NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

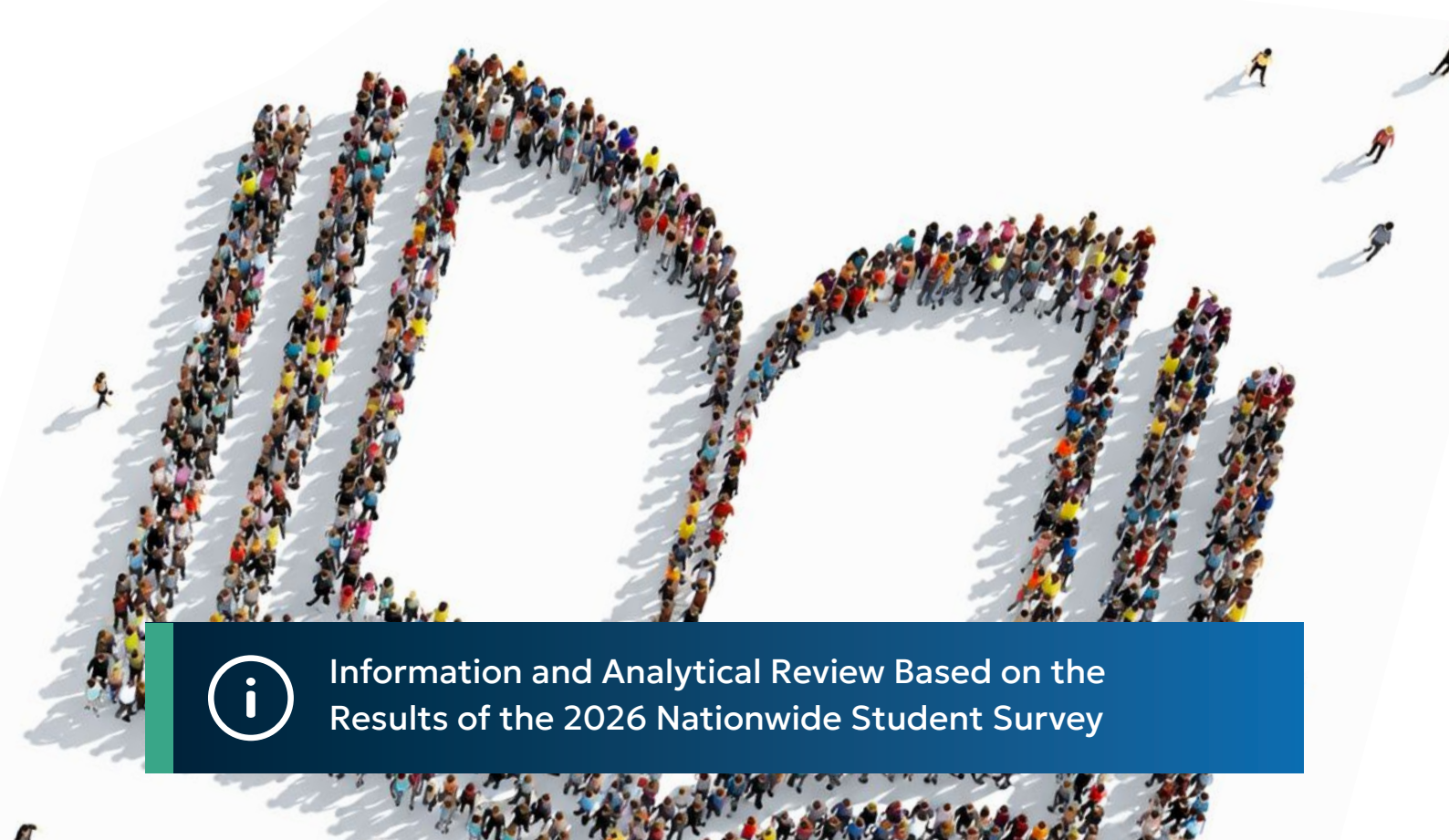
NQAAE

UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

IN THE HIGHER EDUCATION SYSTEM
OF THE REPUBLIC OF UZBEKISTAN

STUDENT ASSESSMENT OF THE LEARNING ENVIRONMENT

Comparative Analysis of the Quality of Educational Programmes and Teaching, the Academic Environment, Infrastructure and Student Well-being



Information and Analytical Review Based on the Results of the 2026 Nationwide Student Survey

Contents

I. INTRODUCTION

1.1. Relevance of the Analysis

Quality assurance in higher education is not limited to evaluating the content of educational programmes or students' learning outcomes. It is a comprehensive process encompassing the quality of teaching, the fairness and transparency of assessment processes, the attitudes of academic staff towards students, the accessibility of digital education services, learning infrastructure, social and psychological support for students, and the academic integrity environment. In this context, **regularly examining students' views on the educational process and learning environment** is an important source of information for assessing the current state of the higher education system.

As students are the principal direct users of educational services, their assessments make it possible to identify positive aspects of the educational process, practical problems and areas requiring improvement. In particular, a comparative analysis of respondents' views by form of ownership of higher education institutions (HEIs), region and individual institution is important for systematically assessing differences in learning conditions and student experience.

Uzbekistan has established a legal basis for incorporating student feedback into education quality evaluation processes. Presidential Decree No. PD-76 of 5 May 2025 assigns the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan the task of **conducting a Nationwide Student Survey aimed at examining the views of learners and students of educational institutions on the quality of education**.[1] This mandate provides a legal basis for using student feedback as one of the information sources for external evaluation of education quality and for identifying risks in the sector.

International approaches likewise regard student feedback as an important component of quality assurance systems. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) establish that HEIs should collect, analyse and use relevant information for the effective management of their educational programmes and activities. Such

1 Presidential Decree No. PD-76 of 5 May 2025 'On Additional Measures to Improve the System for Quality Assurance in Education and the Provision of Educational Services'. LexUZ (accessed: 6 August 2026).

information includes **student satisfaction with educational programmes and the state of learning resources and support services**.[2]

The National Student Survey conducted in the United Kingdom is designed to regularly examine students' views on the quality of their educational programmes. Its results are used to improve the student experience at HEIs, help prospective students make informed choices about their studies and ensure public accountability.[3] This experience demonstrates that student survey results should serve not only to record the current situation, but also to improve educational programmes and services.

At the same time, it is necessary to take into account that survey results reflect respondents' personal experiences and subjective assessments. They should therefore be interpreted not as a single or absolute measure of education quality, but as an **important analytical source** that complements statistical data, the results of internal monitoring by HEIs and external evaluation materials. Analysing the results of the Nationwide Student Survey from this perspective makes it possible to identify systemic trends in the educational environment, regional and institutional differences, and areas requiring additional attention.

1.2. Purpose and Objectives of the Analysis

The purpose of this information and analytical commentary is to **conduct a comprehensive analysis of students' assessment of learning conditions and the quality of the educational environment in the higher education system of the Republic of Uzbekistan** based on the results of the 2026 Nationwide Student Survey.

To achieve this purpose, the analysis describes the socio-demographic profile of respondents and examines educational programmes and teaching quality, support provided by HEI administrations for graduate employment, the attitudes of academic staff towards students, the fairness and transparency of the assessment system, and the usability of the HEMIS platform.

The principal objectives also include assessing the condition of classrooms and laboratories, living conditions in student accommodation, the

2 European Association for Quality Assurance in Higher Education. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). 2015. ENQA (accessed: 6 August 2026).
3 Office for Students. National Student Survey. Office for Students (accessed: 6 August 2026).

availability of learning materials and textbooks, conditions created for students with disabilities, cases of psychological pressure and discrimination, and the academic integrity environment.

Survey results are compared by form of ownership of HEIs, region and individual institution. The analysis aims to identify **consistently positive results, systemic differences and areas requiring additional attention**, and to formulate evidence-based conclusions and practical recommendations for improving the educational environment.

1.3. Study Population and Scope

The study population comprises students enrolled at higher education institutions in the Republic of Uzbekistan. The analysis examines their assessments of the quality of educational programmes, the academic environment, learning infrastructure, digital services, social support and learning conditions.

The Nationwide Student Survey was conducted from 21 January to 7 February 2026 **in online and offline formats through the HEMIS information system**. Nearly 1 million respondents participated in the overall survey, including 890,000 students and 48,000 academic staff. The scope of this information and analytical commentary is limited to responses provided by students; the results of the academic staff survey constitute a separate subject of analysis.

The initial survey coverage included **200 HEIs**, comprising 99 state, 72 non-state and 29 foreign HEIs. Respondents represented all regions of the Republic of Uzbekistan – 12 regions, the Republic of Karakalpakstan and Tashkent City.

In determining the final analytical coverage, the requirements established by the Regulation on Maintaining the National Ranking of Higher Education Institutions were taken into account.[4] Of the 200 HEIs participating in the survey, 49 were excluded from the final results because they had been operating for less than three years, had no graduates, or the share of students

4 Regulation on Maintaining the National Ranking of Higher Education Institutions, approved by Order No. 8 of the Director of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan dated 6 February 2026 (registration No. 3783, 28 February 2026). LexUZ (accessed: 6 August 2026).

and academic staff participating in the survey did not meet the minimum **20 per cent** threshold relative to their total number.

Accordingly, the institution-level comparative analysis in this commentary is based on data from **151 higher education institutions**. The overall survey coverage is used when interpreting nationwide and socio-demographic indicators, while institution-level results are assessed on the basis of the final analytical coverage formed in accordance with the established requirements.

1.4. Data Processing and Comparative Analysis Methods

Descriptive statistics and comparative analysis methods were used to examine the survey results. Responses to each question were calculated as percentages of the total number of responses in the relevant group.

The results were analysed across three principal dimensions. First, the assessments of students studying at state, non-state and foreign HEIs were compared. Second, the distribution of indicators across the Republic of Karakalpakstan, the regions and Tashkent City was examined. Third, high and comparatively low results recorded at individual HEIs were identified.

For questions using a five-point response scale, positive assessments were aggregated as the sum of ‘good’ and ‘excellent’ responses, while negative assessments were aggregated as the sum of ‘poor’ and ‘unsatisfactory’ responses. For questions with differently formulated response options, the results were interpreted according to their substantive meaning. For questions concerning psychological pressure, discrimination and academic integrity, the **reported incidence of the relevant situation**, rather than a positive-negative assessment, was adopted as the principal analytical criterion.

High and comparatively low institution-level results were identified on the basis of the distribution of responses to individual questions. No single composite index combining all areas was calculated in this commentary. Consequently, an HEI recording a high result for one indicator should not be regarded as the absolute leader across all aspects of the educational environment.

When interpreting comparative results, differences in the specialisation, form of ownership, regional location, student population and number of respondents of HEIs were taken into account. Differences between groups may be associated with particular factors; however, the survey data alone do not

fully establish the causal nature of such relationships. Where necessary, administrative data, quality indicators and the results of additional studies should therefore be used to determine the reasons for the identified differences.

II. SOCIO-DEMOGRAPHIC PROFILE OF RESPONDENTS

2.1. Age Profile of Students

The analysis of respondents by age shows that participants of traditional university age predominate in the higher education system. The largest group of students participating in the survey – **50.62 per cent – were aged 18–20**. This may indicate that this group consisted primarily of students in the initial years of bachelor's degree programmes.

Students aged 21–25 accounted for 28.38 per cent of respondents. This category may include a substantial proportion of students in the later years of bachelor's degree programmes and those studying at master's level. Overall, **students aged 18–25 accounted for 79.0 per cent** of respondents and thus constituted the majority of survey participants.

The shares of older age groups were comparatively limited. Students aged 26–30 accounted for 7.87 per cent, those aged 31–40 for 8.89 per cent, and respondents aged 41–73 for 2.23 per cent. Accordingly, students over the age of 25 represented 18.99 per cent of respondents in total.

Students under the age of 18 accounted for 2.0 per cent. This may be associated with some students completing general secondary education at a comparatively early age or with the admission characteristics of particular educational programmes.

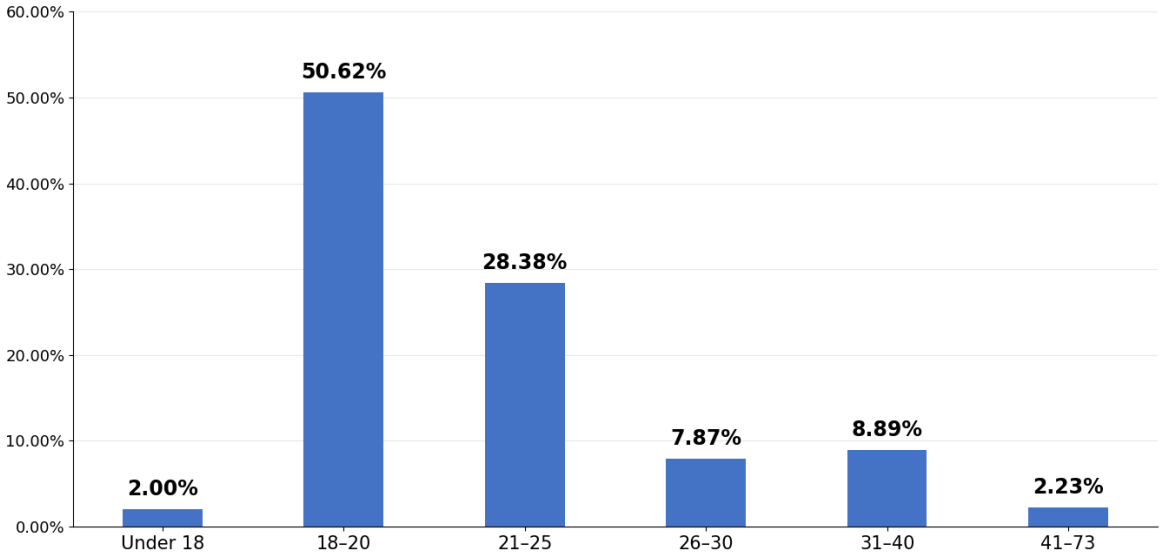


Figure 1. Distribution of student respondents by age group, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

This age distribution indicates that respondents of traditional university age studying at bachelor's and master's levels predominate. The comparatively low share of older students may indicate limited participation by learners making use of second-degree, retraining and **lifelong learning** opportunities. However, additional analysis by mode and level of study is required to determine the reasons for this pattern.

2.2. Gender Profile of Students

Female respondents constituted a comparatively higher share of students participating in the survey. According to the results, **women accounted for 57.06 per cent** and **men for 42.94 per cent**.

The difference between the shares of female and male respondents was **14.12 percentage points**. This indicates a higher level of participation by female students than by male students in the survey.

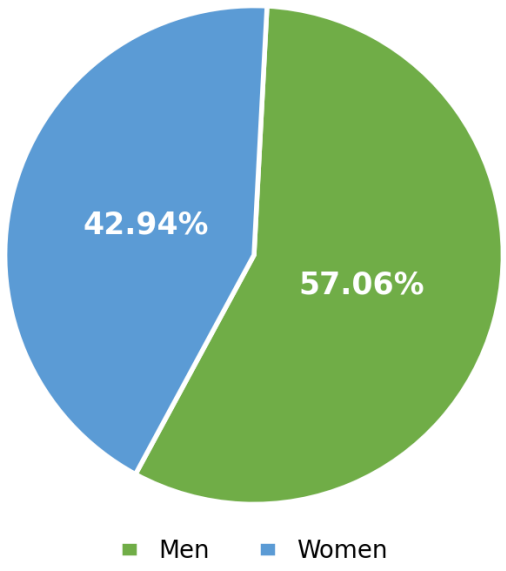


Figure 2. Gender profile of student respondents, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

2.3. Regional Distribution of Respondents

The survey covered students from all regions of the Republic of Uzbekistan. In the regional distribution of respondents, **Tashkent City accounted for the largest share, at 25.93 per cent**. It was followed by

Samarkand Region at 10.55 per cent, Tashkent Region at 8.51 per cent, Surkhandarya Region at 7.33 per cent and Bukhara Region at 7.12 per cent.

Respondents from Fergana Region accounted for 6.77 per cent, Kashkadarya Region for 5.63 per cent, Andijan Region for 5.31 per cent, the Republic of Karakalpakstan for 4.94 per cent and Khorezm Region for 4.92 per cent. Namangan Region accounted for 4.34 per cent of respondents, Navoi Region for 3.15 per cent and Jizzakh Region for 3.01 per cent. **The lowest share was recorded in Syrdarya Region, at 2.47 per cent**.

This distribution shows that the regional composition of survey participants was not uniform. Tashkent City and certain regions with comparatively large student populations had higher shares of respondents.

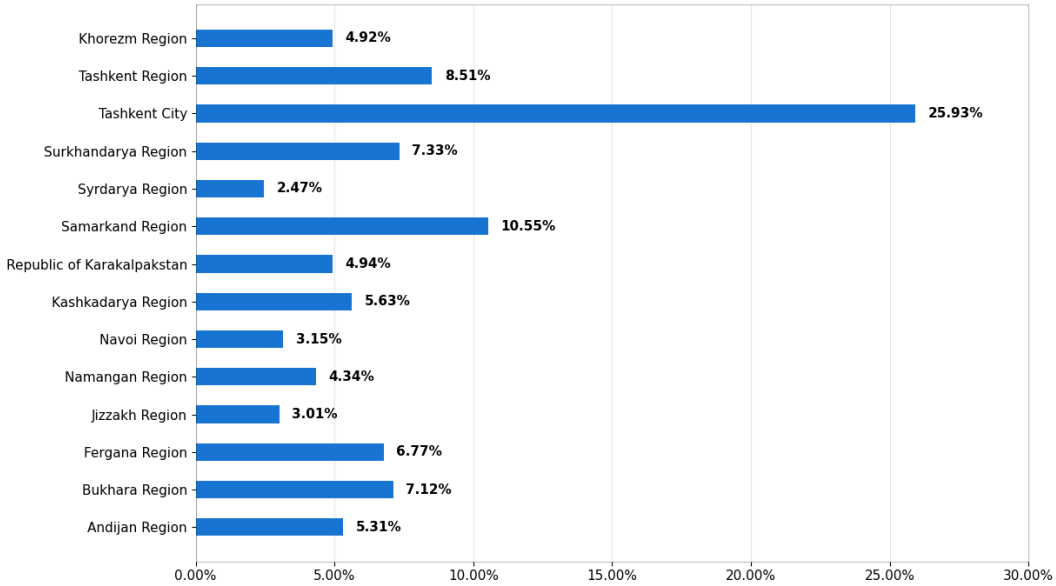


Figure 3. Regional distribution of student respondents, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The regional distribution demonstrates that the survey achieved broad geographical coverage nationwide. However, to assess the extent to which the share of respondents in each region corresponds to the total number of students studying in that region, the survey results need to be compared with official student population data.

III. STUDENT ASSESSMENT OF EDUCATIONAL PROGRAMMES AND TEACHING QUALITY

3.1. Results by Form of Ownership of HEIs

Student responses indicate that the delivery of educational programmes and the quality of teaching were generally assessed positively across HEIs of all forms of ownership. However, there were certain differences in the proportions of 'excellent', 'good' and negative assessments.

At non-state HEIs, the combined share of 'good' and 'excellent' assessments was 92.59 per cent, the highest result among the forms of ownership. In this category, 38.88 per cent of respondents rated teaching quality as **'excellent'** and 53.71 per cent as 'good'. The combined share of 'unsatisfactory' and 'poor' responses was 2.01 per cent.

At state HEIs, 63.78 per cent of respondents selected 'good' and 24.08 per cent selected 'excellent'. The combined share of positive assessments was 87.86 per cent, while 'unsatisfactory' and 'poor' assessments together accounted for 3.41 per cent. **The comparatively highest share of negative assessments was observed at state HEIs**.

At foreign HEIs and their branches, **the share of 'excellent' assessments reached 49.31 per cent, the highest figure among the individual response categories**. 'Good' accounted for 37.32 per cent, bringing the combined share of these two positive assessments to 86.63 per cent. At the same time, the share of 'satisfactory' assessments in this category was 10.70 per cent, higher than for the other forms of ownership.

Form of ownership	Unsatisfactory	Excellent	Poor	Satisfactory	Good
State HEIs	2.13%	24.08%	1.28%	8.74%	63.78%
Non-state HEIs	1.20%	38.88%	0.81%	5.41%	53.71%
Foreign HEIs	1.96%	49.31%	0.71%	10.70%	37.32%

Table 1. Assessments of educational programmes and teaching quality by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that the overall share of positive assessments was highest at non-state HEIs, while the share of 'excellent' assessments was highest at foreign HEIs and their branches. However, these differences do not fully reflect the objective level of education quality because they are based on **respondents' personal experiences and subjective assessments**. To identify the reasons for the differences, the results need to be analysed together with additional information on programme content, teaching methods, student composition and internal quality assurance mechanisms.

3.2. Results by Region

The regional analysis shows that the majority of students in all regions assessed educational programmes and teaching quality positively. At the same time, certain differences were observed between regions in the proportions of 'excellent', 'good', 'satisfactory' and negative assessments.

The highest share of 'excellent' assessments was recorded in Surkhandarya Region, at 36.27 per cent. The next highest results were recorded in Khorezm Region at 33.04 per cent, Andijan Region at 32.98 per cent, Bukhara Region at 32.49 per cent and Kashkadarya Region at 32.23 per cent.

The highest share of 'good' assessments was recorded in the Republic of Karakalpakstan, at 69.11 per cent. This figure was 66.80 per cent in Jizzakh Region and 65.29 per cent in Syrdarya Region. The fact that **the combined share of 'good' and 'excellent' assessments exceeded 85 per cent in every region** indicates that students' overall perceptions of educational programmes and teaching quality were predominantly positive.

The combined share of negative assessments, namely 'unsatisfactory' and 'poor' responses, was 4.32 per cent in Tashkent City, the highest among the regions. This figure was 3.59 per cent in Tashkent Region and 3.57 per cent in Samarkand Region.

Comparatively high shares of 'satisfactory' assessments were recorded in Tashkent City at 9.69 per cent and the Republic of Karakalpakstan at 9.23 per cent, followed by Samarkand Region at 8.76 per cent.

Region	Unsatisfactory	Excellent	Poor	Satisfactory	Good
Andijan Region	1.27%	32.98%	0.74%	6.84%	58.17%
Bukhara Region	1.66%	32.49%	0.96%	6.81%	58.08%
Fergana Region	1.56%	30.08%	0.94%	7.78%	59.64%
Jizzakh Region	1.48%	23.52%	0.83%	7.37%	66.80%
Namangan Region	1.53%	29.18%	1.06%	7.89%	60.34%
Navoi Region	1.16%	30.15%	0.79%	5.88%	62.03%
Kashkadarya Region	1.21%	32.23%	0.84%	6.11%	59.61%
Republic of Karakalpakstan	1.75%	18.96%	0.95%	9.23%	69.11%
Samarkand Region	2.24%	25.54%	1.33%	8.76%	62.14%
Syrdarya Region	1.32%	25.64%	0.93%	6.81%	65.29%
Surkhandarya Region	0.95%	36.27%	0.72%	4.62%	57.44%
Tashkent City	2.71%	25.73%	1.61%	9.69%	60.25%
Tashkent Region	2.26%	26.14%	1.33%	8.22%	62.05%
Khorezm Region	1.06%	33.04%	0.78%	6.01%	59.11%

Table 2. Regional assessments of educational programmes and teaching quality, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that assessments of educational programmes and teaching quality were predominantly positive in all regions, although the composition of assessments was not uniform. **It would be inappropriate to interpret these differences as absolute differences in education quality between regions.** Additional analysis of respondent composition, HEI specialisation, modes of study and the organisation of the educational process is required to identify their causes.

3.3. Variation in Assessments by HEI

The analysis indicates considerable variation across HEIs in assessments of educational programmes and teaching quality. At some HEIs, the share of 'excellent' assessments was high and negative responses were almost absent.

At others, comparatively higher shares of 'satisfactory', 'unsatisfactory' and 'poor' assessments were observed.

The highest share of 'excellent' assessments was recorded at British Management University in Tashkent, at 95.36 per cent. No 'unsatisfactory' or 'poor' responses were recorded at this HEI. At the Tashkent Branch of Plekhanov Russian University of Economics, 87.64 per cent of respondents rated educational programmes and teaching quality as 'excellent', as did 83.96 per cent at Bukhara University of Innovations.

High shares of 'excellent' assessments were also recorded at Ajou University in Tashkent at 62.99 per cent, Tashkent University of Applied Sciences at 62.37 per cent and Tashkent International University of Education at 56.91 per cent.

HEI name	Unsatisfactory	Excellent	Poor	Satisfactory	Good
British Management University in Tashkent	0.00%	**95.36%**	0.00%	0.50%	4.14%
Tashkent Branch of Plekhanov Russian University of Economics	0.14%	**87.64%**	0.14%	0.83%	11.25%
Bukhara University of Innovations	0.06%	**83.96%**	0.16%	1.03%	14.80%
Ajou University in Tashkent	2.14%	**62.99%**	0.49%	7.15%	27.22%
Tashkent University of Applied Sciences	0.44%	**62.37%**	0.16%	2.72%	34.30%
Tashkent International University of Education	0.68%	**56.91%**	0.17%	3.99%	38.25%
Turin Polytechnic University in Tashkent	0.71%	**56.47%**	0.28%	24.75%	17.78%
Turon University	0.97%	**54.47%**	0.89%	4.28%	39.39%
Amity University in Tashkent	1.76%	**54.46%**	0.41%	10.00%	33.38%
Mamun University	0.47%	**52.01%**	0.34%	3.39%	43.79%

Table 3. HEIs with a high share of 'excellent' assessments of educational programmes and teaching quality, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, some HEIs recorded comparatively high shares of negative and 'satisfactory' assessments. **At the Kamoliddin Behzod National Institute of Art and Design, the combined share of 'unsatisfactory' and**

'poor' assessments was 8.10 per cent, while 'satisfactory' accounted for 16.80 per cent.

The overall share of negative assessments was 7.61 per cent at Samarkand State University of Architecture and Construction, 7.30 per cent at Tashkent State Technical University and 7.14 per cent at Diplomat University. The corresponding figure was 6.59 per cent at Tashkent University of Architecture and Civil Engineering, 6.54 per cent at Millat Umidi University and 6.50 per cent at Uzbekistan State World Languages University.

At these HEIs, 'good' also remained the predominant assessment. They should therefore not be interpreted as HEIs with low education quality, but rather as institutions where **the shares of negative and middle-range assessments were higher than at other HEIs**. The relevant results are presented in Table 4.

HEI name	Unsatisfactory	Excellent	Poor	Satisfactory	Good
Diplomat University	3.57%	16.69%	**3.57%**	11.99%	64.18%
Tashkent State Technical University	4.23%	15.48%	**3.07%**	12.31%	64.91%
Kamoliddin Behzod National Institute of Art and Design	5.42%	10.92%	**2.68%**	16.80%	64.18%
Tashkent State Transport University	3.29%	16.07%	**2.64%**	9.96%	68.04%
Uzbekistan State World Languages University	3.94%	14.25%	**2.56%**	12.12%	67.13%
Tashkent University of Architecture and Civil Engineering	4.13%	15.60%	**2.46%**	11.81%	66.00%
Samarkand State University of Architecture and Construction	5.19%	15.07%	**2.42%**	12.58%	64.74%
University of Management and Future Technologies	2.98%	27.10%	**2.36%**	8.11%	59.45%
National University of Uzbekistan named after Mirzo Ulugbek	3.48%	17.38%	**2.32%**	10.37%	66.45%
Millat Umidi University	4.29%	18.51%	**2.25%**	11.33%	63.62%

Table 4. HEIs with comparatively high shares of negative and 'satisfactory' assessments of educational programmes and teaching quality, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The differences observed across HEIs show that students' perceptions of the educational process are not uniform. However, the survey results do not directly establish the reasons for these differences. It would therefore be appropriate to conduct additional examination of programme content, teaching methods, assessment practices and student feedback mechanisms at **HEIs with comparatively high shares of negative and 'satisfactory' assessments**.

IV. ASSESSMENT OF SUPPORT FOR GRADUATE EMPLOYMENT

4.1. Results by Form of Ownership of HEIs

Support provided by HEI administrations to students and graduates in securing employment is an important component of the transition from education to the labour market. The survey results show that the level of support in this area differs according to the form of ownership of HEIs.

At foreign HEIs and their branches, 41.01 per cent of respondents reported comprehensive support from the administration. A further 33.17 per cent stated that the administration generally provides the necessary support. Together, these two responses accounted for 74.18 per cent, the highest result among the forms of ownership. The share reporting that no assistance was provided was 6.52 per cent.

At non-state HEIs, 43.45 per cent of respondents reported general support from the administration and 25.93 per cent reported comprehensive support. Together, these responses accounted for 69.38 per cent. Those reporting only formal support represented 7.75 per cent, while 9.64 per cent reported that no assistance was available.

At state HEIs, the response 'generally provides support' predominated at 43.00 per cent, while 19.70 per cent reported comprehensive support. **The combined share of responses indicating only formal support or no assistance at all was 21.24 per cent at state HEIs, the highest figure** among the forms of ownership.

Assessments of HEI administrations' employment support activities by form of ownership are **presented in Table 5**.

Form of ownership	Generally provides support	Provides comprehensive support	Provides support occasionally	Provides only formal support	No support
State HEIs	43.00%	19.70%	16.05%	9.84%	11.40%
Non-state HEIs	43.45%	25.93%	13.23%	7.75%	9.64%
Foreign HEIs	33.17%	41.01%	12.58%	6.73%	6.52%

Table 5. Assessments of HEI administrations' employment support activities by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that positive assessments of employment support were higher at foreign and non-state HEIs than at state HEIs. However, these differences **do not directly measure the actual effectiveness of career services**; rather, they reflect students' perceptions of the availability and accessibility of these services. To assess objective effectiveness, these data should be analysed together with graduate employment rates, time to employment and indicators of cooperation with employers.

4.2. Results by Region

The regional analysis shows that HEI administrations' employment support activities were assessed positively in most cases. However, certain regional differences were observed in the level of support and how it was perceived by students.

The combined share of 'generally provides support' and 'provides comprehensive support' responses was **70.69 per cent in Surkhandarya Region, the highest result among the regions**. This figure was 69.92 per cent in Andijan Region, 66.91 per cent in Khorezm Region, 66.69 per cent in Syrdarya Region, 66.44 per cent in Bukhara Region and 66.36 per cent in Fergana Region.

For individual response categories, the highest share of 'generally provides support' was recorded in the Republic of Karakalpakstan, at 46.39 per cent. The next highest results were 44.76 per cent in Surkhandarya Region, 44.66 per cent in Bukhara Region and 44.21 per cent in Syrdarya Region.

The highest share of respondents reporting comprehensive support was observed in Andijan Region, at 26.35 per cent. This figure was

25.93 per cent in Surkhandarya Region, 24.73 per cent in Khorezm Region and 24.14 per cent in Fergana Region.

The combined share of responses indicating only formal support or no assistance at all was **highest in Tashkent City, at 23.08 per cent**. This figure was 22.17 per cent in Tashkent Region, 20.74 per cent in Samarkand Region, 20.67 per cent in Kashkadarya Region and 20.36 per cent in Namangan Region.

The full regional distribution of assessments of employment support is **presented in Table 6**.

Region	Generally provides support	Provides comprehensive support	Provides support occasionally	Provides only formal support	No support
Andijan Region	43.57%	26.35%	14.41%	7.25%	8.43%
Bukhara Region	44.66%	21.78%	14.32%	8.52%	10.72%
Fergana Region	42.22%	24.14%	13.88%	9.25%	10.52%
Jizzakh Region	43.51%	20.95%	15.82%	9.87%	9.85%
Namangan Region	42.33%	22.15%	15.16%	9.38%	10.98%
Navoi Region	41.22%	23.62%	15.97%	9.10%	10.10%
Kashkadarya Region	40.32%	23.16%	15.84%	9.31%	11.36%
Republic of Karakalpakstan	46.39%	18.59%	17.79%	8.49%	8.75%
Samarkand Region	41.79%	20.74%	16.73%	9.92%	10.82%
Syrdarya Region	44.21%	22.48%	16.46%	8.48%	8.37%
Surkhandarya Region	44.76%	25.93%	13.46%	7.14%	8.71%
Tashkent City	42.96%	18.77%	15.19%	10.31%	12.77%
Tashkent Region	42.97%	20.07%	14.78%	10.09%	12.08%
Khorezm Region	42.18%	24.73%	15.72%	7.87%	9.51%

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that students' perceptions of employment support are not uniform across regions. **A high assessment of support does not automatically confirm its actual effectiveness.** These results should therefore be analysed together with the activities of regional career centres, the scale of cooperation with employers and actual graduate employment indicators.

4.3. Results by HEI

The institution-level analysis shows that students' views of the employment support provided by administrations are not uniform. At some HEIs, comprehensive support was rated highly, while at others comparatively more respondents reported that no assistance was provided or that support was merely formal.

The highest share of 'no assistance is provided' responses was recorded at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, at 24.79 per cent. This figure was 23.72 per cent at the Kamoliddin Behzod National Institute of Art and Design, 19.98 per cent at the University of Management and Future Technologies, 18.59 per cent at Diplomat University and 18.41 per cent at the University of Exact and Social Sciences.

The combined share of responses indicating only formal support or no assistance was 38.74 per cent at the Kamoliddin Behzod National Institute of Art and Design and 36.95 per cent at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi.

HEI name	Generally provides support	Provides comprehensive support	Provides support occasionally	Provides only formal support	No support
Tashkent State University of Uzbek Language and Literature named after Alisher Navoi	32.38%	15.74%	14.93%	12.16%	**24.79%**
Kamoliddin Behzod National Institute of Art and Design	29.18%	13.90%	18.18%	15.02%	**23.72%**
University of Management and Future Technologies	37.88%	17.59%	13.63%	10.93%	**19.98%**
Diplomat University	39.47%	12.99%	18.42%	10.53%	**18.59%**
University of Exact and Social Sciences	38.86%	17.33%	15.39%	10.01%	**18.41%**
TMS Institute	39.67%	15.93%	17.14%	9.67%	**17.58%**
Tashkent Region Branch of Astrakhan State Technical University	37.14%	22.86%	11.43%	11.43%	**17.14%**
National University of Uzbekistan named after Mirzo Ulugbek	40.53%	13.85%	16.10%	12.49%	**17.03%**
Tashkent State Agrarian University	38.21%	14.78%	16.70%	13.41%	**16.89%**
Jizzakh Branch of Kazan Federal University	21.74%	46.67%	10.43%	4.35%	**16.81%**

Table 7. HEIs with comparatively high shares of responses indicating that employment support is unavailable, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At some HEIs, opposing assessments simultaneously accounted for substantial shares. For example, at the Jizzakh Branch of Kazan Federal University, 46.67 per cent of respondents reported that comprehensive support was available, while 16.81 per cent reported that no assistance was provided. **This result may indicate unequal awareness of or access to career services among students** and requires separate examination.

The **highest result for comprehensive support was recorded at British Management University in Tashkent, at 96.62 per cent**. At this HEI, only 0.13 per cent reported that no assistance was available. The comprehensive-support figure was 78.06 per cent at the Tashkent Branch of Plekhanov Russian University of Economics, 54.51 per cent at Amity University in Tashkent and 54.36 per cent at Ajou University in Tashkent. HEIs with high shares of responses indicating comprehensive support are **presented in Table 8**.

HEI name	Generally provides support	Provides comprehensive support	Provides support occasionally	Provides only formal support	No support
British Management University in Tashkent	2.26%	**96.62%**	1.00%	0.00%	0.13%
Tashkent Branch of Plekhanov Russian University of Economics	13.75%	**78.06%**	2.50%	3.47%	2.22%
Amity University in Tashkent	21.99%	**54.51%**	13.11%	5.87%	4.51%
Ajou University in Tashkent	20.72%	**54.36%**	16.28%	5.26%	3.37%
Jizzakh Branch of Kazan Federal University	21.74%	**46.67%**	10.43%	4.35%	16.81%
Tashkent University of Applied Sciences	38.62%	**41.79%**	8.86%	5.54%	5.19%
Turon University	35.80%	**37.23%**	12.18%	5.83%	8.96%
Bukhara University of Innovations	59.40%	**36.21%**	2.21%	1.06%	1.12%
Tashkent International University of Education	46.73%	**35.11%**	9.41%	3.22%	5.51%
Mamun University	39.77%	**34.73%**	12.11%	5.93%	7.46%

Table 8. HEIs with high shares of responses indicating comprehensive employment support, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Institution-level results show that students differ in their awareness of and experience in using employment-related services. At **HEIs with comparatively high shares of negative assessments**, it would be appropriate to separately analyse the coverage of career centres, accessibility of services, cooperation with employers and mechanisms for informing students.

V. ACADEMIC STAFF–STUDENT RELATIONS AND THE ACADEMIC COMMUNICATION ENVIRONMENT

5.1. Results by Form of Ownership of HEIs

Mutual respect, professional communication and pedagogical ethics between academic staff and students are important components of the educational environment. The survey results show that, regardless of form of ownership, the majority of respondents assessed the attitudes of academic staff towards students positively.

The highest share of respondents reporting consistently respectful relationships was recorded at non-state HEIs, at 33.10 per cent. This figure was 28.71 per cent at foreign HEIs and their branches and 25.75 per cent at state HEIs.

Across all forms of ownership, the response 'incidents of rude treatment are very rare' accounted for a substantial share. This response represented 53.57 per cent at state HEIs, 48.97 per cent at non-state HEIs and 47.72 per cent at foreign HEIs and their branches.

The combined share of the first three positive responses was 95.08 per cent at foreign HEIs and their branches, 94.01 per cent at non-state HEIs and 92.96 per cent at state HEIs. **The combined share of the two responses indicating rude treatment and ineffective measures to address it was highest at state HEIs, at 7.04 per cent**. The corresponding figure was 5.99 per cent at non-state HEIs and 4.91 per cent at foreign HEIs and their branches.

Assessments of academic staff attitudes towards students by form of ownership are **presented in Table 9**.

Form of ownership	Relations consistently based on mutual respect	Cases of rude treatment are very rare	Generally respectful treatment	Rude treatment occurs; measures taken are ineffective	Rude and disrespectful treatment
State HEIs	25.75%	53.57%	13.64%	1.76%	5.28%
Non-state HEIs	33.10%	48.97%	11.94%	1.46%	4.53%
Foreign HEIs	28.71%	47.72%	18.65%	1.72%	3.19%

Table 9. Assessments of academic staff attitudes towards students by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that relationships between academic staff and students were assessed predominantly positively across all forms of ownership. At the same time, **although the share of responses indicating rude or disrespectful treatment was small, it cannot be disregarded**. Additional analysis of student complaints, ethics committee data and internal grievance-handling mechanisms is required to determine the nature and causes of such cases.

5.2. Results by Region

Regional results show that relationships between academic staff and students were assessed predominantly positively throughout the country. Most responses indicated either consistently or generally respectful relationships and that incidents of rude treatment were very rare.

The highest share reporting consistently respectful relationships was recorded in Khorezm Region, at 31.91 per cent. This figure was 30.64 per cent in Surkhandarya Region, 30.24 per cent in Fergana Region and 30.14 per cent in Andijan Region.

Comparatively lower shares for this response were recorded in the Republic of Karakalpakstan at 23.34 per cent, Tashkent Region at 25.04 per cent, Jizzakh Region at 26.27 per cent and Tashkent City at 26.85 per cent. However, these regions also recorded high shares of responses indicating that 'incidents of rude treatment are very rare' and that relationships are 'generally respectful'.

The combined share of the two responses indicating rude treatment and ineffective measures to address it was **highest in Tashkent Region, at 7.56 per cent**. This figure was 7.52 per cent in the Republic of Karakalpakstan, 7.41 per cent in Samarkand Region, 7.25 per cent in Tashkent City and 6.96 per cent in Kashkadarya Region.

The highest share for the response 'rude and disrespectful treatment exists' was recorded in the Republic of Karakalpakstan, at 5.94 per cent. **The lowest overall negative-response rate was recorded in Syrdarya Region, at 4.72 per cent**. The full regional distribution of assessments is presented in Table 10.

REGION	Relations consistently based on mutual respect	Cases of rude treatment are very rare	Generally respectful treatment	Rude treatment occurs; measures taken are ineffective	Rude and disrespectful treatment
Andijan Region	30.14%	51.89%	12.62%	1.29%	4.06%
Bukhara Region	27.38%	52.88%	12.94%	1.69%	5.12%
Fergana Region	30.24%	51.92%	11.79%	1.54%	4.51%
Jizzakh Region	26.27%	53.78%	13.69%	1.40%	4.86%
Namangan Region	27.30%	53.62%	12.59%	1.57%	4.93%
Navoi Region	28.28%	51.56%	13.86%	1.51%	4.80%
Kashkadarya Region	29.32%	50.35%	13.37%	1.76%	5.20%
Republic of Karakalpakstan	23.34%	55.53%	13.61%	1.58%	5.94%
Samarkand Region	26.93%	51.47%	14.19%	1.89%	5.52%
Syrdarya Region	29.15%	53.31%	12.82%	1.09%	3.63%
Surkhandarya Region	30.64%	51.73%	12.02%	1.25%	4.35%
Tashkent City	26.85%	51.97%	13.93%	1.95%	5.30%
Tashkent Region	25.04%	54.11%	13.30%	1.90%	5.66%
Khorezm Region	31.91%	50.16%	11.91%	1.34%	4.68%

Table 10. Regional assessments of academic staff attitudes towards students, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Although differences between regions were not large, some regions recorded comparatively higher shares of responses indicating negative treatment. **Any instance of rude or disrespectful treatment may undermine students' psychological safety and participation in the educational process.** Regions with comparatively high shares of such responses therefore require additional examination of complaint-handling procedures, compliance with pedagogical ethics requirements and reliable feedback mechanisms for students.

5.3. Results by HEI

The institution-level analysis shows considerable variation in assessments of relationships between academic staff and students. At some HEIs, responses indicating consistently respectful relationships predominated,

while at others comparatively higher shares of responses indicated rude and disrespectful treatment.

The highest share reporting consistently respectful relationships was recorded at British Management University in Tashkent, at 95.24 per cent. No responses indicating rude and disrespectful treatment were recorded at this HEI, while 0.13 per cent reported that measures being taken were ineffective.

At the ISFT Institute, 86.73 per cent of respondents reported consistently respectful relationships. This figure was 60.77 per cent at Ajou University in Tashkent, 59.48 per cent at Central Asian Medical University, 57.36 per cent at Amity University in Tashkent and 52.46 per cent at the Jizzakh Branch of Kazan Federal University.

HEIs with high shares of responses indicating consistently respectful relationships between academic staff and students are **presented in Table 11**.

Table 11. HEIs with high shares of responses indicating consistently respectful relationships, 2026 (%)

HEI name	Relations consistently based on mutual respect	Cases of rude treatment are very rare	Generally respectful treatment	Rude treatment occurs; measures taken are ineffective	Rude and disrespectful treatment
British Management University in Tashkent	**95.24%**	4.26%	0.38%	0.13%	0.00%
ISFT Institute	**86.73%**	12.82%	0.12%	0.12%	0.22%
Ajou University in Tashkent	**60.77%**	19.65%	16.12%	0.74%	2.71%
Central Asian Medical University	**59.48%**	38.05%	1.51%	0.27%	0.69%
Amity University in Tashkent	**57.36%**	30.38%	9.95%	1.09%	1.23%
Jizzakh Branch of Kazan Federal University	**52.46%**	35.65%	10.43%	0.29%	1.16%
Mamun University	**40.48%**	44.06%	10.12%	1.62%	3.73%
New Uzbekistan University	**39.79%**	51.31%	6.28%	0.26%	2.36%
Tashkent University of Applied Sciences	**38.71%**	47.62%	10.68%	0.70%	2.30%
Bukhara University of Innovations	**38.39%**	58.71%	2.06%	0.22%	0.62%

Source: Author's calculations based on data from the Nationwide Student Survey.

The **highest share of responses indicating rude and disrespectful treatment was recorded at Turin Polytechnic University in Tashkent, at 10.40 per cent**. Together with responses indicating that measures being taken were ineffective, the overall share of negative assessments at this HEI was 15.10 per cent.

The overall share of negative assessments was 12.06 per cent at Tashkent University of Architecture and Civil Engineering, 11.72 per cent at Tashkent State Transport University, 11.03 per cent at Samarkand State Medical University and 10.63 per cent at Tashkent State Technical University. HEIs with comparatively high shares of responses indicating rude and disrespectful treatment are **presented in Table 12**.

Table 12. HEIs with comparatively high shares of responses indicating rude and disrespectful treatment, 2026 (%)

HEI name	Relations consistently based on mutual respect	Cases of rude treatment are very rare	Generally respectful treatment	Rude treatment occurs; measures taken are ineffective	Rude and disrespectful treatment
Turin Polytechnic University in Tashkent	12.82%	47.15%	24.93%	4.70%	**10.40%**
Tashkent University of Architecture and Civil Engineering	18.90%	53.82%	15.23%	2.84%	**9.22%**
Tashkent State Transport University	17.36%	57.90%	13.02%	2.91%	**8.81%**
Tashkent Region Branch of Astrakhan State Technical University	11.43%	45.71%	34.29%	0.00%	**8.57%**
Tashkent State Technical University	18.85%	56.65%	13.88%	2.75%	**7.88%**
Samarkand State Medical University	21.54%	48.20%	19.23%	3.36%	**7.67%**
Nukus Branch of Uzbekistan State Institute of Arts and Culture	26.44%	54.15%	10.44%	1.41%	**7.56%**
Samarkand State University of Architecture and Construction	20.28%	55.01%	14.63%	2.82%	**7.27%**
Karakalpak Institute of Agriculture and Agrotechnologies	19.97%	58.96%	11.81%	2.00%	**7.27%**
Urgut Branch of Samarkand State University	22.78%	55.37%	12.86%	1.75%	**7.24%**

Source: Author's calculations based on data from the Nationwide Student Survey.

Although the share of negative responses at institution level was comparatively small, these responses identify **areas in which pedagogical ethics, communication culture and student protection mechanisms need to be strengthened**. The results should be interpreted not as conclusive evidence that rude treatment is widespread at a particular HEI, but as an analytical signal warranting internal examination.

VI. FAIRNESS AND TRANSPARENCY OF THE ASSESSMENT SYSTEM

6.1. Results by Form of Ownership of HEIs

The fairness, transparency and impartiality of assessment processes directly influence students' trust in the education system. The survey results show that the majority of respondents across HEIs of all forms of ownership assessed the existing assessment system positively.

The highest share of respondents considering the assessment system fully fair and transparent was recorded at non-state HEIs, at 79.94 per cent. The corresponding figure was 76.69 per cent at foreign HEIs and their branches and 71.19 per cent at state HEIs.

The combined share of 'fully fair and transparent' and 'generally fair, with violations occurring rarely' responses was 87.07 per cent at foreign HEIs and their branches, 86.75 per cent at non-state HEIs and 81.27 per cent at state HEIs. This demonstrates that positive perceptions of the assessment system predominated across all forms of ownership.

The highest share of responses indicating partial transparency and occasional violations was recorded at state HEIs, at 12.58 per cent. The corresponding figure was 8.64 per cent at foreign HEIs and their branches and 7.96 per cent at non-state HEIs.

The combined share of responses describing the assessment system as unfair and indicating corruption or favouritism was highest at state HEIs, at 6.14 per cent. This figure was 5.28 per cent at non-state HEIs and 4.29 per cent at foreign HEIs and their branches.

Form of ownership	Generally fair; violations are rare	Fully fair and transparent	Partly transparent; some violations occur	Unfair; cases of corruption exist	Not transparent; favouritism is widespread
State HEIs	10.08%	71.19%	12.58%	4.18%	1.96%
Non-state HEIs	6.81%	79.94%	7.96%	3.62%	1.66%
Foreign HEIs	10.38%	76.69%	8.64%	2.70%	1.59%

Table 13. Assessments of the fairness and transparency of the assessment system by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that the assessment system is generally perceived as fair and transparent across all forms of ownership. However, **responses referring to corruption, favouritism or a lack of transparency reflect respondents' perceptions of the assessment process rather than the number of confirmed violations**. These results should therefore be examined together with appeals, official data on academic misconduct and internal-control findings.

6.2. Results by Region

The regional analysis shows that positive views of the assessment system predominate throughout the country. At the same time, certain differences were observed in the shares of responses concerning full transparency of assessment processes, occasional violations and unfairness.

The highest share of respondents considering the assessment system fully fair and transparent was recorded in Surkhandarya Region, at 78.93 per cent. This figure was 78.14 per cent in Khorezm Region, 77.96 per cent in Syrdarya Region and 77.08 per cent in Navoi Region.

Comparatively lower shares of responses indicating fully fair and transparent assessment were recorded in Tashkent City at 69.28 per cent, Samarkand Region at 70.42 per cent, Tashkent Region at 73.26 per cent and Jizzakh Region at 73.54 per cent. Tashkent City also recorded the highest regional share of respondents reporting partial transparency and occasional violations, at 13.14 per cent.

The combined share of responses describing the assessment system as unfair and indicating corruption or favouritism was **highest in Tashkent Region, at 6.80 per cent**. This figure was 6.75 per cent in Samarkand Region, 6.53 per cent in Tashkent City, 6.42 per cent in the Republic of Karakalpakstan and 6.09 per cent in Kashkadarya Region.

For individual response categories, the highest share reporting the existence of corruption was 4.77 per cent in Samarkand Region, while the highest share indicating widespread favouritism was 2.21 per cent in Tashkent Region. **The lowest overall critical-response rate was recorded in Syrdarya Region, at 3.96 per cent**.

Regional assessments of the fairness and transparency of the assessment system are **presented in Table 14**.

REGION	Generally fair; violations are rare	Fully fair and transparent	Partly transparent; some violations occur	Unfair; cases of corruption exist	Not transparent; favouritism is widespread
Andijan Region	8.90%	76.13%	10.42%	2.99%	1.56%
Bukhara Region	8.03%	75.94%	10.26%	3.87%	1.91%
Fergana Region	8.87%	75.72%	10.70%	3.11%	1.59%
Jizzakh Region	9.08%	73.54%	11.88%	3.71%	1.80%
Namangan Region	9.06%	74.81%	10.54%	3.78%	1.81%
Navoi Region	8.10%	77.08%	9.41%	3.59%	1.81%
Kashkadarya Region	8.38%	75.06%	10.47%	4.11%	1.98%
Republic of Karakalpakstan	8.21%	74.64%	10.73%	4.69%	1.73%
Samarkand Region	10.12%	70.42%	12.71%	4.77%	1.98%
Syrdarya Region	8.38%	77.96%	9.69%	2.77%	1.19%
Surkhandarya Region	6.81%	78.93%	9.49%	3.03%	1.73%
Tashkent City	11.05%	69.28%	13.14%	4.47%	2.06%
Tashkent Region	9.08%	73.26%	10.86%	4.59%	2.21%
Khorezm Region	7.31%	78.14%	9.43%	3.53%	1.59%

Table 14. Regional assessments of the fairness and transparency of the assessment system, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Although positive assessments predominated across regions, some regions recorded comparatively more responses concerning partial transparency, corruption and favouritism. **These responses do not mean that violations have been confirmed**, but they identify regions where additional examination is warranted regarding the advance publication of assessment criteria, substantiation of results and the reliability of appeal mechanisms.

6.3. Results by HEI

The institution-level analysis shows that students' confidence in the fairness and transparency of the assessment system varies. At some HEIs, the share considering the system fully fair and transparent was very high, while at others comparatively more responses indicated partial transparency, corruption or favouritism.

The highest share of respondents considering the assessment system fully fair and transparent was recorded at the ISFT Institute, at 99.41 per cent. At this HEI, responses relating to unfairness, corruption and favouritism together accounted for 0.34 per cent.

At British Management University in Tashkent, 98.62 per cent of respondents rated the assessment system as fully fair and transparent, as did 96.07 per cent at Bukhara University of Innovations and 95.33 per cent at Central Asian Medical University. At Tashkent International University of Education, the corresponding figure was 91.09 per cent.

HEIs with high shares of respondents considering the assessment system fully fair and transparent are **presented in Table 15**.

HEI name	Generally fair; violations are rare	Fully fair and transparent	Partly transparent; some violations occur	Unfair; cases of corruption exist	Not transparent; favouritism is widespread
ISFT Institute	0.13%	**99.41%**	0.12%	0.29%	0.05%
British Management University in Tashkent	0.13%	**98.62%**	0.38%	0.75%	0.13%
Bukhara University of Innovations	1.09%	**96.07%**	0.69%	1.71%	0.44%
Central Asian Medical University	1.65%	**95.33%**	1.65%	0.55%	0.82%
Tashkent International University of Education	5.17%	**91.09%**	1.61%	1.36%	0.76%
Tashkent University of Applied Sciences	3.89%	**88.80%**	4.28%	2.26%	0.77%
Tashkent Branch of Plekhanov Russian University of Economics	8.47%	**88.06%**	1.25%	1.67%	0.56%
Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology	4.58%	**87.72%**	4.45%	2.31%	0.94%
Bukhara International University	5.08%	**87.41%**	4.30%	2.27%	0.94%
Mamun University	4.58%	**87.35%**	4.64%	2.44%	0.99%

Table 15. HEIs with high shares of responses considering the assessment system fully fair and transparent, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The **highest overall share of critical responses concerning the assessment system was recorded at the Tashkent Region Branch of Astrakhan State Technical University**. There, 5.71 per cent reported unfairness and corruption, while 8.57 per cent reported a lack of transparency and widespread favouritism. Together, these two responses accounted for 14.28 per cent.

The combined share of these critical responses was 11.18 per cent at Tashkent State Technical University, 10.69 per cent at Tashkent State Transport University, 9.91 per cent at Samarkand State University of Architecture and Construction and 9.86 per cent at Diplomat University.

The highest share reporting partial transparency and occasional violations was 25.15 per cent at the Kamoliddin Behzod National Institute of Art and Design. HEIs with comparatively high shares of critical responses concerning the assessment system are **presented in Table 16**.

HEI name	Generally fair; violations are rare	Fully fair and transparent	Partly transparent; some violations occur	Unfair; cases of corruption exist	Not transparent; favouritism is widespread
Tashkent Region Branch of Astrakhan State Technical University	14.29%	51.43%	20.00%	5.71%	**8.57%**
Bucheon University in Tashkent	17.74%	63.87%	11.94%	2.26%	**4.19%**
International Agriculture University	8.74%	71.84%	11.65%	3.88%	**3.88%**
Kamoliddin Behzod National Institute of Art and Design	17.37%	49.90%	25.15%	3.73%	**3.86%**
Samarkand State University of Architecture and Construction	12.42%	58.87%	18.80%	6.26%	**3.65%**
Renaissance University	10.03%	66.92%	14.28%	5.35%	**3.41%**
Diplomat University	12.04%	63.21%	14.88%	6.52%	**3.34%**
University of Management and Future Technologies	10.07%	69.47%	12.06%	5.09%	**3.32%**
Tashkent State Transport University	9.96%	66.04%	13.31%	7.38%	**3.31%**
Tashkent State Technical University	11.58%	63.64%	13.59%	7.88%	**3.30%**

Table 16. HEIs with comparatively high shares of critical responses concerning the assessment system, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Institution-level results show that students do not perceive the explanation of assessment criteria, substantiation of results and openness of appeal processes uniformly. At **HEIs with comparatively high shares of critical responses**, it would be appropriate to separately examine assessment procedures, appeal practices and students' awareness of these mechanisms.

VII. USABILITY AND FUNCTIONALITY OF THE HEMIS INFORMATION SYSTEM

7.1. Results by Form of Ownership of HEIs

The usability, technical stability and functionality of the HEMIS information system are important factors affecting students' experience in accessing information and electronic services related to the educational process. The survey results show that positive assessments of the system predominated across HEIs of all forms of ownership, although certain differences were observed in technical failures and difficulties of use.

The highest share of respondents rating the HEMIS information system as convenient and functional was recorded at non-state HEIs, at 75.60 per cent. The corresponding figure was 67.23 per cent at state HEIs and 62.84 per cent at foreign HEIs and their branches.

The combined share of 'convenient and functional' and 'convenient, with expanding functionality and infrequent failures' responses was 87.37 per cent at non-state HEIs, 82.85 per cent at state HEIs and 78.83 per cent at foreign HEIs and their branches.

The combined share of the three responses indicating difficulties in using the system was **highest at foreign HEIs and their branches, at 21.17 per cent**. In this category, 11.05 per cent reported limited functionality and frequent failures, while 5.43 per cent reported frequent and unresolved failures.

At state HEIs, 7.29 per cent rated the system as inconvenient but improving. At non-state HEIs, the overall share of responses referring to inconvenience and technical problems was comparatively lower, at 12.63 per cent.

Assessments of the usability and functionality of the HEMIS information system by form of ownership are **presented in Table 17**.

Form of ownership	Inconvenient; limited functionality and frequent faults	Convenient and functional	Convenient; functionality is expanding and faults are rare	Very inconvenient; frequent unresolved faults	Inconvenient, but improving; faults still occur
State HEIs	7.14%	67.23%	15.62%	2.72%	7.29%
Non-state HEIs	5.29%	75.60%	11.77%	2.19%	5.15%
Foreign HEIs	11.05%	62.84%	15.99%	5.43%	4.69%

Table 17. Assessments of the usability and functionality of the HEMIS information system by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that the HEMIS information system was assessed positively by most respondents. However, **an assessment of usability does not fully reflect the system's technical speed, continuity of operation or data quality**. The survey results should therefore be analysed together with data on the frequency of system outages, response times for user requests, server load and technical user support.

7.2. Results by Region

The regional analysis shows that the usability and functionality of the HEMIS information system were assessed positively in most regions. However, certain differences were observed in responses concerning technical stability, the frequency of failures and functional limitations.

The highest share of respondents rating the system as convenient and functional was recorded in Surkhandarya Region, at 76.93 per cent. This figure was 74.51 per cent in Khorezm Region, 74.08 per cent in Syrdarya Region, 74.04 per cent in Kashkadarya Region and 73.87 per cent in the Republic of Karakalpakstan.

The combined share of 'convenient and functional' and 'convenient, with expanding functionality and infrequent failures' responses was 89.07 per cent in Syrdarya Region, 89.03 per cent in Surkhandarya Region and 87.81 per cent in Khorezm Region. This indicates that the experience of using the system was assessed predominantly positively in these regions.

The combined share of the three responses rating the system as inconvenient was **highest in Tashkent City, at 20.17 per cent**. This figure was 18.27 per cent in Tashkent Region, 17.13 per cent in Samarkand Region and 16.70 per cent in Jizzakh Region.

The share reporting limited functionality and frequent failures was 8.45 per cent in Tashkent City, 8.08 per cent in Tashkent Region and 7.36 per cent in Samarkand Region. **The highest share of responses referring to frequent and unresolved failures was likewise recorded in Tashkent City, at 3.72 per cent**.

Regional assessments of the usability and functionality of the HEMIS information system are **presented in Table 18**.

Region	Inconvenient; limited functionality and frequent faults	Convenient and functional	Convenient; functionality is expanding and faults are rare	Very inconvenient; frequent unresolved faults	Inconvenient, but improving; faults still occur
Andijan Region	5.24%	72.19%	14.67%	1.91%	5.99%
Bukhara Region	6.43%	70.56%	14.37%	2.54%	6.10%
Fergana Region	5.76%	68.35%	17.04%	2.12%	6.73%
Jizzakh Region	6.94%	66.26%	17.05%	2.27%	7.49%
Namangan Region	5.36%	71.40%	14.92%	2.05%	6.27%
Navoi Region	6.58%	69.74%	15.35%	2.07%	6.25%
Kashkadarya Region	4.98%	74.04%	13.45%	2.04%	5.49%
Republic of Karakalpakstan	5.85%	73.87%	12.14%	2.01%	6.13%
Samarkand Region	7.36%	66.20%	16.67%	2.65%	7.12%
Syrdarya Region	4.74%	74.08%	14.99%	1.20%	5.00%
Surkhandarya Region	4.59%	76.93%	12.10%	1.55%	4.83%
Tashkent City	8.45%	65.19%	14.65%	3.72%	8.00%
Tashkent Region	8.08%	68.04%	13.69%	3.20%	6.99%
Khorezm Region	4.71%	74.51%	13.30%	1.72%	5.75%

Table 18. Regional assessments of the usability and functionality of the HEMIS information system, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The identified regional differences show that respondents assessed their experience of using the system and technical problems differently. However, the survey results do not identify the precise technical causes of failures. It would therefore be appropriate, in regions with high shares of critical responses, to conduct additional examination of **server load, internet connection quality, numbers of users, the content of user requests and the time required to resolve technical failures**.

7.3. Results by HEI

The institution-level analysis shows considerable variation in assessments of the usability, functionality and technical stability of the HEMIS information system. At some HEIs, responses rating the system as convenient and functional predominated, while at others comparatively more responses referred to technical failures and functional limitations.

The highest share of respondents rating the system as convenient and functional was recorded at the ISFT Institute, at 99.48 per cent. At this HEI, the three responses relating to inconvenience and technical problems together accounted for 0.40 per cent.

At Bukhara University of Innovations, 95.76 per cent of respondents rated the system as convenient and functional, as did 90.10 per cent at British Management University in Tashkent and 85.42 per cent at the Tashkent Branch of Plekhanov Russian University of Economics. The corresponding figure was 84.79 per cent at Oriental University and 83.59 per cent at Tashkent University of Applied Sciences.

HEIs with high shares of responses rating the HEMIS information system as convenient and functional are **presented in Table 19**.

HEI name	Inconvenient; limited functionality and frequent faults	Convenient and functional	Convenient; functionality is expanding and faults are rare	Very inconvenient; frequent unresolved faults	Inconvenient, but improving; faults still occur
ISFT Institute	0.13%	**99.48%**	0.12%	0.10%	0.17%
Bukhara University of Innovations	0.87%	**95.76%**	1.84%	0.41%	1.12%
British Management University in Tashkent	1.13%	**90.10%**	7.89%	0.50%	0.38%
Tashkent Branch of Plekhanov Russian University of Economics	2.64%	**85.42%**	7.64%	4.31%	0.00%
Oriental University	3.13%	**84.79%**	6.50%	2.19%	3.39%
Tashkent University of Applied Sciences	2.75%	**83.59%**	9.49%	1.07%	3.10%
University of Innovation Technologies	4.02%	**82.30%**	9.10%	1.15%	3.43%
Termez University of Economics and Service	4.44%	**81.86%**	8.39%	1.31%	4.01%
Nukus Branch of Uzbekistan State University of Physical Education and Sport	5.82%	**81.53%**	6.96%	1.48%	4.22%
Mamun University	2.91%	**80.90%**	11.35%	1.20%	3.64%

Table 19. HEIs with high shares of respondents rating the HEMIS information system as convenient and functional, 2026

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, some HEIs recorded comparatively high shares of responses concerning the system's inconvenience and technical failures. The combined share of the three responses indicating inconvenience was **48.09 per cent** at the Tashkent Branch of Gubkin Russian State University of Oil and Gas, 45.41 per cent at New Uzbekistan University, 39.36 per cent at the Tashkent Branch of the National Research Nuclear University MEPhI and 34.84 per cent at Bucheon University in Tashkent.

The share of respondents reporting frequent and unresolved failures was 13.76 per cent at the Tashkent Branch of Gubkin Russian State University of Oil and Gas, 12.77 per cent at the MEPhI branch and 11.29 per cent at New Uzbekistan University.

HEIs with high shares of responses concerning the inconvenience and technical problems of the system are presented in Table 20.

HEI name	Inconvenient; limited functionality and frequent faults	Convenient and functional	Convenient; functionality is expanding and faults are rare	Very inconvenient; frequent unresolved faults	Inconvenient, but improving; faults still occur
Tashkent Branch of Gubkin Russian State University of Oil and Gas	27.38%	30.64%	21.28%	**13.76%**	6.95%
Tashkent Branch of National Research Nuclear University MEPhI	17.02%	39.36%	21.28%	**12.77%**	9.57%
New Uzbekistan University	12.86%	35.96%	18.64%	**11.29%**	21.26%
Bucheon University in Tashkent	25.16%	30.65%	34.52%	**8.39%**	1.29%
State Conservatory of Uzbekistan	14.69%	50.92%	16.43%	**7.29%**	10.66%
Tashkent State Medical University	13.45%	53.49%	15.49%	**7.07%**	10.50%
Turin Polytechnic University in Tashkent	12.25%	45.30%	26.50%	**6.70%**	9.26%
Branch of the National University of Science and Technology MISIS	10.72%	63.55%	15.01%	**6.63%**	4.09%
Amity University in Tashkent	7.49%	62.40%	19.75%	**6.54%**	3.81%
Kamoliddin Behzod National Institute of Art and Design	16.37%	47.79%	19.67%	**5.87%**	10.30%

Table 20. HEIs with high shares of responses concerning the inconvenience and technical problems of the HEMIS information system, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Differences between HEIs show that the experience of using the system, technical infrastructure and user support were not assessed uniformly. However, the survey results do not directly establish the technical causes of the identified problems. At HEIs with high shares of problematic responses, it is therefore necessary to separately examine **server load, internet connectivity, the number of system users, the content of technical requests and the time required to resolve them**.

VIII. ASSESSMENT OF THE CONDITION OF CLASSROOMS AND LABORATORIES

8.1. Results by Form of Ownership of HEIs

The survey results show that respondents generally assessed the condition of classrooms and laboratories positively across HEIs of all forms of ownership. However, certain differences were observed in responses concerning the availability of modern infrastructure, provision of equipment and the need for renovation.

The highest share of respondents rating classrooms and laboratories as **excellent and equipped with modern infrastructure** was recorded at non-state HEIs, at **77.63 per cent**. The corresponding figure was 71.05 per cent at foreign HEIs and 58.33 per cent at state HEIs.

The combined share of 'excellent condition, modern infrastructure' and 'good condition, generally sufficient equipment' responses was **89.35 per cent** at non-state HEIs, 88.27 per cent at foreign HEIs and 81.48 per cent at state HEIs. This indicates that respondents rated learning infrastructure comparatively more highly at non-state and foreign HEIs.

The combined share of the three responses indicating shortcomings in learning infrastructure was **18.52 per cent** at state HEIs. This figure was 11.73 per cent at foreign HEIs and 10.64 per cent at non-state HEIs.

At state HEIs, 7.52 per cent of respondents reported that some equipment was unavailable, 6.69 per cent reported that classrooms and laboratories required renovation and had a very low level of equipment, and 4.31 per cent reported that a large amount of equipment was lacking.

Assessments of the condition of classrooms and laboratories by form of ownership are presented in Table 21.

Form of ownership	Satisfactory condition; some equipment is unavailable	Requires renovation; equipment provision is very poor	Partly renovated; much equipment is missing	Excellent condition with modern infrastructure	Good condition; equipment is generally sufficient
State HEIs	7.52%	6.69%	4.31%	58.33%	23.15%
Non-state HEIs	4.38%	3.86%	2.40%	77.63%	11.72%
Foreign HEIs	5.06%	3.73%	2.94%	71.05%	17.22%

Table 21. Assessments of the condition of classrooms and laboratories by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that positive assessments of learning infrastructure were higher at non-state and foreign HEIs than at state HEIs. However, survey results do not fully reflect the actual technical condition of classrooms and laboratories. These assessments should therefore be analysed together with **official data on equipment inventories, the operational status of laboratory equipment, classroom capacity and renovation needs**.

8.2. Results by Region

The regional analysis shows that respondents generally assessed the condition of classrooms and laboratories positively across all regions. However, certain differences were observed between regions in the availability of modern infrastructure, provision of equipment and renovation needs.

The highest share of respondents rating classrooms and laboratories as **excellent and equipped with modern infrastructure** was recorded in Surkhandarya Region, at **72.77 per cent**. The corresponding figure was 70.06 per cent in Khorezm Region, 66.22 per cent in Kashkadarya Region, 65.97 per cent in Bukhara Region and 65.78 per cent in Andijan Region.

The combined share of 'excellent condition, modern infrastructure' and 'good condition, generally sufficient equipment' responses was **89.00 per cent in Surkhandarya Region**, 87.49 per cent in Khorezm Region and 86.39 per cent in Andijan Region. The comparatively lowest combined share of these positive responses was recorded in the Republic of Karakalpakstan, at 79.86 per cent.

The highest share of respondents reporting that some equipment was unavailable was recorded in the Republic of Karakalpakstan, at 8.38 per cent. This figure was 7.65 per cent in Syrdarya Region and 7.60 per cent in Namangan Region.

The share reporting that classrooms and laboratories required renovation and had a very low level of equipment was **7.64 per cent in the Republic of Karakalpakstan**, 7.00 per cent in Namangan Region, 6.83 per cent in Navoi Region and 6.75 per cent in Syrdarya Region.

Regional assessments of the condition of classrooms and laboratories are presented in Table 22.

REGION	Satisfactory condition; some equipment is unavailable	Requires renovation; equipment provision is very poor	Partly renovated; much equipment is missing	Excellent condition with modern infrastructure	Good condition; equipment is generally sufficient
Andijan Region	5.96%	4.77%	2.89%	65.78%	20.61%
Bukhara Region	6.47%	5.69%	3.74%	65.97%	18.12%
Fergana Region	6.06%	5.00%	3.27%	64.57%	21.10%
Jizzakh Region	6.96%	6.63%	3.48%	59.73%	23.20%
Namangan Region	7.60%	7.00%	4.21%	59.50%	21.70%
Navoi Region	7.00%	6.83%	3.75%	60.49%	21.93%
Kashkadarya Region	6.71%	5.61%	3.53%	66.22%	17.93%
Republic of Karakalpakstan	8.38%	7.64%	4.12%	59.82%	20.04%
Samarkand Region	7.09%	6.63%	4.30%	60.85%	21.13%
Syrdarya Region	7.65%	6.75%	4.06%	57.02%	24.51%
Surkhandarya Region	4.67%	3.88%	2.46%	72.77%	16.23%
Tashkent City	6.98%	6.23%	4.37%	62.05%	20.37%
Tashkent Region	6.73%	6.01%	3.82%	63.19%	20.25%
Khorezm Region	5.10%	4.45%	2.96%	70.06%	17.43%

Table 22. Regional assessments of the condition of classrooms and laboratories, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The identified regional differences show that respondents did not assess learning infrastructure and the provision of equipment uniformly. However, the survey results do not fully determine the actual technical condition of

infrastructure or the operational status of existing equipment. In regions with high shares of responses indicating shortcomings, it would therefore be appropriate to additionally examine **the technical condition of classrooms and laboratories, the availability and serviceability of equipment, and renovation needs**.

8.3. Results by HEI

The institution-level analysis shows considerable variation in assessments of the condition of classrooms and laboratories, levels of equipment and the modernity of infrastructure. At some HEIs, positive responses were almost universal, while at others comparatively more responses referred to renovation needs and equipment shortages.

The highest share of respondents rating classrooms and laboratories as **excellent and equipped with modern infrastructure** was recorded at the ISFT Institute, at **99.28 per cent**. At this HEI, the three responses indicating infrastructure shortcomings together accounted for 0.49 per cent.

This figure was 96.17 per cent at Bukhara University of Innovations, 94.99 per cent at British Management University in Tashkent and 90.83 per cent at the Tashkent Branch of Plekhanov Russian University of Economics. Learning infrastructure was rated excellent by 89.52 per cent of respondents at Bukhara International University, 89.17 per cent at Termez University of Economics and Service and 89.06 per cent at Tashkent University of Applied Sciences.

HEIs receiving the highest positive assessments for the condition of classrooms and laboratories are presented in Table 23.

HEI name	Satisfactory condition; some equipment is unavailable	Requires renovation; equipment provision is very poor	Partly renovated; much equipment is missing	Excellent condition with modern infrastructure	Good condition; equipment is generally sufficient
ISFT Institute	0.34%	0.12%	0.03%	**99.28%**	0.24%
Bukhara University of Innovations	0.84%	0.97%	0.37%	**96.17%**	1.65%
British Management University in Tashkent	2.88%	0.50%	1.13%	**94.99%**	0.50%
Tashkent Branch of Plekhanov Russian University of Economics	1.81%	0.42%	0.28%	**90.83%**	6.67%
Bukhara International University	1.69%	2.62%	1.00%	**89.52%**	5.16%
Termez University of Economics and Service	1.61%	2.54%	1.17%	**89.17%**	5.51%
Tashkent University of Applied Sciences	2.09%	1.33%	0.81%	**89.06%**	6.70%
Tashkent International University of Education	1.27%	0.85%	0.68%	**88.97%**	8.23%
Nordic International University	1.90%	1.78%	1.06%	**88.40%**	6.86%
Urgench RANCH University of Technology	2.27%	3.19%	1.67%	**86.63%**	6.24%

Table 23. HEIs with high shares of respondents rating classrooms and laboratories as excellent and equipped with modern infrastructure, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, some HEIs recorded comparatively high shares of responses indicating that classrooms and laboratories required renovation and lacked equipment. The highest figure was recorded at the Kamoliddin Behzod National Institute of Art and Design, where **22.16 per cent** of respondents reported that classrooms and laboratories required renovation and had a very low level of equipment. In addition, 17.61 per cent reported that a large amount of equipment was lacking, while 15.57 per cent reported that some necessary equipment was unavailable.

The share of respondents reporting that classrooms and laboratories required renovation and had a very low level of equipment was 15.45 per cent at the Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology, 14.13 per cent at the Karakalpak Institute of Agriculture and Agrotechnologies, 13.23 per cent at Tashkent State Technical University and 12.94 per cent at Nukus State Technical University.

HEIs with high shares of respondents reporting shortcomings in the condition of classrooms and laboratories are presented in Table 24.

HEI name	Satisfactory condition; some equipment is unavailable	Requires renovation; equipment provision is very poor	Partly renovated; much equipment is missing	Excellent condition with modern infrastructure	Good condition; equipment is generally sufficient
Kamoliddin Behzod National Institute of Art and Design	15.57%	**22.16%**	17.61%	20.71%	23.94%
Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology	9.97%	**15.45%**	9.53%	41.99%	23.05%
Karakalpak Institute of Agriculture and Agrotechnologies	9.85%	**14.13%**	6.18%	52.03%	17.81%
Tashkent State Technical University	8.91%	**13.23%**	8.60%	44.87%	24.39%
Nukus State Technical University	11.04%	**12.94%**	6.64%	47.42%	21.96%
Tashkent Institute of Chemical Technology	9.71%	**11.15%**	7.66%	40.72%	30.76%
Namangan State Technical University	10.00%	**11.00%**	6.23%	49.45%	23.33%
Karshi State Technical University	9.43%	**10.96%**	7.07%	49.22%	23.33%
National University of Uzbekistan named after Mirzo Ulugbek	11.25%	**10.63%**	7.10%	45.04%	25.98%
Navoi State University	10.00%	**10.62%**	5.84%	46.27%	27.27%

Table 24. HEIs where respondents reported shortcomings relating to the need for renovation of classrooms and laboratories and the provision of equipment, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Differences between HEIs show that respondents assessed the state of learning infrastructure differently. However, these results do not fully confirm the actual technical condition of classrooms and laboratories or the need for renovation. At HEIs with high shares of responses indicating shortcomings, it is therefore necessary to conduct an additional assessment, based on inventory and technical inspection results, of **the technical condition of buildings, the availability and serviceability of laboratory equipment, classroom capacity and renovation needs**.

IX. ASSESSMENT OF LIVING CONDITIONS IN STUDENT ACCOMMODATION

9.1. Results by Form of Ownership of HEIs

The survey results show that assessments of living conditions in student accommodation differ to some extent by form of ownership of HEIs. At the same time, the fact that a large proportion of respondents reported that they did not live in student accommodation must be taken into account separately when interpreting the results.

The highest share of respondents rating living conditions as **excellent and supported by modern infrastructure** was recorded at non-state HEIs, at **23.97 per cent**. The corresponding figure was 20.64 per cent at state HEIs and 20.39 per cent at foreign HEIs.

The combined share of 'excellent conditions, modern infrastructure' and 'good conditions, comfortable for living' responses was 32.98 per cent at state HEIs, 32.17 per cent at foreign HEIs and 30.35 per cent at non-state HEIs. Because these shares were calculated relative to all respondents, they do not separately represent the assessments of students who actually live in student accommodation.

The highest share of respondents reporting that partial renovation was needed and that living conditions were difficult was **recorded at state HEIs, at 11.88 per cent**. The corresponding figure was 8.69 per cent at non-state HEIs and 6.56 per cent at foreign HEIs. The share reporting that student accommodation required renovation and lacked necessary conditions was 2.90 per cent at state HEIs, 2.62 per cent at foreign HEIs and 2.38 per cent at non-state HEIs.

The share of respondents not living in student accommodation was **53.52 per cent** at non-state HEIs, 51.82 per cent at foreign HEIs and 43.88 per cent at state HEIs. This to some extent limits direct comparison of assessments of student accommodation conditions by form of ownership.

Assessments of living conditions in student accommodation by form of ownership are presented in Table 25.

Form of ownership	Satisfactory; basic conditions are available	I do not live in student accommodation	Requires renovation; necessary conditions are absent	Partly renovated; living conditions are difficult	Excellent conditions and modern infrastructure	Good and comfortable living conditions
State HEIs	8.37%	43.88%	2.90%	11.88%	20.64%	12.34%
Non-state HEIs	5.06%	53.52%	2.38%	8.69%	23.97%	6.38%
Foreign HEIs	6.82%	51.82%	2.62%	6.56%	20.39%	11.78%

Table 25. Assessments of living conditions in student accommodation by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that state HEIs recorded comparatively more responses indicating a need for partial renovation of student accommodation and difficulties in living conditions. However, to assess living conditions accurately, future analyses should **separately calculate responses from students who actually reside in student accommodation** and also examine room capacity, sanitary conditions, safety, internet access and the availability of household services.

9.2. Results by Region

The regional analysis shows variation in assessments of living conditions in student accommodation. Differences between regions in the share of respondents who do not live in student accommodation must be taken into account when comparing the results.

The highest share of respondents rating living conditions as **excellent and supported by modern infrastructure** was recorded in Khorezm Region, at **27.70 per cent**. The corresponding figure was 27.18 per cent in Surkhandarya Region, 26.27 per cent in Syrdarya Region, 24.87 per cent in Jizzakh Region and 23.97 per cent in Bukhara Region.

The combined share of 'excellent conditions, modern infrastructure' and 'good conditions, comfortable for living' responses was **40.65 per cent in Syrdarya Region**, 37.59 per cent in Jizzakh Region, 37.04 per cent in Andijan Region and 36.78 per cent in Khorezm Region. However, because these

indicators were calculated relative to all respondents, they do not fully reflect the assessments of students who actually reside in student accommodation.

The highest share of respondents reporting a need for partial renovation and difficulties in living conditions was **recorded in the Republic of Karakalpakstan, at 14.30 per cent**. The corresponding figure was 12.28 per cent in Tashkent Region, 11.97 per cent in Tashkent City, 11.44 per cent in Bukhara Region and 10.99 per cent in Samarkand Region.

The share reporting that student accommodation required renovation and lacked necessary conditions was 3.45 per cent in the Republic of Karakalpakstan, 3.22 per cent in Tashkent Region, 3.12 per cent in Tashkent City and 2.96 per cent in Samarkand Region.

The highest share of respondents not living in student accommodation was recorded in **Navoi Region, at 51.14 per cent**. This figure was 49.91 per cent in Namangan Region and 49.52 per cent in Tashkent City. The lowest share was recorded in Syrdarya Region, at 39.22 per cent.

Regional assessments of living conditions in student accommodation are presented in Table 26.

REGION	Satisfactory; basic conditions are available	I do not live in student accommodation	Requires renovation; necessary conditions are absent	Partly renovated; living conditions are difficult	Excellent conditions and modern infrastructure	Good and comfortable living conditions
Andijan Region	7.86%	44.32%	2.13%	8.66%	23.15%	13.89%
Bukhara Region	6.96%	45.59%	2.44%	11.44%	23.97%	9.61%
Fergana Region	8.00%	42.57%	2.31%	10.42%	23.53%	13.17%
Jizzakh Region	7.78%	41.55%	2.47%	10.60%	24.87%	12.72%
Namangan Region	7.60%	49.91%	2.68%	10.40%	19.68%	9.73%
Navoi Region	7.48%	51.14%	2.73%	9.75%	19.90%	9.00%
Kashkadarya Region	7.20%	47.54%	2.46%	8.60%	23.88%	10.32%
Republic of Karakalpakstan	8.43%	43.97%	3.45%	14.30%	20.71%	9.14%
Samarkand Region	7.92%	44.79%	2.96%	10.99%	21.07%	12.27%
Syrdarya Region	8.18%	39.22%	2.30%	9.65%	26.27%	14.38%
Surkhandarya Region	5.36%	46.74%	2.22%	8.97%	27.18%	9.52%
Tashkent City	7.77%	49.52%	3.12%	11.97%	17.23%	10.39%
Tashkent Region	7.55%	47.42%	3.22%	12.28%	19.92%	9.60%
Khorezm Region	6.19%	44.28%	2.26%	10.49%	27.70%	9.08%

Table 26. Regional assessments of living conditions in student accommodation, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The identified regional differences show that respondents did not assess living conditions in student accommodation uniformly. However, these results need to be interpreted together with the share of respondents who do not live in student accommodation. To assess living conditions more accurately, it is necessary to **separately calculate responses from students who actually reside there** and examine room capacity, sanitary conditions, safety, internet access, heating and the availability of household services.

9.3. Results by HEI

The institution-level analysis shows considerable variation in assessments of the quality of student accommodation, household amenities and the modernity of residential infrastructure. However, the high share of respondents not living in student accommodation at some HEIs requires comparative results to be interpreted cautiously.

The highest share of respondents rating living conditions as **excellent and supported by modern infrastructure** was recorded at Ajou University in Tashkent, at **55.76 per cent**. Together with respondents rating the conditions as good and comfortable for living, the overall share of positive responses at this HEI was 71.47 per cent.

This figure was 51.81 per cent at Bukhara University of Innovations, 41.67 per cent at Mamun University, 38.76 per cent at SAMBHRAM University and 38.19 per cent at Bukhara International University. Living conditions were rated excellent by 36.98 per cent of respondents at Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology and 36.13 per cent at Tashkent International University of Education.

HEIs receiving the highest positive assessments for living conditions in student accommodation are presented in Table 27.

HEI name	Satisfactory; basic conditions are available	I do not live in student accommodation	Requires renovation; necessary conditions are absent	Partly renovated; living conditions are difficult	Excellent conditions and modern infrastructure	Good and comfortable living conditions
Ajou University in Tashkent	2.96%	21.88%	1.07%	2.63%	**55.76%**	15.71%
Bukhara University of Innovations	1.59%	40.59%	0.69%	3.30%	**51.81%**	2.03%
Mamun University	3.91%	41.17%	1.57%	7.24%	**41.67%**	4.44%
SAMBHRAM University	2.81%	38.15%	2.01%	10.24%	**38.76%**	8.03%
Bukhara International University	4.48%	46.53%	1.16%	5.09%	**38.19%**	4.55%
Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology	8.16%	31.10%	2.03%	7.58%	**36.98%**	14.16%
Tashkent International University of Education	1.78%	56.40%	0.68%	2.37%	**36.13%**	2.63%
Tashkent University of Applied Sciences	2.03%	53.10%	1.21%	3.98%	**35.89%**	3.79%
Urgut Branch of Samarkand State University	5.40%	31.12%	2.51%	12.86%	**35.82%**	12.30%
Karshi International University	7.19%	36.14%	3.18%	9.00%	**35.59%**	8.90%

Table 27. HEIs with high shares of respondents rating living conditions in student accommodation as excellent and supported by modern infrastructure, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, some HEIs recorded comparatively high shares of responses concerning the need for renovation of student accommodation and difficulties in living conditions. The highest share of respondents reporting that accommodation required renovation and lacked necessary conditions was **recorded at the Kamoliddin Behzod National Institute of Art and Design, at 6.85 per cent**.

The corresponding figure was 6.19 per cent at Tashkent State Technical University, 6.15 per cent at the Nukus Branch of the Uzbekistan State Institute of Arts and Culture, 5.31 per cent at the Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology and 5.30 per cent at Turin Polytechnic University in Tashkent.

The share of respondents reporting a need for partial renovation and difficult living conditions was **20.53 per cent at Tashkent State Technical University**, 19.37 per cent at the Karakalpak Institute of Agriculture and Agrotechnologies, 17.91 per cent at Tashkent University of Architecture and Civil Engineering and 17.77 per cent at the Nukus Branch of the Uzbekistan State University of Physical Education and Sport.

HEIs with high shares of responses concerning the need for renovation of student accommodation and difficulties in living conditions are presented in Table 28.

HEI name	Satisfactory ; basic conditions are available	I do not live in student accommodation	Requires renovation; necessary conditions are absent	Partly renovated; living conditions are difficult	Excellent conditions and modern infrastructure	Good and comfortable living conditions
Kamoliddin Behzod National Institute of Art and Design	11.13%	58.33%	**6.85%**	9.61%	4.74%	9.35%
Tashkent State Technical University	12.80%	34.80%	**6.19%**	20.53%	11.59%	14.09%
Nukus Branch of Uzbekistan State Institute of Arts and Culture	6.30%	55.08%	**6.15%**	12.31%	16.01%	4.15%
Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology	6.00%	62.90%	**5.31%**	11.06%	8.81%	5.93%
Turin Polytechnic University in Tashkent	8.60%	44.99%	**5.30%**	11.17%	6.88%	23.07%
Karakalpak Institute of Agriculture and Agrotechnologies	10.13%	46.69%	**5.29%**	19.37%	10.91%	7.62%
Belarus–Uzbekistan Joint Intersectoral Institute of Applied Technical Qualifications in Tashkent	2.11%	70.60%	**5.13%**	7.88%	10.62%	3.66%
Diplomat University	5.76%	62.01%	**5.10%**	14.64%	8.72%	3.78%
Tashkent University of Architecture and Civil Engineering	8.92%	45.25%	**5.03%**	17.91%	12.71%	10.16%
Nukus Branch of Uzbekistan State University of Physical Education and Sport	6.72%	52.62%	**4.90%**	17.77%	14.24%	3.76%

Table 28. HEIs with high shares of responses concerning renovation needs and difficulties in living conditions in student accommodation, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Institution-level results show that respondents assessed conditions in student accommodation differently. However, because the share of respondents not living in student accommodation exceeds 50 per cent at some HEIs, these indicators cannot be treated as a complete assessment of actual living conditions at those institutions. It is therefore necessary to **analyse separately the responses of students who actually reside in student accommodation** and compare the results with official data on the technical condition of buildings, room capacity, sanitary and safety requirements, and household services.

X. ASSESSMENT OF THE AVAILABILITY OF LEARNING MATERIALS AND TEXTBOOKS

10.1. Results by Form of Ownership of HEIs

The survey results show that the level of provision of learning materials, textbooks and other educational resources differs by form of ownership of HEIs. Although responses indicating full provision of learning materials accounted for a substantial share in all categories, some respondents reported that shortages of materials were adversely affecting the educational process.

The highest share of respondents reporting **full provision of learning materials** was recorded at foreign HEIs, at **62.87 per cent**. The corresponding figure was 54.02 per cent at non-state HEIs and 39.10 per cent at state HEIs.

The combined share of responses indicating that frequent or persistent shortages of learning materials adversely affected the educational process was **32.10 per cent at state HEIs**. This figure was 24.66 per cent at non-state HEIs and 16.55 per cent at foreign HEIs.

In particular, 22.06 per cent of respondents at state HEIs reported that persistent shortages of literature had a serious adverse impact on the educational process. The corresponding share was 18.00 per cent at non-state HEIs and 11.36 per cent at foreign HEIs.

The combined share of responses indicating that literature was sometimes or periodically unavailable but did not create a serious problem in the educational process was 28.80 per cent at state HEIs, 21.32 per cent at non-state HEIs and 20.58 per cent at foreign HEIs.

Assessments of the availability of learning materials and textbooks by form of ownership are presented in Table 29.

Form of ownership	Learning materials is frequently unavailable, adversely affecting the educational process	Fully provided with learning materials	Learning materials is sometimes unavailable, but this does not disrupt the educational process	Learning materials is periodically unavailable, but this does not cause serious problems	Learning materials is consistently unavailable, seriously affecting the educational process
State HEIs	10.04%	39.10%	16.97%	11.83%	22.06%
Non-state HEIs	6.66%	54.02%	12.18%	9.14%	18.00%
Foreign HEIs	5.19%	62.87%	12.59%	7.99%	11.36%

Table 29. Assessments of the availability of learning materials and textbooks by form of ownership, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that positive responses indicating full provision of learning materials were higher at foreign and non-state HEIs than at state HEIs. However, the survey data do not identify the subjects, languages of instruction or types of literature in which shortages occur. It would therefore be appropriate to conduct additional analysis of **library holdings, electronic learning resources, core reading lists by subject and usage statistics**.

10.2. Results by Region

The regional analysis shows certain differences in the level of provision of learning materials, textbooks and other educational resources. Although positive responses accounted for a substantial share in every region, some regions had comparatively high shares of respondents reporting that shortages of literature were adversely affecting the educational process.

The highest share of respondents reporting **full provision of learning materials** was recorded in Surkhandarya Region, at **47.18 per cent**. The corresponding figure was 46.73 per cent in Khorezm Region, 46.29 per cent in Kashkadarya Region, 46.07 per cent in Navoi Region and 45.18 per cent in Andijan Region.

Comparatively lower shares of responses indicating full provision were recorded in the Republic of Karakalpakstan at 39.03 per cent, Jizzakh Region at 39.75 per cent, Samarkand Region at 40.11 per cent and Syrdarya Region at 40.36 per cent.

The combined share of responses indicating that frequent or persistent shortages of literature adversely affected the educational process was **33.61 per cent in the Republic of Karakalpakstan**. The corresponding figure was 31.45 per cent in Samarkand Region, 31.20 per cent in Tashkent Region, 30.95 per cent in Jizzakh Region and 30.86 per cent in Tashkent City.

The highest share of respondents reporting that persistent shortages of literature had a serious adverse impact on the educational process was **24.30 per cent in the Republic of Karakalpakstan**. This figure was 22.28 per cent in Tashkent Region, 21.59 per cent in Bukhara Region, and 21.34 per cent in both Namangan and Samarkand regions.

Regional assessments of the availability of learning materials and textbooks are presented in Table 30.

REGION	Learning materials is frequently unavailable, adversely affecting the educational process	Fully provided with learning materials	Learning materials is sometimes unavailable, but this does not disrupt the educational process	Learning materials is periodically unavailable, but this does not cause serious problems	Learning materials is consistently unavailable, seriously affecting the educational process
Andijan Region	8.36%	45.18%	17.21%	10.89%	18.36%
Bukhara Region	9.01%	43.72%	14.75%	10.93%	21.59%
Fergana Region	8.71%	44.06%	16.32%	10.66%	20.25%
Jizzakh Region	9.64%	39.75%	17.59%	11.70%	21.31%
Namangan Region	8.84%	42.02%	16.31%	11.48%	21.34%
Navoi Region	8.46%	46.07%	15.49%	10.73%	19.25%
Kashkadarya Region	8.28%	46.29%	15.93%	10.95%	18.54%
Republic of Karakalpakstan	9.31%	39.03%	14.85%	12.52%	24.30%
Samarkand Region	10.11%	40.11%	16.74%	11.70%	21.34%
Syrdarya Region	9.60%	40.36%	18.99%	11.59%	19.46%
Surkhandarya Region	8.34%	47.18%	15.34%	9.77%	19.37%
Tashkent City	9.53%	42.93%	15.03%	11.18%	21.33%
Tashkent Region	8.92%	43.53%	14.44%	10.84%	22.28%
Khorezm Region	8.12%	46.73%	14.94%	10.33%	19.88%

Table 30. Regional assessments of the availability of learning materials and textbooks, 2026 (%)

Source: Author's calculations based on Nationwide Student Survey data.

Regional results show that respondents assessed access to learning materials differently. However, the survey does not identify shortages by specific subject, field of study, language of instruction or format of literature. In regions with high shares of problematic responses, it is therefore necessary to additionally examine **the composition of library holdings by subject and language, access to electronic resources and the level of provision of core textbooks**.

10.3. Results by HEI

The institution-level analysis shows considerable variation in assessments of the availability of learning materials and educational resources. At some HEIs, responses indicating full provision were almost universal, while at others a high share of respondents reported that shortages of literature were adversely affecting the educational process.

The highest share of respondents reporting **full provision of learning materials** was recorded at the ISFT Institute, at **97.85 per cent**. At this HEI, the combined share of responses indicating that frequent or persistent shortages of literature adversely affected the educational process was 1.88 per cent.

The full-provision rate was 97.37 per cent at British Management University in Tashkent, 94.17 per cent at the Tashkent Branch of Plekhanov Russian University of Economics and 90.42 per cent at Bukhara University of Innovations. The corresponding figure was 82.61 per cent at Tashkent International University of Education and 76.27 per cent at Amity University in Tashkent.

HEIs receiving the highest assessments for full provision of learning materials are presented in Table 31.

HEI name	Learning materials is frequently unavailable, adversely affecting the educational process	Fully provided with learning materials	Learning materials is sometimes unavailable, but this does not disrupt the educational process	Learning materials is periodically unavailable, but this does not cause serious problems	Learning materials is consistently unavailable, seriously affecting the educational process
ISFT Institute	0.12%	**97.85%**	0.15%	0.12%	1.76%
British Management University in Tashkent	0.13%	**97.37%**	2.01%	0.00%	0.50%
Tashkent Branch of Plekhanov Russian University of Economics	0.14%	**94.17%**	3.89%	0.69%	1.11%
Bukhara University of Innovations	1.15%	**90.42%**	3.28%	1.31%	3.84%
Tashkent International University of Education	1.27%	**82.61%**	6.45%	4.33%	5.34%
Amity University in Tashkent	2.33%	**76.27%**	8.37%	4.12%	8.92%
Ajou University in Tashkent	7.24%	**69.41%**	12.83%	5.59%	4.93%
Tashkent University of Applied Sciences	3.10%	**67.86%**	8.75%	8.33%	11.96%
Branch of the National University of Science and Technology MISIS	2.34%	**66.67%**	10.72%	7.60%	12.67%
Mamun University	4.26%	**64.07%**	8.61%	9.08%	13.97%

Table 31. HEIs with high shares of respondents reporting full provision of learning materials, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, some HEIs recorded comparatively high shares of responses indicating that persistent shortages of learning materials had a serious adverse impact on the educational process. This figure was **33.00 per cent at the Samarkand Institute of Agroinnovations and Research**, 32.27 per cent at Tashkent State Transport University, 29.81 per cent at the International Agriculture University and 29.79 per cent at the Nukus Branch of the Uzbekistan State University of Physical Education and Sport.

The highest share of respondents reporting that frequent shortages of literature adversely affected the educational process was 14.58 per cent at Fergana Medical Institute of Public Health. This figure was 13.96 per cent at the National University of Uzbekistan, 12.94 per cent at Tashkent State Technical University and 11.63 per cent at Tashkent State Transport University.

When responses concerning frequent and persistent shortages of literature were combined, their overall share was **43.90 per cent at Tashkent State Transport University**, 43.53 per cent at Fergana Medical Institute of Public Health, 43.00 per cent at the Samarkand Institute of Agroinnovations and Research and 42.45 per cent at Tashkent State Technical University.

HEIs with high shares of problematic responses concerning shortages of learning materials are presented in Table 32.

HEI name	Learning materials is frequently unavailable, adversely affecting the educational process	Fully provided with learning materials	Learning materials is sometimes unavailable, but this does not disrupt the educational process	Learning materials is periodically unavailable, but this does not cause serious problems	Learning materials is consistently unavailable, seriously affecting the educational process
Samarkand Institute of Agroinnovations and Research	10.00%	35.70%	13.80%	7.50%	**33.00%**
Tashkent State Transport University	11.63%	32.20%	12.74%	11.17%	**32.27%**
International Agriculture University	7.69%	39.42%	9.62%	13.46%	**29.81%**
Nukus Branch of Uzbekistan State University of Physical Education and Sport	6.85%	40.30%	10.73%	12.33%	**29.79%**
Tashkent State Technical University	12.94%	31.49%	14.14%	11.92%	**29.51%**
Tashkent University of Architecture and Civil Engineering	10.45%	33.85%	14.62%	11.70%	**29.38%**
Karakalpak Institute of Agriculture and Agrotechnologies	10.16%	35.06%	13.79%	11.67%	**29.31%**
Fergana Medical Institute of Public Health	14.58%	25.02%	17.69%	13.76%	**28.95%**
Diplomat University	9.54%	40.95%	13.32%	7.57%	**28.62%**
National University of Uzbekistan named after Mirzo Ulugbek	13.96%	27.20%	17.05%	13.94%	**27.85%**

Table 32. HEIs with high shares of respondents reporting that shortages of learning materials adversely affect the educational process, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

Institution-level results show that respondents assessed access to learning materials and educational resources differently. However, the survey data do not establish whether shortages relate to a particular subject, field of study, language of instruction or resource format. At HEIs with high shares of problematic responses, it is therefore necessary to conduct additional analysis of **core literature holdings by subject and language of instruction, access to electronic resources, the frequency of textbook updates and usage statistics**.

XI. ASSESSMENT OF CONDITIONS FOR STUDENTS WITH DISABILITIES

11.1. Results by Form of Ownership of HEIs

The survey results show that assessments of conditions created for students with disabilities differ by form of ownership of HEIs. Although the majority of respondents reported that the necessary conditions were fully, sufficiently or partially available, some responses indicated that such conditions were absent or did not function adequately in practice.

The highest share of respondents indicating that all necessary conditions were **fully provided** was recorded at foreign HEIs, at **38.69 per cent**. The corresponding figure was 35.58 per cent at non-state HEIs and 28.23 per cent at state HEIs.

When the three positive responses indicating that conditions were fully, sufficiently or partially available are combined, their total share was **88.35 per cent at non-state HEIs**, 86.99 per cent at state HEIs and 81.25 per cent at foreign HEIs.

At the same time, the combined share of responses indicating that the necessary conditions were absent or, although formally in place, did not function adequately in practice was highest at foreign HEIs, at **18.75 per cent**. This figure was 13.00 per cent at state HEIs and 11.65 per cent at non-state HEIs.

At foreign HEIs, 11.55 per cent of respondents indicated that the necessary conditions were absent, while 7.20 per cent stated that such conditions formally existed but were inadequate in practice. At state HEIs, the corresponding figures were 6.84 and 6.16 per cent, and at non-state HEIs, 7.06 and 4.59 per cent.

Assessments of the conditions created for students with disabilities by form of ownership are presented in Table 33.

Form of ownership	Partially available; some conditions have been created	Conditions are generally sufficient	Fully available; all necessary conditions are provided	Conditions are absent	Conditions formally exist but are inadequate in practice
State HEIs	11.95%	46.81%	28.23%	6.84%	6.16%
Non-state HEIs	12.87%	39.90%	35.58%	7.06%	4.59%
Foreign HEIs	9.76%	32.80%	38.69%	11.55%	7.20%

Table 33. Assessments of conditions created for students with disabilities by form of ownership of HEIs, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results show that the conditions created for students with disabilities were assessed mainly positively by respondents. However, the responses in this survey reflect the views of all students and cannot be treated as a full verification of the actual accessibility of infrastructure. It is therefore necessary to **examine separately the direct experiences of students with disabilities** and to conduct a dedicated audit of access to buildings, internal mobility, sanitary facilities, information resources, digital platforms and the adaptation of the learning process.

11.2. Results by Region

The regional analysis shows that assessments of the conditions created for students with disabilities were mainly positive. At the same time, certain regional differences were observed in whether the necessary conditions were fully provided, partially available or inadequate in practice.

The combined share of the three positive responses indicating that conditions were fully, sufficiently or partially available was **92.02 per cent in Khorezm Region**. This figure was 90.65 per cent in Surkhandarya Region, 90.24 per cent in Andijan Region, 88.85 per cent in Bukhara Region and 88.69 per cent in Fergana Region.

The highest share of respondents indicating that all necessary conditions were **fully provided** was also recorded in Khorezm Region, at 39.25 per cent. The corresponding figure was 35.68 per cent in Surkhandarya Region, 34.68 per cent in Andijan Region, 33.31 per cent in Fergana Region and 33.20 per cent in Bukhara Region.

The highest share of respondents indicating that the necessary conditions were absent was recorded in **Navoi Region, at 9.75 per cent**. This

figure was 8.17 per cent in Tashkent Region, 7.91 per cent in Tashkent City, 7.66 per cent in Samarkand Region and 7.56 per cent in Kashkadarya Region.

The highest shares of responses indicating that conditions formally existed but were inadequate in practice were recorded in Tashkent City at 6.69 per cent, Tashkent Region at 6.52 per cent, Navoi Region at 6.17 per cent and Samarkand Region at 6.10 per cent.

When responses indicating that the necessary conditions were absent or did not function adequately in practice are combined, their total share was **15.92 per cent in Navoi Region**, 14.69 per cent in Tashkent Region and 14.60 per cent in Tashkent City.

Assessments of the conditions created for students with disabilities by region are presented in Table 34.

REGION	Partially available; some conditions have been created	Conditions are generally sufficient	Fully available; all necessary conditions are provided	Conditions are absent	Conditions formally exist but are inadequate in practice
Andijan Region	10.45%	45.11%	34.68%	5.37%	4.39%
Bukhara Region	9.89%	45.76%	33.20%	6.13%	5.03%
Fergana Region	10.37%	45.01%	33.31%	6.24%	5.07%
Jizzakh Region	12.29%	48.05%	26.87%	6.91%	5.89%
Namangan Region	11.77%	46.35%	29.39%	6.76%	5.73%
Navoi Region	10.60%	44.13%	29.34%	9.75%	6.17%
Kashkadarya Region	12.07%	43.92%	30.63%	7.56%	5.83%
Republic of Karakalpakstan	17.00%	41.14%	29.77%	6.17%	5.92%
Samarkand Region	11.97%	45.86%	28.41%	7.66%	6.10%
Syrdarya Region	13.46%	45.00%	30.06%	5.92%	5.56%
Surkhandarya Region	9.25%	45.72%	35.68%	4.95%	4.40%
Tashkent City	14.43%	44.37%	26.60%	7.91%	6.69%
Tashkent Region	11.57%	45.47%	28.28%	8.17%	6.52%
Khorezm Region	10.11%	42.66%	39.25%	4.10%	3.88%

Table 34. Assessments of conditions created for students with disabilities by region, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The regional results show that the conditions created for students with disabilities were assessed differently by respondents. However, these responses do not fully confirm that inclusive infrastructure complies with

technical requirements. Therefore, in regions with comparatively high shares of problematic assessments, a dedicated audit should examine **barrier-free access to buildings, internal mobility, sanitary facilities, access to information and digital resources, and adaptation of the learning process**.

11.3. Results by HEI

The analysis by HEI shows substantial variation in assessments of the conditions created for students with disabilities. At some HEIs, responses indicating that all necessary conditions were fully provided predominated, whereas at others there were comparatively more responses indicating that such conditions were absent or inadequate in practice.

The highest share of respondents indicating that all necessary conditions were **fully provided** was recorded at British Management University in Tashkent, at **94.48 per cent**. At this HEI, the combined share of responses indicating that conditions were absent or inadequate in practice was 0.13 per cent.

The full-provision indicator was 90.23 per cent at Central Asian Medical University, 69.07 per cent at Bukhara University of Innovations, 64.56 per cent at Amity University in Tashkent and 60.36 per cent at Ajou University in Tashkent. At Tashkent International University of Education, the figure was 53.41 per cent.

HEIs with high shares of respondents indicating that all necessary conditions for students with disabilities were fully provided are presented in Table 35.

HEI name	Partially available; some conditions have been created	Conditions are generally sufficient	Fully available; all necessary conditions are provided	Conditions are absent	Conditions formally exist but are inadequate in practice
British Management University in Tashkent	2.38%	3.01%	**94.48%**	0.00%	0.13%
Central Asian Medical University	1.10%	6.19%	**90.23%**	1.79%	0.69%
Bukhara University of Innovations	2.34%	26.12%	**69.07%**	0.97%	1.50%
Amity University in Tashkent	5.28%	21.42%	**64.56%**	4.98%	3.77%
Ajou University in Tashkent	10.66%	18.50%	**60.36%**	6.65%	3.84%
Tashkent International University of Education	11.18%	26.11%	**53.41%**	6.73%	2.57%
Belarus–Uzbekistan Joint Intersectoral Institute of Applied Technical Qualifications in Tashkent	5.45%	28.15%	**50.84%**	9.71%	5.85%
Mamun University	8.65%	34.07%	**50.13%**	4.31%	2.84%
Turon University	8.46%	31.70%	**49.04%**	7.07%	3.72%
Tashkent University of Applied Sciences	15.21%	30.39%	**45.64%**	6.32%	2.45%

Table 35. HEIs with high shares of respondents indicating that all necessary conditions for students with disabilities were fully provided, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

At the same time, at some HEIs a high share of respondents indicated that the necessary conditions were absent. This figure was **38.32 per cent at the Jizzakh Branch of Kazan Federal University**, 32.89 per cent at New Uzbekistan University and 27.59 per cent at the Tashkent Region Branch of Astrakhan State Technical University.

The highest share of respondents indicating that conditions formally existed but were inadequate in practice was recorded at the Kamoliddin Behzod National Institute of Art and Design, at 14.43 per cent. This figure was 14.41 per cent at Bucheon University in Tashkent, 12.56 per cent at Diplomat University and 10.34 per cent at the Tashkent Region Branch of Astrakhan State Technical University.

When responses indicating that the necessary conditions were absent or inadequate in practice are combined, their total share was **42.99 per cent at the Jizzakh Branch of Kazan Federal University**, 39.52 per cent at New Uzbekistan University, 37.93 per cent at the Tashkent Region Branch of Astrakhan State Technical University and 34.33 per cent at Bucheon University in Tashkent.

HEIs with comparatively high shares of problematic responses concerning conditions created for students with disabilities are presented in Table 36.

HEI name	Partially available; some conditions have been created	Conditions are generally sufficient	Fully available; all necessary conditions are provided	Conditions are absent	Conditions formally exist but are inadequate in practice
Jizzakh Branch of Kazan Federal University	7.79%	26.79%	22.43%	**38.32%**	4.67%
New Uzbekistan University	14.32%	31.30%	14.85%	**32.89%**	6.63%
Tashkent Region Branch of Astrakhan State Technical University	0.00%	44.83%	17.24%	**27.59%**	10.34%
Urgench Branch of the State Academy of Choreography of Uzbekistan	20.22%	26.97%	29.21%	**22.47%**	1.12%
State Academy of Choreography of Uzbekistan	10.34%	32.95%	29.12%	**21.84%**	5.75%
Bucheon University in Tashkent	2.54%	55.08%	8.05%	**19.92%**	14.41%
Diplomat University	7.23%	41.14%	19.79%	**19.28%**	12.56%
Kamoliddin Behzod National Institute of Art and Design	15.13%	35.92%	15.90%	**18.63%**	14.43%
Sharda University Uzbekistan	14.70%	34.29%	27.09%	**18.16%**	5.76%
University of Management and Future Technologies	12.85%	39.57%	21.53%	**17.02%**	9.02%

Table 36. HEIs with high shares of respondents indicating that the necessary conditions for students with disabilities were absent or inadequate in practice, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The results by HEI show that inclusive conditions were assessed differently by respondents. However, these responses reflect the views of the general student population and do not fully establish either the direct experiences of students with disabilities or the compliance of infrastructure with technical requirements. Therefore, at HEIs with comparatively high shares

of problematic assessments, it is necessary to **conduct separate surveys and focus groups involving students with disabilities** and to assess the accessibility of the physical and digital environment through a dedicated audit.

XII. PREVALENCE OF PSYCHOLOGICAL PRESSURE AND DISCRIMINATION

12.1. Results by Form of Ownership of HEIs

Psychological safety, mutual respect and the prevention of discrimination in the educational environment are important to student well-being and full participation in the learning process. The survey results show that the majority of respondents **had not experienced psychological pressure or discrimination**. However, these indicators vary to some extent by form of ownership of HEIs.

The distribution of responses concerning psychological pressure and discrimination by form of ownership is **presented in Figure 4**.

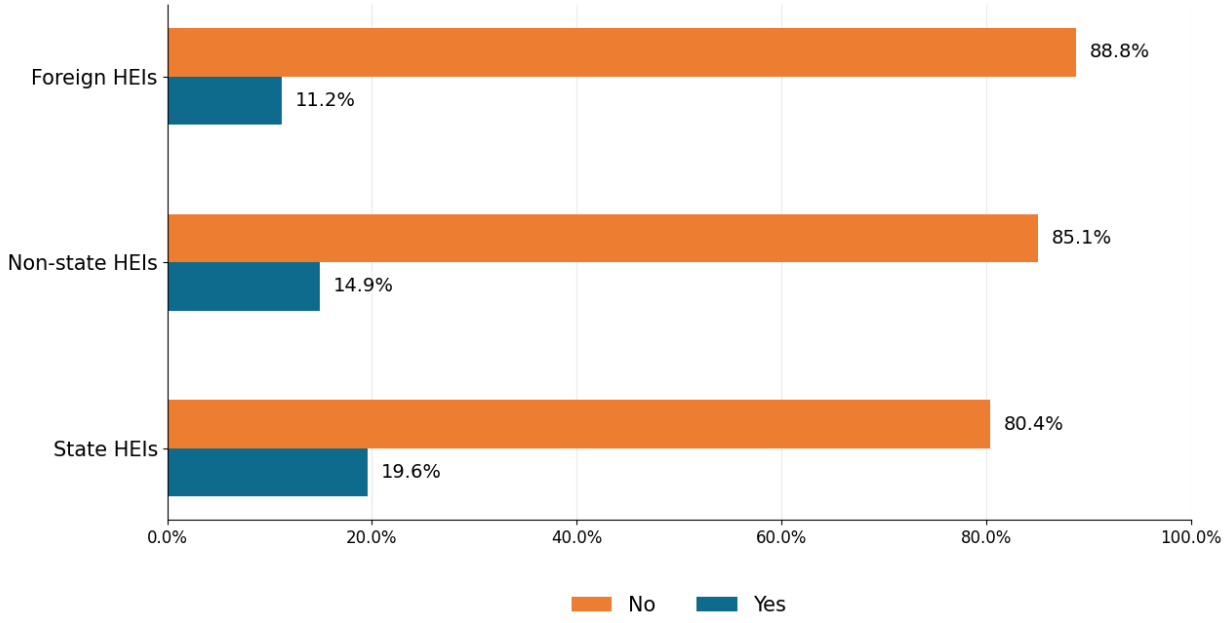


Figure 4. Responses concerning the presence of psychological pressure or discrimination by form of ownership of HEIs, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The most positive result was recorded at foreign HEIs: **88.8 per cent** of respondents indicated that they had not experienced psychological pressure or discrimination. The share of students reporting such experiences was **11.2 per cent**.

At non-state HEIs, **85.1 per cent** of respondents indicated that they had not experienced psychological pressure or discrimination, while **14.9 per cent** reported that they had experienced such cases.

At state HEIs, the share of respondents reporting psychological pressure or discrimination was **19.6 per cent**, the highest among the forms of ownership. In this category, **80.4 per cent** of students indicated that they had not experienced such cases. The difference in negative responses between state and foreign HEIs was **8.4 percentage points**.

The results indicate that assessments of the psychological environment were comparatively more positive at foreign and non-state HEIs. At the same time, the comparatively high share of respondents at state HEIs reporting psychological pressure or discrimination points to the need to **strengthen preventive mechanisms, improve confidential reporting channels and expand access to psychological support for students**.

These results reflect respondents' personal experiences and subjective assessments. They therefore do not fully determine the form, cause or severity of psychological pressure or discrimination. Targeted surveys, analysis of confidential reports and additional qualitative research would be appropriate to clarify these aspects.

12.2. Results by Region

Regional analysis of responses concerning psychological pressure or discrimination shows certain differences in respondents' assessments. In every region, the majority of students indicated that they had not experienced such cases. The detailed distribution of responses is **presented in Table 37**.

REGION	Yes	No
Andijan Region	15.35%	84.65%
Bukhara Region	18.96%	81.04%
Fergana Region	17.46%	82.54%
Jizzakh Region	18.07%	81.93%
Namangan Region	17.30%	82.70%
Navoi Region	15.96%	84.04%
Kashkadarya Region	16.14%	83.86%
Republic of Karakalpakstan	19.26%	80.74%
Samarkand Region	19.96%	80.04%
Syrdarya Region	13.80%	86.20%
Surkhandarya Region	15.60%	84.40%
Tashkent City	20.17%	79.83%
Tashkent Region	19.07%	80.93%
Khorezm Region	16.64%	83.36%

Table 37. Regional distribution of responses on whether respondents experienced psychological pressure or discrimination, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest share of respondents indicating that they had not experienced psychological pressure or discrimination was recorded in **Syrdarya Region, at 86.20 per cent**. The corresponding figure was **84.65 per cent** in Andijan Region, **84.40 per cent** in Surkhandarya Region, **84.04 per cent** in Navoi Region and **83.86 per cent** in Kashkadarya Region.

The highest share of respondents indicating that they had experienced such cases was recorded in **Tashkent City, at 20.17 per cent**. This was followed by Samarkand Region at **19.96 per cent**, the Republic of Karakalpakstan at **19.26 per cent**, Tashkent Region at **19.07 per cent** and Bukhara Region at **18.96 per cent**.

The difference between the highest and lowest indicators was **6.37 percentage points**. The results indicate a need in certain regions to strengthen measures aimed at ensuring students' psychological safety, developing confidential reporting channels and preventing discrimination. However, additional analysis covering the composition of HEIs, number of respondents and characteristics of the educational environment is required to determine the reasons for regional differences.

12.3. Results by HEI

The analysis by HEI shows substantial variation in the share of respondents reporting that they had experienced psychological pressure or discrimination. HEIs with comparatively high shares of students reporting such experiences are **presented in Table 38**.

HEI name	Yes	No
Fergana Medical Institute of Public Health	31.04%	68.96%
Tashkent University of Architecture and Civil Engineering	30.43%	69.57%
Samarkand State Medical University	28.71%	71.29%
State Conservatory of Uzbekistan	28.52%	71.48%
Tashkent State Transport University	28.14%	71.86%
Tashkent State Technical University	27.63%	72.37%
National University of Uzbekistan named after Mirzo Ulugbek	27.58%	72.42%
Bukhara State Medical Institute	27.27%	72.73%
International Agriculture University	27.18%	72.82%
University of World Economy and Diplomacy	26.92%	73.08%

Table 38. HEIs with high shares of respondents reporting that they had experienced psychological pressure or discrimination, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest shares of respondents reporting psychological pressure or discrimination were recorded at **Fergana Medical Institute of Public Health, at 31.04 per cent**, and **Tashkent University of Architecture and Civil Engineering, at 30.43 per cent**.

The corresponding figure was **28.71 per cent** at Samarkand State Medical University, **28.52 per cent** at the State Conservatory of Uzbekistan and **28.14 per cent** at Tashkent State Transport University. More than one quarter of respondents also reported such cases at Tashkent State Technical University, the National University of Uzbekistan, Bukhara State Medical Institute, International Agriculture University and the University of World Economy and Diplomacy.

At the same time, some HEIs recorded high shares of respondents indicating that they had not experienced psychological pressure or discrimination. Their results are **presented in Table 39**.

HEI name	Yes	No
ISFT Institute	0.47%	99.53%
British Management University in Tashkent	0.63%	99.37%
Tashkent International University of Education	3.14%	96.86%
Bukhara University of Innovations	3.15%	96.85%
Central Asian Medical University	4.40%	95.60%
Tashkent Branch of Plekhanov Russian University of Economics	4.44%	95.56%
Ajou University in Tashkent	5.35%	94.65%
Tashkent University of Applied Sciences	7.03%	92.97%
Amity University in Tashkent	8.92%	91.08%
Jizzakh Branch of Kazan Federal University	9.28%	90.72%

Table 39. HEIs with high shares of respondents indicating that they had not experienced psychological pressure or discrimination, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest shares of respondents indicating that they had not experienced psychological pressure or discrimination were recorded at **ISFT Institute, at 99.53 per cent**, and **British Management University in Tashkent, at 99.37 per cent**. At these HEIs, the shares reporting such experiences were 0.47 and 0.63 per cent, respectively.

Positive responses accounted for **96.86 per cent** at Tashkent International University of Education, **96.85 per cent** at Bukhara University of Innovations, **95.60 per cent** at Central Asian Medical University and **95.56 per cent** at the Tashkent Branch of Plekhanov Russian University of Economics.

The results show that students' assessments of psychological safety were not uniform across HEIs. At **HEIs with comparatively high shares of negative responses**, it would be appropriate to further examine confidential reporting channels, psychological counselling services, procedures for preventing discrimination and mechanisms for handling complaints.

At the same time, the survey results reflect respondents' personal experiences and assessments rather than the number of officially confirmed

cases. Responses may also be influenced by students' level of awareness, reporting culture and differences in how psychological pressure or discrimination are interpreted.

XIII. COMPLIANCE WITH THE PRINCIPLES OF ACADEMIC INTEGRITY

13.1. Results by Form of Ownership of HEIs

Academic integrity is one of the key principles determining the credibility of the educational process, the objectivity of assessment outcomes and the quality of academic culture at HEIs. The survey results show that, regardless of form of ownership, the majority of respondents had not encountered violations of academic integrity principles. The distribution of responses is **presented in Table 40**.

Form of ownership	Yes, sometimes	Yes, frequently	Difficult to answer	No
State HEIs	11.02%	3.25%	9.85%	75.89%
Non-state HEIs	8.77%	2.65%	8.55%	80.04%
Foreign HEIs	8.30%	3.28%	13.33%	75.09%

Table 40. Distribution of responses on whether respondents encountered violations of academic integrity principles, by form of ownership of HEIs, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest share of respondents indicating that they had not encountered violations of academic integrity principles was recorded at **non-state HEIs, at 80.04 per cent**. The corresponding figure was **75.89 per cent** at state HEIs and **75.09 per cent** at foreign HEIs.

When the responses 'Yes, sometimes' and 'Yes, frequently' are combined, the share of respondents reporting violations of academic integrity principles was **14.27 per cent at state HEIs**, **11.58 per cent** at foreign HEIs and **11.42 per cent** at non-state HEIs. Thus, the highest combined share reporting such cases was recorded at state HEIs.

The share of respondents indicating that they frequently encountered such cases was **3.28 per cent** at foreign HEIs, **3.25 per cent** at state HEIs and **2.65 per cent** at non-state HEIs. The comparatively high share of 'Difficult to answer' responses at foreign HEIs, at **13.33 per cent**, warrants particular attention. This may indicate differences in awareness of academic integrity rules, criteria for identifying violations or procedures for reporting them.

The results indicate a need to consistently strengthen a culture of academic integrity across all forms of ownership, inform students about established rules and reporting mechanisms, and improve measures to prevent violations. However, these indicators reflect respondents' personal experiences and assessments rather than the number of officially confirmed violations.

13.2. Results by Region

Regional analysis of responses concerning violations of academic integrity principles shows certain differences in respondents' assessments. In every region, the majority indicated that they had not encountered such cases. The full distribution of responses is **presented in Table 41**.

REGION	Yes, sometimes	Yes, frequently	Difficult to answer	No
Andijan Region	8.87%	2.28%	9.10%	79.75%
Bukhara Region	9.26%	2.91%	8.42%	79.41%
Fergana Region	9.88%	2.84%	9.17%	78.10%
Jizzakh Region	11.67%	3.11%	8.68%	76.54%
Namangan Region	9.86%	2.92%	9.35%	77.88%
Navoi Region	8.94%	2.57%	8.70%	79.80%
Kashkadarya Region	10.28%	3.09%	9.58%	77.05%
Republic of Karakalpakstan	9.53%	2.78%	8.92%	78.78%
Samarkand Region	12.20%	3.52%	9.79%	74.49%
Syrdarya Region	9.22%	2.08%	8.22%	80.48%
Surkhandarya Region	8.84%	2.11%	7.47%	81.58%
Tashkent City	11.49%	3.70%	11.09%	73.73%
Tashkent Region	10.57%	3.46%	9.76%	76.21%
Khorezm Region	8.85%	2.53%	8.50%	80.12%

Table 41. Regional distribution of responses on whether respondents encountered violations of academic integrity principles, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest share of respondents indicating that they had not encountered violations of academic integrity principles was recorded in **Surkhandarya Region, at 81.58 per cent**. This was followed by **80.48 per cent** in Syrdarya Region, **80.12 per cent** in Khorezm Region, **79.80 per cent** in Navoi Region and **79.75 per cent** in Andijan Region.

When the responses 'Yes, sometimes' and 'Yes, frequently' are combined, the highest share of respondents reporting violations of academic integrity principles was recorded in **Samarkand Region, at 15.72 per cent**. The corresponding figure was **15.19 per cent** in Tashkent City, **14.78 per cent** in Jizzakh Region, **14.03 per cent** in Tashkent Region and **13.37 per cent** in Kashkadarya Region.

The highest share of respondents indicating that they frequently encountered such cases was recorded in **Tashkent City, at 3.70 per cent**. This was followed by Samarkand Region at **3.52 per cent**, Tashkent Region at **3.46 per cent** and Jizzakh Region at **3.11 per cent**.

The highest share of 'Difficult to answer' responses was also recorded in **Tashkent City, at 11.09 per cent**. This may indicate a need in certain regions to increase students' awareness of academic integrity rules, criteria for identifying violations and procedures for reporting them.

The results indicate that measures to strengthen a culture of academic integrity in the regions should be tailored to existing conditions and needs rather than applied uniformly. However, the composition of HEIs and respondent coverage in each region should also be considered when determining the reasons for the differences.

13.3. Results by HEI

The analysis by HEI shows substantial variation in respondents' assessments of violations of academic integrity principles. HEIs with high shares of students indicating that they had not encountered such cases are **presented in Table 42**.

HEI name	Yes, sometimes	Yes, frequently	Difficult to answer	No
British Management University in Tashkent	0.13%	0.00%	0.13%	**99.75%**
Bukhara University of Innovations	1.03%	0.31%	1.09%	**97.57%**
Central Asian Medical University	1.92%	0.41%	1.51%	**96.15%**
ISFT Institute	0.24%	0.08%	6.77%	**92.91%**
Tashkent International University of Education	5.26%	0.42%	5.43%	**88.89%**
Tashkent University of Applied Sciences	5.05%	1.16%	5.07%	**88.71%**
Ajou University in Tashkent	5.59%	1.40%	4.61%	**88.40%**
Belarus–Uzbekistan Joint Intersectoral Institute of Applied Technical Qualifications in Tashkent	4.57%	1.74%	5.40%	**88.29%**
Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology	6.50%	1.93%	5.27%	**86.31%**
Mamun University	5.60%	1.83%	6.69%	**85.89%**

Table 42. HEIs with high shares of respondents indicating that they had not encountered violations of academic integrity principles, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest share of respondents indicating that they had not encountered violations of academic integrity principles was recorded at **British Management University in Tashkent, at 99.75 per cent**. The corresponding figure was **97.57 per cent** at Bukhara University of Innovations, **96.15 per cent** at Central Asian Medical University and **92.91 per cent** at ISFT Institute.

At these HEIs, the share of respondents indicating that they frequently encountered violations was very low: no such response was recorded at British Management University in Tashkent; the figure was **0.08 per cent** at ISFT Institute, **0.31 per cent** at Bukhara University of Innovations and **0.41 per cent** at Central Asian Medical University.

HEIs with comparatively high shares of respondents reporting violations of academic integrity principles are **presented in Table 43**.

HEI name	Yes, sometimes	Yes, frequently	Difficult to answer	No
International Agriculture University	15.53%	**8.74%**	8.74%	66.99%
Jizzakh Branch of Kazan Federal University	5.80%	**7.54%**	6.67%	80.00%
Turin Polytechnic University in Tashkent	18.40%	**6.70%**	34.38%	40.51%
Diplomat University	12.54%	**6.11%**	17.33%	64.03%
Tashkent University of Architecture and Civil Engineering	15.21%	**5.78%**	13.87%	65.14%
Tashkent State University of Law	13.09%	**5.69%**	9.11%	72.11%
University of World Economy and Diplomacy	18.16%	**5.60%**	11.30%	64.93%
Karshi International University	10.21%	**5.55%**	12.00%	72.24%
Sharda University Uzbekistan	18.28%	**5.54%**	14.40%	61.77%
National University of Uzbekistan named after Mirzo Ulugbek	15.19%	**5.40%**	13.12%	66.30%

Table 43. HEIs with high shares of respondents indicating that they had encountered violations of academic integrity principles, 2026 (%)

Source: Author's calculations based on data from the Nationwide Student Survey.

The highest share of respondents indicating that they **frequently** encountered violations of academic integrity principles was recorded at International Agriculture University, at **8.74 per cent**. This was followed by the Jizzakh Branch of Kazan Federal University at **7.54 per cent**, Turin Polytechnic University in Tashkent at **6.70 per cent**, Diplomat University at **6.11 per cent** and Tashkent University of Architecture and Civil Engineering at **5.78 per cent**.

When the responses 'Yes, sometimes' and 'Yes, frequently' are combined, the share of respondents reporting such cases was **25.10 per cent at Turin Polytechnic University in Tashkent**, **24.27 per cent** at International Agriculture University, **23.82 per cent** at Sharda University and **23.76 per cent** at the University of World Economy and Diplomacy.

The very high share of 'Difficult to answer' responses at Turin Polytechnic University in Tashkent, at **34.38 per cent**, warrants particular attention. This result may indicate that students do not have a uniform understanding of the criteria for identifying academic misconduct or the procedures for reporting it.

The results indicate that, at HEIs with comparatively high shares of negative responses, it is necessary to further examine how academic integrity rules are explained, expand opportunities for confidential reporting of violations and review complaint-handling mechanisms. However, the survey data reflect students' personal experiences and assessments rather than the number of officially confirmed violations.

XIV. KEY FINDINGS AND PRACTICAL RECOMMENDATIONS

14.1. Summary of Findings

The results of the Nationwide Student Survey provided an opportunity to comprehensively assess the educational environment in Uzbekistan's higher education system from the students' perspective. In addition to teaching and assessment processes, the study covered digital services, material and technical infrastructure, learning resources, social and living conditions, inclusion, psychological safety and academic integrity.

Overall, positive assessments predominated. Most respondents assessed the educational process, relations with academic staff, the assessment system and core digital services positively. However, the overall positive findings do not exclude problematic assessments recorded in certain regions and HEIs.

Differences in the quality of the educational environment emerged at three levels: by form of ownership, by region and by individual HEI. Although non-state and foreign HEIs recorded comparatively higher assessments across a number of indicators, this advantage was not consistent across all areas. Form of ownership may therefore be one organisational factor influencing results, but it cannot be interpreted as the sole cause of the differences.

The recurrence of regional and institutional differences across several areas is particularly significant. In certain regions and HEIs, critical assessments relating to learning resources, infrastructure, digital services, student accommodation and the psychological environment were recorded more consistently. These differences indicate that local and institutional characteristics exist behind the national aggregate indicators.

The material and technical, digital and inclusive environments emerged as interrelated components of education quality. Assessments of the condition of classrooms and laboratories, access to learning materials, the stable functioning of the HEMIS information system, conditions in student accommodation and the environment created for students with disabilities varied substantially across HEIs. This shows that assessing education quality solely through the classroom learning process is insufficient.

Although negative responses concerning psychological safety and academic integrity represented a minority, they are substantively important. At certain HEIs, the comparatively high shares of students reporting psychological pressure, discrimination or academic misconduct should not be overlooked within the generally positive findings. In addition, the high share of 'Difficult to answer' responses in some groups may indicate uneven awareness of existing rules and reporting mechanisms.

A group of HEIs recorded consistently high assessments across several areas. Their results can provide a basis for studying effective practices in management, student feedback, service quality and the organisation of the educational environment. However, high assessments should not be interpreted as evidence that every aspect of an HEI's activities is fully exemplary.

The limitations on interpreting the study findings must also be taken into account. The survey reflects respondents' personal experiences and subjective assessments; it does not replace technical audits, statistics on formal complaints or a register of confirmed violations. Responses may be affected by respondent composition, the culture of survey participation at HEIs, the level of understanding of the questions and the opportunity to express opinions freely.

The principal conclusion of the analysis is that **student feedback is an important source for assessing the quality of the educational environment, but it must be complemented by other evidence**. Using survey findings together with administrative data, technical audits and qualitative research can improve the precision and targeting of decisions aimed at enhancing education quality.

14.2. Practical Recommendations

The findings indicate that the study of student feedback should be developed not as a one-off activity, but as a **permanent institutional mechanism** supporting quality assurance and evidence-based management decisions.

In international practice, student surveys are used as established systems for assessing education quality. The United Kingdom's **National Student Survey** is organized around a common questionnaire, a defined administration process, methodological guidance for HEIs and data-quality control

mechanisms. Its results are used to improve the student educational experience, ensure public accountability and provide information to prospective students.[5] Australia's **Student Experience Survey** provides HEIs and public authorities with systematic data used to improve teaching and learning outcomes.[6] These practices demonstrate the value of establishing a unified system in Uzbekistan for the regular study of student feedback.

1. Introduce a National Student Feedback System (Student Survey). A survey system should be established on a single digital platform, comprising common core questions for all HEIs and supplementary modules tailored to specific areas. The frequency of surveys, participant coverage, data protection, calculation of results and publication procedures should be governed by a unified methodology.

2. Develop HEIs' capacity to administer surveys. Some HEIs need to strengthen their capacity to engage students in surveys, organize the process impartially and use the results in practice. It would therefore be appropriate to designate responsible coordinators and organize training seminars for them on survey methodology, data quality, confidentiality and interpretation of results.

3. Develop students' capacity for informed and responsible participation in surveys. Students should be clearly informed about the purpose of the survey, confidentiality of responses and how the results will be used. A culture should be developed in which completing the survey is understood not as a rushed or formal requirement, but as a means of participating in the improvement of the educational environment.

4. Guarantee voluntary participation and the impartiality of responses. HEI staff or other persons must not influence students' responses, encourage selection of particular answers or take actions aimed at artificially improving survey results. The survey process should be based on the principles of personal-data protection, confidentiality and freedom from pressure on respondents.

5. Monitor the quality and reliability of survey data. Participation rates, respondent composition and completeness of responses should be regularly assessed for each HEI. Mechanisms should be introduced to limit

5 Office for Students. National Student Survey. Official information and methodological documents. Source. Accessed: 17 August 2026.
6 Quality Indicators for Learning and Teaching. Student Experience Survey. Source. Accessed: 17 August 2026.

repeated participation by the same individual while preserving confidentiality, interpret cautiously the results of groups with low coverage or small respondent numbers, and identify anomalous changes in the data.

6. Close the feedback loop by reporting results back to students. After each survey, HEIs should provide students with summarized information on key findings, identified problems and measures planned to address them. Feedback based on the principle **'You said – we acted'** can support active and responsible participation in subsequent surveys.

7. Develop targeted action plans at HEI level. Each HEI should identify areas receiving low assessments, further examine the causes of problems and approve an action plan specifying responsible persons, timelines and outcome indicators. Subsequent surveys should assess the effectiveness of implemented measures through changes in the relevant indicators.

8. Strengthen transparency in teaching and assessment processes. Educational programmes should be reviewed regularly with the participation of students and employers, assessment criteria should be published in advance, students should receive timely and meaningful feedback, and appeal mechanisms should function effectively in practice.

9. Improve the stability and usability of digital services. It would be appropriate to monitor technical failures in the HEMIS information system and other digital services, develop support services capable of responding promptly to requests, and expand platform accessibility on mobile devices and through assistive technologies.

10. Develop material, technical and social infrastructure based on priority needs. Phased modernization programmes should be developed on the basis of technical assessments of classrooms, laboratories, information-resource centres and student accommodation. Safety, intensity of use and student needs should be established as priority criteria.

11. Assess the inclusive educational environment with the direct participation of users. Separate surveys and focus groups should be conducted with students with disabilities, and the accessibility of buildings, information resources and digital platforms should be subject to a dedicated audit. Time-bound measures should be established to eliminate identified physical, informational and digital barriers.

12. Strengthen mechanisms for psychological safety and academic integrity. Confidential reporting channels should be introduced for students,

access to psychological counselling services should be expanded, and procedures should be established for preventing discrimination and handling complaints impartially. The system for explaining academic integrity rules, reporting violations and reviewing them against uniform criteria should also be improved.

13. Identify and disseminate good practice across HEIs. Effective practices at HEIs that recorded consistently high assessments across several areas should be studied, and mechanisms should be developed to adapt them to the organisational and regional characteristics of other HEIs.

These measures can transform the Student Survey system from a data-collection instrument into a **mechanism for continuous improvement of education quality based on student feedback**.

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