

**IMPLEMENTING RISK-BASED EDUCATION QUALITY MONITORING IN
GENERAL SECONDARY EDUCATION INSTITUTIONS**

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Abstract: This article analyzes the issues of introducing a risk-based monitoring system for assessing and improving education quality in general secondary education institutions. The study examines the main types of risks affecting education quality, criteria for their assessment, and preventive measures. The level of research on this issue within the education system of Uzbekistan is analyzed, and a monitoring model applicable in practice is proposed. The results show that a proactive monitoring system based on risk analysis can serve as an important tool for improving quality in educational institutions, early identification of problems, and making effective management decisions. During the study, pedagogical, organizational, material-technical, and socio-psychological risks were identified, and mechanisms for their assessment were developed.

Keywords: education quality monitoring, risk analysis, risk management, general secondary education, education management, quality assessment, proactive management.

Introduction

One of the main tasks of the modern education system is the continuous improvement of education quality and the formation of high-level knowledge, skills, and competencies among students. In the Republic of Uzbekistan, reforming the education sector—particularly improving the general secondary education system—is one of the priority directions of state policy.

The Presidential Decree of the Republic of Uzbekistan dated April 29, 2019, No. PF-5712, “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030,” emphasizes the need to improve education quality, introduce modern management systems, and enhance monitoring mechanisms (President of the Republic of Uzbekistan, 2019).

Education quality monitoring is a systematic activity aimed at improving the performance of educational institutions through continuous observation, evaluation, and analysis of educational processes and outcomes. Traditional monitoring systems often focus only on final results and are limited to identifying existing problems. However, modern approaches require predicting and preventing problems before they occur.

Risk analysis is the process of identifying potential problems that may negatively affect an organization’s activities, assessing their probability and impact, and managing them. Although this approach is widely used in business, healthcare, and other sectors, its systematic application in the education system is relatively new.

Risk-based education quality monitoring refers to identifying situations and conditions that may lead to a decline in education quality in general secondary schools by using relevant

educational data, as well as assessing the potential consequences of non-compliance with education legislation.

The purpose of this study is to examine the theoretical foundations of a risk-based education quality monitoring system in general secondary education institutions and to develop measures for its practical implementation.

The study aims to:

1. Analyze the extent to which education quality monitoring and risk analysis have been studied.
2. Identify and classify risks affecting education quality in educational institutions.
3. Develop criteria and methods for risk assessment.
4. Propose practical measures for risk prevention and management.

Literature Review and Methodology

Education quality monitoring has been studied internationally from various perspectives. Risk analysis and risk management concepts were initially widely applied in business and project management. The Project Management Institute (PMI, 2017) defines risk management as the systematic process of managing uncertainties that may hinder achieving project objectives.

In education, early fundamental studies on risk analysis appeared in the early 2000s. UNESCO (2005) interprets education quality broadly, emphasizing that it includes not only academic outcomes but all aspects of education. The relationship between risk analysis and education quality has gradually been explored.

In Uzbekistan's education system, education quality monitoring has been actively studied in recent years. Sharipov and Nishonova (2021) examined the development and application of education quality indicators within modern education management, describing key stages and challenges of implementing monitoring systems. However, the risk analysis aspect was not fully addressed.

Teshaboeva (2020) highlighted the importance of monitoring and evaluation in education quality management, analyzing strengths and weaknesses of existing monitoring mechanisms in Uzbek schools. The study showed that monitoring in most schools is reactive, focusing on problems only after they arise.

Qosimova and Rahmonov (2022), in their work *Internal Control and Monitoring Systems in Educational Institutions*, described the structure and functions of internal school monitoring systems. However, their approach also primarily emphasized control functions, with limited attention to proactive risk identification and management.

Ergashev and Mahmudova (2023) examined proactive management as an innovative approach in educational institutions, emphasizing early problem detection, though without developing a specific risk analysis methodology.

The literature review indicates:

At the international level: Risk analysis and risk management concepts are well developed, but their application in education—especially in general secondary education—has been insufficiently studied.

At the national level: While several important studies on education quality monitoring exist in Uzbekistan, risk-based approaches remain largely unexplored, with existing research focusing mainly on traditional monitoring and control, often limited to student assessment results.

Theoretical and practical gap: No comprehensive risk-based monitoring methodology or practical guidelines have been developed for general secondary education institutions in Uzbekistan, underscoring the relevance and necessity of this study.

Development trends: Growing recognition of proactive management and early problem detection creates favorable conditions for implementing risk analysis approaches.

Discussion and Results

Based on the literature review, analysis of existing monitoring practices, and expert interviews, the main categories of risks affecting education quality in general secondary education institutions were identified:

Pedagogical risks, directly related to teaching and learning processes:

- Insufficient teacher qualifications

Weak subject knowledge

Lack of modern pedagogical technology skills

Low psychological-pedagogical competence

Limited participation in professional development programs

Outdated teaching methods

- Reliance on traditional, one-sided methods

Lack of interactive approaches

Failure to consider student individuality

Avoidance of modern educational technologies

- Curriculum and content issues

Curriculum overload

Imbalance between theory and practice

- Limited relevance to real-life applications

Lack of flexibility in curricula

- Weaknesses in assessment systems

Unclear assessment criteria

Lack of formative assessment

Overemphasis on summative outcomes

Insufficient monitoring of student progress

Organizational and management risks:

- Ineffective management systems
- Weak monitoring and control mechanisms
- Low teacher motivation
- Communication problems

Material and technical risks:

Socio-psychological risks:

- Low student motivation
- Psychological issues
- Family-related factors

- ◆ Limited parental involvement in education
- ◆ Negative impact of family environment on learning
- ◆ Low educational competence of parents
- ◆ Socio-economic difficulties

For effective risk management, accurate assessment is essential. Each risk is evaluated using two criteria:

A. Probability – likelihood of occurrence:

- 1 point – very low (0–20%)
- 2 points – low (21–40%)
- 3 points – medium (41–60%)
- 4 points – high (61–80%)
- 5 points – very high (81–100%)

B. Impact – effect on education quality:

- 1 point – very low (insignificant)
- 2 points – low
- 3 points – medium

4 points – high

5 points – very high (critical)

Risk level = Probability × Impact

Based on the results, risks are categorized as:

- **70 points and above:** Low risk (green zone) – high-performing schools, requiring regular monitoring.
- **31–69 points:** Medium risk (yellow zone) – average-performing schools, requiring attention and planned measures.
- **30 points and below:** High risk (red zone) – low-performing schools, requiring urgent intervention.

In implementing risk-based education quality monitoring, annual activity data are analyzed, and improvements in education quality are assessed based on indicator dynamics.

Conclusion

This study analyzed the theoretical foundations and practical implementation mechanisms of risk-based education quality monitoring in general secondary education institutions. The findings indicate that risk analysis can be effectively applied in education, particularly in general secondary education systems. Classifying risks into pedagogical, organizational-managerial, material-technical, and socio-psychological categories is both logical and practical.

Proactive monitoring—anticipating problems in advance—has proven to be more effective than traditional reactive approaches. Although significant efforts have been made to monitor education quality in Uzbekistan, risk-based approaches remain largely unexplored, indicating a substantial theoretical and practical gap.

The identified risk categories reflect the real conditions of general secondary education institutions in Uzbekistan, emphasizing the need for targeted interventions. The highest-priority risks include the absence of internal monitoring systems, lack of modern educational tools, insufficient teacher qualifications, and outdated teaching methods.

In conclusion, risk-based education quality monitoring can become a modern and effective tool for fundamentally improving the general secondary education system of the Republic of Uzbekistan. This approach supports early problem identification, continuous improvement, proactive thinking, and data-driven decision-making in educational institutions.

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