

## Trends in the Formation and Development of Private Schools in Namangan Region in 1991-2021

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### Abstract

This article provides a historical and comparative analysis of the formation processes of private schools of the non-state education system in the Namangan region during 1991–2021. The study covers the activities of individual tutoring in preparation for entrance exams to higher education institutions during the economic difficulties of the first years of independence, administrative obstacles to this activity in the 2000s, and reforms after 2017. The improvement of the legal framework and stages of development of this system are analyzed. The article covers the abandonment of the monopoly in the state education system, the entry of the private sector into education, reforms after 2017, and the impact of demographic growth in the Namangan region on the demand for private schools.

**Keywords:** private education, non-state educational institution, Namangan region, educational reforms, public-private partnership, innovative education, tutoring activities, preparation of applicants, educational services, licensing, demographic factor.

### Introduction

After Uzbekistan gained its independence in 1991, a period of fundamental changes began in socio-economic spheres. The education system was no exception. During the Soviet era, education was exclusively a state monopoly, but during the years of independence, the formation of a market for educational services and the creation of a competitive environment became the agenda [1]. Namangan region has historically been distinguished by its population density, hard work, and thirst for knowledge. Even in the early years of independence, it was one of the most densely populated regions in the republic and had a high youth population. Since 1991, the region has needed an alternative system that would meet the population's need for additional education along with the state education system. The aim of this study is to study the development of private schools in Namangan region in 1991-2021 from a scientific, historical, and pedagogical point of view [2].

The legal basis for this study includes the Constitution of the Republic of Uzbekistan, the Resolution of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev No. PQ-3276 of September 15, 2017, "On Measures to Further Develop the Provision of Non-State Educational Services", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of September 15, 2017, "On Measures to Further Develop the Provision of Non-State

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Educational Services”, and the Law of the Republic of Uzbekistan “On Education” No. O’RQ-637 of September 23, 2020. These legal documents, aimed at the development of non-state educational institutions and the improvement of education quality, were studied as state programs and regulatory frameworks. Scientific literature related to the topic was also analyzed [3].

### **Methodology**

This research primarily utilizes scientific methods such as historical-comparative analysis, the study, generalization, and comparison of statistical data, and pedagogical observation. Interviews were also given to staff members who currently work in private schools.

#### **Establishment and growth of private schools in the Namangan region year 1991**

This study takes a mixed-methods research strategy to study and 2021. Combining qualitative and quantitative methods will help to establish a full understanding of the statistical dynamics and contextual factors that affect the growth of private education. First, historical-comparative approach is adopted in order to analyze the change of private schools within the selected period of time. The study breaks the timeline down into key stages according to major policy and educational reforms, making it possible to analyze growth trends orderly. Second, the use of quantitative analysis of statistical data from official sources such as relevant government publications, regional education departments, and national statistics reports is also part of this research. Indicators such as number of private schools, students enrolled and teachers working and growth rate of institutions are analyzed using descriptive statistical methods. Third, document analysis is used to apply a qualitative approach. To determine the main forces behind and obstacles to the growth of the private education sector, legal frameworks, policy documents, and educational reforms pertaining to private education are methodically examined.

### **Analysis and Discussion**

Regulatory documents such as the Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev dated September 15, 2017 No. PQ-3276 “On measures to further develop the activities of non-state educational services”, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 15, 2017 “On measures to further develop the activities of non-state educational services” and the Resolution No. 1028 dated December 24, 2019 “On measures to further improve the activities of non-state educational organizations” were also analyzed [4]. The legal framework for the activities of non-state educational institutions in Uzbekistan is reflected in a number of legislative acts. In particular, the Law “On Education” (2020) defines the legal status of non-governmental educational organizations [5]. The law establishes the main rules for the activities of non-governmental educational organizations, their rights and obligations, and their relationship with state bodies. The decrees of the President of the Republic of Uzbekistan, Sh.M.Mirziyoyev dated May 26, 2023 No. PF-79 “On measures for the effective organization of the activities of the Ministry of Preschool and School Education and organizations within its system” laid the foundation for the development of private schools [6]. Within the framework of the implementation of other regulatory legal acts related to the above area, the role and importance of private educational institutions in Uzbekistan is increasing today [7].

During this period, the formation and development of the activities of educational centers is divided into the following periods:

1. 1991–2016 - first stage:

In the early years of independence, despite the difficulties of the economic transition period in Namangan region, parents felt the need for additional individual paid lessons for their children, that is, tutoring courses. Initially, the only structures with official status were “Preparatory Courses” (Podkurs) at universities [8]. They operated on a commercial basis and taught students mainly in exchange for giving or promising them privileges when entering universities. However, the introduction of the testing system in the mid-1990s showed the ineffectiveness of these courses and increased the need for the private sector, and with the start of the State Testing Center in 1994, the population's need for tutoring increased [9]. Although the 1992 Law on Education permitted private education, in practice the economic barriers to opening a private school were high, and the social standard of living of the population was low. The National Program for Personnel Training (1997) was focused on its implementation [10].

During this period, tutoring and small training courses were mainly developed in the Namangan region. The number of truly licensed private secondary schools was limited. The strength of the idea among the population that “education should be free” and limited economic opportunities prevented the popularity of private schools. Until 2016, the number of non-state educational institutions in the region was very small, and they were mainly in the form of language training centers [11].

2. 2017–2021 - Second stage:

Starting in 2017, a new era of political and economic reforms began in Uzbekistan. At the initiative of President Shavkat Mirziyoyev, the non-state education sector began to receive state support [12].

In particular, the resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On measures for the further development of non-state educational services” of September 15, 2017 brought revolutionary changes in the field [13]. During this period, exemption from customs duties and tax incentives were also provided for the import of modern equipment to private schools in the Namangan region. Entrepreneurs were provided with “zero” or long-term mortgage loans for vacant buildings and land on the basis of public-private partnerships. Licensing was simplified, and the procedures for opening schools were facilitated [14].

Between 2018 and 2021, the number of private schools in Namangan region increased sharply. If in 2017 there were only a few private schools in the region, by 2021 this figure had increased several dozen times. Schools that were initially opened only in Namangan city (for example, under brands such as “Smart school”, “Diplomat international school”, “Istiqlof”, “Wunderkind” or by local entrepreneurs) later began to appear in Chust, Kosonsoy, Uchkurgan, and Turakurgan districts. These private schools mainly specialized in the following areas:

Foreign languages: In-depth teaching of English, Arabic and Russian;

Exact sciences and IT: Introduction of robotics and programming elements from the primary grades;

The fact that classes are held in small groups (15-18 people) in primary grades has been a key factor attracting the attention of parents, which has led to an increase in demand for private schools [15].

## Conclusion

of quality standards, and the promotion of equitable access. These factors will be crucial in enhancing both the effectiveness and inclusiveness of the education system as a whole. The development of private schools in the Namangan region between 1991 and 2021 reflects a gradual yet transformative shift in Uzbekistan's education system. In the first few years after the independence the development of the private education sector was still relatively modest. This was especially because of economic limitations, bureaucratic barriers, and a dominant societal ideology that education to be primarily be provided by state and be free of charge. Under such conditions, informal tutoring services and small-scale learning centers arose as the predominating forms of non-state educational activity. A huge transformation started in 2017 onwards, with a series of comprehensive reforms reshaped the sector. The government introduced more positive legal frameworks, streamlined licensing procedures, provided financial incentives and supported public-private partnerships. These efforts generated a more favorable environment for private initiative and to encourage entrepreneurship and to broaden the range across the education opportunities available to the population. As a result, the Namangan region witnessed a rise in a detectable number of private schools, while providing a growing diversity in educational offer. Programs began to include foreign language teaching, information technology and the application of modern approaches of pedagogy. More important, private schools began to supplement the public education system by reducing overcrowding, encouraging healthy competition, and be a part of improvement of overall educational quality.

In summary, the growth of private schools has become an essential element of the region's educational landscape. Looking forward, the sustainability of this progress will depend on continued regulatory support, the consistent enforcement.

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