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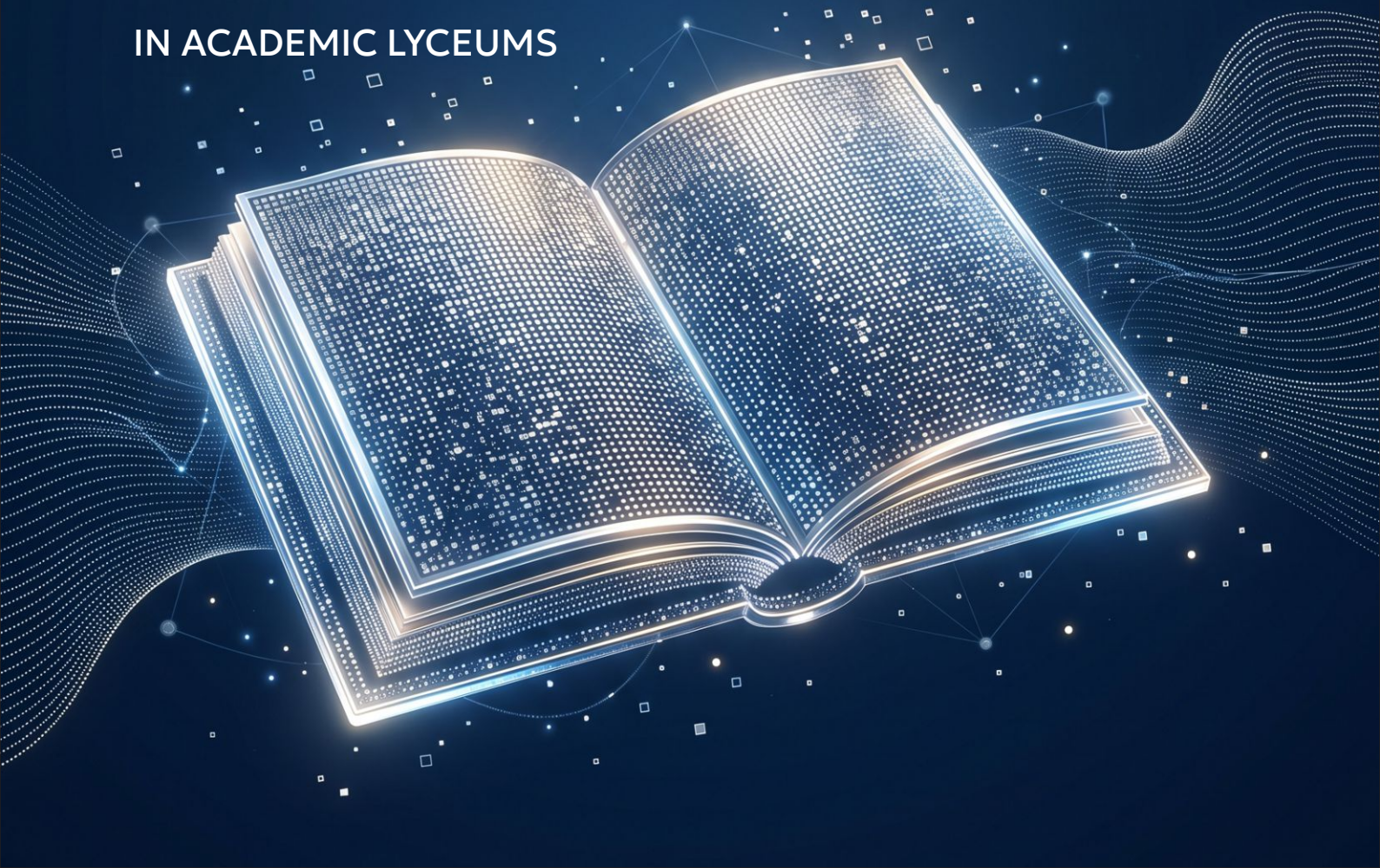
UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

NATIONWIDE SURVEY

Open Minds - Strong Education!

QUALITY OF THE LEARNING ENVIRONMENT, LEARNING PROCESS AND OPERATING CONDITIONS

IN ACADEMIC LYCEUMS



QUALITY OF THE LEARNING ENVIRONMENT, LEARNING PROCESS AND OPERATING CONDITIONS IN ACADEMIC LYCEUMS

(results of the nationwide survey conducted among students and teaching staff)

Tashkent - 2026

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I. INTRODUCTION

1.1. Rationale for the Analysis

Academic lyceums constitute an important institutional link between general secondary education and higher education, playing a distinct role in developing the intellectual potential of talented young people, providing them with in-depth knowledge and modern competencies, and preparing them purposefully for higher education. Accordingly, the quality of education, learning environment, capacity of teaching staff, and material and technical conditions in academic lyceums are among the key factors determining the effectiveness of the country's human capital development.

In international practice, the performance of educational institutions is assessed not only on the basis of students' academic outcomes, but also by taking into account the safety of the learning environment, psychological well-being, digital literacy, the quality of pedagogical approaches, and graduates' success at subsequent stages of education.

The rapid development of the digital economy and artificial intelligence technologies, together with changing labour market demands, is creating new challenges for academic lyceums. According to the World Economic Forum, approximately **39 percent** of the skills required in the labour market will change by 2030. This requires the regular updating of educational programmes, development of practical and research skills, effective use of digital technologies, and provision of continuous professional development for teaching staff.[1]

In recent years, Uzbekistan has implemented reforms aimed at improving the network of academic lyceums, updating advanced educational programmes, introducing digital technologies, and strengthening students' preparation for higher education. However, education quality, practical and laboratory sessions, infrastructure, the psychological environment, elements of international education, and opportunities for the professional development of teaching staff have not developed evenly across regions and academic lyceums.

It is therefore important to conduct a comprehensive analysis of the learning environment, learning process, and operating conditions in academic lyceums on the basis of the views of students and teaching staff, to identify

1 World Economic Forum. The Future of Jobs Report 2025.
URL: https://www.weforum.org/publications/the-future-of-jobs-report-2025 (06.06.2026).

regional and institutional disparities, and to determine priority areas for the further development of the system.

1.2. Purpose and Scope of the Study

The purpose of this analytical review is to provide a **comprehensive assessment** of **education quality**, **the learning environment**, **infrastructure**, **teaching staff performance**, **digital opportunities**, and **the state of students' preparation for higher education** in academic lyceums, based on the results of the nationwide survey conducted in 2026.

The study was conducted from 21 March to 9 April 2026 and covered **73** academic lyceums in all **14** regions of the Republic. A total of **27 077** respondents participated in the survey, including **24 557** students and **2 520** members of teaching staff. The survey was administered in **Uzbek**, **Karakalpak**, **Russian**, and **English**.

The analysis covered education quality and the learning process, teaching of advanced subjects, practical and laboratory sessions, transparency of the assessment system, textbook and library resources, IT and internet conditions, sports infrastructure, the psychological and spiritual-educational environment, additional learning opportunities, and the state of students' preparation for higher education institutions.

The results were assessed using descriptive statistics, calculation of the share of positive responses, and comparative analysis by region, academic lyceum, and field of specialisation. Students' and teaching staff's open-ended responses were analysed separately through content analysis, and the proposals, complaints, and priority needs identified in them were systematised.

The study findings provide an empirical basis for improving education quality in academic lyceums, developing targeted development programmes for institutions with low results, allocating resources efficiently, improving educational programmes, and making evidence-based management decisions.

1.3. Summary of Key Findings

The study results showed that education quality and the learning environment in academic lyceums were generally assessed positively. For most of the **24** key indicators analysed, positive ratings ranged from **75 to 90 percent**.

In particular, **86 percent** of students reported satisfaction with the quality of lessons and teachers' professional competence, while **92.8 percent** were satisfied with the level of mastery of advanced subjects.

A total of **95.6 percent** of teaching staff considered the system for assessing students' knowledge to be transparent. In addition, **98.6 percent** of teachers gave a positive assessment of students' level of preparation for higher education institutions. Among teaching staff respondents, **99.7 percent** stated that academic lyceums fully or largely fulfil the tasks assigned to them.

At the same time, the results revealed significant differences between regions and academic lyceums.

In particular, the regional average for education quality and the learning process was **69.8 points**. The highest result, **86 points**, was recorded in both Bukhara and Surkhandarya regions, while Tashkent city recorded **51 points**. The **35-point** gap between the highest and lowest results indicates that **regional disparities** in education quality assurance persist.

At the level of individual academic lyceums, the national average was **71.4 points**. While **67.9 percent** of lyceums recorded high or stable results, **10.5 percent** fell into the low and very low categories. The gap between the highest- and lowest-performing academic lyceums was **45.3 points**, demonstrating the need for **targeted support for certain institutions**.

The national average for additional opportunities created for students was **81 points**. **Extracurricular clubs** were the highest-rated area, while further improvement remains necessary in **confidence regarding access to higher education**, **the psychological environment**, and **spiritual and educational conditions**.

The analysis of educational resources and infrastructure showed relatively high ratings for textbooks and library resources, while sports infrastructure, classroom and welfare conditions, and, in certain regions, IT and internet provision recorded relatively lower results.

The study also identified a number of issues related to the work of teaching staff.

In particular, participation in **international professional development and internships** stood at **56.1 percent**, while positive ratings for **integration with international educational programmes** amounted to **60.9 percent**.

A total of **25 percent** of teaching staff assessed their **workload** as **high**. In open-ended responses, **material incentives for teachers**, **strengthening the material and technical base**, **development of the professional development system**, and **renewal of educational literature** were identified as priority issues.

Most of the **16 645** meaningful open-ended responses submitted by students focused on **improving the learning process and educational programmes**, **improving buildings and infrastructure**, and **modernising technical equipment**.

This indicates that, although education quality was assessed positively overall, there remains a need to expand practical and laboratory sessions, systematically introduce modern pedagogical technologies, update educational programmes, support the international professional development of teaching staff, and reduce regional disparities in infrastructure.

Overall, the academic lyceum system has achieved stable positive results in education quality and preparation for higher education. However, fully realising the existing potential requires strengthening the practical orientation of the learning process, improving digital and material and technical infrastructure, expanding opportunities for the professional development of teaching staff, and implementing targeted measures for low-performing regions and academic lyceums.

II. METHODOLOGICAL APPROACH AND KEY CONCEPTS

2.1. Data Sources and Scope of Analysis

The principal empirical source for this analysis was the results of the Nationwide Survey conducted among students and teaching staff of academic lyceums from 21 March to 9 April 2026.

The study covered **73** academic lyceums located in all **14** regions of the Republic. A total of **27 077** respondents participated in the survey, including **24 557 students** and **2 520** members of teaching staff. The survey was conducted in Uzbek, Karakalpak, Russian, and English, enabling the study to capture the views of respondents studying and working in different languages.

The study examined education quality and the learning process in academic lyceums, teaching of advanced subjects, practical and laboratory sessions, transparency of the assessment system, alignment of educational programmes with modern requirements, educational resources and infrastructure, digital opportunities, the psychological environment, additional educational services, and the state of students' preparation for higher education institutions.

The analysis also covered the professional capacity of teaching staff, workload, satisfaction with material and technical conditions, opportunities for professional development and international internships, the extent to which modern pedagogical technologies are used, and views on improving the learning process.

The Nationwide Survey results constitute the principal empirical source for the analysis. Materials relating to the education systems of the OECD, UNESCO, the World Bank, the World Economic Forum, Finland, Singapore, South Korea, and Estonia were used as a methodological basis for comparing and interpreting the results in the context of international approaches and for formulating practical recommendations.

2.2. Composition of Respondents and Key Concepts

The study covered two principal groups of respondents: **academic lyceum students and teaching staff**. This approach made it possible to assess the learning environment and learning process comprehensively from the perspectives of both the users of educational services and those directly involved in organising them.

Student respondent - a person studying in the first or second year of an academic lyceum during the study period and participating in the survey.

Teaching staff respondent - a teacher working at an academic lyceum as a primary employee or on a secondary employment basis and responding to the survey questions.

Academic lyceum - a secondary specialised education institution specialising in providing students with in-depth knowledge in selected fields of study, developing their intellectual abilities, and purposefully preparing them for study at higher education institutions.

Share of positive responses - a percentage indicator showing the ratio of respondents who selected response options expressing a substantively positive assessment of a particular question to the total number of respondents who provided valid answers to that question.

Thematic indicator - an indicator summarising the results of questions relating to a particular area, such as education quality, infrastructure, digital opportunities, the psychological environment, or preparation for higher education.

Regional indicator - an aggregated result formed on the basis of responses from respondents at academic lyceums located in a particular region.

Institutional indicator - a result calculated for an individual academic lyceum on the basis of responses from respondents at that educational institution.

Sectoral indicator - an aggregated result formed by field of academic lyceum specialisation: pedagogy, medicine, social sciences and humanities, and applied and technical fields.

Open-ended response - a type of response that allows a respondent to express an opinion, proposal, or complaint in free-text form without being provided with predefined response options.

These concepts provide the methodological basis for interpreting the study results using a common approach, comparing indicators across regions and academic lyceums, and identifying systemic issues.

2.3. Survey Structure and Areas of Assessment

The survey consisted of closed-ended and open-ended questions.

Closed-ended questions were designed to quantify specific aspects of academic lyceum operations, while open-ended questions were intended to examine respondents' problems, needs, and proposals in greater detail.

The survey questions were grouped thematically into the following principal areas:

Area 1 - education quality and the learning process.

This area examined lesson quality, the professional competence of teaching staff, the level of teaching of advanced subjects, the use of modern pedagogical technologies, the organisation of practical and laboratory sessions, and the transparency of the assessment system.

Area 2 - educational resources and infrastructure.

This area assessed textbooks and educational literature, library resources, classroom conditions, welfare facilities, sports facilities, computer equipment, internet access, and Wi-Fi availability.

Area 3 - additional education and development opportunities.

This area examined subject and sports clubs, spiritual and educational activities, preparation for olympiads and competitions, psychological support, and opportunities for students' individual development.

Area 4 - preparation of students for higher education institutions.

This block assessed the effectiveness of advanced instruction, support in choosing a profession and field of study, cooperation with higher education institutions, elements of international education, and students' confidence in their future educational pathways.

Area 5 - working conditions and professional development of teaching staff.

This area examined views on teaching workload, material and technical provision, use of digital resources, professional development, international internships, and material incentive mechanisms.

Area 6 - open proposals and complaints.

Respondents were given the opportunity to freely express their views on the principal problems in academic lyceum activities, measures to address them, and ways to improve education quality.

Questions for students and teaching staff were developed separately, taking into account their respective roles and experience in the educational process.

At the same time, substantively similar questions were used in related areas such as education quality, infrastructure, digital conditions, and preparation for higher education, enabling comparison of the views of the two groups.

2.4. Methods of Data Processing and Indicator Calculation

The analysis used methods of data systematisation, grouping, descriptive statistics, calculation of the share of positive responses, comparative analysis, content analysis, and statistical aggregation.

At the initial stage, the number of responses and their percentage share were calculated for each question. The following general approach was used to determine the percentage indicator:

$$P = N_i / N \times 100,$$

where:

P - the share of a particular response option or of positive responses;

N_i - the number of respondents who selected the relevant response option;

N - the total number of respondents who provided a valid answer to the question.

When calculating the share of positive responses, response options expressing a positive assessment - such as **'fully satisfied'**, **'satisfied'**, **'high'**, **'good'**, **'fully provided'**, **'sufficient'**, **'yes'**, and similar options - were aggregated according to the content of the question.

At the next stage, the results of questions relating to the same area were aggregated by thematic block and expressed on a **100-point** scale.

This approach made it possible to compare substantively different indicators on a common scale and to identify disparities at the national, regional, academic lyceum, and field-of-specialisation levels.

The results were examined at the following analytical levels:

national level - assessment of the overall state of the academic lyceum system;

regional level - identification of regional disparities in education quality and operating conditions;

academic lyceum level - identification of educational institutions with high and low results;

field-of-specialisation level - comparison of results in pedagogy, medicine, social sciences and humanities, and applied and technical fields;

respondent-group level - identification of similarities and differences between the assessments of students and teaching staff.

The comparative analysis took into account national average results, the highest and lowest indicators, and the point differences between them.

This method made it possible to identify disparities in education quality and resource distribution and to determine the regions and academic lyceums requiring targeted measures.

2.5. Principles for Categorising and Interpreting Results

For systematic interpretation, the study results were classified by performance level on a **100-point** scale.

The following categories were applied:

80 points and above - high level;

70 to below 80 points - stable level;

60 to below 70 points - moderate level;

50 to below 60 points - low level;

below **50 points** - very low level.

A high-level result indicates the existence of positive practices and sustainable institutional capacity in the relevant area.

A stable-level result indicates that the principal processes are organised satisfactorily, while some potential for further development remains.

A moderate-level result means that significant shortcomings exist alongside positive results in the relevant area.

Low and very low results indicate the persistence of systemic issues and the need for targeted development measures.

The categorisation was used not to assign a final legal or administrative assessment to a region or academic lyceum, but to diagnose the existing

situation, identify relatively strong and weak areas, and direct resources towards priority tasks.

Interpretation of education quality indicators was not limited to overall average results. It was taken into account that the same average score may conceal significant differences across regions, academic lyceums, or assessment components. Each thematic indicator was therefore analysed together with its constituent components and comparative context.

2.6. Content Analysis of Open-Ended Responses

The survey's open-ended questions were used to examine the views of students and teaching staff without limiting them to predefined response options. The open-ended responses were analysed by content, separated into proposals and complaints, and grouped according to recurring themes.

A database created through Google Docs was used to analyse students' open-ended responses. Data were recorded for a total of **24 350 students** for the relevant question. Of these, **207 students did not respond to the question**. Analysis of the responses submitted identified **16 645 responses as substansive**. Of these, **15 308 were classified as proposals** and **1 337 as complaints.**[2]

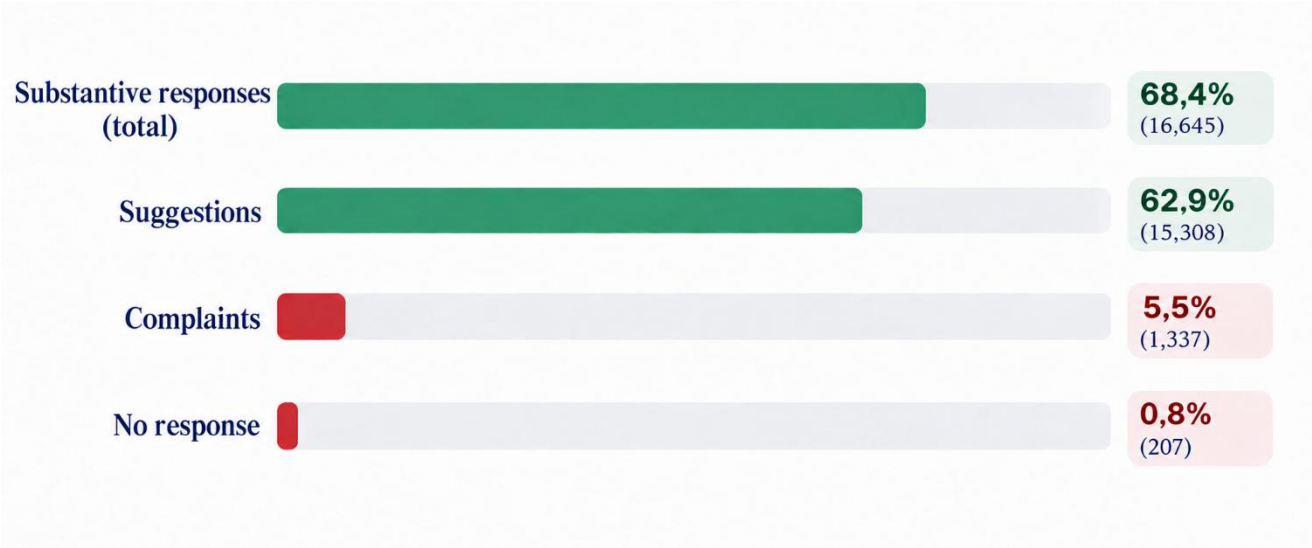


Figure 1. Analysis of students' open-ended responses.

Source: Calculations based on the results of the 2026 Nationwide Survey.

[2]Electronic platform used to administer the survey: URL: https://drive.google.com/drive/folders/1NGAbRMA9WYkXvYQUCxTLOg88UdUlMohE

Students' views were grouped into the following principal themes: the learning process and educational programmes, buildings and infrastructure, technical equipment, teaching staff, the examination and assessment system, sports facilities, canteen services, clubs, and additional learning opportunities.

Teaching staff's open-ended responses were likewise analysed by proposals and complaints. A total of **1 431** proposals and **160** complaints were classified under such themes as material incentives, the material and technical base, professional development, textbooks and educational literature, educational programmes, integration with higher education, and the admissions process.

Because some open-ended responses raised several issues simultaneously, they were assigned to the relevant themes using multi-topic coding. Consequently, the sum of the shares calculated for individual themes may not equal **100 percent**.

This approach makes it possible to preserve all substantive views expressed by respondents and to reflect more fully the interrelationship between different problems.

The results of the open-ended responses were used to explain the quantitative indicators derived from closed-ended questions, identify possible reasons for low results, and link practical proposals and recommendations to respondents' actual needs.

Conclusion to Chapter II

This chapter presented the information and methodological foundations of the study, the scope of the survey, composition of respondents, areas of assessment, key concepts, data-processing methods, and approaches to categorising results.

It also described the procedure for conducting content analysis of students' and teaching staff's open-ended responses and the limitations that should be taken into account when interpreting the results.

This methodological approach provides the necessary basis for assessing education quality, the learning environment, and operating conditions in academic lyceums according to common criteria; identifying differences among regions, academic lyceums, and fields of specialisation; and developing evidence-based practical proposals.

The following chapters provide a detailed analysis of the Nationwide Survey results using these approaches.

III. OVERALL STATUS AND STRUCTURAL ANALYSIS OF THE LEARNING ENVIRONMENT, LEARNING PROCESS, AND OPERATING CONDITIONS IN ACADEMIC LYCEUMS

3.1. Analysis of Student Participation in the Nationwide Survey

A total of **24 557** students from **73** academic lyceums operating across the Republic participated in the Nationwide Survey. The survey covered all **14** regions of the country.

This made it possible to study comprehensively the views of academic lyceum students regarding education quality, the learning process, and existing conditions.

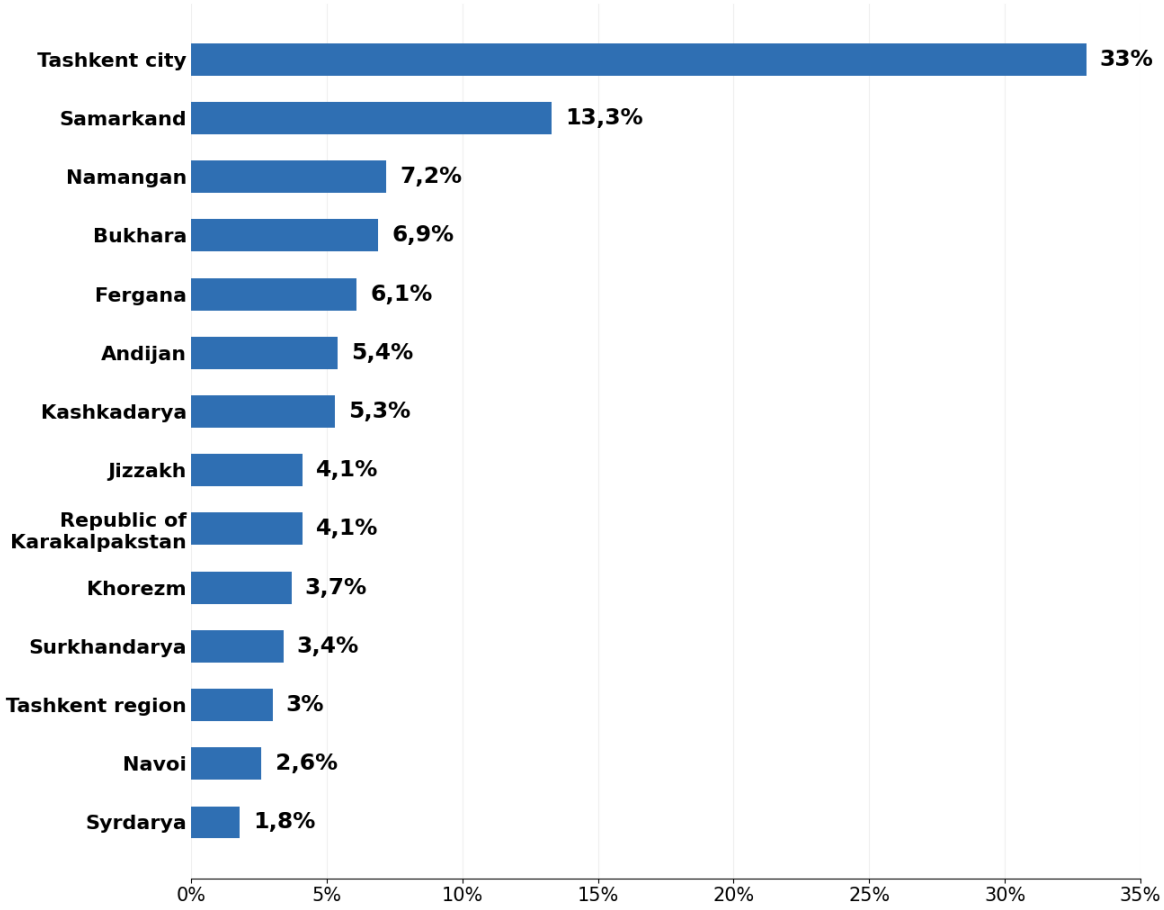


Figure 2. Distribution of students by region.

Source: Calculations based on the results of the 2026 Nationwide Survey.

By region, the largest shares of respondents were from **Tashkent city (33 percent)** and **Samarkand region (13.3 percent)**. The gender composition was almost balanced: **female students** accounted for **50.5 percent** and male students for **49.5 percent**.

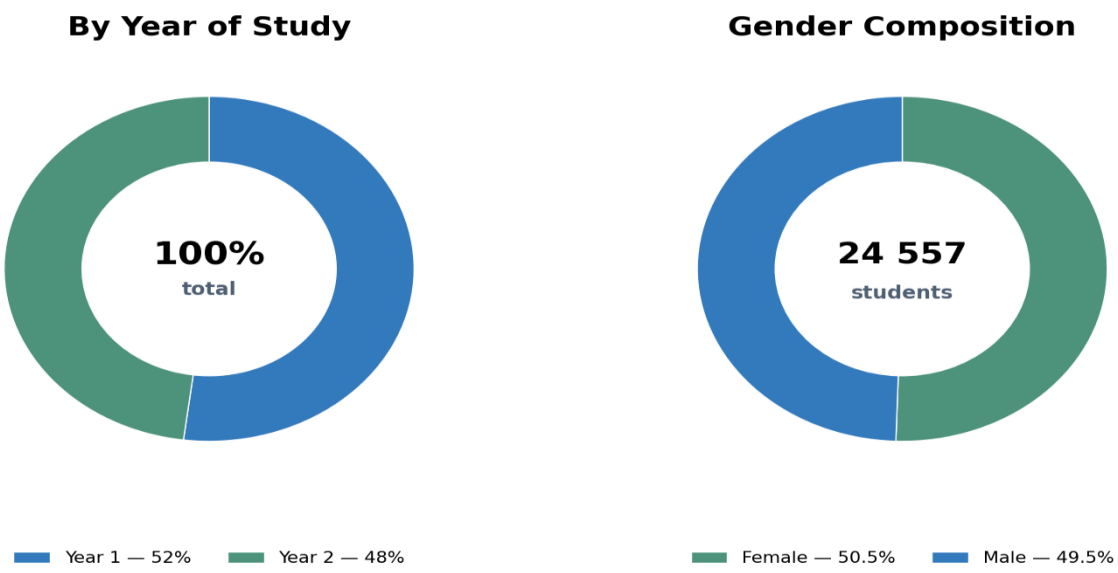


Figure 3. Composition of students by year of study and gender.

Source: Calculations based on the results of the 2026 Nationwide Survey.

Analysis by educational institution showed that the highest participation shares were recorded at the **Academic Lyceum of Namangan State University** (3 percent), the **Academic Lyceum of Jizzakh State Pedagogical University** (2.7 percent), the **Academic Lyceum of Tashkent State University of Economics** (2.5 percent), the **Academic Lyceum of Uzbekistan State World Languages University** (2.4 percent), and the **Academic Lyceum of Nukus State Pedagogical Institute** (2.3 percent).

Respondent participation was also high at the academic lyceums of **Karakalpak State University**, **Bukhara State University**, and **Bukhara State Medical Institute**.

The relatively even distribution of respondents across educational institutions indicates that the influence of any individual academic lyceum was limited and that the results objectively reflect the overall state of the academic lyceum system.

Analysis of the age composition showed that the majority of respondents were **aged 16-17 (84 percent)**. **First-year students** accounted for **52 percent** and **second-year students** for **48 percent**, meaning that both years of study were represented at almost equal levels.

By location, **92 percent** of academic lyceums were located in **cities**, **5 percent** in **district centres**, and **3 percent** in **rural areas**.

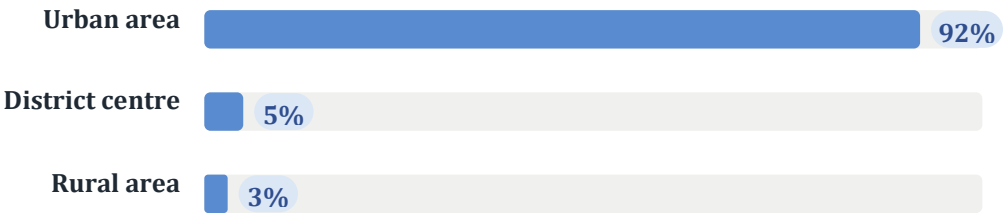


Figure 4. Distribution of academic lyceums by type of location.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.2. Analysis of Teaching Staff Participation in the Nationwide Survey

Tashkent city also retained a clear lead in teaching staff participation, with **796** teachers (31.6 percent) taking part. This means that approximately one in every three members of teaching staff participating nationwide was from Tashkent city.

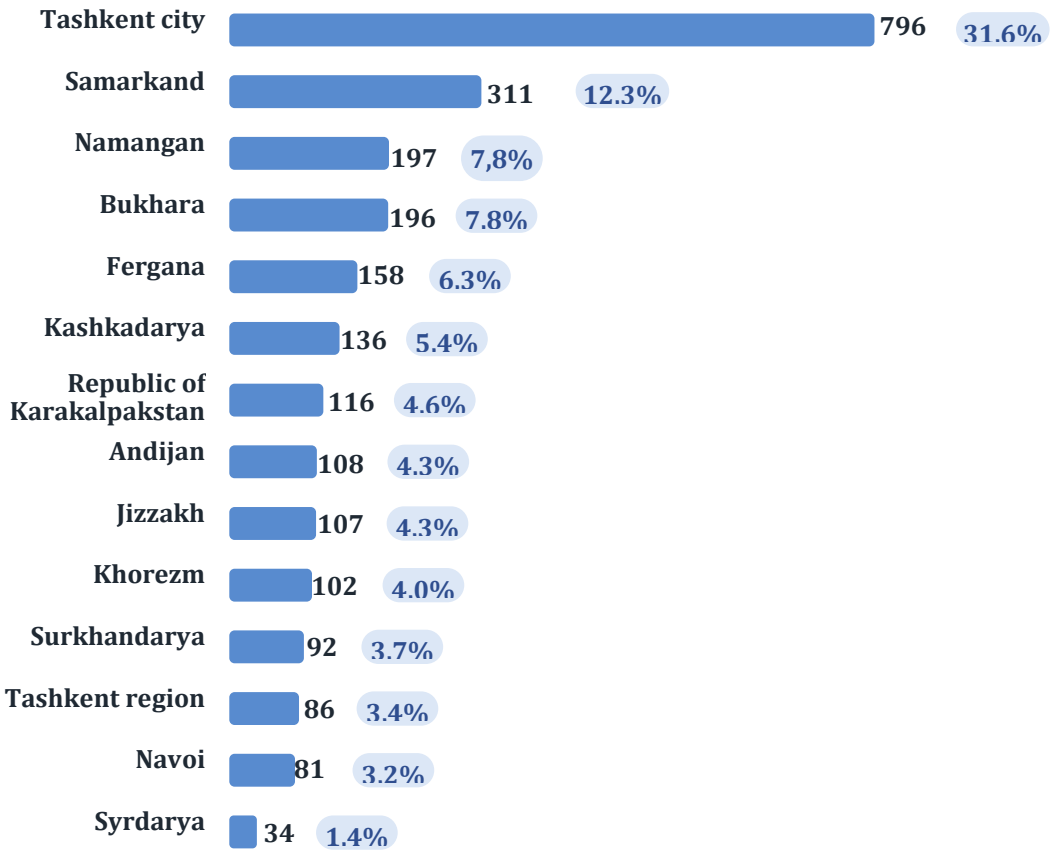


Figure 5. Distribution of teaching staff participating in the survey by region.

Source: Calculations based on the results of the 2026 Nationwide Survey.

The lowest figures were recorded in **Syrdarya region - 34 participants** (1.4 percent), **Navoi region - 81** (3.2 percent), **Tashkent region - 86** (3.4 percent), and **Surkhandarya region - 92** (3.7 percent).

The study results indicate the emergence of positive trends in education quality in academic lyceums.

In particular, **86 percent** of students reported satisfaction with lesson quality and teachers' professional competence, while **92.8 percent** were satisfied with their level of mastery of advanced subjects.

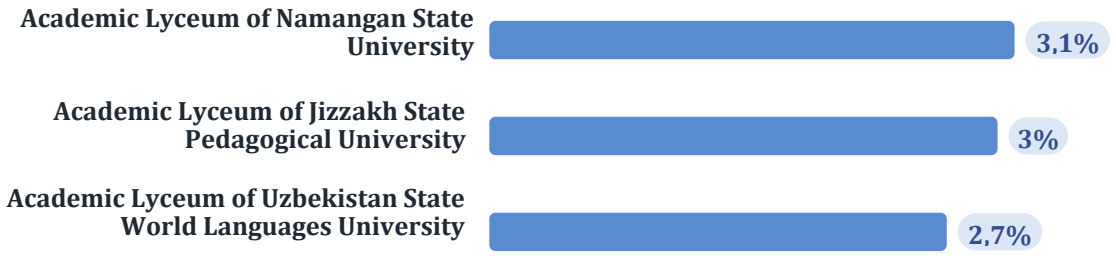


Figure 6. Academic lyceums with the highest teaching staff participation.

Source: Calculations based on the results of the 2026 Nationwide Survey.

According to the analysis, the highest shares of teaching staff participation were recorded at the **Academic Lyceum of Namangan State University** (3.1 percent), the **Academic Lyceum of Jizzakh State Pedagogical University** (3.0 percent), and the **Academic Lyceum of the Uzbekistan State World Languages University** (2.7 percent).

Teaching staff participation was also high at the academic lyceums of **Karakalpak State University, Bukhara State Technical University, Nukus State Pedagogical Institute,** and **Bukhara State University.**

A total of **81.7 percent** of teachers stated that educational programmes are aligned with labour market requirements, while **95.6 percent** considered the assessment system transparent. At the same time, the results show that a number of systemic issues remain to be addressed in relation to regional disparities, the psychological environment, sports infrastructure, international education components, and digital opportunities.

Within this analysis, the state of education quality, the learning environment, and operating conditions in academic lyceums is assessed using modern analytical approaches.

The study examines education quality indicators, regional disparities, student and teacher assessments, infrastructure provision, and factors

affecting human capital development, and develops research-based practical proposals for further improvement of the academic lyceum system.

3.3. Analysis of Overall Participation

Analysis of the distribution of respondents by region clearly demonstrates both the nationwide coverage of the sample and its regional characteristics.

The **largest share** belongs to **Tashkent city** (33 percent), which can be explained by the relatively high concentration of the academic lyceum network and student population in the capital.

Samarkand region also recorded a high share (13.3 percent) and is one of the country's major centres with developed education infrastructure.

Medium levels of participation were recorded in **Namangan** (7.2 percent), **Bukhara** (6.9 percent), and **Fergana** (6.1 percent) regions. **Andijan** (5.4 percent) and **Kashkadarya** (5.3 percent) regions also stand out as areas with **moderate shares**.

Relatively **lower** figures were observed in **Jizzakh** region and the **Republic of Karakalpakstan** (4.1 percent each), as well as in **Khorezm** (3.7 percent), **Surkhandarya** (3.4 percent), **Tashkent** (3.0 percent), **Navoi** (2.6 percent), and **Syrdarya** (1.8 percent) regions.

International studies indicate that such differences are associated not only with resource allocation among educational institutions, but also with management culture, pedagogical leadership, and the way the learning environment is organised.[3]

For example, in **Finland** and **Estonia**, the transfer of practices from high-performing educational institutions to other institutions is widely used to reduce regional disparities.[4]

At the same time, the regional disparities observed may further increase inequalities in education quality in the future. As a result, the differences between high-performing academic lyceums and institutions with relatively low indicators may deepen.

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3 OECD (2016). School Leadership for Learning: Insights from TALIS 2013. OECD Publishing, Paris. URL: https://doi.org/10.1787/9789264258341-en (14.06.2026).
4 OECD (2012). Equity and Quality in Education: Supporting Disadvantaged Students and Schools. OECD Publishing, Paris.
URL: https://doi.org/10.1787/9789264130852-en (14.06.2026).

Accordingly, assessment of academic lyceum performance should not rely only on nationwide aggregate indicators. It is advisable to regularly monitor results for each region and academic lyceum, disseminate the practices of high-performing institutions, and develop targeted development programmes for lower-performing lyceums.

The data analysis shows that some large academic lyceums account for a relatively high share of respondents. In particular, the **Academic Lyceum of Namangan State University** (3 percent), the **Academic Lyceum of Jizzakh State Pedagogical University** (2.7 percent), and a number of other large educational institutions that follow them (approximately 2.3-2.5 percent) played a leading role in the formation of the sample.

This can be explained by the larger student population and active survey participation at these academic lyceums.

At the same time, the distribution shows noticeable unevenness: most academic lyceums accounted for between **1 and 2 percent** of the sample, while some institutions accounted for less than **1 percent**. This distribution reflects differences in participation rates in the survey. Additional data are required before drawing conclusions about the institutional development or capacity of lyceums on this basis.

3.4. Grouping Regions by Performance Level

The indicator calculated on the basis of the survey results shows that the overall state of education quality and the learning environment in academic lyceums is at a high level nationwide.

For most of the **24 key indicators** analysed, positive ratings ranged from **75 to 90 percent**. The highest results were recorded for **lesson quality**, **teachers' professional competence**, **transparency of the assessment system**, and **teaching of advanced subjects**.

At the same time, relatively lower indicators were recorded for **infrastructure**, **sports facilities**, **elements of international cooperation**, **teachers' international experience exchange**, and **the psychological environment**.

The academic lyceum system may be conditionally divided into **three groups**:

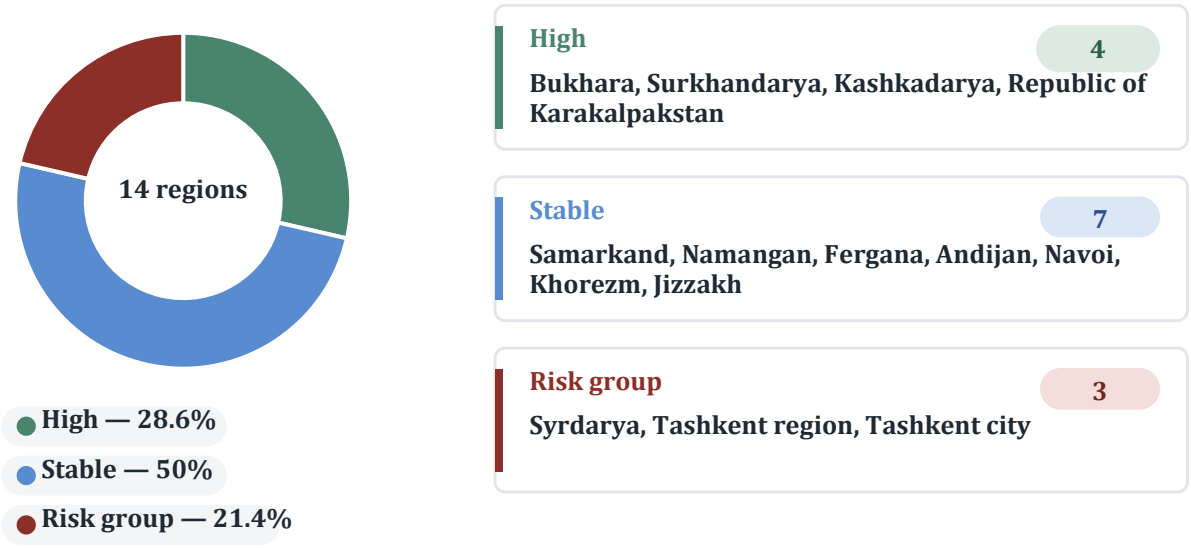


Figure 7. Classification of regions by performance level.

Source: Calculations based on the results of the 2026 Nationwide Survey.

According to the analysis, **28.6 percent** of the country's regions (4 regions) fell into the high-performing group. This group comprised **Bukhara, Surkhandarya, and Kashkadarya regions** and **the Republic of Karakalpakstan**, where indicators for education quality, teaching staff capacity, and preparation of students for higher education were assessed above the national average.

A total of **50 percent** of regions (7 regions) belonged to the stable group. Although positive education quality results were recorded in **Samarkand, Namangan, Fergana, Andijan, Navoi, Jizzakh, and Khorezm** regions, there remains potential for further development in certain areas.

At the same time, **21.4 percent** (3 regions) formed the risk group. In **Syrdarya region, Tashkent region, and Tashkent city**, indicators for the psychological environment, infrastructure, and additional opportunities created for students were below the national average.

Survey-based ratings for academic lyceums fell into the stable or high groups in **78.6 percent of the country's regions**, while targeted reforms and the introduction of practices from high-performing regions remain a priority in **21.4 percent of regions**.

3.5. Results for Education Quality and the Learning Process

Analysis of the regional index revealed significant territorial disparities in the level of education quality and the learning process. The **national average was 69.8 points**.

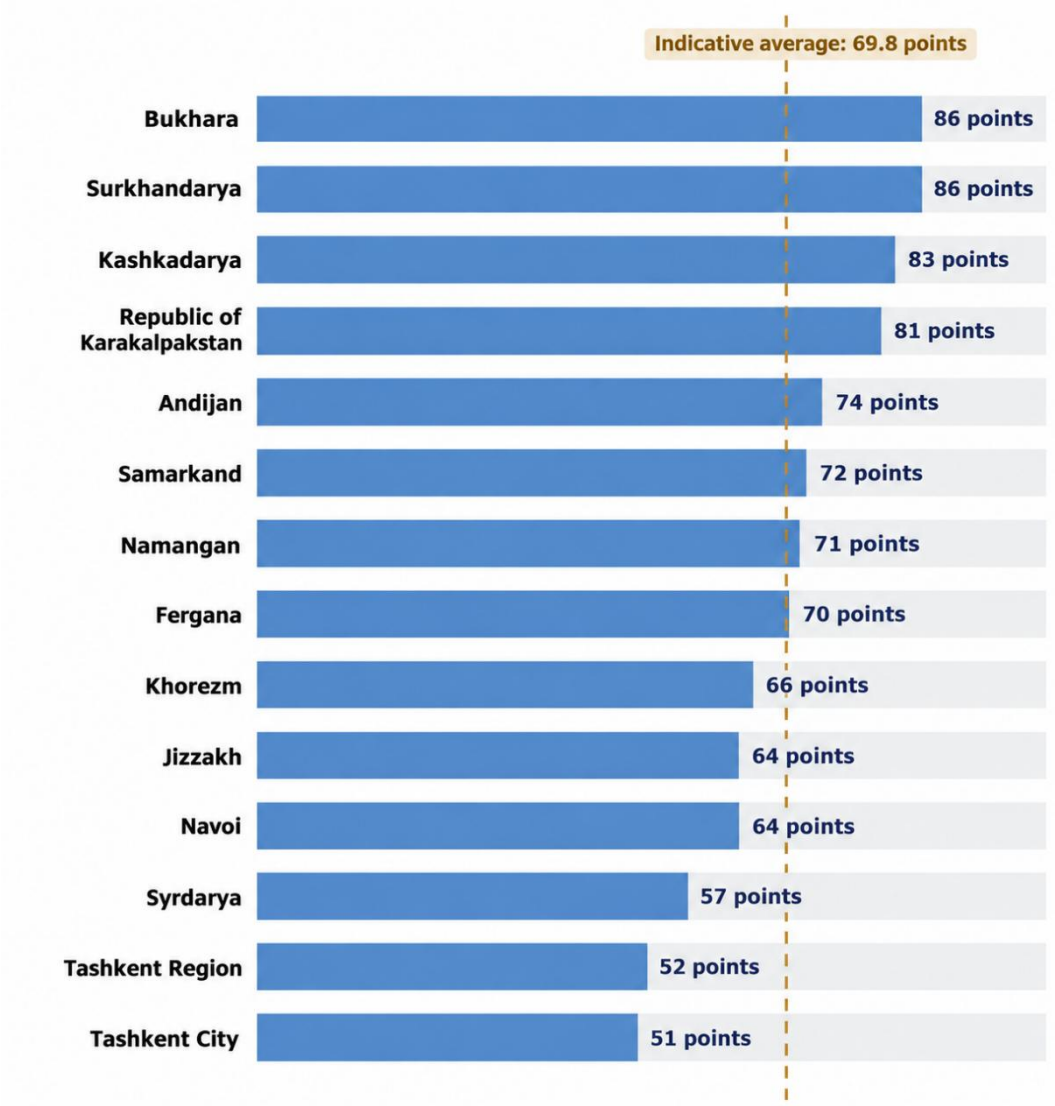


Figure 8. Results for education quality and the learning process by region.

Source: Calculations based on the results of the 2026 Nationwide Survey.

The highest results were recorded in **Bukhara** and **Surkhandarya** regions, both leading with **86 points**. They were followed by **Kashkadarya region** with **83 points**, the **Republic of Karakalpakstan** with **81 points**, and **Andijan region** with **74 points**. In these regions, lesson quality, teaching staff capacity, and organisation of the learning process were assessed above the national average.

The lowest results were recorded in **Tashkent city - 51 points**, **Tashkent region - 52 points**, and **Syrdarya region - 57 points**. **Jizzakh** and **Navoi** regions also recorded **64 points**, below the national average.

The distribution of regions by performance level was as follows:

4 regions (28.6 percent) - **80 points and above** (high level);

4 regions (28.6 percent) - **70-79 points** (stable level);

3 regions (21.4 percent) - **60-69 points** (moderate level);

3 regions (21.4 percent) - **50-59 points** (low level).

There is a **35-point** gap between the highest- and lowest-performing regions (86 and 51 points).

At the level of individual academic lyceums, the **national average was 71.4 points**.

The highest result was recorded at Academic Lyceum No. 2 of Karshi State Technical University, with **96.4 points**. It was followed by the Academic Lyceum of Termez State University of Engineering and Agrotechnologies - **93.2 points**, International Finance Academic Lyceum - **92.1 points**, Bukhara State Medical Academic Lyceum - **91.3 points**, and the Academic Lyceum of Andijan Institute of Agriculture and Agrotechnologies - **90.7 points**.

The lowest results were recorded at the Academic Lyceum of Tashkent University of Architecture and Civil Engineering - **51.1 points**, the Academic Lyceum of Chirchik State Pedagogical University - **51.2 points**, the Academic Lyceum of Shahrisabz State Pedagogical Institute - **54.7 points**, Academic Lyceum No. 1 of Tashkent State Technical University - **57.3 points**, and the S. Sirojiddinov Academic Lyceum of the National University of Uzbekistan - **58.9 points**.

While **67.9 percent** of academic lyceums recorded high or stable results, **10.5 percent** fell into the low and very low categories. There was a **45.3-point** gap between the highest and lowest results (96.4 and 51.1 points).

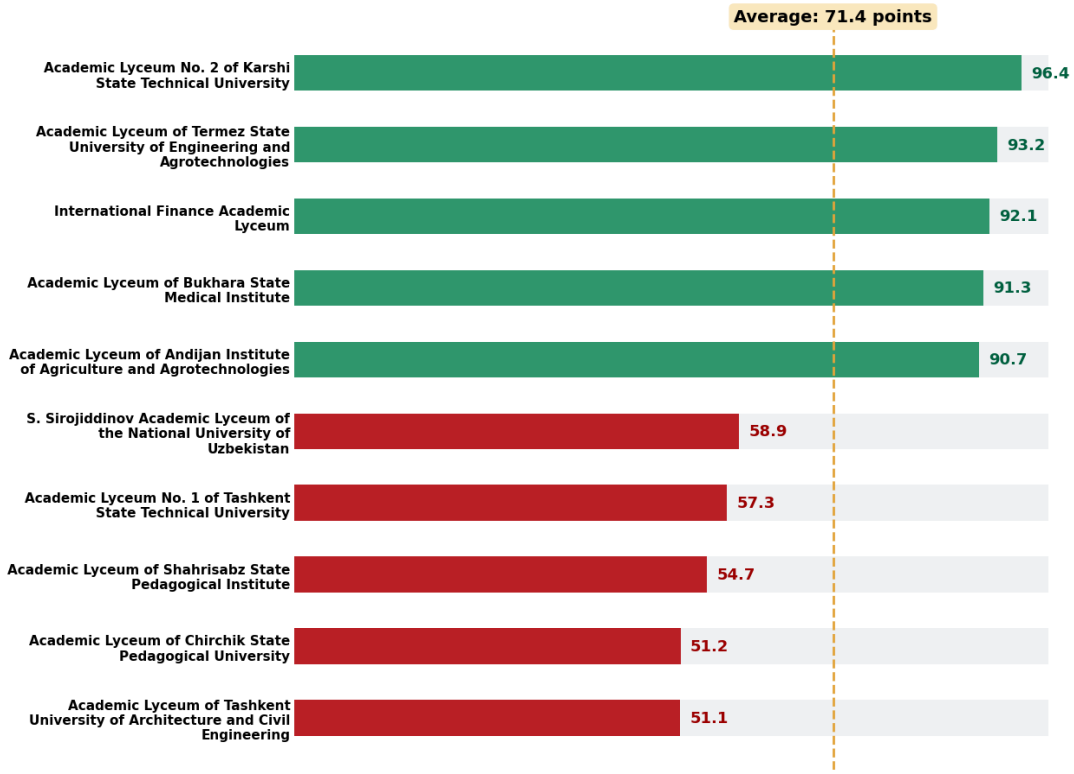


Figure 9. Results for education quality and the learning process by academic lyceum.

Source: Calculations based on the results of the 2026 Nationwide Survey.

According to the analysis by field, the **applied and technical field** recorded the highest result, averaging **89.7 points**. It was followed by **medicine** at **87.9 points**, **pedagogy** at **80.1 points**, and **social sciences and humanities** at **79.3 points**.

To identify the reasons for the high ratings in the applied and technical and medical fields, additional data on laboratory sessions, the material and technical base, and the learning environment should be examined. In the fields of pedagogy and social sciences and humanities, education quality is stable overall, although significant differences between indicators remain at certain academic lyceums.

Comparison of the highest and lowest results by field shows the following:

Pedagogy: 86.4-54.6 points (31.8-point gap);

Medicine: 92.6-56.1 points (36.5-point gap);

Social sciences and humanities: 84.5-53.2 points (31.3-point gap);

Applied and technical fields: 96.4-55.3 points (41.1-point gap).

The analysis shows that education quality is at a high level in the applied and technical and medical fields. At the same time, it remains important to disseminate the practices of high-performing institutions and implement targeted development measures in pedagogy and social sciences and humanities, as well as at low-performing academic lyceums across all fields.

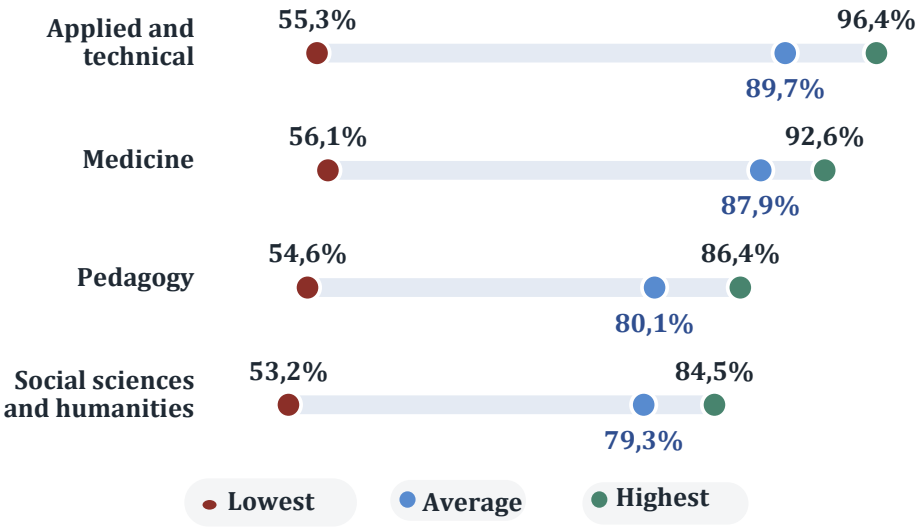


Figure 10. Results for education quality indicators by field of specialisation.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.6. Analysis of Educational Resources and Infrastructure

According to the indicator calculated on the basis of student assessments, the **national average for educational resources and infrastructure was 61.8 points**. This indicates significant differences between regions in this area.

Among the component indicators, **textbooks and library resources recorded the highest result at 83 percent**. **IT and internet conditions followed at 75 percent**, while **sports infrastructure at 58.8 percent** and **classroom and welfare conditions at 58.6 percent** were the lowest-rated areas.

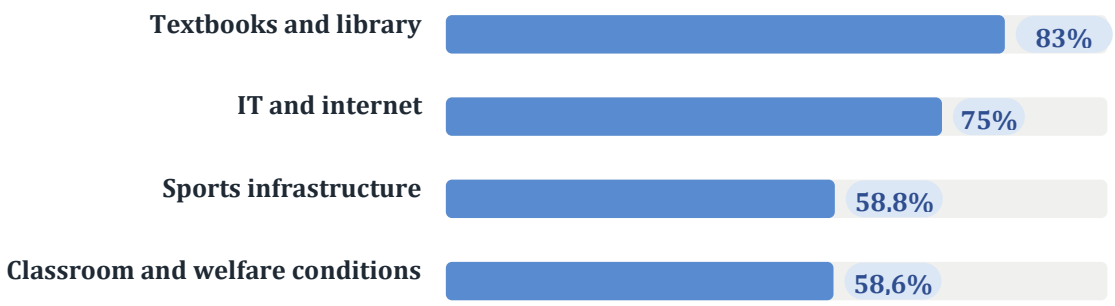


Figure 11. Component indicators for educational resources and infrastructure.

Source: Calculations based on the results of the 2026 Nationwide Survey.

By region, **Bukhara region** recorded the highest result (77.8 percent). **Kashkadarya** (72.3 percent), the **Republic of Karakalpakstan** (72.7 percent), and **Surkhandarya region** (71.3 percent) were also rated highly. The lowest results were recorded in **Tashkent city** (45.2 percent), **Tashkent region** (49.4 percent), and **Syrdarya region** (47.3 percent).

By area, the highest indicator was for **textbooks and library resources in Bukhara region** (83 percent), while the lowest indicator was for **sports infrastructure in Tashkent region** (24 percent).

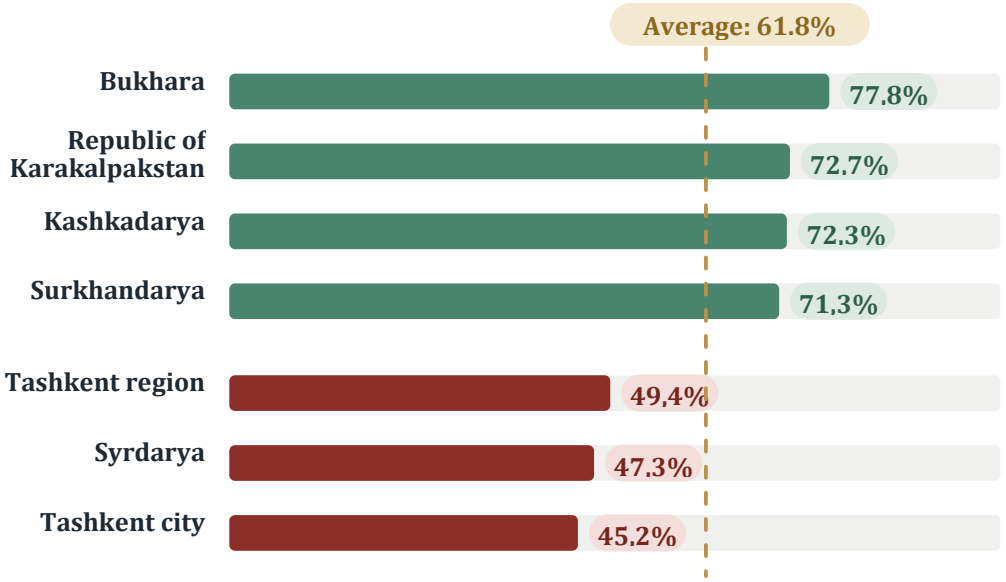


Figure 12. Results for educational resources and infrastructure by region.

Source: Calculations based on the results of the 2026 Nationwide Survey.

Although the overall level of provision with educational resources is relatively high, improving classroom conditions, welfare facilities, and especially sports infrastructure remains a priority for most regions of the Republic.

By field of academic lyceum specialisation, the highest result was recorded in **medicine at 92.4 points**. It was followed by **pedagogy at 89.7 points**, **social sciences and humanities at 86.3 points**, and **applied and technical fields at 82.9 points**. The difference between the highest and lowest fields was **9.5 points**.

According to the nationwide analysis of teaching staff views, **classroom and welfare conditions** (85 percent) and **textbook and library resources** (84.5 percent) received the highest ratings. At the same time, **sports infrastructure** (79.7 percent) and **IT and internet conditions** (75 percent) recorded relatively lower results, indicating scope for development in these areas.

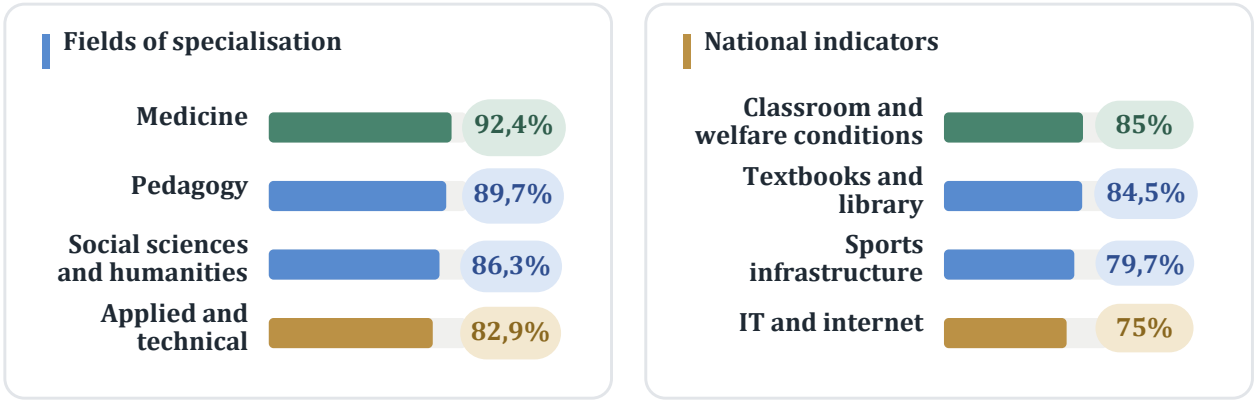


Figure 13. Infrastructure indicators by field of specialisation and nationwide.

Source: Calculations based on the results of the 2026 Nationwide Survey.

The highest individual result was recorded at the **Academic Lyceum of Tashkent State Technical University** (pedagogy field) at **99.1 points**, while the lowest was recorded at **Tashkent City Pedagogical Academic Lyceum** at **58.3 points**. The difference between them was **40.8 points**.

3.7. Analysis of Additional Opportunities in the Education System

According to the analysis, the **national average for additional opportunities within the education system was 81 points**. This indicates that additional development opportunities created for students are generally at a high level.

By region, **Bukhara region recorded 86 points**, **Surkhandarya region 84 points**, and **Kashkadarya region 82 points**, the highest results. The lowest results were recorded in **Tashkent region at 53 points**, **Tashkent city at 56 points**, and **Syrdarya region at 58 points**. The gap between the highest and lowest results was **33 points**.

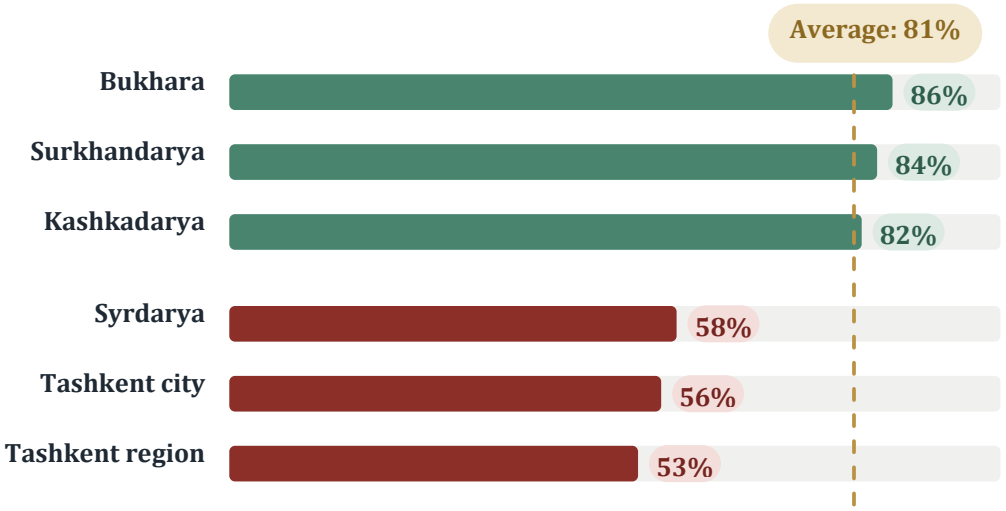


Figure 14. Results for additional opportunities in the education system by region.

Source: Calculations based on the results of the 2026 Nationwide Survey.

Analysis of the component indicators showed that **extracurricular clubs received the highest rating at 88 points**, while **the psychological environment at 81 points**, **the spiritual and educational environment at 80.7 points**, and **confidence regarding access to higher education at 70.1 points** recorded relatively lower results.

By performance level, **4 regions** (28.6 percent) were rated above **80 points**, **3 regions** (21.4 percent) between 70 and 79 points, **4 regions** (28.6 percent) between 60 and 69 points, and **3 regions** (21.4 percent) between 50 and 59 points.

Survey results on additional opportunities created for students in academic lyceums showed an **overall positive trend**.

In particular, **88 percent of students gave positive responses regarding subject clubs and preparation for olympiads, 81 percent regarding psychological support**, and **80.7 percent regarding spiritual and educational activities.**

Regarding confidence in the possibility of entering higher education institutions, **70.1 percent of students responded 'fully confident'**, while **25.4 percent responded 'confident, but additional preparation is needed'**. The overall **positive confidence level was 95.5 percent.**



Figure 15. Component indicators for additional opportunities in the education system.

Source: Calculations based on the results of the 2026 Nationwide Survey.

These results indicate that academic lyceums have generally created a **positive environment necessary for students' extracurricular development, psychological support, and preparation for the next stage of education.**

The **highest positive results** for subject clubs and preparation for olympiads were recorded at Academic Lyceum No. 2 of Karshi State Technical University and International Finance Academic Lyceum, both at **100 percent**; at the Academic Lyceum of Termez State University of Engineering and Agrotechnologies and the Academic Lyceum of Bukhara State Medical Institute, both at **99 percent**; and at the Academic Lyceum of the Samarkand Branch of Tashkent University of Information Technologies, at **98 percent**.

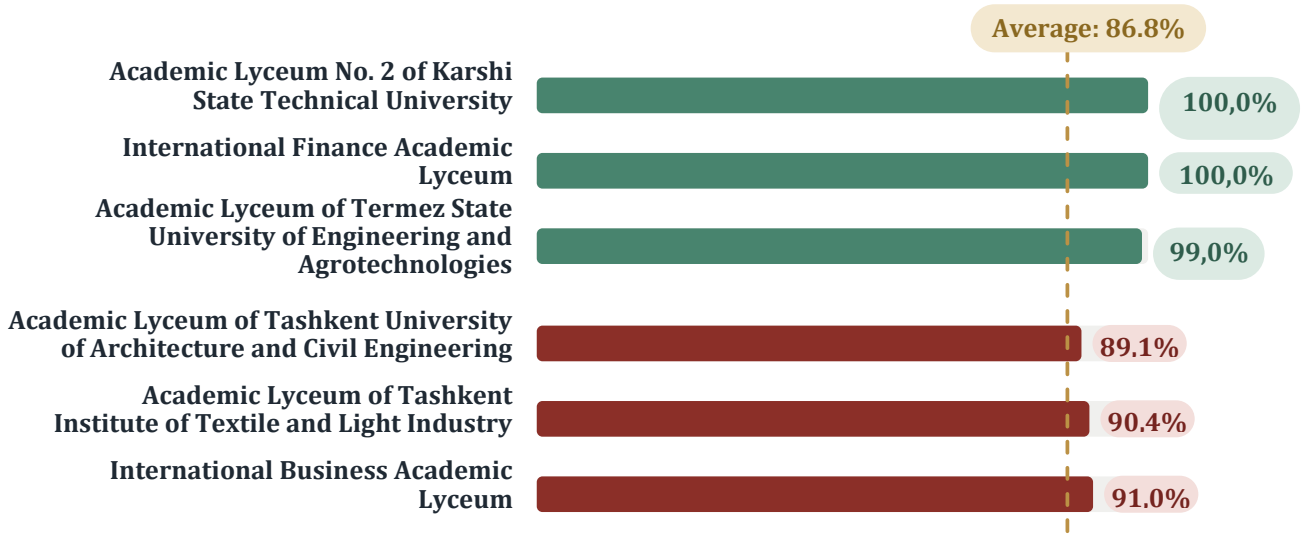


Figure 16. Results for additional opportunities in the education system by academic lyceum.

Source: Calculations based on the results of the 2026 Nationwide Survey.

At the same time, relatively **high shares of negative responses** in this area were recorded at the Academic Lyceum of Tashkent University of Architecture and Civil Engineering **(10.9 percent),** the Academic Lyceum of Tashkent Institute of Textile and Light Industry **(9.6 percent)**, International Business Academic Lyceum **(9 percent)**, the Academic Lyceum under the Almalyk Branch of Tashkent State Technical University **(8.7 percent)**, and the Academic Lyceum of Samarkand State University **(8.1 percent).**

Within the component areas, positive responses regarding **subject clubs and preparation for olympiads amounted to 88 percent**. Spiritual and educational activities were rated 'very interesting' by **56.9 percent of students** and **'mostly interesting'** by **23.8 percent**, producing an **overall positive indicator of 80.7 percent**. For psychological support services, **54 percent responded 'very good'** and **27 percent 'good'**, giving a total **positive rating of 81 percent.**

Confidence in the possibility of entering higher education institutions showed the **highest positive result**: **70.1 percent of students responded 'fully confident'** and **25.4 percent 'confident**, but additional preparation is needed'. The resulting **positive confidence level was 95.5 percent.**

At the same time, the fact that **25.4 percent of students indicated a need for additional preparation shows that preparation for the competitive admissions process should be further strengthened.**

3.8. Analysis of Students' Open-Ended Responses

Within the survey, **16 645 meaningful open-ended responses were received from 24 350 students**. Of these, **15 308** (91.97 percent) were proposals and **1 337** (8.03 percent) were complaints, indicating that students predominantly expressed constructive views aimed at improving education quality.

The largest number of proposals concerned **improvement of the learning process and educational programmes** (2 763), **buildings and infrastructure** (2 417), and **modernisation of technical equipment** (1 432). Proposals relating to the examination and assessment system, sports infrastructure, and improvement of canteen services also accounted for substantial shares.

Among complaints, the principal problems were likewise related to the **learning process and educational programmes** (243), **buildings and**

infrastructure (173), and **technical equipment** (90). This indicates that these areas remain the most pressing issues for students.

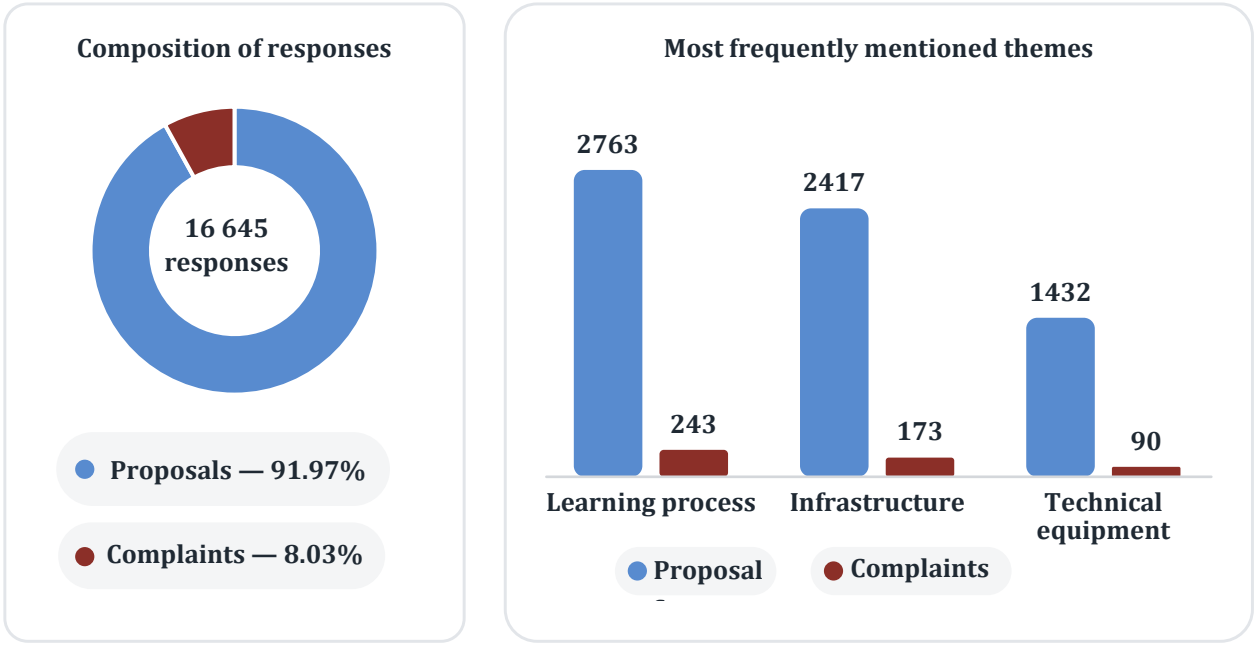


Figure 17. Composition and principal themes of students' open-ended responses.

Source: Calculations based on the results of the 2026 Nationwide Survey.

Analysis of the open-ended responses showed that students' principal needs relate to further improvement of education quality, modern infrastructure, and the learning environment.

In the word cloud generated from students' open-ended responses, the prominence of words such as **'learning'**, **'programme'**, **'infrastructure'**, **'renovation'**, **'equipment'**, and **'building'** reflects the need to improve the learning process and material and technical conditions.

At the same time, the frequent use of words such as **'exam'**, **'assessment'**, **'certificate'**, **'sport'**, and **'canteen'** indicates that, alongside education quality, students also consider improvements to the assessment system, physical education, and the day-to-day learning environment to be important.



Figure 18. Word cloud of students' open-ended responses.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.9. The Learning Process and Conditions from the Perspective of Academic Lyceum Teachers

According to the survey results, indicators across the principal areas determining education quality were generally positive. The highest result was recorded for **transparency in assessing student achievement**, with **95.6 percent** of respondents rating the assessment system positively.

Regarding the **material and technical base**, **76.2 percent** of respondents stated that educational institutions were fully or sufficiently provided for. However, significant regional disparities in the level of material and technical provision remain.

Positive ratings for **IT and internet provision** amounted to **73.8 percent**. The highest results were recorded in **Namangan** (88 percent) and Tashkent region (86 percent), while **Andijan** (46 percent) and **Jizzakh** (54 percent) regions were below the national average.

With regard to **teachers' workload**, **40.8 percent** of respondents considered the workload appropriate, **34.2 percent** moderate, and **25 percent** high. This indicates the need to review teaching workloads in certain academic lyceums.

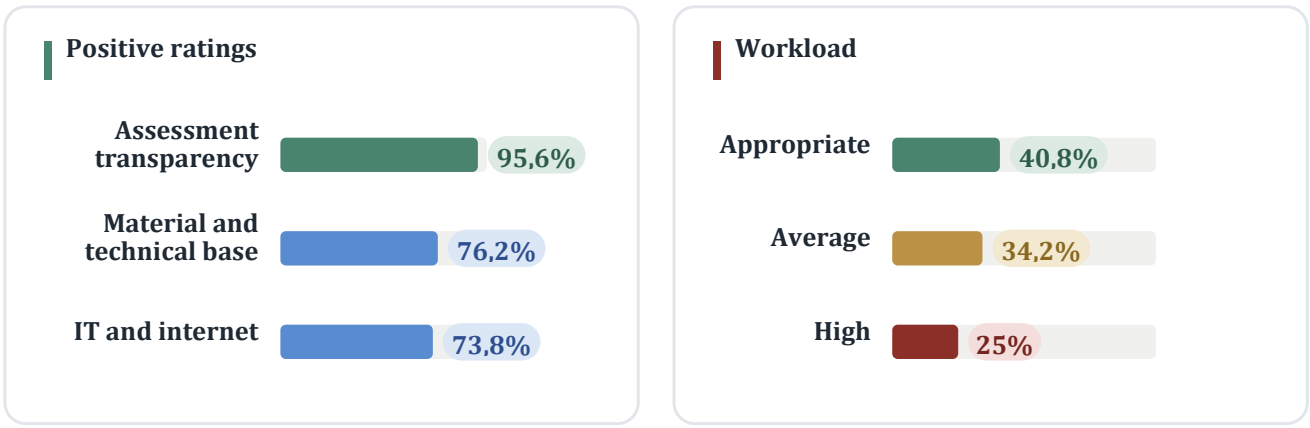


Figure 19. Education quality and workload from the perspective of teaching staff.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.10. Teaching Staff Assessment of Students' Level of Preparation for Higher Education Institutions

According to the analysis, indicators across the principal areas affecting education quality in academic lyceums were generally positive. The highest result was recorded for **transparency in the assessment of student achievement**, with **95.6 percent** of respondents stating that the assessment system was fully or largely transparent.

The highest results for **assessment transparency** were recorded in **Syrdarya, Surkhandarya, and Bukhara regions**, where **99-100 percent** of respondents considered the assessment system transparent. Relatively lower results were observed in **Tashkent city** (93 percent), **Namangan** (93 percent), and **Tashkent region** (94 percent).

Regarding the **material and technical base**, **76.2 percent** of teachers stated that educational institutions were fully or sufficiently provided for. **Bukhara** (92 percent), **Syrdarya** (94 percent), and **Navoi** (93 percent) regions led in this area. The lowest results were recorded in **Tashkent region** (52 percent), **Namangan** (57 percent), and **Khorezm** (55 percent).

Positive ratings for **IT and internet provision** amounted to **73.8 percent**, and the need to develop digital infrastructure was noted in certain regions.

In this area, **Namangan** (88 percent), **Tashkent region** (86 percent), and **Khorezm** (83 percent) recorded the highest indicators, while **Andijan region** (46 percent), **Jizzakh region** (54 percent), and **Fergana region** (61 percent) were below the national average.

A total of **40.8 percent** of teachers assessed their workload as appropriate, **34.2 percent** as moderate, and **25 percent** as high. This indicates the need to redistribute teaching loads and optimise working conditions in certain academic lyceums.

At the same time, analysis of **teachers' workload** showed that high workload was most frequently reported in **Namangan** (57 percent), **Navoi** (57 percent), and **Kashkadarya** (53 percent) regions. A relatively more favourable situation was observed in **Jizzakh** (16 percent), the **Republic of Karakalpakstan** (18 percent), and Bukhara region (20 percent).

Although transparency of the assessment system is at a high level in academic lyceums, significant regional disparities remain in the material and technical base, IT infrastructure, and teachers' workload.

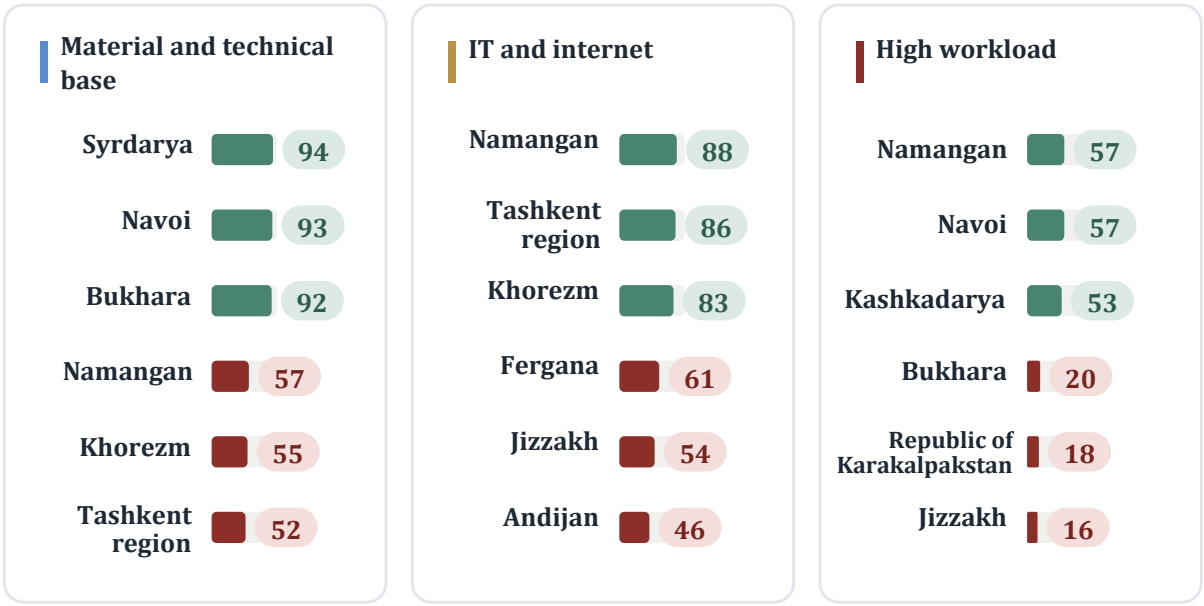


Figure 20. Regional differences in teaching staff assessments.

Source: Calculations based on the results of the 2026 Nationwide Survey.

According to teaching staff assessments, the **average indicator across academic lyceums was 78.9 points**. The highest result was recorded in **medical lyceums at 83.6 points**, followed by **applied and technical at 80.4 points**, **pedagogy at 77.8 points**, and **social sciences and humanities at 74.1 points**.

The difference between the categories was **9.5 points**.

In addition, **98.6 percent** of teachers gave a positive assessment of students' preparation for higher education institutions, while **88.6 percent** positively assessed advanced teaching methods.

However, positive ratings for **integration with international programmes** amounted to **60.9 percent**, indicating that scope for development remains in this area.

According to the analysis, education quality is relatively high in the medical and applied and technical fields.

In the fields of pedagogy and social sciences and humanities, expanding international education components, enriching the content of advanced instruction, and improving educational programmes on the basis of modern competencies are among the principal factors for reducing disparities in education quality.

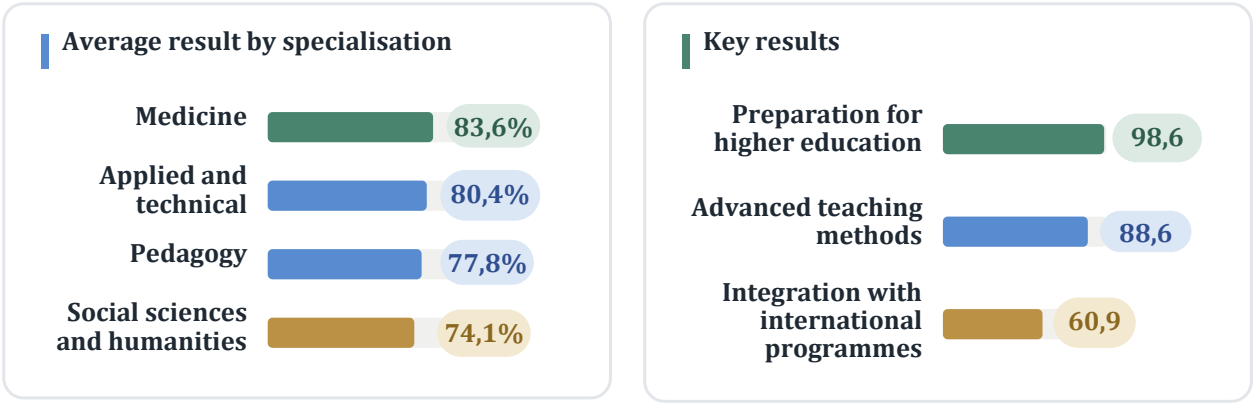


Figure 21. Teaching staff assessment of education quality and students' level of preparation for higher education.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.11. Analysis of Teaching Staff's Open-Ended Responses

According to the survey results, teachers submitted **1 431 proposals** and **160 complaints**. This demonstrates that teachers take an active civic position regarding improvement of academic lyceum activities and that practical proposals aimed at solving problems predominate.

Analysis of the proposals showed that the most pressing issue was **teachers' salaries and material incentives** (28.4 percent), indicating a strong need for appropriate recognition and remuneration of teaching staff.

This was followed by **improvement of the material and technical base** (27.7 percent), **professional development and training for teachers** (24.3 percent), and **renewal of textbooks and educational literature** (19.6 percent).

Substantial proposals were also made regarding **improvement of educational programmes**, **stronger integration with higher education**, and **improvement of the admissions process**.

The same areas also predominated among complaints. In particular, the largest numbers of submissions concerned the **material and technical base and equipment** (28.9 percent), **teachers' salaries and material incentives** (25.4 percent), the **professional development system** (24.3 percent), and **textbooks and educational literature** (21.4 percent). This indicates that these are system-level issues rather than problems limited to individual institutions.

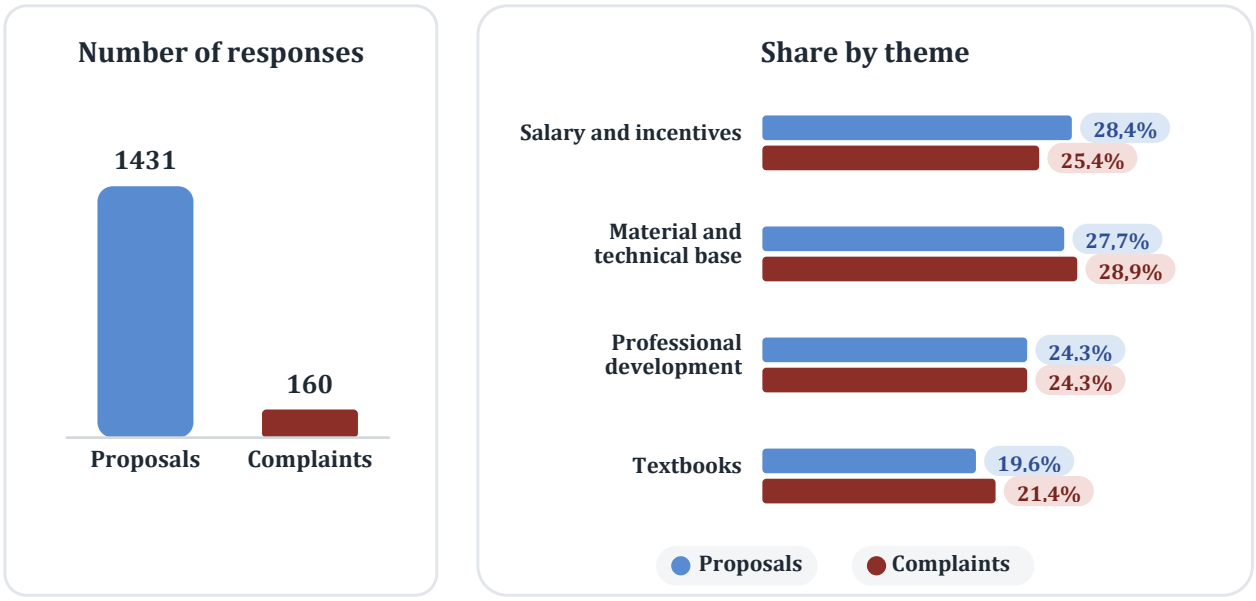


Figure 22. Composition and principal themes of teaching staff's open-ended responses.

Source: Calculations based on the results of the 2026 Nationwide Survey.

The high degree of alignment between proposals and complaints confirms that the principal factors affecting education quality are clearly defined. In particular, **incentives for teaching staff**, **strengthening the material and technical base of educational institutions**, and **improving the system of continuous professional development** emerge as the highest priorities.

In the word cloud generated from teaching staff's open-ended responses, the prominence of words such as **'material'**, **'incentives'**, **'salary'**, **'teachers'**, **'technical'**, and **'base'** reflects the need to improve **remuneration and material incentive systems** and to enhance the **material and technical**

conditions of educational institutions. **Provision of classrooms with modern equipment and necessary literature** is also an important issue.

At the same time, the frequent use of words such as **'qualification'**, **'training'**, **'management'**, **'paperwork'**, and **'workload'** indicates the need to support **teachers' professional development**, **improve management effectiveness**, and **reduce excessive administrative burdens**.

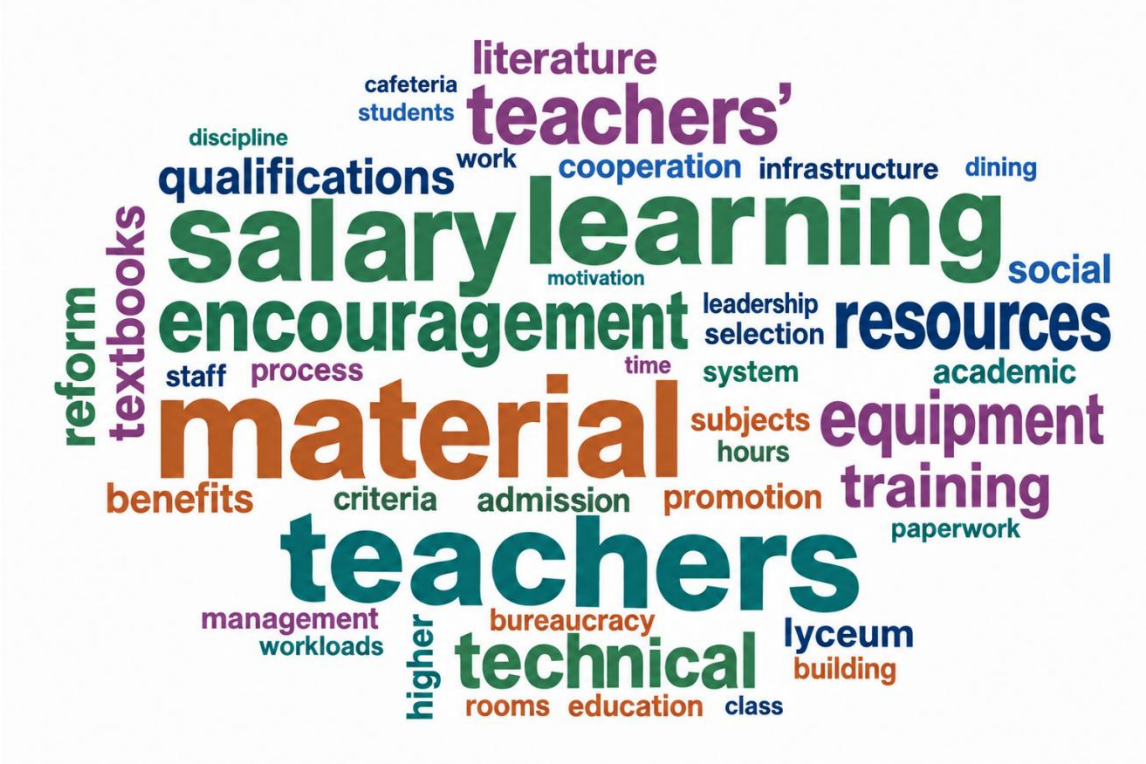


Figure 23. Word cloud based on teaching staff's open-ended responses.

Source: Calculations based on the results of the 2026 Nationwide Survey.

3.12. International Experience: Finland, Singapore, South Korea, and Estonia

International practice shows that high performance in education systems is achieved not only by improving educational programmes, but also by establishing an integrated system for supporting, incentivising, and professionally developing teachers. For this reason, many countries have increasingly treated the teacher factor as a strategic resource in education reform.

Experience of Finland. Teaching is regarded as one of the most prestigious professions in Finland's education system. A Master's degree is mandatory for entry into the teaching profession, and teacher selection is highly competitive.

At the same time, teachers are granted a high degree of academic autonomy and have broad authority in organising the learning process. The minimisation of excessive reporting and bureaucratic procedures enables teachers to focus primarily on education quality.[5]

Experience of Singapore. In Singapore, teacher policy is a central element of the human capital development strategy. An annual professional development programme is developed for each teacher, providing, on average, more than 100 hours of professional development opportunities.[6]

Teachers are assessed on the basis of student outcomes, innovative activity, professional development, and their contribution to the development of the educational institution. Additional financial and professional incentive mechanisms are available for high-performing teachers.

As a result, Singapore consistently ranks among the leading countries in the PISA international assessment programmes.[7]

Experience of South Korea. The system for selecting and training teachers is highly competitive. A clear career pathway for professional growth has been established for teachers, and their professional performance is regularly assessed.

At the same time, the state places considerable emphasis on maintaining and strengthening the social status of teachers and providing incentives. Education is regarded as one of the principal drivers of the country's economic development.

***For information: In Korea**, teaching is considered one of the professions with the highest levels of public trust and prestige.[8]*

Experience of Estonia. Estonia is internationally recognised for its achievements in digital education. The development of teachers' digital competencies has been designated as a priority area of state policy.

Each educational institution is integrated into a digital learning environment, and electronic resources, online learning platforms, and digital assessment tools are widely used by teachers.

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5 Finnish National Agency for Education. Finnish Education in a Nutshell.
URL: https://www.oph.fi/en/statistics-and-publications/publications/finnish-education-nutshell (02.06.2026).
6 https://www.oecd.org/en/publications/talis-2018-results-volume-i_1d0bc92a-en/full-report/component-10.html (14.06.2026)
7 Ministry of Education, Singapore. Professional Development and Career Tracks for Teachers. URL:https://www.moe.gov.sg/careers/become-teachers/pri-sec-jc-ci/professional-development (14.06.2026).
8 Korean Educational Development Institute. Korean Education Statistics Service.
URL: https://kess.kedi.re.kr/eng/ (14.06.2026).

As a result, Estonia has in recent years demonstrated some of the highest education quality indicators among European countries.[9]

The experience of the countries analysed demonstrates several common features of policies supporting teaching staff:

enhancing the attractiveness of the teaching profession;

establishing a continuous professional development system;

introducing performance-based incentive mechanisms;

granting teachers academic autonomy;

systematically developing digital competencies;

reducing excessive bureaucratic workload.

From this perspective, strengthening comprehensive approaches in the academic lyceum system aimed at teachers' professional development, job satisfaction, and incentivising effective performance is an important condition for further improving education quality.

9 OECD (2020). Education Policy Outlook in Estonia. OECD Education Policy Perspectives, No. 13. URL: https://doi.org/10.1787/9d472195-en (14.06.2026).

IV. KEY CONCLUSIONS AND SYSTEMIC ISSUES

According to the results of the teacher survey, the effectiveness of the academic lyceum system was generally assessed positively. In particular, the effectiveness of students' admission to higher education institutions stood at **83 percent**, while **99.7 percent** of respondents stated that academic lyceums fully or largely fulfil their assigned functions.

At the same time, **continuous updating of educational programmes received a 93.6 percent** positive rating, while participation in international professional development and internships stood at **56.1 percent**. This indicates substantial remaining potential to expand teachers' international experience.

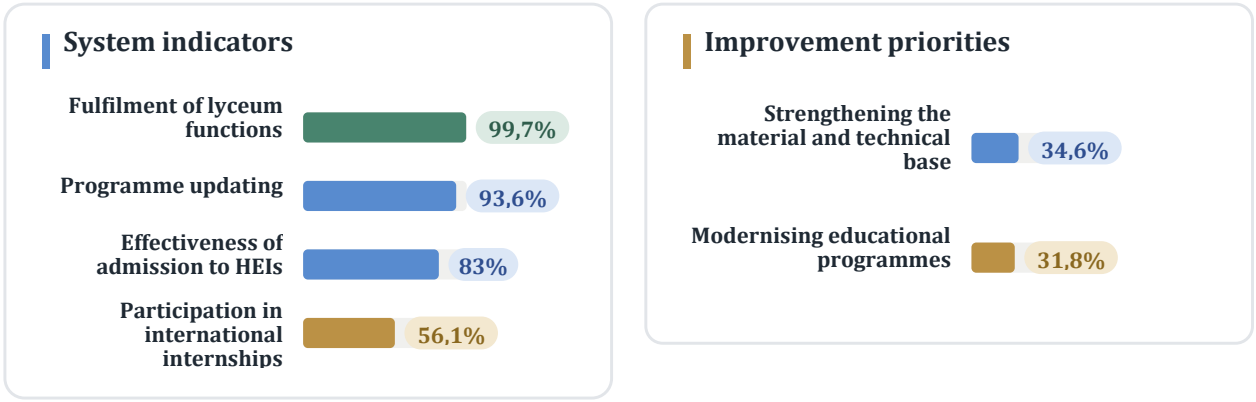


Figure 24. Key conclusions and systemic issues.

Source: Calculations based on the results of the 2026 Nationwide Survey.

According to teachers, the priority areas for improving the system are **strengthening the material and technical base** (34.6 percent) and **modernising educational programmes** (31.8 percent).

The analysis of academic lyceum activities identified **a number of recurring** and interrelated systemic **issues** in the education system. These are not isolated elements of the learning process, but complex issues related to its content, organisational model, and resource provision.

One of the most significant issues is the **insufficient organisation of practical and laboratory sessions**.

Although positive ratings predominate overall, a significant proportion of students assessed the practical component as **'limited'** or **'partially sufficient'**.

This indicates that theoretical knowledge continues to predominate in the learning process and that mechanisms for linking it with practice do not operate equally effectively in all lyceums.

The **second** significant issue is the **lack of consistency in the use of modern pedagogical technologies**.

Although high results were recorded in some regions, other regions showed a significant share of **'moderate'** and even negative assessments.

This means that modernisation of the learning process is being implemented in a fragmented rather than systematic manner.

The **third** issue is that **educational programmes are not fully aligned with practical needs and modern requirements**.

The analysis shows that both students and teachers placed strong emphasis on the need to update educational programmes.

This suggests that existing educational content is becoming outdated to some extent or is not fully aligned with labour market and higher education requirements.

The **fourth** significant issue is the **limited availability of international professional development and internship opportunities for teaching staff**.

According to the survey results, such opportunities are unavailable to many teachers or are provided only infrequently.

This is a factor limiting the broad introduction of modern methodologies, international experience, and innovative approaches into the education system.

The **fifth** issue is the **high level of student demand for motivation support and additional education**.

Although a proportion of students assessed the learning process positively, a significant share indicated a need for additional preparation.

This shows that the learning process does not fully meet students' individual needs and that dependence on additional educational services remains.

The **sixth** issue is the **uneven development of educational resources and infrastructure**.

While strong conditions have been created in some lyceums, basic educational components are not fully provided in others.

This is one of the principal causes of differences in education quality across regions and institutions.

Overall, the identified systemic issues show that, while the academic lyceum system focuses strongly on outcomes, certain important components of the learning process - practical skills, modern methodologies, individualised approaches, and teacher development - are not yet covered sufficiently. Addressing these issues is a key condition for advancing the education system to a new level of quality.

V. FINAL CONCLUSION

The results of the Nationwide Survey showed that education quality and the learning environment in academic lyceums are generally at a high level.

In particular, positive assessments predominated in relation to lesson quality, transparency of the assessment system, teachers' professional capacity, and preparation of students for higher education. At the same time, the analysis showed that certain systemic issues affecting education quality remain.

First, the level of organisation of practical and laboratory sessions is not consistent across all academic lyceums. In some educational institutions, the predominance of theoretical instruction limits opportunities for developing students' practical competencies and research skills.

Second, the level of introduction of modern pedagogical technologies, digital learning tools, and innovative methods differs across regions and academic lyceums. Work in this area needs to be organised systematically.

Third, certain educational programmes need to be further aligned with labour market, digital economy, and higher education requirements; their content should be updated regularly; the share of practical training should be increased; and modern competencies should be integrated more extensively.

Fourth, opportunities for international internships and professional development for teaching staff need to be expanded, and advanced international experience and innovative methodologies should be introduced more actively into the learning process.

Fifth, mechanisms for additional education, psychological services, career guidance, and academic advising should be developed within an integrated system, taking into account students' individual abilities and educational needs.

Overall, alongside consolidating the positive results achieved in academic lyceums, it is advisable to continue systematic measures aimed at expanding practical education, modernising educational programmes, supporting the professional development of teaching staff, improving the digital learning environment, and promoting students' individual development.

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