

STRATEGIC PRIORITIES AND MECHANISMS OF MANAGEMENT OF THE EDUCATION SYSTEM OF UZBEKISTAN**Nazarov Sarvarbek Madaminjonovich**

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E-mail: nsarvarbek13@gmail.com**Abstract**

This article provides a scientific analysis of the reforms in the management of the education system in Uzbekistan since its independence. The Law "On Education", adopted in 2020, established the principles of openness and transparency, the coordination of state and public administration, and organized the education system on the basis of state standards, educational institutions and quality assessment organizations. The Law and the programs for 2022–2026, the "Uzbekistan-2030" strategy expanded school infrastructure, curricula, and measures to encourage teachers. In 2025, a National Agency for Ensuring the Quality of Education was established by presidential decrees, a system of vertical management and KPI-based incentives was introduced in school education, and a special agency was established for vocational education. The thesis indicates that digitization, a unified statistical information system, the introduction of intelligent management programs, and international cooperation are the main factors in the modernization of education.

Keywords

Education system, public administration, education quality assurance agency, vocational education agency, digitalization, vertical management, teacher motivation, international cooperation.

Introduction. After gaining independence, Uzbekistan also began to reform the state education system. One of the important steps was the Law “On Education” adopted in 2020, which established the principles of coordination, openness and transparency of state and public institutions in the management of education. The law defines the structure of the education system - state educational standards, educational organizations, quality assessment and accreditation institutions, scientific research centers, and state bodies in the field of education. At the same time, local authorities are given the authority to open or close schools and colleges, determine the amount of funding, and cooperate with public organizations.

This law and its corresponding decrees served to create new management mechanisms in the education system. The National Program for 2022–2026 and the Strategy “Uzbekistan-2030” for 2023 provide for improving school infrastructure, introducing modern curricula and digital materials, increasing teacher salaries, expanding the participation of the private sector, and increasing the coverage of higher and vocational education. The strategy includes creating a convenient school environment for citizens in the regions, fully implementing the national curriculum, expanding coverage with foreign languages and vocational training, and developing inclusive education.

These measures are gradually being implemented in practice. At a parliamentary hearing in 2025, it was noted that it is planned to expand the scope of the introduction of a new assessment system in general education schools, that is, to increase the number of such schools from 1,500 to 3,000. It is also planned to create 257 new textbooks, increase the number of private schools to 700, and increase the number of students in them to 150,000.

In addition, it is planned to increase the number of schools where a second foreign language is taught to 420, and the number of vocational schools to 400. It is planned to increase the coverage of preschool education to 78 percent, increase the number of schools with inclusive education to 1,900, and expand inclusive groups in state preschool educational institutions.

At the same time, it is planned to create 153,848 additional student places by building 26 new schools, reconstructing 320 schools, and adapting 54 pedagogical college buildings to general education schools. These measures will serve to expand the educational infrastructure and reduce the shortage of student places.

In general, these indicators indicate that comprehensive reforms are being implemented in Uzbekistan aimed at expanding the education system, improving its quality, and developing it in line with modern requirements.

In accordance with the Decree of the President of the Republic of Uzbekistan No. PF-76 dated May 5, 2025

“On additional measures to ensure the quality of education and improve the system of providing educational services”, the National Agency for Quality Assurance of Education was established under the Presidential Administration. This agency is a specially authorized state body that carries out external quality control in the system of secondary specialized, vocational, higher and post-higher education.

The main tasks of the agency include conducting comprehensive and special state accreditation of educational organizations, developing criteria for assessing the quality of education, forming a rating of educational organizations, and studying the opinions of students and employers. This serves to form an independent and transparent quality control mechanism in the education system.

At the same time, in the management of preschool and school education, a vertical management system covering the republican-regional-district-city levels was introduced in accordance with the Decree of the President of the Republic of Uzbekistan No. PF-51. This system provides for the appointment of managerial personnel on a competitive basis, increasing management efficiency and digitizing the education system.

As part of these reforms, electronic diaries, a personnel register and a KPI-based incentive system were introduced, and mechanisms for ensuring efficiency and transparency in the management of educational institutions were strengthened.

In the field of vocational education, important reforms were implemented in the vocational education system based on the Decree of the President of the Republic of Uzbekistan No. PF-190 dated October 23, 2025. In accordance with this decree, the Vocational Education Agency was established under the Ministry of Higher Education, Science and Innovations.

The agency is authorized to manage the vocational education system on the basis of a unified approach, coordinate the activities of technical schools, and establish vocational education programs and qualification standards. The decree also stipulates that state-level

diplomas and certificates will be issued by this agency to graduates of technical schools and vocational schools.

As a result of these reforms, a centralized management mechanism was formed in the vocational education system, which created the opportunity to adapt the educational process to the requirements of the labor market, train specialists with modern competencies, and bring it closer to international standards.

In the process of modernization of the education system, digitization, integration of databases, introduction of intelligent management systems, and unification of education statistics on a single digital platform play an important role. Measures are also being taken to increase the salaries of teachers, send them to foreign advanced training courses, provide incentives based on KPI, and expand state grants. Through international accreditation, joint educational programs, and expanding the participation of the private sector, the Uzbek education system is further adapting to international standards.

Thus, Uzbekistan's post-independence education reforms include a coordinated management mechanism between state and public organizations, independent quality control, digitization, incentives for teachers, and international cooperation. These wide-ranging reforms are aimed at developing human capital and making the country competitive in the international education arena.

Methods. This scientific research was carried out on the basis of an analysis of regulatory legal documents and a review of scientific literature.

- Analysis of laws and decrees. During the research, the Law of the Republic of Uzbekistan "On Education" dated September 23, 2020 (No. 637 of the Law of the Republic of Uzbekistan), the National School Education Program for 2022–2026, the "Uzbekistan – 2030" strategy, as well as the Decree of the President of the Republic of Uzbekistan No. PF–76 of 2025 (improving the education quality assurance system), Decree No. PF–51 (improving the management system of preschool and school education) and Decree No. PF–190 (developing the vocational education system) were studied. Based on these regulatory legal documents, the formation of state and public administration, quality control and management mechanisms in the education system was analyzed.

-Review of scientific literature. The study analyzed scientific articles on education statistics, management systems, digitalization and educational reforms. It is noted that the issues of modernization of the education system, quality monitoring and increasing management efficiency occupy a special place in scientific sources.

-Analytical approach. The study used systematic, comparative and functional analysis methods. The principles and mechanisms established in regulatory documents were studied in depth, and the management bodies in the education system and their functions were classified functionally. Also, the results of the reforms being implemented were evaluated on the basis of comparative analysis and their effectiveness was scientifically substantiated.

Results. The results of the analysis show that the management of the education system in Uzbekistan is a complex system formed on a legislative and institutional basis.

- *Harmony of state and public administration.* The Law "On Education" establishes that the education system consists of state educational standards, educational organizations, quality assessment institutions, scientific centers and state bodies in the field of education. At the same

time, the harmony of state and public administration in the field of education is established as a basic principle.

- *Powers of local authorities.* District and city khokimiyats have the authority to organize, finance educational institutions and cooperate with public organizations, which indicates the presence of elements of decentralization in educational management.

- *Organizational management mechanism.* Management in educational institutions is carried out through the supervisory board of the pedagogical council and the head of the institution. The head determines the strategic development of the educational institution, organizes the educational process and coordinates the activities of teachers.

- *Digitization and quality management.*

Analysis shows that digitization and quality assurance mechanisms are becoming increasingly important in the management of the education system.

- *Vertical management and KPI system.* In accordance with the Decree of the President of the Republic of Uzbekistan No. PF-51 of 2025, a vertical management mechanism was introduced in the preschool and school education system. This decree identified improving management efficiency, digitizing the education system, and developing the potential of pedagogical personnel as priority areas.

On this basis, a KPI (key performance indicators) system was introduced to evaluate the activities of heads of secondary schools, and new mechanisms were formed to ensure efficiency and transparency in management.

- *Database problem.* Currently, education statistics are maintained separately by various departments, which leads to fragmentation of information when making management decisions. Therefore, the need to form a single digital information system is increasing.

- *Intelligent management systems.* There are scientific proposals for the introduction of intelligent management systems in higher education institutions, which are aimed at automating the decision-making process, reducing the human factor, and ensuring data-based management.

Table 1
"Management Structures"

№	Organization or agency	Function	The importance of management	Task (main areas)
1	Ministry of Preschool and School Education	Early development	Creating a foundation	Management of preschool and general secondary educational institutions, educational work, promotion, modernization of infrastructure
2	Ministry of Higher Education, Science and Innovation	Giving knowledge	Basic training	Coordination of higher and secondary specialized education policy and scientific activities
3	National Agency for Quality Assurance in Education	Career guidance	Labor market	External quality control, comprehensive and special accreditation, rating of educational

				institutions, surveys and public opinion research
4	Vocational Training Agency	Specialist training	Economic development	Coordination of the activities of technical schools, setting vocational education programs and standards, and issuing state-level diplomas

The above analysis shows that the management of the education system in Uzbekistan is a multi-level and institutionally formed integrated system. In the education system, preschool, general, vocational and higher education stages operate in an interconnected manner, each of which is implemented through separate management mechanisms.

State bodies - ministries and special agencies - play a central role in managing these stages. In particular, the Ministry of Preschool and School Education is responsible for the development of early childhood education, and the Ministry of Higher Education, Science and Innovation is responsible for the training of highly qualified personnel. At the same time, institutions such as the National Agency for Quality Assurance in Education and the Agency for Vocational Education play an important role in ensuring the quality of education and its relevance to the labor market.

Discussion. The analysis shows that the management of the education system in Uzbekistan has been undergoing a comprehensive modernization in recent years based on legislative, institutional and digital reforms. The regulatory and legal documents adopted in the field of education, including presidential decrees and state programs, are aimed at increasing its efficiency, covering all stages of the management system. In particular, the decree PF-51 adopted in 2025 set as a priority the formation of an integrated vertical management system in education management at the republican-regional-district-city levels, the recruitment of managerial personnel on a competitive basis and increasing efficiency through digitalization. This serves to ensure effectiveness through centralization in management and a clear distribution of responsibilities. At the same time, fundamental changes are also observed in the field of ensuring the quality of education. The National Agency for Quality Assurance in Education, established in accordance with Decree PF-76, is responsible for implementing accreditation, rating, and monitoring systems in educational institutions, as well as providing open and transparent information on the quality of education through digital platforms. This strengthens independent and impartial assessment mechanisms in the education system and helps to form a culture of quality.

However, the analysis shows that some systemic problems remain in the current management system. In particular, as a result of the fact that information in the field of education is maintained separately by various ministries and departments, a single integrated information system has not been formed. According to international analysis, the chaos in data collection and management and the lack of consistency between indicators hinder the effective assessment of education policy. Therefore, the creation of a single digital statistical platform and intelligent management systems is one of the urgent tasks of today. In addition, the gap in opportunities between regions in the education system remains an important issue. For example, the coverage of preschool education in some regions is below 70 percent, and the insufficient qualification of teaching staff can negatively affect the quality of education. This indicates the need to ensure territorial equality in education policy, develop human capital, and sustainably modernize infrastructure.

Although the process of digitization is an important factor in increasing the efficiency of educational management, institutional coherence and human capital development are necessary for its full effectiveness. Electronic management systems allow for rapid data processing, automation of decision-making, and simplification of monitoring. However, improving the digital competencies of teachers and management personnel is a key condition for this process.

Also, an analysis of international experience shows that in countries that have achieved success in educational management (Finland, South Korea, etc.), along with centralized management, there is a high level of public participation, a certain autonomy of educational institutions, and the practice of decision-making based on digital data is widely used. Although reforms are also being implemented in this direction in Uzbekistan, it is necessary to further strengthen the participation of supervisory boards, parent committees, and business representatives.

Overall, the ongoing reforms demonstrate that the education system is in the process of transitioning from state-run to an innovative, digital, and results-oriented management model. However, to make this process fully effective, further strengthening of data integration, human capital, and institutional alignment is required.

Conclusion. The analysis shows that the governance mechanisms in the education system of Uzbekistan are creating a multi-level and integrated structure, based on a legal framework and strategic plans. Measures such as the combination of state and public institutions, independent quality control bodies, vertical management, digitalization and teacher motivation are priority areas of the reform process. We see a desire to increase the coverage and quality of general education through the expansion of school infrastructure, the development of private and specialized schools and inclusive education.

However, the education system still faces a number of challenges: the fragmentation of databases, the imbalance of opportunities between regions, the shortage of pedagogical personnel and the issues of matching supply and demand for quality vocational education. It is necessary to strengthen transparent cooperation between the state and society, build the capacity of local government bodies and increase the influence of supervisory councils.

In the future, educational management will require new technologies, evidence-based policies, and broad international cooperation. The creation of a single digital statistical platform and intelligent education management systems, the implementation of international standards for quality accreditation, the continuous professional development of teachers, and the adaptation of vocational education to market requirements will make the Uzbek education system globally competitive and sustainable.

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