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# **Uzbekistan**

## **Early Childhood Care and Education (ECCE) programmes**

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## UZBEKISTAN

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 7-16 years.

#### **1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)**

(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Pre-school education

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

From 2 to 6/7 years of age

##### **1.3. ISCED 0 programs: statistics and indicators** (*source: UIS*)

###### *1.3.1. Enrolment:*

	<b>Percentage</b>	<b>Year</b>
Gross enrolment ratio	27.6	2003/04
Net enrolment ratio	21.2	2002/03
Percentage of children entering primary education with previous preschool experience	See note below	

*Note:* For 2005/06, it is estimated that 33% of children entering primary education have previous preschool experience (Ministry of Education, December 2005.)

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.5	20.7	21.3	21.9	20.6	15

Source: Ministry of Education, December 2005. Data refer to 2005/06.

1.3.3. Teachers:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
59,595	98	100	100	100

Source: Ministry of Education, December 2005. Data refer to 2005/06.

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing:

The State budget, sponsors, grants and parents' contributions.

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available

2.2. Normative age group(s) covered by other ECCE programs:

Not available

**2.3. Estimate number of children covered by other ECCE programs:**

*Not available*

**B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

**3.1. Legislation concerning ECCE:**

*Not available*

**3.2. Official body/bodies in charge of supervision or coordination:**

Ministry of Public Education, State Test Centre.

**3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

Nurseries cater to children aged 2-3, while kindergartens cater to children aged 4-6. Nurseries and kindergartens are maintained by the Ministry of Public of Education, local municipalities, private companies, and charities. Traditional modes of local self-administration through *makhallas* (neighborhoods) are being given increasing responsibility for community development. *Makhallas* actively participate in the delivering of pre-school services.

In recent years new types of institutions have been introduced such as the home-based day-care centres and schools where kindergarten and primary classes are combined. Quality standards in these centres, however, are uneven. Home kindergartens, as non-traditional educational establishments, have appeared in recent years. These establishments are basically located in rural areas. Currently, there are 2,514 short term groups with 43054 children, 156 home kindergartens with 1886 children enrolled. Early childhood educational centres organized within the Pupils' Centres (Youth Centre in School), local authority committees, schools and other public establishments represent another new form of work with pre-school children.

Children in kindergartens receive medical services, preventive medical treatments and three to five meals per day, depending on the time they pass in the establishment. Children with mild handicaps receive special classes. Psycho-diagnosis, psycho-correction, speech, sight, hearing and motion corrections are provided in special education establishments in addition to the main educational programme. There are 15,801 children enrolled in 296 special education establishments. Children with psychological and physical disabilities are brought up at preschool educational establishments for free, and the children, whose parents are the 1st and 2nd group disabled, are charged 50 percent of the total cost.

Only 17% of rural children receive pre-school education compared to 40% in urban areas.

#### **3.4. Type of personnel involved:**

There are different categories of pedagogical, medical and technical personnel working in early childhood establishments, such as the head of the establishment, methodologists (who provide methodological supervision of the activities of nursery school teachers concerning the implementation of the educational programme), nursery school teachers, psychologists, musicians, doctors, nurses, etc. 23% of all pre-school teachers hold higher education degrees, and 76% hold secondary specialized education.

#### **3.5. Type of staff training (requirements):**

The system of retraining and upgrading of qualification is being improved. On 25 November 2005 the Ministry of Public Education has adopted a Decree, according to which a variety of courses will be created.

#### **3.6. Recent national policies and reforms:**

Creation of a legal-normative basis for the pre-school education system. Modernization of pedagogical processes and introduction of new technologies. Expansion of non-governmental educational system establishments (56 establishments catering to 3,113 children).

#### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

Attention provided to vulnerable and disadvantaged children, inclusive education. Integration of disadvantaged children. Expansion of pre-school education opportunities for physically or mentally disabled children. State requirements for such establishments have been created in 2005.

#### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

UNICEF's "Early Childhood Care and Preparing for School" and "Family Education" projects are aimed at expanding ECCE. The Asian Development Bank is providing assistance in the definition of pre-school education standards.

#### **3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs**

##### *3.9.1. Objectives and aims:*

Pre-school education aims at forming a healthy and intelligent personality, the balanced development of children, and preparing children for a systematic educational process. This type of education is carried out in the family, kindergartens, and other education establishments irrespectively the form of property (Law “On Education”, Article 11.)

### *3.9.2. Learning areas and teaching-learning methods:*

In kindergartens children learn some elementary notions of arithmetic and, since September 1995, a programme has started to teach reading and writing in all kindergartens. Beside this, the educational programme for kindergartens includes: games; acquaintance with nature; moral education; physical training; arts and music; speech training; and practical activities.

The content of the preschool education and upbringing is currently updated according to the “State Requirements to Education and Upbringing of the Preschool-age Children” and the basic program, namely “The Child of the Third Millennium”. Before its implementation, the program was tested in 500 preschool educational establishments and 40 families. Currently a competition for alternative programs has also been launched.

### *3.9.3. Average number of hours per week and average amount of weeks per year:*

Pre-school education institutions work 252 days per year and 12-15 lessons are planned for per week, depending on the age of children.

## **3.10. Any other relevant and pertinent information**

Pre-school centres have been mostly organized by State enterprises in the past, but with the privatization of sponsoring firms a number of these centres have been closed. There has been a dramatic reduction in pre-schooling, with only 20% of children aged 3 to 6 enrolled in any kind of pre-school programme in 2002, compared with 37% in 1989 (source: Social Monitor 2004). However, government efforts to establish and maintain both traditional and non-traditional *Makhalla* and private kindergarten pre-schools, resulted in increased coverage to 27% in 2002. According to UNICEF sources, most families lack appropriate knowledge and skills for bringing up children, which affects the child’s development and readiness for school. Child rearing studies show that 88% of parents use physical punishment and 65% do not give importance to interactive games with children (allocating only 30% of their time).

Nowadays 571,147 children are brought up at 6,565 preschool educational establishments. Alongside the preschool educational establishments, there are 192 complexes of the kind “school-kindergarten”, 57 special educational establishments of the sanatorium type and 122 special education establishments. 2,686 of them are located in the cities, while 3,879 in rural areas.

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below: Not available**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

Not available

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

Department of Monitoring for State Educational Standards.

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

Pre-school education standards are being developed.

[Information revised by the Ministry of Education, December 2005.]