classes, they will be more interested in replicating their successful school management models by forming “network schools” based on schools where the coefficient is low, that is, they were not managed successfully. Last year we have already tried a pilot to create a network school 42 and 42A on the basis of school No. 115. Thus, instead of closing the first grade admissions at school # 42 as originally planned due to overcrowding, she was able to open additional classes in another area.

Also, the managerial experience of principals of successful schools will be transferred to principals of less successful schools and new staff. Therefore, it is considered important to keep them in the public education system and create conditions for productive activity and legal motivation.

In the opinion of Sh. Shermatov. “We can achieve that we will lose these few excellent personnel. Yes, then we can really align the levels of these schools with schools where parents do not want to take their children by worsening the former. And we need to motivate the former not to be satisfied with what has already been achieved, and the latter to strive for the success of the former, as this gives more opportunities. Over time, this gap will decrease, but towards the improvement of the latter. ”

In 2020, officials of the Ministry of Public Education were most prosecuted for committing corruption offenses.

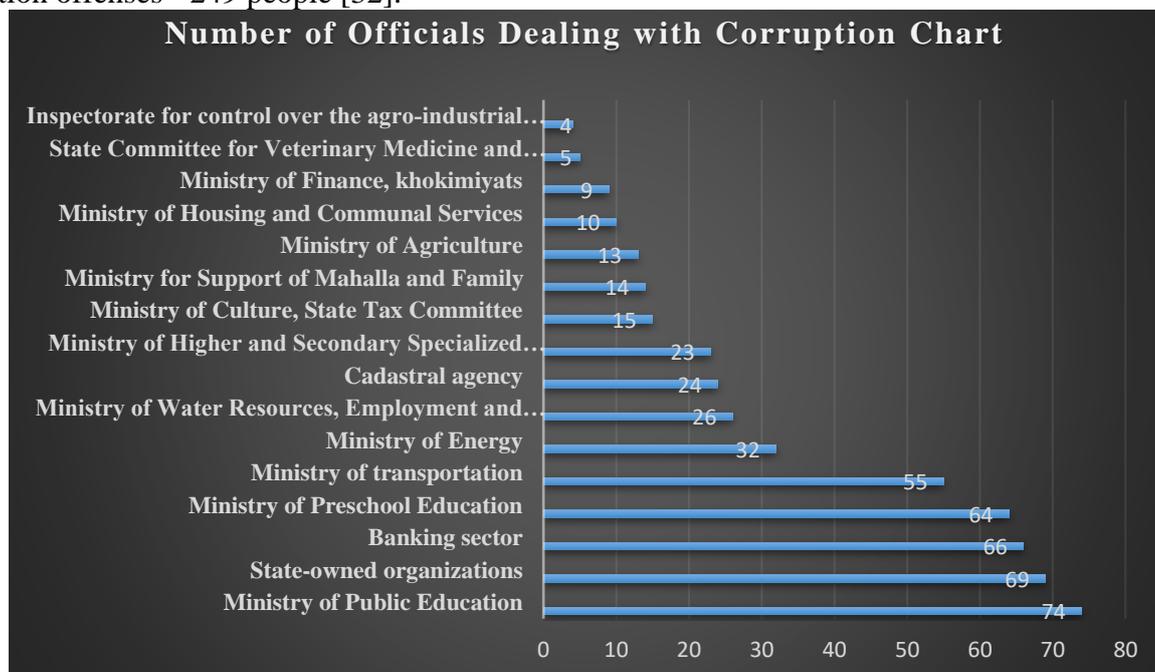
“In total, 249 people have been brought to criminal responsibility from this sphere,” Burkhanov said.

In the Ministry of Health, 166 people were brought to justice, in the banking sector - 78, in the preschool education system - 70 people.

In January-June 2021, for corruption cases against 2,544 officials, 1,676 criminal cases were initiated and sent to courts. As a result of their consideration, the courts estimated the damage caused at 592.5 billion soums, 28% of which - 170.8 billion soums - were reimbursed. The rest of the collection is entrusted to the Bureau of Compulsory Enforcement under the General Prosecutor's Office.

Last year, the most criminal cases were initiated under Articles 167 (embezzlement by embezzlement or embezzlement) - against 835 people, 168 (fraud) - 227, 184 (tax evasion or other mandatory payments) of the Criminal Code - 207 people.

In 2020, officials of the Ministry of Public Education were most prosecuted for committing corruption offenses - 249 people [32].



Every year, various persons working in various "important and influential" organizations receive "persuasive requests" to place children in "prestigious schools" in the city of Tashkent. The director of one of these schools reported that last year the number of "spines" (interestingly, there is even such a term among teachers and school principals) exceeded 100 people!

At the same time, in order to place a child in such a "prestigious school", the parents paid illegal payments to intermediaries and some dishonest employees of the education system at "well-known" rates. Surveys in social networks show that in order to get a child into school, most respondents paid these rates or paid in the form of building materials, etc.

And the worst thing is that because of this state of affairs, those who, living in a micro-section of the school, could not enroll their child in this school, suffered. And school principals have always been at the extreme. Even if someone arranged for their child without pay, but with "pressure from above" or other "forceful or intimidating" methods, the director always remained the extreme, who allegedly received a bribe for this "solution of the issue".

Those. so many children were arranged "on call" from different organizations. Now this "telephone right" will not exist! The principals of these schools will not be able to arrange anyone at their own discretion, so it is useless to contact them. All documents will be submitted through the Single Window Centers of the State Services Agency under the Ministry of Justice.

Let's not go far and ask, for example, a search on the Internet - "the director of a school in Tashkent demanded money for the admission of a child to the first grade." We go to the proposed articles according to the search results and see the comments of readers. Alas, all this has already been said more than once.

Therefore, last year we announced "that now, school principals must work honestly and legally, taking advantage of the opportunities provided. It was emphasized that the capital's schools should become an example for everyone else.

To eradicate the facts of corruption in the enrollment of children in educational institutions that are in high demand, from next year enrollment services for children will be provided in these schools through the public service centers under the Ministry of Justice. Thus, it is planned to "eliminate the vicious practice of using high demand for illegal personal enrichment on the part of some unscrupulous leaders and their intermediaries."

At the same time, successful schools will be given the right to create network schools under their own brand, which should help reduce the shortage of educational places and corruption factors".

The preparation went on throughout the year - we studied complaints and appeals from the public, as well as various opinions in social networks and the media, analyzed the experience of foreign countries, developed different options for the procedure for admitting children to schools, held discussions with experts and school directors in cooperation with the Public Services Agency under The Ministry of Justice and other organizations.

After discussion at different levels and to prevent corruption, the Cabinet of Ministers of the Republic of Uzbekistan adopted a Resolution "On approval of the Administrative Regulations for the provision of public services for the admission of children to state secondary educational institutions" [33].

According to the decree, the admission of children to schools with high demand (81 public schools in Tashkent) will be carried out only through public service centers or the Unified Interactive Public Services Portal (EPIGU).

Let's take a closer look at the current situation and compare it with the new order.

I. Current situation: Parents try to pay a bribe or use their connections to enroll a student in a school outside the micro-site, which leads to an increase in the number of students in the classroom. As a result, (1) children from the neighborhood cannot get into these schools, (2) a large number of children in classrooms, leading to a decrease in the quality of education, (3) poor health of children in overcrowded classrooms with chronic sleep deprivation due to a long trip to and from school. This led to corruption and bribes.

Those. parents paid or looked for influential acquaintances to place their children in such schools, incl. being living in the microsite of the school.

The new provision: everything will be decided through the centers of public services and school principals will not interfere in the admission process: 1. the enrollment of 7-year-old students from the micro-site with the required level of proficiency in the language of instruction is free of charge and without additional requirements. If someone by all means wants to arrange a child outside the micro-site, then there is no need to bribe or "ask" influential acquaintances to call or "press". The funds received by the school will be used to financially stimulate the teaching staff, which have contributed to increasing the prestige of the school.

What is the benefit? Balanced workload of schools, less corruption, more official incentives for teachers and educators.

1. Earlier, children from the micro-site of the "prestigious school" could not get into this school. Now all children can study at the school of their micro-site for free and without any obstacles.

2. These schools will have up to 35 students per class instead of 45-50 students now.

3. The principal is free from "addressing special requests" and all students are admitted to the school through the Public Service Centers.

4. Successful principals will be interested in opening "network schools" in order to increase the prestige and quality of education at the school with a lower coefficient.

II. Current provision: 2. Children are trying to send to schools at the age of 6, instead of the established 7 years. As a result, the teacher has to work more with such a child and pay less attention to the whole class, which leads to lagging behind the curriculum.

The parents paid or looked for influential acquaintances to place their children in such schools at the age of 6.

New position: 2. It will be easier and more comfortable for the child to study for another 1 year in a preschool educational institution or attend the preparatory class "zero" instead of compulsory imprisonment in the 1st grade where everyone is already 7 years old, and he (she) is much younger.

If someone certainly wants to arrange a child under 7 years old, then there is no need to bribe or "ask" influential acquaintances to call or "press". The funds received by the school budget will be used to provide material incentives for teachers who will have to work more with such children.

What is the benefit? Parents will try less to send children under the age of 7 to school.

III. Current situation: children who do not have the required level of proficiency in the language of instruction are trying to send to schools where it is very difficult for them to adapt and teachers should spend more time and additionally work with this child. This creates difficulties for the class to master new material, and also leads to a deterioration in the quality of education for the entire class.

The parents paid or looked for influential acquaintances to place their child in such schools without knowing the language of instruction at the school.

A new position: it will be easier and more comfortable for the child to study in his native language, which will allow him to more easily learn the material, become a successful and confident student in himself and in his knowledge.

What is the benefit? It will be more profitable for parents to send their child to a school where education is conducted in the child's native language, in order to help him learn school material without neuroses. After all, the most important thing for parents is the health and success of the child in school and life.

This year, for the convenience of parents and our first graders, heading to 81 schools with a high demand in the capital, the reception will be organized transparently, conveniently and in a modern way through public service centers or EPIGU. The new system will be gradually extended to all regions of the country in the coming years.

This will prevent the attempts of those dishonest persons who are trying to "earn" by placing children in the 1st grade. On the contrary, if a parent takes a 7-year-old child to school in his micro-site and the child has no problems with the language of instruction, then NOTHING to pay. He will enroll according to the basic quota in his school, even with an increased demand! Although it used to be almost impossible.

The additional quota is set based on the capacity of schools and is intended for (1) school-age children living outside the micro-site; (2) children living in the micro-site and outside it, who will turn 6 years old by September 1 of the corresponding year; and (3) children with insufficient proficiency in the language of instruction. And here everything is simple, you go to the centers of public services or EPIGU, a receipt of payment, if there are places in the quota, and the child is in the 1st grade. "Intermediaries" and bribe-takers are outlawed!

At the same time, no one is forcing parents to pay these funds. (You can forget about the additional quota altogether). Parents always have a choice: you can place your child in a nearby school without any problems or payment. And there you can and actively participate in the activities of the Supervisory Board of the school in order to strengthen the director's responsibility for the quality of education.

On December 26, 2018, the Ministry of Public Education of the Republic of Uzbekistan issued an order "On approval of the Model Regulations on the Supervisory Board of a Secondary Educational Institution" (registered by the Ministry of Justice on January 11, 2019, No. 3118). The document provides for the organization of supervisory boards at secondary schools in Uzbekistan.

On January 23, 2019, at school No. 64 of the Mirzo-Ulugbek district and at school No. 217 of the Chilanzar district for the directors of the capital, the first exemplary constituent meetings of members of the supervisory boards of secondary schools were held.

At the meetings, representatives of the Ministry of Public Education and the Tashkent City Department of Public Education introduced and provided appropriate recommendations on the correct organization of the Supervisory Board.

In particular, it was emphasized that the institution of boards of trustees was abolished in educational institutions, and the purpose of organizing the activities of the supervisory boards is to ensure transparency of the educational process, strengthen public opinion, provide students with a quality education, create appropriate conditions and support educational and training events.

In what order are members of the supervisory boards elected?

The supervisory board of the secondary educational institution consists of at least seven people. The number of council members is not limited. Parents, retired alumni and teachers, and community representatives can join the council. The creation of the Supervisory Board, the selection of the composition of the Council and its governing bodies are carried out in three stages.

At the first stage, parent meetings are held in each class of the school. At the meeting, parents will be familiarized with the regulations on the supervisory board of the secondary educational institution, after which two representatives from each class will be elected to participate in the general meeting of the educational institution. At the general meeting of the educational institution, elected parents are given the right to express their opinions, actively participate in discussions and vote in the decision-making process. In addition, at the parent meeting, parents can recommend one candidate for membership on the school's supervisory board. If there is no worthy candidate, parents may not recommend a candidate for council membership.

At the second stage, a general meeting of the educational institution is held. The meeting will approve the Regulation on the Supervisory Board of the secondary school. After that, the Supervisory Board of the school is created and the members of the board are elected.

At the third stage, the district department of public education will hold the first meeting of the Supervisory Board in the corresponding educational institution.

The Chairman and Secretary of the Council are elected by simple open vote from the total number of members of the Supervisory Council present at the first meeting.

The chairman and the secretary of the council must draw up an annual plan on the goals and objectives of the educational institution and ways to achieve them for the current year and decide to consider the discussion of this document at the next meeting of the Council.

It is not allowed to elect the director of an educational institution or his deputies, as well as their immediate relatives as members of the council.

The composition of the council is elected for 3 years. At the same time, the composition of the council may be revised at the beginning of each academic year.

Council members may be expelled if their children graduate from school or transfer to another educational institution. The seat of the outgoing member is elected by a new member from among the parents. A council member can be expelled if he is absent from three council meetings for valid reasons. Meetings of the Supervisory Boards are held at least once every three months.

How did the election of members of the first Supervisory Boards go?

As we have already noted, elections to the first supervisory councils were held in schools No. 64 of Mirza-Ulugbek district and No. 217 of Chilanzar district.

At the beginning of the election, the parents were announced who were recommended by the supervisory board from each class, and that they can participate as delegates at the founding meeting and in the selection of board members.

The delegates first approved the statutes of the supervisory boards of educational institutions and then elected members of the board from the proposed candidates.

Seven members were elected to the supervisory board of school No. 64 of Mirzo-Ulugbek district, and school No. 217 of Chilanzar district - nine members.

After the elections, the members of the Council elected a chairman and a secretary of the supervisory board. The chairmen and members of the supervisory boards have begun work on the preparation of their annual plans, which will reflect the goals and objectives for the current year

and the ways to achieve them. After that, the plans will be considered at the next meetings of the Supervisory Boards. The councils will carry out their activities on the basis of the approved plan.

What are the main goals and objectives of the supervisory boards?

The main goals and objectives of the Supervisory Board are to determine the priorities for the development of an educational institution, make recommendations on the election of the head of an educational institution from among candidates recommended by state education authorities, as well as dismiss the director from office in the prescribed manner.

Members of the Supervisory Board approve the goals and objectives of the educational institution and plans to achieve them, as well as monitor the implementation of the plan to achieve the set goals.

The Council periodically hears a report from the head of the educational institution on improving the efficiency of the educational institution, its financial and economic condition, income and expenses, on the use of budgetary, extra-budgetary, sponsorship funds, etc.

The Supervisory Board reviews and approves the annual financial plan, the volume of paid services and the amount of rent for the use of property, including the initial auction price, at the suggestion of the head of the educational institution.

The Supervisory Board was instructed to conduct systematic monitoring of the conditions created for students, consider applications of students and their parents, conduct public surveys of the teaching and management personnel of the educational institution, and also participate in other issues related to the organization of the work of the educational institution.

It should be noted that the school boards of trustees have completed their work. There were many objections to the activities of the Boards of Trustees, and this was mainly due to the problem of collecting money from parents.

Supervisory Boards will fight against illegal fundraising in educational institutions.

The creation of Supervisory Boards will help eliminate elements of corruption in the appointment of school principals. From now on, school principals will not be appointed directly by the district education departments. Board members will select school principals from among the candidates presented for consideration.

Corruption risks will be assessed based on survey results, statistical data, information from law enforcement and financial control authorities, as well as requests from legal entities and individuals and special mobile software.

Based on the results obtained, it is planned to apply this experience in other areas of education, taking into account such urgent problems as the recruitment of teachers and the distribution of work hours, the collection of class and school funds, public procurement in the field of general education, the admission of applicants to higher educational institutions, bribery between teachers and students.

The Central Asian higher education space in 1991 looked a lot like its counterparts in other former republics of the now collapsed Soviet Union in terms of how the higher education system was organized and governed. The Central Asian states inherited a flagship university (two in the case of Kazakhstan and three in Uzbekistan) and many tens of higher education institutes offering specialist higher level learning in one area such as teaching, art, agriculture. Teaching and research were largely separated, and each country also took on a branch of the Soviet Academy of Sciences, the main channel for research. What was taught had previously been up to Moscow; all students studied some subjects in common such as History of the USSR, regardless of whether they were signed up to major in engineering or music. Around 15-20 percent of the school-leaving population went on to higher education by 1991: Lower than in some parts of the former USSR (in Russia it was 30 percent) but on a par with many other countries around the world.

A key difference in Central Asia compared to elsewhere in the former Soviet Union was the age of this educational legacy. The first university in Central Asia was founded in modern day Uzbekistan in 1918, comparatively recently when you think about Lomonosov Moscow State University in Russia (founded in 1755) or Estonia's University of Tartu (opened in 1632, making it older than Harvard). In Central Asia, the Humboldtian/Napoleonic/Imperial Russian idea of

higher education was rapidly developed under Soviet rule, but it's crucial not to see the Soviet period as one of benign enlightenment. While their earlier educational legacies may have been buried by the strength of the Soviet idea of higher education, the tradition of education in Central Asia is incredibly rich and deep. A 10th century medical encyclopedia written by Ibn Sina (Avicenna) – claimed by both Tajikistan and Uzbekistan – was still being used in European universities some 700 years later; astronomy flourished in early 15th century Samarkand (in today's Uzbekistan).

Another even more significant response to the geopolitical shock was the dramatic privatization of higher education. If the Soviet higher education system had been tuition free and populated entirely by public (that is, state funded) universities, in the space of 15 years the situation looked remarkably different. In Kazakhstan, for example, fully two-thirds of all higher education institutions were privately operated by 2005, and in Kyrgyzstan that figure was one-third of the total. Having been legalized in the early 1990s, tuition fees were charged almost universally. This did not dampen demand for higher education, and over time has led to a noticeable shift in universities' course offerings toward new or popular subjects such as business and management. In 2017, for example, Kyrgyzstan graduated over 6,500 students in law and just 500 in mining, despite the saturation of the employment market for lawyers.

Uzbekistan, which did a pretty good job of pivoting to distance learning earlier this year, sent its students back to school in September with similar enhanced measures to those seen in other Central Asian states. This comes after the Ministry of Education polled parents and found that 75 percent preferred in-person instruction, with the remainder opting for the continuation of lessons delivered by TV. Universities and colleges are currently teaching online with another survey currently underway to assess the appetite for a return to face-to-face instruction.

The data collected, analyzed and summarized will be presented in the form of a comprehensive report on corruption risks with balanced recommendations for fundamental change and ensuring transparency in the field of education. It is also expected that similar laboratories will be created to solve problems in other areas, such as healthcare and construction.

Corruption remains an acute problem at the global level. Estimates place the annual volume of bribes at one trillion USD, with the global economy possibly losing another 2.6 trillion USD due to corruption.

Forms of corruption in higher education institutions vary. Corrupt behavior includes both bribery and plagiarism of written works when seeking to obtain a higher grade, as well as fraud with the budget of the university and falsification of academic degrees.

In order to create a platform to exchange best practices in the fight against corruption in higher education and discuss practical solutions to ensure academic integrity and business ethics, the United Nations Office on Drugs and Crime (UNODC) joined a practical conference called «Higher Education – a Sphere without Corruption», held jointly by UNESCO with the General Prosecutor's Office (GPO) of the Republic of Uzbekistan, the Senate of the Oliy Majlis, the Ministry of Higher and Secondary Specialized Education, the Youth Union of Uzbekistan, as well as the Japan International Cooperation Agency (JICA) and the OSCE Project Co-ordinator in Uzbekistan.

“UNODC, jointly with its partners, is ready to provide all possible assistance to Uzbekistan in the full and effective implementation of the UNCAC. This applies not only to the fight against corruption in general, but also to the education of children and students on ethics, human rights and the rule of law. Last year, 50 schools and more than 4,000 students were covered by programs in this area. We are committed to continuing our cooperation in this area in the future. Let's unite against corruption. Let's work together in the fight against corruption.”- highlighted Mr. Koen Marquering.

At the invitation of UNODC, Dr. Patrik Olsson, Senior Lecturer at the Lund University, Sweden, delivered a presentation focusing on Swedish practice with anti-corruption compliance systems in academic settings.

UNODC supported the event with funding provided by the Government of Sweden for the promotion of anti-corruption activities in Uzbekistan.

Educational migration is not a new phenomenon in Central Asia. Historically, people from Central Asia travelled far and wide in pursuit of higher learning, a tradition that dates back many centuries. During the Soviet period, mobility was mainly limited to other Soviet republics, with students drawn to intellectual centers such as Moscow, Leningrad (St. Petersburg), and Novosibirsk.

Since the fall of the Soviet Union in 1991, opportunities for students from Central Asia to travel and study abroad have greatly increased. That said, Russia remains the top destination, hosting around 75,000 Central Asian students in 2018/19. Knowledge of the language, closer cultural norms, and similar education systems drive students' choice of Russia for study abroad. Finances matter too: Russian universities have lower tuition fees compared to other international counterparts and the Russian government recently announced it would be doubling the number of state scholarships for international students to 30,000 per year.

Overall, around 155,000 Central Asian students are studying abroad, mostly from Kazakhstan and Uzbekistan. As well as Russia, China, Turkey, South Korea, the United States, Europe, and various Arabic speaking countries are popular destinations. While funding schemes for students to study abroad exist (such as the Bolashak scholarship program for Kazakh nationals, Durakhshandagon from the Tajik government, and European Erasmus Mundus funding), they are limited and difficult to obtain.

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  33. Постановление «Об утверждении Административного регламента оказания государственных услуг по приему детей в государственные средние общеобразовательные учебные заведения №469 07.06.2019г. Дата обращения: 05.10.2021г (Resolution "On approval of the Administrative regulations for the provision of public services for the admission of children to state secondary educational institutions No. 469 07.06.2019. Date of access: 05.10.2021).