



BUILDING AN INCLUSIVE SOCIETY IN UZBEKISTAN: LOCALIZING INTERNATIONAL EXPERIENCES AND IMPROVING THE NATIONAL STRATEGY

Salmonov Akhatjon

**Independent Researcher,
Department of Philosophy and National Ideology,
Fergana State University
<https://doi.org/10.5281/zenodo.17934868>**

ARTICLE INFO

Received: 10th December 2025

Accepted: 11th December 2025

Online: 12th December 2025

KEYWORDS

inclusive society, inclusive growth, national strategy, international experience, sustainable development, inclusive education, social protection, digital services, mahalla institution, pedagogical innovations.

ABSTRACT

This article analyzes the process of building an inclusive society in Uzbekistan, focusing on studying international experiences, adapting them to the national strategy, and improving the institutional system. The research examines the economic, social, and pedagogical aspects of inclusive growth, the role of state and non-governmental institutions, and the implementation of inclusive education, social protection, and digital services based on international standards and practices (Scandinavian countries, South Korea, Japan, Canada, European Union). Furthermore, the concept of sustainable development and the United Nations' goals are analyzed as the strategic foundation for creating an inclusive society. The article emphasizes the need to prepare qualified personnel, apply pedagogical innovations, and align the inclusivity index with international evaluation systems by utilizing national values, the mahalla institution, and collective social mechanisms.

In a period marked by growing global inequality, international organizations and states are increasingly focusing on inclusive growth to meet the needs and demands of society. Inclusive growth emphasizes not only the pace of economic growth but also the importance of participation in economic activities. Scientific research shows that inclusive growth is studied as long-term development characterized by productivity, employment, equal opportunities, and a sustainable environment. In economic development, most countries are developing new strategies for inclusive growth. For example, the Chinese government has implemented numerous policies aimed at reducing poverty, supporting social equality, narrowing income gaps, improving social welfare, and more. The theory of inclusive society can be observed through China's path of inclusive development. China's international trade and openness have not only improved trade and capital flows but also promoted technology, education, and cultural exchange. The trend toward inclusivity becomes particularly evident in the era of globalization. In this process, solidarity enables many countries to derive mutual benefits and opportunities from global multilateral cooperation. International collaboration helps developing countries allocate resources, create jobs for the population, improve living standards, and ensure well-being.

Uzbekistan's strategy for building an inclusive society involves studying international experiences and adapting them to national practices and mentality in cooperation with several countries. In particular, practices from Scandinavian countries, South Korea, Japan, Canada, and the European Union are applied in Uzbekistan in the fields of education, law, social protection, and digital services. Inclusive classrooms and specialized pedagogical approaches are being implemented in the education system based on experiences from Finland, Norway, and Canada. The UN Convention on the Rights of Persons with Disabilities and UNESCO's roadmap for inclusive education have been adapted to national policy. In social protection and digital services, the "e-social protection" model used in countries like South Korea and Estonia is being implemented in Uzbekistan through the "Unified Social Registry." A path has been chosen to integrate international experiences with national values, the *mahalla* system, and social cohesion.

Foreign experiences indicate that in creating an inclusive policy concept in Uzbekistan, the principle of "everyone has the right to participate according to their abilities" from Scandinavian countries has been incorporated as a foundation for the national strategy. Based on the United Kingdom's experience, the "assistant teacher" institute is being introduced, which facilitates the integration of children with disabilities into the learning process. Through the South Korean model, electronic social services in Uzbekistan, such as "my.gov.uz" and the "e-social protection" system, are being expanded. The idea of combining social justice derived from Canadian and Finnish experiences with education and employment policies is being piloted at the national level.

Considering the long history of developing inclusive education in foreign countries, inclusion is understood in a broader context, accommodating various categories of children such as those who are typically developing or healthy, as well as children who have experienced violence, whose native language is not the state language, children of different racial and ethnic groups, children from disadvantaged backgrounds, and youth representing various subcultures. In the practice of the Russian Federation, numerous contradictions have arisen between special education and inclusive education. In the academic field, specific models emphasizing the uniqueness of inclusive processes in education are being developed. For example, N.M. Nazarova identifies the Russian model as an "assimilation" model and expresses serious concerns that the general education system is not ready to fully adopt the principles of inclusivity.

In studying inclusive processes in society, both foreign and local scholars rely on various scientific-theoretical, philosophical, and methodological approaches based on their subjective perspectives and research findings. Local studies mainly utilize the classic works of prominent educators, psychologists, and defectologists, who contributed to the development of special psychology, corrective pedagogy, defectology, and related fields. Consequently, there is growing interest in applying international experience to the practice of the Uzbek national education system in building an inclusive society. The relevance of inclusive society issues in local science and education is increasing.

Despite the diversity of views, approaches, paradigms, and models of inclusive education in pedagogy, the social-philosophical essence and uniqueness of inclusivity as a phenomenon have not yet been sufficiently studied or systematically presented. It is

appropriate to examine this phenomenon, firstly, in the context of revealing the specific characteristics and substantive foundations of existential, phenomenological, constructivist, pragmatic, instrumental, systemic, and synergetic approaches, and secondly, considering the interdisciplinary synthesis of social-humanitarian education, psychology, and pedagogy. Based on this, it is advisable to localize international inclusive experiences in Uzbekistan through *mahalla* and collective social institutions. Establishing a pedagogical innovations laboratory with foreign experts, adapting the inclusivity index to international assessment systems (UNESCO, SDG indicators), and implementing inclusive leadership courses in higher education to train qualified personnel are essential steps.

The importance of foreign experience in the formation of an inclusive society in Uzbekistan is also evident in the global discussion of the “Sustainable Development Concept.” Ideas of sustainable development and their implementation prospects have been discussed at UN-led forums, scientific conferences, and in print and electronic publications. Sustainable development goals have been supported by many countries, which have developed local strategies and programs aimed at introducing new production and consumption models to preserve the natural environment and reduce poverty and illiteracy in certain regions and communities. These efforts aim to create suitable conditions for future generations. According to UN General Assembly Resolution No. 70, Uzbekistan has set the task of implementing national goals and objectives in the field of sustainable development until 2030. To achieve this goal, the Cabinet of Ministers of the Republic of Uzbekistan adopted the “Measures for Implementing National Goals and Objectives in the Field of Sustainable Development Until 2030.” Furthermore, the ideas of sustainable development serve as the foundation for the development of an inclusive society

References:

1. Norboeva, Tanzila. “Implementation of the Sustainable Development Goals in Uzbekistan under Parliamentary Oversight.” *Xalq So’zi*, 15 May 2020.
2. UNESCO. Inclusive Education: An Imperative for Advancing Human Rights and Sustainable Development. UNESCO, 2021, <https://www.unesco.org/en/articles/inclusive-education-imperative-advancing-human-rights-and-sustainable-development>.
3. United Nations. Disabilities Convention Supports ‘Inclusive, Accessible and Sustainable World’. United Nations, 2006, <https://www.un.org/en/desa/disabilities-convention-supports-%E2%80%98inclusive-accessible-and-sustainable-world%E2%80%9999>.
4. Rusu, Radu, and Camelia Oprean-Stan. “The Impact of Digitalisation and Sustainability on Inclusiveness: Inclusive Growth Determinants.” *arXiv*, 2025, <https://arxiv.org/abs/2501.07880>.
5. Naeemy, K., and Yoneda, T. “Toward Inclusive Higher Education: Challenges and Opportunities in Ten Asian Countries Following CRPD Ratification.” *International Journal of Inclusive Education*, 2024, <https://journal-fip.um.ac.id/index.php/icsar/article/view/3347>.
6. Schmermbeck, Ott, Ralfs, and Weidner. “Fostering Inclusion: A Regional Initiative Uniting Communities to Co Design Assistive Technologies.” *arXiv*, 2024, <https://arxiv.org/abs/2403.12263>.
7. Nosratabadi, Atobishi, and HegedHus. “Social Sustainability of Digital Transformation: Empirical Evidence from EU 27 Countries.” *arXiv*, 2023, <https://arxiv.org/abs/2305.16088>.

8. Rustamov, B. "The Emergence of the Concept of Inclusive Education and an Overview of the History of Inclusive Education in Uzbekistan." *Erus Journal*, 2024, <https://erus.uz/index.php/er/article/view/5629>.
9. Arslanova, D. "Preschool Inclusive Education in Uzbekistan – The Foundation of an Inclusive Society and Culture." *Herald of Kokand University*, 2023, https://herald.kokanduni.uz/index.php/public_html/article/view/442.
10. Eshmamatova, N., and S. Bekniyazova. *The Concept for Developing Inclusive Education in the National Education System in 2020–2025*. Tashkent: Ministry of Public Education, 2020, <https://journalss.org/index.php/tad/article/view/1293>.
11. Topilov, F. "From Inclusive Education to an Inclusive Society." *Scientific Journal of Pedagogy*, 2024, <https://scientific-jl.com/ped/article/view/26638>.

