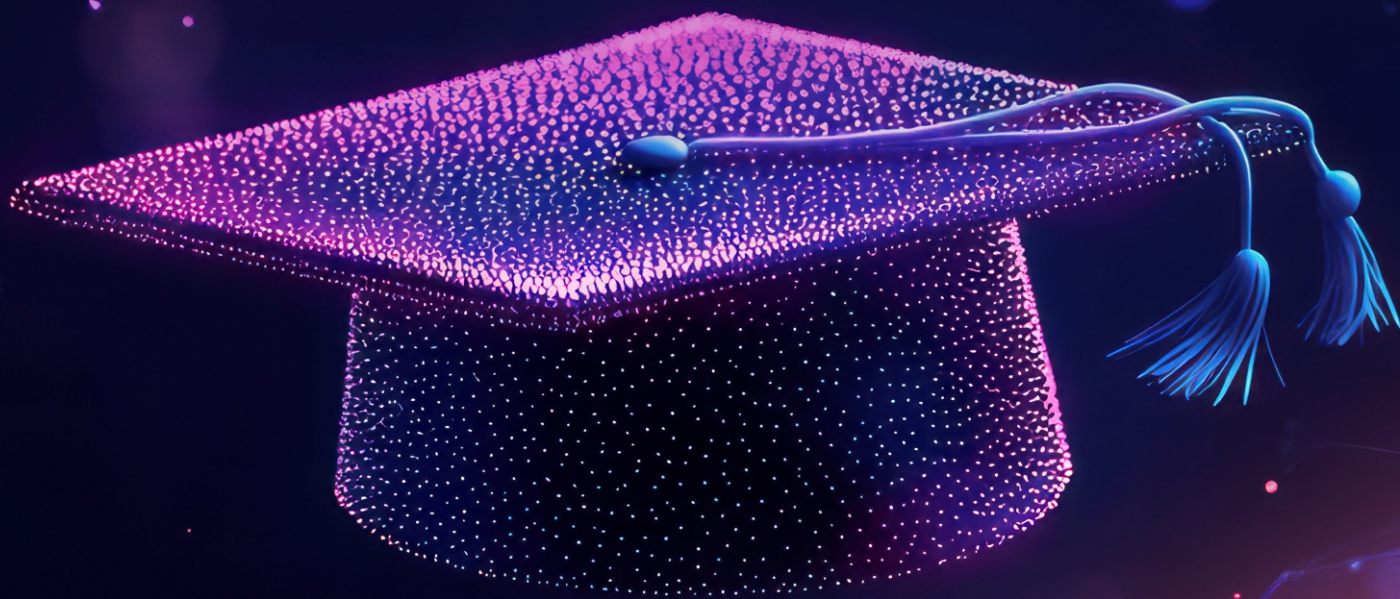


HIGHER EDUCATION
GRADUATES'

LABOR-MARKET OUTCOMES AND
**GRADUATE
QUALITY INDEX**

BSI



LABOR-MARKET OUTCOMES OF HIGHER EDUCATION GRADUATES AND THE GRADUATE QUALITY INDEX

*Information and analytical review based on the results of the 2024/2025 academic
year*

Comparative analysis of speed of employment, stable employment, income and forms of
employment by higher education institution category

Tashkent – 2026

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I. INTRODUCTION

1.1. Rationale for the analysis

The effectiveness of the higher education system is determined not only by the educational process, research activity and available resources, but also by graduates' ability to apply the knowledge and skills they have acquired in the labor market.

From this perspective, **graduates' speed of employment, employment stability, income levels and forms of employment** are important for assessing how closely educational programmes align with labor-market needs.

In international practice, regular monitoring of the transition from education to employment is an important means of assessing the effectiveness of education policy.

The Organisation for Economic Co-operation and Development regards post-education employment and income indicators as key measures of the relationship between educational attainment and economic opportunity.¹

The European Graduate Tracking Initiative places particular emphasis on systematically collecting data on graduates' further education, employment and professional development, and comparing such data across countries.²

The expansion of higher education in Uzbekistan, the growing number of state and non-state higher education institutions, and changing labor-market demand for qualifications have increased the need to evaluate educational outcomes in relation to graduates' subsequent careers.

In this context, admission figures, educational resources and total graduate numbers alone are insufficient for assessing the performance of higher education institutions.

The Graduate Quality Index (hereinafter, the Index) enables a combined assessment of graduates' speed of employment, stable employment, average monthly income and forms of employment on the basis of administrative data. This approach provides an analytical foundation for comparing the labor-market outcomes of graduates from different higher

¹OECD. *Post-education labor market outcomes*.

URL: <https://www.oecd.org/en/topics/post-education-labour-market-outcomes.html> (accessed: 04.08.2026).

²European Commission. *Relevant and High-Quality Higher Education: European Graduate Tracking Initiative*.

URL: <https://education.ec.europa.eu/education-levels/higher-education/relevant-and-high-quality-higher-education> (accessed: 04.08.2026).

education institutions under a common methodology, identifying disparities and supporting evidence-based management decisions.

At the same time, the Index should not be interpreted as **a single measure that fully represents every aspect of higher education quality**. It primarily describes the dimension of educational outcomes associated with graduate employment and economic activity. Index results should therefore be interpreted comprehensively, taking into account institutional specialization, regional labor-market conditions, the composition of the graduate cohort and other relevant factors.

1.2. Research objective and scope

The principal objective of this information and analytical review is to provide a comprehensive assessment of the labor-market outcomes of graduates from the 2024/2025 academic year, compare the component indicators of the Index by higher education institution and category, and interpret the Index results on an evidence-based academic basis.

The following tasks were defined in support of this objective:

- analyze the overall composition and regional distribution of the graduate cohort;

- assess graduates' speed of employment, stable employment, average monthly income and forms of employment;

- calculate the Index using the established methodology and formulas;

- compare higher education institution results by category, region and form of ownership;

- compare higher education institutions on the basis of Index results and identify the principal differences and leading results;

- interpret, from an academic perspective, factors that may affect graduates' transition to the labor market;

- develop practical proposals to strengthen the alignment of educational programmes with labor-market needs, improve graduate employment and refine the Index methodology.

The findings provide an analytical basis for assessing higher education institutions' labor-market outcomes, substantiating Index results and making evidence-based management decisions in education and employment.

1.3. Research population and coverage

The study population comprises graduates who completed bachelor's or master's programmes at higher education institutions and received the relevant diploma in the 2024/2025 academic year.

The analysis covered **249 432 graduates** from **170 higher education institutions**, including state and non-state institutions and branches of foreign universities.

Graduates' labor-market outcomes were examined in terms of **speed of employment, stable employment during the final six months, official average monthly income** and **form of employment**. Results were compared nationwide and by region, form of ownership and higher education institution category: Applied Sciences, Medical Sciences, Social Sciences and Humanities, and Creative Arts (Sports).

Under the methodology, the results of **3 614 graduates** from **51 higher education institutions** with **fewer than 200 graduates** in the reporting year were calculated separately and analyzed outside the main ranking. The minimum cohort requirement does not apply to institutions in the Creative Arts (Sports) category.

Accordingly, **119 higher education institutions** were included in the final Index ranking.

The study focuses on graduates' initial labor-market outcomes. The findings therefore indicate the dimension of higher education quality associated with graduate employment and economic activity.

II. METHODOLOGICAL FRAMEWORK OF THE INDEX

2.1. Key concepts and abbreviations

The following key concepts are used to ensure consistent calculation and interpretation of the Index:

Graduate Quality Index (GQI) – a composite indicator summarizing the initial labor-market outcomes of higher education graduates on the basis of speed of employment, stable employment, formal income and form of employment.

Graduate – a person who completed a bachelor's or master's programme at a higher education institution during the relevant reporting period and received a diploma in accordance with the established procedure.

Follow-up period – the 12-month period during which a graduate's employment activity, employment status and income following completion of education are examined.

Employed graduate – a graduate employed under an employment contract, operating as an individual entrepreneur or self-employed person, who is a founder or co-founder of a legal entity, or who undertakes another legally recognized income-generating activity.

Stable employment – continuous employment during the final six months of the follow-up period, with any **interruption not exceeding ten working days**.

Official income – wages and other legally recognized income received by a graduate and verified through government information systems.

Graduate in need of social protection – a graduate registered in the relevant government information system as an orphan, a person deprived of parental care, or a person with a disability.

Higher education institution category – the grouping of higher education institutions into Applied Sciences, Medical Sciences, Social Sciences and Humanities, and Creative Arts (Sports), based on their principal specialization and fields of study.

Index ranking – the comparative ranking of higher education institutions within the relevant category on the basis of Index results.

2.2. International approaches to assessing graduate outcomes

Higher education graduates are one of the key factors contributing to the development of a country's **human capital, labor productivity** and **innovative potential**. The effective application of the knowledge and skills they have acquired in employment helps translate investment in higher education into socioeconomic outcomes.

From this perspective, graduates' **employment, income, entrepreneurial activity** and **professional development** provide important information for assessing the alignment between higher education and the needs of the economy.

The Organisation for Economic Co-operation and Development's Education at a Glance 2025 analyzes the relationship between level and field of education and labor-force participation, employment and income. The OECD approach places particular emphasis on interpreting these outcomes with due regard to age, gender, field of education and the country's economic conditions.³

Rather than tracking a particular cohort of graduates over an extended period, OECD analysis is primarily used to compare the relationship between education and labor-market outcomes across countries.

The Council of the European Union Recommendation on tracking graduates is intended to improve the availability, quality and comparability of information on graduates.

The Recommendation provides for the collection of anonymized administrative data from education, tax, population and social-security databases, the conduct of periodic surveys that track graduates over time, and the linking of data from different sources.⁴

This approach is intended to build a comprehensive picture of graduates' transition to the labor market, pathways into further education, alignment between qualifications and employment, and professional development. The

³OECD. *Education at a Glance 2025: How Does Educational Attainment Affect Participation in the Labour Market?* URL: https://www.oecd.org/en/publications/education-at-a-glance-2025_1c0d9c79-en/full-report/how-does-educational-attainment-affect-participation-in-the-labour-market_ae451464.html (accessed: 04.08.2026).

⁴ Council of the European Union. *Council Recommendation of 20 November 2017 on Tracking Graduates*. URL: <https://education.ec.europa.eu/document/council-recommendation-of-20-november-2017-on-tracking-graduates> (accessed: 04.08.2026).

findings are used to improve educational programmes, identify skills demand and support evidence-based education policy, subject to personal-data-protection requirements.

In the United Kingdom, the Graduate Outcomes survey conducted by the Higher Education Statistics Agency (HESA), part of Jisc, examines graduates' activities and perspectives approximately **15 months after** completing their studies.⁵

The survey examines graduates' employment, participation in further education and other activities, as well as the significance of their work to them, their use of knowledge acquired through education and the alignment of their current activities with future plans. The 15-month interval captures not only initial employment but also outcomes that develop after a period in the labor market or further education.

In South Korea, the Ministry of Education and the Korean Educational Development Institute (KEDI) conduct annual statistical surveys of higher education graduate employment. In addition to employment and participation in further education, the surveys compile data on the period spent preparing for employment, income, employer type and economic sector.⁶

These data are used to compare results by higher education institution and field of study, assess the alignment of educational programmes with labor-market needs and improve measures supporting graduate employment.

In Japan, the Ministry of Education, Culture, Sports, Science and Technology, jointly with the Ministry of Health, Labour and Welfare, surveys the employment status of graduates of universities, colleges of technology and vocational education institutions on specified dates.⁷

The survey does not cover all graduates. It is based on selected educational institutions and graduates, taking account of

⁵ Higher Education Statistics Agency (HESA). *Definitions: Graduate Outcomes*. URL: <https://www.hesa.ac.uk/support/definitions/graduates> (accessed: 04.08.2026).

⁶ Korean Educational Development Institute (KEDI). *Results of the 2024 Survey of Employment Statistics for Graduates of Higher Education Institutions*. URL: https://www.kedi.re.kr/khome/main/announce/selectBroadAnnounceForm.do?article_sq_no=36242&board_sq_no=3&selectTp=0 (accessed: 04.08.2026).

⁷ Ministry of Education, Culture, Sports, Science and Technology of Japan. *Employment Status Survey of University Graduates, FY2025 (as of 1 April)*. URL: https://www.mext.go.jp/b_menu/toukei/chousa01/naitei/kekka/k_detail/1422624_00027.htm (accessed: 04.08.2026).

location and form of ownership. Its results are used to support young jobseekers and coordinate cooperation between educational institutions and employment services.

In China, graduate employment support is provided through the **National 24/365 Graduate Employment Service Platform** and related information systems.⁸

The platform integrates vacancy search and recommendations, résumé submission, participation in online job fairs, online completion of employment arrangements with employers, recording of graduates' employment pathways, data verification and dynamic monitoring of employment status. It therefore serves both as a monitoring tool and as an information service for graduates and employers.

China also conducts follow-up surveys of graduates and employers. The findings are used to review educational programmes and the range of specializations, improve the educational process and develop graduate-employment support services.⁹

The international experience reviewed above shows that a graduate-outcomes assessment system should extend beyond the compilation of rankings. It should also support the alignment of educational programmes with labor-market needs, the development of career-guidance services, stronger cooperation with employers, the identification of future skills demand and the identification of graduates requiring support.

In light of this experience, reliable assessment of graduate outcomes should combine administrative data with surveys of graduates and employers. In addition to employment, the assessment should consider income, further education, job-qualification alignment, professional development and graduates' own evaluation of their activities.

The Index being introduced in Uzbekistan is intended to assess graduates' labor-market outcomes through inter-agency information exchange. Integrating official employment, income and entrepreneurship data makes it

⁸ Ministry of Education of the People's Republic of China. *Notice on Promoting the Use of the National 24365 Graduate Employment Service Platform*. URL: https://www.moe.gov.cn/srcsite/A15/s3265/202204/t20220406_614117.html (accessed: 04.08.2026).

⁹ Ministry of Education of the People's Republic of China. *Notice on Conducting a Follow-up Survey of the Employment Status of College Graduates*. URL: https://www.moe.gov.cn/srcsite/A15/s3265/202009/t20200927_491672.html (accessed: 04.08.2026).

possible to compare higher education institution results using relative indicators.

2.3. Data sources and inter-agency information exchange

Information required to calculate the Index is generated through inter-agency electronic information exchange via the **automated digital platform for the Graduate Quality Index**.

The Index is an independent analytical tool for the comprehensive assessment of higher education graduates' labor-market outcomes on the basis of official data.

The initial graduate cohort is established using data from the **HEMIS information system**.

HEMIS records the graduate's higher education institution, specialization and field of study, diploma date and the identification data required to verify the graduate's identity.

To determine graduates' status, data are examined from the information systems of the **Tax Committee** (my.soliq.uz), the **Ministry of Poverty Reduction and Employment** (my.mehnat.uz), the **Ministry of Justice** (public-services information systems and the Unified Electronic Civil Registry Archive), and the **Ministry of Economy and Finance** (the UzASBO software suite).

These sources are used to determine **graduates' formal employment, place of work, position, length of service, income, activity as the founder of a legal entity or as an individual entrepreneur, and self-employment status**.

To ensure objective Index results, the calculation also takes into account information on graduates who have objective reasons for not participating in employment.

Relevant government agencies, including the **Ministry of Defense**, provide information on **graduates performing military service, graduates in need of social protection, graduates on childcare leave, graduates who have left the country and deceased graduates**.

When calculating the Index, these data make it possible to **distinguish unemployment arising from objective circumstances beyond a graduate's control**.

A personal identification number is used to reconcile information on an individual graduate across different information systems.

Analytical results are produced by higher education institution and category in **aggregate, anonymized form**, without disclosing personal data.

Results are assessed using data for the reporting year (1 July to 30 June). Integrating government information systems **reduces reliance on graduate surveys** and enables a **transparent assessment of graduates' employment outcomes**.

The reliability of the index results directly depends on the completeness of information in information systems, timely updating and stable operation of inter-agency information exchange.

2.4. Index components and calculation formula

The Index is composed of **four indicators** that capture different aspects of graduates' labor-market outcomes.

These are **speed of employment, stable employment rate, average monthly income** and **employment category**. Taken together, they capture not only whether a graduate is employed, but also how quickly employment was secured, how stable that employment is, the income earned from work and the form of employment.

The final Index value is calculated as the arithmetic mean of the four indicators using the following formula:

$$\text{GQI} = (\text{SE} + \text{SER} + \text{AMI} + \text{EC}) / 4$$

where:

GQI – Graduate Quality Index;

SE – speed of employment;

SER – stable employment rate;

AMI – average monthly income;

EC – employment category.

The four indicators are weighted equally, with each accounting for **25 percent** of the final Index value.

This approach assesses higher education institution results through several interrelated criteria that collectively reflect graduates' labor-market outcomes, rather than through a single measure.

Speed of employment (SE) is the period from the date on which a graduate receives a diploma to the date on which the graduate secures employment. The indicator is calculated on a 0–100 point scale using the following formula:

$$SE = \frac{4(E1 + ESP) + 3E2 + 2E3 + E4}{4(TG - XG)} * 100,$$

where:

E1 – graduates employed during the first month, including those already employed while studying;

E2 – graduates employed after the first month and by the end of the third month;

E3 – graduates employed after the third month and by the end of the sixth month;

E4 – graduates employed after the sixth month and by the end of the twelfth month, graduates registered as self-employed, and graduates caring for a child under two years of age;

ESP – employed graduates in need of social protection;

TG – total number of graduates;

XG – number of excluded graduates.

Accordingly, a **weighting coefficient of 4** is applied to graduates employed in the first month of the reporting year, including those already employed while studying, and to employed graduates in need of social protection; weighting coefficients of **3** and **2** are applied to the subsequent periods.

This indicator measures the speed of graduates' transition from education to employment.

Stable employment rate (SER) is determined as the share of graduates continuously employed during the final six months of the reporting year and is calculated using the following formula:

$$SER = \frac{SEG}{TG-XG} * 100$$

where:

SEG – graduates continuously employed during the final six months of the reporting year;

During this period, an interruption in employment of **no more than 10 working days** is permitted. Unlike temporary employment, this indicator assesses whether a graduate has maintained a relatively stable position in the labor market.

Average monthly income (AMI) is calculated by comparing each graduate's official average monthly income with the average monthly nominal accrued wage published by the National Statistics Committee of the Republic of Uzbekistan for the graduate's region of residence.

An **income coefficient** is first calculated for each graduate using the following formula:

$$IC_i = OI_i / RW_i,$$

where:

IC_i – income coefficient for graduate i;

OI_i – graduate i's official average monthly income;

RW_i – average monthly nominal accrued wage in graduate i's region of residence.

The institution-level average income coefficient is then calculated as follows:

$$AIC = \Sigma IC_i / EG$$

where:

AIC – average income coefficient;

ΣIC_i – sum of the income coefficients for all graduates;

EG – number of employed graduates.

The average monthly income indicator is then converted to a 0–100 scale using the following formula:

$$AMI = AIC / AIC_{max} \times 100,$$

where:

AIC – average income coefficient;

AIC_max – the highest average income coefficient recorded within the relevant category.

Accounting for regional wage levels enables a more comparable assessment of graduates working under different economic conditions. Only graduates with official income are included in this indicator.

Employment category (EC) reflects the graduate's form of participation in the labor market through weighting coefficients.

A **coefficient of 2** is applied to graduates who are founders or co-founders of a legal entity, continue their studies at the next level of education, or are in need of social protection; a **coefficient of 1.5** is applied to individual entrepreneurs.

Where a graduate has more than one status, the highest applicable coefficient is used. The indicator is calculated using the following formula:

$$EC = \frac{2*(LF+CE+AB+SPG)+1.5*IE+CLC+CG}{2*(TG-XG)} * 100,$$

where:

TG – total number of graduates;

XG – number of excluded graduates;

LF – number of graduates who founded or co-founded a legal entity and work for that legal entity;

IE – number of individual entrepreneurs;

CE – number of graduates continuing to the next stage of education, excluding independent researchers pursuing a Doctor of Philosophy (PhD) degree;

AB – number of graduates who left the country during the reporting year, remained abroad for at least 90 calendar days and did not re-enter the Republic of Uzbekistan before the end of the reporting year;

SPG – number of graduates in need of social protection included in the Unified Register of Social Protection;

CLC – number of graduates employed under a civil-law contract;

CG – number of graduates caring for a child under two years of age.

In addition to wage employment, this indicator also captures entrepreneurship, job creation and continuation of education.

Each indicator is converted to a common 0–100 point scale before being incorporated into the final Index.

Thus, rather than relying on a single measure, the Index assesses **speed of employment, employment stability, income level and form of employment in an integrated manner**. This enables a comprehensive and comparative assessment of graduates' labor-market outcomes.

2.5. Scope of the analysis and excluded categories

This information and analytical review covers **249 432 graduates** who completed **bachelor's** and **master's** degree programmes in the **2024/2025 academic year**.

Graduates of state and non-state higher education institutions and branches of foreign universities were included in the analysis.

To account for the specialization of higher education institutions and the particular characteristics of their educational programmes, Index results are reported for the **Applied Sciences, Medical Sciences, Social Sciences and Humanities, and Creative Arts (Sports)** categories.

This approach enables comparison within a single category of higher education institutions with similar fields of activity, graduate cohorts and patterns of entry into the labor market.

The results of higher education institutions with **fewer than 200 graduates** in the reporting year are calculated separately and are **not included in the main final Index ranking**.

This requirement does not apply to higher education institutions in the Creative Arts (Sports) category, reflecting the naturally small graduate cohorts in art, culture and sports.

Indicators and the final Index value are also calculated for higher education institutions with fewer than 200 graduates. However, to limit sharp fluctuations that may arise from small cohort sizes, their results are interpreted separately, outside the main ranking.

The list of the **51 higher education institutions** in this group and **their calculated results is provided in Appendix 1**.

Taking the established participation requirements into account, **119 higher education institutions** are included in the final Index ranking for the 2024/2025 academic year.

When calculating the Index, the following graduates—whose labor-market status cannot be assessed under the general procedure—are excluded from the calculation:

- graduates who are citizens of a foreign country;
- graduates performing military service;
- graduates serving a custodial sentence;
- deceased graduates.

The Index **is also not calculated for higher military and paramilitary educational institutions**. These exclusions are intended to assess graduate labor-market outcomes separately from external circumstances not directly attributable to the performance of the higher education institution.

Clearly defining the scope of the analysis and the exclusions ensures the comparability of Index results.

When interpreting the final results, it is also necessary to take into account the institution's category, number of graduates, regional labor-market characteristics and the composition of its fields of study.

2.6. Principles for reporting results and awarding incentives

Because Index results are calculated separately within each category, the results of higher education institutions in Applied Sciences, Medical Sciences, Social Sciences and Humanities, and Creative Arts (Sports) are compared primarily with other participants in their respective category.

To present the results to the public in a clear and readily comparable form, higher education institutions in each category are divided into three performance groups according to their Index value:

'Green' group – the top-performing 20 percent of higher education institutions;

'Yellow' group – the next 40 percent;

'Red' group – the remaining 40 percent.

This grouping shows the relative position of higher education institutions in the respective category.

Membership in the 'Green' group indicates strong graduate labor-market outcomes within the category. The 'Yellow' group represents stable results with scope for improvement, while the 'Red' group represents relatively low results requiring specific analysis and targeted measures.

The 20 higher education institutions with the highest Index results are selected for incentives.

The number of higher education institutions selected for incentives is not distributed equally across all categories; it is allocated in proportion to the number of higher education institutions participating in the final Index ranking in each category.

The incentive places allocated to each category are determined based on the following formula:

$$NI = \frac{HC}{HT} \times 20,$$

where:

NI – number of higher education institutions in the relevant category to receive an incentive;

HC – number of higher education institutions in the category participating in the final Index ranking;

HT – total number of higher education institutions participating in the final Index ranking;

20 – total number of higher education institutions to receive an incentive.

The proportional allocation principle supports the fair distribution of incentive places between categories with larger and smaller numbers of participants.

Where higher education institutions have equal final Index scores, preference is given to the **institution with the higher average monthly income indicator**. This enables graduates' economic outcomes in the labor market to be used as an additional criterion for resolving ties.

2.7. Automated Digital Platform for the Graduate Quality Index

The **automated digital platform for the Graduate Quality Index** (bsi.nqaae.uz), designed to generate, systematize and present Graduate Quality Index results to users in an interactive format, has been launched.

The platform makes it possible to display graduates' labor-market outcomes in a single information environment and analyze Index results.

The platform's functionality supports comparative analysis of Index results by **higher education institution, region, category and organizational and legal form.**

Users can select an individual higher education institution and view its Index score, average time to employment, stable employment rate, average salary and other indicators.

Regional results are also presented through an interactive map, enabling visual comparison of regions with high and relatively low results for a selected indicator.

Making the platform openly accessible also increases the **transparency of Index results and their comprehensibility to the public.**

III. NATIONWIDE ANALYSIS OF RESULTS

3.1. Overview of the graduate cohort

According to the results of the 2024/2025 academic year, **249 432 students** graduated from higher education institutions. The distribution of the graduate cohort by forms of ownership shows that state higher education institutions have a quantitatively superior position in the higher education system.

211 587 graduates graduated from state higher education institutions, which is **84.8 percent** of the total number of graduates. Non-state higher education institutions accounted for **31 659** or **12.7 percent**, and branches of foreign universities accounted for **6 186** or **2.5 percent** of graduates.

Although state higher education institutions account for a clear majority of graduates, differences in average Index values across ownership types are relatively limited.

The highest average Index value was recorded among **branches of foreign universities, at 58.7 points**. The corresponding averages were **55.1 points for non-state higher education institutions** and **53.0 points for state higher education institutions**.

These results show that there is no direct relationship between the size of the graduate cohort and the average Index value.

In particular, branches of foreign universities recorded the highest average Index value despite accounting for the smallest share of all graduates.

However, it is not appropriate to explain this difference only by the influence of the form of ownership. Factors such as the specialization of higher education institutions, the structure of educational programmes, the location of the region, the sectors of the economy where graduates are trained, and the demand in the labor market can also affect the final results.

The following sections therefore supplement the ownership-type analysis with regional and indicator-level analysis.

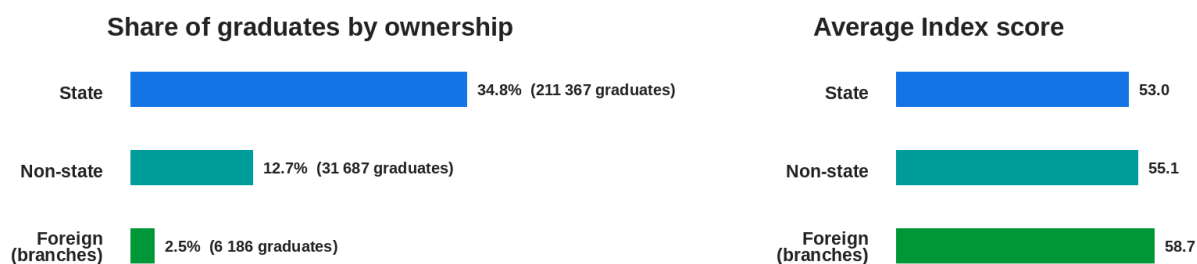


Figure 1. Distribution of graduates by form of ownership and average value of the index, academic year 2024/2025

Source: Author's calculations based on index data.

3.2. Territorial distribution of graduates and results by region

The regional distribution of graduates is uneven across the country. Tashkent City has the largest cohort, with 80 742 graduates—about one-third of all graduates nationwide.

The next largest graduate cohorts were recorded in Samarkand Region (21 732), Fergana Region (20 132) and Namangan Region (16 044).

This distribution shows that large higher education institutions and student cohorts are concentrated primarily in the capital and in more populous regions.

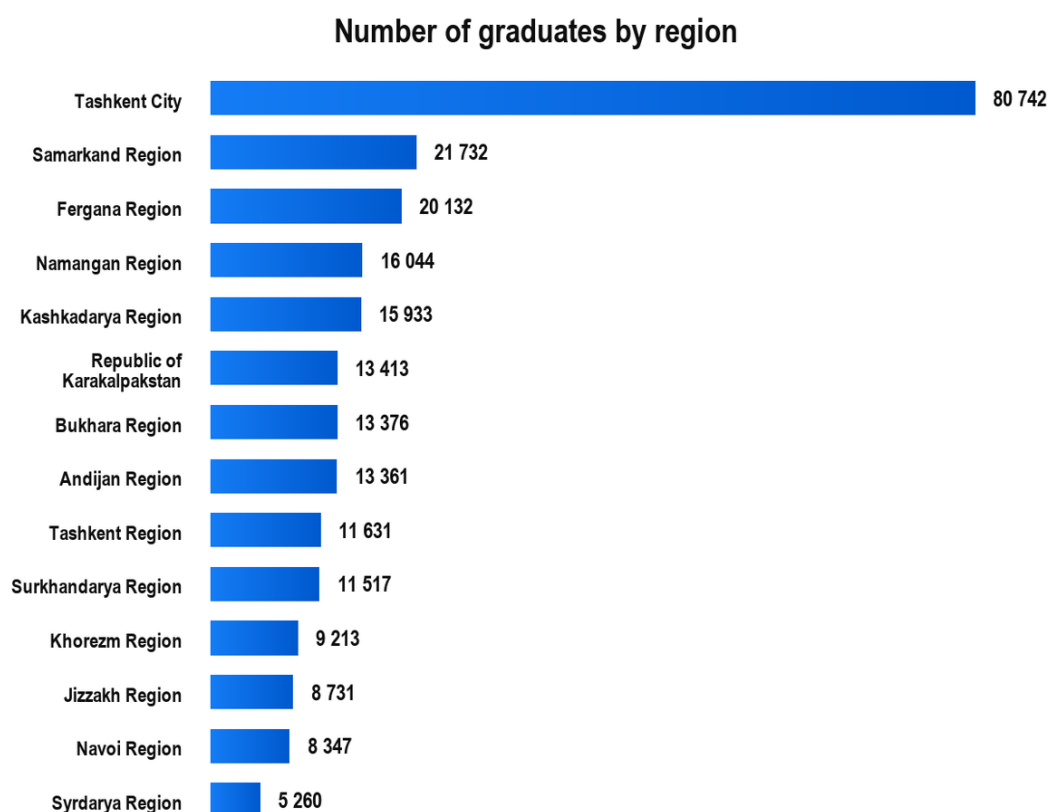


Figure 2. Distribution of graduates of higher education institutions by region, 2024/2025 academic year

There is no direct relationship between the number of graduates in a region and its average Index value. **Tashkent City**, which has the largest graduate cohort, recorded an average Index value of **60 points**, while the highest regional average was recorded in **Navoi Region at 62.5 points**.

The next highest results were 62.1 points in Surkhandarya Region and **60 points in Tashkent City**. The corresponding figures were **59.1 points in Bukhara Region**, **58.6 points in Kashkadarya Region** and **58.4 points in Namangan Region**. The lowest average Index value was **49.5 points in the Republic of Karakalpakstan**.

These results show that a larger graduate cohort does not automatically lead to a higher regional Index result. Regional averages may also be influenced by the number and specialization of higher education institutions, fields of study, the structure of the local labor market, economic activity and wage levels.

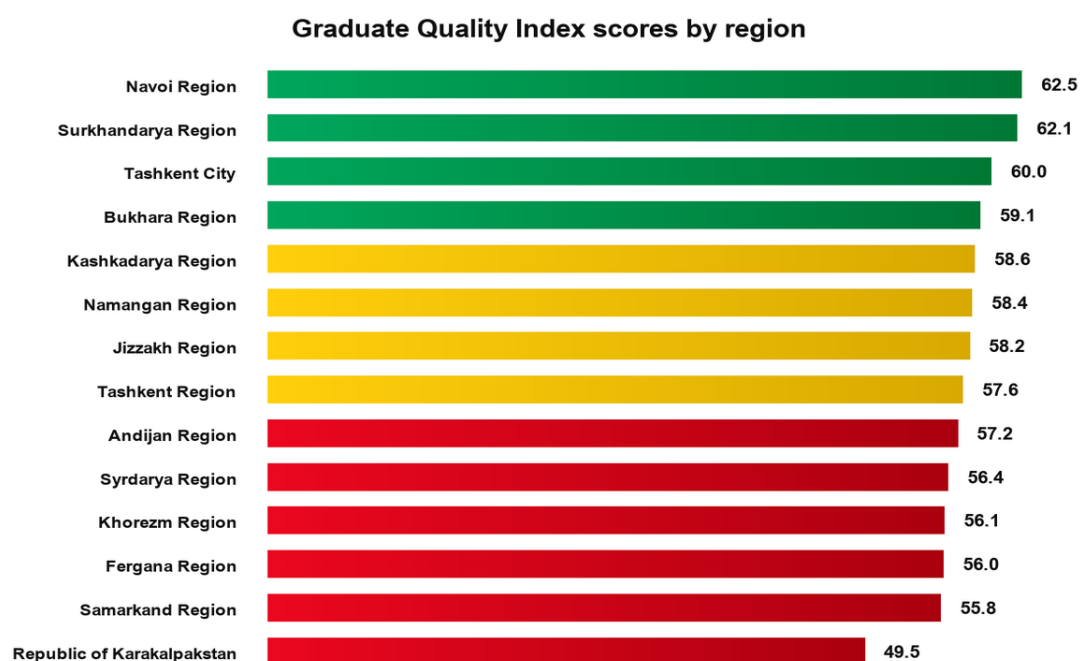


Figure 3. Graduate Quality Index scores by region, 2024/2025 academic year

Source: Author's calculations based on index data.

3.3. Speed of employment among graduates

Speed of employment is the period from the date on which a graduate receives a diploma to the date on which the graduate secures employment. The indicator measures the transition from education to the labor market.

The average time taken by graduates nationwide to secure employment was **2 months and 27 days**. By form of ownership, the shortest period was recorded among non-state higher education institutions, at **2 months and 10 days**. Graduates of state higher education institutions secured employment in an average of **2 months and 29 days**, while graduates of foreign university branches did so in **3 months and 20 days**.

Average speed of employment among graduates, by region

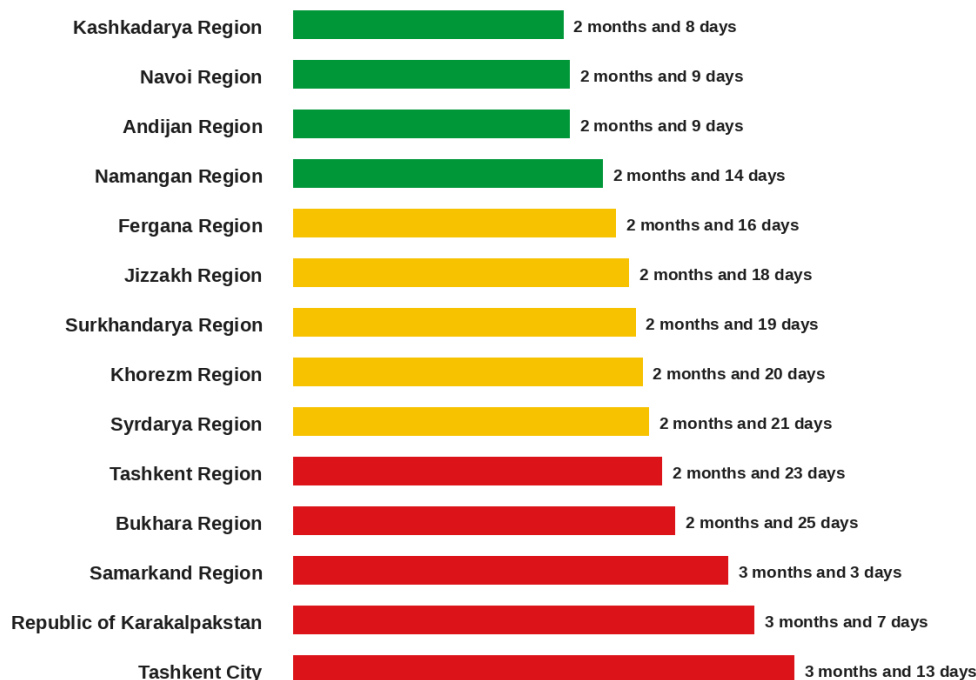


Figure 4. Average speed of employment among graduates by region, 2024/2025 academic year

Source: Author's calculations based on index data.

At the institutional level, the shortest average time to employment was recorded at **Qarshi International University (1 month 4 days)**, the **Center for the Implementation of Educational Programs of Webster University in Tashkent (1 month 11 days)**, **International Nordic University (1 month 14 days)**, **Andijan State University named after Zahiriddin Muhammad Bobur (1 month 17 days)** and **Qarshi State University (1 month 20 days)**. Graduates of **Bucheon University in Tashkent** secured employment in an average of **2 months and 16 days**, while graduates of **Navoi State University of Mining and Technologies** did so in **2 months and 17 days**.

The longest average times to employment were recorded at the **Urgench Branch of the Uzbekistan State Academy of Choreography (6 months)**, **Tashkent Pharmaceutical Institute (5 months 10 days)**, **Samarkand State Medical University (4 months 7 days)** and the **Yunus Rajabi Institute of Uzbek National Musical Art (3 months 8 days)**.

These differences among higher education institutions may be related to the characteristics of particular fields of study, internship requirements in certain sectors, recruitment cycles and regional labor-market conditions.

3.4. Graduate employment stability

The stable employment indicator represents the share of graduates who were continuously employed during the final six months of the reporting year, allowing interruptions of no more than 10 working days. In addition to measuring entry into the labor market, the indicator assesses whether graduates remain employed for a sustained period.

The nationwide average share of graduates in stable employment was **42.9 percent**. By form of ownership, the highest result was recorded among foreign university branches, at **49.8 percent**. The corresponding figure was **46.7 percent** for non-state higher education institutions and **42.1 percent** for state higher education institutions.

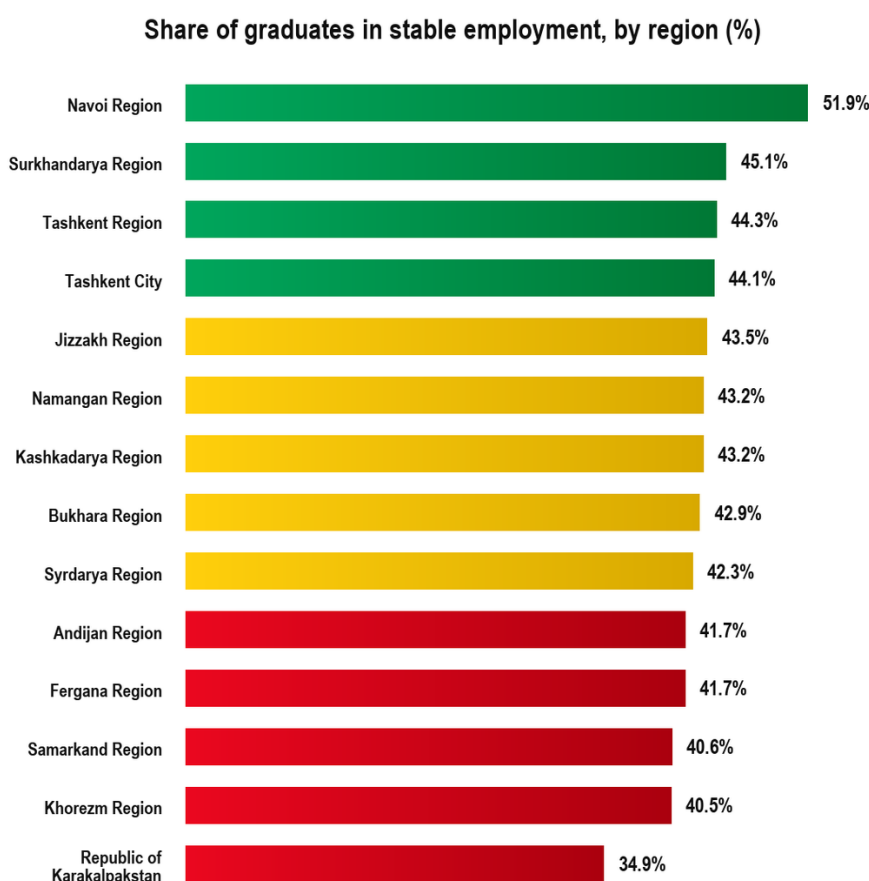


Figure 5. Share of graduates in stable employment by region, 2024/2025 academic year

Source: Author's calculations based on index data.

In the Applied Sciences category, the highest stable employment rates were recorded at **Navoi State University of Mining and Technologies (68.3 percent)**, **Inha University in Tashkent (68.1 percent)**, **Almalyk State Technical Institute (61.2 percent)** and the **Tashkent Branch of the Russian State University of Oil and Gas (National Research University) named after I.M. Gubkin (59 percent)**.

In the Creative Arts (Sports) category, the **Nukus Branch of the Uzbekistan State Conservatory** recorded the highest result in the analysis, at **85.7 percent**. The share of graduates in stable employment at the **Uzbekistan State Conservatory** was **75.5 percent**.

The results reveal a difference between graduates' initial entry into the labor market and their achievement of stable employment.

The nationwide result of **42.9 percent** underscores the importance of supporting graduates during the initial stages of their careers, strengthening cooperation with employers and regularly assessing the alignment of educational programmes with labor-market requirements.

3.5. Average monthly income of graduates

Average monthly income is used to assess graduates' economic outcomes in the labor market. The calculation includes graduates whose official income is recorded in government information systems.

The nationwide average monthly income of graduates was **UZS 4.9 million**. By region, the highest figure was recorded in **Tashkent City**, at **UZS 6.6 million**. Among the regions, the highest results were recorded in **Navoi Region (UZS 5.0 million)** and **Tashkent Region (UZS 5.0 million)**.

Average monthly income of graduates by region (UZS million)

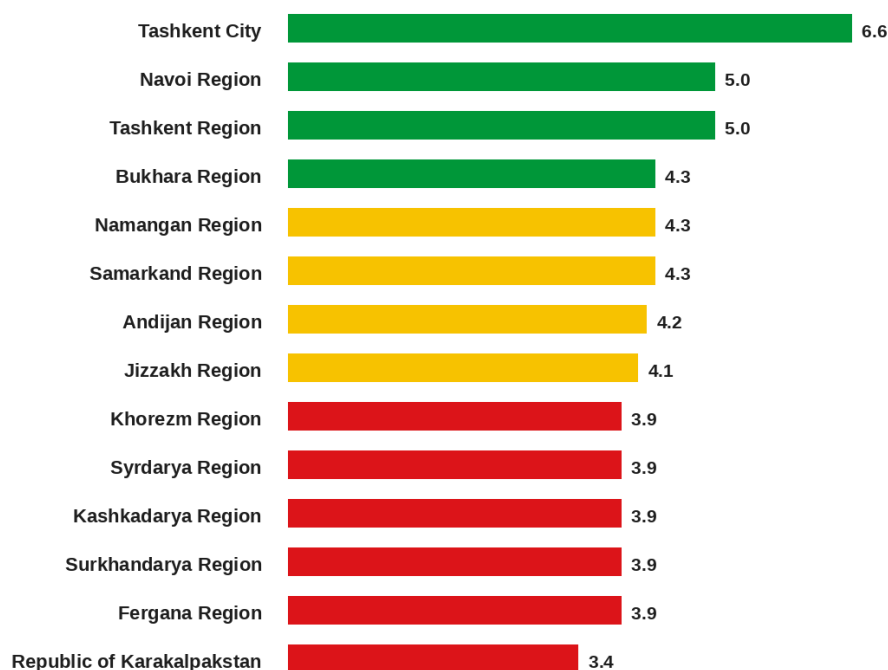


Figure 6. Average monthly income of graduates by region, 2024/2025 academic year (UZS million)

Source: Author's calculations based on index data.

In the Applied Sciences category, the highest average monthly income was recorded at **Inha University in Tashkent**, at **UZS 12.6 million**. The next highest figures were recorded at **Tashkent University of Information Technologies named after Muhammad al-Khwarizmi** (UZS 9.4 million) and **Navoi State University of Mining and Technologies** (UZS 8.1 million).

In the Social Sciences and Humanities category, **Westminster International University in Tashkent** led with **UZS 12.5 million**. The average monthly income of graduates was **UZS 10.6 million** at the **University of World Economy and Diplomacy** and **UZS 10.3 million** at **Tashkent State University of Economics**.

This section presents **graduates' absolute average** monthly income. For the Index calculation, each graduate's income is assessed relative to the average nominal wage in their region of residence. This approach helps account for the effect of regional wage differences on the results.

3.6. Key nationwide trends

The nationwide analysis shows that **249 432 students** graduated from the higher education system in the 2024/2025 academic year. Although most graduates attended state higher education institutions, differences among forms of ownership in average Index values were relatively small compared with differences in graduate numbers.

This indicates that form of ownership alone does not determine graduates' labor-market outcomes.

The regional analysis showed no direct relationship between the number of graduates and the average Index value.

The region with the largest number of graduates does not necessarily achieve the highest Index result. Regional results should therefore be assessed in conjunction with the composition of higher education institutions, fields of study, economic specialization and local labor-market conditions.

Although graduates secured employment in an average of **2 months and 27 days** nationwide, the **share continuously employed during the final six months of the reporting year was 42.9 percent**.

This difference shows that, in addition to helping graduates secure employment, enabling them to establish a stable position in the labor market is a priority.

The nationwide average monthly income of graduates was **UZS 4.9 million**.

IV. COMPARATIVE ANALYSIS BY HIGHER EDUCATION INSTITUTION CATEGORY

4.1. General description of higher education institution categories

For comparative analysis, higher education institutions were grouped into **four categories—Applied Sciences, Medical Sciences, Social Sciences and Humanities, and Creative Arts (Sports)**—based on their principal fields of training and the characteristics of their educational programmes. The classification follows the categories used in the national ranking of higher education institutions and is used in this review solely to group and compare results.

A total of **119 higher education institutions** meeting the established requirements participated in the final Index results: **65 in Social Sciences and Humanities, 32 in Applied Sciences, 12 in Creative Arts (Sports) and 10 in Medical Sciences.**

The calculation **covered 245 818** graduates. The largest cohort—more than **170 000** graduates—was in **Social Sciences and Humanities**, demonstrating substantial differences in cohort size across categories.

Figure 7 presents the number of graduates by higher education institution category and the number of institutions included in the final Index results.

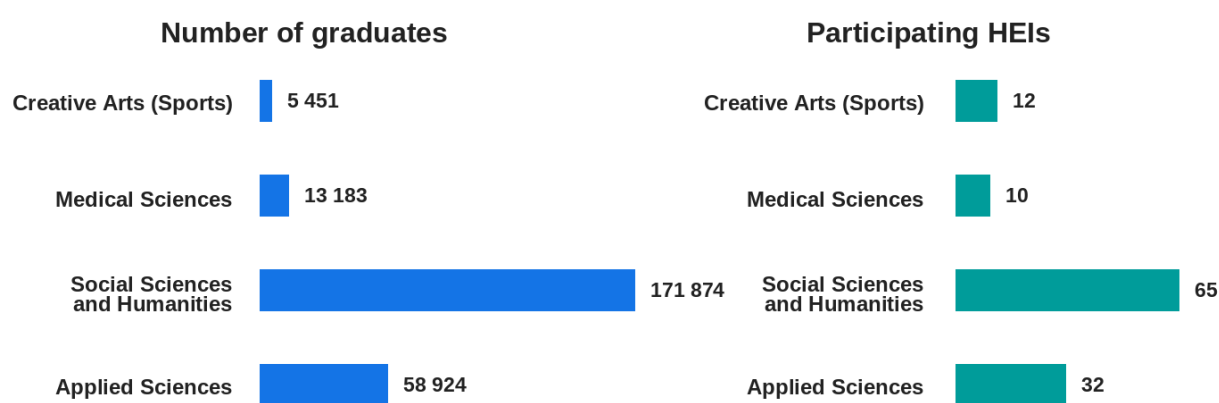


Figure 7. Number of graduates and participating higher education institutions by category, 2024/2025 academic year

Source: Author's calculations based on index data.

Because the numbers of higher education institutions and graduates vary substantially across categories, comparison based solely on absolute indicators would not provide a complete picture.

The following sections therefore assess average Index values, individual indicators and results within each category together.

4.2. Average Index values by higher education institution category

The Index value for each category is calculated as an average weighted by the number of graduates. The results vary across categories.

The highest average result was recorded in Creative Arts (Sports), at **61.2 points**. The average for Medical Sciences was **54.6 points**.

Results in Social Sciences and Humanities and Applied Sciences were close: the average Index value was **53.5 points** in Social Sciences and Humanities and **52.5 points** in Applied Sciences.

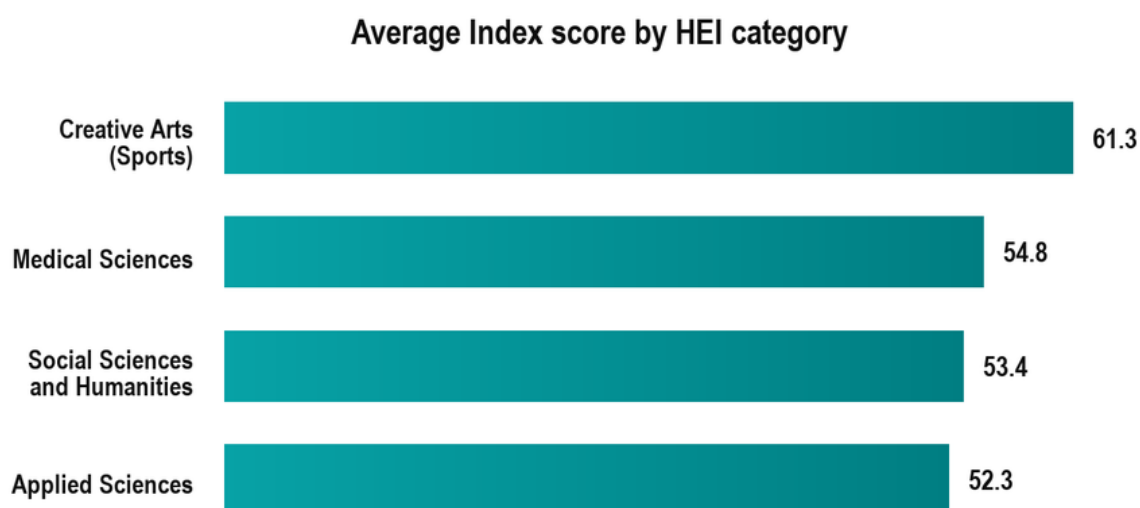


Figure 8. Average Index values by higher education institution category, 2024/2025 academic year

Source: Author's calculations based on index data.

4.3. Distribution of higher education institutions selected for incentives by category

Financial incentives are envisaged for the **20 higher education institutions with the highest Index results**.

Because categories differ in scope, number of participants and operating characteristics, the available places are not allocated directly on the basis of overall ranking scores.

The number of institutions selected for incentives in each category is proportional to the number of institutions participating in that category.

Accordingly, of the 20 places, **11 were allocated to Social Sciences and Humanities, 5 to Applied Sciences, 2 to Medical Sciences and 2 to Creative Arts (Sports).**

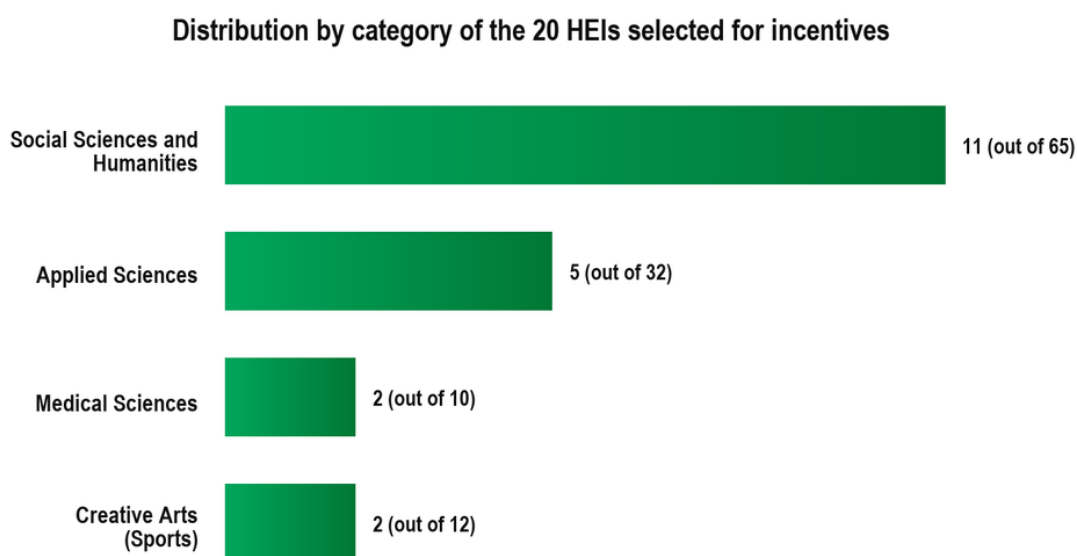


Figure 9. Distribution by category of the 20 higher education institutions selected for incentives, 2024/2025 academic year

Source: Author's calculations based on index data.

This distribution mechanism allocates proportionally more places to categories with more participating higher education institutions.

Within each category, the allocated places are **awarded to the higher education institutions with the highest Index values.**

This approach avoids unjustified comparisons among higher education institutions with different specializations on a single scale and identifies the leading institutions in each category in a manner consistent with their operating profiles.

V. HIGHER EDUCATION INSTITUTIONS SELECTED FOR INCENTIVES UNDER THE GRADUATE QUALITY INDEX

5.1. Overall results of higher education institutions selected for incentives

The 20 higher education institutions with the highest Index results for the 2024/2025 academic year were selected for incentives: 11 in Social Sciences and Humanities, 5 in Applied Sciences, 2 in Medical Sciences and 2 in Creative Arts (Sports).

The highest result among the institutions selected for incentives was recorded at the **Uzbekistan State Conservatory, with an Index value of 81.5 points**. It was followed by the **Nukus Branch of the Uzbekistan State Conservatory (79.6 points)** and the **Center for the Implementation of Educational Programs of Webster University in Tashkent (76.3 points)**.

Other high results were recorded at **Inha University in Tashkent (74.2 points)**, the **Termez Branch of Tashkent State Medical University (74.0 points)**, **Asia International University (73.4 points)**, **Navoi State University of Mining and Technologies (72.4 points)** and **International Nordic University (72.1 points)**. These results show that high performance is not confined to a particular form of ownership or field of education.

The difference between the highest and lowest Index values among the institutions selected for incentives was **19.5 points**. When interpreting the results, however, it is important to consider that indicators are calculated within each category, as well as institutional specialization, cohort size and the characteristics of labor-market entry.

Twenty higher education institutions with high Index results for the 2024/2025 academic year were selected for incentives. Their categories, numbers of graduates and Index scores are presented in **Table 1**.

Table 1. Twenty higher education institutions selected for incentives under the Index, 2024/2025 academic year

No.	Higher education institution	Category	Number of graduates	GQI
1	Uzbekistan State Conservatory	Creative Arts (Sports)	331	81.5
2	Nukus Branch of the Uzbekistan State Conservatory	Creative Arts (Sports)	42	79.6
3	Center for the Implementation of Educational Programs of Webster University in Tashkent	Social Sciences and Humanities	725	76.3
4	Inha University in Tashkent	Applied Sciences	307	74.2
5	Termez Branch of Tashkent State Medical University	Medical Sciences	423	74.0
6	Asia International University	Social Sciences and Humanities	458	73.4
7	Navoi State University of Mining and Technologies	Applied Sciences	1 881	72.4
8	International Nordic University	Social Sciences and Humanities	1 428	72.1
9	Tashkent State University of Economics	Social Sciences and Humanities	9 220	70.9
10	University of Exact and Social Sciences	Social Sciences and Humanities	207	69.8
11	Almalyk State Technical Institute	Applied Sciences	913	69.1
12	Tashkent Branch of the G.V. Plekhanov Russian University of Economics	Social Sciences and Humanities	231	69.0
13	University of World Economy and Diplomacy	Social Sciences and Humanities	591	67.7
14	Westminster International University in Tashkent	Social Sciences and Humanities	1 318	65.0

No.	Higher education institution	Category	Number of graduates	GQI
15	Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	Applied Sciences	1 835	64.9
16	University of Information Technology and Management	Social Sciences and Humanities	236	64.7
17	Kokand University	Social Sciences and Humanities	2 180	64.0
18	Fergana Institute of Public Health Medicine	Medical Sciences	1 102	64.0
19	Denov Institute of Entrepreneurship and Pedagogy	Social Sciences and Humanities	1 986	62.9
20	Bucheon University in Tashkent	Applied Sciences	380	62.0

Source: "Graduate Quality Index" automated digital platform data.

VI. HIGHER EDUCATION INSTITUTIONS IN THE APPLIED SCIENCES CATEGORY

6.1. General description

The Applied Sciences category comprises **32 higher education institutions** offering programmes in **technical fields, engineering, information technology, transport, agriculture and production-related disciplines**. The analysis covered **58 924 graduates** in this category in the 2024/2025 academic year.

These higher education institutions play an important role in training qualified personnel for the real sector of the economy. Graduates' speed of employment, stable employment and income levels are therefore particularly important in assessing the alignment of educational outcomes with labor-market requirements.

The average Index value for higher education institutions in the Applied Sciences category was **52.5 points**. Results nevertheless varied across institutions in terms of graduates' speed of employment, stable employment and income. These results should be interpreted in light of each institution's specialization, the regional labor market, the scope of cooperation with employers and the practical orientation of its educational programmes.

6.2. Index results and category leaders

The highest result in the Applied Sciences category was recorded at **Inha University in Tashkent, with an Index value of 74.2 points**. It was followed by **Navoi State University of Mining and Technologies (72.4 points)** and **Almalyk State Technical Institute (69.1 points)**.

Tashkent University of Information Technologies named after Muhammad al-Khwarizmi (65.0 points) and **Bucheon University in Tashkent (62.0 points)** were also selected for incentives in the Applied Sciences category. These results show that the category's higher scores were recorded primarily by institutions training specialists for information technology, engineering and industrial sectors.

Comparatively low results were recorded at the **Karakalpakstan Institute of Agriculture and Agrotechnologies (32.3 points)**, the **Nukus Branch of Samarkand State University of Veterinary Medicine, Animal**

Husbandry and Biotechnologies (33.9 points) and the Samarkand Institute of Agro-Innovations and Research (37.0 points).

The difference between the highest and lowest Index values in the category was approximately **42 points**, indicating substantial variation in the labor-market outcomes of graduates from higher education institutions in Applied Sciences.

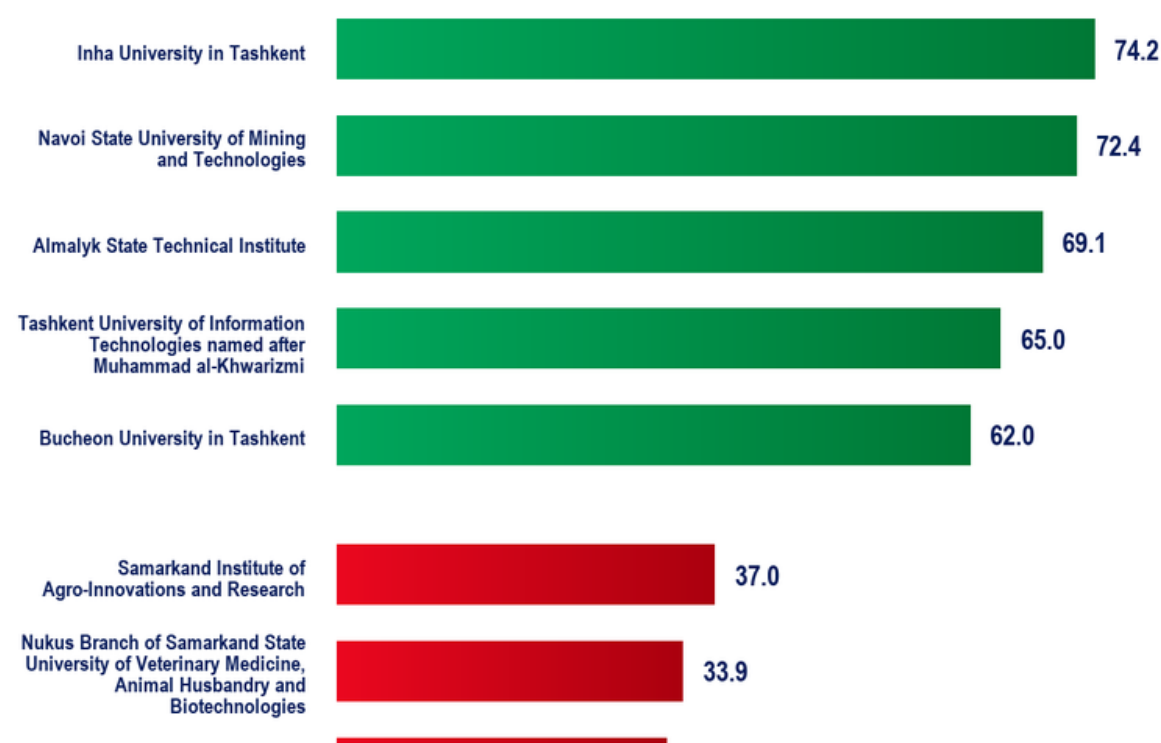


Figure 10. Higher and lower Graduate Quality Index results in the Applied Sciences category, 2024/2025 academic year

Source: based on data from the automated digital platform ‘Graduate Quality Index’.

VII. HIGHER EDUCATION INSTITUTIONS IN THE MEDICAL SCIENCES CATEGORY

7.1. General description

The Medical Sciences category comprises **10 higher education institutions**. The analysis covered **13 183 graduates** in the 2024/2025 academic year. The category includes institutions that train specialists in **medicine, pharmaceuticals and public health**.

Medical graduates' transition to the labor market differs in certain respects from that of graduates in other categories. Clinical training, internships and subsequent stages of professional training may, in particular, affect the speed and stability of employment.

The average Index value for higher education institutions in Medical Sciences was **54.6 points**. Although this was higher than the average results for Applied Sciences and Social Sciences and Humanities, Index scores varied among medical institutions.

7.2. Index results and category leaders

The highest result in the Medical Sciences category was recorded at the **Termez Branch of Tashkent State Medical University, with an Index value of 74.0 points**. **Fergana Institute of Public Health Medicine ranked second with 64.0 points**. Both institutions were selected for incentives in this category.

The next highest results **were recorded at Andijan State Medical Institute (63.6 points) and Samarkand State Medical University (59.5 points)**. **Urgench State Medical Institute achieved 56.7 points**.

The lower results were recorded at **Tashkent State Medical University (43.7 points)**, **Tashkent Pharmaceutical Institute (52.8 points)** and **Central Asian University (53.9 points)**. The difference between the highest and lowest results in the category was **30.3 points**.

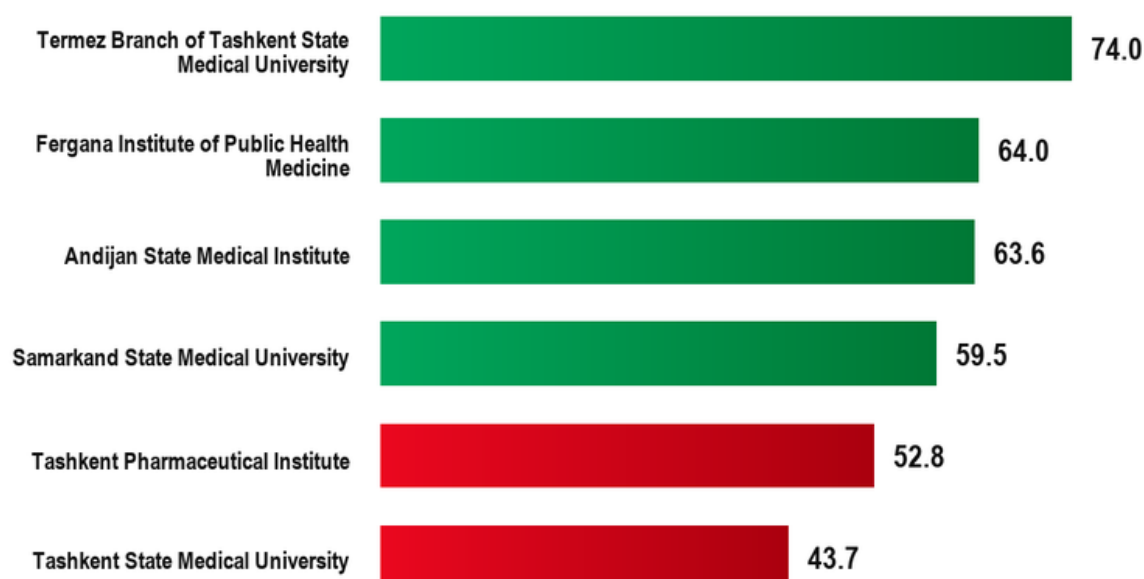


Figure 11. Higher and lower Graduate Quality Index results in the Medical Sciences category

Source: based on data from the automated digital platform 'Graduate Quality Index'.

The full Index results for higher education institutions in the Medical Sciences category are presented in **Appendix 3**.

VIII. HIGHER EDUCATION INSTITUTIONS IN THE SOCIAL SCIENCES AND HUMANITIES CATEGORY

8.1. General description

Social Sciences and Humanities is the **largest category** in the analysis by both number of institutions and number of graduates.

The category comprises **65** higher education institutions, and the analysis covered **171 874 graduates in the 2024/2025** academic year.

It includes higher education institutions training specialists in **pedagogy, economics, law, foreign languages, management and other fields in the social sciences and humanities**.

Given the category's broad range of fields and large graduate cohort, its results should be interpreted in light of institutional specialization and labor-market conditions in the relevant professions.

The average Index value for higher education institutions in Social Sciences and Humanities was **53.5 points**. Owing to the category's size and diversity, however, the results varied substantially among institutions.

8.2. Index results and category leaders

The highest result in the Social Sciences and Humanities category was recorded at the **Center for the Implementation of Educational Programs of Webster University in Tashkent**, with an Index value of **76.3 points**.

It was followed by **Asia International University (73.4 points)**, **International Nordic University (72.1 points)**, **Tashkent State University of Economics (70.9 points)**, the **University of Exact and Social Sciences (69.8 points)** and the **Tashkent Branch of the G.V. Plekhanov Russian University of Economics (69 points)**.

The Index values of the **11** higher education institutions selected for incentives in this category **ranged from 62.9 to 76.3 points**.

The inclusion of both state and non-state institutions in this group shows that high results are not confined to a particular form of ownership.

The lowest results were recorded by **Korea International University in Fergana (31.9 points)**, the **International Islamic Academy of Uzbekistan (40.5 points)** and **Jizzakh Sambhram University (41.7 points)**.

The difference between the highest and lowest Index values in the category was **44.4 points**.

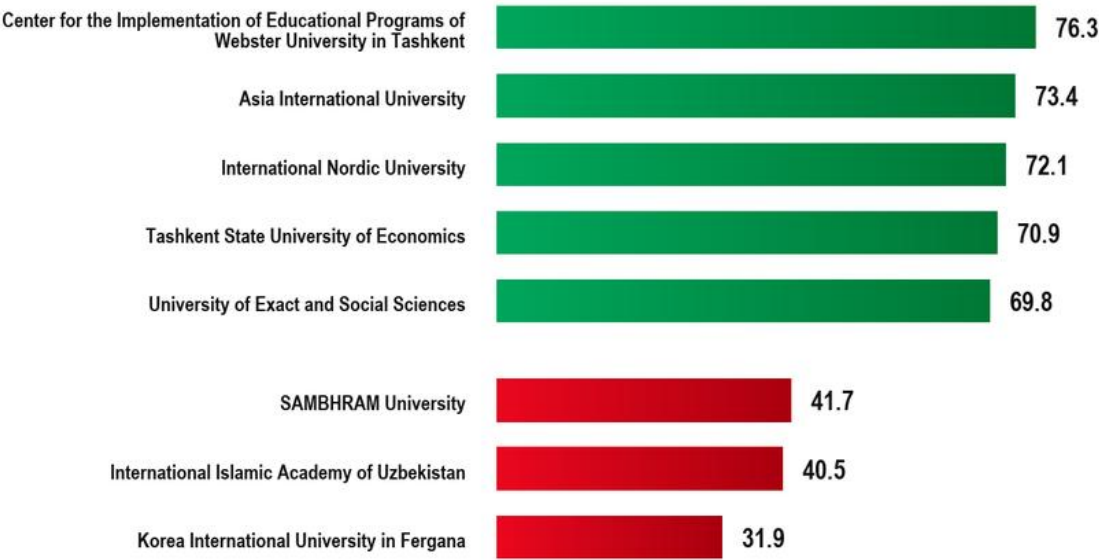


Figure 12. Higher and comparatively lower Graduate Quality Index results in the Social Sciences and Humanities category

Source: based on data from the automated digital platform ‘Graduate Quality Index’.

The full Index results for higher education institutions in the Social Sciences and Humanities category are presented in **Appendix 4**.

IX. HIGHER EDUCATION INSTITUTIONS IN THE CREATIVE ARTS (SPORTS) CATEGORY

9.1. General description

The Creative Arts (Sports) category comprises **12 higher education institutions** training specialists in **art, culture, music, choreography, design, cinematography** and **sports**. The analysis covered the labor-market outcomes of **5 451 graduates** in the 2024/2025 academic year.

Because the scope of training in this category is more limited than in other categories, the requirement that an institution have at least 200 graduates for inclusion in the Index calculation does not apply. This makes it possible to include specialized creative and sports institutions in the analysis.

The average Index value for higher education institutions in Creative Arts (Sports) was **61.2 points**—the highest average result among the categories.

9.2. Index results and category leaders

The highest result in the Creative Arts (Sports) category was recorded at the **Uzbekistan State Conservatory, with an Index value of 81.5 points**.

The **Nukus Branch of the Uzbekistan State Conservatory** ranked second with **79.6 points**. Both institutions were selected for incentives.

The next highest results were recorded at the **Yunus Rajabi Institute of Uzbek National Musical Art (75.1 points)**, the **Urgench Branch of the Uzbekistan State Academy of Choreography (69.3 points)** and the **Uzbekistan State Institute of Arts and Culture (66.2 points)**.

Comparatively low results were recorded at the **Branch in Tashkent of the Federal State Budgetary Higher Education Institution ‘S.A. Gerasimov All-Russian State Institute of Cinematography’ (38.4 points)** and the **Kamoliddin Behzod National Institute of Fine Art and Design (44.7 points)**.

Index results in this category are also affected by how self-employed graduates and those operating through legal entities or as individual entrepreneurs are counted. Applying weighting coefficients to these forms of employment allows the Index to reflect the characteristics of independent professional activity in Creative Arts (Sports).

Creative Arts (Sports) HEIs: higher and comparatively lower Index scores

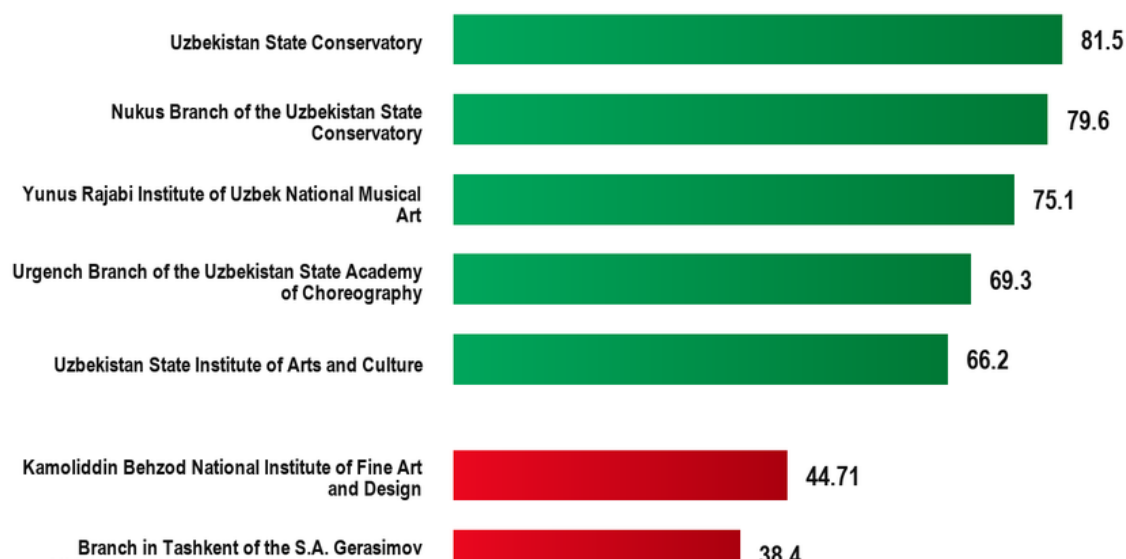


Figure 13. Higher and comparatively lower Graduate Quality Index results in the Creative Arts (Sports) category

Source: based on data from the automated digital platform 'Graduate Quality Index'.

The full Index results for higher education institutions in the Creative Arts (Sports) category are presented in **Appendix 5**.

X. COMPARATIVE ANALYSIS OF HIGHER EDUCATION INSTITUTION RESULTS

10.1. Leaders in key indicators

Comparison of individual Index indicators shows that leadership is not concentrated among the same institutions. Some institutions achieved high results in speed of employment, while others led in stable employment or graduate income.

High results for graduates' speed of employment were recorded at **Qarshi International University (1 month 4 days)**, the **Center for the Implementation of Educational Programs of Webster University in Tashkent (1 month 11 days)**, **International Nordic University (1 month 14 days)** and **Andijan State University named after Zahiriddin Muhammad Bobur (1 month 17 days)**.

For stable employment, the leading results were recorded at the **Nukus Branch of the Uzbekistan State Conservatory (85.7 percent)**, the **Uzbekistan State Conservatory (75.5 percent)** and the **Yunus Rajabi Institute of Uzbek National Musical Art (73.4 percent)**.

Inha University in Tashkent led in average monthly graduate income, at **UZS 12.6 million**. The corresponding figures were **UZS 12.5 million** at **Westminster International University in Tashkent** and **UZS 10.6 million** at the **University of World Economy and Diplomacy**.

10.2. Lower results and priority areas for analysis

The analysis shows that some higher education institutions recorded low results across several component indicators of the Index.

In particular, lower results were recorded in the Applied Sciences category at the **Karakalpakstan Institute of Agriculture and Agrotechnologies (32.3 points)**, the **Nukus Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnologies (33.9 points)** and the **Samarkand Institute of Agro-Innovations and Research (37.0 points)**.

These results should not be interpreted solely on the basis of the overall Index score. To identify the principal source of low performance, speed of employment, stable employment and income should each be examined separately.

This approach makes it possible to determine whether the main issue concerns graduates' entry into the labor market, their long-term retention in employment or their income level.

The results may be influenced by an institution's fields of training, the composition of jobs in the regional labor market, the extent of cooperation with employers and the mechanisms used to support graduate employment.

Higher education institutions with low results should therefore prioritize **strengthening the practical content of educational programmes, expanding cooperation with employers and supporting graduates' transition to the labor market.**

XI. KEY FINDINGS AND PRACTICAL IMPLICATIONS

The Index made it possible to assess higher education institutions on the basis of graduates' labor-market outcomes. It combines administrative data on speed of employment, stable employment, average monthly income and employment category within a single calculation framework.

First, 249 432 students graduated from higher education institutions in the 2024/2025 academic year.

After applying the exclusions specified in the methodology, data on **245 976 graduates** were included in the Index calculation. Final results were produced for **119 higher education institutions** meeting the established requirements.

Second, although **211 587 graduates**, or **84.8 percent**, attended state higher education institutions, the highest average Index value—**58.7 points**—was recorded among foreign university branches. The average was **55.1 points** for non-state institutions and **53.0 points** for state institutions.

This shows that **form of ownership alone does not guarantee a high result**.

Third, there was no direct relationship between the number of graduates in a region and its average Index value.

Tashkent City had the largest regional cohort, with **80 742 graduates**, and an average Index value of **60 points**.

The highest regional results were recorded in **Navoi Region (62.5 points)** and **Surkhandarya Region (62.1 points)**; the lowest was recorded in the **Republic of Karakalpakstan (49.5 points)**.

Fourth, the nationwide average time to employment was **2 months and 27 days**, the share of graduates in stable employment was **42.9 percent**, and average monthly income was **UZS 4.9 million**.

These results show that, in addition to facilitating entry into the **labor market, ensuring stable employment for graduates** is a priority.

Fifth, the average Index value was **61.2 points** in Creative Arts (Sports), **54.6 points** in Medical Sciences, **53.5 points** in Social Sciences and Humanities and **52.5 points** in Applied Sciences.

Sixth, the **20 institutions** selected for incentives were allocated in proportion to the number of participants in each category: **11 in Social**

Sciences and Humanities, 5 in Applied Sciences, 2 in Medical Sciences and 2 in Creative Arts (Sports).

This enables the incentive mechanism to take account of both the scope and operating characteristics of each category.

Seventh, some higher education institutions recorded low results across several component indicators.

These institutions should **align their educational programmes more closely with labor-market needs, strengthen cooperation with employers and support graduates during the initial stage of their careers.**

Annual calculation of the Index, monitoring of changes in results and regular improvements in data quality make it possible to assess institutions in terms of sustained change, rather than on the basis of a single year's results.

In this respect, the Index serves as a **management tool linking measurement, incentives and performance improvement.**

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APPENDICES

Appendix 1

Higher education institutions not included in the final Index ranking

Under the Index methodology, **higher education institutions with fewer than 200 graduates in the reporting year are not included in the final ranking**, except for institutions in the Creative Arts (Sports) category. This appendix lists the higher education institutions excluded from the final ranking under this criterion, together with their numbers of graduates and calculated Index scores.

Total - 51 higher education institutions, including **38** in Social Sciences and Humanities, **9** in Applied Sciences and **4** in Medical Sciences.

Higher education institutions in the Social Sciences and Humanities category (38)

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
1	University of Digital Economy and Agrotechnologies	Tashkent city	Privately owned	28	76.8
2	Green University	Tashkent region	State owned	10	76.0
3	University of Business and Science	Namangan region	Privately owned	55	69.8
4	Namangan State Institute of Foreign Languages	Namangan region	Privately owned	43	69.5
5	Termez University of Economics and Service	Surkhandarya region	State owned	193	68.8
6	Bukhara University of Innovations	Bukhara region	Privately owned	158	66.8
7	Tashkent International University	Tashkent city	Privately owned	9	65.1
8	Tashkent International University of Financial Management and Technologies	Tashkent city	Privately owned	60	57.5

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
9	TOBB University of Economics and Technology in Tashkent	Tashkent city	Foreign	21	53.4
10	Turan International University	Tashkent city	Privately owned	34	53.4
11	"Vatan" University	Tashkent city	Privately owned	57	53.0
12	British Management University in Tashkent	Tashkent city	Privately owned	54	52.8
13	Ma'mun University	Khorezm region	Privately owned	196	51.3
14	International Institute of Food Technology and Engineering	Fergana region	State owned	5	51.0
15	Institute of Social and Political Sciences	Tashkent city	Privately owned	6	50.0
16	Andijan Branch of Warsaw University of Business and Applied Sciences	Andijan region	Foreign	114	47.6
17	TEAM University	Tashkent city	Privately owned	56	46.8
18	Amity University in Tashkent	Tashkent city	Foreign	99	46.8
19	Diplomat University	Tashkent city	Privately owned	183	46.4
20	STARS International University	Tashkent city	Privately owned	181	44.5
21	Turon University	Kashkadarya region	Privately owned	115	42.7
22	International Innovation University	Kashkadarya region	Privately owned	26	41.5
23	Tashkent Branch of M.V. Lomonosov Moscow State University	Tashkent region	Foreign	158	41.4

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
24	MGIMO Tashkent	Tashkent city	Foreign	79	40.7
25	Tashkent Institute of Management and Economics	Tashkent city	Privately owned	39	40.3
26	University of Economics and Pedagogy	Andijan region	Privately owned	49	39.5
27	Urgench Ranch University of Technology	Khorezm region	Privately owned	59	39.1
28	Tashkent University of Social Innovation	Tashkent city	Privately owned	31	38.5
29	Tashkent University of Economics and Pedagogy	Tashkent region	Privately owned	20	36.3
30	Riga Nordic University	Fergana region	Foreign	29	36.2
31	Zarmed University	Bukhara region	Privately owned	34	35.7
32	Sharda University - Uzbekistan	Andijan region	Foreign	114	34.6
33	New Century University	Tashkent city	Privately owned	6	31.3
34	Tashkent University of Humanities	Tashkent city	Privately owned	26	31.0
35	University of Innovation Technologies	Republic of Karakalpakstan	Privately owned	43	30.6
36	Angren University	Tashkent region	Privately owned	12	29.3
37	International University of Agriculture	Tashkent region	State owned	16	28.1
38	“TMC” Institute	Tashkent city	Privately owned	14	14.8

Higher education institutions in the Applied Sciences category (9)

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
1	“New Uzbekistan” University	Tashkent city	State owned	129	76.0
2	IT Park University	Tashkent city	Privately owned	75	66.3
3	University of Geological Sciences	Tashkent city	State owned	198	62.6
4	MISIS Almalyk Branch	Tashkent region	Foreign	114	59.5
5	Tashkent Branch of the Federal State Budgetary Institution of Higher Education “D.I. Mendeleev Russian University of Chemical Technology”	Tashkent city	Foreign	85	50.7
6	Turin Polytechnic University in Tashkent	Tashkent city	Foreign	121	44.9
7	Belarus-Uzbekistan Joint Intersectoral Institute of Applied Technical Qualifications in Tashkent	Tashkent region	Foreign	178	41.9
8	Tashkent Branch of the Federal State Autonomous Higher Education Institution “National Research Nuclear University MEPhI”	Tashkent city	Foreign	44	41.9
9	Japan Digital University	Tashkent city	Privately owned	5	3.8

Higher education institutions in the Medical Sciences category (4)

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
1	Institute of Pharmaceutical Education and Research	Tashkent city	Privately owned	51	73.8

No.	Higher education institution	Region	Form of ownership	Number of graduates	GQI
2	Branch of Kazan Federal University in the city of Jizzakh, Republic of Uzbekistan	Jizzakh region	Foreign	14	48.2
3	Bukhara University of Innovative Education and Medicine	Bukhara region	Privately owned	113	36.4
4	Central Asian Medical University	Fergana region	Privately owned	55	36.3

Source: based on data from the automated digital platform 'Graduate Quality Index'.

Appendix 2

Index results of higher education institutions in the Applied Sciences category

This appendix presents **the results of the 32 higher education institutions in the Applied Sciences category** included in the final Index calculation for the 2024/2025 academic year. Institutions are listed from highest to lowest by Index score.

Results of higher education institutions in the Applied Sciences category according to the Graduate Quality Index

No.	Higher education institution	Number of graduates	Employment category			Average speed of employment	Average monthly income, UZS million	Stable employment rate	GQI
			High coefficient	Average coefficient	No coefficient				
1	Inha University in Tashkent	307	83	38	33	3 months and 26 days	12.6	68.1%	74.2
2	Navoi State University of Mining and Technologies	1 881	799	231	170	2 months and 17 days	8.1	68.3%	72.4
3	Almalyk State Technical Institute	913	324	75	97	3 months and 5 days	7.2	61.2%	69.1
4	Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	1 835	458	167	180	3 months and 29 days	9.4	52.0%	65.0

5	Buccheon University in Tashkent	380	166	24	25	2 months and 16 days	5.8	57.7%	62.0
6	National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"	2 103	552	125	230	4 months and 6 days	6.2	48.4%	58.4
7	Tashkent Branch of the Russian State University of Oil and Gas (National Research University) named after I.M. Gubkin	253	21	35	29	5 months and 23 days	7.5	59.0%	58.3
8	Bukhara State Technical University	3 613	1186	352	473	3 months and 10 days	4.8	39.6%	57.8
9	Tashkent State Technical University named after Islam Karimov	4 710	1176	290	399	4 months and 7 days	6.8	45.3%	57.5
10	Tashkent State Transport University	3 373	844	194	314	3 months and 22 days	7.0	45.0%	57.4
11	Andijan State Technical Institute	1 975	593	136	106	3 months and 5 days	6.2	40.0%	55.3
12	Andijan State University named after Zahiriddin Muhammad Bobur	5 312	2307	554	243	1 month and 17 days	3.6	45.2%	54.9
13	Tashkent University of Architecture and Civil Engineering	1 374	347	87	130	3 months and 24 days	6.8	42.6%	53.9
14	Adju University in Tashkent	341	50	34	43	4 months and 15 days	6.7	41.1%	51.5

15	Tashkent State Agrarian University	2 522	696	104	130	3 months and 13 days	5.3	38.9%	50.0
16	Jizzakh Polytechnic Institute	2 044	461	145	167	3 months and 24 days	4.8	35.5%	49.3
17	Namangan State Technical University	3 920	931	231	256	3 months and 18 days	5.0	34.2%	48.6
18	Samarkand State Technical University	1 736	387	105	136	4 months and 7 days	4.5	33.7%	48.1
19	Karshi State Technical University	5 152	1022	218	320	3 months and 29 days	5.0	30.8%	47.1
20	Andijan Institute of Agriculture and Agrotechnologies	1 476	428	58	64	3 months and 4 days	4.7	33.0%	46.7
21	Tashkent Institute of Chemical Technology	1 702	366	83	97	4 months	5.8	35.6%	46.3
22	Branch of Astrakhan State University in Tashkent Region	336	81	12	22	3 months and 26 days	4.5	36.9%	46.2
23	Fergana State Technical University	3 570	638	195	228	4 months and 7 days	4.9	33.3%	46.1
24	Nukus State Technical University	572	120	31	27	4 months and 2 days	4.3	31.8%	44.8
25	Termez State University of Engineering and Agrotechnologies	1 862	434	167	102	3 months and 17 days	3.6	24.3%	43.5

26	Tashkent Institute of Textile and Light Industry	1 241	281	52	63	3 months and 17 days	5.6	30.8%	43.3
27	Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnologies	318	78	11	17	3 months and 12 days	3.6	30.2%	41.7
28	Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnologies	1 360	301	67	88	3 months and 23 days	3.4	30.6%	41.6
29	Yangiyer Branch of the Tashkent Institute of Chemical Technology	626	133	49	23	3 months and 6 days	2.8	26.4%	41.1
30	Samarkand Institute of Agro-Innovations and Research	284	48	13	18	4 months and 15 days	3.4	20.1%	37.0
31	Nukus Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnologies	311	33	33	20	4 months and 4 days	2.1	19.3%	33.9
32	Karakalpakstan Institute of Agriculture and Agrotechnologies	573	68	65	28	3 months and 23 days	2.1	13.3%	32.3

Appendix 3

Index results of higher education institutions in the Medical Sciences category

This appendix presents the **results of the 10 higher education institutions in the Medical Sciences category** included in the final Index calculation for the 2024/2025 academic year. Institutions are listed from highest to lowest by Index score.

Results of higher education institutions in the Medical Sciences category according to the Graduate Quality Index

No.	Higher education institution	Number of graduates	Employment category			Average speed of employment	Average monthly income, UZS million	Stable employment rate	GQI
			High coefficient	Average coefficient	No coefficient				
1	Termez Branch of Tashkent State Medical University	423	338	2	39	3 months and 6 days	4.9	55.5%	74.0
2	Fergana Institute of Public Health Medicine	1 102	660	5	155	3 months	4.6	44.4%	64.0
3	Andijan State Medical Institute	2 013	1458	8	220	2 months and 18 days	4.3	48.0%	63.6
4	Samarkand State Medical University	1 668	1032	15	269	4 months and 7 days	4.8	43.9%	59.5
5	Urgench State Medical Institute	779	369	4	71	3 months	4.1	40.3%	56.7

No.	Higher education institution	Number of graduates	Employment category			Average speed of employment	Average monthly income, UZS million	Stable employment rate	GQI
			High coefficient	Average coefficient	No coefficient				
6	Karakalpakstan Medical Institute	425	286	3	75	4 months and 17 days	4.1	41.4%	55.0
7	Bukhara State Medical Institute named after Abu Ali ibn Sino	1 366	704	9	148	3 months and 10 days	4.1	40.5%	55.0
8	Central Asian University	347	189	2	51	4 months and 17 days	8.0	39.8%	53.8
9	Tashkent Pharmaceutical Institute	828	526	5	162	5 months and 10 days	4.5	41.5%	52.8
10	Tashkent State Medical University	3 999	2044	25	840	4 months	4.2	30.3%	43.7

Source: based on data from the automated digital platform 'Graduate Quality Index'.

Appendix 4

Index results of higher education institutions in the Social Sciences and Humanities category

This appendix presents the **results of the 65 higher education institutions in the Social Sciences and Humanities category** included in the final Index calculation for the 2024/2025 academic year. Institutions are listed from highest to lowest by Index score.

Results of higher education institutions in the Social Sciences and Humanities category according to the Graduate Quality Index

No.	Higher education institution	Number of graduates	Employment category			Average speed of employment	Average monthly income, UZS million	Stable employment rate	GQI
			High coefficient	Average coefficient	No coefficient				
1	Center for the Implementation of Educational Programs of Webster University in Tashkent	725	436	72	34	1 month and 11 days	9.1	58.2%	76.3
2	Asia International University	458	241	49	23	1 month and 23 days	6.9	65.7%	73.4
3	International Nordic University	1 428	966	92	139	1 month and 14 days	4.2	71.2%	72.1
4	Tashkent State University of Economics	9 220	3208	475	774	3 months and 16 days	10.3	59.5%	70.9

5	University of Exact and Social Sciences	207	91	28	17	2 months and 8 days	7.5	62.3%	69.8
6	Tashkent Branch of the G.V. Plekhanov Russian University of Economics	231	110	35	14	1 month and 18 days	11.5	55.9%	69.0
7	University of World Economy and Diplomacy	591	120	53	88	4 months and 1 day	10.6	53.1%	67.7
8	Westminster International University in Tashkent	1 318	309	89	118	4 months and 14 days	12.5	57.2%	65.2
9	University of Information Technology and Management	236	87	41	12	2 months and 1 day	4.6	59.7%	64.7
10	Kokand University	2 180	1096	152	129	2 months and 5 days	4.2	57.9%	64.0
11	Denov Institute of Entrepreneurship and Pedagogy	1 986	877	270	105	1 month and 24 days	4.2	54.7%	62.9
12	Navoi University of Innovation	1 049	454	74	60	2 months and 8 days	5.4	53.0%	61.4
13	Qarshi International University	508	253	32	24	1 month and 4 days	4.0	51.8%	59.8
14	Termez State Pedagogical Institute	2 167	617	547	271	3 months and 11 days	2.9	47.5%	59.6
15	Shahrisabz State Pedagogical Institute	1 997	856	259	105	1 month and 24 days	3.4	51.8%	58.9

16	Bukhara International University	291	91	31	17	3 months and 13 days	5.2	50.9%	57.9
17	University of Economics and Pedagogy	1 453	625	*100	46	1 month and 24 days	4.2	48.5%	57.2
18	Samarkand Institute of Economics and Service	1 910	553	98	160	3 months and 20 days	5.9	44.7%	57.2
19	Asia University of Technology	647	297	35	39	1 month and 24 days	3.2	50.9%	56.9
20	Termez State University	4 886	1810	525	318	2 months and 9 days	4.1	46.2%	56.7
21	Jizzakh State Pedagogical University	5 219	1971	722	286	1 month and 29 days	3.8	48.3%	56.3
22	Karshi State University	5 799	2487	616	231	1 month and 20 days	3.3	47.9%	55.9
23	Renaissance University of Education	1 493	574	107	69	2 months and 10 days	4.7	47.6%	55.8
24	Profi University	1 481	598	124	84	2 months and 8 days	3.9	50.6%	55.7
25	Samarkand State University named after Sharof Rashidov	6 593	2246	564	395	2 months and 21 days	4.2	45.0%	54.0
26	Gulistan State University	4 193	1290	623	230	2 months and 18 days	4.2	45.2%	54.0

27	Tashkent State University of Law	1 676	240	137	160	4 months and 14 days	8.4	39.8%	53.9
28	Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek	886	207	109	59	3 months and 15 days	5.2	42.8%	53.6
29	Bukhara State University	5 336	1713	710	268	2 months and 17 days	4.1	43.0%	52.6
30	Kimyo International University in Tashkent (Yeoju Technical Institute in Tashkent), together with its Samarkand and Namangan branches	14 246	5072	918	805	2 months and 9 days	5.1	43.7%	52.4
31	Chirchiq State Pedagogical University	5 275	1713	696	280	2 months and 13 days	4.0	45.2%	52.4
32	Namangan State University	6 538	2258	683	306	2 months and 12 days	4.0	41.9%	52.3
33	Kokand State University	4 539	1692	534	243	1 month and 26 days	3.1	43.3%	52.0
34	Oriental University	646	177	50	34	2 months and 17 days	8.0	38.7%	51.9
35	Urgench State University named after Abu Rayhan Beruni	7 750	2441	803	591	2 months and 17 days	4.0	40.8%	51.8
36	Navoi State University	5 305	1849	749	310	2 months and 5 days	3.6	45.7%	51.8

37	Fergana State University	8 141	2578	973	458	2 months and 12 days	3.7	41.4%	51.2
38	Nukus State Pedagogical Institute named after Ajiniyoz	4 533	1414	665	228	2 months and 13 days	2.8	43.9%	50.9
39	Kattakurgan State Pedagogical Institute	423	52	90	41	4 months	3.5	43.7%	50.4
40	ISFT Institute	349	53	12	24	5 months and 13 days	7.4	40.1%	50.3
41	International University of Tourism and Cultural Heritage "Silk Road"	401	81	26	19	3 months and 7 days	6.4	35.4%	50.3
42	Samarkand State Pedagogical Institute	2 462	684	383	157	2 months and 18 days	3.3	41.0%	50.3
43	National University of Uzbekistan named after Mirzo Ulugbek	7 367	1665	679	480	3 months and 22 days	5.7	40.5%	50.2
44	Bukhara State Pedagogical Institute	2 007	423	528	108	2 months and 21 days	2.8	42.9%	49.9
45	Nizami National Pedagogical University of Uzbekistan	5 945	1729	752	331	2 months and 16 days	4.2	41.7%	49.4
46	University of Journalism and Mass Communications of Uzbekistan	633	131	30	31	3 months and 16 days	7.2	34.4%	48.1
47	Tashkent Branch of the Federal State Budgetary Higher Education Institution	288	58	18	23	3 months and 21 days	6.5	42.1%	48.0

	“Herzen State Pedagogical University of Russia”								
48	Singapore Institute of Management Development in Tashkent	830	132	44	79	4 months and 20 days	9.3	40.1%	47.8
49	Andijan State Institute of Foreign Languages	808	178	138	52	2 months and 19 days	3.9	34.9%	47.2
50	Alfraganus University	580	138	39	41	2 months and 25 days	5.8	37.2%	47.1
51	Namangan State Pedagogical Institute	452	115	55	29	2 months and 29 days	3.1	37.4%	46.9
52	Andijan State Pedagogical Institute	1 500	370	265	67	2 months and 20 days	2.9	36.3%	46.8
53	Tashkent State University of Uzbek Language and Literature named after Alisher Navoi	1 554	362	210	92	2 months and 18 days	3.6	35.9%	45.9
54	Uzbekistan State University of World Languages	6 414	750	1086	424	3 months and 25 days	4.7	35.6%	45.2
55	University of Tashkent for Applied Sciences	347	80	23	22	3 months and 23 days	3.9	34.9%	45.2
56	Urgench State Pedagogical Institute	413	80	69	33	3 months and 11 days	2.7	37.0%	45.1
57	Gulistan State Pedagogical Institute	441	61	108	26	3 months and 9 days	2.8	37.6%	45.0

58	Samarkand State Institute of Foreign Languages	3 401	594	466	195	3 months and 6 days	4.1	33.0%	44.3
59	Tashkent International University of Education	276	45	13	16	4 months and 16 days	6.8	33.0%	43.9
60	Tashkent State University of Oriental Studies	1 311	191	78	83	4 months and 12 days	5.8	31.4%	42.9
61	Karakalpak State University	6 350	1033	708	358	3 months and 24 days	3.8	29.7%	42.1
62	Millat Umidi University	315	36	41	18	3 months and 6 days	5.6	33.3%	42.0
63	Jizzakh Sambhram University	568	70	88	37	3 months and 26 days	2.9	28.9%	41.7
64	International Islamic Academy of Uzbekistan	359	47	38	19	3 months and 19 days	5.1	28.7%	40.5
65	Korea International University in Fergana	511	67	26	24	3 months and 27 days	3.2	18.4%	31.9

Source: based on data from the automated digital platform 'Graduate Quality Index'.

Appendix 5

Index results of higher education institutions in the Creative Arts (Sports) category

This appendix presents the **results of the 12 higher education institutions in the Creative Arts (Sports) category** included in the final Index calculation for the 2024/2025 academic year. Institutions are listed from highest to lowest by Index score.

Results of higher education institutions in the Creative Arts (Sports) category according to the Graduate Quality Index

No.	Higher education institution	Number of graduates	Employment category			Average speed of employment	Average monthly income, UZS million	Stable employment rate	GQI
			High coefficient	Average coefficient	No coefficient				
1	Uzbekistan State Conservatory	331	279	4	13	2 months and 11 days	5.2	75.5%	81.5
2	Nukus Branch of the Uzbekistan State Conservatory	42	37	0	1	3 months and 3 days	4.3	85.7%	79.6
3	Yunus Rajabi Institute of Uzbek National Musical Art	155	129	0	16	3 months and 8 days	4.2	73.4%	75.1
4	Urgench Branch of the Uzbekistan State Academy of Choreography	16	14	0	2	6 months	3.2	56.3%	69.3

5	Uzbekistan State Institute of Arts and Culture	1 526	1038	17	282	2 months and 15 days	5.1	53.2%	66.2
6	Botir Zokirov National Institute of Pop Art under the Uzbekistan State Conservatory	123	85	0	16	2 months and 22 days	4.2	59.5%	64.8
7	Nukus Branch of the Uzbekistan State University of Physical Education and Sport	142	92	3	29	2 months and 7 days	4.6	43.0%	62.5
8	Uzbekistan State Academy of Choreography	148	99	0	21	2 months and 1 day	4.4	46.3%	61.7
9	Nukus Branch of the Uzbekistan State Institute of Arts and Culture	422	290	9	79	2 months and 27 days	3.7	49.1%	61.5
10	Uzbekistan State University of Physical Education and Sport	2 028	1092	37	394	2 months and 13 days	5.4	41.2%	56.8
11	Kamoliddin Behzod National Institute of Fine Art and Design	511	215	8	194	2 months and 25 days	5.4	30.1%	44.7
12	Branch in Tashkent of the Federal State Budgetary Higher Education Institution "S.A. Gerasimov All-Russian State Institute of Cinematography"	7	2	0	0	8 months and 12 days	23.4	29.0%	38.4

Source: based on data from the automated digital platform 'Graduate Quality Index'.

METHODOLOGICAL NOTE

The indicators presented in this information and analytical review were calculated using data available as of the date on which the material was prepared.

As data on the automated digital platform for the Graduate Quality Index are updated, and owing to the rounding of calculation results and the conversion of average values calculated in days into months and days, **technical differences of up to 0.1 points or 1 day** may occur between certain indicators on the platform and those presented in this review.

These technical differences do not affect the positions of higher education institutions in the ranking, the overall interpretation of the results, or the key findings presented in this information and analytical review.

Data on the automated platform may also be updated on the basis of information received from the relevant government information systems.

Author: Isroilov Ulugbek

Position: Chief Inspector, Higher and Postgraduate Education Institutions Ranking Group

Author: Mullayev Aziz

Position: Chief Inspector, Higher and Postgraduate Education Institutions Ranking Group

Translated by: Narimanov Askarbek

Position: Chief Inspector, Strategic Development and International Cooperation Group



+998 55 505 30 30



info@nqaae.uz
www.nqaae.uz



@nqaaeuz



@nqaaeuzbot