

process of mutation is accelerated under the influence of negative selection. This increases gene diversity.

Thus, not only the reserve but also the newly emerging genes remain the source for the blocks of both categories.

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**SOME ASPECTS OF ENSURING THE RIGHTS OF CHILDREN TO EDUCATION  
IN CASE OF A PANDEMIC**  
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**Abstract:** The article discusses some topical issues of ensuring the right of children to education in a pandemic. The transition to a distance and online system of continuing general secondary, secondary special and higher education in Uzbekistan, the positive and problematic aspects of this system, the results of studying the experience of international organizations and foreign countries in this field are discussed.

**Key words:** the right to education, the impact of the pandemic on the education system, online education, distance learning, UNICEF initiatives, a

new guide to protection against the spread of COVID-19, basic literacy, digital education, digital technologies, e-diary system, TV lessons, video lessons, Internet platforms.

UNESCO emphasizes that the word education includes the process of conscious learning by individuals and groups of all social life to develop their talents, abilities, and knowledge for the sake of national and international well-being, a process not limited to specific activities<sup>1</sup>.

Education is one of the human rights and is necessary for the realization of other human rights.

The right to education is enshrined in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child, which mandate states to recognize the right of children to equal education. In particular, Article 28<sup>2</sup> of the Convention on the Rights of the Child focuses on the right of children to education, which requires States Parties to provide free and compulsory primary education, access to higher education based on the ability of every child, education and vocational training for all children to provide access to information and materials, to promote regular school attendance and to take measures to reduce the number of school dropouts, to protect the dignity of the child in all matters of morality, and to promote the education system in international solidarity.

The special resolution "Enlightenment and Religious Tolerance" adopted at the plenary session of the UN General Assembly on December 12, 2018 was a practical manifestation of the initiative put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev from the high rostrum of the UN. The head of our state said: "The main purpose of this document is **to help ensure the right to education for all**, to eradicate illiteracy and ignorance. This resolution is aimed at promoting tolerance and mutual respect, ensuring religious freedom, protecting the rights of believers and preventing discrimination against them.<sup>3</sup>" Indeed, the purpose, the essence of the concept of the document is very important. It fully complies with the provisions of important documents adopted within the UN.

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<sup>1</sup> UNESCO Recommendations on Education in the Spirit of International Understanding, Cooperation, Peace and Respect for Human Rights and Fundamental Freedoms. Article 5, section A

<sup>2</sup> Convention on the Rights of the Child. Publication of the Children's Fund of Uzbekistan; Child rights monitoring. Textbook / Editor-in-Chief A.H. Saidov - Tashkent: National Center for Human Rights of the Republic of Uzbekistan, 2011. P.61

<sup>3</sup> Speech by President of Uzbekistan Shavkat Mirziyoyev at the 72nd Session of the United Nations General Assembly (New York City, September 19, 2017). Xalq so'zi. September 20, 2017, №189 (6883). Page 1

However, despite political, organizational, and legal measures, 258 million children and young people did not attend school, according to UNESCO, before the coronavirus pandemic began. At the same time, most of those who go to school are left behind. Two-thirds of the 411 million children in school lack basic reading and math skills<sup>4</sup>.

The Director-General of UNESCO stated, "Education is the cornerstone of the Sustainable Development Goals: by failing in education, we are undermining the very foundations of that development<sup>5</sup>." Indeed, one of the Sustainable Development Goals set for 2030 is to provide access to wide-scale and fair quality education, and to encourage<sup>6</sup> everyone to acquire knowledge throughout all their lives. Indeed, the Sustainable Development Goals cannot be achieved without the realization of the rights of the child.

The coronavirus pandemic has affected the education system as well as all sectors: kindergartens, schools and higher education institutions have been closed en masse. According to UNESCO, 1.7 billion students worldwide today are deprived of offline education due to the suspension of classes. The closure of universities in more than a hundred countries has forced 90 percent of the world's students to sit at home<sup>7</sup>.

UN Secretary-General Antonio Guterres has released a report on the threats children may face in the current context. "In the face of growing global stagnation, there could be an additional hundreds of thousands of child deaths worldwide in 2020," Antonio Guterres said in a video message. He called on families and all political leaders to protect children.

The Secretary-General noted that now almost all students are sitting at home and they are not able to go to school. Some schools offer distance learning, but this opportunity is not for everyone. In countries where the internet is slow and expensive the situation is very poor, 310 million students (almost half of all students in the world) who attend a school, see this as an opportunity to eat every day. By the way, before the coronavirus

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<sup>4</sup> Международный день образования: существует настоятельная необходимость переосмыслить системы оценивания знаний и увеличить поддержку образования. 24/01/2020. <https://ru.unesco.org/news>

<sup>5</sup> Международный день образования: существует настоятельная необходимость переосмыслить системы оценивания знаний и увеличить поддержку образования. 24/01/2020. <https://ru.unesco.org/news>

<sup>6</sup> Consensus Reached on New Sustainable Development Agenda to be adopted by World Leaders in September (англ.) United Nations (2 August 2015). Дата обращения 20 октября 2015. [https://googleweblight.com/iiu?=-](https://googleweblight.com/iiu?=)  
<http://www.un.org/sustainabledevelopment/blog/2015/08/transforming-our-world-document-adoption/>

<sup>7</sup> Has the transition to digital education been accelerated by the pandemic? Portal of Pravda Vostoka Publication of the Cabinet of Ministers of the Republic of Uzbekistan. April 10, 2020. <https://pv.uz/news>

pandemic, we were faced with worrying numbers about children not getting enough to eat.

He stated that all state leaders should do everything in their power to mitigate the negative effects of the pandemic.

The report called on the government and donors to pay more attention to the education of all children. The document also recommends that economic assistance be provided to low-income families and that social and medical assistance be provided to them as much as possible<sup>8</sup>.

According to UNICEF, 800 million children were left out of school due to quarantine measures introduced by many countries in April. In this regard, school breakfasts and lunches were the only opportunity for more than 368 million children from poor families in 143 countries to eat well<sup>9</sup>.

In order to prevent the spread of COVID-19 in Rwanda, the government has recommended the closure of schools, so more than 3 million students do not attend school. Schoolchildren there turned their attention to radio, one of the means of mass media so that they can continue their education.

UNICEF has identified more than 100 radio scenarios around the world that focus on basic literacy, in particular those that can be simplified to suit Rwanda's school curriculum. Then, the international organization worked with partners to develop and broadcast the lessons across the country, as well as with Rwanda's news agency.

Before the advent of COVID-19, millions of children in Syria were out of school and at risk. Indeed, the country has been in conflict for 10 years. The suspension of classes as a precautionary measure in mid-March has created additional uncertainty for millions of children.

The impact of the COVID-19 pandemic in Vietnam is of concern to all children, regardless of their physical ability. UNICEF is supporting a video on how to prevent COVID-19 infection as part of its efforts to help children with hearing impairments in Vietnam, as well as enabling sign language on most online resources.

UNICEF is also assisting the Ministry of Education in online and independent education, as well as in professional training in the development of training materials for exercise to improve children's health, mental well-being, and physical strength during school closures.

No country in the world has managed to escape the COVID-19 pandemic. By the end of March, around 95% of registered children in Latin America

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<sup>8</sup> What will happen to children in the context of the global economic recession caused by the coronavirus? <https://bit.ly/2yvk5Js>; <http://uza.uz/oz/world/koronavirus-oqibatidagi-global-iqtisodiy-turgunlik-sharoitida-21.02.20> 20

<sup>9</sup> Детский мир: как разные страны подошли к Дню защиты детей. Коронавирус наносит удар. 01 Июня 2020 г. <https://iz.ru>

and the Caribbean - 150 million children - were temporarily out of school due to COVID-19.

To help children, UNICEF has launched the Learning at Home initiative, which offers new fun activities every day for parents, ranging from puzzles that can be shared with others to searching for treasures, creative little spider toys<sup>10</sup>.

The International Federation of Red Cross and Red Crescent Societies, UNICEF and the World Health Organization have released a new manual on protecting children and schools from the spread of COVID-19. This guide contains a list of important considerations and practical control questions to ensure the safety of schools. The manual also includes recommendations to national and local authorities on how to adapt the emergency response plan to the conditions of educational institutions and how to implement these plans.

The Guidelines for School Closures contain recommendations for mitigating the negative consequences of school closures for education and the well-being of children. This means that there are well-thought-out plans to ensure continuing education through various options of distance learning, such as the strategy of online learning and radioing of learning content, as well as the right of all children to access basic services.

In order for schools to continue their activities, the manual provides the following recommendations in order to protect children and their families and to obtain the information they need:

- Provide children with information on how to protect themselves;
- Promotion of effective methods of hand washing and hygiene, as well as the provision of hygienic items;
- Cleaning and disinfection of school buildings, especially water supply and sanitation facilities;
- Increase the speed of air flow and ventilation.

During the outbreak of the Ebola virus in 2014-2016, school safety guidelines implemented in Guinea, Liberia and Sierra Leone helped prevent the spread of the virus in schools.

UNICEF continues to work with schools that provide comprehensive support to pupils through distance learning, helping children to avoid discrimination by washing their hands and protecting themselves and their families, helping them stay mentally healthy, and encouraging pupils to be friendly with each other. It urges to provide vital information on how to avoid stereotypes through avoiding discussions on the spread of virus.

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<sup>10</sup> Обучение детей всего мира через COVID-19. 20 апрель, 2020 г.  
<https://www.unicef.org/coronavirus/keeping-worlds-children-learning-through-covid-19>

The new guide includes a list of useful tips and control questions for parents and guardians, as well as children and pupils<sup>11</sup>.

According to the data, today only 60 percent of the countries that have closed educational institutions due to the pandemic have switched to full digital education. While some international experts stress the impossibility of a full transition to online education, the process should be seen as a way out of a problematic situation, otherwise the quality of education will decline, while others acknowledge that a new era for modern education has begun. Intellectuals in some countries, on the other hand, are pushing for the provision of distance education. According to Internet sources, only 95 percent of students in about 10 countries have a computer. In Indonesia, 34 percent of young people have access to the Internet. In other countries, the figure is much lower. This, as some experts predict, could lead to a decline in the quality of education.

The current pandemic situation has once again proved the importance of digital technologies in our country.

It is known that at the initiative of the head of our state, this year has been declared «The Year of Science, Enlightenment and Development of the Digital Economy». In the Petition of the President to the Oliy Majlis<sup>12</sup>, the active transition to the digital economy was identified as one of the priorities for the next 5 years. It is clear that education, public services, public administration, trade and services are all linked to the digital economy.

Following the spread of the pandemic in the world, the necessary measures have been taken in our country to ensure the continuity of the educational process, such as the economy, health care. The resolution<sup>13</sup> of the President of the Republic of Uzbekistan «On measures for the widespread introduction of digital technologies in Tashkent» provides gradual launch of "Electronic Diary" in all secondary schools in the capital and the formation of a database for more than 400,000 pupils. The task of introducing electronic services for the system saves teachers from unnecessary paperwork, filling out many reports manuscripts, etc., saving their time and helping them focus more on pupils. As a result, children learn the material better, teachers have more time to check written homework assignments, parents can call teachers, and the volume of various household problems is reduced.

According to world experts, the strict quarantine rules introduced due to the pandemic have created new opportunities for education, all

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<sup>11</sup> <https://www.unisef.org/Uzbekistan/%D0%BA>

<sup>12</sup> Mirziyoyev Sh.M. Petition of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. // Ishonch, January 25, 2020.

<sup>13</sup> Resolution of the President of the Republic of Uzbekistan "On measures for the widespread introduction of digital technologies in Tashkent." PQ-4642; 17.03.2020. <https://www.lex.uz/docs>.

educational institutions around the world have moved to a new format and adopted the experience of distance learning en masse. In particular, a single University platform of universities has been launched in Armenia, which allows distance learning during quarantine. Five apps for learning and doing business in the UAE global network: Google Hangouts Meet, Cisco Webex, Avaya Spaces, Blue Jeans and Slask have been launched continuously. In Cyprus, the Ministry of Education and Science, through the Pedagogical Institute, has organized expedited teacher training for distance learning. The use of AR-augmented reality technology in Russian universities ("Время" news program on channel "Первый канал") has become an innovation in education in 2020.

In Uzbekistan, working on the Internet platform Zoom, Telegram has provided unprecedented opportunities. Not only the teacher but also the student gained new skills.

According to an article on the World Bank's website entitled "Uzbekistan: A Timely Response to School Closure," the Uzbek government has decided to close all schools with the first case of the disease to prevent the spread of COVID-19 in the country. Two days later, the Ministry of Public Education announced an unprecedented plan to introduce distance learning for 6.1 million students during quarantine. They acknowledge that the introduction of TV lessons in a country with limited Internet resources is a fitting response to the period when traditional teaching methods have been suspended. After all, digital broadcasting is transmitted throughout the country, and also does not require additional costs and new infrastructure solutions from the consumer. The article notes that more than 350 video lessons in Uzbek, Russian and sign languages have been broadcast on national TV channels. In addition, such materials were posted on YouTube and Mover.uz video hosting sites, as well as the ministry's social networking platforms.

According to the diplomatic mission of our country in Washington, the provision of free access to internal electronic resources of the Ministry of Public Education by Internet service providers and GCM mobile operators is welcomed by the population. This, in turn, significantly increases the level of online learning for all pupils with technical capabilities<sup>14</sup>.

However, while distance and online education around the world has served to provide certain courses and skills, a number of challenges have been identified in the organization of this type of education, including:

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<sup>14</sup> World Bank: Uzbekistan has been able to quickly adapt its education system to pandemic conditions. April 27, 2020. Xalq so'zi. Online / [xs.uz> post](https://xs.uz/post/)>; Nodira Meliboyeva, Harry A. Patrinos, Janseen Teixeira / April 24, 2020/ [blogs.worldbank.org/europeandcentralasia/Uzbekistan-timely-response-learning-during-school-closures](https://blogs.worldbank.org/europeandcentralasia/Uzbekistan-timely-response-learning-during-school-closures)

First, the effectiveness of communication in the learning process is low due to the fact that distance learning differs from live learning in the classroom;

Second, the lack of digital literacy in teachers and students for the use of Internet technologies;

Third, low internet speeds;

Fourth, in some countries there is little or no access to the Internet for the majority of the population;

Fifth, the lack of technical means (computers, laptops, gadgets) for distance learning in the majority of learners has not only negatively affected the quality of education, technical failures and other factors have led to interruptions in the learning process.

In Uzbekistan, a modular system of teaching on the platforms of higher education institutions has been formed, which includes electronic resources for all subjects. However, despite the fact that this system was introduced several years ago, for the first time in the history of our country, there were problems and difficulties in the introduction of emergency distance learning.

In general, the changes observed due to the pandemic require the creative solution of existing problems. New solutions in education are bringing new innovations to the field.

Nevertheless, Uzbekistan was able to respond quickly and creatively to emergencies. This shows that the leadership of the republic is achieving the right to education of the population even during the pandemic. In ensuring the right of all children to education in our country, not only educational institutions in the system of state bodies, non-governmental non-profit organizations, but also parents have an equal responsibility.