

# Compare: A Journal of Comparative and International Education

ISSN: (Print) (Online) Journal homepage: [www.tandfonline.com/journals/ccom20](http://www.tandfonline.com/journals/ccom20)

## Being participatory: employing geographic lenses to understand young people's experiences of private supplementary tutoring in Uzbekistan

Anas Hajar & Almira Tabaeva

To cite this article: Anas Hajar & Almira Tabaeva (22 Mar 2024): Being participatory: employing geographic lenses to understand young people's experiences of private supplementary tutoring in Uzbekistan, Compare: A Journal of Comparative and International Education, DOI: [10.1080/03057925.2024.2333520](https://doi.org/10.1080/03057925.2024.2333520)

To link to this article: <https://doi.org/10.1080/03057925.2024.2333520>



Published online: 22 Mar 2024.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)



# Being participatory: employing geographic lenses to understand young people's experiences of private supplementary tutoring in Uzbekistan

Anas Hajar  and Almira Tabaeva 

Graduate School of Education, Nazarbayev University, Astana, Kazakhstan

## ABSTRACT

This mixed-methods study explores the experiences and perceptions of primary school students of fee-charging private supplementary tutoring (PST) in Uzbekistan. The data were collected from five mainstream schools, using a close-ended questionnaire and two participatory methods – group interviews and drawings. The study found that 574 out of 1024 students (56%) received PST, mainly to increase their knowledge in core subjects, boost their self-confidence, and accomplish their aspirations of studying/working abroad. Achieving high scores in examinations was a secondary goal for many participants because they did not have a high-stakes examination at this academic level. 286 out of 574 students (50%) reported that their private tutors were their own class teachers, which raises concerns about favouritism and coercion. The participants acted agentively by highlighting the advantages of PST. The study stresses the importance of adopting effective policies to regulate PST and using participatory research methods to capture children's PST experiences.

## ARTICLE HISTORY



Received 22 January 2023  
Accepted 17 March 2024

## KEYWORDS

Private supplementary tutoring (PST); primary school students' perceptions; participatory research methods; geographic lenses; mixed-methods study; Uzbekistan

## Introduction

The new sociology of childhood can be traced to the 1989 United Nations Convention on the Rights of the Child, which emphasised the re-evaluation of the role of children and young people in research by empowering them to speak openly and express their feelings about important issues affecting their lives, both inside and outside school (Eckhoff 2019). Pinter (2023a) points out that the growing interest in doing research *with* children by listening to their unique stories and perceiving them as capable and active beings aligns with the principles of a social justice approach that endorses fair opportunities for children to participate in research concerning both their educational and non-educational rights. Clark (2017) stresses that using participatory research methods (e.g. focus groups, puppetry, drawing, and children-led photography) opens up many ways for children and young people to verbalise their thoughts and have their views respected without reliance merely on adults' assumptions or perceptions.

**CONTACT** Anas Hajar  [anas.hajar@nu.edu.kz](mailto:anas.hajar@nu.edu.kz)  Graduate School of Education, Nazarbayev University, Astana, Kazakhstan