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**Multidisciplinary Skills for Artists' Entrepreneurship / MUSAE**



## **WP1.1. “DATA COLLECTION AND ANALYSIS” Local Report**

**Kamoliddin Behzod nomidagi Milliy Rassomlik va Dizayn  
Instituti**



**NATIONAL INSTITUTE OF FINE ART  
AND DESIGN NAMED AFTER  
KAMOLIDDIN BEHZOD**



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## 1 Brief presentation of the institute: National Institute of Fine Art and Design named after Kamoliddin Bekhzod (NIFAD)

National Institute of Fine Art and Design named after Kamoliddin Bekhzod (NIFAD) is a higher educational institution in the field of fine art and design in Uzbekistan. It was founded in 1997 on the basis of the art faculty of the Tashkent State Theater and Art Institute named after A.N. Ostrovsky. Today NIFAD is the only specialized higher educational institution in the field of fine arts and design in Uzbekistan. The Institute is a dynamically developing educational, scientific and socio-cultural center of the country, combining many areas of fine arts, including national, classical, modern, as well as painting, graphics, sculpture, fashion design, interior design and others. As of today the total number of students in NIFAD has grown from about 500 – at the beginning of his activity - to more than 2100 including BA, MA and PhD students. There are four faculties: Fine Art Faculty, Applied Art Faculty, Art history Faculty and Design Faculty. They offer a wide range of bachelor and master programmes:

### ***-Fine Art Faculty:***

BA directions

- easel painting
- monumental painting
- theater decoration painting
- illustrative solution of the film
- easel and book graphics
- calligraphy and miniature

MA directions

- easel painting
- monumental painting
- fine and applied decorative arts (monumental decorative arts)
- visual solution of film and television
- animation
- easel and book graphics
- calligraphy and miniature

### ***-Applied Art Faculty:***

BA directions

- sculpture
- artistic ceramics
- restoration of architectural monuments
- restoration of Applied Arts
- art management and gallery deal

MA directions

- sculpture (monumental).
- restoration of works of art and architectural monuments.
- artistic ceramics.

### ***- Art history Faculty:***

BA directions



- art history (fine and applied Arts)
- art criticism
- museum studies (museum management and cultural tourism)
- museum studies( examination, conservation and repair of museum objects)
- museum pedagogy
- art history (museum work and preservation of cultural heritage sites)

#### MA directions

- art theory and history (fine and applied arts)
- museology: conservation, repair and preservation of historical and cultural sites

#### **-Design Faculty:**

#### BA directions

- interior design
- clothing and fabrics design
- computer graphics and art photography
- advertising and applied graphics

#### MA directions

- interior design
- clothing and fabrics design
- computer graphics and art photography
- advertising and applied graphics

Currently, training at NIFAD for a bachelor's degree is carried out in full-time and part-time form (without interruption from the main job). Also, students are trained in double degree programs in design (interior, fashion, products), in cooperation with the Korea Keimung University and the Chanapatana International Design Institute in Thailand.

Education for MA is carried out only full-time.

Bachelor's programs provide students with knowledge, skills and abilities for their further professional activities, pedagogical activities in general education schools, specialized art schools, and also provide an opportunity to continue their studies in a master's program. Master's programs allow graduates to engage in professional activities, pedagogical activities in higher educational institutions, as well as engage in research work (enroll in doctoral studies).

NIFAD educational programs combine the development of students' creative abilities, as well as providing them with professional knowledge and skills for continuous professional and intellectual growth.

Local universities teaching in some education directions similar as in NIFAD are Andijan State University, Bukhara State University, Gulistan State University, Karakalpakstan State University, Karshi State University, Samarkand State University, Termiz State University, Ferghana State University, Urganch State University, Navoi State Pedagogical Institute, Jizzakh State Pedagogical Institute.



## 2 Results from AREA 1 and AREA 2 survey

### 2.1 AREA 1: Law framework

National institute of fine art and design named after Kamoliddin Bekhzod has provided one response to the questionnaire for teachers. The information that emerged is the following:

- 1) The High Artistic Education Division (musical, visual arts, performing arts, etc.) is a part of the University system of the Country.
- 2) Are issued two kinds of educational qualifications: Bachelor of Arts and Master of Arts.
- 3) Students can enroll in a higher artistic education faculty or institution from the age of 16 and above.<sup>i</sup>
- 4) & 5). Has your institution adopted a credit system?

NO

If you have NO a credit system, are you allowed to adopt / use ECTS?

YES <sup>ii</sup>

- 6) The standard evaluation system used in the Institute is based  
-on score 1,2,3,4,5 for the first , second and third levels of BA and all levels of MA;  
-“100 point “ system for the forth level of BA.<sup>iii</sup>
- 7) The autonomy provided by the Institute is at representative level.<sup>iv</sup>
- 8) The Central Agency that monitors and certifies the quality of teaching at local and national level is the State Inspection for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan.

### 2.2 AREA 2: Analysis of Institutes

A total of 4 responses were collected from National institute of fine art and design named after Kamoliddin Bekhzod



## **NATIONAL INSTITUTE OF FINE ART AND DESIGN NAMED AFTER KAMOLIDDIN BEKHZOD (NIFAD)**

For the NIFAD we received responses from 4 teachers. Based on the answers we can establish that:

- 1) The name of Institute is National institute of fine art and design named after Kamoliddin Bekhzod (Kamoliddin Behzod nomidagi Milliy Rassomlik va Dizayn Instituti – in Uzbek)
- 2) Educational qualifications issued by NIFAD is Bachelor of Arts and Masters of Arts.
- 3) The number of students currently enrolled in NIFAD is 2088 and the percentage of female students is 69 %.
- 4) The number of students enrolled in courses related to artistic disciplines is 2088 (100%) and the percentage of female students is 69 % .
- 5) 74,6 % are the costs associated with the salaries of teachers compared to the total budget of the institution.
- 6) At the moment NIFAD hosts between 20 foreign students.
- 7) There are courses in English and Russian.
- 8) There is an efficient international relation office. It works with many other institutions as: Escuela superior de diseño de Murcia, Spain, Keymung Univercity Korea, Escuela superior de art e diseño Alicante Spain, Aichi University Japan, University of art and design in ClujNapoca Romania, Ovidius University Constanta România, Change School Britain. In general with: Spain, UK, Romania, Switzerland, Japan, Korea, Thailand, China, Russia, Kazakhstan
- 9) Inside the Institute there is a guesthouse for foreign students or international guests
- 10) It is possible to see training courses (curricula) offered by the institute at this link: [mrdi.uz](http://mrdi.uz)
- 11) The percentage of historical/theoretical disciplines compared to laboratories based ones is 30-40%.
- 12) At the end of the course of study there is a graduation thesis for BA and master's thesis (dissertation) for MA.
- 13) The institute has collaborations with external partners like: foundations, gallery and museum, Autograph gallery, Ziynat Design and others.
- 14) All students benefit from foresee training courses, internships, orientation, consultancy and employment systems.
- 15) “Opzione 1” is the most important temporary occasional partnership/project.
- 16) NIFAD doesn't have sponsors .



17) The institute doesn't use post-graduate questionnaires for the preparation of internal reports on the quality of teaching (degree of satisfaction, opportunity, etc.).

18) Maybe 15-20% of students are professionally inserted into the job's world after three, five or seven years from graduation.

19) The percentage of graduates who undertake a teaching career in primary/secondary schools or university is about 50- 60%.

### **3 Results from AREA 3 and AREA 4**

#### **3.1 AREA 3: The Teaching Staff**

##### *Main National Results*

The survey was distributed among teachers of the State Conservatory of Uzbekistan, National Institute of Fine Art and Design named after Kamoliddin Bekhzod and Turin polytechnic university in Tashkent. A total of 17 respondents took part in the survey by the 15 of September 2020.

Thus, 64,7 percent of respondents obtained their academic training in the same institution where they work, while 35,3 percent in another institution.

Only 41,2 percent of respondents answered that they are involved in other professional activities besides teaching which are the following: playing in a chamber orchestra, being a designer, writing academic articles, business, academic research, and employee at the museum. As for 58,8 percent teaching is the only activity.

Merely 29,4 percent of respondents had a working experience in a foreign country which are Turkey, South Korea, Egypt, and Israel.

Respondents working 10 years and more were 5,9 percent, 11,8 percent had 7 years of working, 5.9 percent worked for 19-24 years, 11,8 percent -5 years, 5.9 for 7 and 2 years respectively.

The strengths of the institute were named:

the only such university in Uzbekistan – 5.9 %

creative potential – 11.8 %

good specialists – 5.9 %

collaboration – 5.9 %

freedom of creativity – 5.9 %



no corruption – 5.9 %

Regarding the major shortcoming and critical issues, the respondents named as followed:

Shortage of laboratories – 41,2 percent

Inadequate study plan – 23,5 percent

Little or no freedom in teaching – 25,5 percent

Regarding the lack of technical or technological equipment, 3,7 percent answered negatively, while more than 70 %.

The largest portion of respondents (47,1 percent) named lack of equipment as the main difficulty they encountered during the teaching process, 17,6 of respondents named inadequate students' skills, 17,6 percent noted that the education planning is outdated, and another 17,6 percent consider lack of classrooms and laboratories as the major issue.

Out of 17 respondents 41,2 percent think that students have difficulties in obtaining experience abroad, 17,6 percent lack determination, 29,4 percent encounter economic hardships, and 11,8 percent consider the studying curriculum as inadequate.

Regarding the profitability 41, 2 percent of respondents named involving companies and territorial cultural realities to fulfil seminars and workshops within the institution, 29,4 percent casted for changing teaching methods according to what companies and territorial realities need, 23,5 percent believe that increasing funding for the institution may have a positive effect.

Most of the respondents believe that familiarization with foreign experience, including with professional retraining in foreign universities and relative institutions, and exchange programs would be the best practices for the development in the professional area.

A total of 76,5 percent believe that knowledge of the economic system is crucial, while 23,5 percent answered negatively. Thus the majority responded that in the contemporary world each and every person not only teachers should be familiar with the basic knowledge of management, as the economy lays foundation for every subject; as science and economy are intertwined; the time demands the all-round teachers, etc. Though some also believe that art and business are inconsistent as you cannot create or perform well if you think only about money.

A total number of 52,9 percent of respondents are provided with up-to-date professional training courses inside their institutions, while 47,1 do it independently by reading academic articles, books etc.

According to 47,1 percent of respondents their institute promotes student's entrepreneurship, via organizing the special courses, and grants for students, including the art marketing subjects in the curriculum, by providing opportunities for the





musicians to get places in the international orchestras; the rest 52.9 percent responded no.

Irrelevant answers were provided

The list of respondents (by subjects):

"Oriental manuscript and miniature"

violin

Information technologies

Interior design

Museology, History of World Costume, Museum Pedagogy

Museology

Museum business in Uzbekistan

economic theory

General History of Arts, History of Arts of Uzbekistan

history

Information Technologies, Computer Graphics

Fundamentals of Architecture, Protection and Restoration of Monuments,

Museum Design, History and Theory of Museum Tourism

General history of art

Ecology

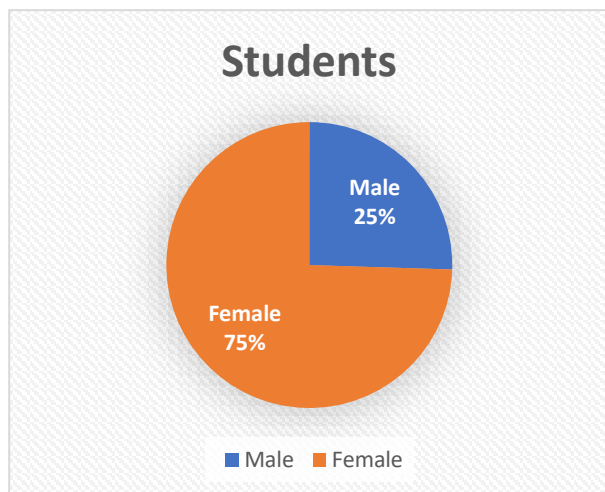
Information Technology Lecturer

Violin teacher

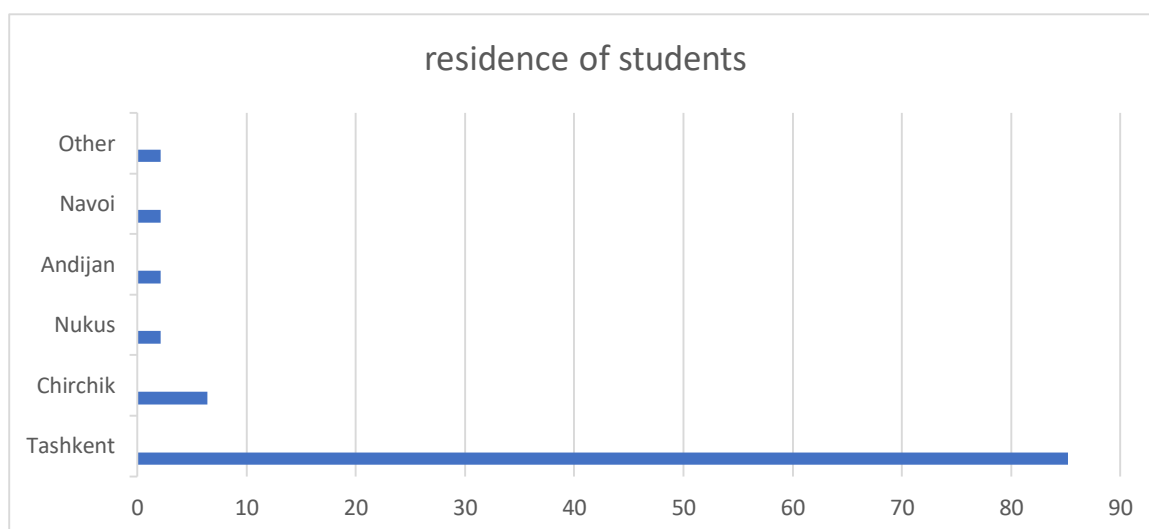
### **3.2 AREA 4: Students**

#### **Survey at 15/09/2020**

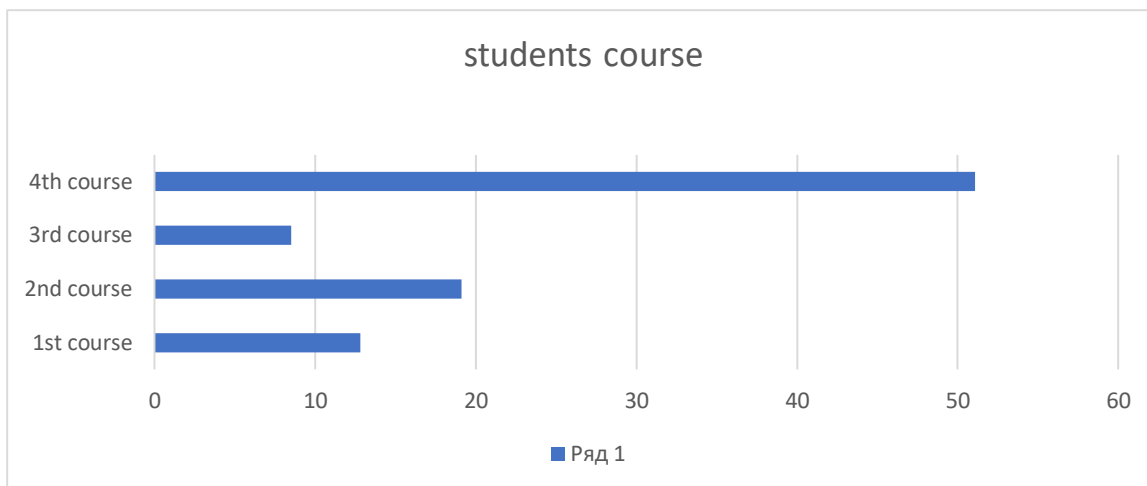
As part of the on-going multidisciplinary skills program the survey has been conducted among the 47 students of State Conservatory of Uzbekistan and National Institute of Fine Arts and Design to assess the responsiveness of the education system in regard with entrepreneurial objectives. The survey questions have been distributed among students via e-mails and telegram platforms. The survey questions were translated into Russian from English and two versions respectively were disseminated starting from 1 September 2020. By the 15 September a total of 47 replies were received. The universe of the study encompasses students from 18 years old and up to 29 years with the majority from 20 to 23 years. Female and male respondents were represented by 74.5 and 25.5 percent respectively.



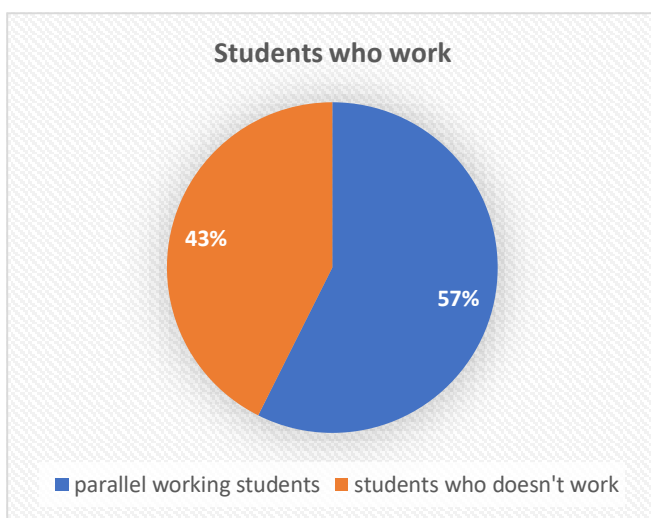
Most of them were from Tashkent (the capital of Uzbekistan) others - from Andijan, Nukus, Navoi, Chirchik.



A total of 51.1 percent were in their 4th year of study with 19.1, 12.8 and 8.5 from the 2nd, 1st and 3rd years respectively.



Those who had parallel work activities were 57.4 percent against 42.6 percent who did not. Students' parallel activities were laid in Opera and Ballet theatre, chamber orchestras, teaching centers, film studios, specialized musical schools, and a small amount in the same institution.



### Main part

Participants were asked to answer questions about the study environment and views on their professional development in the future.

#### - Why did they choose this course

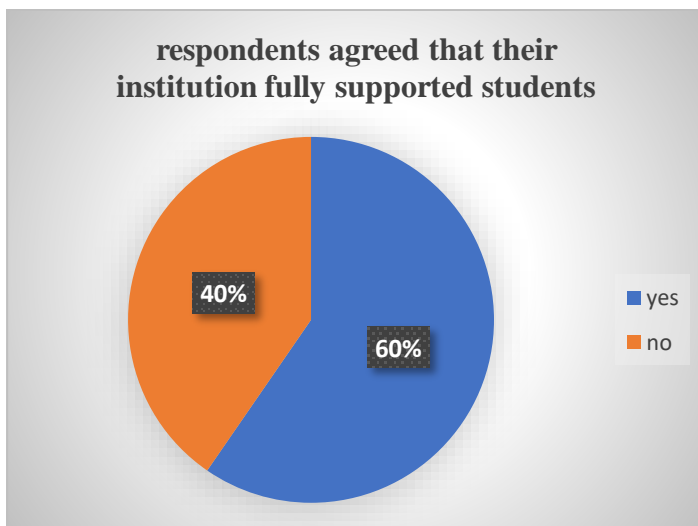
The findings suggest that most students believe that the profession they have chosen was their calling, they liked what they were doing, and they love art and music and did not imagine life without art. Some answered that it ran in their family, though one respondent answered that he entered this field foolishly.



A total of 59.6 percent of respondents agreed that their institution fully supported students in their study, they provide necessary literature to improve knowledge, have highly professional teachers, provide all the opportunities for creativity, qualified and highly professional teaching staff. Many students admitted they were supported by the state scholarship.

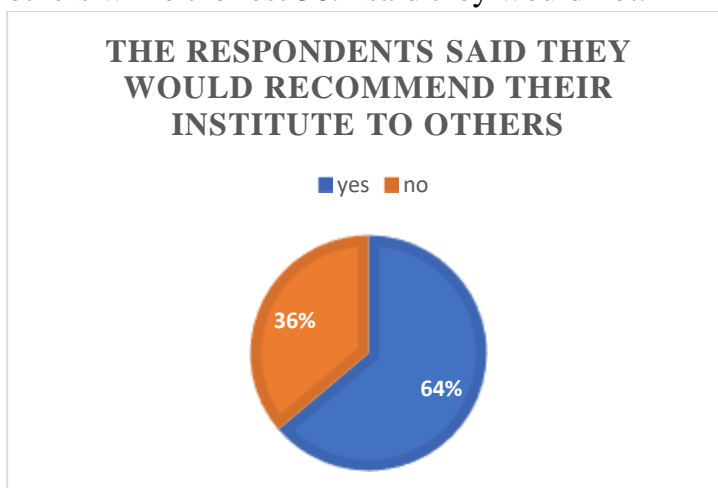
Though 40.4. representatives believe that the institution is not interested in helping students. Thus, they mentioned high cost of training, lack of materials and training equipment; poor food quality in canteens; lack of internet service; lack of air conditioning, and uniform requirements, no fun activities for non-titular representatives, corruption, teaching process is not going out of the box

A few answered they did not know.



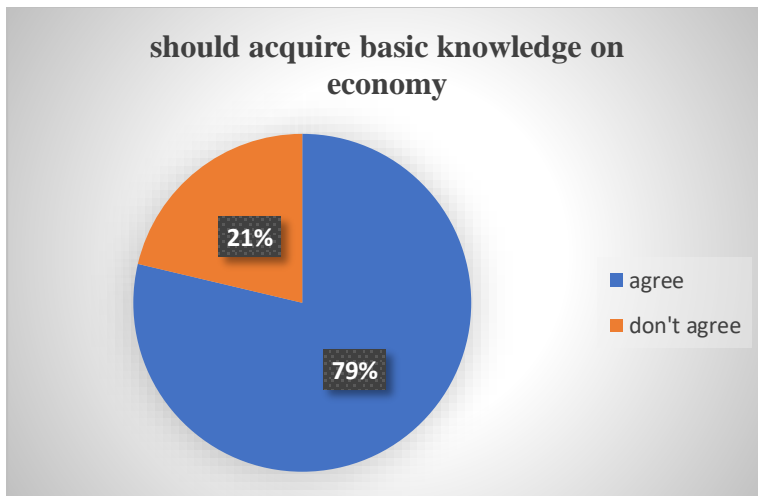
### **Would you recommend your Institute to a friend?**

Therefore 63.8 percent of the respondents said they would recommend their institute to others while the rest 36.2 said they would not.





### What information would be useful to meet these needs?



A total of 78.7 percent of the respondents believe that students should acquire basic knowledge on economy since it could be used in life later, all knowledge will come in handy, against 21.3 percent who do not.

Less than 56 percent of respondents think that their institution promotes entrepreneurship, though no broad answers were provided.

Concerning critical issues that the institute needs to improve the students answered as followed:

Their institutions should increase the number of rehearsal classes; more freedom for teachers and students to pursue creativity, building renovation, rehearsal classes and up-to-date equipment, mainly computers; better heating and air conditioning system; should improve teachers' qualifications; eradicate corruption; increase the number of hours for studying subjects in a specialty, make close connections with foreign universities, and do many master classes from musicians of a worldwide scale.

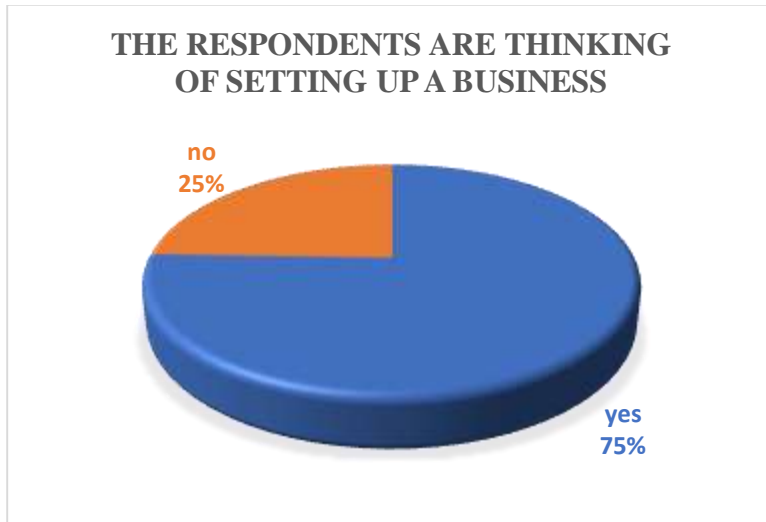
### **Do you currently have a business (or business idea/project) that you would like to continue (or start) in the future?**

Students see themselves in the future, as businessmen, interior designers, architects, teachers, exhibition curator, concertmaster, art managers, performers, film producer, opera singer, and work with charitable foundations in tourism. Some have not decided on a profession yet.

Accordingly, 75.5 percent of the respondents are thinking of setting up a business in the future. Given that, they stated the lack of money as the main obstacle for realization of their business plans, as well as lack of theoretical and academic knowledge and



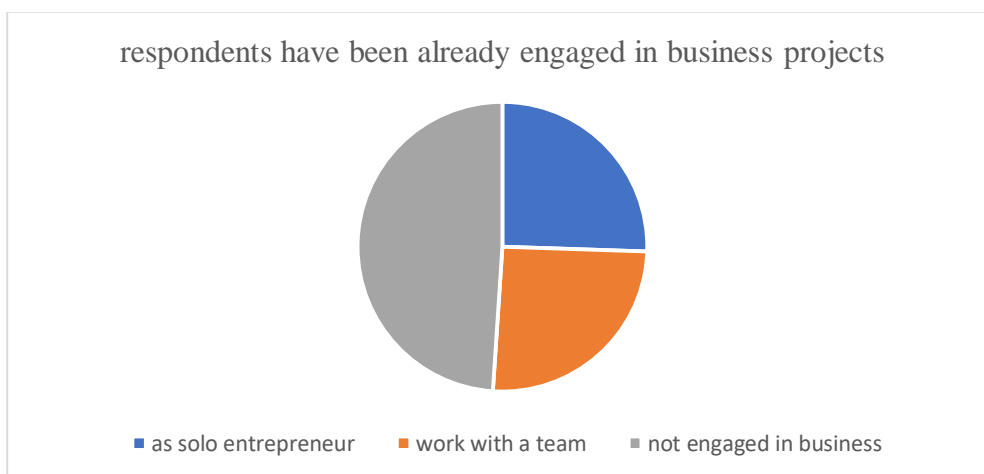
information, degree, lack of support from the part of the government. The respondents found it difficult to answer what information they required to meet these needs.



Among the teaching subjects that could provide them necessary skills for doing business they listed economics, management, pedagogy, psychology, specialty subjects, history, foreign languages, IT, tourism. From the above mentioned a total 70.2 percent answered that those subjects are already taught, while the rest 29.8 percent, would like them to see in the curriculum.

### **Are you a sole entrepreneur or do you work with a team?**

Out of total 51.1 percent of respondents have been already engaged in business projects that they would like to continue with in the future. And out of the latter half work as a solo entrepreneur and half work with a team.





Thus the business they wanted to be involved in reflected: a foreign languages center, a private music school, events organization, a design studio, web design to interior design and room decoration, animation studio, an art space to host drawing clubs, master classes in painting and applied arts, lectures on art, various courses in art history, certain types of art, co-working for creative people, school for children with disabilities, online sales, performances, group of musicians, blogging, tourism development and restaurant business, An educational project with a new look at music, services - fine arts, decorative paintings, art school, creation of furniture and decor elements. Some answered they did not know, one said it is a secret, and one answered that he/she wanted to be engaged in creative performing, not business.

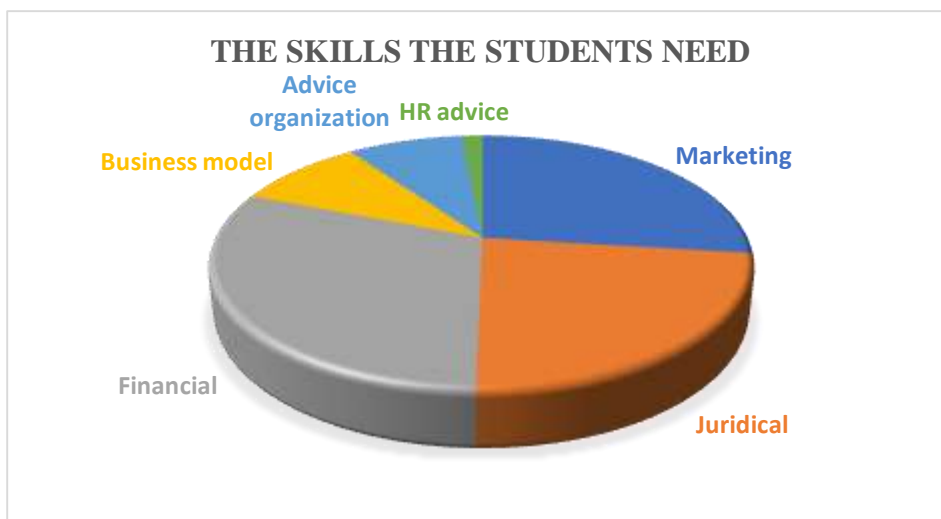
Thus the respondents believe that their business will affect young people in both the entertainment and cognitive aspects, will put people in a good mood, give the future generation the knowledge that they have mastered, will help people to identify their talents, music, of all genres, will be available to a large audience, improve the quality of life and the development of creativity.

When answering about the strength and weakness of their business ideas the respondents evidently lacked the clear ideas. Though the weakness they attributed to financial issues and lack of funding and sponsors, lack of professional staff and the financial side of the issue, do not see and do not understand how all this can be organized, assembled and created in a single system; no clients. need in advertisement.

Regarding the investments most answers were not known Despite these doubts 48.9 percent answered that their business idea is economically valuable, 8.5 percent that it is not valuable, and 42.6 percent that they do not know or much revenues, the same with the next question on foreseeing investments.

### Which skills do you need at this moment?

Concerning the skills they needed the 55.3 percent of respondents mentioned Marketing, 48 percent - Juridical, 63 percent - Financial, 19 - Business model, 17 percent - Advice organization, and 3 percent -HR advice.





## **What teaching subjects are already present in the current curriculum that could best meet your needs?**

In regard to teaching subjects that are already present in the current curriculum to meet needs of English and management the respondents included

Entrepreneurship economics management;

Fundamentals of economics

Marketing

Gallery business,

Mathematics,

Art marketing

History and Theory of Cultural Tourism

International Protocol and Etiquette

Polyphony and analysis

Painting composition

Special items

Interior Design

Gallery business

History and theory of cultural tourism.

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<sup>i</sup> According to the Law of the Republic of Uzbekistan "About Education" (adopted on September 23, 2020), children at the age of 6 are enrolled in a compulsory preparatory group ("zero grade") of preschool educational institutions (preschool educational institutions), and from the age of 7 they enter compulsory 11-year secondary schools. Thus, students finish 12 years (1 + 11) of compulsory general secondary education at the age of 17-18. The exception is especially gifted children who enter the zero grade of a preschool educational institution from the age of 5, to school from the age of 6, then, accordingly, they graduate from school at the age of 16. This is permitted by law.

<sup>ii</sup> In accordance with the "Concept for the development of higher education in the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No.UP-5847 dated 08.10.2019, a phased transition of all universities of Uzbekistan to the credit system is provided. In accordance with this and with the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, 35 universities of the country have adopted the credit system from 2020/2021. The rest of the country's universities, including NIFAD, will adopt credit system from the 2021/2022 academic year. ECTS is adopted as a basis for all universities in Uzbekistan.

<sup>iii</sup> Prior to the transition to a credit system (next academic year), NIFAD has a "Student Assessment Rating System". The rating system used to be based on a 100-point system, but in order to facilitate and simplify the assessment, a 5-point system has been put since 2017. Thus, a 5-point system is employed for 1-3<sup>rd</sup> level of BA and MA, and a 100-point system is still applied for 4<sup>th</sup> level BA.

<sup>iv</sup> In accordance with the Law of the Republic of Uzbekistan "About Education" and the "Concept for the Development of Higher Education of the Republic of Uzbekistan until 2030", all state universities of the country, including the NIFAD, are gradually transferred to academic and financial independence