

Contemporary Educational System in Uzbekistan

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Abstract: As the main transmitter of culture from one generation to another, education played a strategic role throughout the existence of Uzbekistan as a single nation. While the society underwent a change from traditional Islamic to bourgeois under the rule of the Tsarist Russia, and then to communist under the Soviet government, education transformed trying to adapt to the requirements of each era. After gaining the independence in 1991, the development of national education system was created in *Uzbekistan*. The concept of the national education system was elaborated on the own development strategy of the country. The present day educational system of Uzbekistan is the product of the above transformations. Although, the measures are being taken for a rapid development of education in Uzbekistan, and its internationalization, there are still traces from the past of the educational system that bear the characteristics of Islamic education, Secular education introduced by Tsarist Russia, and a great influence of Soviet education which existed in the country for seven decades.

Keywords: Uzbekistan, Education, School, Development, Pupil, Curriculum.

1. INTRODUCTION

According to the constitution of the republic of *Uzbekistan* (chapter 9, article 41) "Everyone shall have the right to education. The state shall guarantee free secondary education. Schooling shall be under state supervision".¹

The new concept of education was given a statutory standard by the adoption of the Law of the Republic of Uzbekistan "On education" and the "National Program for Development of Human Resources" (1997), which identified the priority status of education in the state policy, the strategy and key directions of its development in the long-term perspective. These directions include:

- Preserving the unity of educational space of Uzbekistan;
- Introduction of a system of educational standards;
- Ensuring successiveness of the levels and stages of education;
- Providing various options of educational programs;
- Combining mass education with elite education in each phase;
- Identification of talented youth;
- Creating prerequisites for gaining fundamental and special knowledge at the highest educational level at academic institution including in highly developed countries;
- Humanizing education – building a comprehensive picture of the world, high spirituality, culture, and global thinking among students;
- Rational focus of education enshrined in its organic unity with national history, traditions and customs, preserving and enriching the culture of Uzbek people, recognizing the education as a central instrument of national development and respect to the history and culture of other nations;
- Mandatory nature of general secondary as well as secondary special and vocational education;
- Universal access to education within the state educational standards.²

¹ Fazylov Djamoliddin And Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, p.3

The legislation guarantees equal rights to everyone to obtain education irrespective of gender, language, age, race, ethnic background, beliefs, religious affiliation, social background, profession, public status, residence, duration of residence in Uzbekistan. The right for education is guaranteed by: the development of government and non-government educational institutions; offering in-service training; free-of-charge training within state educational and human resources training program; equal rights of graduates of all educational institutions upon admission to the upper level education; granting the rights to the family-educated or self-educated to be certified via externship at accredited educational institutions.³

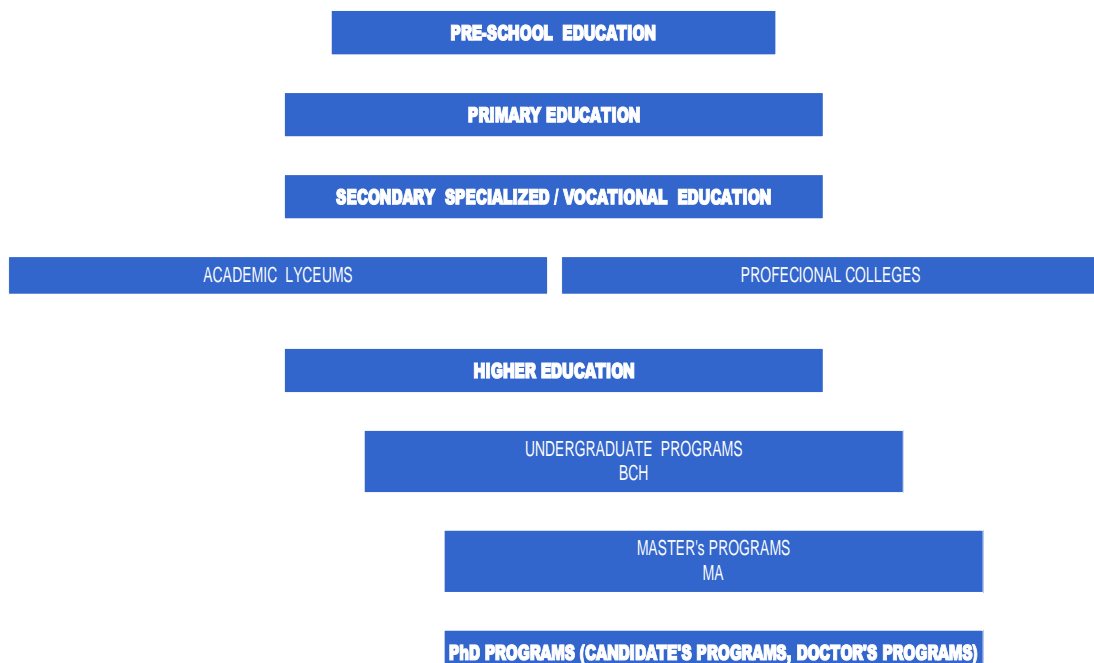
The law on education was revised in 2007, reaffirming the commitment to providing free compulsory education. General basic education primary and secondary is compulsory and provided free in public institutions.⁴

In Uzbekistan the formal education system was following a '4+5+2' pattern, i.e. 4 years of primary and five years of general education, which are compulsory, and two years of free upper secondary education or vocational education. However, the eleven year programme has been replaced by a twelve year compulsory education programme providing three years of senior secondary education in either academic lyceums or technical and vocational schools.⁵

When viewed in general the *Uzbekistan* education system includes:

- Preschool education (upbringing)-kindergartens
- Primary education
- General secondary education (state schools, providing free services, as well as private schools, providing services on fee basis)
- Secondary special and vocational education- State vocational colleges and academic lyceums providing free services
- Higher education (undergraduate and graduate, postgraduate and doctrate)
- Non formal education (given in volunteer or non -certifiable form).⁶

The Model of educational system



² *Primary And Secondary Education In Uzbekistan Facts And Figures 2000-2006*, Statistical Bulletin, Statistical Series No. 5, Uzbekistan, Tashkent 2007, p.3-4

³ The Development And State Of The Art Of Adult Learning And Education (ALE) National Report Of The Republic Of Uzbekistan, http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/National_Reports/Asia%20-%20Pacific/Uzbekistan.pdf, accessed on 30-3-2014

⁴ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, , www.ibe.unesco.org, accessed on 22-03-2014, p.3

⁵ *Ibid.* p.5

⁶ <http://education.stateuniversity.com/pages/1651/Uzbekistan-PREPRIMARY-PRIMARY-EDUCATION.html>, accessed on 02-05-2013

2. PRE-SCHOOL EDUCATION (AGE 3-6 YEARS)

Pre-school (kindergarten) is the first stage of continuous education system. It ensures the formation of healthy, developed children arouses their inclination to learning, preparing them for school systematic study. Free school education in *Uzbekistan* is provided in the state language along with language of ethnic groups where there is a concentration of that population: *Karakalpak, Russian, Tajik, Kyrzgyz, and Kazakh*.⁷ Most of pre-school educational establishments are state owned, however some non-government pre-school establishments are also in operation. New type community based and family based pre-school educational establishments had started operating too. During last eight years the coverage of children of pre-school age increased from 18% to 22%. The Minister of public education in cooperation with UNICEF is conducting a project on, "pre-school upbringing in the family".⁸ But coverage of children by pre-school education has decline compared to 1991.⁹ The main reasons were:

- Shifted to home or family – based upbringing of pre-school age children
- Reduction in state subsidies provided to support pre-school educational establishments (since the maintaining cost became very higher) therefore increased fees paid by the parents.
- Altered demographic situation with a significant reduction of the birth rate, as a result of which the demand for the services of preschool educational establishment dramatically declined.
- Reduction in jobs and a growth in the number of women with a wish to work but unable to find work. As a result, women had to stay at home and take care of their children.
- Concerns among parents about standard the quality of preschool education-kindergartens
- The insufficiency of financial resources allocated to pre-education especially in rural areas. As a result, children did not get sufficient amounts of dairy products.¹⁰

The need for pre-school education is partly met by special programmes organized at pre-schools in the form of part time groups. There are over thirty thousand such groups in the country. Therefore special methodological manuals have been elaborated aimed at providing such educational services. Enrollment to the preprimary school is voluntary.¹¹ One teacher teaches all subjects for four years.¹² With the lack of inspection, control, suitable materials, funds, and curricula reflecting all the changes that have occurred, pre-school education quality has declined.¹³ The quality of education differs depending on the location of the kindergarten or school, urban kindergartens and schools traditionally have better teachers and financial support than the rural ones because parents have more influence. Moreover, new graduates of the pedagogical institutes prefer to settle in the cities with more cultural amenities. Kindergarten teachers are called *vospitatels*, which literally means upbringing person, not just a teacher who teaches. In order to work as a *vospitatel* in the kindergarten and individual must have a diploma in vocational teacher's education, which is earned at the pedagogical *uchilish*e (schools). The highest ranking graduates tend to select city schools, less academically successful graduates go to rural schools; thus continuing a downward spiral. Pre-school education serves as an initial link in the system of continuous education, which is implemented in 5100 public education institutions and in 92 private educational institutions. In 2012-

⁷Nirmala Rao & Jin Sun, *Early Childhood Care and Education in the Asia Pacific Region Moving towards Goal 1*, CERC Monograph Series in Comparative and International Education and Development No. 8, Comparative Education Research Centre The University of Hong Kong, 2010, p.11

⁸ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, www.ibe.unesco.org, accessed on 22-03-2014

⁹ *Uzbekistan: Home-Based Preschool Care taking Off*, Irin Humanitarian News and Analysis, <http://www.irinnews.org/report/21376/uzbekistan-home-based-preschool-care-taking-off>, accessed on 29-02-2013

¹⁰Lisa Giddings, Mieke Meurs & Tilahun Temesgen, *Changing Preschool Enrolments in Post-Socialist Central Asia: Causes and Implications*, Macmillan Publishers Ltd. 2007, pp.81-100

¹¹Nirmala Rao & Jin Sun, *Early Childhood Care and Education in the Asia Pacific Region Moving towards Goal 1*, CERC Monograph Series in Comparative and International Education and Development No. 8, Comparative Education Research Centre The University of Hong Kong, 2010, p.41

¹² Alisher Ikramov, *Country Report Uzbekistan for UNESCO*, Asia-Pacific Literacy Data Base, 2001 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific Tokyo, Japan, 26-30 June 2001, p.2

¹³ *Uzbekistan: Home-Based Preschool Care taking Off*, Irin Humanitarian News and Analysis, <http://www.irinnews.org/report/21376/uzbekistan-home-based-preschool-care-taking-off>, accessed on 29-02-2013

2013, Pre-schools (both public and private) cover 549762 children that equals to 18.7 % of total population of children aged 3 to 6 in Uzbekistan.¹⁴ Many of the kindergarten and schools lack qualified personnel, and additional teachers are recruited from pedagogical institute students. At the pre-school level there are no repeaters and no dropouts.

3. PRIMARY EDUCATION

Primary education is aimed at establishment of basic literacy, knowledge, and skills essential for general secondary education. Children are admitted to the first grade from the age of 6-7 years.¹⁵ Primary education is provided in certain type of basic schools like schools with only primary basic education (grades 1-4), schools which offer partial (grades 1-9), and complete (grades 1-11), general education, secondary education, adult education centres, specialized schools, boarding schools for students with disabilities. It is also given now in some institutions like gymnasiums, lyceums and some of them attached to higher educational institutions.¹⁶

In primary education from 6-10, children are grouped together in respective of intellectual ability and development. Children who fail to perform are required to repeat the course. They are given two opportunities to successfully repeat the course, and if they are still unsuccessful they may be transferred to schools for the mentally impaired.¹⁷ School enrollment; primary (% gross) in Uzbekistan was last measured at 94.63% in 2011, according to the World Bank. Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music.¹⁸ The primary education covers hundred percent of children of respective age group. Elementary (primary) school teachers are also graduates from the pedagogical *uchilische* (school).

4. SECONDARY EDUCATION (AGE 6-15 YEARS)

Organizationally and content-wise, primary and secondary education are closely interrelated. Each school teaches both levels of general secondary education. Secondary education is a logical continuation of the primary one; this secures continuity within the system of general secondary education. The nine year general secondary education (from grades 1-9) in *Uzbekistan* is compulsory and free.¹⁹ It consists of primary (1-4 grades) and secondary (5-9 grades) education as is shown in below table. Compulsory education meant that every person must be educated.²⁰ The school year begins in September and ends at May. It is divided into four terms separated by three periods of holidays i.e. in autumn eight days, in winter 12 days and in spring ten days.²¹

Table 1.1: Showing secondary general educations

Age	7	8	9	10	11	12	13	14	15
Grades	1-Grade	2-Grade	3-Grade	4-Grade	5-Grade	6-Grade	7-Grade	8-Grade	9-Grade
Type of education	Elementary education				The secondary education				

The aims of general secondary education:

- Formation of knowledge, and skills in accordance with the national educational standards.
- Adaptation of children to society and development of independent thinking,

¹⁴ Statistics collection of MoPE (Ministry of Public Education) Uzbekistan, *Main indicators for 2012-2013 academic year.*, www.edu.uz, accessed on 26-05-2014

¹⁵ Development of Education System In Uzbekistan, UNDP, Statistical Bulletin, Uzbekistan, 2000-2004, p.10

¹⁶ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, www.ibe.unesco.org, accessed on 22-03-2014

¹⁷ Library of Congress-Federal Research Division, Country Profile: *Uzbekistan*, February 2007, www.euroeducation.net/prof/uzbekco.htm

¹⁸ World Bank Indicators - Uzbekistan – Participation, <http://www.tradingeconomics.com/uzbekistan/school-enrollment-primary-percent-gross-wb-data.html>, accessed on 29-07-2013

¹⁹ Development of Education System In Uzbekistan, UNDP, Statistical Bulletin, Uzbekistan, 2000-2004, p.11

²⁰ Fazylov Djamoliddin And Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, p.5

²¹ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, www.ibe.unesco.org, accessed on 22-03-2014

- Formation of harmoniously developed personality and citizenship
- Instilling a feeling of devotion to the principles of independence and democracy.²²

Uzbekistan shows quite a high level of participation of children in general secondary education. According to State Statistics Committee, coverage of the school age children (7-15) by general secondary educational institutions in 2000-2012 remained stable within 97%. General secondary education is accessible not only because it is free but also due to the rational placement of schools. Out of 9,779 general educational institutions, 3,823 are located in urban areas while 5,956 schools are in rural areas.²³ Today, with the deep economic decline and lack of political and legal stability, the percentage of dropouts is growing. All children of school age attend general or (specialized schools- children with special needs – physical and mental) or primary schools. In recent years the infra-structure of schools has been improved considerably, and numbers of new schools were built and classes were equipped with computer facilities.²⁴

5. SECONDARY SPECIALIZED VOCATIONAL EDUCATION

Compulsory 3-years secondary specialized vocational education is an independent element in the overall system of continuous education. It is provided in compliance with the laws of the Republic of *Uzbekistan* "on education" and national program of personnel training'. Though secondary specialized vocational education has become compulsory beginning from 2009, currently graduates of secondary school already have the right to choose the fields of their further studies- whether at academic lyceum or vocational colleges.²⁵

The objective of secondary specialized vocational education is not only intensive intellectual development and in-depth study of general subjects, but also preparing graduates to join the labour market and provided them professional skills. Secondary specialized vocational education is provided on a full time basis, in two types of education; academic lyceums and vocational colleges.²⁶

Academic lyceums are secondary specialized vocational education establishments, providing a 3-years education in compliance with the national education standards. Lyceums are focused on intensive intellectual development, a deep specialized and professionally-oriented education, taking into consideration the pupil's interest and abilities. While studying at academic lyceums pupils can choose the fields of studies (humanities, sciences, agriculture and others). Vocational colleges are the second type of secondary specialized vocational education establishments, providing a 3-years education. In compliance with the national education standards, these colleges provide secondary specialized vocational education with in depth development of professional skills- training students in one or several trades of a chosen profession.²⁷

Table 1.2: Showing secondary specialized vocational educations

Age	16	17	18
year	1-course	2-course	3-course
Course type selection	Academic Lyceum Vocational College		
	Vocational college		

At the beginning of academic year 2006/2007, 99 academic high schools and 953 vocational colleges were active. 53,100 students were enrolled at academic high schools, and 1,021,900 students were enrolled at vocational colleges.

In the 2006/2007 academic year, 4,600 faculty members were employed at academic high schools and 48,500 faculty members at vocational colleges. Of all faculty members of academic high schools 98% have higher education degree.

²² Country profile, Education in Uzbekistan, UNICEF 2008, p.1-4
<http://www.unicef.org/ceecis/Uzbekistan.pdf>, accessed on 19-03-2014

²³ Education for All 2015 National Review Report: Uzbekistan, p.19, www.efa2015reviews@unesco.org, accessed on 22-04-2013

²⁴ <http://education.stateuniversity.com/pages/1652/Uzbekistan-SECONDARY-EDUCATION.html/1654/Uzbekistan>, accessed on 28-09-2013

²⁵ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, p.6, www.ibe.unesco.org, accessed on 22-03-2014,

²⁶ Fazylov Djamoliddin And Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, pp.5-11

²⁷ *Development Of Education System In Uzbekistan 2000-2004*, UNDP Statistical bulletin 2005, pp. 65-90

This indicator stands at 93.8% for vocational colleges. Network of schools is expanded, new types of educational institutions – academic high schools and vocational colleges are established and launched.²⁸

6. HIGHER EDUCATION

Higher education is provided in universities and higher educational institutions. Access to four year bachelor's degree programme is subject to state test based selection. Students are admitted to educational institution by means of ordinary and additional tests that check the knowledge of entrants. An additional two years are required for master's degree programme and another six years for full doctoral programme. At the university level academic year begins in September and ends in June. It is divided into two semesters and each semester comprises of 17 weeks. Examination takes place at the end of each semester. Students have summer holidays, national holidays and New Year holidays.²⁹

The goal of higher education is to provide the professional training of qualified, competitive personnel. Graduates must be able to work in their chosen area of knowledge, to contribute to scientific, technical, economic, social and cultural development of the country and have high moral, cultural and ethical characteristics. Post-graduate education aims to meet the society's demand in scientific and scientific and pedagogical staff of higher qualification. Instead of previous two-step post-graduate training (that included a course of training and subsequent defense of the dissertations for a candidate of science and a doctor of science degree), one-step system was introduced in January 1, 2013; it envisages defense of dissertations and award of a doctor of science degree. Higher Education Institutions and scientific and research centers provide postgraduate education.³⁰

Higher educational institutions provide professional training funded both by government grant and on a fee basis.³¹ There are certain challenges of higher education in *Uzbekistan*. Some of which are:

- There are set quotas for entrance in educational institutions.
- High tuition fees for those who study on a fee basis.
- Test results- the required entrance level is separately established for each higher educational institution. The student who gets a sufficient score for chosen institution might have scored enough to get into another institution, but students can apply once each year.
- There are fewer opportunities for girls compared to young men. The share of girls amongst students in higher education is 40%.
- Lack of inclusive education for students with disability.
- Low level of teachers' salaries.
- The educational process is excessively overloaded with too many subjects having to be learned, i.e.10-14.
- The equipment and educational facilities in higher educational institutions do not met contemporary requirements.³²

At the beginning of academic year 2006/2007, there were 62 higher education institutions nationwide with 286,300 students enrolled. Female students accounted for 40.9% of all students at higher education institutions. The number of undergraduate enrollees in academic year 2006/2007 amounted to 55,500 students, including 33,400 paying tuition fees (61.2% of all undergraduate admissions). Females account for 39.8% of all undergraduates admitted. 59 universities are entitled to offer postgraduate degrees. In academic year 2006/2007 5,641 persons were admitted as postgraduate students, of which 4,132 (73.2%) are paying tuition fees. 36.2% of all postgraduate admitted are females.³³ Now there are 66 higher

²⁸ *Primary And Secondary Education In Uzbekistan Facts And Figures 2000-2006*, Statistical Bulletin, Statistical Series No. 5, Uzbekistan, Tashkent 2007, p.1-3

²⁹ World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, p.6, www.ibe.unesco.org, accessed on 22-03-2014, pp. 5-6

³⁰ Decree of the President of the Republic of Uzbekistan "On further improving system of training and attestation of scientific-pedagogical personnel of the highest qualification" of 24.07.2012.

³¹ *HIGHER EDUCATION IN Uzbekistan*, - Education, Audiovisual and Culture Executive Agency (EACEA) European commission (TEMPUS), Brussels Belgium, pp. 1-15,

http://uzdoc.eu/sites/default/files/uzbekistan_review_of_higher_education.pdf, accessed on 29-01-2014

³² Fazylov Djamoliddin And Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, pp. 8-9

³³ *Primary And Secondary Education In Uzbekistan Facts And Figures 2000-2006*, Statistical Bulletin, Statistical Series No. 5, Uzbekistan, Tashkent 2007, pp. 3-4

educational institutions, 20 of which are universities, 40 institutes and 2 academics. Among the country's universities 22 provide professional training in the field of education, 15 in the areas of industry, construction, transport and communication, 5 in medicine, 4 in agriculture, 9 in economics and law and 7 in other sectors³⁴. Higher education system is playing important role for support of the development and state of the art of Adult learning and education (ALE). All kinds of innovative delivery methods of higher education are developing in Uzbekistan: e-learning, franchise operations, satellite or branch campuses, and joint degree programs.³⁵

7. NONFORMAL EDUCATION

Beside the regular formal education there is a provision of non-formal extra-curricular education and training developing particular creative skills of school-age children. These establishments are acting under the overall supervision of the Ministry of Public Education and provide a wide range of training and hobby activities for school age children, allowing them to develop their skills in dance and music, sewing and knitting, carpentry and engineering, language and history. The establishments may deliver certified or non-certified training courses.³⁶ Moreover, there are different providers of non-formal training for adults: the MPE and MHSSE (Ministry of Higher and Secondary Specialized Education), private businesses, NGOs, professional colleges and international projects. Many formal educational institutes in Uzbekistan also provide non-formal educational programs for adults. Community learning centers are operating with secondary schools, short-term vocational training courses are organizing within professional colleges, and tutoring programs are running within higher educational institutes. Most providers are located in big cities and recent research suggests that Tashkent city has 150 commercial legal registered entities providing non-formal professional training. The primary aim of non-formal education in Uzbekistan is to provide people with the qualifications necessary for immediate employment or promotions in the labour market.³⁷

Non-formal education for adults, although popular among general public, has not yet been incorporated into mainstream state policy. Regulative documents do not put much focus on non-formal education and instead emphasize the dominant role of the formal education.³⁸ Between 1991 and 1996 all public part-time and evening schools were replaced by full-time education establishments since part-time and evening education was considered to be ineffective. Hence, there are limited opportunities for further education for those adults who missed general education or those who could not enter higher education, or those who would like to obtain new qualifications. In addition, there are no mechanisms established for the recognition of competences for those who have attended private non-formal training.³⁹ Experience of successful private training providers suggests that there is a great demand for non-formal education in all regions, due to the high quality and short duration of the courses as well as the flexible schedules and affordable prices. However, a new legal framework is urgently required in order to increase access to non-formal education and employability of NFE graduates.⁴⁰

8. GENDER

GENDER equality in education is guaranteed by constitution of the Republic of *Uzbekistan*. According to the law on education adopted in 1997 men and women have equal rights to get education and choose profession. Primary and secondary education in *Uzbekistan* is compulsory and there is no sign of gender disparity.⁴¹ As for the gender sensitivity, a ratio of the child population in public educational institutions broken by gender is practically the same, with the share of

³⁴<http://education.stateuniversity.com/pages/1653/Uzbekistan-HIGHER-EDUCATION.html>, accessed on 23-09-2013

³⁵ The Development And State Of The Art Of Adult Learning And Education (ALE) National Report Of The Republic Of Uzbekistan, http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Asia%20-%20Pacific/Uzbekistan.pdf, accessed on 30-3-2014

³⁶ Aleinikov, Andrei G, *Uzbekistan World Education Encyclopedia 2001*, <http://www.encyclopedia.com/utility/printdocument.aspx?id=1G2:3409700239>, Accessed on 12-04-2013

³⁷ Education System Profiles, *non-formal and informal education*, UNESCO Bangkok 2012, <http://www.unescobkk.org/education/resources/resources/education-system-profiles/uzbekistan/non-formal-and-informal-education>, accessed on 22-06-2013

³⁸ Alisher Ikramov, Country Report Uzbekistan, *non-formal education (NFE) Innovations*, National Commission of Uzbekistan for UNESCO, Tokyo Japan, June 2001, pp. 1-7

³⁹ The Development And State Of The Art Of Adult Learning And Education (ALE) National Report Of The Republic Of Uzbekistan, http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Asia%20-%20Pacific/Uzbekistan.pdf, accessed on 30-3-2014

⁴⁰<http://education.stateuniversity.com/pages/1655/Uzbekistan-NONFORMALEUCATION.html>, accessed on 23-02-2013

⁴¹ *Primary And Secondary Education In Uzbekistan Facts And Figures 2000-2006*, Statistical Bulletin, Statistical Series No. 5, Uzbekistan, Tashkent 2007, p.1-3

boys and girls being very close both in the rural and urban area. In 2007-2008 the percentage of boys and girls studying at schools was 51% and 49% respectively. There is sign of small disparity in the sphere of special secondary and vocational education. The percentage of boys and girls studying in academic lyceums is 64% to 36%, in colleges is 53% to 47%.⁴² Primary and secondary education is compulsory, and no gender inequality at these levels has been observed. The number of registered students in secondary schools during 2012 was 4,464,018 with 48.4% of which being girls.⁴³ Ratio of girls to boys in Sept. 2012 in secondary schools is shown below in table.⁴⁴

Table 1.3: Table showing ratios of girls to boys in Sept. 2012 in secondary schools

Grades	Girls	Boys
1-9 Grades	48.4	51.6
5-9 Grades	48.6	51.4
1-4 Grades	48.2	51.8

Source: Collection of statistics for 2012/2013 academic year. Tashkent: MoPE, 2013. – P. 134

Uzbekistan joined the convention on the elimination of all forms of discrimination against women in 1995. Following legal documents were adopted in the Republic of Uzbekistan with regard of development of women's empowerment in society.

- Decree of the president of Uzbekistan "on measures to enhance women's role in statehood building"(1995);
- Decree of the president of Uzbekistan "on additional measures on strengthening social security of women"(1999);
- Law "on additional privilege for women"(No, 760-1,1999);
- Additional amendments and addendum to the law "on elections to *oily Majlis* (parliament)" (2004), in order to set up 30% quota (lowest level) in nomination of women from political parties to legislative chamber of the national parliament;
- Decree of the president of Uzbekistan "on additional measures to support women's committee of Uzbekistan"(2004);
- Law "on guaranteeing child's rights" (2008);⁴⁵

9. CURRICULUM

In the early 1990s, the greatest controversy in curriculum policy was which language should be used for teaching in state schools. In 1992 *Uzbek* and other Central Asian languages were made the official languages of instruction, meaning that *Uzbek* schools might use any of five Central Asian languages or Russian as their primary language. *Uzbek* and Russian language courses are taught in all schools. After independence, a new emphasis was placed on courses in *Uzbek* history and culture and on increasing the short supply of textbooks in *Uzbek* in many fields.⁴⁶

The expansion of curricula, including the addition of courses in *French*, *Arabic*, and *English* has placed new stress on a limited supply of teachers and materials. Among the changes identified by Western experts are a more commercial approach to the mathematics curriculum, more emphasis on economics, like courses, the relationship of capital to labour, social science and business management are given priority.⁴⁷ The weekly lesson timetable for general basic education is shown in the tables below:

Table 1.4: Uzbekistan General Basic Education (Grades 1-4), Weekly Lesson Timetable

subject	No. of Weekly Periods in Each Grade			
	1	2	3	4
Uzbek/Russian Language	-	2	2	2
Uzbek Language and Literature	8	8	10	10
Mathematics	5	5	5	5

⁴² World data on education of Uzbekistan, UNESCO-IBE, VII Ed. 2010/2011, pp. 8-11, www.ibe.unesco.org, accessed on 22-03-2014

⁴³ Education for All 2015 National Review Report: Uzbekistan, p.25, www.eja2015reviews@unesco.org, accessed on 22-04-2013

⁴⁴ Source: Collection of statistics for 2012/2013 academic year. Tashkent: MoPE, 2013. – P. 134

⁴⁵ Fazylov Djamiliddin And Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, p. 10

⁴⁶ Nichol, James, *Uzbekistan: Basic Facts*, CRS Report for Congress, May 28, 1996.

⁴⁷ <http://countrystudies.us/Uzbekistan/31.html>, accessed on 06-03-2013

Nature and Geography	1	1	1	1
Technical Drawing and Architecture	-	-	-	-
Art Education	1	1	1	1
Music	1	1	1	1
Vocational Educational	1	1	1	1
Physical Education	2	2	2	2
Introduction to Ethics	1	1	1	1
School Choice	2	2	2	2
Total Weekly Periods	22	24	26	26

*Source⁴⁸

Table 1.5: Uzbekistan General Basic Education (Grades 5-11), Weekly Lesson Timetable

Subject	No. of Weekly Periods in Each Grade							
	5	6	7	8	9	10	11	
Uzbek/Russian Language	2	2	2	2	2	2	2	
Uzbek Language and Literature	9	7	5	5	5	4	4	
Foreign language	3	3	3	3	3	2	2	
History	2	2	3	3	3	3	3	
Civic Education	-	-	-	1	1	1	1	
Man and society	-	-	-	-	-	-	1	
Introduction to Economics	-	-	-	1	1	1	1	
Mathematics	5	5	5	5	5	4	4	
Computer Education	-	-	-	1	2	2	2	
Physics and Astronomy	-	2	2	2	2	4	4	
Chemistry	-	-	2	2	2	2	2	
Biology	1	2	2	2	2	1	2	
Nature and Geography	1	2	2	2	2	2	-	
Technical Drawing	-	-	-	1	1	-	-	
Art Education	1	1	1	-	-	-	-	
Music	1	1	1	-	-	-	-	
Vocational Education	2	2	2	1	1	1	1	
Physical education	2	2	2	2	2	2	2	
Motherland and Patriotism	1	1	-	-	-	-	-	
National Independence Values	-	-	1	1	1	-	-	
Social Science	-	-	-	-	-	2	2	
School Choice	2	2	2	2	2	6	6	
Total Weekly Periods	32	34	35	36	37	39	39	

*Source⁴⁹

The country's curriculum and textbooks are reported to be out of date and irrelevant to the current global economy, although they are currently undergoing reform. Increasingly parents and students are calling for reform of the curriculum to make it more suitable to globalizing job markets. However, the government has recently made textbooks more affordable for parents, introducing a scheme for textbook rental at 30% of their original cost.⁵⁰

⁴⁸ Ministry of Education and Science, Study for General Basic Education Schools 2010/2011 (Each teaching period lasts for 45 runs)

⁴⁹ Ministry of Education and Science, Study for General Basic Education Schools 2010/2011 (Each teaching period lasts for 45 runs)

⁵⁰ Country profile, Education in Uzbekistan, UNICEF 2008, p. 4 <http://www.unicef.org/ceecis/Uzbekistan.pdf>, accessed on 19-03-2014

10. FINANCING OF EDUCATION

Public expenditure on education in *Uzbekistan* as a proportion of GDP is relatively high. Over the last few years it has constantly exceeded 10% of GDP. First, it is related to the clear commitment of the government to the dynamic development and crucial importance of this sector for human development in the country, to reduce poverty and develop the economy. Second, it is related to the demographic situation in the country since the proportion of the population under 24 years old is 52.9%. Government expenditure on education is mainly made of three main sources; current budget expenditure of future budgets allocated to cover foreign loans that have been used to develop the educational system, and also the funds of the extra-budgetary school development fund established in 2004.⁵¹

Uzbekistan's education per pupil budget expenditures are divided into four categories: Higher education, upper secondary education (specified and vocational), basic education (grades 1-9), and preschool. The largest portion of the budget, in terms of per pupil expenditures, is spent on upper secondary school and vocational programmes. The second largest portion is spent on higher education, which has the lowest enrolment rates of any of the levels. Basic education, grades 1-9, have the lowest per pupil expenditure rates, even lower than in preprimary school. These figures most likely reflect the differences in the quantities of students enrolled.⁵²

Uzbek Government worked hard in 2007 to 2010 to channel over 10.5% of GDP or 30% of the State budget to educational sector.⁵³ Currently, about 35% of the national budget is spent on education (2012). It is distributed between following cost centers:

Table 1.6: Total expenditure on budget- as percentage of total expenditure of state budget

Year	2005	2006	2007	2008	2009	2010	2011
Percentage of total costs of budget	29.0	29.6	29.6	41.5	41.7	36.7	35.0 ⁵⁴

Source: *ASIAN Development Bank 2010:44/Appendix 3*

From 2005 to 2011 approximately 55-60% of the total education budget was allocated for general secondary education (grades 1-9), which represents larger share of the budget, according to international standards (for primary and lower secondary education). Over time, education in academic lyceums and especially in professional colleges began to take a greater importance; and contributions to colleges increased by 55% over the period from 2005 to 2011. Contributions to professional colleges accounted for only 3.2% in 2000, thus, deductions growth reached 83.6% in comparison to 2000.⁵⁵

11. AIM OF EDUCATION SYSTEM IN UZBEKISTAN

The main purpose of the education system in Uzbekistan is the preparation of highly qualified specialists for country's economy and industry, as well as intellectual and spiritual development of citizens. Considerable investments were made by Government of Uzbekistan and by foreign partners recent years in infrastructure, in particular, in secondary special education sector in order to improve the quality of professional training.

The Classifier of Secondary Specialized, Vocational Education (SSVE) directions and specialties regulates eight areas of knowledge in the training continuity system:

- Education;
- Humanities and Arts;
- Social sciences, business and law;
- Science;
- Engineering, manufacturing and construction industries;
- Agriculture and water resources
- Health and social welfare;
- Services.⁵⁶

⁵¹ Fazylov Djamoliddin and Mrs. Galina Smirnova, *The Development Of Education National Report of Uzbekistan*, Sept. 2008, p.7

⁵² Country profile, Education in Uzbekistan, UNICEF 2008, p. 4 <http://www.unicef.org/ceecis/Uzbekistan.pdf>, accessed on 19-03-2014

⁵³ *Education for All 2015 National Review Report: Uzbekistan*, p.9, www.efa2015reviews@unesco.org, accessed on 22-04-2013

⁵⁴ Estimate figures (World Bank, 2012)

⁵⁵ *Education for All 2015 National Review Report: Uzbekistan*, p.35, www.efa2015reviews@unesco.org, accessed on 22-04-2013

⁵⁶ *Ibid*, p.30