



# ASSESSMENT OF THE IMPLEMENTATION OF RECOMMENDATIONS TO REDUCE THE RISKS OF CORRUPTION IN PRIMARY SCHOOL ADMISSIONS

Anti-Corruption Laboratory Project  
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The main authors of this document are **Nomozali Ruzikulov** (National Education Expert), **Lyudmila Stayshyunayte** (Anti-Corruption Lab Project Manager) and **Shokhrukh Khakkulov** (Anti-Corruption Lab Project Coordinator).

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**Akmal Burkhanov**

(Director of the Anti-Corruption Agency)

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(Spokesperson of the Anti-Corruption Agency)

**Shamshod Yunusov**

(Manager for International Programs and Cooperation of the Yuksalish Movement)

**Petra Gorjup**

(Head of the Regional Dialogue INGO Office in Uzbekistan)

**Quentin Reed**

(International Anti-Corruption Expert, INGO Regional Dialogue, Slovenia)

**Goran Klemencic**

(Legal Expert, INGO Regional Dialogue, Slovenia)

**Mushtariy Madrakhimova**

(Deputy Head of the Corruption Prevention and Compliance Control System Implementation Department)

**Darya Zemeseva**

(Consultant, INGO Regional Dialogue)

**Andrei Sgursky** (designer)**Munisa Alieva**

(translation into Uzbek)

**Sukhrob Tukhtamishev**

(translation into English)



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**Azamjon Narziev**

(Department of Coordination of General Secondary Education Organizations, Ministry of Preschool and School Education)

**Alisher Karimov**

(Department of Economy and Finance of Social Sphere, Ministry of Economy and Finance)

**Bobur Allabergenov**

(Ministry of Digital Technologies)

**Sardorbek Rakhmonov**

(Category 1 specialist of the State Institution Digital Government Project Management Center under the Ministry of Digital Technologies of the Republic of Uzbekistan)

## INTRODUCTION

In 2021, the Anti-Corruption Laboratory conducted a nationwide survey with the objective of assessing the risks of corruption in the process of admission to primary school.<sup>1</sup> The findings of the mixed-method study identified the primary corruption risk factors as follows: admission to elementary school, inadequate budget financing and transparency, insufficient infrastructure, equipment, and logistical support for schools, inadequate staffing, low salaries for school personnel, and a lack of a comprehensive system of integrity and ethics within educational institutions. For each of the identified corruption risk factors, recommendations for its reduction were formulated.

The implementation of the recommendations set forth in 2021 was analyzed by the Anti-Corruption Lab project team using open data, statistics, and information obtained from a working group established for this study within the framework of the Sphere Without Corruption Office project of the Anti-Corruption Agency. The working group comprised experts from the Ministries of Preschool and School Education (further – MPSE), Economy and Finance, and Digital Technologies.

### **The authors of the study evaluated the extent to which the recommendations were implemented using the following criteria:**

Recommendation implemented – practical evidence that the recommended action has been taken;

Partially implemented recommendation – lack of practical evidence that the measures stipulated in the adopted legal act have been fully or partially implemented;

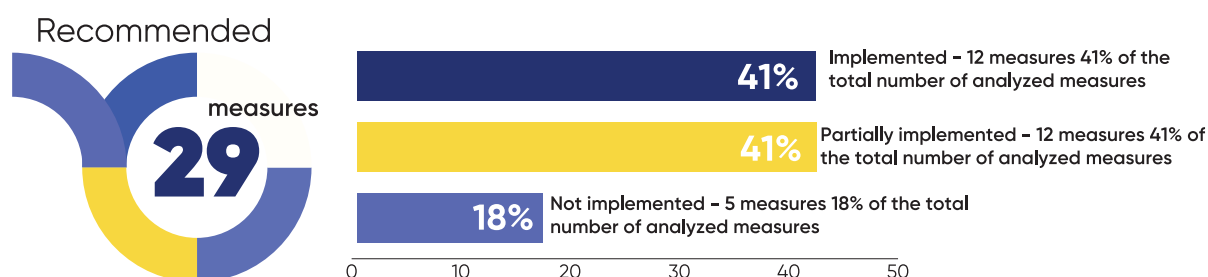
Unimplemented recommendation – absence of a relevant legal act, or of any practical measures.

This document presents an assessment of the implementation of the ten principal recommendations made in 2021, based on their relative importance. The recommendations encompassed a total of 29 measures. The analysis of each recommendation includes an examination of legislative acts or other regulatory documents that are designed to mitigate the identified risks of corruption or impropriety, or partial implementation of measures, or evidence of the absence of any measures.

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<sup>1</sup> "Final Report on Corruption Risk Assessment in Admission to Primary School" [https://yumh.uz/images/news/design\\_en.pdf](https://yumh.uz/images/news/design_en.pdf)

### The analysis showed the following results:



### The following conclusions are drawn from the analysis:

- The existing legal and regulatory framework is insufficient in its coverage of the identified corruption risk factors that could potentially lead to corruption risks.
- The lack of digitization in the reception process persists in 88% of educational institutions, thereby exacerbating the potential for human error in the interaction between parents and administrative personnel.
- The existing platforms are not integrated into a unified resource. Some sections of the public monitoring apparatus lack sufficient transparency regarding their activities. It is not possible for the general public to track needs, planning, expenditures, and budget balance online.
- The existing interactive online platforms are not integrated into the MPSE website, which has the effect of preventing active participation of teachers, students, and the public in MPSE activities.
- The lack of transparency and timely publication of information by the Ministry of Preschool and School Education impedes awareness of the processes occurring within the education sector, thereby reinforcing the perception of injustice with regard to the activities of the Ministry, its departments, and individual schools.
- MPSE publications lack coverage of the results of monitoring, auditing, and decision-making based on evidence (data), as well as the procedures and tools for filing complaints and related sanctions that are open and clear.

# CHAPTER 1. ANALYSIS OF THE IMPLEMENTATION OF RECOMMENDATIONS TO REDUCE THE RISKS OF CORRUPTION IN PRIMARY SCHOOL ADMISSIONS



## RECOMMENDATION 1 - Admission to school:

Develop a unified open data platform that will show the number of vacant student places, covering all public and pre-school educational institutions, and provide online enrollment in first grades without the need for parents to visit the school (similar to Armenia's Unified Education Management Information System).

**Table 1. Measures of implementation Recommendation 1: Status of implementation**

Nº	Recommended measures	Status of implementation of measures
1.	Development of a unified open data platform for school enrollment	Implemented
2.	Minimizing the human factor on platforms	Implemented
3.	Transparency of the number of vacant places in the school	Implemented
4.	Coverage of all schools across the country	Partially implemented
5.	Integration of preschool and school enrollment systems. Ensuring psychological maturity during school enrollment	Partially implemented

## 1 A unified open data platform

The initial measure is designed to establish a unified open data platform with the objective of streamlining the school enrollment process. In accordance with a resolution <sup>2</sup> issued by the Cabinet of Ministers, the admission of students and transfer between educational institutions are to be conducted in accordance with the regulations set forth on the Unified Interactive Portal of State Services (my.gov.uz) and the e-services portal of the Ministry of Preschool and School Education (my.maktab.uz) for the 2022–2023 academic year.

<sup>2</sup> Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on Further Improvement of State Services in the System of Public Education <https://lex.uz/docs/6044097>

The platform "my.maktab.uz" establishes a procedure for the admission of school-age children based on their place of residence, as well as those residing in other locations. In addition, in accordance with Presidential Decree No. UP-79 of 2023<sup>3</sup>, a child's registration in a general secondary educational institution is conducted online, with the address of the child's permanent place of residence serving as the institution's reference point. A step-by-step sequence has been established for citizens to apply to school admission committees and for students to transfer from one educational institution to another. This part of the recommendation is considered implemented.

## 2 Minimizing the human factor on platforms

Both platforms incorporate recommendations to automate application and update processes and minimize human involvement. my.maktab.uz provides parents with information on schools attached to the respective micro-district, availability of student places, and notification of school enrollment, allowing parents to enroll their children remotely. This has the effect of reducing the necessity for in-person visits to schools, increasing efficiency, and reducing the potential for any abuse of the system. This part of the recommendation has been implemented.

## 3 Transparency of the number of vacant places in the school

The third measure is designed to guarantee the transparency of information regarding the availability of places, which is crucial for maintaining the trust of citizens in the education system. The regular updating of data on the my.maktab.uz and my.gov.uz platforms contributes to the openness and availability of important information for all stakeholders.

A special department within the MPSE is responsible for monitoring and controlling the reliability of digital data on quotas and actual enrollment of students on the my.maktab.uz and my.gov.uz platforms. This is conducted every 10 days by the aforementioned department and once a month by the relevant territorial divisions of the Ministry of Justice. This is based on the orders of general education schools on enrollment of students that have been adopted. The monitoring results are displayed on the my.maktab.uz platform in the form of enrollment notifications. Parents are provided with feedback on emerging issues and suggestions via the MPSE call center, which can be reached at 71 203-07-04.

Information and up-to-date recommendations on the enrollment process are provided on a daily basis via the Telegram channel @mymaktab\_uz. Each user is able to assess the quality of the service from their profile.

Parents are afforded the opportunity to promptly resolve issues related to the enrollment process, as well as to send relevant complaints. This measure has been implemented.

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<sup>3</sup> "On measures for the effective organization of the activities of the Ministry of Preschool and School Education and organizations in its system" <https://lex.uz/ru/docs/6476177>

## 4

**Coverage of all schools across the country**

Neither my.gov.uz nor my.maktab.uz covers all school education institutions. As of March 2024, both digital platforms are operational in Tashkent city, regional centers, and a number of region-level cities. As illustrated in Table 2, over 88% of schools in the country lack coverage from the digital enrollment service. This indicates that the majority of schools in the country require parents to submit applications in person, which introduces the potential for corruption during the enrollment process.

**Table 2. Coverage of schools across the country with digitized enrollment**

Territorial location	Quantity
Republic of Karakalpakstan, regional centers, Tashkent city	14
Cities of regional subordination	16
Districts of Tashkent city	12
Schools covered by online registration	1 160
% of total number of schools	11,41
% of schools not covered by online registration	88,2
Total number of schools in the country* <sup>4</sup>	10 163

**Percentage of schools' coverage with digital platforms for student enrollment:****11.41%**

of schools are covered by digital platforms, which is 1,160 schools out of the total number of 10,163 schools in the country

**88.2%**

of schools are not covered by digital platforms (student enrollment is carried out offline).

Territorial data: Republic of Karakalpakstan, Tashkent and regional centers are covered by platforms, other schools in remote regions are not covered by platforms

The primary factors impeding the implementation of digitalized enrollment are the dearth of technical infrastructure in educational institutions and the scarcity of internet connectivity, particularly in remote areas. Notwithstanding the efforts of UZBEKTELECOM and the MPSE to extend the reach of digital services, analysis indicates that the majority of educational institutions remain without the financial resources necessary to install internet connectivity within their physical premises.

The implementation of digitalized admission in all schools nationwide necessitates substantial financial investments, encompassing both the enhancement of technological infrastructure and the provision of staff training. However, these expenditures are currently

<sup>4</sup> \*For the 2023-2024 school year.

underfunded within the existing budgetary constraints. The absence of earmarked funds allocated to the MPSE through local budgets for centralized internet distribution within schools results in the inability of most schools to connect to the my.maktab.uz and my.gov.uz enrollment platforms. Consequently, non-digitized enrollment persists in the majority of schools across the country, necessitating a centralized solution. Attaining a mere 12% coverage with digital admissions represents a minimum effort. The fourth measure has been partially implemented, at least mathematically.

## 5

## Integration of preschool and school admission systems

The interconnection between the two stages of education is conducive to enhancing the overall quality of education, particularly in the preschool stage, which is crucial for children before they commence their elementary school education.

Presidential Decree No. 79 dated May 26, 2023 envisages the continuity of preschool and primary school education through the introduction of a special electronic platform, the "School readiness map for a 6-7 year old child" and its integration with the platform of general secondary education, "my.maktab.uz." Nevertheless, there is no evidence of its implementation in the public domain, nor of the integration of the two education systems. Concurrently, the "School readiness map for a 6-7 year old child" provides for the implementation of the recommendation of the Anti-Corruption Laboratory (2021) to ensure the psychological maturity of children before entering school.

Presently, the bbit.uz preschool education platform operates independently of the my.maktab.uz and erp.maktab.uz school education platforms, which impedes the exchange and coordination of data. According to internal information of MPSE, the difficulties of technical unification lie in the large amount of functional information and the adaptation of the capabilities of both platforms. For these reasons, the fifth measure is only partially implemented.



### RECOMMENDATION 2 - Funding:

Develop a funding system that ensures transparency, sufficiency of resources allocated, and full participation of school administration and parents in planning and implementation of funding. Together with the Ministry of National Public Education <sup>5</sup>, submit proposals to the Cabinet of Ministers to legalize the provision of assistance (such as material, financial and services) from parents and create a transparent platform for the receipt, distribution and use of financial resources at all levels and by all institutions of the national education system

<sup>5</sup> \*Prior to 2022 Administrative Reform



Table 3: Measures to implement Recommendation 2: Status of implementation

Nº	Recommended measures	Status of implementation of measures
1.	Development of a unified open data platform ensuring transparency, sufficiency of allocated budget funds	implemented
2.	Involvement of school administration and parents in planning and implementation of funding	implemented
3.	Planning and allocation of financial resources on the basis of real analysis of the state of material and technical base of educational institutions, taking into account real prices and costs.	Partially implemented
4.	Create a transparent platform showing the needs, revenue, expenditures of schools.	implemented
5.	Legalization of parental support to schools	Not implemented

## 1

## Development of a unified open data platform ensuring transparency, sufficiency of allocated budget funds

The budgets of the Republic of Uzbekistan, as well as those of the regions, districts, and cities, and the cost estimates of each school, are formed in accordance with the Law of the Republic of Uzbekistan “On the State Budget of RUz for 2024,” which was enacted on December 25, 2023, and is identified by the code ZRU-886 (<https://lex.uz/ru/docs/6707805>). However, the document does not prescribe a clear mechanism for ensuring transparency and sufficient budgetary resources.

A summary of the expenditure of allocated funds is published in the “Open Budget” section of the official website of the MPSE <sup>6</sup> for all pre-school and school education institutions in the context of regions and cities, starting from 2021.

The budget of each school is made available in a standardized format on the internal websites of the regional and district departments of the Ministry of Economy and Finance for internal use <sup>7</sup>. As a result, the public is unable to monitor needs, planning, expenditures, and budget balance.

In informal meetings with MPSE representatives, people's deputies, and school principals, it was discovered that the majority of inquiries received by MPSE and its constituent divisions from the general public and personnel within the sector pertain to budgetary transparency, including the formation, distribution, and execution of budgets, salaries for educators

<sup>6</sup> <https://uzedu.uz/y3/lists/11/244>

<sup>7</sup> <https://www.imv.uz/en/static/toshkent-shahri> <https://www.imv.uz/en/static/samarqand-viloyati>



and staff, and the strengthening of the material and technical infrastructure. The lack of transparency regarding the availability and distribution of the allocated budget for each school gives rise to an ambiguous perception of budget utilization, which in turn creates conditions conducive to the misuse of funds.

Consequently, the financial data pertaining to all schools within the country, as well as that of each individual school, is fragmented, lacks transparency, and is not integrated into a unified resource.

Despite the open data platform's foundation on the MPSE website, it lacks the integration of data for each school and a transparent mechanism for ensuring the sufficiency of allocated budget funds. The public has no opportunity to track the needs, planning, spending and budget balances online. This suggests that the measure is not implemented.

## 2 Parental and administrative involvement in budgeting

**As outlined in the State Program on implementation of the Strategy of Uzbekistan - 2030 <sup>8</sup>, a pilot initiative will be launched in the 2024/2025 school year, allocating 51 million soums to schools for student needs. This allocation is intended to enhance transparency in resource allocation. The funds will be allocated at the discretion of students in grades 5-11 for the acquisition of school necessities, including electronic blackboards, computers, sports equipment, and books.**

In accordance with the stipulations set forth in the Budget Law, a commission comprising representatives from the Board of Trustees, the Parents' Committee, local self-government (mahalla) representatives, district councils (deputies), and education authorities is convened annually during the budgeting process. This commission is tasked with the analysis of the material and technical resources available in each school. This procedure is applied to each school, with monitoring conducted by the district councils of people's deputies, and minutes are maintained in the office of the district councils of people's deputies.

Based on the analysis of the material and technical base and the identification of priority needs for the current year, the school administration, in collaboration with the parents' committees, formulates proposals for budget assessment and budget request.

Nevertheless, the exclusive reliance on people's deputies to engage the public in the formulation of school needs and budgets constrains the active and direct participation of the public in these matters. The absence of transparent and accessible information regarding budgetary decision-making may foster a sense of distrust in the people's deputies and the budgetary process, leading to the perception that the process does not align with the standards of professional integrity. It is thus recommended that this measure be considered as partially implemented.

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<sup>8</sup> <https://regulation.gov.uz/ru/d/93447>

Meanwhile, parents of students are afforded the opportunity to address urgent matters pertaining to their children's schools via the Initiative Budget portal ([openbudget.uz](https://openbudget.uz)). Since 2019, there has been a notable increase in the interest and involvement of the general public in new opportunities to improve public spaces. The portal enables citizens to vote for the allocation of a portion of the local budget by proposing projects to enhance infrastructure, roads, schools, and other facilities. The project that received the greatest number of votes, exceeding 1,500, is deemed the winner and is subsequently allocated funding from the local budget.

#### Coverage with the Participatory Budget in 2023 <sup>9</sup> -2024 <sup>10</sup> :



Number of educational institutions that received funding through the

Open Budget initiative: **2,273** institutions



Number of citizens who voted for the

Open Budget projects: nearly **2** million people

Source: Public reports of the Ministry of Economy and Finance <sup>11</sup>

### 3

## Planning and allocation of financial resources based on the analysis of the state of material and technical base of educational institutions

Since 2022, the Council of Ministers of the Republic of Karakalpakstan, in conjunction with the administrations of regions, cities, and districts (towns), has been undertaking a comprehensive examination of the social and production infrastructure <sup>12</sup>, the necessity of implementing new projects, and their optimal locations. This assessment is conducted with the direct participation of deputies of local councils and the heads of relevant industries. From 2024 onward, the Addressed Program for the Development of Social and Production Infrastructure for the Period 2024-2026 <sup>13</sup> is adopted, with the first heads of territories assuming responsibility for its implementation.

The MPSE, in collaboration with state and public organizations, conducts a comprehensive inventory of general educational institutions, which is mandatory for representatives of class and school parental committees to participate. According to data provided by the Ministry

<sup>9</sup> [https://api.mf.uz/media/document\\_files/IB\\_2023\\_uz.pdf](https://api.mf.uz/media/document_files/IB_2023_uz.pdf)

<sup>10</sup> [https://api.mf.uz/media/menu\\_attachments/2024-yil-1-chorak-ijrosi-hisobot.pdf](https://api.mf.uz/media/menu_attachments/2024-yil-1-chorak-ijrosi-hisobot.pdf)

<sup>11</sup> <https://t.me/minecofinuz/9910>

<sup>12</sup> UP dated May 26, 2023 No. UP-79 "On measures for the effective organization of the activities of the Ministry of Preschool and School Education and organizations in its system" <https://lex.uz/ru/docs/6476177>

<sup>13</sup> Targeted program for the development of social and industrial infrastructure for 2024-2026 <https://lex.uz/docs/6721094>

itself, in 2023 alone, over 70,000 parents were involved in the formulation of a targeted program for the construction, reconstruction, and outfitting of educational institutions. However, the results of the inventory are merely summarized from written and oral appeals from citizens to the ministry, published in parts, which does not allow the public and other interested organizations to conduct an analysis based on a complete, published report. There is no evidence of significant public involvement in the assessment and planning of school infrastructure prior to 2023.

Nevertheless, the results of the inventory provide the MPSE with a comprehensive understanding of the capacity, material and technical base, and needs of each school, as well as the required number of school seats by region. This suggests that this recommendation has been partially implemented, as evidenced by the lack of public data on the inventory, needs analysis, and the corresponding allocation of the necessary budgetary funds. This lack of transparency hinders the public's ability to monitor the compliance of the declared and implemented measures.

**4**

#### **Create a transparent platform showing the needs, revenue, expenditures of schools.**

The results of the inventory are not accessible to the public, which gives the impression that the MPSE does not have a comprehensive understanding of the situation on the ground. The timely dissemination of available information on a specialized resource would facilitate transparency of processes and effectiveness of public control and participation, thereby reducing the risk of corruption. This measure has not been implemented.

**5**

#### **Legalization of parental support**

No concrete proposals have been put forth to higher authorities regarding the legalization of parental assistance from the MPSE. In accordance with Ministerial Letter No. 06-0/3-3389, dated December 14, 2023, school administrators are explicitly prohibited from accepting and collecting any form of assistance from parents. Nevertheless, the legislation does not explicitly prohibit such assistance. Therefore, the collection and utilization of financial resources are regarded as a voluntary contribution from parents, which they undertake independently, under the supervision of the majority. This excludes the involvement of the administration and teaching staff of educational institutions in financial activities. The Ministry's annual directive to educational institutions is prepared and disseminated in accordance with the charter of activities of such institutions, taking into account the current legislation on the prevention of corruption risks. It is a mandatory document.

These two situations are mutually exclusive: while the acceptance of school aid is forbidden, parents are permitted to provide voluntary assistance. Therefore, this results in a conflict and, as a potential corruption risk factor, may lead to corrupt behavior. To avoid conflict and minimize risk factors, the acceptance of voluntary aid should be permitted and regulated by law. Due to the absence of normative regulation of financial or other parental assistance, it remains a risk factor for corruption and malpractice in the activities of educational institutions, leading to mistrust in the education system as a whole. This measure has not been implemented.



### RECOMMENDATION 3 - Public oversight:

Provide mandatory public consultation and public oversight for transparency in the planning and siting of future school building projects, sufficient school seats, and consideration of spatial accessibility and population growth.

**Table 5: Measures to implement Recommendation 3: Status of implementation**

Nº	Recommended measures	Status of implementation of measures
1.	Ensuring that the planning and design process for future school buildings is transparent to the public	Partially implemented
2.	Establishment of mechanisms for public involvement in school planning and provision, decision-making on the location of new school buildings	Partially implemented
3.	Consideration of territorial accessibility and population growth in location planning	Partially implemented
4.	Investigating and improving heating and water systems	Partially implemented

## 1

### Ensuring transparency of future school planning and public oversight

The “**Monitoring.mc.uz**” and “**tender.mc.uz**” platforms were developed in accordance with the Presidential Decree on increasing the efficiency of state budget expenditures and improving state financial control, with the objective of monitoring the activities of contracting organizations engaged in construction, reconstruction, and major repairs of social infrastructure <sup>14</sup>. However, not all sections of these resources are available for the purpose of construction monitoring. The public's ability to exercise oversight and ensure the quality of work and adherence to construction timelines remains constrained. Moreover, citizens lack access to timely and comprehensive information regarding construction progress and associated costs. Accordingly, this recommendation is deemed to have been partially implemented.

<sup>14</sup> <https://lex.uz/docs/5858714?ONDATE=01.01.2024>

## **2 Establishment of mechanisms for public involvement in the decision-making process**

In accordance with Article 51 of Law No. ZRU-637 dated September 23, 2020, entitled "On Education," <sup>15</sup> parents are entitled, among other things, to propose measures for the enhancement of the material and technical resources available at educational institutions.

The list of addresses for the construction of new schools is compiled with consideration of statistical data on population growth and the development of new residential areas. Concurrently, in practice, schools are constructed on the basis of citizens' appeals to local and representative authorities regarding the necessity for the construction, reconstruction, and repair of schools. In accordance with the recommendations of local council deputies, the proposals are incorporated into the address list of annual targeted investment programs, thereby attesting to the involvement of the population in the decision-making process.

However, there is no resource in the structure of the MPSE that displays public requests for construction and is accessible to the public and workers in the field on matters pertaining to the formation and utilization of financial resources. This situation constrains the capacity to oversee the implementation of initiatives. Accordingly, this recommendation is deemed to have been partially implemented.

## **3 Consideration of territorial accessibility and population growth**

Since 2023, the Ministry of Pre-school and School Education has had a dedicated team engaged in a comprehensive analysis of the requisite number of additional educational facilities to be constructed in response to the projected demographic growth over the next five years <sup>16</sup>. However, this accounting does not address the shortage of pupil places. The issue is the dearth of financial resources in certain regions, which constrains the capacity to construct new educational facilities in optimal locations in a timely manner. The measure has been partially implemented.

## **4 Investigating and improving heating and water systems**

As evidenced by the 2021 School Admission Corruption Risk Survey, the substandard condition of heating and water supply systems contributes to the corrupt behavior of parents who seek to enroll their children in schools with more favorable learning environments. Notwithstanding the implementation of measures to enhance the quality of heating and water supply systems in schools, the issue of their substandard performance remains a pressing concern.

As a solution <sup>17</sup> to the issues pertaining to the heating supply systems, 7,301 educational institutions (4,441 schools and 2,860 pre-schools) have been transferred to private entrepreneurs on the basis of a public-private partnership.

<sup>15</sup> <https://lex.uz/ru/docs/5013009>

<sup>16</sup> <https://kun.uz/kr/news/2024/08/29/yangi-maktab-qurish-boyicha-11-taga-yaqin-loyiha-ishlab-chiqildi-hilola-umarova>



As reported by the Department of Sector Infrastructure Development of the MPSE and its associated divisions, this initiative has enabled the hiring of qualified professionals and the operation of educational institution heating systems during the autumn and winter seasons. Additionally, it has facilitated the modernization of boiler houses with advanced energy-efficient equipment and the prompt repair of heating systems in emergency situations, in accordance with established standards. This measure facilitated the emergence of competition in this domain and contributed to a reduction in the number of complaints pertaining to the substandard technical operation of schools serviced on the basis of public-private partnership. No evaluation of the efficiency or corruption risk associated with such a partnership has been conducted.

In 2024, MPSE, in collaboration with the Ministry of Energy, has commenced a project<sup>17</sup> aimed at enhancing the energy efficiency of school buildings in Uzbekistan. Over the course of the next five years, the project will see the implementation of thermal insulation, ventilation, and air conditioning systems in schools and kindergartens, alongside the replacement of coal-fired boilers with solar collector heating systems. Over the course of the 2023–2028 period, more than 300 preschools and schools will undergo modernization, with the objective of enhancing their preparedness for a changing climate, reducing energy consumption, and curbing greenhouse gas emissions into the atmosphere.

As stated by Minister of Pre-school and School Education Hilola Umarova, in collaboration with relevant ministries and departments, the design and cost estimation documentation for 11 projects to construct new school buildings has been developed, with estimated costs ranging from 13 billion soums to 58 billion soums.

The Ministry has launched a separate reform initiative with the objective of providing 1,364 schools with enhanced infrastructure, including access to potable water, water for hand washing, and improved sanitary latrines. The results are presented in Table 6.

<sup>17</sup> <https://lex.uz/ru/docs/6427811>

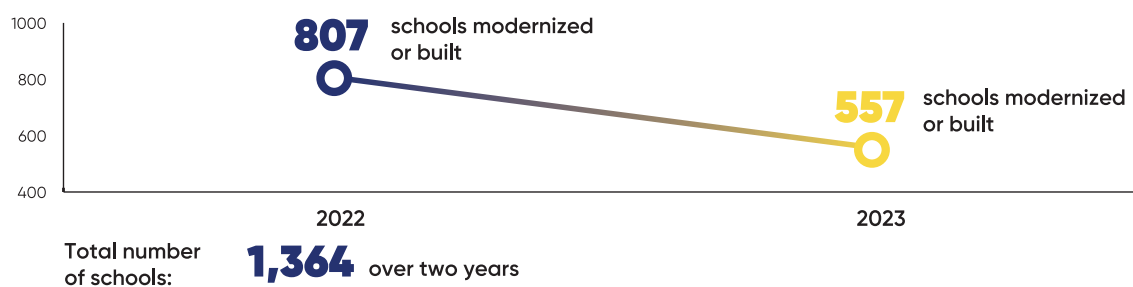
<sup>18</sup> <https://kun.uz/kr/news/2024/08/29/yangi-maktab-qurish-boyicha-11-taga-yaqin-loyiha-ishlab-chiqildi-hilola-umarova>

Table No. 6

General Information on Construction, Reconstruction and Capital Repairs in Educational Institutions of the Ministry of Preschool and School Education in 2022-2023.

Region	Total number of schools in 2022-2023.	Number of schools in 2022	Number of schools in 2023
<b>Countrywide</b>	<b>1364</b>	<b>807</b>	<b>557</b>
1 Republic of Karakalpakstan	88	68	20
2 Andijan region	87	38	49
3 Bukhara region	68	43	25
4 Jizzakh region	106	71	35
5 Kashkadarya region	175	82	93
6 Navoi region	60	39	21
7 Namangan region	56	36	20
8 Samarkand region	124	56	68
9 Surkhandarya region	195	88	107
10 Syrdarya region	46	37	9
11 Tashkent region	126	92	34
12 Fergana region	127	82	45
13 Khorezm region	52	40	12
14 Tashkent city	54	35	19

### Progress on school infrastructure improvements in 2022-2023:



Regional breakdown: largest projects in Kashkadarya, Surkhandarya, Samarkand

It is within the rights of citizens to obtain the necessary information regarding the provision of public utilities from the websites of regional administrations and educational institutions. However, not all educational institutions have an active website. The MPSE does not provide incentives or support to schools to publish important information in a timely manner. A lack of transparency can result in the misallocation of resources. Consequently, the absence of monitoring, planning, and prioritization capacities based on open data, along with the poor quality of infrastructure, teaching, and education in general, increases the likelihood of corruption. This is due to the fact that parents may seek to enroll their children in schools that provide decent educational conditions through informal means. Therefore, this recommendation is considered to be partially implemented.



#### RECOMMENDATION 4 - Salaries of teachers:

In order to enhance teacher motivation and mitigate the risk of unprofessional conduct, it is advised that salaries be augmented, working conditions for teachers be enhanced, overcrowding be alleviated, and a competitive environment for teacher selection be established. The examination of successful foreign models, approaches, and teacher training modules could facilitate the creation of a favorable working environment for teachers.



#### RECOMMENDATION 5:

Conduct an inclusive scientific study on the formation of salaries and full-time employment rates, taking into account the experience of foreign countries, with the objective of simplifying and ensuring stability and clarity in the calculation of the full-time employment rate of teachers, as well as transparency in the process of formation and calculation of cash payments to school employees.

Table No. 7: Measures to address Recommendations 4 and 5: Status of Implementation

Nº	Recommended measures	Status of implementation of measures
1.	Analytical studies	Not implemented
2.	Ensuring transparency of the process of formation and calculation of payments to school employees	Implemented
3.	Increasing teachers' salaries	Partially implemented
4.	Reducing overcrowding in classrooms	Partially implemented
5.	Improving working conditions for teachers	Partially implemented



## 1 Analytical studies

No specialized analytical studies have been conducted on the formation of salaries and full-time employment volumes, with consideration of the experience of foreign countries, with the aim of simplifying and clarifying the calculation of the full-time teacher's rate, as well as ensuring transparency in the process of actual salary payments to school employees. This aspect of the recommendation has not been implemented.

## 2 Ensuring transparency of the process of formation and calculation of payments to school employees

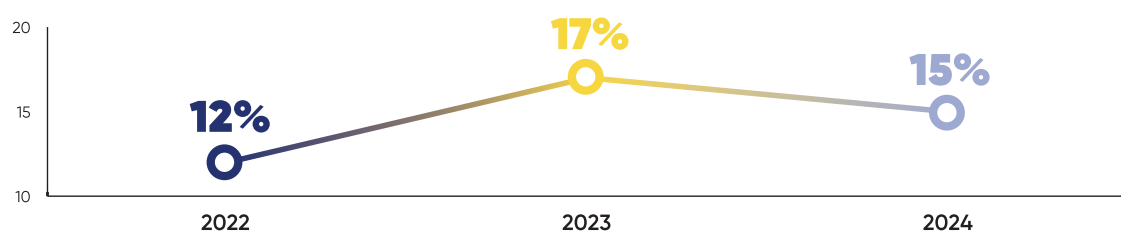
Teachers' salaries are determined according to the approved staffing table, taking into account their education and qualifications, and are a separate item of the educational institution's budget. Some types of incentives are merit-based in accordance with approved UzASBO regulations (see below). This process is open on UzASBO for users with a key. Additional payments have been introduced for teachers with national and international certificates in foreign languages, information technology, mathematics, chemistry and biology. Additional payments are also provided for teachers going to work in remote areas to compensate for the shortage of qualified personnel. This part of the recommendation has been implemented.

## 3 Increasing teachers' salaries

The average salary of teachers was increased nominally by 12% in 2022, 17% in 2023, and 15% in 2024. As indicated by the Central Bank, the annual inflation rate is estimated to be between 10% and 12%, which considerably diminishes the impact of enhanced teacher salaries (<https://cbu.uz/ru/monetary-policy/annual-inflation/indicators/>). The ratio of the average salary in education to the average monthly salary exhibited a downward trajectory over the course of the observation period, declining from 78% in 2021 to 73.5% in 2022, 71.6% in 2023, and 70% as of March 2024. In August 2024, the Presidential Decree increased salaries by 15% with effect from October 2024. In the initial six-month period of 2024, the mean salary in the education sector was 3.4 million soums, in comparison to 4.5 million in accommodation and food services, 6.2 million in industry, and 12.4 million in IT/communications.

### Increasing teacher salaries:

Teacher salary increases:



Compared to inflation:

Annual inflation:

**10–12% on average**

### Average salary in education 3,4 mln soums

in other areas:



accommodation and catering  
**4.5 mln soums**



industry  
**6.2 mln soums**



IT  
**12.4 mln soums**

This recommendation has yet to be fully implemented. While teacher salaries in developed countries are often low, research conducted over the past two decades has consistently demonstrated that they should be set at a level commensurate with the average middle-class salary in order to minimize corruption. The discrepancy (30%) between the remuneration of teachers and the average salary in Uzbekistan is a significant deterrent to those considering entering the profession. Furthermore, it increases the likelihood of corruption by making teachers more prone to seeking informal sources of income.



*"Money is never the reason why people enter teaching, but it is the reason why some people do not enter teaching."*

**Arne Duncan**



## 4

### Reducing overcrowding in classrooms

As indicated in the 2021 Final Report on Corruption Risk Assessment of Primary School Admissions, approximately 70% of schools operate in two shifts, as evidenced by MPSE statistics. In accordance with the Education Law, the maximum number of students per class is 35. As observed by the Institute of Macroeconomic and Regional Studies <sup>19</sup> in 2022, in urban schools, there was an excess of the number of pupils per class, with some schools having as many as 40–42 pupils per class (a trend typical for large cities). The primary reason is the insufficient capacity of public schools and the consequent increase in the number of classes.

As indicated by the 2021 survey, there was a deficit of approximately 1.2 million pupil places throughout the country. On January 22, 2022, Presidential Decree No. PP-98 <sup>20</sup> was enacted, approving a plan to increase the number of student seats for the 2022–2024 period. Internal data from the MPSE indicates that the number of new student seats has increased due to new construction and remodeling:

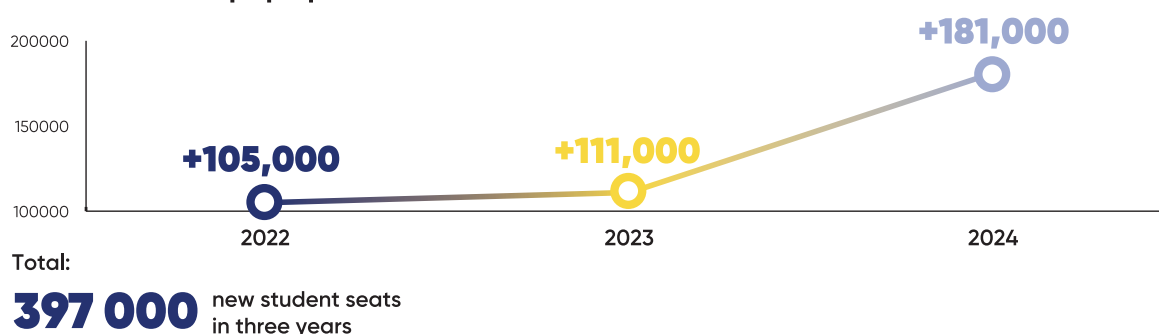
In 2022, increased by 105,000 against the planned 85,000

In 2023, increased by 111,000 against the planned 84,000

In 2024, additional 181,000 places have been created

<sup>19</sup> [https://imrs.uz/public/publications/articles-and-abstracts/study\\_load](https://imrs.uz/public/publications/articles-and-abstracts/study_load)

<sup>20</sup> On measures to develop social and industrial infrastructure of the Republic of Uzbekistan in 2022 – 2024 <https://lex.uz/ru/docs/5834443>

**Number of new pupil places in 2022–2024:**

Nevertheless, the issue of classroom overcrowding persists. As indicated in an internal document on key performance indicators of the MPSE for the 2023–2024 school year, 2,076,995 children in the country are currently engaged in the second shift due to a lack of available student places. Currently, there are no statistics available that demonstrate a reduction in class size or an enhancement in the teacher-to-student ratio. This also presents a challenge in terms of planning and implementing improvements. This measure is, at best, only partially implemented.

**5****Improving working conditions for teachers**

The “Comfortable Learning Environment” program has been developed and is currently being implemented within the general secondary education system. The program facilitates enhancements to accounting procedures for material and technical resources, alongside the streamlining of bureaucratic procedures across general secondary educational institutions. In accordance with Presidential Decree No. UP-79, a comprehensive solution to the sanitary and hygienic problems of general secondary educational institutions has been established. Nevertheless, a considerable number of educational institutions throughout the country still lack adequate sanitary and hygienic facilities.

In addition to their primary responsibilities, teachers have also been relieved of the burden of reporting and paperwork, according to the MPSE. The media <sup>21</sup> has corroborated this assessment, indicating that the number of documents completed by secondary school teachers has been reduced from ten to one (class journal in electronic form through the e-maktab system). Furthermore, the cancellation of methodology days, which were previously associated with excessive bureaucracy, documentation, time loss, and a burden on students, has been implemented. Nevertheless, teachers continue to dedicate a significant amount of time to the electronic entry of lesson plans, homework assignments, and grades, which results in an additional workload outside of their core working hours. This is due to the fact that many schools lack the necessary computer equipment to allow teachers to work on-site.

It can thus be concluded that the aforementioned measures have been partially implemented.

<sup>21</sup> <https://kknews.uz/125322.html>

<https://podrobno.uz/cat/obchestvo/v-uzbekistane-nakonets-to-sokratili-kolichestvo-dokumentov-kotorye-zapolnyayut-uchitelya-/>



## RECOMMENDATION 6 - Integrity framework:

Develop and implement a comprehensive integrity system, including the practical application of integrity values and standards, enshrined in appropriate policies and procedures that ensure the support and ongoing practice of integrity by senior management in the form of ethical leadership.

**Table 8: Measures to implement Recommendation 6: Status of implementation**

Nº	Recommended measures	Status of implementation of measures
1.	Legislative implementation of a comprehensive integrity system	Partially implemented
2.	Developing and adopting a regulation on the implementation of ethical leadership	Not implemented

### 1

## Legislative implementation of a comprehensive integrity system

In accordance with Presidential Decree No. PP-228, dated June 21, 2024<sup>22</sup>, the MPSE is engaged in efforts to guarantee the tenets of integrity across the entire spectrum of educational coverage, from the highest levels down to the classroom.

All legal and regulatory documents adopted by MPSE and its regional structures, as well as orders issued by the system's educational institutions, are subject to anti-corruption expertise by the bodies of the Ministry of Justice and prosecutor's offices.

The Ministry of Preschool and School Education website features an Anti-Corruption<sup>23</sup> section, which includes the following subsections: "Advocacy materials on corruption," "Appeal on corruption prevention," "Departmental documents on combating corruption," and "Work in progress on combating corruption."

<sup>22</sup> Presidential Decree No. PP-228 "On Measures to Introduce a System of Continuous Improvement of Knowledge of the Population and State Bodies in the Area of Anti-Corruption" <https://lex.uz/ru/docs/6977741>

<sup>23</sup> <https://www.uzedu.uz/ru/page/some-page-test>

In order to prevent and raise awareness of potential issues, MPSE has established a Compliance Control Department. This department is responsible for conducting targeted checks of citizens' appeals. It should be noted that the Compliance Control Service is only available via email at [info@xtv.uz](mailto:info@xtv.uz). Consequently, there is no publicly available evidence of the results of its work. With regard to the legislative implementation of a comprehensive integrity system, it can be stated that this is only partially implemented.

## 2

## Developing and adopting a regulation on the implementation of ethical leadership

Values and standards of integrity are prescribed in the charters of general education institutions in accordance with the Constitution and the Law "On Education". However, since the publication of the recommendations of the Anti-Corruption Laboratory's study in 2021 on reducing corruption risks in school enrollment, no provisions have been enshrined in law to motivate preschool and school education authorities to act as ethical leaders and be committed to upholding integrity within the education system.

The absence of specific procedurally prescribed rules<sup>24</sup> or procedures for the introduction of ethical leadership and integrity does not oblige the heads of structural units of the ministry and educational institutions to adhere to this recommendation, and, therefore, in the absence of appropriate sanctions, allows unethical behavior of leadership employees. This gives reason to believe that the measure to develop and adopt a regulation on the implementation of "ethical leadership" has not been fulfilled.



### RECOMMENDATION 7 - Parental involvement:

To organize work with parents of students on a conceptually new platform based on the analysis of the popularity and availability of modern communication social networks, which will ensure broad and active participation of parents in the activities of all departments of general secondary education, so that they can better understand their role, the rules of educational ethics, the professional integrity of school staff and the system of sanctions for correcting and preventing unethical behavior, as well as eliminate mistrust of the system among all its participants (MPSE, its departments, schools and parents)

<sup>24</sup> [https://uzedu.uz/uploads/downloads/gzkdZS\\_PWLLU0zbkc2tU8iPlj9ctdF\\_0.pdf](https://uzedu.uz/uploads/downloads/gzkdZS_PWLLU0zbkc2tU8iPlj9ctdF_0.pdf)

Table 9: Measures to implement the parent outreach platform, and status of their implementation

Nº	Recommended measures	Status of implementation of measures
1.	Organization of work with parents of students on a conceptually new platform	Implemented
2.	Ensuring the availability of a platform for communication with parents	Implemented

## 1 Organization of work with parents of students on a conceptually new platform

In 2022–2023, MPSE, together with the Ministry of Digital Technologies and business partners developed and launched eMaktab <sup>25</sup> – an updated version of the popular kundalik.uz platform created in 2019.

## 2 Ensuring the availability of a platform for communication with parents

The updated platform furnishes parents with information regarding school activities, educational ethics, and the rights and responsibilities of school personnel. The platform enables parents to interact with one another and with teachers, participate in online forums, access information regarding their child's attendance and progress, and communicate directly with the school director regarding suggestions or concerns related to the organization of the educational process.

Additionally, the mobile application for parents, eMaktab.Oila, unified all school communication on a single educational platform. This platform introduced features such as class rankings, chat rooms for communication between parents, teachers, and students. Moreover, the media <sup>26</sup> has corroborated the convenience and efficiency of the new electronic platforms, which provide parents with the opportunity to monitor their children's education online.

As reported by the eMaktab platform administration, 12.62 million individuals (6.06 million parents, 6.06 million students, and 620,000 educators) utilized the platform in 2023. These figures indicate a notable surge in parental engagement with educational institutions.

The aforementioned data substantiate the recommendation for implementation.

<sup>25</sup> <https://www.uzedu.uz/ru/news/1722>

<sup>26</sup> [https://plov.press/news/nauka\\_obrazovanie/platforma\\_emaktab\\_stala\\_udobnee\\_dlya\\_uchiteley\\_prozrachnee\\_dlya\\_roditeley\\_i\\_interesnee\\_dlya\\_ucheniko/](https://plov.press/news/nauka_obrazovanie/platforma_emaktab_stala_udobnee_dlya_uchiteley_prozrachnee_dlya_roditeley_i_interesnee_dlya_ucheniko/)





## RECOMMENDATION 8 - Qualifications of educators:

Revise teacher recruitment processes to address the shortage of qualified professionals given population growth, language of instruction, and subject matter needs.

Table 10. Measures to implement Recommendation 8: Status of implementation

Nº	Recommended measures	Status of implementation of measures
1.	Revision of the teacher recruitment process	Implemented
2.	Developing a strategy to address the shortage of skilled professionals	Partially implemented

### 1 Revision of the teacher recruitment process

The 2021 survey findings indicated a significant deficit in the availability of experienced, qualified personnel, coupled with headmasters' concerns regarding the low motivation of young specialists to engage in professional work within the educational sector. This situation presents a potential corruption risk in school enrollment, as parents may pressure the administration to violate professional ethics and accept children beyond the additional quota, often to the extent of exceeding the recommended ratio of students per teacher. This is evidenced by the facts of overcrowded classes and schools described in Recommendation No. 5.

To address this issue, a system of professional certification for applicants newly hired to teach in general secondary educational institutions was implemented on January 1, 2024. This is in accordance with Presidential Decree No. UP-79 dated May 26, 2023, entitled "On measures for the effective organization of the activities of the Ministry of Preschool and School Education and organizations within its system." <sup>27</sup>

As of the 2024-2025 academic year, individuals with a college degree who are newly employed in the teaching profession will be designated as "teacher trainees" (uncategorized) and will be required to obtain professional certification within one year.

<sup>27</sup> <https://lex.uz/ru/docs/6476177>

## 2 Developing a strategy to address the shortage of qualified professionals.

In order to address the staffing challenges faced by schools in remote and mountainous regions, where there is a critical shortage of teaching personnel, and in areas experiencing significant population growth, or where there are specific language of instruction and subject needs, a special 50% supplement shall be allocated to the basic tariff rate of teachers who have transferred to work from other districts within the same administrative-territorial unit. In the event that a teacher is transferred from another administrative-territorial unit, they shall receive 100% of the basic tariff rate <sup>28</sup>.

### FOR REFERENCE:

According to the internal data of MPSE, in 2022-2023, 500, 400 teachers (226, 400 offline, 229, 400 online) upgraded their skills. The number of certified teachers is 37,844 (including 32,843 top-level certificates).

As reported by the President's press service <sup>29</sup>, the new certification system was applied to over 190,000 teachers in 2024 alone. Of these, 51,000 teachers were upgraded to a higher category.

Those in teaching roles who have obtained a qualification category in accordance with international standards and the national evaluation system shall be remunerated with an additional payment amounting to 50% of their current tariff rate <sup>30</sup>.

The current measures taken to stimulate professional development do not guarantee 100% coverage of teachers, which leaves the achievement of optimal teacher qualifications unfulfilled. Furthermore, no specific strategy for the professional development of teachers has been established. The salary situation remains poor. The aforementioned measures provide sufficient evidence to suggest that the recommendation has been partially implemented.



### RECOMMENDATION 9 - Teacher education:

Facilitate access to teacher education by promoting cooperation between teacher training institutions and schools, offering preferential admission to students planning future teaching careers.

<sup>28</sup> <https://kun.uz/ru/06783846>

<sup>29</sup> <https://president.uz/ru/lists/view/7328>

<sup>30</sup> <https://www.uzedu.uz/ru/news/444>



Table 11. Measures to implement Recommendation 9: Status of implementation

Nº	Recommended measures	Status of implementation of measures
1.	Developing cooperation between teacher training institutions and schools	Implemented
2.	Preferential admission of applicants planning a future teaching career	Partially implemented

## 1 Developing cooperation between teacher training institutions and schools

In accordance with Presidential Decree No. PP-289 dated June 21, 2022, the objective of establishing ten pedagogical institutes from the 2022-2023 academic year is twofold: firstly, to enhance the quality of pedagogical education and secondly, to facilitate the further development of activities at higher educational institutions across the country. Each institution has its own website.

Furthermore, supplementary pedagogical preparatory programs on related specialties have been developed for students in their final years of the Bachelor's degree. Individuals who have successfully completed the requisite training and obtained a certificate of mastery are eligible to engage in pedagogical activities.

Colleges and technical colleges that provide teacher training have been placed under the jurisdiction of the MPSE.

In accordance with the aforementioned document, profile classes have been established for students in the 10<sup>th</sup> and 11<sup>th</sup> grades of schools with an aptitude for the teaching profession. These classes are based on curricula that have been specifically developed for this purpose. Upon completion of their studies in profile classes, graduates are eligible to pursue further education at pedagogical universities. However, they do not possess any preferential status or benefits.

Furthermore, Decree No. PP-289 annually selects at least 5 percent of professors-teachers from the specialization departments of pedagogical higher educational institutions to participate in advanced training and internships in foreign countries, with the cost covered by the extra-budgetary funds of the aforementioned institutions. In light of the aforementioned considerations, the measure is deemed to have been accomplished.

## 2 Preferential admission of applicants planning a future teaching career

The aforementioned Decree No. PP-289 established a procedure whereby students enrolled in joint educational programs at pedagogical universities are compensated for the duration of their studies at a partner foreign university, which is considered a paid contract.

In the 2024 admissions cycle, the number of students admitted on the basis of the state grant <sup>31</sup> in pedagogical and general education subject areas was 10,909.

At the time of writing this report, no graduates of specialized pedagogical classes had yet been produced. To ensure the continued success of this initiative, it is essential to provide graduates of such classes with the option to continue their enrollment in a pedagogical university on a preferential basis. The measure is regarded as having been partially implemented.



### RECOMMENDATION 10 - Appointment of school principals:

strengthen the role of the departments of the Ministry of National Education in developing a pool of qualified school principals to prevent nepotism and ensure pedagogical expertise among school leadership

Table 12. Measures to implement Recommendation 10: Status of implementation

Nº	Recommended measures	Status of implementation of measures
1.	Legislative formation of a qualified directorate	Partially implemented
2.	Mechanisms and criteria for the appointment of qualified school principals	Partially implemented

## 1 Legislative formation of a qualified board of principals

An internal unpublished Directive of the MPSE No. 147 dated June 2, 2023 provides a comprehensive delineation of the procedure for nominating candidates for vacant positions of heads of general educational institutions. This procedure includes the organization of an open competition, with the participation of the Board of Principals of leading educational institutions in each region of the country.

<sup>31</sup> Decree of the President of the Republic of Uzbekistan, dated July 19, 2024 No R-36 "On parameters of the state order on admission to state higher educational institutions for the 2024/2025 academic year" <https://lex.uz/en/docs/7028136>

The “Schools of Principals”<sup>32</sup> were established with the objective of forming a reserve, training, assessing knowledge and skills, and certifying candidates for the position of principal. Over the course of the 2024 period, approximately 2,000 principals and principal candidates have undergone training in management courses.

## **2 Mechanisms and criteria for the appointment of qualified school principals**

The same Directive, No. 147, established the qualification requirements for candidates. The competitive selection procedure encompasses targeted professional development, the cultivation of managerial competencies among prospective managers, the formulation of an educational institution development program, and its presentation to the territorial board of principals for evaluation.

This system provides for the training and issuance of a manager's certificate to candidates and school management personnel. It also establishes a reserve for the position of school principal, comprising candidates who have obtained the aforementioned certificate. Furthermore, it stipulates that applicants for vacant positions of school principals must be selected exclusively from among personnel who have obtained the certificate and are included in the aforementioned reserve.

Furthermore, the document introduced a procedure for appointing the principal of a general secondary educational institution through open competition, based on the recommendation of the Board of Principals.

Another internal MPSE order establishes regional Boards of Principals, which are composed of the most experienced heads of general secondary educational institutions. While the document provides for the activities and procedures of the Board of Principals, it is not publicly available.

From a legal standpoint, MPSE directives reduce the likelihood of promotion of principal candidates through nepotism and favoritism. However, their closed nature from the public prevents changes from being analyzed and referenced. Consequently, the recommendation is considered partially implemented.

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<sup>32</sup> <https://president.uz/ru/lists/view/7584>

## CHAPTER 2: CONCLUSIONS: PARTIALLY IMPLEMENTED AND UNIMPLEMENTED RECOMMENDATIONS

Analysis of the implementation of the assessment recommendations aimed at reducing the risks of corruption in school admission indicates that certain measures have been taken in the areas under study to mitigate risks and eliminate their underlying factors.

Despite the implementation of measures to ensure the digitized enrollment of pupils in elementary school throughout the country, as well as the planning, budget allocation and execution, construction and equipping of educational institutions, recruitment of teachers, public involvement in decision-making and improvement of school infrastructure, the education sector has not witnessed tangible improvements in ensuring transparency of the activities of both the Ministry and individual educational institutions, as well as the quality of education.

### The study examined the following factors of this conclusion:






-  The extant legal and regulatory framework fails to encompass all identified corruption risk factors that could potentially give rise to corruption risks.
-  No evidence was uncovered indicating the introduction and implementation of legal acts pertaining to the nomination of candidates for school management positions or the Board of Principals. The stipulations in question remain at the level of official use documents of the MPSE.;
-  The implemented platforms are fragmented and not integrated into a single resource. Some sections (e.g., Monitoring.mc.uz, tender.mc.uz, UZASBO) are inaccessible and do not provide comprehensive transparency regarding activities. Functions related to preschool and school education are not readily available;
-  Existing interactive online platforms are not integrated into the MPSE website, which does not ensure active participation of teachers, students and the public in MPSE activities.

The lack of transparency and timely publication of information by the Ministry of Pre-School and School Education impedes the process of raising awareness in the education sector, particularly with regard to the financing of educational activities. This situation reinforces the perception of injustice with respect to the activities of the Ministry, its departments, and individual schools.













Furthermore, timely reporting should encompass the outcomes of monitoring, auditing, and decision-making processes that are evidence-based and supported by transparent and accessible complaint procedures and appropriate sanctions.

## The aforementioned reasons resulted in the non-implementation or partial implementation of the following measures:

### Unimplemented Measures:

-  Development of a unified open data platform ensuring transparency, sufficiency of allocated financial resources
-  Creating a single transparent platform showing the needs, revenues, expenditures of schools;
-  Legalization of parental support for schools;
-  Conducting an analytical study on the topic of wages;
-  Legislating the implementation of ethical leadership.











### Partially implemented measures:

-  Ensuring that all schools within the country are included in the online admission platform;
-  Integration of preschool and school reception systems with the preschool education system;
-  Ensuring that the planning and design process for future school buildings is transparent to the public
-  Establishment of mechanisms for public involvement in the decision-making process
-  Consideration of territorial accessibility and population growth when planning the location of schools
-  Investigation and improvement of the heating and water supply system
-  Increasing teachers' salaries
-  Reducing overcrowding in classrooms
-  Legislative implementation of a comprehensive integrity system
-  Preferential admission for applicants planning a teaching career
-  Legislative formation of a qualified Board of Principals
-  Mechanisms and criteria for the appointment of qualified school principals

## LIST OF ABBREVIATIONS

MPSE	Ministry of Pre-school and School Education
INGO	International Non-Governmental Organization

## LIST OF REFERENCES USED

-  The Law of the Republic of Uzbekistan, dated September 23, 2020, No. ZRU-637 "On Education"
-  Law of the Republic of Uzbekistan, dated February 01, 2024, No. ZRU-901 "On the status of a teacher"
-  Decree of the President of the Republic of Uzbekistan, dated May 11, 2022 № UP-134 "On approval of the National Program for the development of school education in 2022 – 2026"
-  Decree of the President of the Republic of Uzbekistan, dated May 26, 2023, No. UP-79 "On measures for effective organization of the activities of the Ministry of Preschool and School Education and organizations in its system".
-  Decree of the President of the Republic of Uzbekistan, dated August 12, 2024 No. UP-108 "On raising wages, pensions and allowances"
-  Decree of the President of the Republic of Uzbekistan, dated January 22, 2022 № PP-98 "On measures for the development of social and production infrastructure of the Republic of Uzbekistan in 2022 – 2024"
-  Decree of the President of the Republic of Uzbekistan, dated February 03, 2023 № PP-43 "On measures to support business entities to reduce the negative impact on the economy of a sharp drop in air temperature"
-  Decree of the President of the Republic of Uzbekistan, dated April 10, 2023 № PP-118 "On modernization of heating systems of social sphere objects on the basis of public-private partnership"
-  Decree of the President of the Republic of Uzbekistan, dated May 24, 2022, No PP-257 "On additional measures to increase the level of provision of population with drinking water supply and sewerage services"
-  "Big break: from the desk to the school building" – D. Gulyamova "Pravda Vostoka"



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"The Acute Shortage of Teachers from Uzbekistan as a Multilevel Problem"  
N. Uralova Assistant Professor, Webster University (Tashkent)

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"Monopolists in education, public or private education, ineffective reforms" Bakhodir Ganiev, Yyoutube

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"From September 2025, teachers of the highest and first category in Uzbekistan may get a salary increase". Gazeta.uz

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"The activity of the National Institute of Pedagogical Excellence has received new quality and content". President.uz

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"Winners of the second season of the Initiative Budget in Uzbekistan announced". Gazeta.uz

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Information on nation's public-school sphere for the 2023–2024 school year, National Central TV. (Key indicators of the National Central TV for the 2023–2024 school year)

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Directive of the Minister of Preschool and School Education of the Republic of Uzbekistan dated June 2, 2023 No 147, in pursuance of the Decree of the President of the Republic of Uzbekistan, dated May 26, 2023 No UP-79 "On measures for the effective organization of the Ministry of Preschool and School Education and organizations in its system"

