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SOURCE STUDIES OF THE HISTORY OF THE BUKHARA EDUCATION SYSTEM (1920s)

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Abstract. *Introduction.* At the beginning of the 20th century, the education system in the Bukhara region was based mainly on religious and pedagogical traditions, and schools and madrassas played an important role in the spiritual life of society. Primary education was provided in district schools, and higher education in madrassas. The main objective of the study is to conduct a comprehensive analysis of the transition of the education system in Bukhara from the traditional form to the Soviet labor school model based on documentary and press sources. Literature analysis and methodology. The main sources of the study were archival documents, charters and decrees, as well as the press of the 1920s. In particular, a comparative analysis of statistical data on the number of schools, student enrollment, literacy courses and female education was conducted based on the charters of the Main Waqf Administration, materials on civil rights and Soviet-era newspapers. The research methodology was based on historicism, systematics and comparative approaches, and also took into account the differences between the historiography of the Soviet period and interpretations of the independence period. *Results and discussion.* The study's findings confirm that the education system in the Bukhara region at the beginning of the 20th century was primarily based on religious and educational traditions. However, the political and administrative changes of the 1920s radically renewed education, centralized governance with national-territorial demarcation, and formed new republican structures. The Main Endowment Administration, part of the People's Commissariat of Education, played a key role in this process, overseeing, reorganizing, and adapting religious educational institutions to the Soviet model in accordance with the decrees of the Central Executive Committee of Turkestan. *Conclusion.* The traditional education system in Central Asia was radically restructured during the Soviet period, introducing a unified ideological direction under the slogan «the eradication of illiteracy». During this process, religious educational institutions were reformed through the Main Endowment Administration, and Soviet-style labor schools were established in their place. As a result, the education system underwent fundamental changes in its organizational structure, content, and ideological focus.

Keywords: Bukhara education system, Sovietization, voucher, localization, Main Directorate of the Voucher Fund, national-territorial demarcation, eradication of illiteracy, religious and pedagogical education for women, ideological policy, school, madrasah, press.

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БҰХАРАДАҒЫ БІЛІМ БЕРУ ЖҮЙЕСІНІҢ ТАРИХЫН ДЕРЕКТІК ЗЕРТТЕУ (1920-ЖЫЛДАР)

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Аңдатпа. *Kіріспе.* XX ғасырдың басында Бұхара аймағындағы білім беру жүйесі негізінен діни және педагогикалық дәстүрлерге негізделген, ал мектептер мен медреселер қоғамның рухани өмірінде маңызды рөл атқарды. Бастауыш білім аудан мектептерінде, ал жоғары білім медреселерде берілді. *Зерттеудің негізгі мақсаты* – Бұхарадағы білім беру жүйесінің дәстүрлі түрінен кеңестік еңбек мектебі моделіне өтуін құжаттық және баспасөз дереккөздеріне негізделген кешенді талдау жүргізу. Әдебиеттерді талдау және әдіснама. Зерттеудің негізгі дереккөздері мұрағат құжаттары, жарғылар мен қаулылар, сондай-ақ 1920 жылдардағы баспасөз болды. Атап айтқанда, Бас Вакф басқармасының жарғыларына, азаматтық құқықтар туралы материалдарға және кеңес дәуіріндегі газеттерге сүйене отырып, мектептер саны, оқушылар саны, сауат ашу курстары және әйелдерді оқыту туралы статистикалық деректерді салыстырмалы талдау жүргізілді. *Зерттеу әдіснамасы* тарихшылыққа, жүйелілікке және салыстырмалы тәсілдерге негізделген, сондай-ақ кеңестік кезеңдегі тарихнама мен тәуелсіздік кезеңінің түсіндірмелері арасындағы айырмашылықтарды ескерген. *Нәтижелер және талқылау.* Зерттеу нәтижелері 20 ғасырдың басындағы Бұхара аймағындағы білім беру жүйесінің негізінен діни және білім беру дәстүрлеріне негізделгенін растайды. Дегенмен, 1920 жылдардағы саяси және әкімшілік өзгерістер білім беруді түбегейлі жаңартты, ұлттық-территориялық шекарасы бар орталықтандырылған басқаруды және жаңа республикалық құрылымдарды қалыптастырды. Халықтық білім беру комиссариатының құрамына кіретін Бас Қор басқармасы бұл процесте маңызды рөл атқарды, Түркістан Орталық Атқару Комитетінің жарлықтарына сәйкес діни білім беру мекемелерін басқарды, қайта құрды және кеңестік үлгіге бейімдеді. *Қорытынды.* Орталық Азиядағы дәстүрлі білім беру жүйесі кеңестік кезеңде түбегейлі қайта құрылды, «сауатсыздықты жою» ұранымен бірыңғай идеологиялық бағыт енгізілді. Бұл процесс барысында Бас Қор басқармасы арқылы діни білім беру мекемелері реформаланды және олардың орнына кеңестік үлгідегі еңбек мектептері құрылды. Нәтижесінде білім беру жүйесі өзінің ұйымдастырушылық құрылымында, мазмұны мен идеологиялық бағытында түбегейлі өзгерістерге ұшырады.

Түйін сөздер: Бұхара білім беру жүйесі, кеңестендіру, ваучер, жергіліктендіру, Ваучер қорының бас басқармасы, ұлттық-территориялық шекараны белгілеу, сауатсыздықты жою, әйелдерге діни және педагогикалық білім беру, идеологиялық саясат, мектеп, медресе, баспасөз.

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ИСТОЧНИКОВОЕ ИССЛЕДОВАНИЕ ИСТОРИИ БУХАРСКОЙ СИСТЕМЫ ОБРАЗОВАНИЯ (1920-е годы)

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Аннотация. *Введение.* В начале XX века система образования в Бухарской области основывалась главным образом на религиозно-педагогических традициях, а школы и медресе играли важную роль в духовной жизни общества. Начальное образование предоставлялось в районных школах, а высшее – в медресе. Главная цель исследования – провести всесторонний анализ перехода системы образования в Бухаре от традиционной формы к советской трудовой школьной модели на основе документальных и прессовых источников. *Анализ литературы и методология.* В качестве основных источников исследования были изучены архивные документы, уставы и указы, а также пресса 1920-х гг. В частности, был проведен сравнительный анализ статистических данных о количестве школ, охвате учащихся, курсах по борьбе с неграмотностью и женском образовании на основе уставов Главного вакуфного управления, материалов по гражданским правам и газет советской эпохи. Методология исследования основывалась на историцизме, систематике и сравнительном подходе, а также учитывались различия между историографией советского периода и интерпретациями периода независимости. *Результаты и обсуждение.* Результаты исследования подтверждают, что система образования в Бухарской области в начале XX в. в основном базировалась на религиозно-просветительских традициях. Однако политические и административные изменения 1920-х гг. радикально обновили образование, централизовали управление с национально-территориальным разграничением и сформировали новые республиканские структуры. В этом процессе важную роль сыграло Главное вакуфное управление в составе Народного комиссариата образования, осуществлявшее контроль, реорганизацию и адаптацию религиозных учебных заведений к советской модели в соответствии с постановлениями Центрального исполнительного комитета Туркестана. *Заключение.* Традиционная система образования в Центральной Азии была коренным образом перестроена в советский период, и было введено единое идеологическое направление под лозунгом «искоренение неграмотности». В ходе этого процесса религиозные учебные заведения были реформированы через Главное управление пожертвований, а на их месте были созданы трудовые училища советского образца. В результате система образования претерпела фундаментальные изменения в организационной структуре, содержании и идеологической направленности.

Ключевые слова: Бухарская система образования, советизация, ваучер, локализация, Главное управление ваучерного фонда, национально-территориальное разграничение, искоренение неграмотности, религиозно-педагогическое женское образование, идеологическая политика, школа, медресе, пресса.

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Introduction. The education system that developed in the Bukhara region at the beginning of the 20th century developed mainly on the basis of religious and educational traditions, and schools and madrasahs were an integral part of the spiritual life of society. Primary education was carried out in neighborhood schools, and higher education in madrasahs. However, with the strengthening of Soviet power in the region in the 1920s, the education system was reorganized in accordance with new political and ideological requirements. The national-territorial delimitation carried out in 1924 and the formation of new republican structures accelerated the process of centralizing educational management in the Bukhara region.

In particular, the decisions of the Central Executive Committee of Turkestan and changes in the system of the People's Commissariat of Education aimed to adapt traditional educational institutions to the Soviet educational model. In this process, the Main Endowment Department became an important tool for controlling religious and educational institutions and reforming them. The purpose of this study is to conduct a comprehensive analysis of the transition of the education system in the Bukhara region from the traditional form to the Soviet labor school model, based on documents and press materials.

Literature analysis and methodology. During the research, archival documents, statutes and decrees, as well as press materials from the 1920s were used as the main sources. For example, the statutes of the Main Foundation Administration, documents on the Civil Code, and newspaper articles from the Soviet era were analyzed. Based on statistical data, the number of schools, student coverage, the activity of literacy courses, and indicators of women's education were compared. The literature analysis took into account the methodological differences between Soviet-era historiography and studies of the period of national sovereignty.

While educational reforms in the Soviet era were mainly interpreted as an «achievement», modern studies also evaluate this process from the perspective of ideological pressure, centralization, and the limitation of traditional institutions. Methodologically, the research relied on the principles of historicity, systematicity, and comparative analysis. Also, quantitative (statistical) and qualitative (substantive-legal) analysis methods were combined. This approach allowed for a comprehensive assessment of the changes in the Bukhara education system not only in terms of quantity, but also in terms of content and ideological orientation.

The education system in the Bukhara region was formed during a long historical development and went through several complex stages. According to historical sources, the acquisition of initial literacy and religious and educational knowledge by the younger generation was carried out mainly in schools operating under the jurisdiction of neighborhood guzars, private homes, as well as mosques and madrasahs. This traditional model remained almost unchanged until the beginning of the 20th century. This is also confirmed by the observations of Vladimir Petrovich Nalivkin. He noted that 142 primary schools operated in mosques, mosque cells, and private buildings in the Bukhara emirate (Feruza Bobodzonova. 2014: 22).

This information shows that the education system in Bukhara was formed in close connection with religious institutions. Students who completed the primary stage continued their education at the next level in madrasahs. The fact that the number of madrasahs in Bukhara alone reached about 300 at the beginning of the 20th century indicates the extensive development of the educational infrastructure (Abdusattor Dzumanazarov. 2017: 53).

The political and administrative changes that took place in the region in the 1920s also had a significant impact on the education sector. In September 1920, the establishment of the Main Endowment Administration of the Bukhara People's Soviet Republic, with the center of the Soviet government in Bukhara, effectively ended the full sovereign rights of the Bukhara government (NARUz. Collection R-34, Description 1, File 2727, Sheet 47). This department was engaged in the management of all endowment properties in the territory of the BSSR until November 1924 and initially began to organize endowment offices in the regions and districts.

These endowment offices were established in: Zarafshan region – in the city of Bukhara, Karmana, Ziyovuddin, Khatirchi, Gijduvan, Dabkan, Shafirkan and Karakul districts; in Kashkadarya

uyezd – in the city of Kashkadarya (Behbudiy), Sabzavod, Guzar, Yanabog and Chuanchi districts; in Surkhan region – in the city of Sherabad, Boysun, Sariosiyo, Dushanbe and Chorzhuyl districts. As a result of the national-territorial delimitation carried out at the end of 1924, the educational structure of the Bukhara region began to adapt to the new political conditions. During this period, the Main Endowment Office, which operated as part of the People's Commissariat of Education, also played an important role in educational changes.

The charter, approved on March 15, 1923, clearly defined the tasks and areas of activity of this department. The document was aimed at implementing the decree No. 173 of the Central Executive Committee of Turkestan dated December 28, 1922, according to which the Main Endowment Department was divided into three main departments – organizational-information, scientific and financial-economic departments (NARUz. Collection R-34, Description 1, File 1783, Sheet 13).

This structure was intended to control religious and educational institutions, reorganize them, and establish their activities on the basis of new political and ideological principles. One of the most important tasks assigned to the administration was to reform old schools and madrasahs and adapt them to Soviet educational policy and Sovietize them. After the formation of the Uzbek Soviet Socialist Republic, the Bukhara and Khorezm regions were also involved in this political and programmatic process. As a result, the traditional religious and educational system was gradually brought under state control and attempts were made to harmonize it with the new Soviet educational model. This situation led to the transition of the Bukhara education system from a traditional religious and educational basis to a centralized Soviet education system in the first quarter of the 20th century, which led to fundamental changes in the content and ideological direction of education.

Based on the archive of O.K.Kamilov, he stated that by October 1924, 105 schools were operating in Old Bukhara and Zarafshan regions at the expense of endowment funds. However, after October, the number of these schools decreased, and only 30 schools introduced the new Usul educational program. A total of 800 students were educated in these schools, and 38 teachers taught them. The share of social sciences in the educational program was only 30 percent. Also, 124 out of a total of 267 schools in Gijduvan, Karakul and Karmana uyezds operated on the basis of the new Usul educational program (Kamilov O.K., 2009: 77). In 1924–1925, significant amendments and additions were made to the work plan of the Main Endowment Department, which operated within the People's Commissariat of Education (NARUz. Collection R-34, Description 1, File 2722, Sheet 66).

These changes were primarily due to the national-territorial delimitation carried out in Turkestan and the need to re-regulate the issue of foundations on a legal and regulatory basis in the conditions of the newly established Uzbek Soviet Socialist Republic. In the updated work plan, the department was tasked with developing a draft regulation "On Foundations" based on the commentary to Article 52 of the Civil Code and coordinating it with the relevant departments. It was determined that this draft would be prepared by December 15, 1924 and submitted to the central government of Uzbekistan for approval. This procedure indicates the intention to temporarily remove the issue of managing foundation property from the administrative procedure and transfer it to a solid legal basis.

Another important issue on the agenda was the need to study the number of Vakf departments, staff units and personnel composition of the former Bukhara People's Soviet Republic and Khorezm People's Soviet Republic, in connection with the accession of part of the territories of Uzbekistan to the country by January 1, 1925.

This measure was aimed at forming a unified management system in the territory of the new republic and centralizing existing structures. It was also tasked with developing a draft temporary regulation by December 5, 1924, until the approval of the new regulation «On Wakf».

This document was to be submitted for approval by the Revolutionary Committee of Uzbekistan through the Council of the People's Commissariat of Education. This process indicates that decisions in the Soviet system of governance were made through a multi-stage approval mechanism. Although the Soviet authorities pursued a policy of "localization" (Korenization) in the national republics in

the 1920s, it was observed that 10–15 percent of leadership positions remained in the hands of European personnel. This practice made it possible to keep the political, economic, and cultural spheres under central control. In particular, in press materials subordinated to communist ideology, the abolition of old schools was interpreted as a "great achievement". For example, in articles about the Bukhara district, the upbringing of the children of the working masses and the rapprochement of the education system with the broad masses of the people were indicated as an important result of Soviet policy.

The complete abolition of 250 old religious schools that existed in the 1927–1928 academic year by the following year and the establishment of Soviet schools in their place were ideologically assessed as a "living achievement" (Journal «Education and Teacher». № 7–8. 1929: 36). These processes, on the one hand, aimed at centralizing and secularizing the education system, and on the other hand, led to the gradual liquidation of traditional religious and educational institutions. This order represented changes in the activities of the Main Endowment Department not only as an organizational and legal reform, but also as a practical expression of Soviet ideological policy in the field of education and religious heritage.

In the late 1920s, one can trace the educational policy and its practical results in the Bukhara district through press materials. For example, the article "Preparation for the academic year in the Bukhara district" analyzed the indicators of attracting school-age children to education (Journal «Education and Teacher». № 9–10. 1929: 24). The article notes that in 1928 the number of school-age children in rural areas was 31,800, of which 4,293 (about 13 percent) were enrolled in schools. In urban areas, only 7 percent of the total number of children attended school. However, this figure is given as a significant change, as by the 1928–1929 academic year, 19 percent of children in rural areas and 90 percent in cities were enrolled in educational institutions. These figures indicate that Soviet educational policy sought to expand coverage in a short period of time.

The issue of directing women to the education system is covered in the article "Bukhara Women's Educational and Training College".

It notes that special attention was paid to women's education in Bukhara, and it is noted that 1st-level schools, short-term courses, and vocational schools were established for them (Journal «Education and Teacher». № 5. 1929: 21). In particular, the opening of the Bukhara Women's Educational Technical School in October 1925 was considered an important event. In the 1928–1929 academic year, it was noted that there were 39 special schools for girls and 29 mixed schools operating together with boys in the Bukhara district (Journal «Education and Teacher». № 9–10. 1929: 24). This fact confirms that increasing female literacy was one of the priorities of Soviet policy.

The article "The results of the 1928–1929 academic year in the Bukhara district" covers the results of the educational process. According to it, a total of 8,806 students studied in the district schools, of which 1,773 were girls (Journal «Education and Teacher». № 7–8. 1929: 35). This indicator shows that the share of girls in the education system is increasing. The results of the transfer from class to class are recorded as follows: 1,930 boys and 238 girls moved from the 1st to the 2nd grade; 570 boys and 59 girls from the 2nd to the 3rd grade; 323 boys and 24 girls from the 3rd to the 4th grade. Also, in the 1928–1929 school year, 2,823 students moved from class to class in rural schools outside the city of Bukhara, while 2,682 remained in their class. In schools in the city of Bukhara, out of 2,542 students, 2,038 moved to the next grade, while 504 remained in their class (Journal «Education and Teacher». № 7–8. 1929: 35).

The fact that almost 49 percent of students remained in their classes indicated serious problems in the education system. The press also indicated the reasons for these shortcomings. For example, the lack of sufficient experience of teachers, the lack of a unified program and method of teaching, and the irresponsible attitude of some teachers to their duties were cited as the main factors. Even the failure of some teachers to use approved curricula was criticized. For example, the example of Rajab Yakubov, a teacher in the Romiton district, who did not even open the state ("Gos") program sent by the education authorities is given as an example.

Although this article shows that in the late 1920s there was a significant quantitative increase in the education sector in the Bukhara district, it also revealed serious shortcomings in quality indicators, the training of pedagogical personnel, and the organization of the educational process. This means that along with the rapid expansion of Soviet education policy, systemic and methodological problems also persisted. The article "Preparation for the academic year in the Bukhara district" provides important statistical data on the activities carried out in 1928–1929 as part of the fight against illiteracy.

It notes that in 1928, 203 literacy courses were organized, in which 7,146 students studied. It was announced that by 1929, the number of courses was planned to be increased to 323 and the number of students to 9,690 (Journal «Education and Teacher». № 9–10. 1929: 24). These figures indicate that the campaign to eradicate illiteracy was widespread in a short period of time. The article "The End of the Trials in the Bukhara District in the 1928–1929 Academic Year" written under the pseudonym "Teacher" separately analyzed the results of the illiteracy eradication courses. The author noted that in the 1928–1929 academic year, a total of 303 illiteracy eradication courses were operating in the Bukhara District, of which 17 were intended for people with low literacy (Journal «Education and Teacher». № 7–8. 1929: 36).

8,109 people studied in these courses, 914 of whom were women. These figures show that the issue of involving women in the literacy process was not ignored. The article specifically notes that the socio-political composition of the students: 956 were party members, 1,183 were Komsomol members, and the rest were members of various trade unions and unorganized populations. This indicates that the campaign to eradicate illiteracy was carried out not only as an educational, but also as an ideological process, under the influence of the ruling communist ideology.

Also, the article "Preparation for the academic year in the Bukhara district" provides the following indicators for schools in the 1928–1929 and 1929–1930 academic years (Journal «Education and Teacher». № 9–10. 1929: 24): in 1928–1929, there were 168 first-level schools in the district, with 316 groups or 10,000 students, and in the 1929–1930 academic year, it is planned to increase the number of first-level schools to 187 and 434 groups. The number of second-level schools, which was 2 and 8 groups last year, remained unchanged in the 1929–1930 academic year. From this table, the number of first-level schools increased from 168 to 187, and the number of groups increased from 316 to 434.

This indicates the expansion of the school network in a short period of time. The presence of special schools for girls and mixed schools confirms the consistent continuation of the policy of involving women in education. In general, the data presented show that in the late 1920s, a significant quantitative increase was observed in the Bukhara district in terms of eliminating illiteracy and expanding the scope of general education. However, the ideological orientation of the process, the separate mention of the political composition of the audience, also shows that the educational policy was carried out in close connection with the Soviet ideological goals. The sources note that, along with the reforms in the education system, the Soviet authorities also pursued a discriminatory and centralizing policy towards the local population.

At the beginning of the 20th century, a number of difficulties arose in administrative work due to the fact that the majority of the local population did not know the Russian language perfectly. Therefore, the charter of the Main Endowment Department stipulated that the work process should be carried out in parallel in Russian and Uzbek. This norm seems to be aimed at taking into account the interests of the local population and ensuring clarity in management. However, in practice, it is observed that this procedure was not fully implemented. For example, in document No. 389 dated February 28, 1926, in relation to Nasir Said, the Bukhara Waqf Department was criticized for conducting proceedings in Russian. It is known that the document used harsh phrases such as «Procedures in Russian again? This is unacceptable and a crime from a political point of view» (NARISP. Collection 81, Description 3, File 127, Sheets 206–233).

This attitude indicates that there was a demand for official documents to be written in the local language – uzbek. Nevertheless, the language issue took on a political character. In the report on

political moods in Uzbekistan, submitted by the OGPU to the Central Committee of the All-Union Communist Party of Bolsheviks on May 31, 1928, the demands for the widespread use of the local language were assessed as «nationalist». This situation shows that, despite the official declaration of a policy of «localization», the Soviet authorities did not completely abandon the chauvinistic approach that served the interests of the center.

Results and Discussion. The results of the study confirm that the education system formed in the Bukhara region at the beginning of the 20th century had a traditional religious-educational basis. However, in the 1920s, political and administrative changes in the region brought about a radical change in the education system. As a result of national-territorial delimitation and the formation of new republican structures, education management was centralized. The Main Endowment Department, which operated within the People’s Commissariat of Education, played an important role in this process. In accordance with the regulation of March 15, 1923 and the decree of the Central Executive Committee of Turkestan No. 173 of December 28, 1922, the department was divided into three departments – organizational-information, scientific and financial-economic departments. This structure was intended to control religious-educational institutions, reorganize them and adapt them to Soviet ideological principles.

The results show that after 1924, especially after the formation of the Uzbek Soviet Socialist Republic, the waqf system in the former Bukhara and Khorezm regions was subordinated to a single central administration. Traditional religious educational institutions were gradually taken under state control and Sovietized. The quality indicators also revealed serious problems. The fact that about 49 percent of students were left in the classroom is explained by the low qualification of teachers, the lack of a unified methodology, and organizational shortcomings. Criticism that some teachers did not use approved programs indicates that the rapid expansion of the system was prioritized over methodological support.

The issue of language policy also emerged as an important factor in the discussion. Although the charter of the Main Waqf Administration stipulates that work should be conducted in Russian and Uzbek, in practice this requirement was not always met. While documents from 1926 criticized the use of Russian in official work, OGPU reports from 1928 described demands for the widespread use of the local language as “nationalist”. This suggests a conflict between the Soviet authorities’ official “localization” policy and their actual centralizing approach.

Conclusion. In conclusion, the results demonstrate that during the 1920s the education system in Bukhara experienced substantial quantitative expansion and increasing administrative centralization. The number of newly established schools grew rapidly, unified management structures were introduced, and curricula were standardized according to state requirements. These measures broadened access to education for wider segments of the population. However, this transformation was accompanied by a decline in traditional religious and educational foundations, the gradual marginalization of long-established madrasa networks, and the growing ideologization of teaching materials. Problems related to teacher qualifications, instructional quality, and material resources also became apparent. Therefore, this period should be assessed not merely as an “enlightenment rise” nor solely as a “decline of the traditional system,” but rather as a complex and contradictory stage of structural transformation.

The traditional educational and cultural framework that had developed in Central Asia over centuries was fundamentally reconstructed during the Soviet era. Under the slogan of “uniting the proletariat of the whole world” and eliminating illiteracy, Soviet government authorities promoted a unified communist ideology within public consciousness in the Bukhara region. As part of these reforms, the Main Endowment Administration reorganized religious and educational institutions, replacing many of them with Soviet-type labor schools. Consequently, the education system underwent profound changes not only in organizational structure but also in its content, objectives, and ideological orientation.

Moreover, subjects such as history, literature, and social sciences were increasingly interpreted through Marxist-Leninist frameworks, while elements of national and religious heritage were often

critically reassessed or excluded. Teachers were frequently trained through short-term pedagogical courses, which created challenges in maintaining consistent educational standards. At the same time, the reforms produced certain positive outcomes, including rising literacy rates and broader access to education for women and lower socio-economic groups. Overall, the educational reforms of the 1920s within the territory of the Soviet Union, particularly in Bukhara, represented a period in which historical traditions intersected with new political and ideological objectives. The legacy of this era significantly shaped the subsequent development of the region's educational system, making it essential to evaluate the period through a balanced and multidimensional historical perspective.

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