

**ORGANIZATIONAL MANAGEMENT IN THE GENERAL EDUCATION SYSTEM OF UZBEKISTAN: MODERN TRANSFORMATION AND DEVELOPMENT PRINCIPLES****Nazarov Sarvarbek Madaminjonovich**

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E-mail: [nsarvarbek13@gmail.com](mailto:nsarvarbek13@gmail.com)**Abstract**

This article is devoted to a scientific analysis of the current state of the organizational management mechanism in general education schools in Uzbekistan. The study examined the processes of institutional reforms being implemented in the education sector, including the introduction of a vertical management system, training and certification of principals, KPI-based incentives, and the introduction of digital technologies. The results show that these reforms are contributing to increasing the efficiency, transparency, and accountability of school management. At the same time, differences in infrastructure, human resource capacity, and the level of digitalization between regions were identified. Based on the study, practical recommendations were developed to improve school management.

**Keywords**

education system, school management, vertical management, principal training, KPI system, digitalization, institutional reforms, educational efficiency, management mechanism

**Introduction.** Effective management of secondary schools is of strategic importance for the sustainable development of the country's education system. In the conditions of the modern economy, the development of human capital directly depends on the quality of education and the effectiveness of its management system, and this factor is manifested as the main determinant of national competitiveness. Therefore, the modernization of the education system in Uzbekistan has been identified as one of the priority areas of state policy. In recent years, the country has been implementing large-scale institutional changes aimed at fundamentally reforming the education sector. In particular, within the framework of the National Program for the Development of School Education for 2022–2026, the tasks of modernizing the educational process, introducing curricula in line with international standards, raising the status of teachers, and systematically monitoring the quality of education have been set.

This program reflects a comprehensive approach aimed at improving the quality and efficiency of management in the education system.

The development strategy of New Uzbekistan for 2022–2026 also lists human capital development, improving the quality of education, and improving the management system as priorities. This indicates that improving the efficiency of school management is an important factor not only in education, but also in overall economic development.

Based on the Presidential Decree of March 19, 2025, a vertical management model was introduced in the school and preschool education system, and centralized and systematic management mechanisms were formed. This model ensured the continuity of management at the republican-regional-district-school levels, and the efficiency of the decision-making process was increased. At the same time, a system for selecting, certifying and regularly attesting managerial

personnel was introduced, creating an important institutional mechanism aimed at improving the quality of management.

In addition, digital transformation processes are also accelerating in the education system, and the use of electronic management tools, online monitoring systems and databases is expanding. This serves to increase transparency, accountability and efficiency in educational management.

In this context, a scientific analysis of the current state of the organizational management mechanism in secondary schools is of urgent importance. The purpose of this study is to assess the practical state of the management system in secondary schools in Uzbekistan, identify its strengths and weaknesses, and develop scientifically based proposals and recommendations aimed at increasing its effectiveness.

**Methodology.** The study used a systematic and multi-stage methodological approach to comprehensively study the management system of secondary schools. In particular, the modern state of educational management was assessed based on the analysis of regulatory legal acts, state programs, scientific articles, and materials from the media. The study used a combination of qualitative and partially quantitative analysis methods, summarized the available data, and developed scientific conclusions.

#### **The main sources were divided into the following groups:**

1. Analysis of regulatory and legal documents. The study examined the decrees and resolutions of the President of the Republic of Uzbekistan as the main regulatory framework. In particular, the “National Program for the Development of School Education” of 2022 and Decree No. PF-51 of March 19, 2025 were analyzed as key documents aimed at modernizing the school management system, introducing vertical management, and increasing the capacity of managerial personnel. Based on these documents, the institutional foundations of management mechanisms were identified.

2. Literature review. Based on scientific articles on the topic, in particular, on the research conducted by D.D. Islamova, the reforms being implemented in school management were studied. Through these sources, digital management systems (e-School), certification of principals, financial independence, and strategic, operational, and innovative directions of management were scientifically analyzed. At the same time, a comparative analysis was carried out with modern models of educational management based on foreign experiences and theoretical approaches.

3. Analysis of policy documents and international reports. Policy briefs and international reports prepared by NORRAG and USAID were reviewed, highlighting the importance of school principal training, certification systems, leadership competencies, and inclusive approaches to educational governance. Through these sources, Uzbekistan’s experience was compared with international standards and institutional differences were identified.

4. Analysis of media materials. Based on materials published on reliable information portals such as Kun.uz and Qalampir.uz, practical innovations introduced in school management - “School of Directors”, KPI-based incentive system, salary growth and digitalization processes were studied. These sources enriched the empirical basis of the study and made it possible to assess the real results of the reforms.

5. Content analysis and comparative approach. During the study, information obtained from various sources was systematized using the content analysis method. Also, the management model in the education system of Uzbekistan was analyzed comparatively with the experience of other countries, and its strengths and weaknesses were identified.

As a result, the methodology used made it possible to comprehensively cover the state of the organizational management mechanism in secondary schools, identify existing problems, and draw scientifically based conclusions.

**Results.** In accordance with the Presidential Decree of 2025, a vertical management structure covering the republican-regional-district-city levels has been formed in school and preschool education. Personnel with knowledge and skills will be recruited to leadership on a competitive basis; school organizations will be gradually replenished with leaders with modern management qualifications. It is also planned to review the qualifications and job descriptions of leaders.

Starting in 2023, candidates for the position of school principal must complete a 144-hour special course at the A. Avloni National Research Institute, mastering teamwork, communication with parents, management, financial accounting and information technologies, and at the end receive a management certificate. The policy brief notes that after receiving the certificate, candidates will submit an application through a special platform and will be selected by the regional "Council of School Directors" through interviews and voting; A minimum of 3 years of teaching experience is required to enter the position. Existing principals will also not be able to retain their positions without completing this course, and those who receive the certificate will receive a 50% salary increase.

According to Kun.uz, a "School of Directors" will be established in 2023, and candidates for directorships will be trained through training programs based on foreign experience. Only fixed-term contracts will be concluded on a competitive basis from certified and reserve personnel; directors and their deputies will undergo certification every five years, and the contracts with managers who fail to pass it will be terminated. The salaries of directors who successfully pass certification will be increased by 50%, and the salaries of their deputies by 30%.

From September 1, 2025, the basic tariff rate for school directors was increased by 20%, and the rate for deputies by 15%; from January 1, 2026, monthly bonuses (KPI) were introduced for directors and deputies depending on the results of their activities - 20% for directors, 10% for deputies. In the KPI system, leaders receive bonuses from 3% to 20% depending on the score of 61–100 points; the evaluation criteria include students' academic performance, achievements in science Olympiads, and creative activity.

As noted in Islamova's article, innovations have been introduced in school management, such as electronic diaries and journals (eMaktab), an electronic personnel list, online monitoring of the educational process, a system for certifying directors, expanding the powers of deputies, transition to financial independence, the establishment of "Boards of Directors" and expanding public-private partnerships. As the Qalampir.uz article acknowledges, the e-School system reduces teachers' paperwork and allows parents to monitor their children's results remotely; the digitization process cannot be reversed.

Modern school management combines strategic, operational and innovative directions. Strategic management covers the school's 3-5-year development strategy, STEAM, digital and inclusive education programs; pedagogical processes, personnel policy, document management and financial management. Operational management includes the development of lesson schedules, teacher distribution and annual educational plans. Innovative management is aimed at introducing STEAM laboratories, robotics, media education and modern pedagogical technologies. The main principles of management are openness, results-oriented, innovation, team management and student-centeredness.

**Discussion.** The results of the study indicate a fundamental renewal of organizational management in secondary schools. Presidential decrees and state programs provide for a more transparent and result-oriented model of training leaders, improving personnel skills and financial incentives. Mandatory certification for candidates for the position of director, the "School of Directors" and a system of passing one certification every 5 years increase the quality and responsibility of leaders. KPI-based bonuses are tied to the results of the work of leaders and the achievements of students, which increases the competitiveness of schools.

At the same time, there are also problems. Scientific sources note the insufficient qualification of leadership personnel, large differences in material and technical support and education between schools, low participation of parents and the public, and weak external monitoring. Digitalization processes are not yet at the same level in all regions; Internet access is limited in some rural schools. The following measures are recommended for the successful implementation of the results:

*-Skilled personnel pool and mentoring. Establish regional training centers for directors and deputies, introduce mentoring programs, and develop additional support mechanisms for female leaders.*

*-Equality between regions. Modernize school infrastructure, implement a program to reduce disparities in the quality of education between regions, and strengthen data monitoring through systems such as the School Digital Dashboard.*

*-Increase partnership and public participation. Involve parents and community representatives in governing boards, support schools through public-private partnerships, and expand public oversight.*

**Conclusion.** The organizational management mechanism in general education schools in Uzbekistan has undergone a profound reform in recent years. In order to modernize the education sector, the vertical management model established on the basis of presidential decrees and legislative acts united the republican-regional-district-city levels into a single system and clearly distributed responsibilities. In order to strengthen incentives, qualification certificates were introduced for directors and deputies, a mechanism for training personnel through the "School of Directors" and certification every 5 years was established. Salary increases and additional payments of 20-30% based on KPI were directly linked to the performance of leaders.

The reforms increased transparency and accountability in school management. Electronic diaries (eMaktab) and journals, electronic personnel lists and online monitoring systems reduced teachers' paperwork, made information accessible to parents and the public, and facilitated decision-making on the quality of education. An integrated model of strategic, operational, and innovative management harmonized schools' 3-5-year strategies, human resources policies, and financial management, and implemented STEAM and digital education.

At the same time, the analysis showed that regional disparities persist. Some rural schools lack Internet infrastructure; resources for the qualification of teachers and principals are limited; the level of participation of parents and neighborhood communities in decision-making is low. Therefore, future reforms should focus on the following areas:

Improving skills and leadership is one of the main factors determining the effectiveness of education system management. Therefore, it is urgent to establish regional training centers for school leaders and teaching staff, introduce a continuous professional development system, and form modern leadership competencies. Sharing the knowledge and experience of experienced leaders with young staff through mentoring programs, and developing a gender-inclusive personnel policy will serve to ensure equal opportunities in the management system. In particular, increasing the share of female leaders can strengthen social justice and efficiency in education management.

Strengthening digital infrastructure is an integral part of modern educational management. Providing all schools with high-speed Internet access and modern computer equipment, and

widely introducing electronic management systems (eSchool, LMS platforms) will increase the transparency of the educational process and the efficiency of management. At the same time, organizing training seminars and trainings aimed at increasing digital literacy for teachers and management personnel, and forming a culture of data-driven decision-making are of great importance.

Expanding accountability and public participation is an important mechanism for ensuring the openness and efficiency of educational management. By involving parents, community representatives and private sector entities in the governing boards, multilateral participation in the decision-making process is ensured. Developing public-private partnership (PPP) mechanisms will help increase the financial stability of educational institutions. It is also possible to strengthen transparency and accountability in the system by establishing monitoring centers that independently assess educational outcomes.

Financial autonomy and performance-based budgeting are important tools for improving efficiency in education management. By giving schools the authority to independently allocate financial resources, as well as introducing control mechanisms based on KPIs and social indicators, rational use of resources is ensured. This serves to form a result-oriented management model of schools.

In conclusion, the introduction of a vertical management system, the acceleration of digitalization processes, and the improvement of personnel training and incentive mechanisms have a positive impact on the quality of education and management efficiency. However, the long-term effectiveness of these reforms directly depends on the qualifications of management personnel, the level of infrastructure equality between regions, and the provision of public participation.

In this regard, it is necessary to form a sustainable, inclusive, and innovative management model for secondary schools by deepening cooperation between state bodies, educational institutions, parents, and the private sector, and developing strategic monitoring and evaluation systems. In the future, expanding scientific research, studying international best practices, and adapting them to national conditions will further increase the effectiveness of these reforms.

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