National Pedagogical University of Uzbekistan

APPROVED
Based on Protocol No.1
of the University Council dated
August 29, 2025 Acting Rector,
Council Chairman:
Z. Rakhmanov
August 29, 2025

TRANSFORMATION STRATEGY
National Pedagogical University of Uzbekistan
(for 2025–2030)

I. Introduction

The establishment of Uzbekistan National Pedagogical University (hereinafter referred to as the University) on the basis of Tashkent State Pedagogical University named after Nizami, pursuant to Decree No. PF-73 of the President of the Republic of Uzbekistan dated April 28, 2025, marked a new historical stage in the field of pedagogical education. This decision not only changed the status of the university but also launched an era of reforms aimed at fundamentally modernizing the entire pedagogical education system
of the country.

The strategic mission assigned to the University is to form a system of training pedagogical personnel based on a single methodological approach across the country, transform it in accordance with international requirements, and sharply increase the quality and efficiency of pedagogical education throughout the republic. The University is intended to operate as a national center consolidating advanced knowledge, experience, and innovation in the pedagogical field.

In today's era of globalization, information exchange, and intensified competition, the issue of training pedagogical personnel is becoming more relevant than ever. The main factor determining the quality of education is the creation of a modern, competency-based, practice-oriented pedagogical education system compliant with international standards. Therefore, through this strategy, the main goal is set to transform the University by 2030 into an internationally recognized, digitized higher education and research center based on advanced educational technologies and equipped with an effective management system.

Priority tasks assigned to the University:

- transform pedagogical education programs based on international experience;
- introduce digital technologies in education;
- optimize governance;
- ensure harmony between science and practice;
- strengthen the integration of science, education, and production;
- train a new generation of educators who meet modern requirements, possess deep knowledge in their subject area and pedagogical competencies, think critically, and can effectively use digital technologies;
- develop international relations and integrate advanced foreign experience into the national system.

This strategic document is a conceptual framework aimed at renewing the University through large-scale reforms in 2025–2030, transforming it step by step in accordance with the priority directions of state educational policy, and ensuring its long-term sustainable development. It clearly defines not only short- and medium-term plans and tasks, but also future results, indicators, monitoring, and evaluation mechanisms.

II. Strategic Goals

The strategic goals in the transformation strategy of Uzbekistan National Pedagogical University envision bringing the quality of pedagogical education in the country to a new level, strengthening the education-research-innovation triad, modernizing management, and ensuring integration with international standards.

1. Reforming pedagogical education based on a unified conceptual approach

Goal: Form unified methodological and theoretical foundations for training pedagogical personnel across the republic.

Main directions:

Development of a conceptual model of pedagogical education and creation of its legal foundations.

Implementation of unified approaches that ensure continuity between preschool, school, and higher pedagogical education.

Formation of state admission orders based on the real need for pedagogical personnel.

Curricula of directions where pedagogical personnel are trained will be developed based on technologies, subject-related disciplines, as well as theoretical and practical knowledge that serves to form educational and pedagogical competencies.

Expected results: All pedagogical higher education institutions in the republic will operate based on a unified approach, and the quality of education will be equalized across regions.

2. Transforming educational programs based on international standards

Goal: Bring the educational process at the University into line with modern, competency-based, and international norms.

Main directions:

Development and step-by-step implementation of curricula at undergraduate
and graduate levels that meet international experience and accreditation requirements;

Efficient organization, systematic control, and evaluation of professional qualification internships;

Transition of the language of instruction to a bilingual education model;

Step-by-step submission of educational programs for international accreditation;

Development of a strategy for passing institutional accreditation.

Expected results: High-quality educational programs will be formed and implemented step by step. Qualification internships will be organized systematically and effectively, and evaluation mechanisms will be improved. Based on the bilingual education model, the quality of education will increase, and the competitiveness of graduates will strengthen. Educational programs and the university itself will be brought into a state of readiness for international and institutional accreditation processes. By 2030, internationally accredited educational programs will exist in all directions.

3. Modernizing the university management system

Goal: Improve university management based on modern management principles and the ISO 21001 system.

Main directions:

Organization of 6 large "Higher Schools of Pedagogy" instead of faculties.

Granting each school the authority to coordinate academic and strategic management, scientific, and international activities.

The activities of the Higher School are managed by a dean. Their main tasks consist of ensuring the quality of education, developing the pedagogical school, managing scientific activities, and establishing international cooperation.

In order to coordinate initial reforms at the university, a Transformation Department consisting of 10 staff units reporting to the Vice-Rector

for Transformation will be established.

This department consists of highly qualified specialists in academic, administrative, technical, scientific, and international fields, and will actively participate in shaping a quality management and education system in the Higher School of Pedagogy.

In the subsequent stages of the transformation process, along with the organization of new higher schools within the university, the Transformation Department will be proportionally expanded. Existing employees will be divided into teams corresponding to their directions, serving to implement transformation systematically and continuously in each higher school.

Expected results: Management will be simplified through large pedagogical higher schools established in place of faculties at the university, and academic, scientific, and international activities will be implemented based on a holistic and strategic approach. The Transformation Department will support these processes in a methodical and systematic manner, ensuring the consistent implementation of quality education and effective management in each school. A fast, transparent, and responsible management system will be formed at the university.

4. Accelerating digital transformation

Goal: Increase efficiency and transparency by fully digitizing educational and management processes.

Main directions:

Full implementation and integration of "Learning Management System" (LMS) and HEMIS systems.

Launch of a single digital platform (ERP) for students, teachers, and administration.

Implementation of digital transcripts, grading, resources, and methodical support.

Complete transition of email at the university into the main means of information exchange and official communication.

In order to develop digital literacy among students, the introduction of special subjects starting from the first year will be ensured.

A centralized user management system (User Management System) that allows managing the workspace of all users at the university - staff, faculty, and students - based on a single digital platform will be implemented and monitored.

Convenient, fast, and interactive online appeal tools will be introduced to increase the efficiency of working with inquiries from students and parents.

A "booking" system designed for scheduling online meetings will be launched to support students working individually on their questions with

designated staff.

Expected results: Educational processes, management, and communication at the University will be fully digitized, forming an integrated system based on a single digital platform (LMS, HEMIS, ERP). Academic and administrative processes will be automated, and email will be turned into an official and permanent means of information exchange. Students will acquire digital literacy, independent work, and online communication skills. Centralized user management, fast review of inquiries, and convenient systems for individual meetings will be established. All of this will serve to increase efficient management, openness, and service quality.

5. Expanding international relations and increasing faculty potential

Goal: Integrate the University into the global academic space and attract foreign experience.

Main directions:

Sending professors and teachers for professional development and internships at foreign higher education and research institutions.

Establishing joint programs with universities ranked in the Top-1000.

Attracting foreign professors and teachers on a permanent and short-term basis.

Assisting in ensuring the participation of professors and teachers in international conferences and projects.

A KPI system will be applied for professors and teachers regarding the publication of articles in international journals.

Expected results: By 2030, at least 30 percent of professors and teachers will have direct experience of international professional development and internships, and the qualifications of all remaining professors and teachers will be upgraded using a cascade method. At least 3 international joint educational programs will be launched. The share of foreign professors will increase by at least 10%.

6. Strengthening education quality and monitoring system

Goal: Implement a mechanism for systematically measuring and continuously improving education quality at the University.

Main directions:

Implementation of a systematic approach to assessing and monitoring education quality based on international standards: European Standards and Guidelines for Quality Assurance in Higher Education (ESG) and ISO 21001:2018 education management system requirements.

Measuring and evaluating Program Learning Outcomes at the course and program level.

Creating opportunities for academic staff to attend professional development courses for regular professional growth, and organizing such courses at the university itself as much as possible.

Using student feedback, peer evaluation, and teacher self-assessment methods in evaluating teaching quality.

Implementation of digital pedagogy and modern teaching methods (Blended Learning, Active Learning).

Strengthening the assessment system based on Outcome-Based Education (OBE) and Bloom's Taxonomy.

Ensuring a balance between formative (current) and summative (final) assessment methods.

Expanding opportunities to demonstrate skills through E-portfolios, project work, research, and practice.

Digitizing all stages of educational processes and monitoring them through the Learning Management System (LMS).

Analyzing data based on the Student Information System (SIS) and using it for improvement.

Aligning educational programs with international accreditation requirements (ENQA, ABET, QAA, EQF).

Harmonizing programs with the criteria of international rankings (QS, THE).

Actively involving students, graduates, employers, and field specialists in the development of the educational process.

Developing feedback and "student voice" systems.

Setting quality indicators and monitoring them in each subject and program.

Expected results: A system for regular assessment and continuous improvement of education quality will be launched. Pedagogical and digital skills of teachers will develop. The compliance of students' knowledge and skills with international standards will increase. A data-driven decision-making approach will strengthen. The university's position in international accreditations and rankings will improve. Trust and satisfaction of students and stakeholders will increase. A culture of continuous learning and quality improvement will be formed.

III. Strategic Directions and Priority Tasks

The transformation strategy of Uzbekistan National Pedagogical University for 2025–2030 will be implemented within the framework of the following seven

strategic directions. Each direction is aimed at deeply reforming the pedagogical education system in the republic, integrating into international experience, and accelerating innovative development.

1. Reforming the pedagogical education system on a single conceptual framework

Problem: There are different approaches to training pedagogical personnel across the republic, which leads to differences in quality and loss of systematicity.

Priority tasks:

Development of a single conceptual model and methodical foundations of pedagogical education.

Ensuring continuity between the stages of preschool, school, and higher pedagogical education.

Conducting pedagogical personnel training policy in a centralized manner tied to state needs.

Widespread introduction of innovative educational technologies. Expansion of digital resources, interactive methods, and distance learning opportunities.

Strengthening the link between pedagogical research and practice.

Integration of research activities into the education system to improve the learning process.

Selection of applicants based on career-oriented preliminary selection (career aptitude tests, interviews, cases, etc.).

2. Transforming educational programs based on international standards

Problem: Educational programs in many cases remain theoretical, localized, and far from modern competencies. This reduces the competitiveness of graduates in the global labor market.

Priority tasks:

Implementation of educational programs in undergraduate and graduate fields based on international standards (EQF, CAEP, AQAS, QAA).

Development of practice-oriented modular systems in dual education and cooperation with employers.

Aligning learning outcomes for each subject with international qualification requirements.

Passing international accreditation for academic programs and the university (CAEP, ISO 21001, Scopus, WOS, and others).

Regularly updating educational programs to adapt to international

standards and labor market needs.

Developing international exchange and double degree programs for students and teachers.

Ensuring the participation of teachers in international professional development programs and internships.

Developing digitalization in education, expanding the use of open educational resources and LMS platforms.

Integrating 21st-century competencies (critical thinking, creativity, collaboration) and problem-based learning methods into programs.

3. Digitizing the educational process and data-driven management

Problem: There is no single digital system for monitoring, analysis, and quality of the educational process.

Priority tasks:

- Full implementation and mutual integration of LMS (Learning Management System) and HEMIS information systems.
- Implementation of a general user management and control system for all academic and administrative staff as well as students.
- Monitoring the educational process in real time, analyzing it with the help of artificial intelligence.
- Increasing transparency by digitizing assessment, attendance, independent study, and educational resources.
- Implementation of strong protection and authentication mechanisms in information systems to ensure data security and confidentiality.
- Organizing regular training courses for teachers and students to increase digital literacy.
- Developing a culture of data-driven decision-making, providing leaders and educators with analytical tools.
- Developing an open data policy and ensuring the openness of the educational process.

4. Optimizing management and organizational structure

Problem: There are inter-faculty duplications, bureaucratic complexity, and fragmentation of resources.

Priority tasks:

Organization of 6 large "Higher Schools of Pedagogy" on the basis of existing 14 faculties (organizational integration).

Granting each pedagogy school authority to manage academic, scientific, and international relations.

Reorganizing university management based on ISO 21001 international standards.

Increasing work efficiency through automation and digitization of bureaucratic processes, developing a personnel management system.

Implementation of a centralized resource management system, optimization of financial and human resources.

Organizing regular professional development and training for leaders and management staff.

Strengthening internal audit and quality control systems, and expanding external expertise mechanisms.

Conducting organizational changes step by step and through broad discussion with employees, increasing adaptability to changes.

5. International cooperation and capacity building

Problem: International relations are based on individual initiatives and are not systematically developed.

Priority tasks:

Creating joint programs with Top-1000 ranked universities and launching double degree education. Going beyond the usual “2+2” or “3+1” mechanism, introducing “4+0” double degree mechanisms for undergraduate programs, and “2+0” double degree mechanisms for graduate programs.

Attracting at least 3-10 foreign professors and teachers every year.

Forming a system for sending university teachers abroad for professional development and internships.

Introducing a separate structure for working with international research and education grants (Erasmus+, Horizon Europe, etc.).

Encouraging active participation in international conferences, seminars, and scientific forums.

Regularly analyzing the results of international cooperation and developing them based on strategic plans.

Developing foreign languages and organizing regular foreign language courses at the university not only for students but also for professors and teachers.

Expanding student and faculty exchange programs for international experience exchange.

6. Strengthening research activities and commercialization

Problem: Scientific capacity and research efficiency are low and not connected to practice.

Priority tasks:

Establishing scientific centers and innovative laboratories.

Implementation of an internal incentive system for doctoral studies and the quality of scientific articles.

Sharing research results with schools, colleges, technical schools, and other higher education institutions.

Connecting research with commercialization, patenting, and spin-off/startups.

Systematically establishing the preparation of competitive projects for scientific grants (national and international grants).

Attracting young scientists to research activities and establishing a mentoring system based on the "Young researcher development" program.

Tying research results to indicators affecting ratings (h-index, number of Scopus articles, grant amounts, etc.).

Establishing a platform or "Knowledge Hub" for popularizing and transferring scientific results.

7. Monitoring education quality and strengthening internal audit system

Problem: Criteria for assessing education quality are not standardized, and external analysis is insufficient.

Priority tasks:

Reforming the activity of the internal quality control unit, maintaining internal university rankings.

Evaluating programs based on graduate employment indicators.

Analyzing results of external diagnostic systems such as national rankings, state attestation, and accreditation, and optimizing educational fields and programs based on them.

Implementation of a lecture & course evaluation system: regularly collecting student feedback twice a semester for each course, systematically analyzing it, and integrating it into the decision-making process. Introducing open evaluation mechanisms of faculty activity based on anonymous student feedback.

Forming a comprehensive teacher evaluation system: developing a rating model based on indicators of participation in the learning process, student evaluation, scientific-innovative activity, and international relations.

Implementation of a Course Portfolio system: systematically forming course documentation for each subject consisting of the curriculum, evaluation criteria, student works, and final reports in accordance with accreditation requirements.

IV. Expected Results (2025–2030)

As a result of the step-by-step implementation of the transformation strategy of Uzbekistan National Pedagogical University for 2025–2030, the university is expected to become a competitive, modern, and sustainably developing higher education institution not only nationally but also internationally. Below, expected results corresponding to strategic directions are presented systematically.

1. A unified approach to pedagogical education will be formed

A unified conceptual and methodological approach will be formed in pedagogical education, and a continuous and sustainable education model will be implemented across the republic.

A specialist training system will be established based on the principles of continuity and inter-stage integration between preschool, school, and higher pedagogical education.

The pedagogical personnel training process will be managed centrally based on state strategic needs and labor market requirements.

Innovative and digital technologies will be widely introduced into the learning process, forming an educational environment based on distance, interactive, and modern teaching methods.

Functional integration between research activities and pedagogical practice will be ensured, allowing for continuous updating of education quality and content.

A system based on career aptitude, preliminary selection, and motivation for selecting applicants will be fully formed, attracting dedicated, capable candidates to education.

2. Educational programs will be aligned with international standards

By 2030, at least 70 percent of undergraduate and graduate educational programs will be updated according to international standards (EQF, CAEP, AQAS, QAA, etc.), structured on competency-based approaches, modular systems, and practice-oriented learning blocks.

Learning outcomes for each subject will be aligned with international qualification frameworks, and the educational process will be enriched with pedagogical approaches aimed at solving real-life problems (problem-based learning, critical thinking, creativity, communication, and collaboration).

At least 5 international joint (double degree) programs will operate at the university, where students will have the opportunity to study together with partner foreign universities.

Academic programs will undergo step-by-step international accreditation (including CAEP, ISO 21001, EQF, AQAS), with the number of accredited

programs increasing year by year.

International academic mobility (exchange, internship, professional development) opportunities for students and faculty will expand, which in turn will increase educational quality and global recognition.

Readiness of graduates from updated programs for the labor market will increase, with the employment rate expected to exceed 85%.

3. The educational process will be fully digitized

The educational process will be managed fully on digital platforms, with 100 percent of academic and administrative processes transitioning to digital form through LMS, HEMIS, and other integrated systems.

All stages of the learning process (planning, assessment, attendance, methodical support, academic supervision, and monitoring) will be carried out in a single digital environment, increasing management efficiency and transparency.

Opportunities for online monitoring and rapid analysis of education quality will be formed.

A single identification and authentication system will be introduced for users (students, teachers, administrative staff), ensuring data security.

Student attendance, independent study activity, and assessment results will be tracked through analytical panels visible in real time, and analytical tools supporting decision-making will be implemented.

A culture of data-driven decision-making will be formed for leaders and educators.

An open data policy will be developed, and key indicators and results of the educational process will be published in an open and transparent format for the public.

Regular training courses to increase digital literacy for teachers and students will be launched, strengthening the culture of effective use of digital technologies.

4. The management system will be modernized

By 2026, 6 large "Higher Schools of Pedagogy" will be established on the basis of the existing 14 faculties, turned into functional centers with authority to independently manage academic, scientific, and international activities in integration.

The University will transition to a modern management model operating on the basis of ISO 21001 international educational management standards, increasing internal quality and alignment with external accreditation requirements.

Management processes will be optimized and digitized, bureaucratic

obstacles will decrease, and speed and accuracy in decision-making will increase.

A system for effective allocation and optimization of financial and human resources based on centralized management will be formed, allowing for rational use of budget and human potential.

A modern human resource management system (HRM) will be implemented, improving employee performance evaluation, incentive, and development mechanisms.

Internal audit and quality control systems will be strengthened, ensuring openness and accountability of management through external expertise and evaluation mechanisms.

Regular training aimed at professional development and leadership competencies will be launched for university leaders and management personnel.

Organizational changes will be carried out step by step based on open dialogue with staff, increasing the collective's trust and adaptability to reforms.

5. International cooperation and capacity will be enhanced

Every year, at least 3-10 foreign professors and teachers will conduct teaching and research activities at the university, elevating the international quality of education and research.

For university teachers, at least 5-10 professors will participate in foreign professional development and internship programs every year, enhancing educators' adaptation to modern scientific-technological approaches and qualifications.

Sustainable academic cooperation will be established with at least 20 universities in international rankings, including "4+0" and "2+0" mechanisms within joint double degree programs, expanding international exchange opportunities for students and faculty.

A special structure for working with international grants (Erasmus+, Horizon Europe, etc.) will be organized, establishing effective mechanisms to activate international scientific-technical projects and partnerships.

Scientific-social relations will be expanded by encouraging and ensuring active participation of university representatives in international conferences, seminars, and scientific forums.

Results of international cooperation will be analyzed regularly and included in strategic development plans, strengthening the university's position in the global educational and scientific arena.

6. Research activity will be revitalized and commercialized

Research centers and innovative laboratories will begin operating effectively under the University.

The quantity and quality of scientific articles will increase significantly: over the next 5 years, annual publications will grow intensively, with at least 20% of articles published in Scopus or Web of Science databases.

At least 3 spin-off and startup projects will be launched based on research results, developing their commercialization and patenting activities.

The number and amount of national and international scientific grants will grow steadily, implementing a system for preparing competitive project applications.

The "Young researcher development" program will work effectively to support young scientists, developing a mentorship system.

Research results will be tied to rating indicators (h-index, number of articles, grant amounts), and a special platform or "Knowledge Hub" will operate to popularize scientific knowledge and innovations.

7. Education quality and internal control system will be strengthened

The activity of the internal quality control unit at the University will be effectively reformed, and an independent internal audit system will be organized.

Within the framework of the internal rating system, activities of faculties, departments, and faculty members will be regularly monitored, implementing measures aimed at improving quality based on results.

A lecture and course evaluation system conducted twice a semester for each course by students will be introduced; anonymous feedback will be systematically analyzed and used as a transparent evaluation mechanism for teaching activity.

A comprehensive teacher evaluation system will be developed, taking into account active participation in the learning process, student ratings, scientific-innovative activity, and international relations indicators.

A Course Portfolio will be formed for each subject in accordance with accreditation requirements, systematically maintaining curricula, evaluation criteria, student works, and final reports.

Program effectiveness will be analyzed based on graduate employment indicators, harmonized with national rankings, state attestation, and accreditation results.

To continuously improve education quality, feedback from students, parents, and graduates will be regularly collected and studied, directed toward developing the educational environment.

Final Outlook

Through these results, by 2030 the University will:

- be widely recognized as the central intellectual and innovative hub of pedagogical education in the country;

- be transformed into an institution with high scientific and academic potential, competitive regionally and internationally;
- consolidate its status as an advanced higher education institution leading in education quality, actively implementing innovations, and distinguished by a modern management culture.

V. Monitoring and Evaluation System

A carefully developed monitoring and evaluation system plays an important role in ensuring the effective implementation of the Transformation Strategy. By implementing systematic, transparent, and result-oriented monitoring mechanisms at the University level, the execution of strategic goals will be under constant control, resources will be rationally directed, and problems will be identified and solved in a timely manner.

The monitoring and evaluation system is organized based on the following main principles:

1. Indicator-based monitoring (KPI approach)

Clear and measurable key performance indicators (KPIs) will be developed for each direction specified in the Strategy. Each KPI includes the following elements:

Indicator name (e.g., number of internationally accredited programs);

Unit of measurement (percentage, units, points, rank position, etc.);

Baseline state (existing indicator in 2025);

Target level (result to be achieved by 2030);

Monitoring frequency (quarterly, annual, biennial).

A responsible unit is designated for each KPI, and they regularly submit reports to the rectorate.

2. Annual evaluation by strategic directions

At the end of each year, an "Annual Report on Strategic Activities" approved by the University will be compiled. It will reflect:

The difference between planned and actually achieved results;

Difficulties and their causes;

Distribution of resources (funds, personnel, time);

Proposals and adjustments for the following year.

This annual report is reviewed and approved by the Council headed by the Rector. If necessary, amendments are introduced to the strategy.

3. Internal audit and quality control system

Internal control mechanisms are organized in implementing the strategy. This includes:

Internal audit: conducts independent analysis, evaluates the implementation status of KPIs.

Education quality control: maintains quality monitoring based on subjects, programs, assessment systems, teacher qualifications, and student feedback.

Scientific activity monitoring: analyzes articles, grants, dissertations, and startup results.

4. External monitoring and participation of independent evaluators

The University evaluates its activities not only internally, but also **through external monitoring.** In this:

Evaluations from international accreditation agencies, such as ISO, QS, ENQA, EQF, CAEP, AQAS, QAA, are obtained;

Independent national or regional experts (e.g., national councils for higher education quality assessment) are involved;

Positions in international rankings (THE, QS, Webometrics) are constantly tracked.

5. Implementation of digital monitoring systems

To increase the accuracy and speed of monitoring processes, digital analytical platforms based on artificial intelligence will be introduced. Through this:

KPI indicators are tracked in real time;

Results of each faculty, department, and teacher are visualized;

Units in the risk zone (falling behind, overusing resources) are automatically identified;

AI-based recommendations are generated for ongoing reforms.

6. Rewards and accountability based on evaluation results

The monitoring system is not limited to analysis and control - it is linked to incentive and accountability mechanisms. Namely:

Units and employees who successfully fulfill KPIs are materially and morally rewarded;

An internal university rating is formed at the end of the year;

Administrative measures are taken or retraining is assigned for leaders and units that fail to achieve planned results.

7. Evaluation based on feedback from students, parents, and employers

In order to measure the social impact of the strategy, an evaluation system **based on the feedback of the university's main stakeholders - students, parents, and employers - will be introduced**:

Annual surveys and focus groups are organized;

Through "Graduate Monitoring", their success in the labor market is studied;

Student Satisfaction Index, Parent Trust Index, and Employer Rating metrics are developed.

Vice-Rector for Transformation **R. Akhmadjonov**