STATUS AND THE RIGHTS OF TEACHERS
CASE OF UZBEKISTAN

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24-25 February 2015
Bangkok, Thailand
Research framework

I. Uzbekistan: context and development trends

II. General characteristics of the country’s education systems, laws, regulations and practices

III. Pre-Service Teaching

V. In-Service Teaching

V. Professional evaluation and incentives

VI. Conclusion and Recommendations
Uzbekistan: context and development trends

- Young and rapidly growing population.
- Accelerated economic growth and investments.
- Increase in the share of industry and services in GDP.

Despite the volatility of world market conditions in 2013:

- Total trade balance 14.8% (2013 vs 2008)
- Exports 10.9% (2013 vs 2008)
- Imports 7.7% (2013 vs 2008)
- Trade surplus increased by 15.7%.
Uzbekistan: GDP structure

- In compare with 1990 in 2013
  - The share of services increased by almost 1.6 times
  - The share of industrial production increased to 38%
  - The share of agriculture decreased by 3 times

Status and the Rights of Teachers: Case of Uzbekistan

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II. General characteristics of the country’s education system, laws, regulations and practices
Main legislative base in education

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1992</td>
<td>the Constitution of the Republic of Uzbekistan</td>
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<tr>
<td>1997</td>
<td>the Law on Education and introduction of the National Program for Personnel Training.</td>
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<tr>
<td>2001</td>
<td>Program for the Preparation, Re-orientation and Further Training of Qualified Pedagogical and Technical-Pedagogical Staff of the System of Secondary Specialized Professional Education</td>
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<tr>
<td>2004</td>
<td>National Program for Basic Education Development 2004-2009. It aims at creating equal conditions for education of children, a radical improvement of secondary education, and the formation of educational and material base of schools to meet modern requirements.</td>
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Education at secondary school level and secondary specialized professional education is mandatory, free of charge and guaranteed by state.
National Program on Personnel Training

Adopted in 1997 aimed at creating a system to provide life-long learning from preschool to retirement age. Fundamental policy reforms included:

- establishing a compulsory 12-year education system by increasing senior secondary education from 2 to 3 years;
- institutional restructuring and rationalizing of the Ministry of Public Education and the Ministry of Higher and Secondary Specialized Professional Education;
- financial decentralization;
- improving public governance in educational establishments;
- increasing wages for teachers and principals;
- consolidating and modernizing the curriculum framework and revising education standards and learning assessments.
Education structure of Uzbekistan

Compulsory education

1. Up to 7 years old
   - Preschool education
2. From 7 up to 15 years old
   - General Secondary education
3. From 15 up to 18 years old
   - Secondary Specialized Professional education
4. From 18 up to 24 years old
   - Higher education
5. Adult age and lifelong learning
   - Post Graduate education
   - Professional upgrading and personnel training

Extracurricular (non-formal) education

1. From 7 up to 15 years old
   - Primary Schooling 4 years
   - General Secondary Schooling 5 years
2. From 15 up to 18 years old
   - Academic Lyceums 3 year
   - Professional colleges 3 year
3. From 18 up to 24 years old
   - Bachelor's Degree 4 years
   - Master's Degree 2 years
4. Adult age and lifelong learning
   - Candidate of science (PHD), not less than 3 years
   - Doctor of science, not less than 3 years

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Uzbekistan has made much progress in bringing about equal access to secondary education. There are total of 9,765 general education schools including 2,459 (25%) in urban areas (69%), 7,306 rural areas, including 617 (6%) in remote and hard-to-access areas.
Implementation of reforms was enabled by high share of government expenditures on education.
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Teaching workforce

Structure of the level of education of teaching staff in secondary education, %, 2005-2012

Age structure of the teaching staff in secondary education, %

The share of teachers with higher education in academic lyceums and professional colleges, 2005-2013, %

For the period 2001-2013 the number of students per teacher has been decreasing from 14 to 11 which compares favorably with the OECD average of 12.1.

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III. Pre-Service Teachers
**Number of years to complete**

For the **primary teacher**: a minimum of **12 years** of schooling **plus 4 years** of higher education (Bachelors Degree) with a focus in primary education at the Pedagogical Institute or Pedagogical Faculty of a University.

To become a teacher in **secondary grades** (5-9) of school or in **secondary specialize, professional educational establishments** (college or lyceum): a minimum of **12 years** of schooling **plus 4-6 years** of subject-oriented pedagogical training.
Pre-service teacher training takes place at the secondary specialized professional education and higher education system. Students graduating from higher education institutions are eligible for teaching positions at the pre-primary and general secondary (grades 1 to 9) levels.

The training of teachers of special subjects, as well as training of technical-pedagogical personnel of vocational colleges is conducted on the basis of specialized chairs and departments of sector-based higher education institutions (technical, industrial, agricultural, economic, medical, and other profiles).

**Number of institutes**

- Pre-service is provided
- **22 higher education** institutions of the country
- **41 departments** of education in general universities
Pre-Service Teaching: enrollment, competitive rate

- During recent years about a half (52%) of students of higher education institutions and 10.5% of students of vocational colleges were trained on pedagogical specialties.
- During the period of 2006 to 2012, the number of pedagogical profile students at the higher education institutions decreased in 8.2%.
- At the same time, the total number of applicants to the higher education institutions increased to 21%.
- The competitive rate went up from 5.8 to 7.1.
Institutional Framework

Ministry of Public Education
- Orders for training the pedagogical personnel for preschools and general education schools are placed by the Ministry of Public Education

Center for Secondary, Specialized Vocational Education
- Determines needs, qualitative and quantitative indicators for training the pedagogical and technical-pedagogical personnel for academic lyceums and vocational colleges

Ministry of Higher and Secondary Specialized Education
- The overall management, guidance on the ways and methods for improving the system of training, the list of the specialized higher educational institutions that will provide pre-service and in-service training as well as is conducted by Ministry of Higher and Secondary Specialized Education
Key challenges in Teachers’ training:

The growing number of graduates of pedagogical faculties in universities (55% in the structure of all students) allows securing an adequate ‘supply’ of young specialists to the system of secondary education. However, the quality of these graduates has not been improving.

“Teachers of a subject”. The disciplines of subject preparation take 50% of class hours, basic comprehensive disciplines – 36% and psychology-pedagogical training - only 8.5%.
Key challenges in Teachers’ training:

- Lack of practical training of future teachers. Short-time pedagogical practice (6-8% of total time of studying) does not give students opportunities to experience the different teaching methods.

- Such important skills and competences of future teachers as psychological maturity, capacity of establish contact and adequate communication with pupils are not assessed during admission exams to pedagogical universities.
IV. In-Service Teaching
In-service teacher training

There is mandatory in-service teacher training that teachers attend every three years. The in-service teacher training training lasts one month (24 days, 144 hours, and plus 5 hours of preparatory work for distance education). At the end of the four-week training the participants take an exam.

Young teachers attend their first in-service training after one year of employment.

The teacher’s professional category
To assign or confirm the category qualification, a teacher must go through teacher certification. Category is granted for a five-year period. At the end of this period the teacher is required to re-certify.
In-service teacher training

- The curriculum for in-service training changes every three to five years based on decree of the Ministry of Higher and Secondary Specialised Education. In-service training covers the areas of general knowledge, knowledge and skills related to the teaching profession in general, knowledge and skills related to the respective subject and actual topics.

The training of Principals is organized on the basis of a similar curricular, which includes 34 hours of training on school management and 10 hours on economic issues.
Teacher Re-training

For the qualified teacher who wishes to teach additional subjects, including a switch between teaching primary and secondary grades, he/she must attend one of 16 Teacher Training Institutes. The length of retraining depends on the individual’s level of education.

For professionals with higher education, the duration is 576 hours; for those with higher education plus some prior pedagogical training it is 400 hours. The retraining usually lasts 16 weeks and it is tuition based.

Challenge: Focus on auditorium transmission of knowledge in the system of training and retraining of teachers limits the opportunities to enhance their skills needed for their professional activity improvement.
Structure of the in-service training system

- **Ministry of Higher & Secondary Specialized Education**
  - General management & coordination of training

- **Teacher training institutions under the Ministry**

- **Leading higher education institutions**

- **Institute for in-service Training & Re-training of SSPE**
  - In-service training for SSPE management staff

- **Fund “Istedod”**
  - Organization of training, courses and study visits abroad

- **Territorial centers for innovative educational technology at base academic lyceums & vocational colleges**
  - Exchange of experience, study of innovative educational technology and teaching techniques

- **State Testing Center**
  - Monitoring of quality of education, diagnosis & assessment of the qualification of staff

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In-service Teacher Training: Policy

• Within the period of 2005-2012 the share for Personnel training of total budget expenditures on education in went up from 17,8% to 28,%

• Programe for the Preparation, Re-orientation and Further Training of Qualified Pedagogical and Technical-Pedagogical Staff of the System of Secondary Specialized Professional Education for the Period until 2010 (2001)

• The Resolution of the Cabinet of Ministers on the Further Development of the System for Re-training of Pedagogical Staff (2006)

• The Resolution of the Cabinet of Ministers “On Measures for Further Improving the System of Training the Qualified Pedagogical Personnel and Staffing the Secondary Specialized Vocational Education Institutions” (2012)
V. Professional evaluation and incentives
The Principal’s Fund has been established at all schools through which teacher’s work can be rewarded. Teachers can receive additional payments for the following activities:

For class tutoring and for the regular checking of student’s homework—(up to 100% and 50% of the minimum salary respectively);

For high levels of educational and extra-curricula work with pupils—up to 15% of the basic wage rate of the corresponding qualification category;

For professionalism and significant contribution to the educational process and good quality work—up to 25% of the basic wage rate of the corresponding qualification category.

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Stimulus to teachers

- Teachers’ salaries, as those of other public servants, have been raised over the past years

The average yearly salary (including bonuses) is presently in the range of 4,200 to 4,800 USD, (It is equal to 305 USD per month about equivalent to the GNI per capita.

This level is in line with that of the rest of the world, in so far as teacher remuneration in OECD countries is generally set at a rate of 1.0-1.5 times the GNI per capita (PPP)
The results of teachers’ work impact their salaries only through the attestation procedure, and the salary of teachers with highest category differs from the salaries of teachers without category insignificantly that serves as destimulative factor to upgrade.
VI. Recommendations

Improving the system of teaching staff training in the higher educational institutions.

To update the curriculum of higher pedagogical educational institutions through increasing the class hours given to psychology-pedagogical training, pedagogical practice as well as to update the characteristics of the teachers’ qualifications.

To improve the system of teachers’ training and retraining through enhancement of its practical orientation and stimulus for professional growth. To introduce accumulation and credit-modular principles in qualification system that allows teachers to upgrade their qualification along their professional career assimilating the needed educational modules in different organizations and different spheres.

To update the educational and technical base of higher educational institutions through popularization of the latest educational technologies and tools (educational discussions and conferences, brainstorming, role and business games, educational modeling and projecting, combination of study and research).

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Recommendations

**Strengthening the requirements for teacher selection and assessment.**

At the stage of entering the higher educational institution - in addition to standard assessment tests in the subjects to interview for suitability to the teaching profession.

At the stage of selecting candidates for work in school - the introduction of the independent certification exams.

**Improvement of the remuneration system of teachers.**

To increase the number of attestation categories and differentiation between them so that the wage gap between the teacher with highest categories and teacher without any is not less than 50%.
THANKS FOR YOUR ATTENTION!

ANY QUESTIONS?

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