

Yashil

IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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- 08.00.01 Iqtisodiyot nazariyasi
- 08.00.02 Makroiqtisodiyot
- 08.00.03 Sanoat iqtisodiyoti
- 08.00.04 Qishloq xo'jaligi iqtisodiyoti
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- 08.00.17 Turizm va mehmonxona faoliyati



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ROLE OF PRIVATE AND PUBLIC KINDERGARTENS IN EARLY CHILDHOOD DEVELOPMENT

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Abstract: This article analyzes research that builds on successes and lessons learned from previous strategies and incorporates new initiatives to address emerging needs and challenges. Overall, Uzbekistan's education sector has made significant progress in expanding access and improving quality, but there is still work to be done, particularly in terms of student inclusion and gender equality. Continuous support from the state, strategic planning and international cooperation to further improve the educational system of Uzbekistan and expand its institutional capabilities for a bright future are of priority.

Key words: Demographic, urban areas, preschool, enrollment, UNICEF, reforms, teacher, training, parents.

Annotatsiya: Ushbu maqolada oldingi strategiyalardan olingan muvaffaqiyatlar va saboqlarga asoslanib, paydo bo'ladigan ehtiyoj va muammolarni hal qilish uchun yangi tashabbuslarni o'z ichiga olgan tadqiqotlar tahlil qilingan. Umuman olganda, O'zbekiston ta'lim sohasi foydalanish imkoniyatlarini kengaytirish va sifatni oshirishda sezilarli muvaffaqiyatlarga erishdi, biroq, ayniqsa, o'quvchilarni qamrab olish va gender tenglik bo'yicha hali qilinishi kerak bo'lgan ishlar mavjud. Davlat tomonidan doimiy qo'llab-quvvatlash, strategik rejalashtirish va xalqaro hamkorlikda O'zbekiston ta'lim tizimini yanada takomillashtirish va yorqin kelajak uchun institutsional imkoniyatlarini kengaytirish ustuvor ahamiyatga ega.

Kalit so'zlar: Demografik, shaharlar, maktabgacha ta'lim, ro'yxatga olish, UNICEF, islohotlar, o'qituvchi, trening, ota-onalar.

Аннотация: В этой статье анализируются исследования, основанные на успехах и уроках, извлеченных из предыдущих стратегий, и включают новые инициативы для решения возникающих потребностей и проблем. В целом, сектор образования Узбекистана добился значительного прогресса в расширении доступа и повышении качества, но предстоит еще многое сделать, особенно в плане вовлечения студентов и гендерного равенства. Постоянная поддержка со стороны государства, стратегическое планирование и международное сотрудничество в целях дальнейшего совершенствования системы образования Узбекистана и расширения ее институциональных возможностей для светлого будущего имеют приоритетное значение.

Ключевые слова: Демография, городские районы, дошкольные учреждения, набор, ЮНИСЕФ, реформы, учителя, обучение, родители.

INTRODUCTION

The Government of Uzbekistan has demonstrated a consistent commitment to the education sector since gaining independence. While the primary focus initially centered on achieving and maintaining high enrollment rates in the General Secondary Education sector, recent years have seen a shift towards a more comprehensive approach to education, in alignment with global Sustainable Development Goals for Education. Uzbekistan has achieved remarkable success in ensuring near-universal enrollment in primary and secondary education, meeting the targets set by the Millennium Development Goals (MDG) by 2015. The average number of years of schooling has remained stable at around 11-12 years over the past three decades, reflecting the government's dedication to providing access to education for all. However, recognizing the evolving global landscape and the need for broader improvements in education quality and access, Uzbekistan has embarked on ambitious reforms. In 2017, the government introduced the National Action Strategy on Five Priority Development Areas 2017-2021, with education development being one of the key focus areas. This strategy laid the foundation for comprehensive reforms across all sub-sectors of education. One significant initiative was the development of the Education Sector Plan (ESP) 2019-2023 in consultation with stakeholders and international partners like UNICEF. The ESP outlined sectoral priorities and action plans for the government to implement over the specified period¹.

1 <https://www.unicef.org/uzbekistan/media/5671/file/Partnership%20Compact%20for%20Education%20reform.pdf>



In tandem with economic reforms, the government has pursued transformative measures in the education sector, attracting investment from bilateral agencies and conducting numerous studies to address sectoral challenges. President Shavkat Mirziyoyev, who assumed office for a second term following the presidential elections in October 2021, reaffirmed the government's commitment to prioritizing quality education and development. In his address, President Mirziyoyev underscored the importance of developing a new National Education Programme to further advance education quality and access across Uzbekistan. This programme is expected to build upon the successes and lessons learned from previous strategies while incorporating new initiatives to address emerging needs and challenges. Overall, Uzbekistan's education sector has made significant strides in expanding access and improving quality, but there is still work to be done to meet the ambitious targets set forth in the SDGs. With continued government support, strategic planning, and collaboration with international partners, Uzbekistan is poised to further enhance its education system and empower its citizens for a brighter future. In light of recent developments in Uzbekistan and the government's initiative to develop a "New Education Programme," it is imperative to conduct a comprehensive Education Sector Analysis (ESA). This analysis aims to thoroughly assess the education sector, including systemic reforms, interventions, and outcomes achieved in recent years. By identifying areas for priority action and potential strategies, the ESA will inform the review and modification of the Education Sector Plan (ESP) 2019-2023 to align with current priorities and goals. The ESA will primarily focus on three key sub-sectors of education: Preschool Education (PSE), General Secondary Education (GSE), and Higher or Tertiary Education (HE). Within these sub-sectors, the analysis will examine the policy areas and strategic priorities outlined in the ESP 2019-2023. The goal is to evaluate the effectiveness of existing policies and strategies and identify opportunities for improvement and refinement. The ESP 2019-2023 outlines priority areas and strategies for enhancing education in Uzbekistan. By conducting a detailed ESA, the government will gain insights into the progress made and the challenges faced in implementing these priorities. Uzbekistan, situated in Central Asia, is a doubly landlocked country comprising 12 regions (provinces), an autonomous republic known as the Republic of Karakalpakstan, and a separate city, Tashkent. Approximately 51% of its 34.6 million inhabitants reside in urban areas. With a Gross Domestic Product (GDP) of US\$58 billion in 2021 and a per capita GDP of US\$17513, Uzbekistan falls under the lower-middle-income category as per the World Bank classification.

Characterized by a steadily growing population, Uzbekistan experiences an annual population growth rate of 1.48 percent. Projections indicate that the population will continue to rise in the coming decades, reaching an estimated 44.4 million by 2070. According to data from the UN Population Database, the total dependency ratio in Uzbekistan was recorded at 97.9 per 100 in 2020.

Uzbekistan Total population	
2000	24,356,383
2005	25,774,623
2010	27,538,937
2015	29,681,701
2019	33,375,800
2025	35,146,618
2030	36,712,272
2035	38,059,266

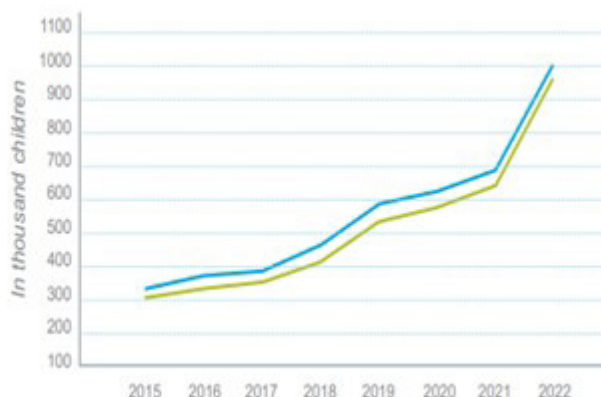


As outlined in a UNICEF report from 2018, Uzbekistan currently benefits from an early demographic dividend stage, with an expected duration of approximately 30 years. However, the realization of this demographic dividend hinges upon investments in human capital development, particularly in the realms of education and skills enhancement.

With such support, the government has been able to provide quality preschool education to almost 2 million children in the age group of 3-6 years by early 2022².

Trends in Early Childhood Education 2015-2022

Girls
Boys



LITERATURE REVIEW

Vygotsky (1978, 1994) published many works on sociocultural theory with later translations summarizing his substantial contributions to constructivism. He held a strong conviction that, “human learning presupposes a specific nature and a process by which children grow into the intellectual life of those around them”³.

A recent contribution by Smagorinsky, Hansen, and Fink (2013) interpreted his words to mean that a learner’s emotions inspire thoughts, which in turn creates new knowledge. Humans are inherently social beings that coexist with others by sharing similar cultural values. Although the diversity of communities around the world can vary greatly, they all share the needs for common sociocultural learning in order to live, grow, and prosper. These learning needs are not exclusive and extend to all students⁴.

Education systems worldwide are typically well-structured, with an emphasis on the societal benefits of having an educated population. Governments, as the primary providers of education, regulate educational systems to ensure equal opportunities, quality, and positive outcomes for all children. Governments have observed that providing education is best suited to their capabilities, as they can ensure equitable access and prevent education from being solely profit-driven if left to the private sector.

Research by Tooley and Dixon (2005) has revealed the presence of private schools in unexpected locations, such as slum areas in Asia and Africa. Despite the availability of free government schooling, some parents opt to pay for private education due to perceived benefits. Lewin (2008) notes a growing demand for private education in sub-Saharan Africa, partly fueled by parental dissatisfaction with government schools. Phillipson (2008) highlights differences between government and private schools, suggesting that private institutions often offer better quality education and greater parental choice⁵.

METHODOLOGY

This analysis will serve as a crucial foundation for developing targeted interventions and shaping the new Education Programme to address current needs and aspirations in the education sector. Overall, the ESA will play a pivotal role in guiding the government’s efforts to advance education in Uzbekistan, ensuring that policies and strategies are evidence-based, responsive to emerging trends, and aligned with national development priorities. Through a collaborative and data-driven approach, the ESA will support the creation of a more inclusive, equitable, and quality education system that empowers all citizens to thrive and contribute to the country’s sustainable development.

2 [https://www.unicef.org/uzbekistan/media/5046/file/Brief%20on%20ECE%20results%20\(eng\).pdf](https://www.unicef.org/uzbekistan/media/5046/file/Brief%20on%20ECE%20results%20(eng).pdf)

3 Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

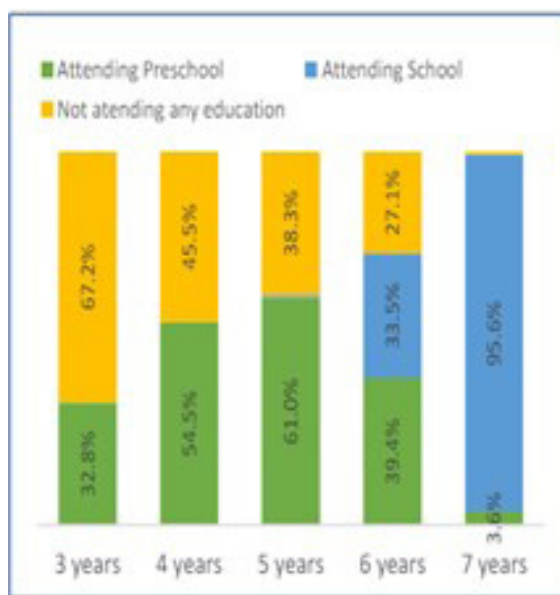
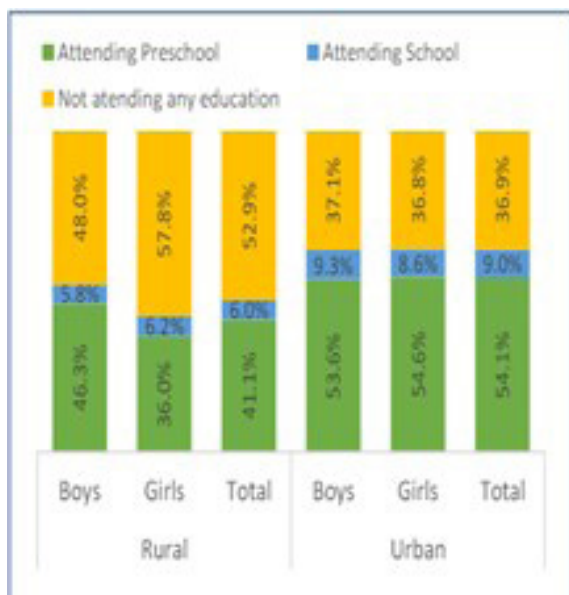
4 Smagorinsky, P., Hansen, M. R., & Fink, L. (2013). What does Vygotsky provide for the 21st -century language arts teacher? *Language Arts*, 90(3), 192-204.

5 https://www.researchgate.net/publication/291878676_Private_schools_for_the_poor_education_where_no_one_expects_it



RESEARCH OUTCOMES

In 2012, less than one-fifth of children aged 3-6 in Uzbekistan were enrolled in preschool programs, with significant disparities among regions. While 58% of children in Tashkent city attended preschools, only 9% did so in Kashkadarya and Surkhandarya. By 2022, the overall preschool enrollment rate increased to approximately 25% nationwide, still trailing behind other countries with similar economic statuses. Upon the establishment of the Ministry of Preschool Education (MOPSE), a lack of mechanisms to assess preschool education quality led to a focus on boosting participation rather than ensuring quality. This was exacerbated by the absence of a robust Education Management Information System (EMIS) or Education Quality Assurance System (EQAS) for preschool education. As of early 2022, over 1.6 million children aged 3-6 were enrolled in preschools, with state-run preschools comprising the majority of enrollments. Notably, significant improvements were observed in SDG Indicator 4.2.2, with around 77% of 6-year-olds attending preschool in 2022 compared to 66% in 2020. Despite overall progress, regional disparities persist, particularly in Surkhandarya and Kashkadarya. Gender and socioeconomic inequalities also impact preschool participation, with children from poorer households and those with lower-educated parents less likely to attend. Addressing these disparities is crucial to ensuring equitable access to quality preschool education across Uzbekistan. Since its establishment in September 2017, the Ministry of Preschool Education in Uzbekistan has implemented various reforms aimed at improving the preschool education sector. Drawing insights from both local context and international practices, MOPSE developed a new Law on Preschool Education in December 2019, outlining the vision, goals, roles, responsibilities, and rights within the sector. These reforms included the introduction of Public-Private Partnership (PPP) models, curriculum revisions, and initiatives to enhance the status and salaries of preschool teachers⁶.



Additionally, MOPSE has made strides in enhancing technological infrastructure within state preschools, with 88% of them now equipped with computers and 93% connected to the internet. The proactive efforts of MOPSE have also attracted funding from international agencies, such as the World Bank's "Promoting Early Childhood Development Project," currently being implemented with a budget of US\$73.85 million.

In terms of monitoring and knowledge management, efforts have been made to improve the Education Management Information System (EMIS). Prior to 2018, data collection was fragmented, and there was a lack of unified monitoring systems. UNICEF conducted an analysis highlighting these limitations and provided technical support to pilot the OpenVMS platform for education data collection. However, technical inadequacies and limitations were identified. The development of these standards aligns with global practices and recommendations, acknowledging the pivotal role of teachers in maintaining education quality and continuity. The standards outline key competencies required for effective teaching, including education planning, teaching strategies, learning assessment, professional development, and collaboration with families. They emphasize a holistic approach to child development, taking into account individuality, rights, and early childhood development principles. During 2020-2021, MOPSE, with UNICEF support, piloted the Teacher Professional Standards (TPS)

⁶ [https://www.unicef.org/uzbekistan/media/5046/file/Brief%20on%20ECE%20results%20\(eng\).pdf](https://www.unicef.org/uzbekistan/media/5046/file/Brief%20on%20ECE%20results%20(eng).pdf)



in preschools across several regions, including Bukhara, Namangan, Syrdarya, and Tashkent city. UNICEF is also assisting in revising teacher attestation mechanisms and evaluation criteria to align with the TPS and international best practices. Additionally, efforts are underway to review and revise both pre-service and in-service teacher training curricula for preschool educators, considering the needs of preschool curriculum implementation and drawing lessons from global experiences.

UNICEF has played a significant role in bolstering the monitoring system for Education Quality Assurance (EQA) in Uzbekistan by supporting the State Inspectorate for the Supervision of Education Quality (SISEQ) in developing web-based platforms for QA data collection and management, namely ONAKS and an online accreditation register. These platforms have been successfully launched and are operational across all regions of Uzbekistan. However, ongoing enhancement of these systems requires thorough analysis of their implementation, identification of challenges at various levels, and capacity building for specialists to effectively analyze collected data.

In terms of research and evaluation in the preschool education sector, UNICEF conducted two targeted studies to address supply and demand side issues. The first study focused on understanding the Knowledge, Attitude, and Practices (KAP) of parents towards Early Childhood Education (ECE), revealing insights into factors influencing parents' decisions regarding preschool enrollment and highlighting gaps in their understanding of child development milestones. It assessed how young children were cared for at home, indicating increased parental engagement in childcare activities but persisting challenges, such as limited paternal involvement and stress experienced by children due to disruptions in their routines. Several achievements and enabling factors have contributed to strengthening the preschool education system in Uzbekistan:

CONCLUSION AND RECOMMENDATIONS

Overall, while significant progress has been made, ongoing efforts are needed to address remaining challenges and further enhance the quality and accessibility of preschool education in Uzbekistan. The initiatives within this strategic domain aim to ensure that preschool environments are child-friendly, inclusive, and safe, with particular attention to being sensitive to disabilities and gender. The proposed activities include enhancing or constructing preschool facilities to align with child-friendly standards, providing training for preschool educators on teaching methods to raise children's awareness about disaster risk management and safe conduct during emergencies, and educating them on crime prevention and safeguarding against violence and abuse, including gender-based violence in various settings such as schools, homes, and the community.

It's crucial, especially for preschools in remote rural areas, to have appropriate facilities that prioritize safety and create conducive learning environments. This entails measures like securing preschool premises with boundary walls, ensuring access to clean drinking water, maintaining gender-specific functional toilets and handwashing facilities, establishing playgrounds, setting up kitchen and dining areas, and providing heating facilities. Furthermore, efforts should be made to make preschools more accessible for children with disabilities and special needs, fostering an inclusive atmosphere for children from diverse backgrounds. Early engagement of children in understanding disaster risk management, safe behaviors, and violence prevention is essential. Given that teachers play a pivotal role in imparting such knowledge, preschool educators will receive training to deliver age-appropriate lessons and activities aimed at instilling these concepts effectively.

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