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Country Report

Uzbekistan

NFE Innovations

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National Policy on Development of Non-Formal Education

In August 1997, the Government of Uzbekistan adopted the National Program on Personnel Training which provides a coherent framework for the reform measures being undertaken and further guides the educational development of country in the beginning of the twenty-first century. Central to the National Programme is the development of a unified and continuous education and training system and the mandate for the state to provide 12 years of compulsory education on a 4-5-3 system. The last three years of the system will be provided in two types of specialized secondary education institutions, namely the academic lyceums for the top ten per cent of ninth form graduates and the professional colleges for vast majority. These new educational institutions will be organized within higher education institutions and managed by the Ministry of Higher and Secondary Specialized Education. The selection of students for either program will be based on competitive tests, individual attitudes and interests in the chosen specialties, and the socio-economic particularities of the regions where they reside.

Currently, during the transition period, formal educational system has a 4-5-2 pattern broken down into four years primary and five years general secondary, which are compulsory, and two years of upper secondary education or vocational education. This is followed by higher education for the four-year baccalaureate level, based on state test-based selection, and two years of magistracy (masters) and another six years for full doctoral degree. Formal education starts from age 6 or 7. Preschool education is provided to 3-6 year olds in kindergartens and family-based institutions. By 2001, the 11-year system is expected to be fully replaced by the 12-year compulsory education system.

Non-Formal Education within ECCD Programme

The pre-school education guarantees the molding of a healthy and intelligent personality, stirring up a thirst for knowledge thus preparing children for a systematic education. It's aimed for children under the age of seven in public and private pre-school institutions and in families too. Makhalya (local community), public and charity bodies actively participate in implementation of the aims, and tasks of pre-school education. It is

necessary to fulfill the following for the development of pre-school education:

- The priority training of skilled staff of teachers and tutors;
- The search and implementation of effective psychological-pedagogical methodology for pre-school education;
- The provision of family's children upbringing with organizational, psychological-pedagogical methodology;
- Elaboration and production of modern text-books, manuals as well as other didactic aids, games and toys;
- Creation of conditions for moral and spiritual upbringing of children on the basis of the rich cultural and historical heritage of country and universal mankind values;
- Insurance of choice among the variety of programs for different types of pre-school establishment, access for consulting service with qualified specialists on all the problems of pre-school education;
- Elaboration of support mechanisms and network development of pre-school educational, and health recreational establishments.

Pre-school education, with nurseries and kindergartens run by Ministry of Public Education, local municipalities and private companies. While in kindergarten, children learn some elementary arithmetic and since September 1995 there is presently programme to teach reading and writing in all kindergartens. Since the shortage of capacity of Pre-primary schools, only 35% of children admitted into Grade 1 of Primary school have attended kindergartens (45% and 21%, respectively, in urban and rural areas). There are two ways of dealing with this problem: the first would be to try and generalize quickly kindergartens for all 5-6 years old children, in order to equalize schooling conditions at an age which is very important for children's future educational development; the second solution is to develop community learning centers and home-based kindergartens.

In 1994 there were about 9,300 pre-school centers with total enrollment of 1,071,400 children. In the pre-school system age range is following: nursery: 1 to 3, kindergarten: 4 to 6.

Special groups or establishments are formed for psychically and psychologically handicapped children. There are 15801 handicapped children in 296 special establishments.

Besides this, home kindergartens, as non-traditional educational establishments have appeared. Basically these kindergartens are located in rural area. Today there are 1965 home kindergartens consisting of 15616 children.

Early childhood educational centers, which have been, organized under the Pupils' Centers (Youth Center in School), the local authority committees, schools and other public establishments represent a new form of the work with children.

The early childhood educational establishments play an important part as service for children. First of all, kindergarten is responsible for life of children and their health security. Children in kindergartens are provided by medical service, preventive medical

treatment, and 3, 4 or 5 (Youth Camp typed) meals a day, it depends on time (day or night) which children spent in kindergarten.

One of the basic tasks for early education is organization of the study-educational process, which should provide education and development for children. According to Educational Programme in kindergarten this process consists of: game; acquaintance with nature; moral education; physical training; art; musical education; speech training; labor education; elementary mathematics training; economic education; foreign language; read and write training.

Children, who are a little handicapped, have special classes on psychodiagnostics, and psychocorrection. Psychodiagnosis, psych-correction, speech, sight, hearing and motion corrections are provided in special early educational establishments besides the main educational programme.

There are different categories of pedagogical, medical and technical personnel working in early childhood establishments:

1. Head - responsible to all activities of this establishment. He/She should have higher education and 5 years of experience on pedagogy.
2. Methodist - provides methodological supervision on the activities of nursery-school teachers on implementation of education programme of Early Childhood Establishment. (The same educational background as a Head)
3. Nursery-school teacher - responsible for life, health security of children, their education in accordance with programme (necessary to have vocational or higher education).
4. Psychologist - does psychological diagnosis and correction of children, which fill need of it, assist on establishment of mutual relations among teachers and with children (the same educational background as a head).
5. Musician - implements musical education of children (higher, vocational educational background).
6. Teacher on swimming - (in case of existence of swimming pool) teaches on swimming and physical training.
7. Doctor - (higher educational background) responsible to health security, manages preventive medical treatment.
8. Medical nurse - provide health security of children, their physical growing, controls nutrition programme, hold preventive medical treatment.
9. Nurse - responsible for living conditions of children and activity of children according to the regime.
10. Other technical staff: economic manager, storekeeper, linen mistress, laundress, cook, fitter, electrician, and watchman.

Specialized early childhood establishments also have the staff of highly specialized doctors:

- Logopedes - in kindergartens for children with speech difficulties
- Surdologists - in kindergartens for children with hearing difficulties
- Ophthalmologists - in kindergartens for children with weak vision

- Psychoneurologists - in kindergartens for psychologically handicapped children.
- Ortopeds - in kindergartens for physically handicapped children.

Nowadays there are more than 100.000 pedagogical and medical staff in the early childhood establishments of the Uzbekistan.

Introducing Non-Formal Approach in the Special Needs Education

Government of Uzbekistan is considering the Special needs education as an integral part of its social policy and referred to the National Programme adopted by the Cabinet of Ministers of Uzbekistan on “Rehabilitation of People with Special Needs within the Period of 1996-2000” as an important mechanism to meet new challenges in educating handicap children. There are 75 special schools of 8 categories in Uzbekistan. 17 thousand children with different disabilities are educated in these schools and about 4 thousand dedicated teachers and specialists are involved there. Currently, new innovations (inclusive education) and following activities are implementing: methodology of early diagnosis of children with special needs and enhancement the curriculum respectively; elaboration of state standard on special education; improvement the qualification and working methods of teachers dealing with children with special needs; and working out multi-variant programs and text-books used in teaching disable children.

Adult and Non-formal Education

Citizens of the country, independently on their age, have all necessary conditions to be trained at the different kind of educational establishments such as: vocational, secondary special and higher schools, Universities, advanced training courses, cultural houses, studios and etc. The literacy rate is practically universal for both men and women and constitutes 99 per cent. However, taking into the account the fact that the Government of Uzbekistan is implementing of long-term programme of transition from Cyrillic to Latin script, in short-term could be some changes in literacy rate.

Adults could continue their education in the different types of educational organizations, extending their knowledge and experiences. The forms of education may be various: full-time training, training by correspondence, family and extensive education.

The rights of adults for education are written in the legislation of the Republic of Uzbekistan.

Adult education, particularly in the transitional period plays important social role and provides possibilities to improve the potential of manpower.

The networks of Centers of Adult Education (CAE) are being established in order to gratify the young people’s desires. Their distinctive feature is to provide theoretical as well as practical knowledge. There are fifty four CAE where curriculum is designed for three years education (10-12 grades), and students may get one of the following professions: accountant, master of electronic equipment, designer, restorer, cooker,

clothing-industry worker, stenographer, and etc.

The need for adult education (18 age and above) is being reduced in secondary schools, but the need for education after 9th grade (16-17 ages) is increasing among the people who would like to continue their education in the full-time training schools.

During the next decade the getting simultaneously both secondary education and profession will become more significant trends.

The main concern is getting the profession by youth after finishing the primary and secondary education. For these purposes, the government adopted the several decrees on development of various types of education centers.

The disruption of the economy during the transition and the ensuing financial difficulty have created some new problems that require urgent attention. In the course of transition to the new economic relations and with changing requirements of labor market. According to the changing in the economic structure the needs in the education is changing as well. People have to be retrained. There are the problems with textbooks. The textbooks are composed separately for adult education. In this regard, the composing new books for them, taking into consideration new requirements, it is emerged some problems.

There is a special national policy concerning adult education. That policy based on acting legislation of the Republic of Uzbekistan. In accordance with the Law on Labor of the Republic of Uzbekistan:

- a) An employer (state enterprises) is obliged to provide the necessary conditions for the combination of work with the training;
- b) Those people, who take training courses while keeping their work, have the right for the additional vocation paid by their employers and shortened working week. When the annual vocation are provided, an employer is obliged, in accordance with the wishes of those people who take training courses, to arrange their vocations for the period of examinations.
- c) For the employees, who are taking training courses at secondary schools without giving up their work, it is provided to make the working week shortened for one working day during the academic year or for the appropriate number of working hours (when working day is shortened during the week). For the employees who take training courses in village secondary schools without giving up work, the working week is shortened up to two working days or for the appropriate number of hours (when the working day is shortened during the week).

The trainees of secondary schools are free from their work during the academic year at least up to 36 working days (when there are six working days in a week) or for the appropriate number of working hours. When there are five working days in a week, the total number of working hours, free from work, are remained in force, and the number of working days, which are free from work, is changed according to the duration of working day.

During the period, when the trainees are free from work, their employer pays them at least 50% of their average month wage, but this salary should not be less than the fixed minimum of wage.

The employees who take training courses in secondary schools without while continuing their work, are provided with the vocations for the duration of at least 20 working days for the period of final examinations in their 11th (12th) grade, and in their 10th year of the study they are provided at least 8 working day vocation with keeping the average wages paid by their employer.

In accordance with the legislation, for the employees, who take training courses in secondary schools in 5th-11th grades while continuing their work, are provided with 4-6 free days from work, but the average amount of their wage is saved during the period of transfer examinations.

In the Republic of Uzbekistan, in the meantime, only governmental structures are dealing with the activity of adult education. In accordance with Education Law the Ministry of Public Education of Uzbekistan considers systematically such questions, regulates development of network jointly with local executive authorities, strengthens technical equipment base, creates and recommends curriculums, programs, textbooks, carries out the preparation of teachers.

Coordination and cooperation on adult and non-formal education with other countries are not carried out in Uzbekistan. However, the relation with countries are widened and in this field of education the cooperation between countries will be developed.

Concerning relation between formal and non-formal education, people study only in the governmental schools and institutions, that is why non-formal education is not developed in Uzbekistan. But in nearest future the demand on non-formal education will be increased because of development of market relations.

The special preferences on adult education are given for disabled people. Concerning another target groups the legislation of the country guarantees equal rights for getting education independently on origin, sex, language, age, race, nationality, religion, social status, occupation and etc.

Current programs on adult education in evening secondary schools are the same as in usual secondary schools, but they are shortened. Regarding methodology of teaching, every teacher has own method of approach for teaching but they do not deviate from the definite limits.

Financing the adult education is made by the local budget. The funds are given to the education sector at whole, taking into consideration the requirements of evening schools and CAEs. The government subsidies to education are raising yearly in Uzbekistan. So, if in 1990 they were 20,4% of total sum of governmental expenditures, but in 1995 they were more than 25%. There are no yet non-governmental sources of financing.

The central financial organizations of the Republic of Uzbekistan have not got yet the assistance from abroad (endogenous development).

Every educational institution can take measures on getting non-budgetary funds through providing the additional educational services for trainees, giving premises for rent and etc.