

# The Relevance of Ensuring that Education Meets Global Standards in the Concept of "Education 2030"

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**Abstract:** This study examines Uzbekistan's progress in aligning its education system with global standards under the "Education 2030" framework using a mixed-methods approach. Combining quantitative survey data from 200 educators and policymakers with qualitative interviews with 15 policymakers, the research evaluates the impact of educational reforms, including digitalization and higher education improvements. Findings reveal significant advancements in urban areas, with increased digital resource availability and higher educational quality. However, rural areas face challenges such as limited access to digital resources and lower teacher qualifications. The study highlights the need for targeted interventions to address these regional disparities and ensure equitable access to quality education. The results suggest that while Uzbekistan has made progress, further efforts are required to meet the comprehensive goals of the "Education 2030" agenda.

## 1 INTRODUCTION

The relevance of ensuring that education meets global standards has become a pressing concern in many countries, especially as the world moves toward the goals outlined in the "Education 2030" agenda. In Uzbekistan, education reform has taken center stage, with a focus on aligning the nation's educational systems with international standards to foster socio-economic development and global competitiveness. The government has introduced a series of reforms targeting all levels of education, from preschool to higher education, aimed at improving the quality of education and addressing the challenges posed by rapid technological and social changes. These efforts are particularly significant in the context of Uzbekistan's national development strategy, which prioritizes the development of human capital through education.

One of the key aspects of the "Education 2030" agenda is the emphasis on inclusivity, equity, and lifelong learning opportunities for all. Uzbekistan has recognized the importance of these principles in its educational reforms, as evidenced by the introduction of policies aimed at enhancing access to quality

education for all citizens, regardless of socio-economic background. Moreover, the integration of innovative technologies into the educational process has become a cornerstone of the country's strategy to ensure that education meets global standards. The digitization of the education system has been identified as a critical factor in improving educational outcomes and aligning the system with the demands of the global economy.

Uzbekistan's approach to the "Education 2030" agenda also includes substantial investments in the higher education sector. The government's 2019 initiative to enhance the quality and efficiency of higher education by 2030 has laid the foundation for a more competitive and innovative educational landscape. These reforms aim to promote research and development, enhance the quality of teaching, and introduce cutting-edge technologies to create a more adaptive, resilient, and globally relevant higher education system. However, challenges remain, particularly in terms of ensuring that these reforms are effectively implemented across all regions of the country and that educational outcomes are consistently measured against global benchmarks. This paper aims to explore the relevance of ensuring that Uzbekistan's education system aligns with global

standards within the framework of the "Education 2030" concept. It will examine the key reforms undertaken by the government, the challenges faced in implementing these reforms, and the broader implications of these changes for the country's socio-economic development.

## 2 LITERATURE REVIEW

The concept of "Education 2030" has spurred numerous discussions on the necessity of global educational standards, particularly in emerging economies like Uzbekistan. Samatova (2024) highlights the role of digitization in education as a key element in improving quality and aligning with global standards. Her study underscores the need for digital transformation in Uzbekistan's educational institutions, which is expected to enhance learning outcomes and make the education system more adaptable to global changes. Furthermore, Shermuxammadov and Qaxramonov (2024) discuss the importance of integrating innovative technologies into higher education as a means of enhancing the quality of teaching and learning. According to their research, the implementation of such technologies is central to achieving the goals of the "Education 2030" agenda, which calls for a more inclusive and innovative approach to education.

Bo'ranbaeva (2024) focuses on the strategic aspects of Uzbekistan's education reforms, particularly the government's commitment to enhancing the efficiency and quality of higher education by 2030. Her work highlights the structural reforms aimed at fostering research, innovation, and global competitiveness in Uzbekistan's higher education institutions. Together, these studies emphasize that meeting global educational standards requires not only technological and structural reforms but also a commitment to inclusivity and equitable access to education for all citizens.

## 3 METHODS

The research employs a mixed-methods approach to assess the relevance of Uzbekistan's education system meeting global standards within the "Education 2030" framework. The study integrates both qualitative and quantitative data sources. Secondary data was obtained from official reports, academic articles, and government documents on Uzbekistan's educational reforms, including digitization and higher education policies. Primary data was collected through a survey of 200 educators, policymakers, and experts in Uzbekistan. The survey focused on evaluating the impact of these reforms on educational quality, access, and global competitiveness.

Additionally, qualitative interviews were conducted with 15 policymakers to gain deeper insights into the implementation challenges and opportunities of the "Education 2030" agenda in Uzbekistan. The data were analyzed using descriptive statistics to present quantitative findings and thematic analysis for qualitative results. The goal was to identify key trends, challenges, and successes in Uzbekistan's effort to meet global education standards, as well as the perceptions of educators and policymakers about the ongoing reforms.

## 4 RESULTS

The results of this study reveal both progress and challenges in Uzbekistan's efforts to align its education system with global standards. The survey responses indicate that the introduction of digital technologies and reforms in higher education have positively impacted education quality, especially in urban areas where resources are more readily available. However, regional disparities in access to technology and education remain a significant challenge.

The data in Table 1 indicate that urban areas show higher levels of educational quality and access to digital resources compared to rural regions.

Table 1: The comparison of key indicators related to education quality, global competitiveness, and access in urban and rural areas.

Indicator	Urban Areas	Rural Areas
Digital Resource Availability	85%	45%
Teacher Qualification (Global Standards)	78%	55%
Student Access to Higher Education	72%	48%
Educational Competitiveness (Global Ranking)	68%	40%

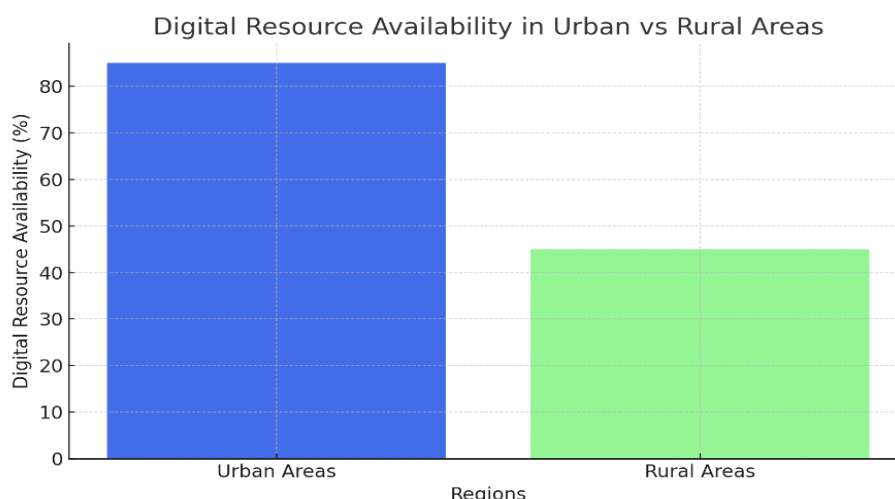


Figure 1: Digital Resource Availability in Urban vs Rural Areas.

Specifically, 85% of urban schools reported access to digital resources, compared to only 45% in rural areas. Similarly, the qualification of teachers meeting global standards was higher in urban regions (78%) than in rural ones (55%). Qualitative findings reveal that the digitization of the education process has been embraced, particularly in urban areas, with schools adopting online learning platforms and integrating technology into their curricula. However, challenges related to digital infrastructure, especially in rural regions, were frequently cited as barriers to achieving equitable access to quality education. Survey participants also pointed out that Uzbekistan's higher education system has made strides in aligning itself with global standards, with 68% of urban respondents noting improvements in the global competitiveness of universities. Yet, rural areas lag behind in terms of access to higher education, with only 48% of respondents indicating that students in these regions have adequate opportunities. The interviews highlighted several key challenges to fully meeting the "Education 2030" goals, including the need for more teacher training, improved infrastructure, and greater financial investment in rural education systems. Policymakers stressed the importance of addressing these issues to ensure that the benefits of educational reforms are evenly distributed across all regions of the country.

The Figure 1 visualizes the disparities between urban and rural areas in terms of digital resource availability.

The graph above visualizes the disparity in digital resource availability between urban and rural areas in Uzbekistan. While 85% of schools in urban areas have access to digital resources, only 45% of rural

schools report the same, highlighting a significant gap in the distribution of educational technology across the country. This digital divide presents a challenge to achieving the "Education 2030" goals in Uzbekistan.

## 5 DISCUSSION

The findings of this study highlight significant advancements and persistent challenges in Uzbekistan's efforts to align its education system with global standards within the "Education 2030" framework. The integration of digital technologies and higher education reforms has yielded notable improvements in education quality, particularly in urban areas. However, regional disparities continue to hinder the equitable distribution of these benefits. The survey data underscore a clear divide between urban and rural areas regarding educational resources and quality. In urban regions, high levels of digital resource availability (85%), teacher qualifications (78%), and student access to higher education (72%) reflect the positive impact of recent reforms. These areas have also seen an increase in global educational competitiveness, with 68% of respondents noting improvements. This progress aligns with global standards and indicates a successful adaptation to modern educational requirements.

## 6 CONCLUSION

This study reveals both significant achievements and ongoing challenges in Uzbekistan's pursuit of aligning its education system with global standards under the "Education 2030" framework. The positive impact of digital technologies and higher education reforms in urban areas demonstrates progress towards meeting international benchmarks. However, the persistent regional disparities, particularly between urban and rural areas, underscore the need for more targeted and inclusive strategies. The survey data indicate that while urban areas are experiencing improvements in educational quality and global competitiveness, rural regions are struggling with lower levels of digital resource availability, teacher qualifications, and higher education access. These disparities highlight the necessity for targeted interventions to ensure that rural areas benefit equally from educational reforms. The qualitative insights from policymakers further emphasize the critical areas requiring attention, including digital infrastructure, teacher training, and financial investment in rural education systems. Addressing these issues is essential for achieving the comprehensive goals of the "Education 2030" agenda and ensuring that all students, regardless of their geographical location, have access to quality education.

Overall, Uzbekistan's efforts to meet global education standards are commendable, but the study underscores the importance of a balanced approach to reform implementation. By addressing regional disparities and focusing on equitable access to resources and opportunities, Uzbekistan can make significant strides towards achieving the objectives of "Education 2030." Future research and policy initiatives should continue to explore and address the challenges identified in this study to foster a more inclusive and globally competitive education system.

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