

THE CURRENT CORE OF EDUCATION REFORMS IN UZBEKISTAN: ONE STEP FORWARD TWO STEPS BACK?

Ruzumboy Eshchanov^{a*}, Davron Bekchanov^a & Gulbakhor Bobojonova^a

^a Chirchik State Pedagogical Institute of Tashkent region

* Corresponding author. ruzimboy@gmail.com

ABSTRACT

Uzbekistan is undergoing tremendous changes in all spheres of life including the education system starting from 2017, when the president Shavkat Mirziyoyev came to power. This epoch is widely called the “epoch of modernizing Uzbekistan”. Indeed, serious reforms are taking place, number of programs are being implemented and even more are in the pipeline. However, along with some success stories, the education sphere has abundant malpractices and backlashes. A closer look into the field reveal that a large part of the currently promoted reform practices are mainly rather superficial and is therefore not tackling actually the core of the challenges in education. Situation is exaggerated by the fact that there has not been any international education project operated under the auspices of international financial institutions such as World Bank, Asian Development Bank or alike. Number of these problems could have been sorted through applying the international best-practices. Some of these problems are elaborated in this article. Those include lack of continuity and transitivity across the levels, low quality of school education, inappropriate university exam system, inconsistent student performance marking systems, unsustainable financing mechanisms and lack of links between the academia and research, inappropriate allocation and research funds. This study reviews the underlying problems of these challenges in education system in the country to reveal concurrently their causes of the volatile higher education system.

Keywords: Education, reform, shortcomings, continuity, systems approach, ISCED, Uzbekistan.