NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

NQAAE

UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

PROFESSIONAL CERTIFICATION OF TEACHING STAFF:

RESULTS ANALYSIS



ANALYSIS OF THE PROFESSIONAL CERTIFICATION RESULTS OF TEACHING STAFF

An analytical commentary on certification examinations in 2024–2026, based on pedagog.uzedu.uz data as at 8 September 2026

Tashkent – 2026

ABBREVIATIONS, TERMS AND SYMBOLS

BCA – basic calculation amount

PINFL – personal identification number of an individual

MPSE – Ministry of Preschool and School Education of the Republic of Uzbekistan

HEI – higher education institution

PD – Decree of the President of the Republic of Uzbekistan

Regulations – Administrative **Regulations** for the Provision of Public Services for the Professional Certification of Teaching Staff of State Preschool and General Secondary Education Organisations (approved by Resolution No. 87 of the Cabinet of Ministers of 12 February 2024)

CMR – Resolution of the Cabinet of Ministers of the Republic of Uzbekistan

OECD – Organisation for Economic Co-operation and Development

STEM – science, technology, engineering and mathematics

Pass threshold – 56 points (on a 100-point scale; 28 correct answers out of 50 tasks)

Pass rate – the number of teachers awarded certificates as a percentage of all participants in the relevant group

Borderline zone – scores of 50–54 points, falling 1–3 correct answers short of the pass threshold

CONTENTS

I. INTRODUCTION 5
1.1. Rationale for the analysis 5
1.2. Aim and objectives of the analysis 6
1.3. Object and scope of the analysis 6
1.4. Data source and analysis period 7
II. LEGAL AND METHODOLOGICAL FRAMEWORK 8
2.1. Legal framework 8
2.2. Examination content and assessment threshold 9
2.3. Legal consequences of examination results 9
2.4. Unit of analysis and sequence of attempts 10
2.5. Key indicators and calculation methods 10
2.6. Conditions for interpreting the data and scope of analysis 10
III. OVERALL PROFESSIONAL CERTIFICATION RESULTS AND TRENDS ... 12
3.1. Overall results 12
3.2. Scope for comparison with international practice 13
3.3. Trends by year 14
3.4. Trends by examination period 16
3.5. Main findings of the chapter 18
IV. ANALYSIS BY ATTEMPT AND COMPLIANCE WITH THE STATUTORY LIMIT 19
4.1. Results by attempt 19
4.2. Uptake of the right to a repeat examination 20
4.3. Registered candidates who did not attend 20
4.4. Compliance with the statutory limit on attempts 21
4.5. Main findings of the chapter 23
V. ANALYSIS BY CANDIDATES' GRADUATING HIGHER EDUCATION INSTITUTION 24
5.1. Overview 24
5.2. Comparative analysis by HEI category 27
5.3. Relationship between HEI size and results 28
5.4. Cases requiring formal notification 29
5.5. Main findings of the chapter 31
VI. REGIONAL ANALYSIS 32
6.1. Overall regional indicators 32
6.2. Factors underlying regional differences 33

VII. ANALYSIS BY SUBJECT 34
7.1. Certification pass rates by subject 34
7.2. Subject composition of unsuccessful teachers 37
7.3. Changes in subject results in 2024–2026 39
7.4. Main findings of the chapter 41
VIII. SCORE DISTRIBUTION 42
8.1. Score distribution among unsuccessful candidates and the "borderline zone" 42
8.2. Score components and the appeals mechanism 43
IX. DEMOGRAPHIC ANALYSIS 44
9.1. Results by gender 44
9.2. Results by age and teaching experience 44
9.3. Main findings of the chapter 46
X. CONCLUSION 47
REFERENCES 50
APPENDICES 52
Appendix 1. Professional certification results by educational organisation 52
Appendix 2. Cases requiring formal notification, number 56
Appendix 3. Professional certification results by subject 58

I. INTRODUCTION

1.1. Rationale for the analysis

Decree No. PD–79 of the President of the Republic of Uzbekistan of 26 May 2023 introduced a professional certification system for candidates entering teaching positions in general secondary education institutions for the first time.[1] The legal mechanism for this system is established by the Administrative Regulations for the Provision of Public Services for the Professional Certification of Teaching Staff of State Preschool and General Secondary Education Organisations (hereinafter, the Regulations), approved by Resolution No. 87 of the Cabinet of Ministers of 12 February 2024.[2]

Professional certification serves as an entry filter for ensuring the quality of teaching staff and generates two streams of information simultaneously. First, it assesses the professional preparedness of staff entering the school education system. Second, and of particular analytical significance, it provides an external, independent and large-scale indicator of the quality of teacher preparation at higher education institutions (hereinafter, HEIs).

Paragraph 36 of the Regulations directly reflects this rationale: a formal notification must be sent to the HEI from which a candidate who fails the certification examination graduated.

The six certification examinations conducted in **2024–2026** involved **47,936 teachers**, representing **6.9%** of the country's **690,226 teachers**.

From 2026, trainee educators and psychologists in preschool education organisations will also be included in the examinations; from 2027, this will extend to teaching staff who have failed attestation. The system's current results therefore need to be assessed not only through the overall indicator, but also by attempt, HEI, region, subject and teacher characteristics.

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[1] Decree No. PD–79 of the President of the Republic of Uzbekistan of 26 May 2023 "On Measures for the Effective Organisation of the Activities of the Ministry of Preschool and School Education and Organisations within Its System".

[2] Resolution No. 87 of the Cabinet of Ministers of the Republic of Uzbekistan of 12 February 2024 "On Approval of the Administrative Regulations for the Provision of Public Services for the Professional Certification of Teaching Staff of State Preschool and General Secondary Education Organisations" // National Database of Legislation, 13.02.2024, No. 09/24/87/0120.

1.2. Aim and objectives of the analysis

This commentary aims to assess the effectiveness of the professional certification system, examine results by graduating HEI, region, subject and teachers' sociodemographic characteristics, and determine the extent to which the requirements of the above-mentioned Presidential Decree and Cabinet of Ministers Resolution are implemented in practice.

The following objectives were established to achieve this aim:

to determine the proportion of teachers involved in professional certification who achieved the pass score (56 points), and the distribution of this indicator by attempt;

to identify the HEIs from which unsuccessful candidates graduated and assess differences in certification outcomes across HEIs;

to assess compliance with the statutory limit on the number of attempts, identifying cases in which candidates were admitted to the examination more than twice;

to compare results by region, subject, examination period and teachers' gender, age and teaching experience;

to assess the proportion of teachers in the school system without a professional certificate and the compliance of this situation with paragraph 35 of the Regulations;

to develop practical recommendations based on the problems identified.

HEIs and regional education departments may use the findings of this commentary as an evidence base for management decisions.

1.3. Object and scope of the analysis

The object of the analysis is the results of professional certification examinations conducted in **2024–2026**.

The analysis focuses on the pass rate, the sequence of attempts, compliance with regulatory requirements, and the distribution of results by HEI, region, subject and teacher characteristics.

The analysis covers **47,936** teachers who participated across **6** examination periods. There are **377** records identifying graduating institutions: **148** domestic HEIs, **46** foreign educational organisations, **169** secondary specialised and other educational organisations, and **14** aggregated records for cases in which the graduating institution was not specified.

Results were examined across **14** regions and **46** subjects (specialisations).

1.4. Data source and analysis period

The analysis uses a dataset compiled as at **8 September 2026** from pedagog.uzedu.uz, the unified electronic database of the Ministry of Preschool and School Education (hereinafter, MPSE).

The following methods were used:

reconstructing the sequence of attempts at individual level, using PINFL;

aggregating data and calculating shares nationally and by subgroup;

assessing differences between groups in percentage points and as ratios;

identifying groups with high, low and zero results;

analysing trends by year and examination period;

interpreting results in comparison with international practice.

II. LEGAL AND METHODOLOGICAL FRAMEWORK

2.1. Legal framework

Resolution No. 87 of the Cabinet of Ministers of 12 February 2024 provides the legal basis for the professional certification system. Several amendments and additions have been made since its adoption, reflecting the progressive expansion of the system's coverage and mechanisms. Table 1 presents these changes chronologically.

Legal instrument	Registration date	Main change introduced
CMR No. 87 of 12 February 2024	13.02.2024	Approval of the Administrative Regulations; pass threshold of 56 points; rules governing attempts
CMR No. 130 of 28 February 2025	01.03.2025	Expansion of certification exemptions (teachers holding a qualification category; those passing attestation at least at specialist level), paragraph 9; revision of paragraph 14
CMR No. 378 of 19 June 2025	19.06.2025	Specific amendments to the Regulations
CMR No. 740 of 24 November 2025	26.11.2025	Extension to preschool education organisations; inclusion of trainee educators and psychologists; inclusion of teachers who failed attestation
CMR No. 35 of 29 January 2026	02.02.2026	Fee reduction mechanism for social registry categories
CMR No. 175 of 16 April 2026	17.04.2026	Setting the supplementary examination fee at 50% of the BCA
CMR No. 321 of 24 June 2026	25.06.2026	Amendments to paragraph 2 of the Regulations: scope of the definition of "candidate" and voluntary participation in supplementary examinations (together with Resolution No. 740)

Table 1. Chronology of amendments and additions to Resolution No. 87 of the Cabinet of Ministers of 12 February 2024, 2024–2026

Source: compiled by the author using the National Database of Legislation (lex.uz).

The evolution of the legal framework shows that the system initially applied only to trainee teachers entering employment in general secondary education organisations for the first time. Coverage was subsequently expanded in stages: from 2026, trainee educators and psychologists in preschool education organisations are included; from 2027, teaching staff who have failed teacher attestation and have been found unsuitable for their positions will also be required to sit the examination.

2.2. Examination content and assessment threshold

Under the current procedure, the certification examination consists of 50 tasks, with 2 points awarded for each correct answer, giving a maximum of 100 points.

The examination materials are prepared by the Scientific and Practical Centre for Pedagogical Excellence and International Assessment in accordance with international requirements for educational testing. The examination is computer-based and administered through an online platform.

A candidate scoring **56 points** or above is considered to have passed the certification examination, while a candidate scoring below **56 points** is considered to have failed. The pass threshold therefore requires **56%** of the maximum score on a **100-point** scale, equivalent to answering 28 of the 50 tasks correctly.

Under the rules governing attempts, a supplementary certification examination is organised each year before the beginning of the new academic year for candidates who could not attend for valid reasons and those who took the examination for the first time but failed.

The first examination is free of charge for candidates; the supplementary examination carries a fee of **50% of the basic calculation amount**.

2.3. Legal consequences of examination results

Under the legislation:

the employment contract of a candidate who takes the supplementary certification examination but fails to achieve the required score is terminated in accordance with labour legislation;

the employer sends a formal notification of the candidate's failure to obtain professional certification to the higher education institution from which the candidate whose contract has been terminated graduated.

Taken together, these two provisions mean that the current legal framework allows a teacher two attempts: the main certification examination and one supplementary examination.

If the required threshold is not met after the second attempt, there are two legal consequences: the teacher's employment is terminated and a formal notification is sent to the graduating HEI.

2.4. Unit of analysis and sequence of attempts

The principal unit of analysis is a unique individual: a teacher identified by PINFL. Database records are grouped by the total number of attempts made by each teacher, so the groups are mutually exclusive.

2.5. Key indicators and calculation methods

The certification pass rate is calculated as the number of teachers awarded certificates in a given group divided by the total number of participants in that group:

$$U = S / N \times 100,$$

where:

U is the pass rate, expressed as a percentage;

S is the number of teachers awarded a professional certificate;

N is the number of teachers involved in professional certification in the relevant group.

The pass rate for each attempt is calculated relative to the number admitted to that attempt.

Average scores are calculated on two bases, with the applicable basis specified in each case: among those who actually sat the examination (41.1 points), and with absent candidates included at 0 points (30.8 points). The two indicators are related: **30.8 × 31,985 / 23,960 = 41.1.**

Differences between groups are expressed in percentage points or as ratios, using the national pass rate (37.7%) as the benchmark.

The HEI ranking covers institutions with at least 200 graduates participating in the examination; subject-level analysis covers subjects with at least 100 participants; and subject trends cover subjects with at least 400 participants. Educational organisations are provisionally divided into five categories based on their names (Chapter V).

2.6. Conditions for interpreting the data and scope of analysis

Several conditions must be taken into account when interpreting the findings.

First, there is a numerical difference between registry-based and individual-level calculations.

The registry-based summary tables show **47,936** teachers in total, including **29,857** without certificates; individual-level calculations give **47,936** and **31,985** respectively.

The difference of **2,128** corresponds to teachers who failed their first attempt but obtained a certificate on a subsequent attempt: they have been excluded from the summary table to avoid double counting (31,985 − 2,128 = 29,857).

Accordingly, summary tables are used for breakdowns by HEI, region and school, while individual-level calculations are used to analyse attempts.

Second, **7,560** records concern registered candidates with no examination start time and a recorded score of 0. This result does not reflect their knowledge level; two versions of the average score are therefore reported separately (Section 2.5).

Third, the recording of absences differs across examination periods (Section 3.4), and the database contains no information on employment contract status, formal notifications sent, grounds for exemption from certification or attestation results.

These conditions do not diminish the significance of the findings; they define the limits within which they can be used.

III. OVERALL PROFESSIONAL CERTIFICATION RESULTS AND TRENDS

3.1. Overall results

A total of **47,936** teachers participated in the 6 certification examinations conducted in 2024–2026. Of these, **18,079** (37.7%) obtained a professional certificate, while **29,857** (62.3%) failed to meet the pass threshold in any of their attempts (the calculation basis is explained in Section 2.6). Figure 1 summarises the key indicators.



Figure 1. Key indicators of professional certification results, 2024–2026

Source: author's calculations based on pedagog.uzedu.uz data.

The indicator varies by year: **44.3%** of participants obtained certificates in 2024, only **29.7%** in 2025, and **44.1%** in 2026. These trends are analysed in detail in Section 3.3.

The score distribution among certificate holders is also noteworthy. Some **70.2%**, or more than two thirds, scored **56–70 points**, close to the pass threshold, while high scores were rare (Table 2).

Score band	Number of teachers	Share of certificate holders, %
56–70 points	12,693	70.2
72–85 points	4,778	26.4
86 points or above	608	3.4

Table 2. Distribution of teachers awarded professional certificates by score band, 2024–2026, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

The **12,693** teachers (70.2%) in the 56–70-point band answered 28–35 of the 50 tasks correctly. Only **608 teachers** scored 86 points or above,

representing **3.4%** of certificate holders and **1.3%** of all participants. This indicates that certificates under the current system are mainly awarded to teachers who meet the minimum requirement, with high scores occurring only exceptionally.

3.2. Scope for comparison with international practice

There is no single "typical" pass rate for teacher examinations internationally, because the mechanisms being compared serve different purposes.

In **the United States**, 95–96% of teacher preparation programme completers pass licensing examinations, including those in the Praxis system.[3] However, federal reporting covers only "programme completers", and institutions that make passing the examination a condition of graduation report a 100% pass rate;[4] **54%** of candidates fail the elementary teacher subject examination on their first attempt, and approximately one quarter never pass it.[5]

In Finland, VAKAVA is an entrance examination for teacher education, rather than a licensing examination after its completion: approximately **10%** of applicants are admitted to primary teacher education programmes.[6]

In **South Korea**, the teacher recruitment examination is a competition for a fixed number of vacancies: in 2023, 48,784 candidates competed for 6,094 positions in general secondary education, a ratio of 8:1, or approximately 12.5%; in some subjects, competition reaches 20:1.[7]

The pass rate is therefore determined less by the examination's difficulty than by its function in the system: an entry filter for training, a qualification

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[3] U.S. Department of Education, Office of Postsecondary Education. Preparing and Credentialing the Nation's Teachers: The Secretary's 10th Report on Teacher Quality. – Washington, DC, 2016. – P. xvii. URL: https://files.eric.ed.gov/fulltext/ED576185.pdf

[4] Stedman J. B., Mangan B. F. Pass Rates as an Accountability Measure for Teacher Education Programs. CRS Report RL31254. – Washington, DC: Congressional Research Service, 2004.

[5] Putman H., Walsh K. A Fair Chance: Simple Steps to Strengthen and Diversify the Teacher Workforce. – Washington, DC: National Council on Teacher Quality, 2019. (ERIC ED593388).

[6] Chung J. Research-informed teacher education, teacher autonomy and teacher agency: the example of Finland / International Journal of Educational Research. – 2025. – Vol. 133, art. 102745. DOI: 10.1016/j.ijer.2025.102745.

[7] Kwak Y. Secondary school science teacher education and quality control in Korea based on the teacher qualifications and the teacher employment test in Korea // Asia-Pacific Science Education. – 2019. – Vol. 5, art. 14. DOI: 10.1186/s41029-019-0040-0. The figures for the 2023 academic year are based on data from the Ministry of Education of the Republic of Korea.

threshold or a quota of available jobs. Direct comparison of Uzbekistan's indicator with those of other countries would consequently be inappropriate.[8]

Uzbekistan's pass rate of **37.7%** allows two interpretations: either **the examination materials are substantially more difficult than current preparation levels can support**, or there is **a systemic problem in the quality of teacher preparation**.

3.3. Trends by year

Analysis by year makes it possible to assess how the professional certification system has developed over its three years of operation. Calculations use the number of teachers participating each year and the proportion awarded certificates; Table 3 presents the results.

Year	Participants	Passed	Did not pass	Pass rate, %	Successful candidates' average score	Unsuccessful candidates' average score
2024	15,539	6,883	8,656	44.3	69.8	41.9
2025	21,505	6,388	15,117	29.7	64.6	40.0
2026 (January–September)	10,892	4,808	6,084	44.1	65.7	41.6

Table 3. Professional certification results by year, 2024–2026, number, percentage and points

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the 2026 data cover January–September.

The trend is uneven and V-shaped. In 2024, **15,539 teachers** participated in the examination, of whom **6,883** (44.3%) obtained a certificate.

In 2025, participation increased by **38.4%** to 21,505, but the pass rate fell by **14.6%** to **29.7%**.

In January–September 2026, the rate recovered to **44.1%**. Figure 2 shows changes in participation and the pass rate.

[8]OECD. Education at a Glance 2022: OECD Indicators. Indicator D6: What are the pathways to becoming a teacher and a school head? – Paris: OECD Publishing, 2022. DOI: 10.1787/3197152b-en.



Figure 2. Examination participants, certificate holders and pass rate by year, 2024–2026, number and percentage

Source: prepared by the author using Table 3.

Note: 2026 covers January–September; each year's share of all participants is shown below the bars.

The inverse relationship between participation and the pass rate is noteworthy: 2025 recorded the highest participation and the lowest pass rate. There are several possible explanations.

First, the composition of the cohort changed. In 2025, the categories required to take the examination were redefined, and teachers who had failed in the previous year were admitted to a repeat examination; this group is objectively less likely to pass.

Of the unsuccessful teachers whose last attempt was recorded in 2025, at least **2,394** were taking their second or a subsequent attempt, including 1,973 on their second attempt;

Second, the scale of participation increased sharply. The supplementary examination held in July–August 2025 was the largest round, with **11,956 teachers** failing to obtain a certificate.

When participation is expanded on a large scale, the proportion of teachers with relatively low levels of preparation increases.

Third, the examination materials changed. In 2025, the average score of successful candidates also fell, **from 69.8 to 64.6 points**.

The simultaneous decline in the average scores of successful and unsuccessful candidates suggests that the examination materials may have become more difficult; this hypothesis requires psychometric testing.

Across the three-year period, **32.4%** of participants were recorded in 2024, **44.9%** in 2025 and **22.7%** in the first nine months of 2026.

As 2026 represents an incomplete year, its full-year participation is expected to be approximately **15–16 thousand**, close to the 2024 level.

Overall, the professional certification pass rate has not improved significantly over the three years: it decreased from **44.3%** in 2024 to **44.1%** in 2026, a decline of **0.2 percentage points**.

This indicates that no positive change in the quality of teacher preparation has occurred over the three years and confirms the need for systemic measures.

3.4. Trends by examination period

To clarify the annual indicators, the number and average score of unsuccessful candidates were analysed across the six examination periods in 2024–2026 (Table 4, Figure 3).

Two major limitations must be considered when interpreting this breakdown. First, legislative changes mean that the composition of the examination cohorts differs between periods. Second, the recording of absences has not been consistent across periods.

Examination period	Number without certificates	Average score	Absent candidates
January–June 2024	6,688	41.5	4,377
August–December 2024	1,254	42.2	3
January–June 2025	3,434	40.1	1,887
July–August 2025	11,956	39.9	–
January–June 2026	3,368	41.2	1,293
July–September 2026	3,157	42.0	–
Total	**29,857**	**–**	**7,560**

Table 4. Teachers without certificates, average scores and absences by examination period, 2024–2026, number and points

Source: author's calculations based on pedagog.uzedu.uz data.

Note: "–" indicates that absences were not recorded separately in the relevant period. When the numbers of teachers without certificates are aggregated by year, they differ from the annual values in Table 3, although the overall total is the same at 29,857; the source does not explain the difference.

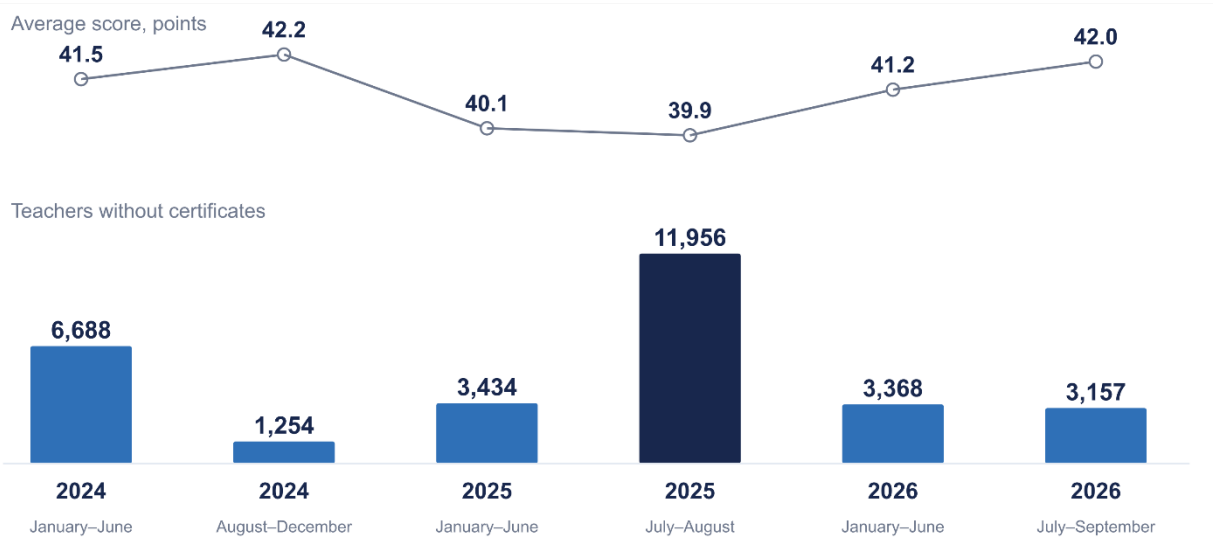


Figure 3. Teachers without certificates and their average scores by examination period, 2024–2026, number and points

Source: prepared by the author using Table 4.

The average score of unsuccessful candidates remained stable throughout the period, from **41.5 points** in January–June 2024 to **42 points** in July–September 2026. In the intervening periods, it ranged from 39.92 points (July–August 2025) to **42.2 points** (August–December 2024).

This stability has two implications. On the one hand, it may indicate that the difficulty of the examination materials has remained consistent over the years, which is positive from a testing perspective. On the other, it indicates that the quality of teacher preparation has not improved significantly over the three years.

The largest examination period by participation was July–August 2025, when **11,956 teachers** failed to obtain a certificate, accounting for **40%** of all cases recorded over the period.

3.5. Main findings of the chapter

First, of the **47,936 teachers** involved in professional certification in 2024–2026, **18,079** (37.7%) obtained a certificate. Some **70.2%** of certificate holders scored **56–70 points**, close to the pass threshold; those scoring **86 points or above** represented **1.3%** of participants.

Second, as pass rates depend on an examination's function within the system, Uzbekistan's results cannot be compared directly with those of the United States, Finland and South Korea; the **37.7%** result may reflect examination difficulty or the quality of teacher preparation.

Third, the annual pass rate followed a V-shaped pattern (44.3 – 29.7 – 44.1%), declining by **0.2 percentage points** over three years. The stable average score of unsuccessful candidates, ranging from 39.9 to 42.2 points across examination periods, indicates no significant change in teacher preparedness.

IV. ANALYSIS BY ATTEMPT AND COMPLIANCE WITH THE STATUTORY LIMIT

4.1. Results by attempt

One of the main objectives of the analysis is to establish on which attempt teachers obtained a certificate and how many remained unsuccessful after two attempts. Figure 4 and Table 5 present the fully reconstructed sequence of attempts.

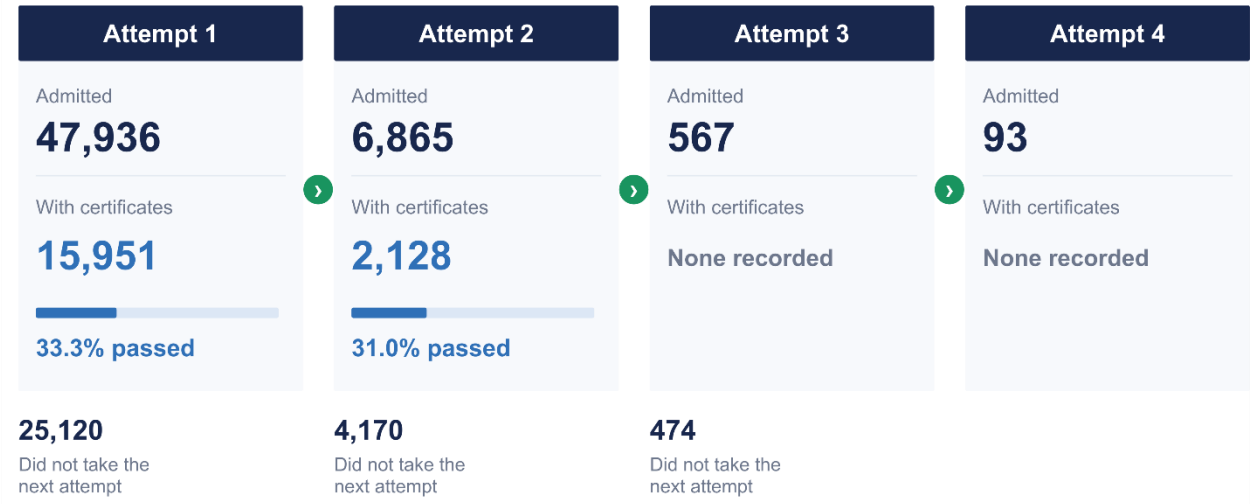


Figure 4. Step-by-step professional certification results by attempt, number and percentage

Source: prepared by the author using Table 5.

Attempt	Admitted to the examination	Passed	Share, %	Did not pass	Proceeded to the next attempt
Attempt 1	47,936	15,951	33.3	31,985	6,865
Attempt 2	6,865	2,128	31.0	4,737	567
Attempt 3	567	–	–	567	93
Attempt 4	93	–	–	93	–

Table 5. Distribution of certification examination results by attempt, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: in the "Total" row, the "Admitted to the examination" column gives the number of attempts (cases), while the remaining columns give the number of unique individuals; the pass rate is therefore calculated as 18,079 / 47,936.

Of the **47,936 teachers** admitted to the first attempt, **15,951** (33.3%) obtained a certificate; on the second attempt, **2,128** of **6,865** (31%) did so.

No certificates were awarded on the third or fourth attempts. Most certificate holders therefore passed on their first attempt (Figure 5).

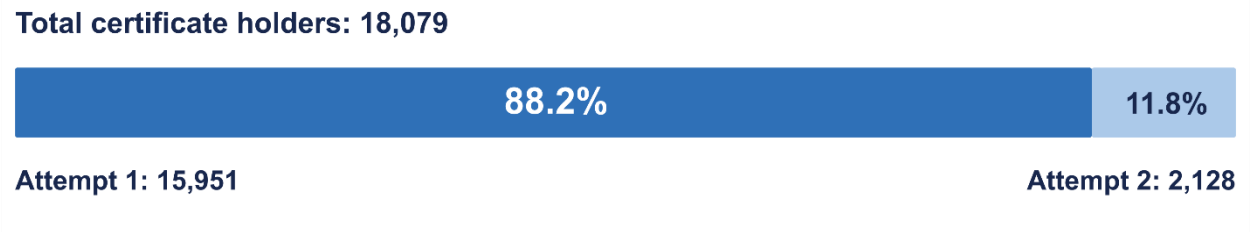


Figure 5. Distribution of teachers awarded professional certificates by attempt, number and percentage

Source: author's calculations using Table 5.

Note: shares are calculated relative to the 18,079 certificate holders.

4.2. Uptake of the right to a repeat examination

One unexpected finding is the extremely low uptake of the right to sit a supplementary examination.

Only **6,865** (21.5%) of the **31,985 teachers** who failed to meet the threshold on their first attempt took a repeat examination. The remaining **25,120 teachers**, or **78.5%** of those unsuccessful on their first attempt, did not use their second opportunity.

There are several possible reasons for this situation, with markedly different management implications.

First, the **supplementary examination fee of 50% of the basic calculation amount** may constitute a financial barrier.

Second, some teachers may have left the school system after their first unsuccessful attempt.

Third, the most likely explanation is that heads of educational organisations are not fully discharging their responsibility to ensure candidates enter the certification process within the required timeframe.

4.3. Registered candidates who did not attend

Of the **31,985** cases in which the pass threshold was not met, **7,560** (23.6%) relate to candidates who did not attend. Their result was recorded as 0 points.

A candidate absent for valid reasons, supported by the relevant documents, is considered not to have passed and must register again to participate in the next examination.

This indicator is unevenly distributed across periods: absences numbered **4,377** in January–June 2024, **1,887** in January–June 2025 and **1,293** in January–June 2026; they were not recorded separately during supplementary examination periods (Table 4).

4.4. Compliance with the statutory limit on attempts

A teacher's **employment contract must be terminated** if the teacher fails the examination on the second attempt. Analysis of the database indicates that this procedure has not been fully observed in practice. A total of **4,737 teachers** failed to reach the pass threshold on both attempts. Of these, **4,170** stopped after two attempts, while **474** were admitted for a third time and **93** for a fourth.

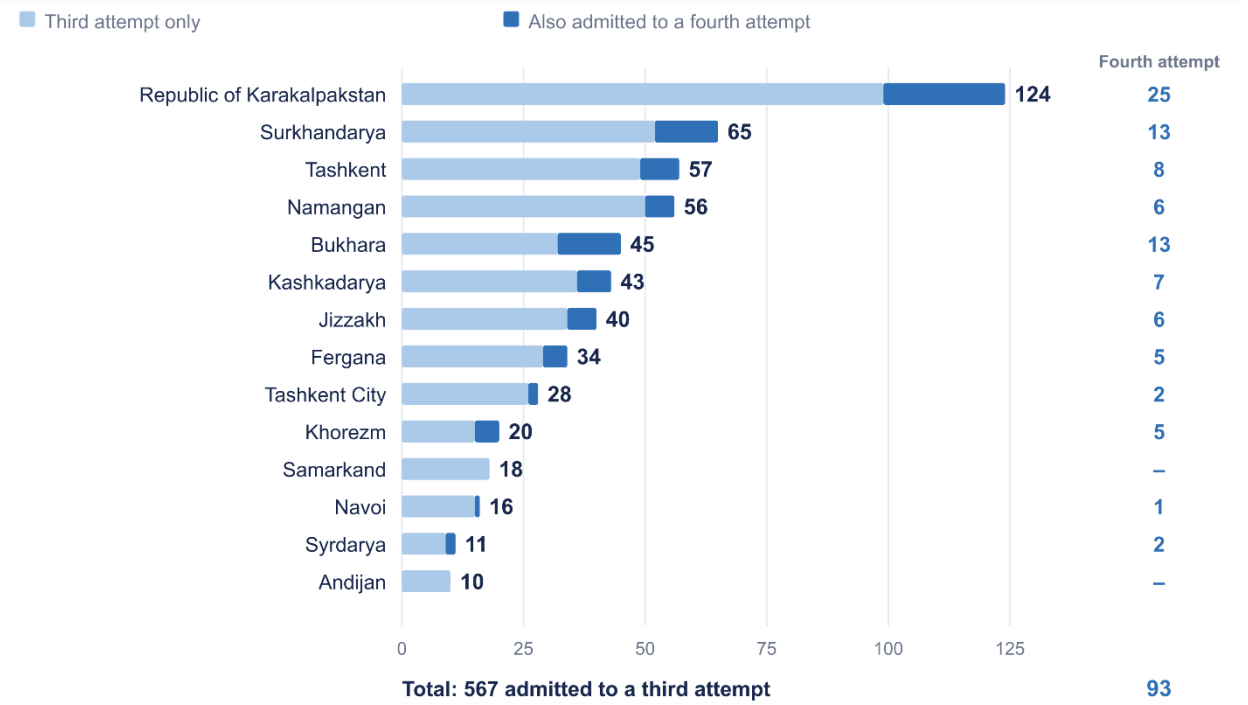


Figure 6. Regional distribution of teachers admitted more than twice who failed on every attempt, number

Source: prepared by the author using Table 6.

Region	Admitted to a third attempt	Also admitted to a fourth attempt	Total	Share, %
Republic of Karakalpakstan	99	25	124	21.9
Surkhandarya	52	13	65	11.5
Tashkent	49	8	57	10.1
Namangan	50	6	56	9.9
Bukhara	32	13	45	7.9
Kashkadarya	36	7	43	7.6

Region	Admitted to a third attempt	Also admitted to a fourth attempt	Total	Share, %
Jizzakh	34	6	40	7.1
Fergana	29	5	34	6.0
Tashkent City	26	2	28	4.9
Khorezm	15	5	20	3.5
Samarkand	18	0	18	3.2
Navoi	15	1	16	2.8
Syrdarya	9	2	11	1.9
Andijan	10	0	10	1.8
Total	**474**	**93**	**567**	**100.0**

Table 6. Cases exceeding the statutory limit on attempts by region, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: regions are listed in descending order of total cases; rounding may cause the shares to sum to a value other than 100.0.

The regional distribution is highly uneven. Of the **567** cases, **124** (21.9%) occurred in the **Republic of Karakalpakstan**, whose share of all participants was **10.3%**.

Surkhandarya Region followed with **65** cases, **Tashkent Region** with **57** and **Namangan Region** with 56. Relatively few cases were recorded in **Andijan Region** (**10**) and **Syrdarya Region** (**11**).

Legal caution is required before classifying these cases generally as violations. Amendments introduced in 2025–2026 expanded the definition of "candidate" to include persons who had previously participated in professional certification but failed, and provided for voluntary participation in supplementary examinations.

Third and fourth attempts may therefore reflect two different situations:

(a) the teacher's employment contract was not terminated, and the teacher was readmitted to the examination while continuing to work at a school;

(b) the employment contract was terminated, and the teacher took the examination voluntarily, possibly in a different capacity.

Another noteworthy finding is that the average score of those taking third and fourth attempts was **39.6 points**. Repeat attempts therefore did not lead to improved knowledge.

4.5. Main findings of the chapter

First, the pass rate was 33.3% on the first attempt and 31.0% on the second; no certificates were awarded on the third or fourth attempts. This indicates the absence of a targeted preparation system between attempts.

Second, **25,120** (78.5%) of the **31,985** teachers who failed their first attempt did not take a supplementary examination; in **7,560** unsuccessful cases (23.6%), the candidate did not attend. This is the system's largest organisational gap.

Third, **567 teachers** were admitted after two unsuccessful attempts: 474 took the examination three times and 93 four times; **21.9%** were from the Republic of Karakalpakstan.

V. ANALYSIS BY CANDIDATES' GRADUATING HIGHER EDUCATION INSTITUTION

5.1. Overview

The statutory formal notification mechanism allows professional certification results to be treated as a quality indicator for HEI performance. Most teachers graduated from a limited number of large HEIs: the **28** institutions with at least **200** graduates participating account for **89.3%** of the total cohort.

The HEI ranking therefore covers this group (Table 7, Figures 7 and 8); full information for all organisations is provided in Appendix 1.

№	Higher education institution	Total	With certificates	Share, %
1	Samarkand State Institute of Foreign Languages	569	331	58.2
2	Tashkent State University of Uzbek Language and Literature	341	180	52.8
3	Uzbekistan State World Languages University	1,260	660	52.4
4	Bukhara State University	2,553	1,259	49.3
5	Bukhara State Pedagogical Institute	377	176	46.7
6	National University of Uzbekistan named after Mirzo Ulugbek	1,367	630	46.1
7	Shakhrisabz State Pedagogical Institute	322	148	46.0
8	Karakalpak State University named after Berdakh	1,626	734	45.1
9	Kokand State University	1,350	609	45.1
10	Fergana State University	2,122	911	42.9
11	Navoi State University	2,133	904	42.4
12	Karshi State University	2,498	1,044	41.8
13	Gulistan State University	1,478	618	41.8
14	Urgench State University named after Abu Rayhan Beruni	1,779	735	41.3
15	Termez State Pedagogical Institute	508	206	40.6
16	Nukus State Pedagogical Institute	2,988	1,142	38.2
17	Andijan State Institute of Foreign Languages	204	76	37.3
18	Chirchik State Pedagogical University	1,843	679	36.8
19	Namangan State University	2,812	1,031	36.7
20	National Pedagogical University of Uzbekistan named after Nizami	2,292	835	36.4
21	Jizzakh State Pedagogical University	2,927	1,026	35.1
22	Samarkand State University named after Sharof Rashidov	2,775	962	34.7
23	Termez State University	3,047	993	32.6
24	Denau Institute of Entrepreneurship and Pedagogy of Samarkand State University	572	177	30.9
25	Kimyo International University in Tashkent	407	107	26.3

№	Higher education institution	Total	With certificates	Share, %
26	Andijan State University	1,810	467	25.8
27	Uzbekistan State University of Physical Education and Sport	465	113	24.3
28	Namangan State Technical University	394	89	22.6

Table 7. Ranking of HEIs with at least 200 participating graduates by professional certification pass rate, 2024–2026, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: rows use a colour scale for the pass rate (dark blue indicates a higher share; lighter shading indicates a lower share).

The differences in the ranking are substantial: the highest rate is **2.6 times** the lowest. Graduates of **Samarkand State Institute of Foreign Languages** (**58.2%**), **Tashkent State University of Uzbek Language and Literature** (**52.8%**) and **Uzbekistan State World Languages University** (**52.4%**) achieved the highest rates.

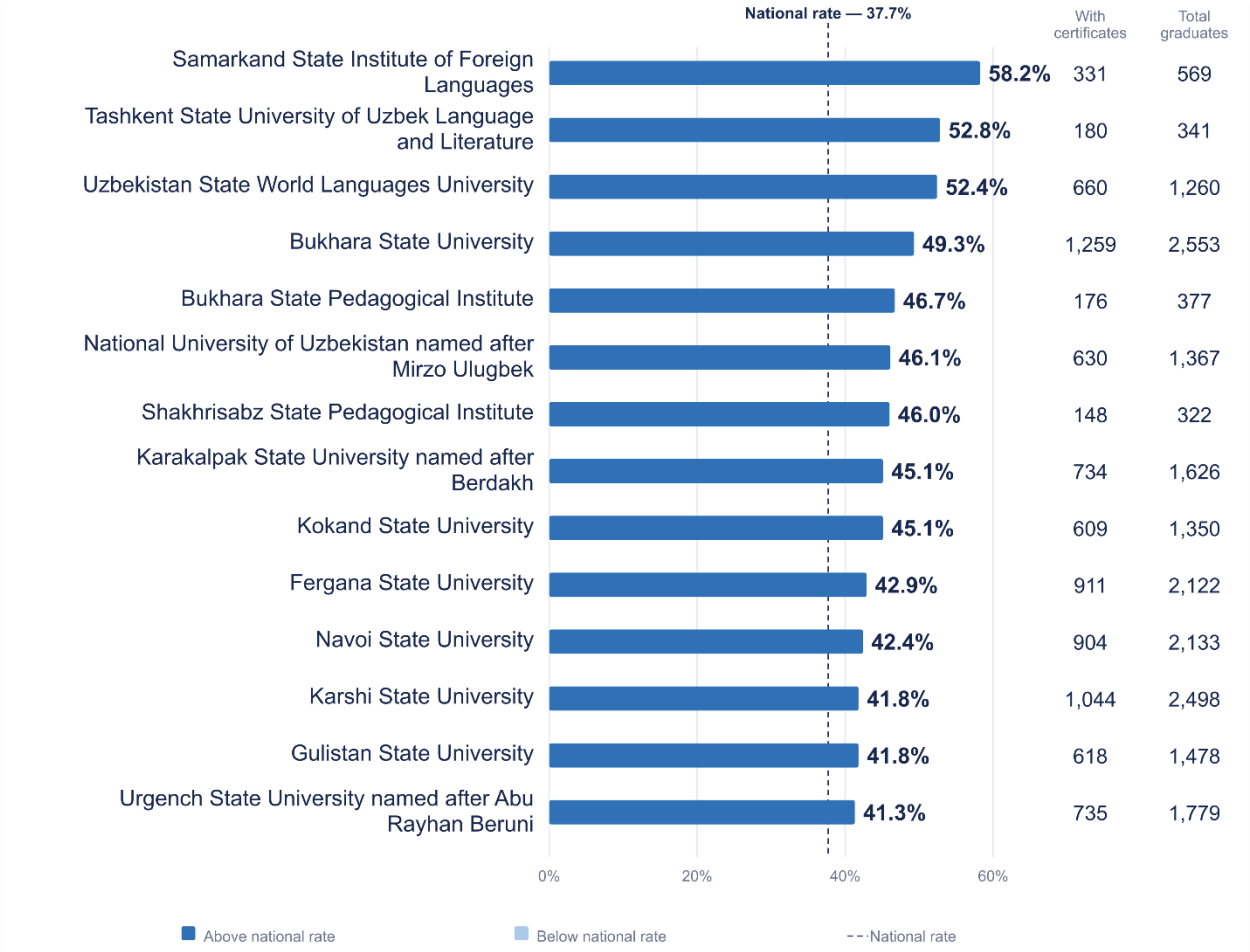


Figure 7. The 14 HEIs with the highest professional certification pass rates, 2024–2026, percentage

Source: prepared by the author using Table 7.

Note: the right-hand columns show certificate holders and total graduates; the dashed line denotes the national rate (37.7%).

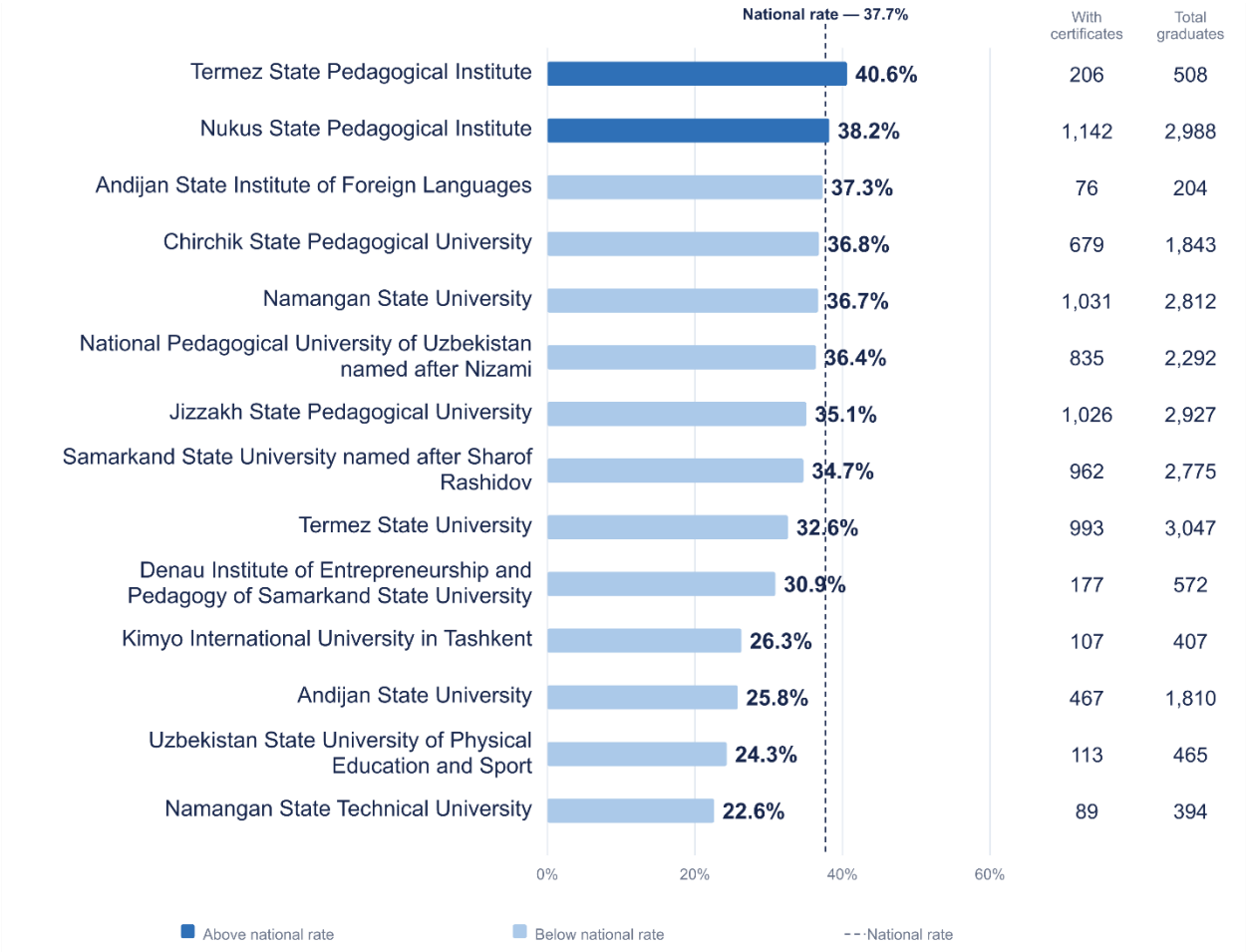


Figure 8. The 14 HEIs with the lowest professional certification pass rates, 2024–2026, percentage

Source: prepared by the author using Table 7.

Note: the right-hand columns show certificate holders and total graduates; the dashed line denotes the national rate (37.7%).

At the other end of the ranking are **Denau Institute of Entrepreneurship and Pedagogy of Samarkand State University** (**30.9%**), **Kimyo International University in Tashkent** (**26.3%**), **Andijan State University** (**25.8%**), **Uzbekistan State University of Physical Education and Sport** (**24.3%**) and **Namangan State Technical University** (**22.6%**).

The leading position of HEIs specialising in philology may partly reflect an objective factor: their graduates mainly seek certification in foreign languages and the mother tongue, subjects whose examination structures are more closely aligned with the assessment of subject knowledge.

The below-average results of large pedagogical HEIs indicate systemic problems.

5.2. Comparative analysis by HEI category

To identify which model of teacher preparation is more effective, educational organisations were divided into five categories based on their names: **pedagogical HEIs**; **traditional state universities**; **specialised and other HEIs**; **secondary specialised educational institutions** (technical schools and academic lyceums); and **foreign educational organisations**.

Because the classification is based on institutional names, it is provisional. Table 8 and Figure 9 present the results.

Organisation category	Number of organisations	Total teachers	With certificates	Share, %
Traditional state universities	15	27,433	10,941	39.9
Specialised and other HEIs	116	5,739	2,160	37.6
Pedagogical HEIs	17	12,248	4,561	37.2
Secondary specialised and other educational institutions	169	384	95	24.7
Foreign educational organisations	46	373	87	23.3
Unspecified (“others”)	14	1,759	235	13.4
Total	**377**	**47,936**	**18,079**	**37.7**

Table 8. Professional certification results by category of educational organisation, 2024–2026, number and percentage

Source: author’s calculations based on pedagog.uzedu.uz data.

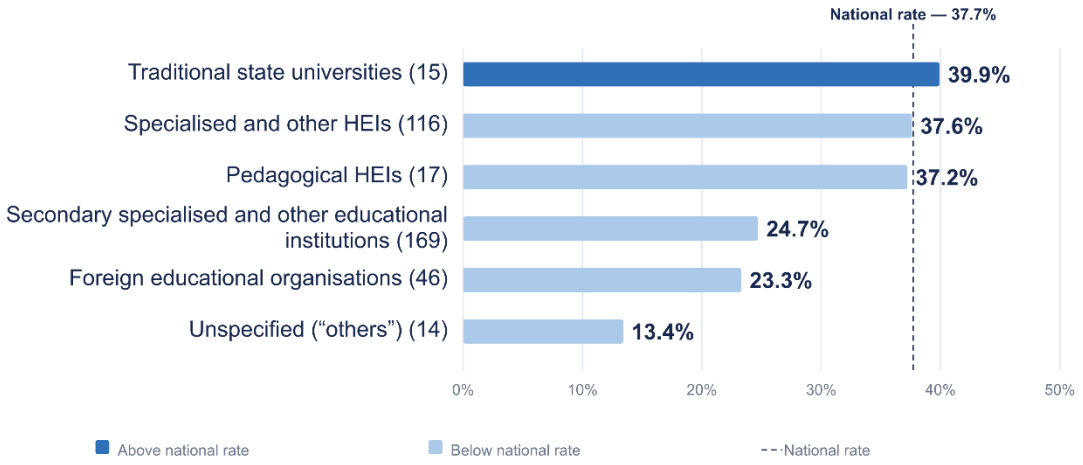


Figure 9. Professional certification pass rates by category of educational organisation, 2024–2026, percentage

Source: prepared by the author using Table 8.

The certification pass rate of pedagogical HEI graduates, **37.2%**, is **2.7 percentage points** below that of traditional state university graduates (39.9%) and **0.4 percentage points** below that of specialised and other HEIs (37.6%).

Yet pedagogical HEIs specialise specifically in teacher preparation, and psychology and pedagogy occupy a substantially larger place in their curricula.

Among organisations assigned to defined categories, relatively low rates were recorded for graduates of foreign educational organisations (**23.3%**) and secondary specialised educational institutions (**24.7%**).

Specifically, among graduates of foreign HEIs, **27** of **98 teachers** (**27.6%**) from **Batyraly Sydykov Kyrgyz-Uzbek International University in Kyrgyzstan**, **4** of **30** (**13.3%**) from **Osh State University**, **13** of **64** (**20.3%**) from **Mukhtar Auezov South Kazakhstan Research University in Kazakhstan**, **12** of **67** (**17.9%**) from **Sadriddin Ayni Tajik State Pedagogical University in Tajikistan**, and **5** of **31** (**16.1%**) from **Khujand State University named after Academician Bobojon Gafurov** obtained professional certificates (Appendix 1).

Several possible factors should be considered when interpreting the results of pedagogical HEIs.

First, admission scores at pedagogical HEIs are generally lower than those at traditional universities, and differences at entry may be reflected in graduates' results (a selection effect).

Second, subject preparation may account for a smaller proportion of pedagogical HEI curricula than of traditional university curricula, while the examination primarily assesses subject knowledge: of the unsuccessful candidates' average score of **41.1** points, **32.4** came from the main (subject) component and **8.7** from the supplementary (pedagogical skills) component.

Third, pedagogical HEIs are more frequently located in the regions, and regional differences are clearly evident in the analysis.

5.3. Relationship between HEI size and results

To examine whether the scale of provision reduces the quality of teacher preparation at large HEIs, the relationship between graduate numbers and certification pass rates was analysed (Figure 10).

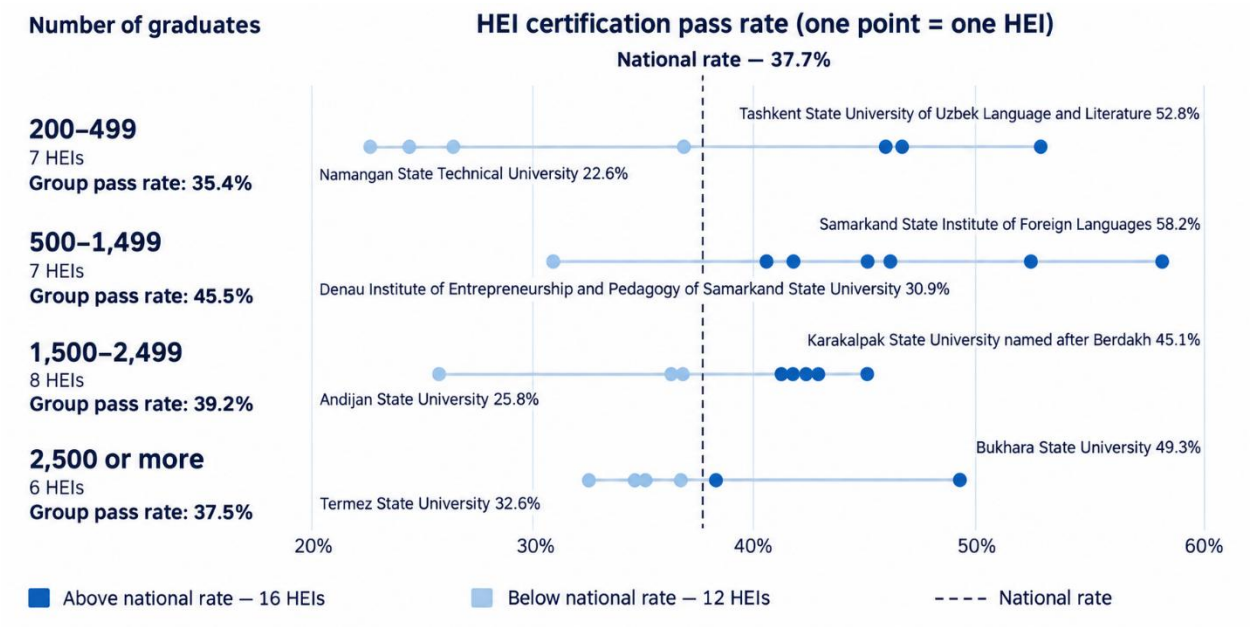


Figure 10. Relationship between the number of HEI graduates and the professional certification pass rate, 2024–2026, number and percentage

Source: prepared by the author using Table 7.

Note: each point represents one HEI with at least 200 graduates participating in the examination (28 institutions); the dashed line denotes the national rate.

Figure 10 shows no consistent relationship between graduate numbers and certification outcomes: the largest HEIs include institutions performing above the national average, such as Bukhara State University (49.3%), and substantially below it, such as Termez State University (32.6%) and Andijan State University (25.8%).

Differences in results may therefore be associated more with an HEI's internal quality assurance system than with its size.

This finding has important management implications: quality problems cannot be explained as an "inevitable consequence of scale".

5.4. Cases requiring formal notification

Under the legislation, a candidate who also fails to achieve the required score in the supplementary examination has their employment contract terminated, and the employer sends a formal notification to the graduating HEI.

The analysis indicates that this requirement should have been applied to **4,737 teachers**.

The graduating institution was identified for **4,662** teachers who failed on two or more attempts (**98.4%**); this field was blank in the remaining **75**

cases. The figures in Table 9 should therefore be treated as minimum estimates; the full list is provided in Appendix 2.

№	Higher education institution	Unsuccessful on 2 or more attempts	Of whom, on attempts 3–4
1	Nukus State Pedagogical Institute	459	79
2	Namangan State University	332	34
3	Termez State University	298	45
4	Jizzakh State Pedagogical University	280	38
5	Bukhara State University	278	36
6	National Pedagogical University of Uzbekistan	264	26
7	Chirchik State Pedagogical University	236	34
8	Karshi State University	235	38
9	Karakalpak State University	227	41
10	Navoi State University	207	20
11	Samarkand State University	198	25
12	Urgench State University	192	16
13	Fergana State University	165	19
14	Gulistan State University	144	12
15	Andijan State University	125	12
16	National University of Uzbekistan	124	10
17	Uzbekistan State University of Physical Education and Sport	104	8
18	Kokand State University	91	14
19	Uzbekistan State World Languages University	75	7
20	Denau Institute of Entrepreneurship and Pedagogy of Samarkand State University	66	6

Table 9. The 20 HEIs with the most cases requiring formal notification, number

Source: author's calculations based on pedagog.uzedu.uz data.

The largest numbers of cases requiring formal notification concern graduates of **Nukus State Pedagogical Institute** (**459**), **Namangan State University** (**332**), **Termez State University** (**298**) and **Jizzakh State Pedagogical University** (**280**).

As absolute numbers depend on HEI size, they should be interpreted alongside the relative indicators in Appendix 1.

The current database contains no information on whether formal notifications were actually sent or what measures the HEIs took.

5.5. Main findings of the chapter

First, across the **28** HEIs with at least 200 participating graduates, the pass rate ranges from **22.6%** to **58.2%**, a **2.6-fold** difference; this variation has no consistent relationship with HEI size.

Second, the pass rate of pedagogical HEI graduates (**37.2%**) is below those of traditional state universities (**39.9%**) and specialised HEIs (**37.6%**), indicating a need to review curricula at institutions specialising in teacher preparation.

Third, formal notifications should be sent in respect of **4,737 teachers**, with the largest numbers concerning graduates of **Nukus State Pedagogical Institute**, **Namangan State University** and **Termez State University**. The database does not record whether notifications were sent or measures taken.

VI. REGIONAL ANALYSIS

6.1. Overall regional indicators

The regional distribution of professional certification outcomes reveals substantial differences: the gap between the highest rate (Bukhara Region, 49.7%) and the lowest (Andijan Region, 24.9%) is **24.8 percentage points**, or almost twofold. Figure 11 and Table 10 present the regional results.

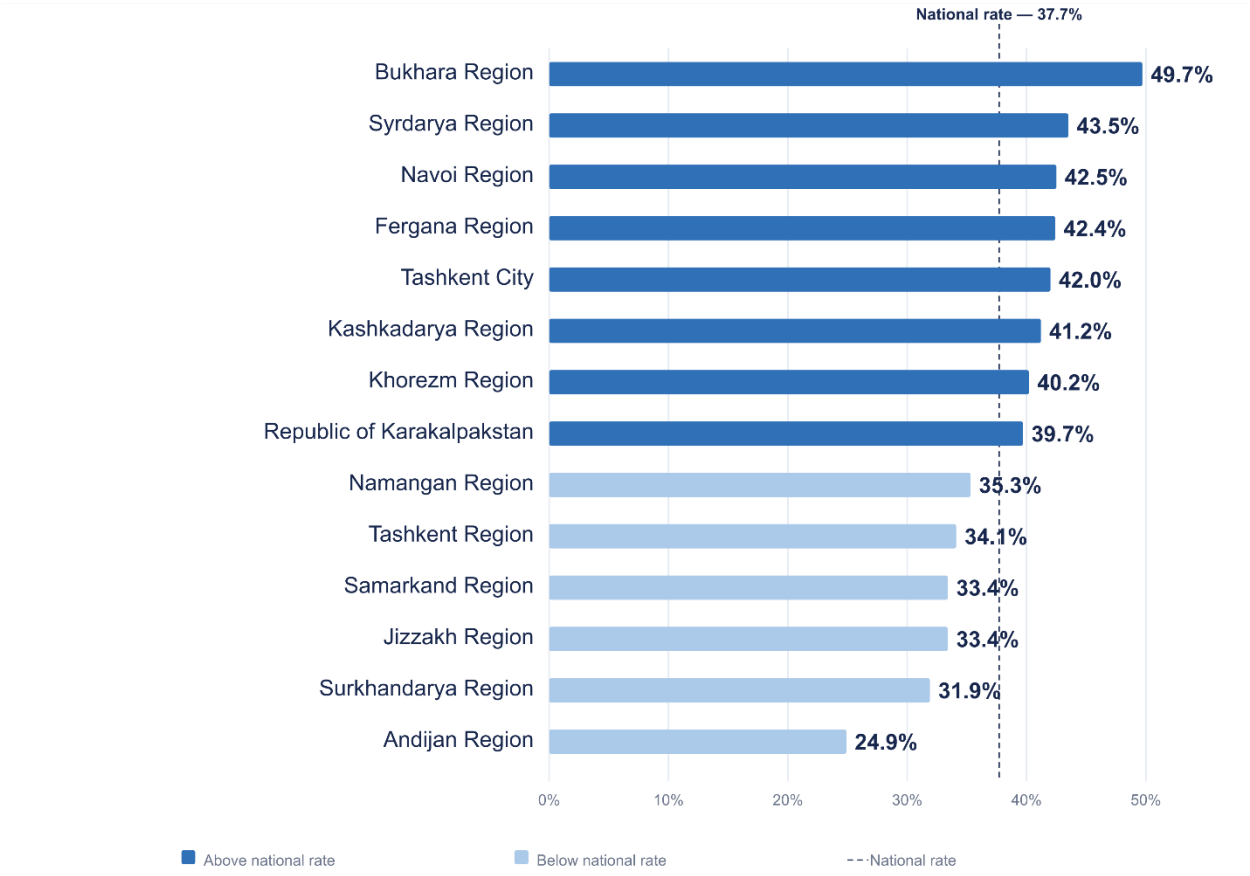


Figure 11. Share of teachers awarded professional certificates by region, 2024–2026, percentage

Source: prepared by the author using Table 10.

Region	Participants	With certificates	Share, %	Attempt 1	Attempt 2	Absent	Average score
Bukhara Region	3,652	1,816	49.7	1,583	233	715	46.7
Syrdarya Region	1,357	590	43.5	534	56	112	48.7
Navoi Region	1,910	811	42.5	694	117	474	42.3
Fergana Region	3,967	1,682	42.4	1,534	148	661	45.7
Tashkent City	2,334	981	42.0	865	116	556	43.0
Kashkadarya Region	4,097	1,689	41.2	1,478	211	639	45.2
Khorezm Region	2,238	899	40.2	800	99	702	39.6

Region	Participants	With certificates	Share, %	Attempt 1	Attempt 2	Absent	Average score
Republic of Karakalpakstan	4,941	1,962	39.7	1,713	249	572	46.4
Namangan Region	4,155	1,467	35.3	1,259	208	446	44.7
Tashkent Region	3,948	1,347	34.1	1,143	204	1,078	38.6
Samarkand Region	4,886	1,634	33.4	1,495	139	219	47.2
Jizzakh Region	2,923	975	33.4	863	112	464	42.2
Surkhandarya Region	5,029	1,603	31.9	1,412	191	533	43.5
Andijan Region	2,499	623	24.9	578	45	389	40.1

Table 10. Professional certification results by region, 2024–2026, number, percentage and points

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the "Attempt 1" and "Attempt 2" columns show the numbers awarded certificates on the respective attempts. Regional totals for participants (47,936) and absentees (7,560) match the national totals.

6.2. Factors underlying regional differences

Analysis of the composition of regional differences indicates that different mechanisms are operating in low-performing regions.

In **Andijan Region**, **92.8%** of certificate holders (578 of 623) passed on their first attempt; only **45** obtained certificates on the second. This is the lowest figure nationally, suggesting that the problem may be more closely associated with inadequate arrangements for repeat participation.

Tashkent Region has both the **lowest** average score (38.6 points) and the highest number of absentees (1,078), indicating an organisational and administrative problem.

In **Khorezm Region**, more than half of unsuccessful cases (699 of 1,336, or 52.3%) concern absent candidates, indicating a gap in registration and arrangements for examination participation.

VII. ANALYSIS BY SUBJECT

7.1. Certification pass rates by subject

Professional certification was conducted in **46** subjects (specialisations).

Subject-level analysis helps identify problems in the quality of teacher preparation, since subject knowledge accounts for the main part of examination performance (79% of the overall score).

Differences between subjects are substantial. Among subjects with at least **100** participants, the highest rate is **75.1%** in **Fundamentals of State and Law** and the lowest is **19.2%** in **Informatics and Information Technology**, a **3.9-fold** difference.

This exceeds the differences between regions (twofold) and even HEIs (2.6-fold), making subject one of the strongest factors determining professional certification outcomes. Figure 12 and Table 11 present the subject results.

№	Subject	Participants	Passed	Did not pass	Pass rate, %	Successful candidates' score	Unsuccessful candidates' score
1	Fundamentals of State and Law	622	467	159	75.1	71.5	15.2
2	History	2,687	1,522	1,163	56.6	69.1	27.6
3	English (General Education)	5,094	2,884	2,210	56.6	72.0	18.6
4	Karakalpak Language and Literature	120	65	59	54.2	64.5	29.4
5	Psychology	1,573	850	720	54.0	64.3	43.2
6	Upbringing	374	181	190	48.4	68.0	25.9
7	Pre-conscription Training	222	102	120	45.9	62.2	30.2
8	Preschool Educator	163	74	89	45.4	64.3	36.0
9	Geography	1,190	532	661	44.7	66.4	31.3
10	Mother Tongue and Literature (Uzbek Classes)	2,948	1,279	1,673	43.4	67.2	28.1
11	Speech and Language Therapist (General Education)	161	67	94	41.6	63.9	37.0
12	Mathematics	5,444	2,244	3,211	41.2	68.4	28.2
13	Music	836	340	496	40.7	65.3	29.3
14	Fine Arts and Technical Drawing	1,206	476	729	39.5	63.6	33.7
15	Special Education Teacher (General Education)	102	40	62	39.2	64.3	41.1
16	Chemistry	1,388	516	873	37.2	64.6	33.3
17	Technology (Technology and Design – Boys)	589	209	383	35.5	63.5	37.3
18	Fundamentals of Economics	170	59	110	34.7	64.9	35.9
19	Karakalpak Language (State Language)	119	40	76	33.6	69.1	28.6
20	Technology (Services – Girls)	1,146	354	788	30.9	64.3	29.2
21	Primary Education	7,420	2,276	5,150	30.7	64.9	31.1

№	Subject	Participants	Passed	Did not pass	Pass rate, %	Successful candidates' score	Unsuccessful candidates' score
22	Uzbek Language (State Language)	596	178	406	29.9	73.3	24.3
23	Biology	2,371	627	1,743	26.4	64.3	32.3
24	Russian Language	3,029	798	2,245	26.3	63.5	31.1
25	Kazakh Language and Literature	133	35	98	26.3	63.7	31.8
26	Physical Education (General Education)	2,578	659	1,919	25.6	61.5	34.6
27	Russian Language and Literature	790	172	611	21.8	65.3	29.7
28	Physics	1,904	413	1,491	21.7	62.3	33.6
29	Informatics and Information Technology	2,682	514	2,156	19.2	62.8	32.2

Table 11. Professional certification results by subject (subjects with at least 100 participants), 2024–2026, number, percentage and points

Source: author's calculations based on pedagog.uzedu.uz data.

Note: rows use a colour scale for the pass rate (dark blue indicates a rate above the national figure of 37.7%; lighter shading indicates a lower rate). In accordance with the MPSE summary table methodology, average scores include absentees at 0 points (Section 2.5). In some subjects, successful and unsuccessful candidate numbers do not sum to the participant total; source values have been retained. Full data for all subjects are provided in Appendix 3.

Grouping the results by performance produces the following picture:

the first group comprises subjects substantially above the national rate: **Fundamentals of State and Law**, **75.1%**; **English**, **56.6%**; **History**, **56.6%**; and **Psychology**, **54.0%**;

the second group comprises subjects around the average: **Geography**, **44.7%**; **Mother Tongue and Literature**, **43.4%**; **Mathematics**, **41.2%**; and **Music**, **40.7%**;

the third group comprises subjects substantially below the average: **Informatics and Information Technology**, **19.2%**; **Physics**, **21.7%**; **Russian Language and Literature**, **21.8%**; **Physical Education**, **25.6%**; **Russian Language**, **26.3%**; and **Biology**, **26.4%**.

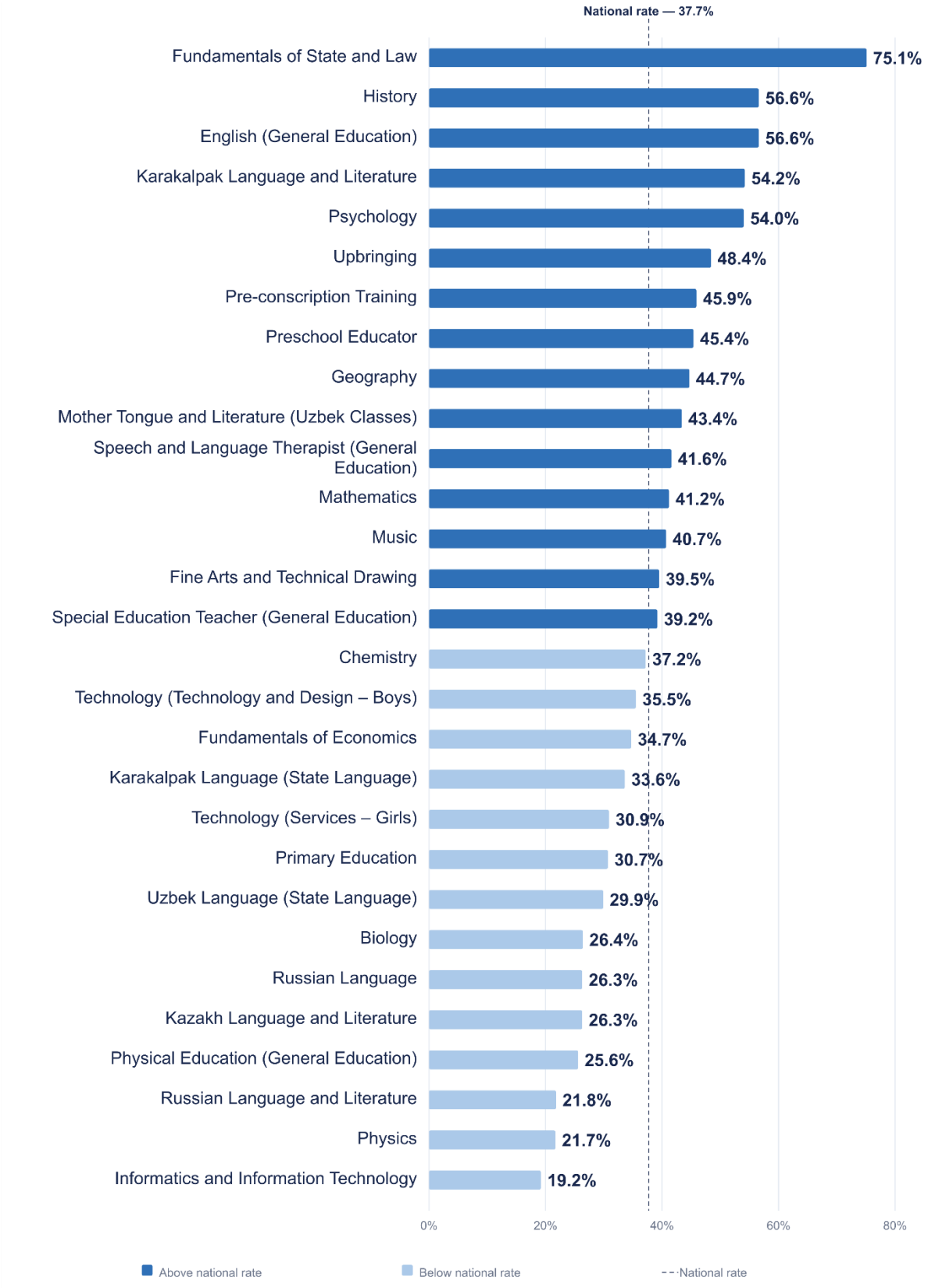


Figure 12. Professional certification pass rates by subject (subjects with at least 100 participants), 2024–2026, percentage

Source: prepared by the author using Table 11.

Low results in the natural and exact sciences require particular attention. Of the **6,957 teachers** who participated in **Informatics**, **Physics** and **Biology**, only **1,554** (**22.3%**) obtained a certificate. This indicates a systemic problem in the quality of STEM teacher preparation and calls for a separate analysis of HEI programmes in these fields.

Another noteworthy result is the **low rate in Primary Education, at 30.7%**. This subject had **7,420** participants, the largest cohort of any subject. Given that primary education is the stage at which pupils acquire foundational literacy, this indicator is strategically important.

The difference between the average scores of successful and unsuccessful teachers also varies substantially by subject. In **English**, successful candidates averaged **72 points** and unsuccessful candidates **18.6 points**, a gap of **53.4 points**. This "polarisation" indicates a heterogeneous cohort: alongside a well-prepared group, there is a group that was entirely unprepared or did not attend.

By contrast, the gap is much smaller in **Psychology** (**64.3** and **43.2 points**) and **Technology** (**63.5** and **37.3 points**). This may partly reflect the low absence rates in these subjects (4.6% and 9.6%, Table 12).

7.2. Subject composition of unsuccessful teachers

In absolute terms, Primary Education (**5,150**), Mathematics (**3,211**), Russian Language (**2,245**) and English (**2,210**) account for the largest numbers of teachers without certificates. These four subjects represent **42.9%** of all unsuccessful teachers (29,857) (Figure 13, Table 12).

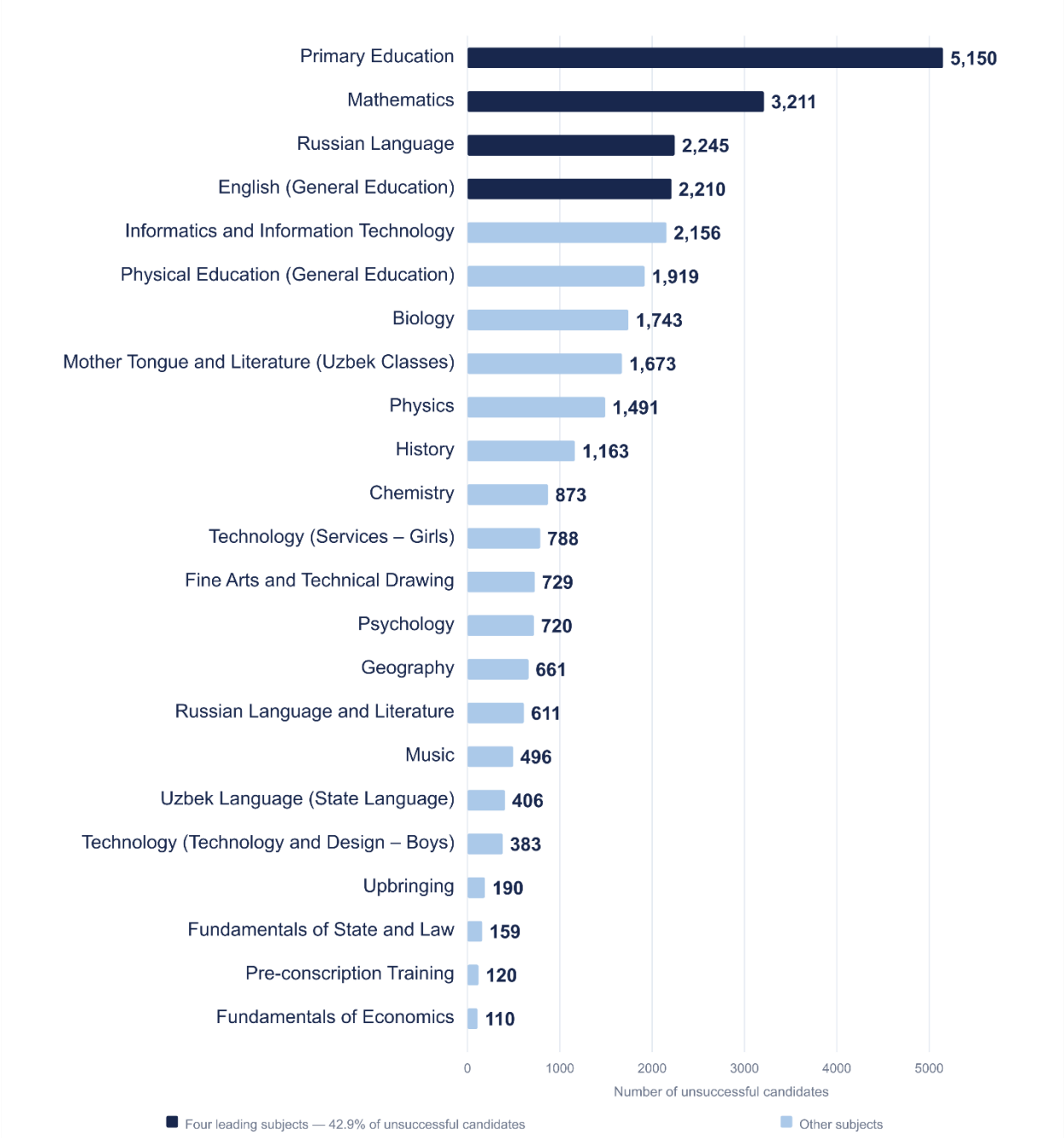


Figure 13. Teachers without professional certificates by subject (subjects with at least 100 such teachers), 2024–2026, number

Source: prepared by the author using Table 12.

№	Subject	Number who did not pass	Average score	Absent, %
1	Primary Education	5,150	31.1	23.2
2	Mathematics	3,211	28.2	25.5
3	Russian Language	2,245	31.1	19.2
4	English (General Education)	2,210	18.6	51.3
5	Informatics and Information Technology	2,156	32.2	17.1
6	Physical Education (General Education)	1,919	34.6	18.2
7	Biology	1,743	32.3	17.0
8	Mother Tongue and Literature (Uzbek Classes)	1,673	28.1	32.3

№	Subject	Number who did not pass	Average score	Absent, %
9	Physics	1,491	33.6	17.8
10	History	1,163	27.6	34.9
11	Chemistry	873	33.3	20.1
12	Technology (Services – Girls)	788	29.2	25.1
13	Fine Arts and Technical Drawing	729	33.7	20.8
14	Psychology	720	43.2	4.6
15	Geography	661	31.3	25.7
16	Russian Language and Literature	611	29.7	21.7
17	Music	496	29.3	30.0
18	Uzbek Language (State Language)	406	24.3	40.6
19	Technology (Technology and Design – Boys)	383	37.3	9.6
20	Upbringing	190	25.9	44.0
21	Fundamentals of State and Law	159	15.2	65.6
22	Pre-conscription Training	120	30.2	25.0
23	Fundamentals of Economics	110	35.9	18.8

Table 12. Teachers without professional certificates by subject (subjects with at least 100 such teachers), 2024–2026, number, points and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: average scores include absentees at 0 points, as in the "Unsuccessful candidates' score" column in Table 11; "Absent" is the proportion of unsuccessful candidates who did not attend.

Absence rates present a different picture: the highest are in **Fundamentals of State and Law** (**65.6%**), **English** (**51.3%**), **Upbringing** (**44%**) and **Uzbek Language** (**40.6%**).

The absence of more than half of English teachers is particularly noteworthy: these staff are in high demand in the labour market, and some may well have moved from education to other sectors without waiting for certification.

At the same time, this subject has one of the highest pass rates (56.6%), indicating strong preparation among those who actually sat the examination.

7.3. Changes in subject results in 2024–2026

Analysis of subject trends helps identify changes in quality.

Comparison of 2024 and 2026 rates in **19** of the **20** subjects with at least **400** participants (2024 data are unavailable for Psychology) reveals mixed results: pass rates **increased in 8 subjects and declined in 11** (Figure 14).



Figure 14. Changes in pass rates by subject in 2024–2026 (subjects with at least 400 participants), percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the grey point represents 2024, the arrowhead 2026 (January–September), and the open circle 2025; the right-hand column shows the change in the 2026 rate relative to 2024, as a percentage.

A common pattern is evident in most subjects: in 13 of the 19 subjects with at least **400** participants, the 2025 rate was below both the 2024 and 2026 rates.

This is more likely to reflect changes in the 2025 examination cohort than subject characteristics (Section 3.3). Comparison of 2024 and 2026 indicators is therefore methodologically more appropriate for assessing subject trends.

The analysis leads to two management conclusions.

First, teacher preparation programmes in low-performing subjects—Informatics, Physics, Biology and Russian Language—need to be reviewed.

Second, the stability and content alignment of examination materials in subjects with sharp changes—Music, Fine Arts and Technical Drawing, English and Technology specialisations—require psychometric review. Changes of **25–46 percentage points** over two years, and of **33–40 percentage points** within a single year in some subjects, may reflect changes in examination materials or cohort composition rather than genuine changes in teacher quality.

7.4. Main findings of the chapter

First, the largest differences are between subjects: the pass rate is **75.1%** in Fundamentals of State and Law and **19.2%** in Informatics and Information Technology, a 3.9-fold difference. Only **1,554** (22.3%) of the **6,957** participants in Informatics, Physics and Biology obtained a certificate.

Second, four subjects—Primary Education, Mathematics, Russian Language and English—account for **42.9%** of unsuccessful teachers; Primary Education, which has the largest cohort, has a pass rate of **30.7%**.

Third, between 2024 and 2026, pass rates increased in **8** and declined in **11** of the **19** subjects with at least **400** participants; changes of **25–46 percentage points** in some subjects warrant psychometric review of the examination materials.

VIII. SCORE DISTRIBUTION

8.1. Score distribution among unsuccessful candidates and the "borderline zone"

The **23,960 teachers** who actually sat the examination but failed to reach the pass threshold averaged **41.1 points**, **15 points** below the threshold. However, this average conceals an important feature of the distribution (Figure 15).

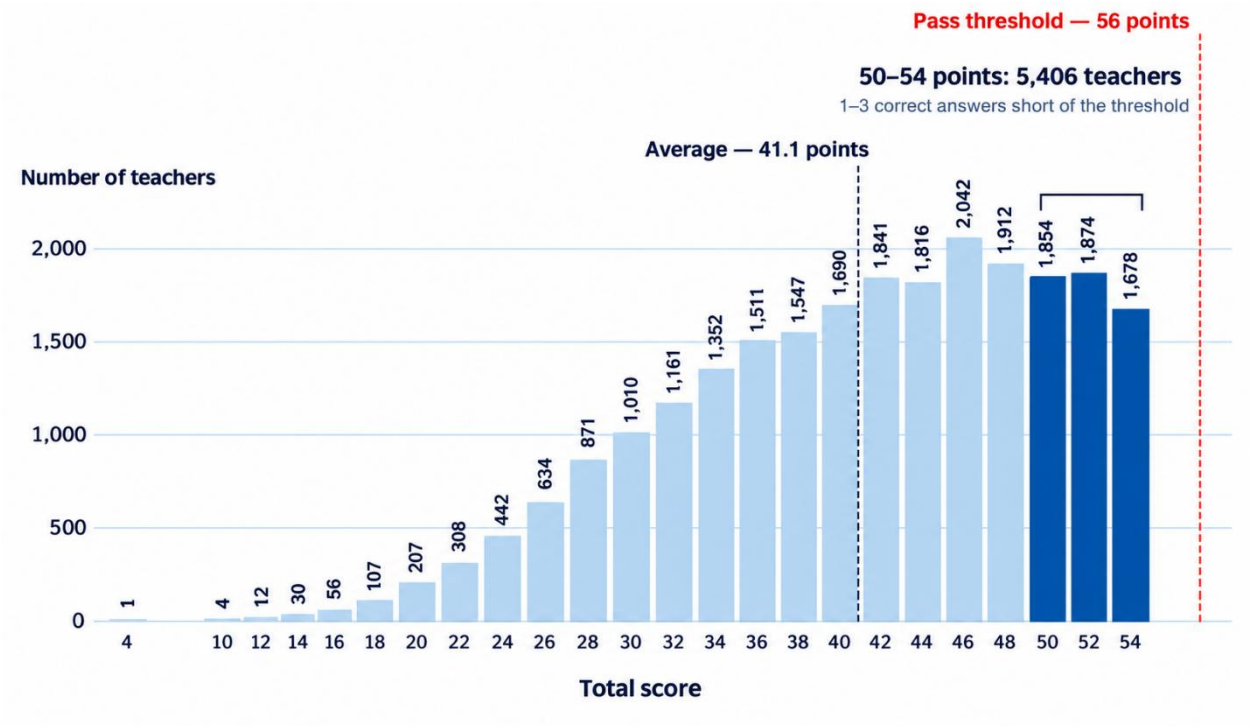


Figure 15. Score distribution of teachers who attended but did not pass, number

Source: author's calculations based on pedagog.uzedu.uz data.

Note: n = 23,960 (those who actually attended); the pass threshold is 56 points (paragraph 31 of the Regulations); dark blue highlights the 50–54-point band (the "borderline zone").

The distribution is shifted to the left, but its right-hand boundary lies very close to the pass threshold. Of the **23,960 teachers** who attended but failed, **5,406** (22.6%) scored **50–54 points**, falling just 1–3 correct answers short of the threshold.

Of these, **1,676** scored exactly **54 points**, one correct answer below the threshold.

This "borderline zone" leads to two important conclusions.

First, a targeted, short-term preparation programme could transform outcomes for a substantial proportion of unsuccessful candidates: if half of

those in the **50–54-point** group reached the threshold, the total number of certificate holders would increase by **15%**.

Second, the concentration of scores close to the pass threshold raises the issue of the test's discriminating power: the difference between two teachers scoring 54 and 56 points may not be statistically significant, yet the legal consequences are fundamentally different. One gains the right to work in a school, while the other loses their employment contract.

8.2. Score components and the appeals mechanism

The composition of scores is also noteworthy. Of the unsuccessful candidates' average of 41.1 points, 32.4 came from the main (subject) component and 8.7 from the supplementary component. This ratio indicates that **the examination is more closely aligned with the assessment of subject knowledge and that pedagogical skills have a limited influence on the overall result**.

Use of the appeals mechanism is extremely low: appeals were lodged in only **450** of **31,985** cases (1.4%).

Yet there are **5,406 teachers** in the "borderline zone", for whom an appeal could be of real significance. Only **3** cases of exclusion for breaches of examination rules were recorded, indicating a high level of oversight of examination procedures.

IX. DEMOGRAPHIC ANALYSIS

9.1. Results by gender

Women predominate among teaching staff: registry data show that **33,754** (70.4%) of the **47,936 teachers** are women and **14,182** (29.6%) are men. Table 13 and Figure 16 present the results by gender.

Gender	Total teachers	With certificates	Share, %	Did not pass (without certificates)
Women	33,754	12,910	38.2	20,844
Men	14,182	5,169	36.4	9,013

Table 13. Professional certification results by gender, 2024–2026, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

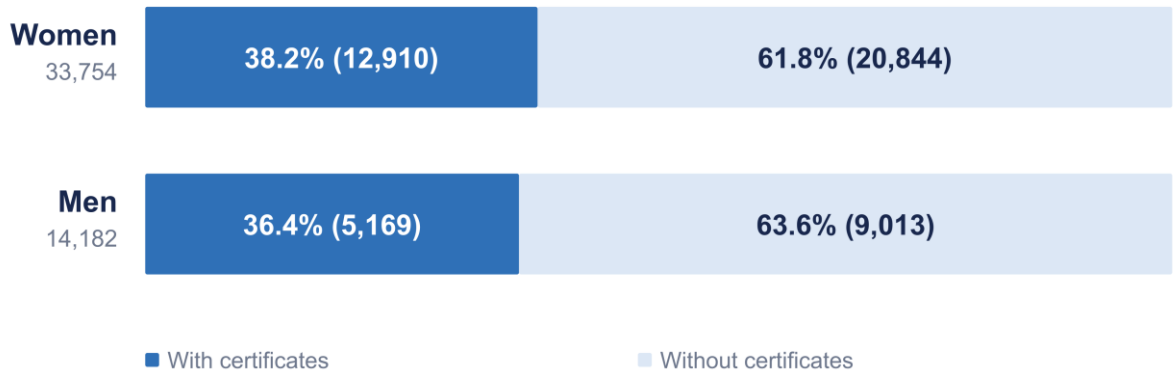


Figure 16. Professional certification results by gender, 2024–2026, percentage and number

Source: prepared by the author using Table 13.

The difference between women and men is small: the share awarded certificates is **38.2%** among women and **36.4%** among men. Average scores among those who attended but failed are also almost equal, at **41.3** and **40.4 points** respectively. Professional certification outcomes may therefore be considered not to depend substantially on gender.

9.2. Results by age and teaching experience

Analysis by age and teaching experience reveals a systematic and consistent trend: average examination performance declines steadily as teaching experience increases (Table 14, Figure 17).

Teaching experience	Number who did not pass	Average score	Age group	Number who did not pass	Average score
Less than 1 year	13,497	42.3	Under 24	10,186	42.3
1–3 years	6,676	41.6	25–29	6,843	42.0
3–5 years	2,303	40.7	30–34	4,200	40.6
5–10 years	4,036	40.3	35–39	4,575	39.9
10–20 years	3,306	39.7	40–44	3,380	39.8
20 years or more	2,167	37.5	45–49	1,357	39.7
			50 and over	1,444	37.9

Table 14. Distribution of unsuccessful candidates by age and teaching experience, 2024–2026, number and points

Source: author's calculations based on pedagog.uzedu.uz data.

Note: unsuccessful candidate numbers use the individual-level database (31,985 teachers unsuccessful on their first attempt).

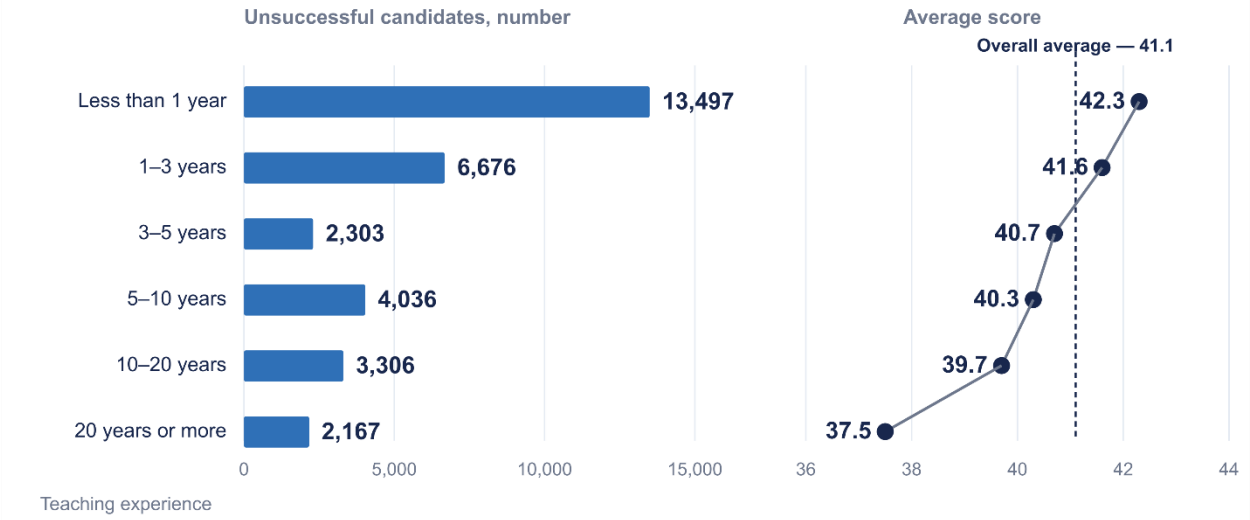


Figure 17. Average scores and numbers of unsuccessful candidates by teaching experience, 2024–2026, points and number

Source: prepared by the author using Table 14.

Note: the dashed line represents the overall average score of those who attended but failed (41.1 points).

Teachers with less than one year of experience averaged **42.3 points**, compared with **37.5 points** among those with **20 years or more**. A similar pattern appears by age: **42.3 points** among those under 24, compared with **37.9** among those **aged 50 and over**.

The influence of experience is apparent not only in the average scores of unsuccessful candidates, but also in the share of all participants awarded certificates (Table 15).

Of the **22,267 teachers** with less than one year of experience, **45.2%** obtained a certificate, compared with **19.2%** of the **2,599** teachers with **20**

years or more, a **2.4-fold** difference. The pass rate declines consistently with increasing experience in every group: 45.2 → 39.4 → 30.7 → 26.3 → 25.1 → 19.2%.

Teaching experience	Number of participants	Number who passed	Pass rate, %
Less than 1 year	22,267	10,059	45.2
1–2 years	10,378	4,093	39.4
3–4 years	3,152	968	30.7
5–10 years	5,272	1,388	26.3
10–20 years	4,268	1,073	25.1
20 years or more	2,599	498	19.2
Total	**47,936**	**18,079**	**37.7**

Table 15. Professional certification results by teaching experience (all participants), 2024–2026, number and percentage

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the experience groups differ from those in Table 14 because the registry groups participants into different intervals; both breakdowns show a trend in the same direction.

There are two possible interpretations of this trend.

First, experienced teachers may find it difficult to adapt to a computer-based test administered on an online platform (a format effect).

Second, subject knowledge may have become outdated because of insufficient professional development over an extended period. Both hypotheses lead to the same management conclusion: dedicated certification preparation programmes should be developed for experienced teachers.

Young teachers predominate among unsuccessful candidates: **13,497** (42.2%) have less than one year of teaching experience, and **10,186** (31.8%) are **under 24**. This is natural, as the system specifically targets trainee teachers entering the profession for the first time. It also directly reflects the preparedness of staff graduating from HEIs.

9.3. Main findings of the chapter

First, differences by gender are small: the pass rate is **38.2%** among women and **36.4%** among men, while unsuccessful candidates' average scores are **41.3** and **40.4 points** respectively.

Second, performance declines consistently with experience: the pass rate is **45.2%** among teachers with **less than one year of experience** and **19.2%** among those with **20 years or more**, a 2.4-fold difference. This indicates a need for dedicated preparation programmes for experienced teachers.

X. CONCLUSION

Using pedagog.uzedu.uz data as at 8 September 2026, this commentary has comprehensively analysed professional certification examination results for 2024–2026 by attempt, HEI, region, subject and teacher characteristics, and in terms of compliance with regulatory requirements.

The analysis supports the following main conclusions.

First, the system's overall effectiveness is low. Only **18,079** (37.7%) of the **47,936 teachers** involved in professional certification examinations obtained a certificate.

Some **70.2%** of certificate holders (12,693) scored 56–70 points, close to the pass threshold; only **608** scored 86 points or above, representing **1.3%** of all participants.

Second, there has been no positive change over the years. The pass rate fell from **44.3%** in 2024 to **29.7%** in 2025, before recovering to **44.1%** in January–September 2026.

Over the three years, the rate declined by **0.2 percentage points**. The sharp fall in 2025 is likely to reflect the expanded examination cohort and a higher proportion of repeat candidates.

Third, uptake of the right to a repeat examination is extremely low, and repeat attempts are not improving outcomes.

Of the **31,985 teachers** unsuccessful on their first attempt, **25,120** (78.5%) did not take a supplementary examination. The pass rate was **33.3%** on the first attempt and **31%** on the second; no certificates were awarded on the third or fourth attempts.

In **7,560** unsuccessful cases (23.6%), the candidate did not attend at all; in some subjects, this figure reaches **51.3–65.6%**.

Fourth, the statutory limit on the number of attempts is not being fully observed.

A total of **567 teachers** were admitted after two unsuccessful attempts: 474 took the examination three times and 93 four times; **21.9%** were from the Republic of Karakalpakstan.

Fifth, differences between HEIs reach **2.6-fold**.

Rates range from **22.6%** at Namangan State Technical University to **58.2%** at Samarkand State Institute of Foreign Languages, with no consistent relationship to HEI size.

The pass rate of pedagogical HEI graduates (37.2%) is below that of traditional state university graduates (39.9%). The absence of database information on formal notifications sent to HEIs and measures taken prevents assessment of compliance with paragraph 36.

Sixth, regional differences are substantial.

Rates range from **24.9%** in Andijan Region to **49.7%** in Bukhara Region. Low performance reflects different regional factors, including weak arrangements for repeat participation, absence and low average scores.

The structure of the current summary tables limits comprehensive analysis at individual school level.

Seventh, the largest differences are between subjects.

Pass rates range from **75.1%** in Fundamentals of State and Law to **19.2%** in Informatics and Information Technology, a **3.9-fold** difference.

In science-related subjects (Informatics, Physics and Biology), only **1,554** (22.3%) of **6,957** participants obtained a certificate.

Eighth, the "borderline zone" offers substantial potential for improvement.

Some **22.6%** of those who attended but failed (5,406) scored 50–54 points, falling 1–3 correct answers short. At the same time, performance declines with experience: the share awarded certificates falls from **45.2%** among teachers with less than one year of experience to **19.2%** among those with 20 years or more, a 2.4-fold difference.

Ninth, the proportion of teachers without certificates is problematically high.

Of the teachers covered, **62.3%** lack a professional certificate; **24,987** of them (83.7%) continue to work in educational organisations, while **4,737** are subject to potential legal consequences.

This means that the system is not fully fulfilling its function as an entry filter in practice.

Tenth, examination coverage will expand over the next two years.

From 2026, trainee educators and psychologists in preschool education organisations will be included; from 2027, this will extend to teaching staff who have failed attestation and have been found unsuitable for their positions.

If the current pass rate (37.7%) persists, the group without certificates and the number of cases subject to potential legal consequences will grow. Preparation and support measures must therefore be introduced before the new categories enter the examination process.

The results of foreign HEI graduates also require particular attention. Their pass rate is **23.3%**, which is **14.4 percentage points** below the national overall rate.

Specifically, **27.6%** of graduates of Batyraly Sydykov Kyrgyz-Uzbek International University **in Kyrgyzstan** and **20.3%** of graduates of Mukhtar Auezov South Kazakhstan Research University **in Kazakhstan** passed the examination.

These indicators suggest possible shortcomings in the professional preparedness of these institutions' graduates and warrant closer examination of how well their knowledge and skills meet Uzbekistan's requirements for teaching practice.

These findings show that professional certification policy cannot rely solely on the national overall pass rate. The central conclusion is that, although designed as an entry filter for staff quality, the system is not yet fully delivering the intended selection effect. Further measures should extend beyond oversight and sanctions to improving teacher preparation, targeted support and data-informed management.

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APPENDICES

Appendix 1. Professional certification results by educational organisation

№	Educational organisation	Total teachers	With certificates	Without certificates	Share, %
I. Domestic educational organisations					
1	Centre for the Implementation of Webster University Educational Programmes in Tashkent	67	49	18	73.1
2	Kattakurgan State Pedagogical Institute	31	21	10	67.7
3	Samarkand State Institute of Foreign Languages	569	331	238	58.2
4	Tashkent State University of Oriental Studies	107	59	48	55.1
5	Tashkent State University of Uzbek Language and Literature	341	180	161	52.8
6	Uzbekistan State World Languages University	1,260	660	600	52.4
7	Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek	77	39	38	50.6
8	Bukhara State University	2,553	1,259	1,294	49.3
9	Bukhara State Pedagogical Institute	377	176	201	46.7
10	National University of Uzbekistan named after Mirzo Ulugbek	1,367	630	737	46.1
11	Shakhrisabz State Pedagogical Institute	322	148	174	46.0
12	Karakalpak State University named after Berdakh	1,626	734	892	45.1
13	Kokand State University	1,350	609	741	45.1
14	Fergana State University	2,122	911	1,211	42.9
15	Navoi State University	2,133	904	1,229	42.4
16	Karshi State University	2,498	1,044	1,454	41.8
17	Gulistan State University	1,478	618	860	41.8
18	Urgench State University named after Abu Rayhan Beruni	1,779	735	1,044	41.3
19	Termez State Pedagogical Institute	508	206	302	40.6
20	Samarkand State Pedagogical Institute	155	63	92	40.6
21	Nukus State Pedagogical Institute	2,988	1,142	1,846	38.2
22	Andijan State Institute of Foreign Languages	204	76	128	37.3
23	Chirchik State Pedagogical University	1,843	679	1,164	36.8
24	Namangan State University	2,812	1,031	1,781	36.7
25	National Pedagogical University of Uzbekistan named after Nizami	2,292	835	1,457	36.4
26	Fergana State Technical University	88	32	56	36.4
27	Jizzakh State Pedagogical University	2,927	1,026	1,901	35.1
28	Samarkand State University named after Sharof Rashidov	2,775	962	1,813	34.7
29	Urgench Branch of Tashkent University of Information Technologies	61	20	41	32.8
30	Termez State University	3,047	993	2,054	32.6
31	Denau Institute of Entrepreneurship and Pedagogy of Samarkand State University	572	177	395	30.9
32	Andijan State Pedagogical Institute	104	30	74	28.8
33	Kimyo International University in Tashkent	407	107	300	26.3
34	Andijan State University	1,810	467	1,343	25.8
35	Uzbekistan State University of Physical Education and Sport	465	113	352	24.3
36	Tashkent University of Information Technologies	92	22	70	23.9
37	Namangan State Technical University	394	89	305	22.6
38	Samarkand Branch of Tashkent University of Information Technologies	116	18	98	15.5
39	Termez State University of Engineering and Agrotechnologies	20	12	8	60.0
40	State Conservatory of Uzbekistan	14	8	6	57.1
41	Tashkent State University of Law	14	8	6	57.1
42	Asia International University	15	8	7	53.3
43	Namangan State Pedagogical Institute	32	17	15	53.1
44	Urgench State Pedagogical Institute	35	17	18	48.6
45	Navoi State Pedagogical Institute	23	11	12	47.8
46	University of Exact and Social Sciences	22	10	12	45.5
47	Namangan State Institute of Foreign Languages	11	5	6	45.5
48	International Islamic Studies Academy of Uzbekistan	11	5	6	45.5

№	Educational organisation	Total teachers	With certificates	Without certificates	Share, %
49	Karshi State Technical University	40	16	24	40.0
50	"Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University	34	13	21	38.2
51	Oriental University	16	6	10	37.5
52	Tashkent State Transport University	20	7	13	35.0
53	Tashkent University of Applied Sciences	12	4	8	33.3
54	Samarkand State University of Architecture and Civil Engineering	55	18	37	32.7
55	Nukus Branch of Uzbekistan State University of Physical Education and Sport	31	10	21	32.3
56	Gulistan State Pedagogical Institute	29	9	20	31.0
57	Uzbekistan State Institute of Arts and Culture	36	11	25	30.6
58	Navoi Branch of Profi University	10	3	7	30.0
59	National Institute of Fine Art and Design named after Kamoliddin Behzod	17	5	12	29.4
60	Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	63	18	45	28.6
61	Tashkent University of Architecture and Civil Engineering	11	3	8	27.3
62	Fergana Branch of Tashkent University of Information Technologies	45	12	33	26.7
63	Profi University	73	19	54	26.0
64	Kokand University	35	9	26	25.7
65	Tashkent Institute of Textile and Light Industry	39	10	29	25.6
66	Samarkand Institute of Economics and Service	16	4	12	25.0
67	Tashkent State University of Economics	58	14	44	24.1
68	University of Economics and Pedagogy	55	13	42	23.6
69	Jizzakh Polytechnic Institute	52	12	40	23.1
70	University of Business and Science	14	3	11	21.4
71	Nukus Branch of Tashkent University of Information Technologies	24	5	19	20.8
72	Tashkent State Technical University	55	11	44	20.0
73	Bukhara State Technical University	76	15	61	19.7
74	Karshi International University	21	4	17	19.0
75	Andijan State Technical Institute	48	9	39	18.8
76	Asia University of Technologies	16	3	13	18.8
77	Tashkent State Agrarian University	70	12	58	17.1
78	Karshi Branch of Tashkent University of Information Technologies	41	6	35	14.6
79	Andijan Institute of Agriculture and Agrotechnologies	35	5	30	14.3
80	Alfraganus University	21	3	18	14.3
81	Renaissance Educational University	37	5	32	13.5
82	University of Information Technology and Management	38	3	35	7.9
83	Navoi University of Innovations	45	3	42	6.7
84	Ma'mun University	24	1	23	4.2
85	Tashkent Institute of Chemical Technology	16	0	16	0.0
86	Millat Umidi University	4	4	0	100.0
87	Central Asian University	3	3	0	100.0
88	Journalism and Mass Communications University of Uzbekistan	2	2	0	100.0
89	Turan International University	2	2	0	100.0
90	Institute of Social and Political Sciences	1	1	0	100.0
91	University of World Economy and Diplomacy	1	1	0	100.0
92	Tashkent Branch of Lomonosov Moscow State University	1	1	0	100.0
93	Karshi State Pedagogical University	1	1	0	100.0
94	Urgench RANCH University of Technology	1	1	0	100.0
95	New Uzbekistan University	1	1	0	100.0
96	Uzbek National Institute of Musical Art named after Yunus Rajabi	6	5	1	83.3
97	Sharda University Uzbekistan	4	3	1	75.0
98	Andijan State Medical Institute	3	2	1	66.7
99	Bucheon University in Tashkent	3	2	1	66.7
100	"Silk Road" International University of Tourism and Cultural Heritage	7	4	3	57.1
101	Termez University of Economics and Service	7	4	3	57.1
102	Bukhara International University	6	3	3	50.0

№	Educational organisation	Total teachers	With certificates	Without certificates	Share, %
103	Urgut Branch of Samarkand State University named after Sharof Rashidov	6	3	3	50.0
104	Turon University	4	2	2	50.0
105	University of Public Safety of the Republic of Uzbekistan	2	1	1	50.0
106	Tashkent Higher Military Border Guards School	2	1	1	50.0
107	Abdulla Avloniy National Institute of Pedagogical Excellence	9	3	6	33.3
108	Banking and Finance Academy of the Republic of Uzbekistan	6	2	4	33.3
109	Bukhara Institute of Natural Resources Management of "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University	3	1	2	33.3
110	Navoi State University of Mining and Technologies	3	1	2	33.3
111	Tashkent University of Humanities	7	2	5	28.6
112	National Institute of Pop Art named after Botir Zokirov	4	1	3	25.0
113	Tashkent International University of Education	4	1	3	25.0
114	Sambhram University	5	1	4	20.0
115	Nordic International University	5	1	4	20.0
116	Fergana Branch of Uzbekistan State University of Physical Education and Sport	6	1	5	16.7
117	Tashkent Branch of Herzen State Pedagogical University of Russia	6	1	5	16.7
118	Tashkent University of Economics and Pedagogy	5	0	5	0.0
119	Karakalpak Institute of Agriculture and Agrotechnologies	4	0	4	0.0
120	Bukhara University of Innovations	3	0	3	0.0
121	Nukus State Technical University	3	0	3	0.0
122	Almalyk State Technical Institute	3	0	3	0.0
123	Samarkand Institute of Agro-Innovations and Research	3	0	3	0.0
124	Tashkent International University of Financial Management and Technologies	3	0	3	0.0
125	Fergana Regional Branch of Uzbekistan State Institute of Arts and Culture	2	0	2	0.0
126	University of Economics and Pedagogy	2	0	2	0.0
127	Urgench Innovation University	2	0	2	0.0
128	Andijan Branch of Varsovia University of Business and Applied Sciences	2	0	2	0.0
129	International Innovation University	2	0	2	0.0
130	Karshi Institute of Irrigation and Agrotechnologies of "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University	1	0	1	0.0
131	Military Institute of Information and Communication Technologies and Communications	1	0	1	0.0
132	Korea International University in Fergana	1	0	1	0.0
133	Academy of the Ministry of Internal Affairs	1	0	1	0.0
134	ISFT Institute	1	0	1	0.0
135	Central Asian University of Innovations	1	0	1	0.0
136	Nukus Branch of Uzbekistan State Institute of Arts and Culture	1	0	1	0.0
137	Academy of the Armed Forces of the Republic of Uzbekistan	1	0	1	0.0
138	Nukus Branch of the State Conservatory of Uzbekistan	1	0	1	0.0
139	Samarkand Higher Military Automobile Command and Engineering School	1	0	1	0.0
140	TMC Institute	1	0	1	0.0
141	Samarkand Branch of Tashkent State University of Economics	1	0	1	0.0
142	Tashkent State Medical University	1	0	1	0.0
143	Tashkent University of Social Innovation	1	0	1	0.0
144	Yangiyer Branch of Tashkent Institute of Chemical Technology	1	0	1	0.0
145	Ajou University in Tashkent	1	0	1	0.0
146	Amity University in Tashkent	1	0	1	0.0
147	Yangi Asr University	1	0	1	0.0
148	Zarmed University (Bukhara Campus)	1	0	1	0.0
II. Foreign educational organisations					
149	Batyraly Sydykov Kyrgyz-Uzbek International University	98	27	71	27.6
150	Mukhtar Auezov South Kazakhstan Research University (Kazakhstan)	64	13	51	20.3

№	Educational organisation	Total teachers	With certificates	Without certificates	Share, %
151	Sadriddin Ayni Tajik State Pedagogical University	67	12	55	17.9
152	Khujand State University named after Academician Bobojon Gafurov	31	5	26	16.1
153	Osh State University	30	4	26	13.3
154	Kyrgyzstan State University	2	2	0	100.0
155	Kalmyk State University named after B. B. Gorodovikov	1	1	0	100.0
156	Kokshetau University	1	1	0	100.0
157	Orenburg State University	1	1	0	100.0
158	Kazan National Research Technical University	1	1	0	100.0
159	Tver State University	1	1	0	100.0
160	University of Tyumen	1	1	0	100.0
161	Ufa University of Science and Technology	1	1	0	100.0
162	Ural State Pedagogical University	1	1	0	100.0
163	Voronezh State Pedagogical University	1	1	0	100.0
164	Batken State University	9	6	3	66.7
165	Taraz University named after Dulati	5	3	2	60.0
166	Jalal-Abad State University	4	2	2	50.0
167	Caspian University of Technologies and Engineering named after Sh. Yessenov	2	1	1	50.0
168	Volgograd State Pedagogical University	2	1	1	50.0
169	Nizhny Novgorod State Pedagogical University	3	1	2	33.3
170	Kazakhstan Peoples' Friendship Engineering and Pedagogical University	3	1	2	33.3
171	Tajik National University	8	0	8	0.0
172	Tajik International University of Foreign Languages named after Sotim Ulughzoda	5	0	5	0.0
173	Stavropol State Pedagogical Institute	3	0	3	0.0
174	International Humanitarian and Technical University	3	0	3	0.0
175	Al-Farabi Kazakh National University	2	0	2	0.0
176	Kanibadam Pedagogical College	2	0	2	0.0
177	Tajik Institute of Physical Education named after Saidmumin Rahimov	2	0	2	0.0
178	Gorky State Pedagogical Institute	2	0	2	0.0
179	Bokhtar State University named after Nosiri Khusrav	2	0	2	0.0
180	Mogilev State A. A. Kuleshov University	1	0	1	0.0
181	Bishkek Humanities University	1	0	1	0.0
182	Dangara State University	1	0	1	0.0
183	Kyrgyz State University named after I. Arabaev	1	0	1	0.0
184	Kokshe Academy	1	0	1	0.0
185	Bashkir State Pedagogical University named after M. Akmulla	1	0	1	0.0
186	Lomonosov Moscow State University	1	0	1	0.0
187	Kherson State Pedagogical Institute named after N. K. Krupskaya	1	0	1	0.0
188	Kazakh National Research Technical University named after K. I. Satbayev	1	0	1	0.0
189	Tajik State University named after Q. Juraev	1	0	1	0.0
190	Aktobe Regional University named after K. Zhubanov	1	0	1	0.0
191	Kazakh State Women's Teacher Training University	1	0	1	0.0
192	Kazan (Volga Region) Federal University	1	0	1	0.0
193	Shymkent Social and Pedagogical University	1	0	1	0.0
194	Turkmen State Pedagogical Institute	1	0	1	0.0
	Others (retrained graduates of vocational schools and colleges)	384	95	289	24.7
	Graduating HEI not specified	1,759	235	1,524	13.4
	Total	**47,936**	**18,079**	**29,857**	**37.7**

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the 38 organisations in the first part of "Domestic educational organisations" (using a colour scale: green for higher and red for lower shares) and organisations in the subsequent parts are listed in descending order of pass rate; "Others" aggregates graduates of secondary specialised and other educational institutions; shares are percentages.

Appendix 2. Cases requiring formal notification, number

№	Educational organisation	Unsuccessful on 2 or more attempts	Of whom, on attempts 3–4
I. Domestic educational organisations			
1	Nukus State Pedagogical Institute	459	79
2	Namangan State University	332	34
3	Termez State University	298	45
4	Jizzakh State Pedagogical University	280	38
5	Bukhara State University	278	36
6	National Pedagogical University of Uzbekistan named after Nizami	264	26
7	Chirchik State Pedagogical University	236	34
8	Karshi State University	235	38
9	Karakalpak State University named after Berdakh	227	41
10	Navoi State University	207	20
11	Samarkand State University named after Sharof Rashidov	198	25
12	Urgench State University named after Abu Rayhan Beruni	192	16
13	Fergana State University	165	19
14	Gulistan State University	144	12
15	Andijan State University	125	12
16	National University of Uzbekistan	124	10
17	Uzbekistan State University of Physical Education and Sport	104	8
18	Kokand State University	91	14
19	Uzbekistan State World Languages University	75	7
20	Denau Institute of Entrepreneurship and Pedagogy of Samarkand State University	66	6
21	Namangan State Technical University	58	12
22	Termez State Pedagogical Institute	53	5
23	Bukhara State Pedagogical Institute	29	1
24	Namangan Branch of Kimyo International University in Tashkent	21	–
25	Shakhrisabz State Pedagogical Institute	19	–
26	Kimyo International University in Tashkent	17	–
27	Samarkand State Institute of Foreign Languages	16	–
28	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	15	2
29	Andijan State Institute of Foreign Languages	14	2
30	Urgench Branch of Tashkent University of Information Technologies	14	1
31	Samarkand State Pedagogical Institute	12	–
32	Bukhara State Technical University	11	1
33	Nukus Branch of Uzbekistan State University of Physical Education and Sport	11	–
34	Tashkent State Agrarian University	11	1
35	Fergana State Technical University	10	1
36	Andijan State Pedagogical Institute	9	–
37	University of Information Technology and Management	8	–
38	Navoi University of Innovations	8	1
39	Tashkent University of Information Technologies	8	–
40	Karshi Branch of Tashkent University of Information Technologies	8	–
41	Tashkent State University of Economics	8	–
42	Profi University	7	–
43	Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	7	2
44	Nukus Branch of Tashkent University of Information Technologies	7	2
45	Tashkent State Technical University named after Islam Karimov	7	–
46	Jizzakh Polytechnic Institute	6	1
47	National Institute of Fine Art and Design named after Kamoliddin Behzod	5	–
48	Karshi State Technical University	5	1
49	Samarkand Branch of Tashkent University of Information Technologies	5	–
50	Tashkent State University of Oriental Studies	5	–
51	Tashkent Institute of Textile and Light Industry	5	1
52	"Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University	4	1
53	University of Economics and Pedagogy	4	–
54	Ma'mun University	4	–
55	Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek	4	–
56	Karshi International University	4	–
57	Gulistan State Pedagogical Institute	3	–
58	Renaissance Educational University	3	1

№	Educational organisation	Unsuccessful on 2 or more attempts	Of whom, on attempts 3–4
59	Samarkand State Technical University	3	–
60	Tashkent University of Architecture and Civil Engineering	3	–
61	Alfraganus University	2	–
62	Andijan Institute of Agriculture and Agrotechnologies	2	–
63	National Institute of Pop Art named after Botir Zokirov under the State Conservatory of Uzbekistan	2	–
64	Sambhram University in Jizzakh	2	–
65	Tashkent State Transport University	2	–
66	Tashkent Branch of Herzen State Pedagogical University of Russia	2	–
67	Urgench State Pedagogical Institute	2	–
68	Abdulla Avloniy National Institute of Pedagogical Excellence	1	–
69	Andijan State Technical Institute	1	–
70	University of Exact and Social Sciences	1	–
71	Kattakurgan State Pedagogical Institute	1	–
72	Namangan State Pedagogical Institute	1	–
73	Navoi State University of Mining and Technologies	1	–
74	Uzbekistan State Institute of Arts and Culture	1	–
75	Fergana Regional Branch of Uzbekistan State Institute of Arts and Culture	1	–
76	Oriental University	1	–
77	Asia University of Technologies	1	–
78	Fergana Branch of Uzbekistan State University of Physical Education and Sport	1	–
79	University of Public Safety of the Republic of Uzbekistan	1	–
80	Kokand University	1	–
81	Samarkand Institute of Agro-Innovations and Research	1	–
82	Termez State University of Engineering and Agrotechnologies	1	–
83	Termez University of Economics and Service	1	–
84	Fergana Branch of Tashkent University of Information Technologies	1	–
85	Tashkent University of Humanities	1	–
86	Tashkent University of Economics and Pedagogy	1	–
87	Tashkent Institute of Chemical Technology	1	–
88	Tashkent Higher Military Border Guards School	1	–
89	Ajou University in Tashkent	1	–
90	University of Business and Science	1	–
91	University of Economics and Pedagogy	1	–
92	Andijan Branch of Varsovia University of Business and Applied Sciences	1	–
II. Foreign educational organisations			
1	Batyraly Sydykov Kyrgyz-Uzbek International University	13	3
2	Mukhtar Auezov South Kazakhstan Research University	11	3
3	Sadriddin Ayni Tajik State Pedagogical University	7	0
4	Khujand State University named after Academician Bobojon Gafurov	4	1
5	Peoples' Friendship University named after Academician A. Kuatbekov	2	0
6	Kozma Minin Nizhny Novgorod State Pedagogical University	2	0
7	Tajik National University	2	0
8	Mogilev State A. A. Kuleshov University	1	0
9	Osh State University	1	0
10	Kazakh National Women's Teacher Training University	1	0
11	Jalal-Abad State University named after B. Osmonov	1	0
12	Tajik International University of Foreign Languages named after Sotim Ulughzoda	1	0
13	Stavropol State Pedagogical Institute	1	0
14	Taraz University named after M. Kh. Dulati	1	0
15	Caspian University of Technologies and Engineering named after Sh. Yessenov	1	1
	Others	23	0
	Graduating HEI not specified	75	3
	Total	**4,737**	**567**

Source: author's calculations based on pedagog.uzedu.uz data.

Note: the table shows teachers who failed the certification examination on two or more attempts, by graduating educational organisation; "–" indicates no recorded cases.

Appendix 3. Professional certification results by subject

№	Subject	Participants	Passed	Did not pass	Share, %
1	Fundamentals of State and Law	622	467	159	75.1
2	History	2,687	1,522	1,163	56.6
3	English (General Education)	5,094	2,884	2,210	56.6
4	Karakalpak Language and Literature	120	65	59	54.2
5	Psychology	1,573	850	720	54.0
6	Upbringing	374	181	190	48.4
7	French (General Education)	68	32	36	47.1
8	Pre-conscription Training	222	102	120	45.9
9	Preschool Educator	163	74	89	45.4
10	Geography	1,190	532	661	44.7
11	Mother Tongue and Literature (Uzbek Classes)	2,948	1,279	1,673	43.4
12	Speech and Language Therapist (General Education)	161	67	94	41.6
13	Mathematics	5,444	2,244	3,211	41.2
14	German (General Education)	81	33	48	40.7
15	Music	836	340	496	40.7
16	Fine Arts and Technical Drawing	1,206	476	729	39.5
17	Special Education Teacher (General Education)	102	40	62	39.2
18	Chemistry	1,388	516	873	37.2
19	Technology (Technology and Design – Boys)	589	209	383	35.5
20	Fundamentals of Economics	170	59	110	34.7
21	Karakalpak Language (State Language)	119	40	76	33.6
22	Technology (Services – Girls)	1,146	354	788	30.9
23	Primary Education	7,420	2,276	5,150	30.7
24	Uzbek Language (State Language)	596	178	406	29.9
25	Biology	2,371	627	1,743	26.4
26	Russian Language	3,029	798	2,245	26.3
27	Kazakh Language and Literature	133	35	98	26.3
28	Physical Education (General Education)	2,578	659	1,919	25.6
29	Tajik Language and Literature	35	8	27	22.9
30	Russian Language and Literature	790	172	611	21.8
31	Physics	1,904	413	1,491	21.7
32	Informatics and Information Technology	2,682	514	2,156	19.2
33	Korean	17	9	8	52.9
34	Turkmen Language and Literature	17	5	12	29.4
35	Preschool Psychologist	13	8	5	61.5
36	Chinese	11	6	4	54.5
37	Educator-Methodologist (Deputy Preschool Director)	10	2	8	20.0
38	English (Preschool)	8	–	8	–
39	Music Specialist (Music Director)	5	–	5	–
40	Physical Education (Preschool)	4	1	3	25.0
41	Hindi	2	2	0	100.0
42	Speech and Language Therapist (Preschool)	2	–	2	–
43	Pedagogical Skills (General Education)	2	–	2	–
44	Russian Language (Preschool)	2	–	2	–
45	Kyrgyz Language and Literature	1	–	1	–
46	Japanese	1	–	1	–
	Total	**47,936**	**18,079**	**29,857**	**37.7**

Source: author's calculations based on pedagog.uzedu.uz data.

Note: no colour scale is applied to subjects with fewer than 20 participants; "–" indicates no recorded certificate holders. In some subjects, successful and unsuccessful candidate numbers do not sum to the participant total; source values have been retained.

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