

TORINO PROCESS 2018–2020

UZBEKISTAN TORINO PROCESS

2018–2020 UZBEKISTAN

NATIONAL REPORT

Disclaimer

Republic of Uzbekistan – National Torino Process report (NRF)

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Contents

ACRONYMS.....	6
THE NATIONAL REPORTING FRAMEWORK	8
A: Country and VET overview.....	8
A.1: Country background	8
A.1.1. Introduction.....	8
A.2: Overview of vocational education and training.....	12
A.2.1. Overview of VET: set-up and regulatory framework	12
A.2.2. Institutional and governance arrangements	15
A.2.3. Basic statistics on VET	16
A.2.4. The VET concept and major reform initiatives.....	19
A.3: The VET context	23
A.3.1. The socio-economic context.....	23
A.3.2. Migration and refugee flows	27
A.3.3. The education sector context.....	33
A.3.4. The lifelong learning context.....	35
A.3.5. The international cooperation context: partnerships and donor support.....	36
B: Economic and labour market environment.....	39
B.1: VET, economy and labour markets.....	39
B.1.1. The labour market situation	39
B.1.2. Special challenges and opportunities: skills mismatch	43
B.1.3. Special challenges and opportunities: migration	45
B.1.4. Special challenges and opportunities: digital transformation	52
B.1.5. Strategic policy responses involving education and VET.....	54
B.1.6. The role of VET in solving problems through active labour market policies.....	55
B.1.7. Identification of skills demand and its bearing on VET provision.....	61

B.1.8. Supporting migrants and refugees through VET	63
B.2: Entrepreneurial learning and entrepreneurship.....	65
B.2.1. Job creation and VET.....	65
B.2.2. VET policies for entrepreneurship development.....	66
II. Open discussion	68
III. Summary and analytical conclusions	68
C: The social environment and individual demand for VET	71
C.1: Participation in VET and lifelong learning.....	71
C.1.1. Participation in VET	71
C.1.2. VET opportunities for vulnerable and marginalised populations	74
C.1.3 Policy measures to improve access to VET	77
C.1.4. Promoting access to VET for vulnerable and marginalised populations.....	78
C.1.5. Flexibility to provide training to support participation in VET.....	79
C.1.6 Recognition of informal and informal learning.....	81
C.2: Equality and equal opportunity in VET.....	82
C.2.1. Success of learners in VET system	82
C.2.2. VET students requiring additional learning support	83
C.2.3. Measures to promote equity in VET	84
C.2.4. Inclusive education and VET	85
C.3: Active support for employment.....	86
C.3.1. Employability of VET graduates	86
C.3.2. Economic factors affecting the transition from education to employment.....	88
C.3.3. Review of policies to support employment opportunities and the transition to employment....	89
C.3.4. Career guidance	91
III. Summary and analytical conclusions	93
D. Internal efficiency and operation of the VET system	96

D.1: Teaching and learning environment	96
D.1.1. Teaching and learning methods, including work-based learning	96
D.1.2. The teaching and learning environment.....	97
D.1.3. Policies to improve training/teaching and learning methods in VET.....	98
D.1.4. Improving the training and learning environment	99
D.2: Teachers and trainers	100
D.2.1. Composition of the workforce of VET teachers and trainers.....	100
D.2.2. Entering the teaching profession in VET.....	102
D.2.3. Employment status of teachers in VET.....	104
D.2.4. Quality of teachers and trainers in VET	105
D.2.5. Attracting and retaining teachers and trainers in VET	107
D.2.6. Steering, motivating and supporting professional development.....	107
D.2.7. Ensuring the quality of teachers in VET	109
D.3: Quality and quality assurance	110
D.3.1. Quality and relevance of education and training content in VET.....	110
D.3.2. Defining the quality of learning outcomes	112
D.3.3. Quality assurance processes in VET	114
D.3.4. Creating and updating VET content.....	116
D.3.5. EU key competences	119
D.3.6. Policies to strengthen quality assurance.....	121
III. Summary and analytical conclusions	122
E: Governance and financing of VET	127
E.1: Institutional arrangements	127
E.1.1. Effectiveness of institutional and governance arrangements	127
E.1.2. Accountability, leadership and control.....	128
E.1.3. Governance reforms	129

E.2: The involvement of non-state actors	130
E.2.1. The distribution of responsibilities between state and non-state actors in VET	130
E.2.2. Policies in support of the participation of non-state actors	131
E.3: VET budget	132
E.3.1. Expenditure planning, VET budget formation and execution	132
E.3.2. Policies to improve expenditure planning and budgeting in VET	134
E.4: Mobilisation of resources for VET	135
E.4.1. Sources and mechanisms of funding for VET	135
E.4.2. Diversification and mobilisation of funding for VET	137
E.5: The allocation and use of resources in VET	138
E.5.1. Resource allocation models	138
E.5.2. Policies to ensure the adequacy of resources for VET and equity in their allocation	140
III. Summary and analytical conclusions	140
References	143
Open internet resources	149
ANNEXES	Error! Bookmark not defined.
Annex 1. Supporting information (tables and figures)	150

ACRONYMS

ADB	Asian Development Bank
ALE	Adult learning and education
CIS	Commonwealth of Independent States
COCU	Chamber of Commerce of Uzbekistan
CVE	Centre for Vocational Education
CVT	Continuous vocational training
ETF	European Training Foundation
EU	European Union
GoU	Government of Uzbekistan
GDP	Gross domestic product
GRP	Gross regional product
HDI	Human development index
HE	Higher education
ICT	Information and communication technology
ILO	International Labour Organization
ISCED	International Standard Classification of Education
IVET	Initial vocational education and training
KOICA	Korea International Cooperation Agency
LLL	Lifelong learning
MOEI	Ministry of Economics and Industry
MOELR	Ministry of Employment and Labor Relations
MOHSSE	Ministry of Higher and Secondary Specialised Education

MOPE	Ministry of Public Education
MPE	Ministry of Preschool Education
NGO	Non-governmental organisation
NPS	Notional professional standards
NQF	National qualification framework
NRF	National reporting framework
PET	Professional education and training
PPP	Public-private partnership
SDGs	Sustainable Development Goals
SES	State educational standards
SSVE	Secondary specialised vocational education
TIKA	Turkish Agency for Cooperation and Coordination
TVET	Technical vocational education and training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational education and training

THE NATIONAL REPORTING FRAMEWORK

A: COUNTRY AND VET OVERVIEW

A.1: Country background

A.1.1. Introduction

The Republic of Uzbekistan is located in Central Asia and covers a total area of 448 900 thousand km². Administratively and territorially, Uzbekistan consists of 12 viloyats (regions), the city of Tashkent and the Republic of Karakalpakstan¹.

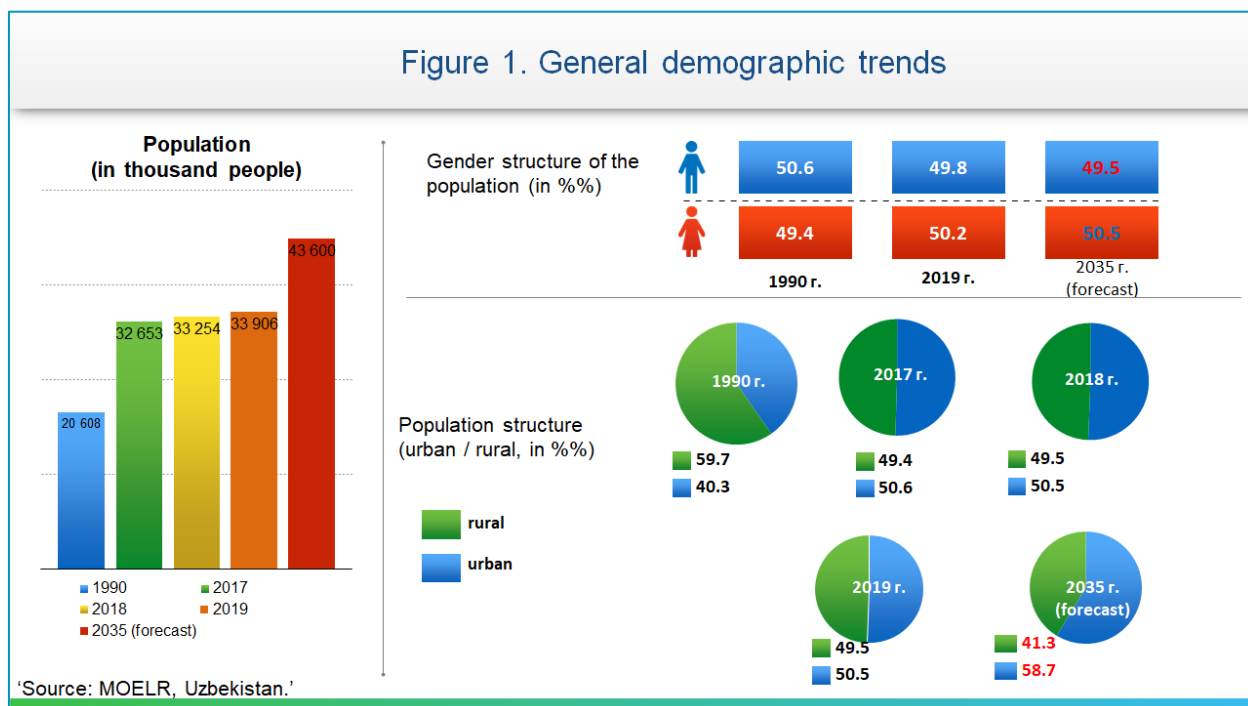
In terms of population, Uzbekistan is the third largest of the Commonwealth of Independent States (CIS) countries and has the fifth largest land area. It accounts for more than half of the population of Central Asia².

As of 1 January 2020 the resident population of the Republic of Uzbekistan was 33 905 800, with 2019 seeing an increase of 650 300, or 2.0%³. Notably, the urban population reached 50.5% of the total (with the rural population at 49.5%). At the same time, about 40% of the country's population is comprised of young people under 16, and more than 60% of Uzbekistan's citizens are below the age of 25.

¹ <http://geografiya.uz/>

² Education Sector Plan 2019–2023, Uzbekistan, <https://www.globalpartnership.org/content/education-sector-plan-2019-2023-uzbekistan>

³ Data from the State Statistics Committee of Uzbekistan.



In the context of the regions of the Republic, the largest shares of the population were recorded in Samarkand (11.4%), Fergana (11.1%), Kashkadarya (9.7%), Andijan (9.2%), while the most sparsely populated regions were Syrdarya (2.5%), Navoi (2.9%), Jizzakh (4.1%) and Khorezm (5.5%).

In late 2016, following the first change of leadership since the country achieved independence in 1991, newly elected President Shavkat Mirziyoyev embarked on an ambitious economic modernisation programme aimed at fostering socially oriented growth for all Uzbekistan's citizens⁴. The Republic of Uzbekistan has entered a new era of economic development on a wave of economic liberalisation.

At the beginning of 2017 the Decree of the President of the Republic of Uzbekistan was adopted, which approved the Action Strategy for 2017–2021, including five priority areas for the country's development: (1) improving state and social construction; (2) enforcing the rule of law and further reforming the judicial and legal system; (3) the development and liberalisation of the economy; (4) the development of the

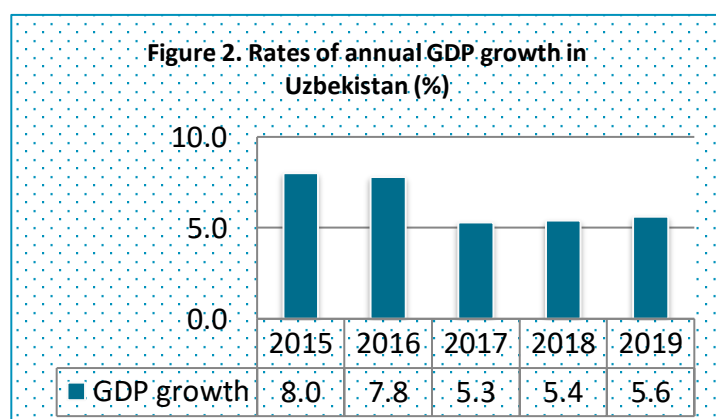
⁴ http://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf

social sphere; and (5) ensuring security, inter-ethnic harmony and religious tolerance, while pursuing a balanced, mutually beneficial and constructive foreign policy⁵.

At present, the economy of Uzbekistan is undergoing a dynamic transformation in accordance with the country's development priorities, and experiencing ongoing reforms in all sectors, including vocational education and the labour market.

Key economic indicators

In 2019, the economic growth rate of Uzbekistan was 5.6%. The country's GDP growth rates over the past five years are shown in Figure 2. According to preliminary data, this rate will approach 6% by 2021⁶.



Compared to 2018, in 2019 the volume of industrial production increased by 6.6%, with exports rising by 28%. Gold and foreign exchange reserves increased by \$2.2 billion to reach \$28.6 billion.

Foreign direct investment in 2019 amounted to \$4.2 billion – 3.7 times more than in 2018. The share of investments in GDP reached 37%.

According to the World Bank, the poverty rate in Uzbekistan, based on the international poverty line (\$1.90 per day) was 9.6%, while for countries with a higher income and a poverty line of \$5.60 per day, the average was 36.6%.

At the same time, a high level of poverty was observed in some districts of the Tashkent, Samarkand, Surkhandarya, Syrdarya and Andijan regions as well as in the Republic of Karakalpakstan (Seitz, 2019).

According to the State Statistics Committee of the Republic of Uzbekistan, the share of the population with a low income decreased from 17.7% in 2010 to 11.4% in 2018 (Table 1)⁷. As noted in the Address of

⁵ <http://www.lex.uz/ru/docs/3107042>

⁶ Data from the State Statistics Committee of Uzbekistan.

⁷ State Statistics Committee of Uzbekistan, <https://stat.uz/ru/press-tsentr/novosti-komiteta/164-ofytsyalnaia-statistika-ru/6579-uroven-zhizni-naseleniya2>

the President of the country, according to various estimates, in 2019 this figure was between 12 and 15 per cent.

Table 1. Share of low-income population in the Republic of Uzbekistan* (%)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Low-income population	17.7	16.0	15.0	14.1	13.3	12.8	12.3	11.9	11.4

Note: * Poverty calculations based on World Bank recommendations.

In the period under consideration (after the previous round of the Torino Process), for the first time Uzbekistan received an international credit rating and successfully placed bonds for \$1 billion on the world financial market.

In addition, for the first time in 10 years, Uzbekistan's position in the credit risk rating of the Organisation for Economic Co-Operation and Development has improved.

In the World Bank's Doing Business rating, Uzbekistan rose by seven places, ranking eighth among 190 states in terms of business registration, and entered the list of the best reformers⁸.

Literacy rate

In recent years, there have been positive changes in the country's education levels. Thus, the percentage of the population with higher education (HE) is steadily growing, linked to which the provision of the education system is gradually being brought into line with the new requirements of the labour market, providing Uzbekistan with specialists qualified at the HE level. The country also boasts an overall adult literacy rate of almost 100%⁹ (Table 2) and in 2018 achieved a human development index (HDI) score of 0.710, as a result of which the country took 108th place among 189 countries¹⁰.

⁸ Message from the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 24.01.2020.

⁹ State Statistics Committee of Uzbekistan.

¹⁰ UNDP, *Human Development Report 2019*, <http://hdr.undp.org/en/2018-update>

Table 2. Adult literacy rates, 2013–2018

No.	Indicators	Years					
		2013	2014	2015	2016	2017	2018
1	Literacy rate, total adult population (% of people aged 15 and over)	99.9	99.9	99.9	99.9	99.9	99.9
2	Adult male literacy rate (% of males aged 15 and over)	99.9	99.9	99.9	99.9	100.0	100.0
3	Adult female literacy rate (% of women aged 15 and over)	100.0	99.9	99.9	99.9	99.9	99.9
4	Youth literacy rate (% women aged 15–24)	100.0	100.0	100.0	100.0	100.0	100.0
5	Youth literacy rate (% of men aged 15–24)	100.0	100.0	100.0	100.0	100.0	100.0
6	Literacy rate, total youth (% of people aged 15–24)	100.0	100.0	100.0	100.0	100.0	100.0
7	Including: total adult population in higher education (% of the adult population)	15.5	15.8	15.9	16.4	16.2	n/d

Source: State Statistics Committee of Uzbekistan, <https://stat.uz/ru/press-tsentr/novosti-komiteta/164-ofytsyalnaia-statistika-ru>

As the data in Table 2 show, in 2018 the literacy rate among the male adult population was 100%, among the female adult population the figure was 99.98%. The share of the population with higher education in 2013 was 15.5%, and in 2017 this figure had increased by 0.7% to 16.2%.

A.2: Overview of vocational education and training

A.2.1. Overview of VET: set-up and regulatory framework

The education system at all levels in Uzbekistan is currently undergoing a process of reform and modernisation. The reforms are aimed at expanding access to education, as well as restructuring the sectors of general secondary, and secondary specialised, vocational education.

VET system before reform

Until 2018, the system of vocational education and training (VET) was an independent type of continuous education system (specialised, vocational secondary education) following a compulsory nine-year general secondary education.

In accordance with the Law of the Republic of Uzbekistan ‘On Education’, in order to access secondary specialised, vocational education, everyone has the right, after general secondary education, to voluntarily choose a course of study at an academic lyceum or vocational college. Academic lyceums and vocational colleges provide specialised, vocational education that gives students the qualifications necessary for working in a particular profession or pursuing continuing education at a more advanced level.

Professional education, according to the above law, was a compulsory continuation of general secondary education that lasted three years and was carried out either in academic lyceums or in professional colleges.

Graduates of these institutions were issued with a state-recognised diploma of secondary specialised, vocational education, indicating:

- for academic lyceums – the disciplines involved in each course of study;
- for professional colleges – the level of qualification attained, the acquired profession and related specialties, in accordance with the official classification of training courses, professions and specialties in vocational education¹¹.

The legislative framework of Uzbekistan in the field of VET policy is presented in Table A1 (see Annex).

The VET reform process

In order to ensure greater flexibility and consistency with the relevant labour markets, today Uzbekistan is undergoing a process of reforming its vocational education system, with this restructuring also intended to provide more effective continuing vocational education and training (VET) for adults.

In accordance with the Decree of the President of the Republic of Uzbekistan, dated 6 September 2019, vocational education remains part of the compulsory 11-year education for 9th grade graduates.

¹¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 200, dated 6 July 2012, <https://lex.uz/docs/2029714>

Current legislation allows young people to continue their studies after 9th grade in either academic lyceums or vocational schools, according to their choice, in programmes corresponding to ISCED level 3. The duration of these courses in vocational colleges and technical schools is determined by the level of complexity of each specialisation.

This means that the duration of compulsory vocational education programmes is reduced by one year, from three years before the reform to up to two years starting with the new academic year 2020/2021.

Table 3 provides a classification of vocational education programmes according to ISCED levels.

Table 3. Classification of vocational education programmes according to the ISCED levels

Levels of ISCED	Programme duration	Levels of education
ISCED 3	2 years	Secondary education/vocational education (Grades 10–11 secondary schools, academic lyceums, vocational schools)
ISCED 4	From 6 months to 2–3 years	Secondary vocational education (colleges, technical schools)
ISCED 5	At least 2 years	Secondary specialised, vocational education (Technical schools)

Source: MOHSSE.

Currently, the Government of the country is actively working on the implementation of the national qualification system.

By the decree of the President of the Republic of Uzbekistan on 6 September 2019, actions were determined for the development and implementation of the country's National Qualifications Framework, including qualifications frameworks for all sectors of the economy, national professional standards and

other elements based on the advanced experience of other countries¹². Plans for the National Qualifications Framework have since been developed and approved¹³.

A.2.2. Institutional and governance arrangements

The VET sector in Uzbekistan is undergoing a process of large-scale reforms, with many fundamental changes taking place on the basis of official decrees published between 2017 and 2019.

In 2019, the Law of the Republic of Uzbekistan 'On Education' was revised and is currently under discussion.

In Uzbekistan, the state plays a leading role in the management, financing and delivery of VET.

According to Article 25 of the law 'On Education', the central regulatory body of the education system is the Cabinet of Ministers of the Republic of Uzbekistan. The tasks of the Cabinet of Ministers in terms of education and vocational training include: (1) the implementation of a unified state policy; (2) the management of public administration bodies for education; (3) the development and implementation of educational development programmes; (4) establishing procedures for the creation, reorganisation and closure of educational institutions; (5) overseeing the accreditation of educational institutions and the certification of teaching and research personnel; (6) issuing permits for the right to engage in educational activities to institutions of other states on the territory of the Republic of Uzbekistan¹⁴.

Under the overall direction of the Cabinet of Ministers, three ministries are responsible for the public education system: the Ministry of Preschool Education (MPE), the Ministry of Public Education (MOPE) and the Ministry of Higher and Secondary Specialised Education (MOHSSE).

The management system for vocational education and training in Uzbekistan includes:

- At the national level – the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan, which is an authorised state body with the remit of implementing a

¹² Decree of the President of the Republic of Uzbekistan 'On additional measures to further improve the vocational education system', No. PD-5812, dated 6 September 2019, <https://lex.uz/ru/docs/4500929>

¹³ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On measures to organise the activities of the national system of professional skills, knowledge and skills in the Republic of Uzbekistan', No. 287, dated 15 May 2020 <https://lex.uz/ru/docs/4814157>

¹⁴ The Law of the Republic of Uzbekistan 'On Education', <http://www.lex.uz/docs/15622>

unified state policy in the field of higher and secondary specialised vocational education, as well as having responsibility for the organisational and methodological management of institutions providing higher, secondary specialised and vocational education in conjunction with the ministries and departments in charge of educational institutions¹⁵. The organizational structure of the ministry also includes the Institute of Pedagogical Innovation, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education and the Service for Training Workshops, Technical Regulations and Metrological Control, both under the MOHSSE¹⁶;

- At the regional level – territorial departments for the development and coordination of vocational education in the Republic of Karakalpakstan, the regions and the city of Tashkent, within the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan;
- At the local level – Boards of Trustees, including representatives of line ministries, departments, local government bodies, and non-governmental/non-profit organisations acting on the basis of legislation and charters.

Private sector providers of educational services are subject to licensing and control of their activities by the newly created State Inspectorate for the Supervision of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan.

A.2.3. Basic statistics on VET

The beginning of reforms to the education system in 2017 and the introduction of 11-year compulsory combined general and specialised secondary education from the 2018/2019 academic year by the corresponding presidential decree of 25 January 2018 led to a sharp reduction in the number of students and teachers in vocational education institutions.

Educational institutions delivering professional training in Uzbekistan are state-owned. Therefore, the process of reforming the VET system will lead to changes in the numbers of vocational education schools, students and teachers, as well as to a complete renewal of the content of provision in this field.

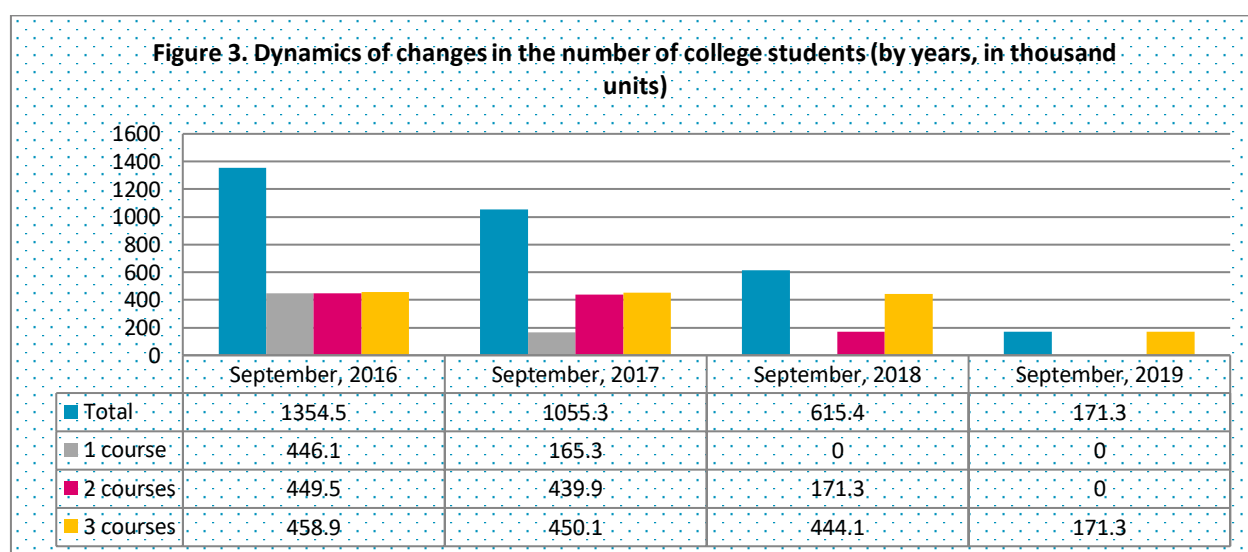
In the 2017/2018 academic year, 143 academic lyceums (85 800 students) and 1 433 professional colleges (1 077 400 students) were operating in the area of secondary specialised vocational education¹⁷.

¹⁵ Decree of the President of Uzbekistan, PD-5763, dated 11 July 2019, <http://lex.uz/docs/4415393>

¹⁶ Resolution of the President of Uzbekistan, PR-4391, dated 11 July 2019, <http://www.lex.uz/ru/docs/4415487>

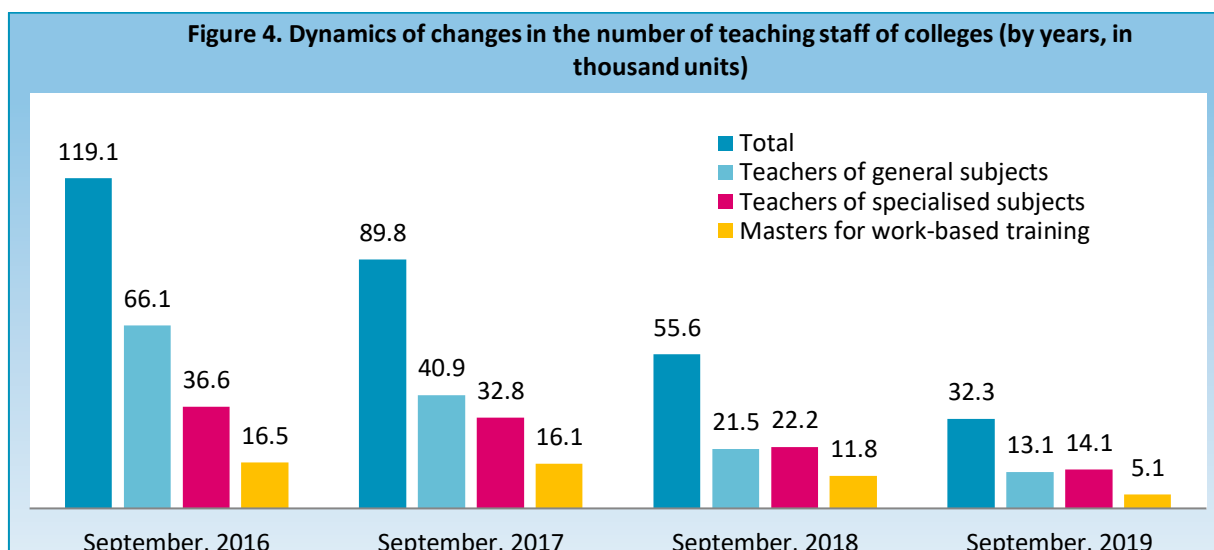
¹⁷ Statistical Bulletin, 2018.

Figures 3 and 4 illustrate the dynamics of changes in the number of students, teachers and masters of industrial training in vocational schools¹⁸.



Due to the suspension of enrolment for the first year in vocational educational institutions from the 2018/2019 academic year and the growing need for teachers in schools, most teachers of general education subjects have moved from colleges to general education schools.

¹⁸ According to MOHSSE. Note that in the VET context, 'teachers' teach only theory and 'masters' conduct practical classes.



Due to the reduced volume of work available in colleges, the number of teachers and industrial training masters decreased from 119 100 in September 2016 to 18 100 in September 2019.

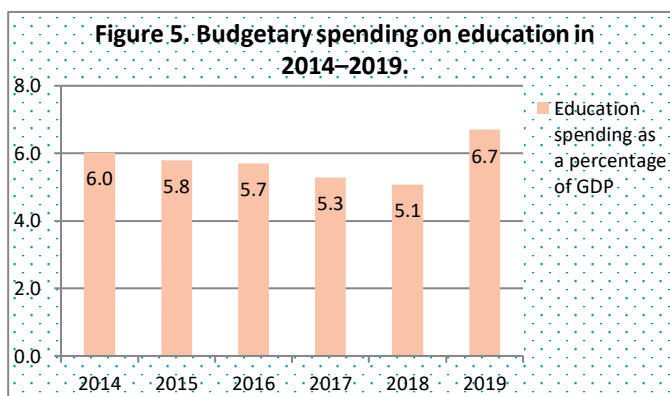
The VET system also includes 41 Vocational Training Centres, multidisciplinary training centres established under the Ministry of Employment and Labor Relations (MOELR), as well as a number of private providers of vocational training services.

In 2019, 2.6% of the total unemployed population (more than 36 500 people) underwent retraining and advanced training courses at the regional Vocational Training Centres of the MOELR¹⁹.

Education funding

One of the main priorities of the state social policy is to finance education expenditure. The share of budget funds allocated for this purpose over the past five years has remained stable at 5–6% of GDP (Figure 5).

¹⁹ Data from the Ministry of Employment and Labor Relations of the Republic of Uzbekistan.



Spending in the education sector in Uzbekistan is financed from both state and non-state sources (in this case, any expenditures of the social sector). Government sources include the state budget (the national budget, the budget of the Republic of Karakalpakstan, and the budgets of the regions and the city of Tashkent), extra-budgetary special funds and enterprise funds in which the Government has a share (100% of state-owned companies and mixed companies with a state-owned component).

Non-governmental sources of funding include NGOs, private business and individual philanthropy (see Annex, Figure A1)²⁰.

Thus, while in 2017 the total expenditures on the maintenance and development of vocational colleges amounted to 2 896.4 billion soums or 1.0% of GDP, in 2019 there was a decrease in these funds to 1 947.8 billion soums or 0.5% of GDP²¹. The reduction spending is explained by the transition to 11-year compulsory general education.

As noted above, all secondary vocational educational institutions in Uzbekistan are 100% state-owned. Funding for the VET system comes mainly from the state budget. The share of extra-budgetary funding is negligible.

A.2.4. The VET concept and major reform initiatives

In September 2015, the government of Uzbekistan, together with the heads of state and governments of 192 member states of the United Nations (UN), pledged to implement the programme ‘Transforming our world: the 2030 agenda for sustainable development’²², with the Sustainable Development Goals acting

²⁰ According to the Ministry of Finance of Uzbekistan.

²¹ According to the Ministry of Finance of Uzbekistan.

²² <https://sustainabledevelopment.un.org/post2015/transformingourworld>

as a monitoring mechanism. While the 2030 Agenda covers all aspects of our lives, one of the key priorities is enshrined in Goal 4 (SDG 4) – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

Uzbekistan has already taken some steps to adapt the internationally agreed targets to the local context. In 2017, by the Decree of the President of the Republic of Uzbekistan, the ‘Action Strategy’ was approved in relation to five priority areas for the country's development over the period 2017–2021, one of which is the social sphere. This initiative includes the following measures in the field of education and science²³:

- Taking further steps to improve the continuous education system, increasing the availability of high-quality educational services, and training highly qualified personnel in line with the needs of the modern labour market;
- Implementing targeted measures to strengthen the material and technical base of educational institutions by carrying out programmes of construction, reconstruction and renovation, equipping schools and colleges with modern educational and laboratory equipment, computers and teaching aids;
- Improving work on the training and employability of students of professional colleges in specialties that meet the requirements of a market economy and the needs of employers.

On 20 October 2018, the national goals and objectives in the field of sustainable development for the period until 2030 were approved by the Government decree ‘On measures to implement the national goals and objectives in the field of sustainable development for the period up to 2030’ No. 841²⁴.

The implementation of Goal 4 of the 2030 National Sustainable Development Goals and Targets – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ – includes the following objectives for the VET system (Table 4).

Table 4. Objectives to be implemented in the VET system under SDG 4

Objective 4.3	By 2030, provide universal access to affordable and high-quality secondary specialised, higher, vocational and additional education.
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²³ <http://www.lex.uz/ru/docs/3107042>

²⁴ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan ‘On Measures to Implement the National Goals and Objectives in the field of Sustainable Development for the Period up to 2030’, No. 841, dated 20.10.2018.

Objective 4.4	By 2030, substantially increase the number of young people and adults with in-demand skills, including vocational skills, for employment, decent work and entrepreneurship.
Objective 4.5	Ensure equal access to education and vocational training at all levels for persons with disabilities by improving the conditions in educational institutions to take into account the interests of children with disabilities, ensuring a safe and effective learning environment for all.
Objective 4.7	By 2030, ensure that all learners and students acquire the knowledge and skills needed to promote sustainable development.
Objective 4a	Improve educational environments to provide a safe and effective learning environment for all.

The main objectives for VET, agreed within the framework of the ‘Roadmap’ for further developing cooperation between the Republic of Uzbekistan and the United Nations in the period 2017–2020, are: (a) expanding employment opportunities for young people, including college graduates; (b) the implementation of projects to improve the quality of education on healthy lifestyles in colleges, and to enhance the professional and technical training of management personnel in agriculture and other areas²⁵.

The next document to define the strategic directions for the development of VET in Uzbekistan is the ‘Concept for the promotion of lifelong learning in Uzbekistan’, a draft of which was developed by the expert group DVV International with the participation of specialists from UNESCO and the Institute for Lifelong Learning at UNESCO at the end of 2018²⁶. This draft is currently under consideration by the Cabinet of Ministers of the Republic of Uzbekistan.

²⁵ ‘A plan of practical measures: “Roadmap” for the further development of cooperation of the Republic of Uzbekistan with the UN for 2017–2020’, p. 2, <http://www.uz.undp.org/content/dam/uzbekistan/docs/NewLegalDocuments/Roadmap%20-%20Russian%20-%20signed.pdf>

²⁶ See the draft ‘Concept of promoting lifelong learning in Uzbekistan’, Tashkent, 2018, <http://www.dvv-international-central-asia.org/fileadmin/files/central->

According to this document, the targets for the further formulation of policy, strategies and measurable results are:

- The creation of a coordinating mechanism for VET management;
- The involvement of social partners in the management of the system. It is necessary to introduce the principle of promoting the intensive involvement of social partners (employers, trade unions, as well as professional associations and representatives of the civil sector) in all stages of vocational education and training. A national VET Council should further be established to provide overall coordination;
- The introduction of flexible forms of financing with maximum consideration given to the interests of vulnerable groups of the population;
- The establishment of a National Qualifications Framework²⁷. On the one hand, this will ensure transparency, interconnectedness and consistency of learning outcomes at all levels of education; on the other hand, it will create the basis for the implementation of a system for the recognition, validation and accreditation (RVA) of non-formal learning outcomes;
- The development of modular-based VET curricula. It is expected that this work will take place with the participation of social partners, employing a competence-based approach and applying recognised tools and methods to ensure the transfer of labour market requirements into the curricula. Vocational colleges and training centres will have to diagnose the potential of students and build further vocational training processes that take into account an analysis of both their 'hard' and 'soft' skills;
- The creation of independent certification bodies. Vocational learning outcomes will be assessed through independent certification bodies in which social partners are actively involved;
- The implementation of andragogical teaching approaches in VET practice;
- The availability of accessible information as well as advisory and vocational guidance services in the VET system.

asia/documents/Publications_and_other_media/Publications/Adult_Education/LLL-Promotion_Concept-UZB_final_ru.pdf

²⁷ Approved 15 May 2020.

A.3: The VET context

A.3.1. The socio-economic context

As noted earlier, the economy and social sphere in Uzbekistan have undergone significant changes in recent years, following a new course of reforms which began in 2017 with the election of Shavkat Mirziyoyev as President of the country.

The Action Strategy for 2017–2021 is a programme for implementing broad market reforms. It is designed to ensure economic, social and political openness and build a competitive market economy in Uzbekistan.

In 2019, the rate of economic growth in Uzbekistan was 5.6% compared to 5.4% in 2018, which indicates a pattern of reliable and stable growth in the economy. This gives the country an opportunity to contribute to the global tide of technological change and increase production, while providing a better standard of living for the population.

Currently, 12 leading industries are implementing modernisation and competitiveness programmes.

A comparative analysis of the sectoral structure of the economy in the period 2017–2019 makes it possible to single out structural changes that are associated with a rise in the share of industry to 30.0%, and a fall in the share of agriculture, forestry and fisheries to 28.1% (see Table 5).

Table 5. Comparative data of economic indicators (%)

	2017	2018	2019
GDP, total	100.0	100.0	100.0
Gross value added of industries	88.5	88.8	90.9
Net taxes on products	11.5	11.2	9.1
Gross value added of industries	100.0	100.0	100.0
Agriculture, forestry and fisheries	34.0	31.5	28.1
Industry	22.2	26.5	30.0
Construction	5.7	6.1	6.4
Services	38.1	35.9	35.5

Source: State Statistics Committee, <https://stat.uz/ru>

Also, in 2019, there was an increase in the share of construction in the sectoral structure of GDP to 6.4% and a decrease in the share of the service sector to 35.5%.

In terms of the total value added, the share of small businesses in the economy was 56.5%. In the context of the main sectors of the economy, the share of small entrepreneurship in gross value added was 98.6% in agriculture, forestry and fisheries; 78.7% in construction; 40.7% in services; and 31.1% in industry.

In 2019, 92 900 new small enterprises and micro-firms were created (excluding dekhans/family small-holdings and farms), a figure that is 1.9 times greater than in 2018. At the same time, the highest numbers of small enterprises and micro-firms were created in the fields of trade, industry, construction, agriculture, forestry and fisheries, as well as in accommodation and food services, transportation and storage.

Key indicators of the development of the country's regions

In 2019, the city of Tashkent made the largest contribution to the Republic's GDP with a share of 14.6%. The Tashkent and Samarkand regions take the next two places, with indicators of 9.8% and 7.3%, respectively. The regions of Syrdarya (2%), Jizzakh (3%) and Khorezm (3.7%) and the Republic of Karakalpakstan (3.7%) made the smallest contributions to the Republic's GDP (Table 6).

Table 6. Participation of regions in the formation of GDP for 2017–2019 (%)

Regions	2017	2018	2019
Republic of Karakalpakstan	3.4	3.7	3.7
Andijan	6.3	6.5	6.4
Bukhara	5.5	5.2	5.2
Jizzakh	3.0	3.0	3.0
Kashkadarya	7.5	6.9	7.1
Navoi	4.7	5.4	7.2
Namangan	4.8	4.4	4.5
Samarkand	8.5	7.7	7.3
Surkhandarya	4.5	4.4	4.4
Syrdarya	2.1	2.0	2.0

Tashkent	9.2	9.5	9.8
Fergana	6.6	6.5	6.4
Khorezm	3.8	3.7	3.7
Tashkent city	13.5	13.5	14.6

The growth rate of the gross regional product (GRP) in 2019 was highest in the Tashkent (10.5%), Khorezm (7.7%), Namangan (7.0%) and Andijan (6.5%) regions and the Republic of Karakalpakstan (6.8%) (see Annex, Figure A2).

Low rates of GRP suspension, in comparison with the Republican level (5.6%), were observed in the Kashkadarya (1.4%) and Syrdarya (3.6%) regions.

Investment projects and job creation

It should be noted that an active investment policy is being pursued in the Republic. New technologies, advanced experience and highly qualified specialists are entering into all industries and spheres, and in regions with the requisite investment, entrepreneurship is developing rapidly.

At present, 456 projects worth \$23 billion are being implemented in the country, funded by foreign investors, and the volume of the investment portfolio of international financial institutions has reached \$8.5 billion (World Bank, 2018, p. 3).

Given the significantly increased size of the working-age population, the country's top priority is to create new jobs and improve working conditions. As noted in the IMF report (9 May, 2019), Uzbekistan has already instigated the first wave of important economic reforms, including foreign exchange market liberalisation, tax reform and major improvements in systems for gathering statistics. Tax cuts and reforms to liberalise high-growth sectors of the economy, including horticulture, food production, tourism, textiles and chemicals, are expected to drive more rapid growth in the medium term²⁸.

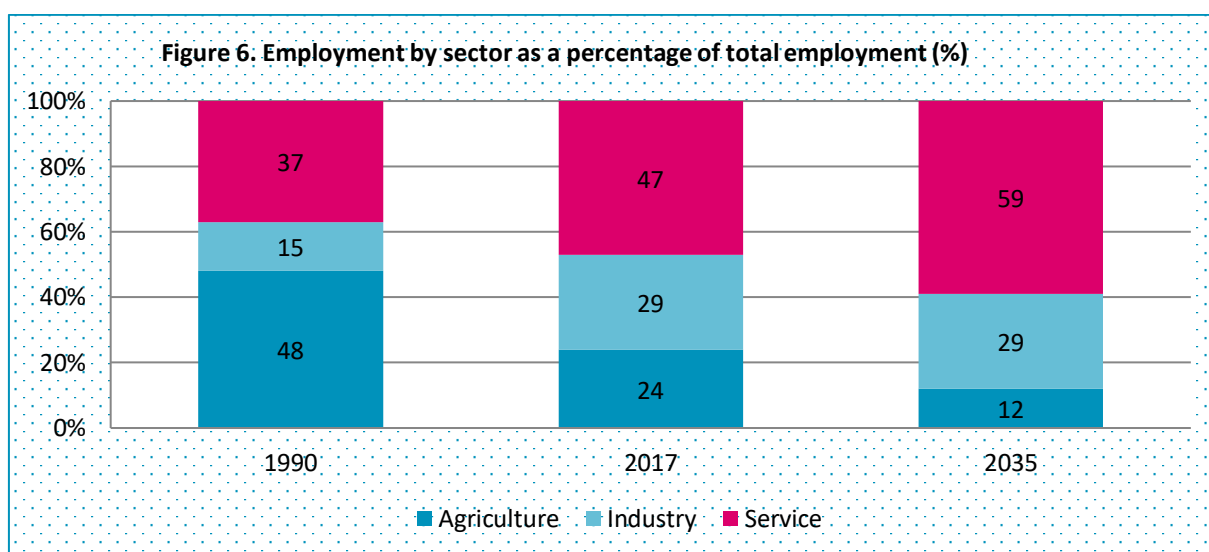
Reforms are currently focused on enhancing the skills of the workforce, implementing land reforms, streamlining regulation and improving public administration.

²⁸ IMF Country Report No. 19/129, 9 May, 2019 <https://www.imf.org/en/Publications/CR/Issues/2019/05/09/Republic-of-Uzbekistan-2019-Article-IV-Consultation-Press-Release-and-Staff-Report-46884>

According to the MOELR, the structure of the employed population has changed dramatically in recent years. This trend is associated with the initiation of programmes to modernise the economy and improve competitiveness, and to stimulate the development of entrepreneurship and the service sector.

In 2017, the service sector took a leading role in the economy of Uzbekistan in terms of job creation, employing 47% of the workforce. Almost 80% of all newly created jobs in Uzbekistan are in the service sector. Along with the industrial sector, which provides 29% of employment in the country, services will determine the future needs of the labour market, including the need for highly qualified graduates in these sectors of the economy.

In 2017, 24% of the workforce worked in the agricultural sector, and it is projected that this figure will fall to 12% by 2035 (see Figure 6).



Source: MOELR (2018).

In his Address to Parliament, the President noted that at present there is a 'gap' between those regions where the potential workforce is concentrated and those where most jobs are created. The liberalisation of internal migration in the Republic is proposed as the solution to this problem.

In the regions of the Republic, it is planned to gradually introduce an experiment to develop modern skills in relation to business and entrepreneurship, starting in 22 rural districts of the Fergana Valley.

The main criterion for assessing the activities of regional leaders is the growth in the number of business entities and jobs in various industries.

In connection with the announcement in Uzbekistan of 2020 as the Year of Development of Science, Education and the Digital Economy, in his Address to Parliament, the President also highlighted the need to complete the development of the Digital Uzbekistan 2030 programme²⁹. This programme covers the issue of digitalisation in the fields of construction, energy, agriculture and water management, transport, geology, land registry, healthcare and education, among other priority sectors of the economy.

The development of the digital economy implies globalisation, an ultra-competitive environment, the availability of qualified personnel and high-quality education, an increase in the population's level of digital literacy, and the systematic training of IT specialists in all areas of the economy.

According to the State Programme, approved in early 2020, it is planned to allocate 18.17 trillion soums and \$10.3 billion from the state budget and extra-budgetary trust funds for the implementation of projects and activities under this strategy³⁰.

The vocational education and training sector is also undergoing a process of reform with a view to making it more flexible and more closely aligned with the labour market. The reforms aim to improve the network of vocational colleges based on national and regional economic development priorities, labour market forecasts and technological innovations and trends³¹.

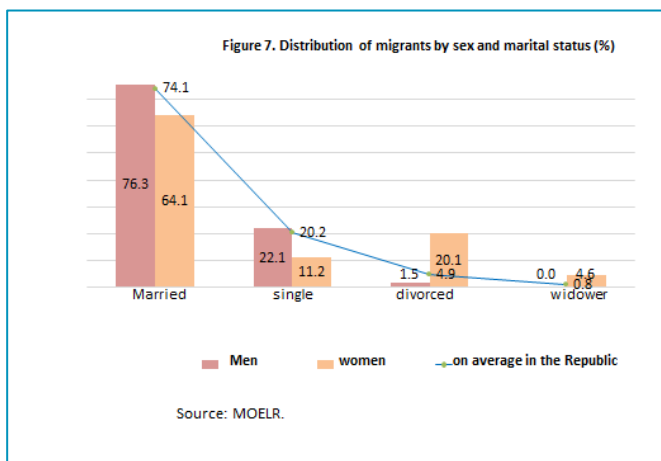
A.3.2. Migration and refugee flows

Uzbekistan is part of a global system of socio-economic migration in the context of an international common labour market. According to its migration 'status', Uzbekistan belongs to those countries in which the export of labour significantly exceeds its import.

²⁹ Message from the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. <https://uza.uz/ru/politics/poslanie-prezidenta-respubliki-uzbekistan-shavkata-mirziyeev-25-01-2020>.

³⁰ Decree of the President of the Republic of Uzbekistan 'On the state programme for the implementation of the action strategy for the five priority areas of development of the Republic of Uzbekistan in 2017–2021 in the "Year of Development of Science, Education and the Digital Economy"', dated 3 March 2020, <http://uzdaily.uz/ru/post/49867>

³¹ Education Sector Plan 2019–2023, Uzbekistan, <https://www.globalpartnership.org/content/education-sector-plan-2019-2023-uzbekistan>



According to the country's Ministry of Healthcare, in 2018 52% of the total number of migrants were in the age group 16–30, and the remaining 48% were 31 and older. The distribution of migrants by sex and marital status is presented in Figure 7.

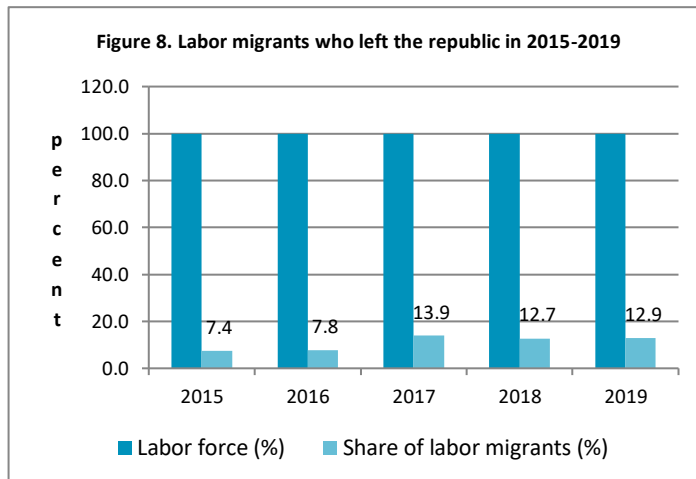
In recent years, the country's migration policy has changed significantly. The liberalisation of external employment has allowed labour migrants from Uzbekistan to become fully

fledged participants in the international labour market.

Uzbekistan generally ranks first or second among the CIS countries in the number of its labour migrants, along with Ukraine. Each year the top five recipient countries are the Russian Federation, Kazakhstan, South Korea, Turkey and China. The dynamics of changes in the number of migrants from Uzbekistan over the past five years is given below (see Figure 8).

According to a large-scale opinion poll conducted by the Republican Centre for Employment and Labour Protection under the MOELR, 2.4 million people left

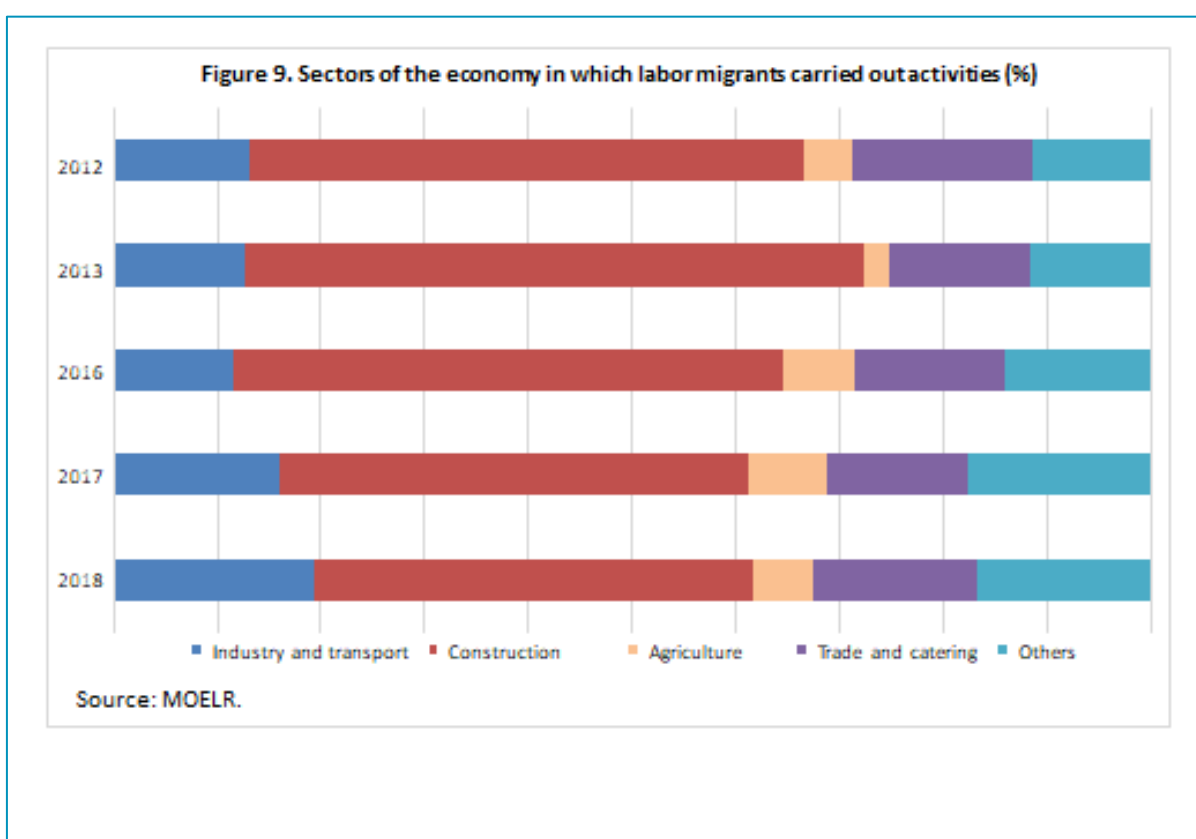
the Republic in search of work in 2018 (-1.9% compared to 2017). If we take 2.4 million labour migrants as the lower bar, it can be stated that in 2018, with a labour force of 18.8 million, about one in eight citizens of the Republic of Uzbekistan of working age, or 12.7% of the labour force, were labour migrants, while in 2019 this indicator increased by 0.2% and amounted to 12.9% of the labour force³².



Labour migration is regulated by multilateral and bilateral agreements concluded between Uzbekistan and other countries.

³² Source: MOELR.

Migrants from Uzbekistan are mainly employed in construction, industry, trade and other fields. The sectors of the economy in which labour migrants carried out activities in selected years between 2012 and 2018 are presented in Figure 9.

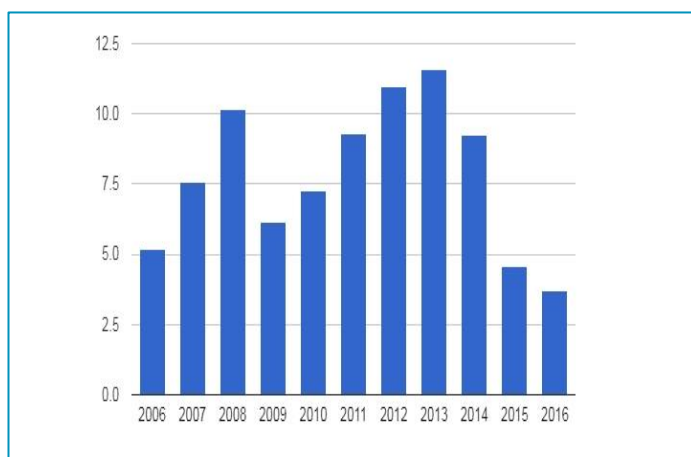


In 2017, about 45.2% of all migrants were employed in construction, 12.2% in industrial production, 9.8% in services and 7.4% in agriculture (UNDP, 2018).

Remittances from labour migrants stimulate GDP growth. According to the World Bank, the share of remittances in the country's GDP over the past 10 years has fluctuated from 2.5% to almost 11%. Figure 10 shows the volume of remittances in the period 2006–2016, according to the World Bank.

Figure 10. Received remittances in Uzbekistan (% of GDP)

As the figure illustrates, remittances from labour migrants to Uzbekistan reached US\$6.7 billion in 2013, increasing from 7.3% of GDP in 2010 and accounting for 12% of GDP in 2013.



Starting in 2014, labour migration began to decrease and the level of remittances fell. In 2015, the volume of remittances to the Republic was at the level of US\$3.1 billion (4.7% of GDP), and in 2016 this figure had dropped to US\$2.7 billion.

Source: data.worldbank.org, 2018.

According to the Agency for External Labour Migration, under the MOELR, in 2019, remittances from labour migrants amounted to \$5.1 billion, or 10% of the country's GDP³³.

In recent decades, migration from Uzbekistan has not only been decreasing, but also undergoing qualitative changes. Comparing the results of a sociological survey conducted by the UNIFEM Regional Office for the CIS in Almaty in 2008³⁴ and the results of a survey conducted by the Ministry of Labour and Social Development in 2018³⁵ on this topic, very significant differences can be detected in the characteristics of labour migrants. These changes are largely due not only to the intensification of migration processes, but also to the expansion of migrant networks, the stabilisation of dispatch channels, and the acquisition of employment experience abroad. So, the following features should be noted.

1. *The gradual expansion of the geography of migration outside the post-Soviet space.* According to the World Bank, in 2017, 81% of all male migrants and 67.3% of all female migrants from Uzbekistan were located in Russia, 12.3% and 10% in Kazakhstan, and 2.5% and 17.6% in Turkey (World Bank, 2017b). In 2018, 78% of labour migrants went to Russia and 12% to

³³ <https://www.gazeta.uz/ru/2019/09/20/transfers/>

³⁴ "The rights of women migrants: an assessment of the situation in the CIS countries". UNIFEM, 2009

³⁵ This survey conducted by the Scientific Centre based on the results of a sociological study in accordance with the Resolution of the Cabinet of Ministers No. 97 'On improving the registration of citizens of the Republic of Uzbekistan travelling abroad to carry out labour activities' in December 2018.

Kazakhstan, while 6% of migrants already worked in Turkey, and 2% in Korea. External labour migration by country and by region is presented in Table 7.

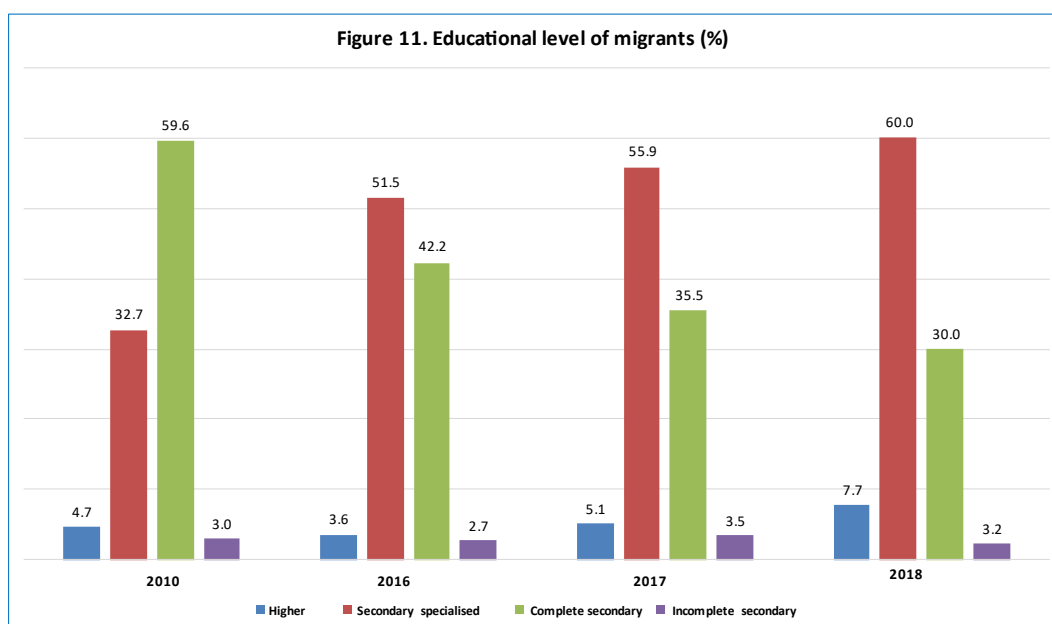
Table 7. Labour migration by country and region, 2012–2018 (%)

	Russia	Kazakhstan	Turkey	South Korea	Other countries	
Republic of Uzbekistan		100.0	100.0	100.0	100.0	100.0
Republic of Karakalpakstan		2.2	29.5	0.0	2.9	0.0
Regions (Viloyats):						
Andijan		12.1	4.0	15.9	5.9	1.8
Bukhara		7.3	1.3	5.3	0.0	3.6
Jizzakh		3.8	1.3	7.3	8.8	3.6
Kashkadarya		12.9	6.2	0.0	2.9	1.8
Navoi		3.9	2.6	4.0	8.8	1.8
Namangan		8.6	12.3	1.3	0.0	3.6
Samarkand		11.6	1.3	15.2	0.0	17.9
Surkhandarya		7.0	0.4	1.3	0.0	0.0
Syrdarya		4.0	4.4	2.6	0.0	5.4
Tashkent		5.7	11.5	17.9	41.2	5.4
Fergana		9.3	16.7	4.0	0.0	1.8
Khorezm		8.2	4.4	2.0	5.9	3.6
Tashkent city		3.4	4.0	23.2	23.5	53.6

Source: Prepared by the Scientific Centre based on the results of a sociological study in accordance with the Resolution of the Cabinet of Ministers No. 97 'On improving the registration of citizens of the Republic of Uzbekistan travelling abroad to carry out labour activities' held in December 2018.

2. *The growing share of rural residents among labour migrants.* Rural residents are increasingly involved in labour migration – over the past 10 years, their share among migrants has increased by about 10%.

3. *Age structure of labour migrants.* The average age of migrants (32–33 years) has not changed. In 2018, the share of young people aged 25 and younger was almost 21%, at age 26–40 this figure rises to about 57%, and over the age of 40 it is around 18%.
4. *Decrease in education indicators.* The educational indicators of migrants are similar to those of the population of Uzbekistan – in 2017, 5.1% of migrants had higher education, 55.9% had secondary vocational education, and 39% had no professional education (Figure 11)³⁶.



Source: MOELR (2019).

According to experts, the following outcomes should be attributed to the positive effects of migration on the Republic: an increase in human capital due to the return of qualified workers who have gained experience and work skills abroad; returning migrants using their accumulated savings and expertise to engage in entrepreneurial activities; and migrants' remittances having a positive impact on education.

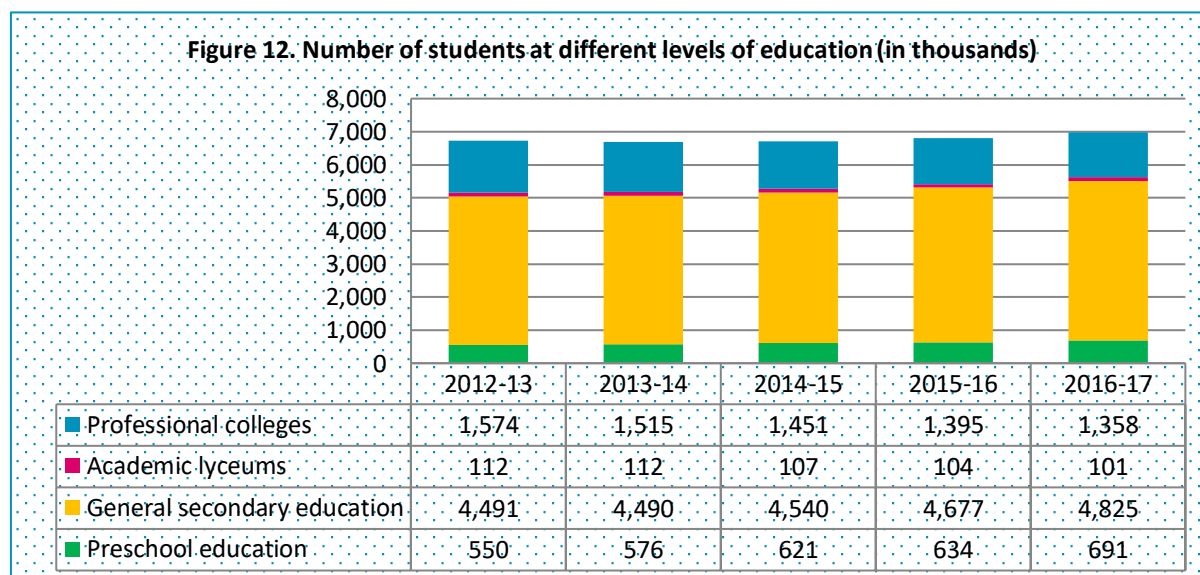
³⁶ 'Problems of regulation of labour migration in Uzbekistan: trends and recommendations', 2019, <https://wcu.uz/index.php?/ru/news/zbekistonda-menat-migratsijasini-tartibga-solish-muammolari-tendentsijalar-vatavsijalar>

The structural bodies of the MOELR are engaged in activities geared towards the employment of migrants who have returned to their homeland and their reintegration into Uzbek society. At the same time, special attention is paid to utilising the skills and competencies acquired by these people.

Currently, the Republic of Uzbekistan is implementing a new strategy of territorial and industrial development that will create many new opportunities to provide its citizens with employment, as well as developing migration mobility and rationalising external and internal migration processes.

A.3.3. The education sector context

Currently, there are 9 145 specialised positions on the labour market, of these 6 282 require mid-level qualification³⁷. Analysis of data for the period 2012–2017 shows that the system of secondary vocational education included a compulsory continuation of general secondary education, providing training which lasted three years and was carried out either in academic lyceums or in professional colleges (see Figure 12)³⁸.



As the figure illustrates, in the 2016/17 academic year, the total number of students in vocational educational institutions amounted to 1 459 400. But, due to the transition to the system of 11-year

³⁷ 'A new system and network of vocational education institutions will be organised in Uzbekistan', <https://kun.uz/ru/68545687>

³⁸ Education Sector Plan 2019–2023, Uzbekistan, <https://www.globalpartnership.org/content/education-sector-plan-2019-2023-uzbekistan>

compulsory general secondary education from the 2017/2018 academic year, this indicator has begun to decline sharply.

According to the new classification system, vocational educational institutions offer training in eight tracks for 561 professions and specialties, which are divided into approximately 1 238 qualifications. The subjects taught can be categorised as either general education subjects or specialised professional subjects.

The stages of continuing education in Uzbekistan and the possibilities for students to move from one stage to another, as well as a description of the levels of vocational education and training, are presented in Annex (see Figures A3 and A4).

Starting from the 2020/2021 academic year, a new, continuous vocational education system is being introduced in Uzbekistan. In accordance with the latest changes, 9th grade graduates, at their request, can continue their studies in one of 340 vocational schools, based on programmes corresponding to ISCED level 3.

According to preliminary estimates, about 20% of 9th grade graduates will study in these schools, taking two-year integrated programmes of general education and special subjects delivered as daytime education.

Upon completion of these training programmes, graduates will enter the labour market as qualified specialists. Or, if desired, students can continue their studies at the next stage of education.

In addition, 11th grade graduates (vocational schools, general education schools and academic lyceums) have several options for continuing their education. For example, they may go on to study in one of 147 colleges based on ISCED level 4 programmes, or in technical schools offering ISCED level 5 programmes, or enrol for university undergraduate courses.

Graduates of technical schools are accorded the right to continue their studies from the 2nd year of undergraduate studies in higher educational institutions, without taking entrance examinations but on the basis of an individual interview.

It should be noted that until recently the proportion of graduates of secondary educational institutions going on to higher education was very low. For example, until 2017, about 9% of graduates of secondary educational institutions were admitted to universities; then in the 2019/2020 academic year, due to the

admission of more than 146 000 students to the first year, the level of higher education coverage reached 20%.

The 'Concept for the development of the higher education system of the Republic of Uzbekistan up to 2030' provides for a gradual increase in the level of higher education coverage by more than 50%, based on the organisation of state and non-state higher educational institutions in the regions of operation and the creation of a healthy competitive environment in the field³⁹.

A.3.4. The lifelong learning context

As mentioned above, the Republic is currently undergoing a radical reform of the education system, added to which a solid foundation has been built for the practical implementation of the concept of lifelong learning.

In his recent message to the Legislative Chamber of the Republic of Uzbekistan, the President noted that 'the state policy in the field of education should be based on its continuity throughout a person's life, starting from kindergarten'⁴⁰. Today vocational education and training in Uzbekistan encompasses many different types of educational services, providers and stakeholders.

The Decree of the President of Uzbekistan dated 6 September 2019 'On the further improvement of the vocational education system' is the main document setting out the introduction of the principle of 'Lifelong Learning in Uzbekistan and serves as a normative basis for training personnel in this area to meet the needs of the economy.

Along with the formal education system, which includes vocational schools, colleges, technical schools, universities and advanced training institutions, lifelong education encompasses non-formal and informal learning in all its diversity.

Prior to the adoption of the Decree on the introduction of a new system of continuing professional education, training providers for learners of different ages were mainly non-state educational institutions operating under licence.

³⁹ Decree of the President of Uzbekistan PD-5847, dated 8 October 2019, <https://www.lex.uz/ru/docs/4545887>

⁴⁰ Message from the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 28.12.2019. <http://uza.uz/ru/politics/postlanie-prezidenta-respubliki-uzbekistan-shavkata-mirziyeevas-28-12-2018>

According to the 'Concept for the promotion of lifelong learning in Uzbekistan', the formation of an 'Education throughout life' policy that encourages the continuing learning of each person requires the involvement of a large number of stakeholders, with the coordination of their actions and the sharing of responsibilities. These parties include the departments responsible for education, labour, finance, economic development, social security, culture and agriculture, as well as representatives of local and regional authorities and employers' associations, trade unions, and civil sector actors, among others.⁴¹

Starting from the 2020/2021 academic year, 147 vocational colleges and 143 technical schools will begin implementing programmes based on the principle of 'Education throughout life'.

Thus, as seen in this section, the creation of a lifelong education system requires changes affecting the scale, content and system of delivery of educational services.

A.3.5. The international cooperation context: partnerships and donor support

In recent years, Uzbekistan has received a great deal of attention from international donor organisations, in terms of both bilateral and multilateral support.

In particular, international donor organisations are relatively active in the field of VET, for the development of which significant resources have been allocated. Despite their similarities, each VET project has its own focus, depending on the range of powers of the sponsoring organisation, as the following examples illustrate.

The Swiss Agency for Development and Cooperation and the Swiss State Secretariat for Economic Affairs in VET place great emphasis on agriculture and water resources, in line with their other activities in Uzbekistan. Through various projects, they have assisted in the implementation of dialogue and cooperation between ministries and departments, and organised training in the field of water resources and agriculture.

With the collaboration of the UK Industry Skills Council, the British Council has supported the development of occupational standards in the tourism industry, as well as promoting rural development, agriculture, construction and ICT. In addition, it published the VET journal *Vocational Education*

⁴¹ See the draft 'Concept of promoting lifelong learning in Uzbekistan', Tashkent, 2018, http://www.dvv-international-central-asia.org/fileadmin/files/central-asia/documents/Publications_and_other_media/Publications/Adult_Education/LLL-Promotion_Concept-UZB_final_ru.pdf

Exchange, which serves as a knowledge dissemination platform targeted at professionals and VET leaders.

The German Agency for Cooperation and the German Association of People's Universities became involved in the country's lifelong learning programme. In addition to providing training courses, they also made efforts to set norms and standards for education, and assisted in the systematic reform of VET provision. Several sponsoring agencies have implemented projects designed for specific target groups.

The Turkish Agency for Cooperation and Coordination (TIKA) has supported the development of educational institutions' infrastructure and advanced teacher training for professional educational institutions in the Republic.

The Korean International Agency (KOICA) supported the creation and operation of vocational training centres, launched in cooperation with the MOELR.

As a Central Asian country, in addition to global funding sources such as the World Bank and the International Labour Organization (ILO), Uzbekistan receives regional sponsorship from both Asian and European countries, including the Asian Development Bank (ADB) and the European Union. The ADB has supported the development of educational infrastructure in the country and is currently completing an analysis of the VET system in collaboration with the MOELR.

The regional programme 'Vocational Education in Central Asia' is implemented jointly with the German Society for International Cooperation (hereinafter GIZ) in the republics of Central Asia – Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. This programme is aimed at the sustainable development of educational institutions, mainly universities and colleges, and, accordingly, adheres to the principle of involving partner institutions in planning activities, implementation and decision-making. The main implementing partners are selected universities and professional colleges.

The programme further promotes and actively participates in the development and implementation of appropriate modern and practically oriented educational initiatives and materials in the field of food production, at both the university and college levels.

In coordination with UNESCO, the European Union is preparing a four-year grant project (worth €10 million) to support the development of employment skills in rural areas.

To help the government of Uzbekistan modernise and improve the relevance of training, expand and update retraining services for the unemployed, and build demand-driven partnerships with various

industries, including in the private sector, a Skills Development Project for a Modern Economy is being planned with the ADB. The main priority is to enhance employment opportunities for qualified interns and graduates of vocational education institutions. This project is fully consistent with the Action Strategy for the Five Priority Areas of the Republic of Uzbekistan (2017–2021) and other government proposals. The project will target a number of priority sectors including: (1) textiles; (2) construction; (3) agriculture/agribusiness/food processing; and (4) information and communication technologies (see Annex, Table A2).

B: Economic and labour market environment

B.1: VET, economy and labour markets

B.1.1. The labour market situation

As of 1 January 2020, the proportion of the population under working age in the Republic was 30.5%, those eligible for work 58.9%, and those over retirement age 10.6%⁴².

Labour resources

According to the data of the Republican Scientific Center for Employment and Labor Protection of the MOELR, at the end of 2019, the labour resources in Uzbekistan in terms of the available workforce amounted to 19 008 000 people, an increase of 0.9% compared to 2018.

Of the total labour resources in 2019, 53.5% were located in cities, and 46.5% in rural areas of the Republic (Figure 13).

The distribution of labour resources by region is presented in Figure 14. The data in the figure indicate that over the past five years labour resources in cities and rural areas have been growing in almost the same proportion.

Figure 13. Distribution of labour resources

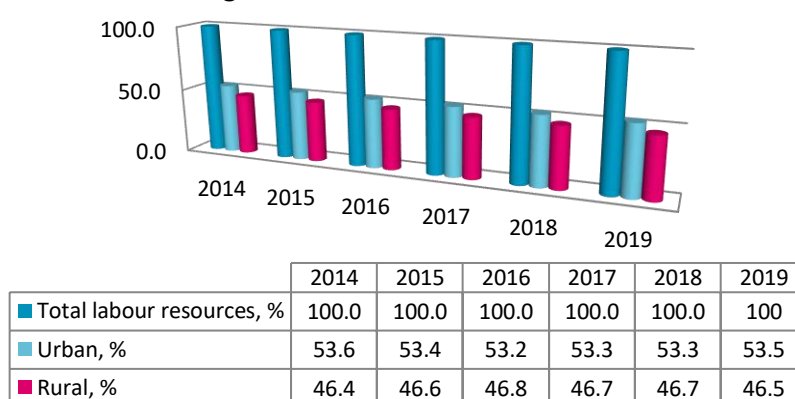
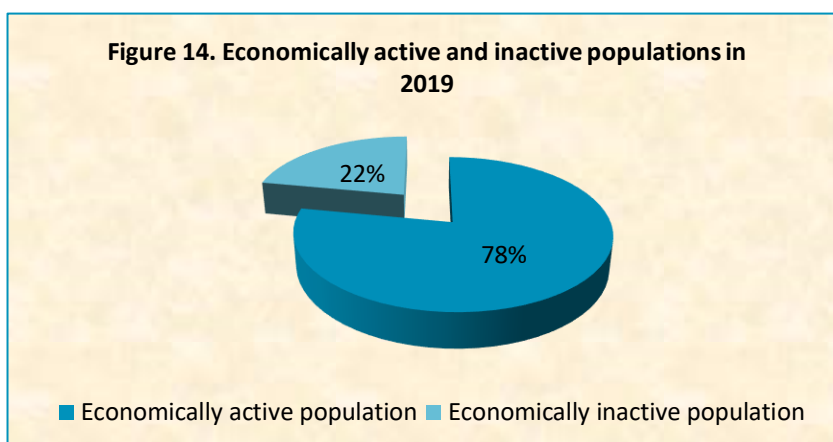


Figure 14. Economically active and inactive populations in 2019



⁴² State Statistics Committee of Uzbekistan, Report for 2019.

In 2019, the economically active population grew by 2.4% compared to 2018, totalling 14 876 400 people. At the same time, the economically inactive population decreased by 73 9000, or 9.6%, and amounted to 4 131 400 people.

Labour resources are a key factor in the economic development of regions and districts.

The structure of the labour force of the Republic, including the working-age population and those in employment who are younger or older than the official working age, as well as the dynamics of changes in the scale of labour resources for 2014–2019, are presented in Table 8.

Table 8. The structure of labour resources, 2014–2019

	2014	2015	2016	2017	2018	2019
Labour resources	18 048 000	18 276 100	18 488 900	18 666 300	18 829 600	19 007 800
As a percentage of the permanent population	58.7	58.4	58.1	57.6	57.1	59.2
Including:						
Able-bodied population of working age	17 937 800	18 167 700	18 371 700	18 549 000	18 712 100	18 893 800
As a percentage of the permanent population	58.3	58.0	57.7	57.3	56.8	58.9
As a percentage of labour resources	99.4	99.4	99.4	99.4	99.4	99.4
Employed persons younger or older than the working age	110.2	108.4	117.2	117.3	117.5	114.1
As a percentage of the permanent population	0.4	0.4	0.4	0.3	0.3	0.3
As a percentage of labour resources	0.6	0.6	0.6	0.6	0.6	0.6

Source: State Statistics Committee of Uzbekistan, <https://stat.uz/ru/164-ofytsyalnaia-statistika-ru/6580-rynok-truda2>

Employment

The number of people employed in all sectors of the economy is 13 541 000 people (+ 2% on the 2018 level). The structure of employment in the country shows an increase in those employed in the formal economy and a drop in informal employment.

In terms of gender, over the past five years, on average, 55.1% of those employed in the economic sector are men, and 44.1% are women.

Looking at individual sectors over the past five years, on average, the highest numbers of people are employed in agriculture, forestry and fisheries (27.1%), industry (13.5%), trade (10.8%) and other areas of the economy.

Indicators of employment in relation to the economically active population in various sectors of the economy, as well as the distribution of employees by type of ownership, are presented in Table 9.

Table 9. Employment by sectors of the economy and forms of ownership

Identifier	2014	2015	2016	2017	2018	2019*
Total labour resources (people)	18 048 000	18 276 100	18 488 900	18 666 300	18 829 600	19 007 800
Economically inactive population (people)	4 542 600	4 508 400	4 466 50	4 309 000	4 187 900	4 131 400
Economically active population (people)	13 505 400	13 767 700	14 022 400	14 357 300	14 641 700	14 876 400
of which: employed	12 818 400	13 058 300	13 298 400	13 520 300	13 273 100	13 541 000
Women (%)	45.6	45.7	45.7	45.8	41.6	н/д
Men (%)	54.4	54.3	54.3	54.2	58.4	н/д
Including: by type of economic activity as a percentage of the number of employed						
Agriculture, forestry and fisheries	28	28	27	27	27	27
Industry	14	14	14	14	14	13
Building	9	9	10	10	9	9
Trade	11	11	11	11	11	11

Transportation and storage	5	5	5	5	5	5
Education	9	8	8	8	8	8
Healthcare and social services	5	5	5	4	5	5
Other activities	21	21	21	21	22	22
Distribution of the employed population by type of ownership (%)						
Government sector	18	18	18	17	18	19
Non-state sector	82	82	82	83	82	81

Note: * According to the Ministry of Employment and Labor Relations of the Republic of Uzbekistan.

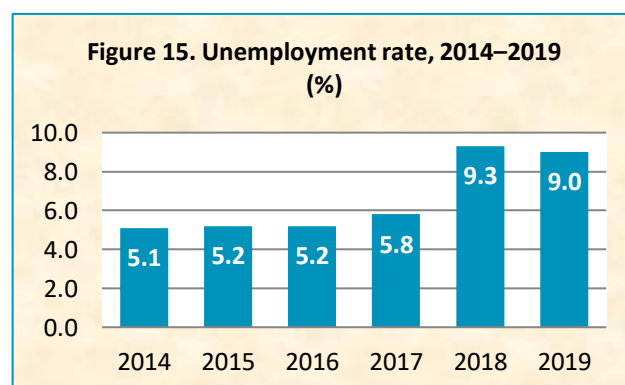
Source: State Statistics Committee of Uzbekistan, <https://stat.uz/ru/164-ofytsyalnaia-statystyka-ru/6580-rynok-truda2>

As a result of a lowering of the tax burden on wages by almost 33% number of people employed in the official economy increased by 3.7% in 2019 compared to 2018 and amounted to 5.7 million people.

As a result of measures to legalise shadow business activities and jobs, in 2019 the number of people employed in the informal sector (including labour migrants) increased by 0.8% from 2018, reaching a total of 7 828 900⁴³.

Unemployment rate

About half a million young people enter the labour market in Uzbekistan every year⁴⁴. However, job creation in both the formal and informal sectors has not kept pace with the country's rapid population growth. Figure 15 shows the increase in the country's unemployment rate over the past six years⁴⁵.



⁴³ MOELR, <https://mehnat.uz/ru/news/uroven-bezraboticy-po-itogam-2019-goda-sostavil-9>

⁴⁴ ILO, ILOSTAT, 2018.

⁴⁵ State Statistics Committee of Uzbekistan, <https://stat.uz/ru/164-ofytsyalnaia-statystyka-ru/6580-rynok-truda2>

As noted by the Center for Economic Research, this situation has come about due to the high rate of growth in the working-age population; annually more than 600 000 graduates of colleges and lyceums enter the labour market, while the yearly increase in those employed is only about 200 000–300 000, that is, the net rise in the number of jobs is two or three times less than the expansion of the labour force (UNDP, 2018).

Data from the Republican Scientific Center for Employment and Labor Protection of the MOELR show that in 2019 the total number of people looking for work was 1 335 300 people. The unemployment rate in Uzbekistan thus amounted to 9% of the economically active population, 0.3% lower than in 2018.

According to the Ministry of Labor, an increase in unemployment in 2018 of 3.5% compared to the same period in 2017 is associated not with a sharp rise in unemployment, but with the improvement of the methodology for registering the unemployed, which made it possible to fully quantify the scale of the problem.

The number of jobs created for young people remains below the required level, as a result of which the youth unemployment rate in Uzbekistan is almost twice the average unemployment rate for the entire working-age population.

Analysis of data from the Ministry of Labor in recent years shows that the unemployment rates among young people (aged 16–30) and women remain above average. For example, in 2018 the unemployment rate for the under-30 age category reached 15.3%, and for women 13%, while by the end of 2019 the youth and female unemployment rates were 15% and 12.8% respectively.

Over the past five years, the highest unemployment rates (i.e., above the average country level) have been observed in the Andijan, Surkhandarya, Samarkand, Kashkadarya and Fergana regions, with the lowest rate found in the city of Tashkent⁴⁶.

B.1.2. Special challenges and opportunities: skills mismatch

The results of the assessment of the relevance of the VET system in terms of labour market requirements carried out by World Bank experts in 2017 indicate that the available data are limited and contradictory. While many educators, managers and students believe that the system is aligned with the needs of the labour market, surveys of employers have shown that VET graduates do not have the skills that

⁴⁶ MOELR.

businesses need to be successful. Furthermore, employers and vocational college administrators interviewed for this assessment expressed the view that VET students and graduates entering the labour market today lack the requisite social and emotional skills.

However, the VET system in Uzbekistan has sufficient potential to contribute to job creation and address employers' skills gaps. According to experts, interest in VET is growing, particularly in relation to its ability to provide a viable solution to such problems, based on the assumption that the skills students acquire, including the technical skills developed during internships, will meet the needs of employers (World Bank, 2017a).

Employers who took part in a pilot survey of the Republican Scientific Center for Employment and Labor Protection of the MOELR in 2019 named the following deficits as among the main barriers to the development of labour potential and the supply of specialists needed by the market: (a) the low competitiveness of graduate who lack the necessary knowledge and skills; (b) the lack of alignment between the professional qualifications of graduates and the needs of the regional economy as well as the structure of available vacancies; and (c) the absence of a mechanism to ensure that an effective relationship exists between the labour market and the provision of educational services⁴⁷.

A significant section of the adult population is left unclaimed by the labour market, including young jobseekers and people with disabilities, as a result of insufficient development of the vocational training system according to the principle of 'Education throughout life'. This can be seen in the failure to develop communication skills, teamwork and higher-order thinking, as well as the cultivation of skills that do not meet the requirements of the labour market. As evidenced by the data in section B.1.1., the unemployment rate was 9% in 2019 and 9.3% in 2018, while youth unemployment was almost twice as high (15% in 2019; 15.3% in 2018).

In its research, the Center for Economic Research (2013) noted that the supply of labour in Uzbekistan significantly exceeds demand in the youth labour market, which is exacerbated by the imbalance in the structure of training and its poor quality. For example, focus group participants in the cities of Namangan and Jizzak noted two acute problems in terms of the quality and relevance of education. First, many college graduates lack the skills and knowledge to do the job for which they are trained, and secondly,

⁴⁷ A pilot survey was conducted by the Scientific Center for Employment and Labor Protection in all regions of Uzbekistan, with the exception of Tashkent city and Tashkent region. Between 10 and 15 employers in each of 108 cities and regions were interviewed in 2019.

there is a mismatch between the skills that graduates have acquired and those that are actually required for businesses using modern technology.

A 2013 World Bank study found that industrial enterprises had the greatest difficulty in locating the required skills among the available workforce, with 49% of respondents stating that there was an insufficient number of skilled workers with higher education. A lack of interconnection between the educational system and business has thus led to a lack of practical skills among graduates, indicating a low level of dialogue and feedback between employers and the developers of educational and vocational training programmes⁴⁸.

Given the importance of ensuring that the skills of VET students meet the needs of employers, the introduction of a National Qualifications Framework (NQF) by the government, in close cooperation with practitioners and representatives of various industries, represents a fundamental step forward.

Thus, the measures currently being taken to introduce effective mechanisms for strengthening interaction between vocational educational institutions, vocational training centres and employers in Uzbekistan will serve to train qualified personnel in vocational educational institutions, taking into account the needs of employers and the demands of key sectors of the economy.

B.1.3. Special challenges and opportunities: migration

In Uzbekistan, migration is one of the factors influencing the qualitative and quantitative changes in the labour market. It is also recognised that the movement of labour has implications for living standards and productivity, for both Uzbekistan and the host country.

As evidenced by the above facts, job creation in Uzbekistan today, in both the formal and informal sectors, is not keeping pace with the country's rapid population growth.

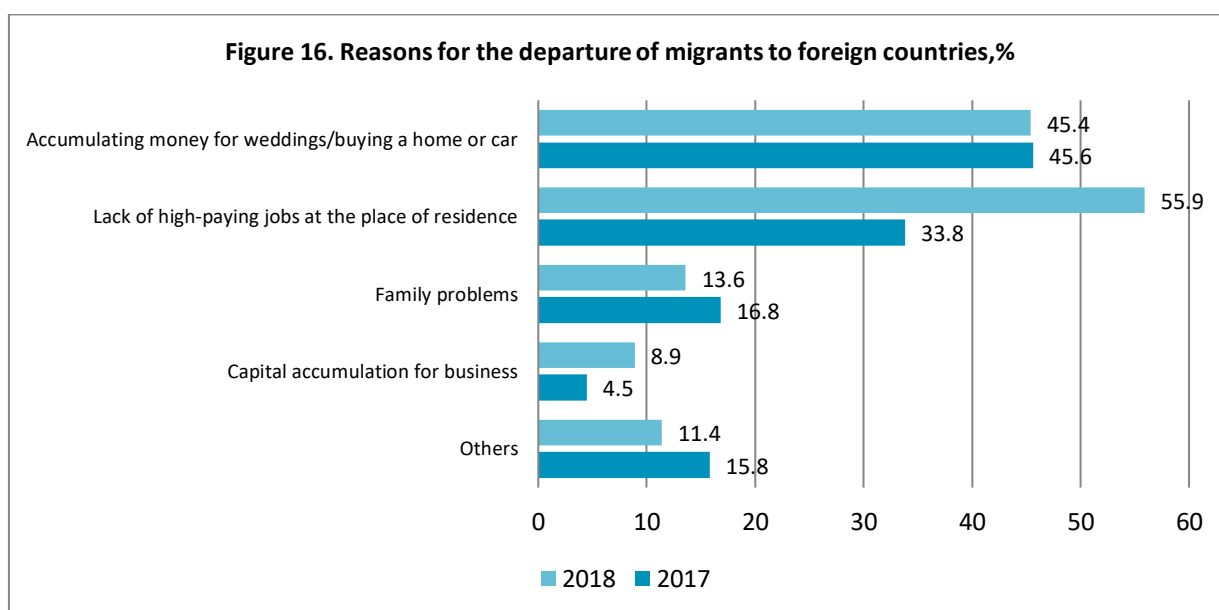
According to the Agency for External Labor Migration, the number of people who left the Republic to find work in 2019 reached 2 460 200; that is, approximately one in eight or 12.9% of the country's working-age citizens were labour migrants⁴⁹.

The main reasons for the high level of external labour migration

⁴⁸ Ajwad et al. (2014). Calculations are based on data from the World Bank and GIZ survey 'Work, skills and migration in Uzbekistan', 2013.

⁴⁹ According to MOELR.

The results of a sociological survey looking at labour migration issues that was conducted in the regions of the country in December 2018 confirm that the lack of jobs in various sectors of the economy and relatively low salaries prompted many specialists to look for work abroad (see Figure 16).



Source: Data of the Republican Scientific Center for Employment and Labour Protection under the Ministry of Employment and Labour Relations of the Republic of Uzbekistan, 2019.

According to the State Statistics Committee, the average monthly nominal accrued wages in the country (excluding agriculture and small businesses) for January–December 2019 was 2 324 500 soums, equivalent to US\$244.50⁵⁰.

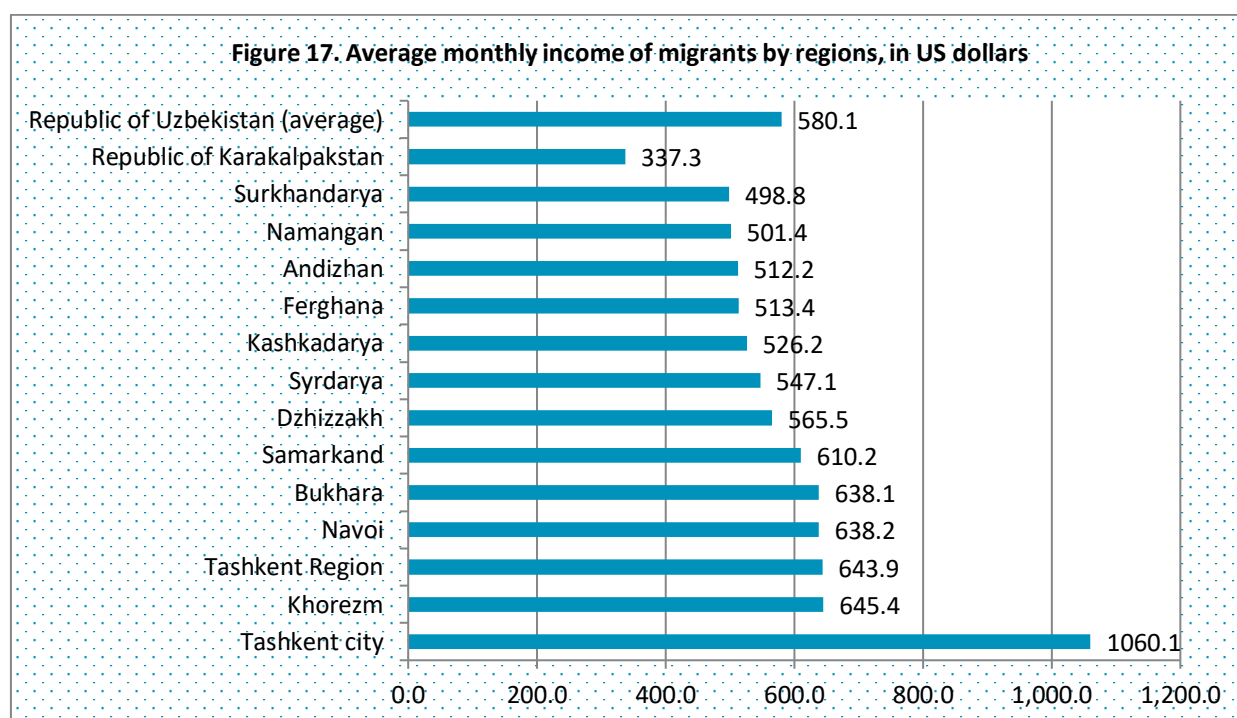
A relatively high level of wages was noted for economic activities such as banking, insurance, leasing and intermediary credit activities – 2.1 times higher than the average salary – with elevated rates also seen in

⁵⁰ The rate of the Central Bank of the Republic of Uzbekistan as of 31 December 2019 was \$1 = 9 507.50 soums. At the same time, real wages in the Republic of Uzbekistan for January–December 2019 amounted to the equivalent of US\$ 213.50, and had increased, compared to the corresponding period of 2018, by 11.4%.

the fields of information and communication (by 70.9%), industry (by 42.4%), transportation and storage (by 27.6%) and construction (by 18.8%)⁵¹.

The main reasons for Uzbekistan's high level of external labour migration are the lack of highly paid jobs; low average real wages compared to the average wages in the host country; and uneven and often poor quality of life in many regions of the Republic.

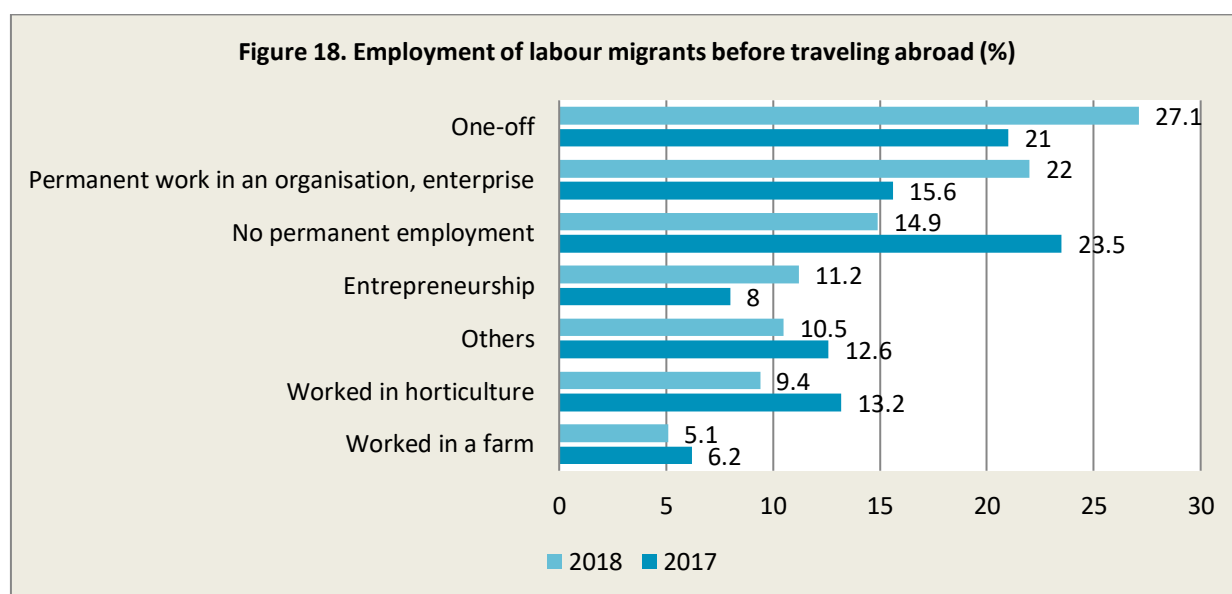
According to the results of the survey, the average monthly income that migrants can receive in the host country is almost 2.5–3 times higher than the real wages in Uzbekistan. However, labour migration presents a partial and short-term solution to this problem (Figure 17).



An insufficient supply of jobs in Uzbekistan's labour market and high unemployment rates (see section B.1.1.) are further reasons for external labour migration. Before travelling abroad, 27.1% of labour migrants in 2018 were engaged in one-off work, 22% were working continuously in organisations and

⁵¹ State Statistics Committee of Uzbekistan, Main indicators of socio-economic development of the Republic of Uzbekistan for 2019, https://stat.uz/ru/index.php?option=com_content&view=article&id=2780&catid=183&lang=ru-RU

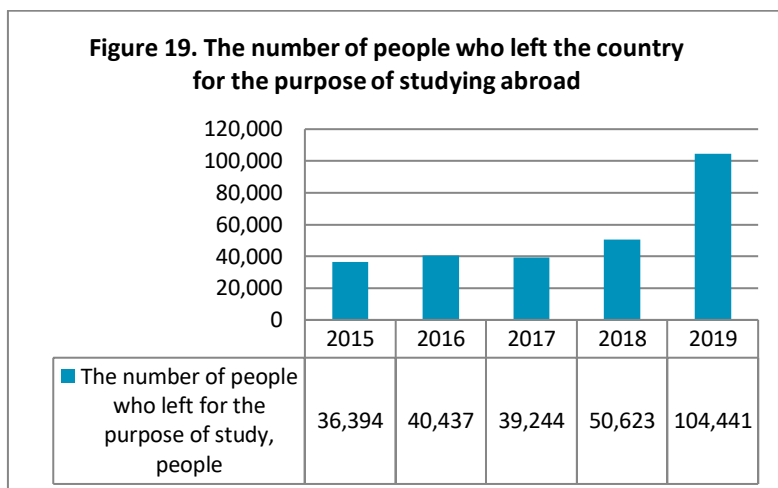
enterprises, 14.9% were not permanently employed, and 11.2% were engaged in private entrepreneurship. Comparative data on the employment of migrants in 2017–2018 are presented in Figure 18.



The main problems associated with external labour migration are⁵²: (1) inadequate information on vacancies in the databases of employment agencies; (2) a shortage of vocational education institutions providing the professional training required by the labour market, coupled with high levels of employment in the informal sector; (3) the lack of organised processes for labour migration, and the need to ensure the rights and freedoms of labour migrants abroad, along with the expansion of employment for returnees.

The next area under review is educational migration. This indicator has continued to grow and change direction in the period from 2015 to 2019 (see Figure 19).

⁵² MOELR.



The Central Asian countries retain their leading positions for citizens of Uzbekistan as the most popular destinations for study. This is due to factors such as the following: (1) the training is conducted in Russian; (2) tuition fees are generally lower than in Western countries; (3) opportunities exist for combining study and work; and (4) there are prospects of subsequent employment with higher wages than in the country of origin.

The rate of enrolment in higher education for academic lyceum and vocational college graduates in Uzbekistan was only 9% in 2016. In the process of reforming the country's educational system, the Government has begun to pay particular attention to this issue.

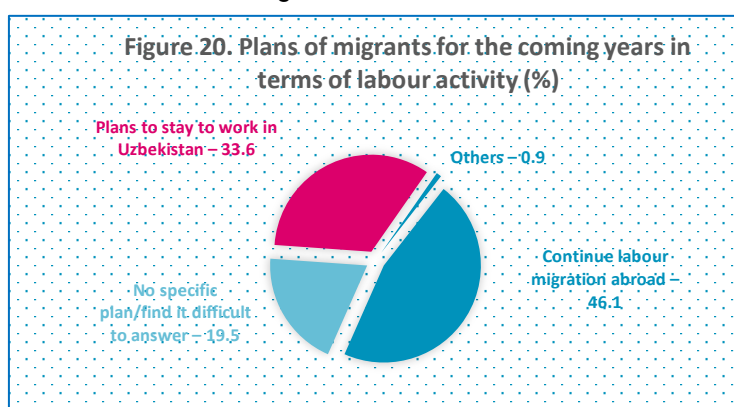
The 'Concept for the development of the higher education system of the Republic of Uzbekistan up to 2030' provides for a phased increase in the level of enrolment in higher education. In 2020, it is planned to increase the coverage of graduates of academic lyceums, professional educational institutions and general education schools in higher education to at least 25%, rising to 50–60% in the future⁵³.

Further plans of migrants and challenges

Migration leads to a number of labour market policy issues, including the phenomenon of brain drain and the transparency of skills and qualifications. The issue of brain drain is a key problem in Uzbekistan, as well as in many low-income countries, especially in the professions and sectors that support the economy of the entire country, for example, healthcare, high-tech industries and technical education.

⁵³ Decree of the President of the Republic of Uzbekistan PD-5847, dated 8 October 2019, <https://www.lex.uz/ru/docs/4545887>

In an analytical report by the UNDP, experts noted that the situation of migrants is characterised by their heightened vulnerability to economic shocks and fluctuations in the host country. For example, the slowdown in economic growth in Russia and Kazakhstan caused a fall in the income of labour migrants



and their return to Uzbekistan. This, in turn, has created risks of rising unemployment, poverty and inequality in the Republic in the short term (UNDP, 2018).

The results of a further sociological survey indicate that the majority of returned migrants spend their savings mainly on social events or weddings, starting their own business, buying housing, or building or renovating property, as well as purchasing large goods. Of the migrants who took part in the survey, 46.1% expressed a desire to continue labour migration and 33.6% reported plans to stay in Uzbekistan (see Figure 20)⁵⁴.

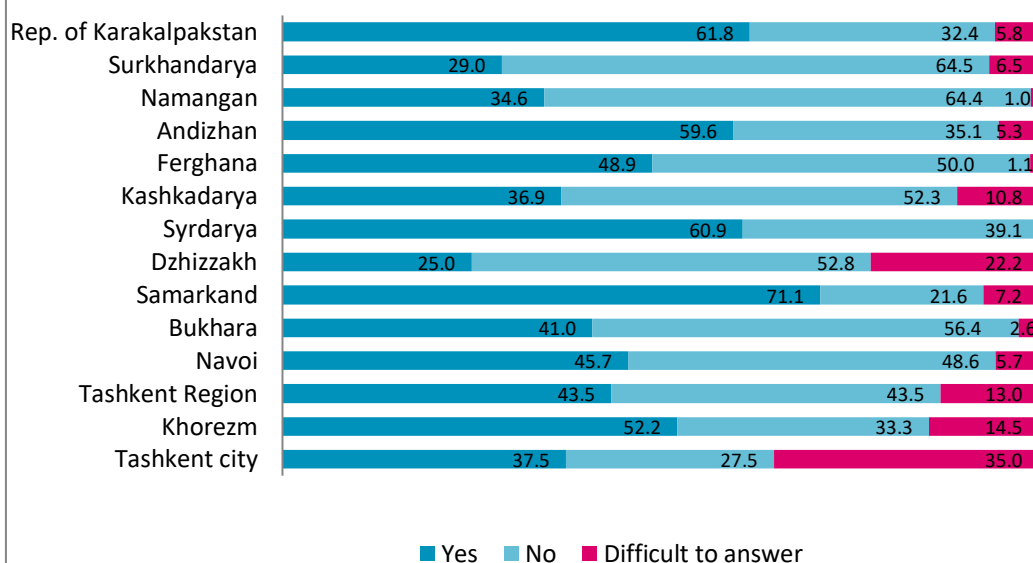
In order to prevent citizens from returning to a difficult financial situation after spending their savings, it is necessary to train them in entrepreneurship, helping them to develop business ideas and plans, and enabling their further involvement in private business and free enterprise.

According to the same survey, the difficulties the young migrants faced in engaging in entrepreneurial activity lay in the fact that 35.4% of the respondents did not have enough funds to start a business and 28.8% did not know how to be an entrepreneur. At the same time, most of them expressed a desire and readiness to master new professional skills (Figure 21)⁵⁵.

⁵⁴ Data of the Republican Scientific Center for Employment and Labor Protection, 2019.

⁵⁵ Ibid.

Figure 21. Readiness of young people to master new professional skills (%)



Source: Data of the Republican Scientific Center for Employment and Labor Protection, 2019.

In addition to the above, in the context of the intensification of migration processes in the country, the following issues assume significance: (a) the introduction of a permanent mechanism for monitoring external labour migration; (b) the development of norms for regulating migration processes and the introduction of a liability mechanism; and (c) the implementation of systemic measures to introduce the mechanism of state social security and enhance the prospects for a decent pension for labour migrants operating abroad.

Also timely would be the creation of an information database of people who have improved their professional skills abroad, as a mean of effectively using the potential, abilities and knowledge of experienced migrants in the most relevant specialties for the Republic. Through training courses and seminars, returning migrants could pass on their experience to the younger generation, providing work opportunities and comprehensive support for business and entrepreneurial activity.

B.1.4. Special challenges and opportunities: digital transformation

Uzbekistan is in the initial stages of digitalising the economy. The concept of the National Strategy ‘Digital Uzbekistan 2030’ is currently being developed.

New technologies, especially artificial intelligence, are associated with changes in the labour market on a massive scale, including job losses in some sectors and the creation of new opportunities in others.

In connection with the digital transformation across various sectors of the economy, as stipulated by the concept of ‘Digital Uzbekistan 2030’, there is a need to revise the list of required skills in terms of the demands of the labour market⁵⁶.

According to analysts from ERGO Research & Advisory, the lack of the relevant skills in the country could become a serious obstacle to its planned digital transformation. According to a study by this company which assessed the skills gaps in the Uzbek labour market, 68% of surveyed companies noted the importance of IT and computer skills as one of the key reasons for hiring new candidates⁵⁷.

Many experts agree that digital technologies will significantly affect the labour market in the near future. As the head of the Government of Uzbekistan noted, the problem with regard to this issue lies not only in the loss of jobs, but in their regrouping, with the share of mid-level professional jobs decreasing and employment at lower levels increasing.

In Uzbekistan more than 60% of the country’s population is young, with the average age of the population not exceeding 29 years. This, in turn, creates a significant basis for the formation of a digitally intelligent society⁵⁸.

The digital economy requires new knowledge and skills, and, accordingly, significant investment is needed to develop education focused not only on the learning process itself but also on how to organise this process, as well as ensuring universal access to educational services across the life course.

In the context of digital transformation, the main challenges of professional educational institutions are focused on stimulating young people’s interest in the natural sciences and training qualified personnel, while taking into account the impact of the digital economy on the labour market.

⁵⁶ See also section A.3.1.

⁵⁷ <https://kommersant.uz/tsifrovaya-ekonomika-uzbekistana/>

⁵⁸ <https://www.gazeta.uz/ru/2019/10/22/challenges/>

As in many high-income countries, digital literacy and the ability to apply information and communication technologies will in the near future become the basic skills required by default in the labour market in Uzbekistan. The possession of these skills can help reduce poverty levels by providing people with additional opportunities to enter the labour market and develop their entrepreneurship capabilities.

The development of digital competence is today becoming one of the main requirements for the training of highly qualified personnel in institutions of higher and secondary specialised education. The problem of the lack of qualified personnel in the field of digitalisation is a major issue today.

In order to train highly qualified specialists in the field of information technology, the project 'One Million Uzbek Coders' was launched at the end of 2019⁵⁹, the aim of which is to provide everyone with a distance learning opportunity to master digital skills based on the training programmes of leading American companies.

The implementation of this project, according to the head of the Government, will allow the general population to be involved in the development of new professions in the ICT field that will employ young people and persons with disabilities⁶⁰.

Therefore, the introduction of modern information technologies into the training of mid-level specialists, taking into account the requirements of the labour market in the context of the digitalisation of the country's economic sectors, is becoming the primary task of the country's VET system.

According to research by UNICEF experts, as the working-age population in Uzbekistan increases in the coming decades, it is imperative that future workers are well trained and have skills that are easily applied in the labour market. For example, a 'production-oriented' school curriculum change in the Republic of Korea in the 1970s helped students to acquire the knowledge and skills that would meet potential employers' requirements (UNICEF, 2018).

The introduction of advanced foreign experience into the educational process, the use of innovative pedagogical technologies, the creation of digital/electronic textbooks, teaching aids and other educational literature, as well as the implementation of distance learning methods is expected to yield significant results, for both the subjects and objects of the learning process.

⁵⁹ Project called 'One Million Uzbek Coders', implemented by specialists from Uzbekistan and the United Arab Emirates.

⁶⁰ <https://www.gazeta.uz/ru/2019/11/21/million-uzbek-coders/>

The new network of educational institutions is designed to educate young people in the skills of using digital and information and communication technologies while creating specialists who can quickly master rapidly improving technologies and, therefore, adapt to constantly changing qualifications.

B.1.5. Strategic policy responses involving education and VET

Already cited above are the Decrees and Resolutions of the President, the Development Strategy, and the corresponding conceptual documents, which together reflect the strategic course of the state leadership aimed at reforming the education system and the VET sector.

By the decree of the President of the Republic of Uzbekistan in 2017, the 'Strategy of Action' was approved in five priority areas pertaining to the country's development over the period 2017–2021, one of which is the social sphere, which includes the reform of education and science. Reform in this area implies keeping to the path of further improving the system of continuing education, increasing the availability of quality educational services, and training highly qualified personnel in accordance with the needs of the modern labour market.

In order to ensure that workers' qualifications meet the requirements of the labour market, the Decree of the President defines tasks for the implementation of the national qualifications system, which includes such elements as the National Qualifications Framework of the Republic of Uzbekistan – a qualifications framework for all sectors of the economy – national professional standards and other elements of a national qualifications system based on advanced foreign experience⁶¹.

The Government has begun the phased implementation of the new national qualifications system, and work continues at the sectoral level and in the relevant ministries.

In this regard, the issue of introducing educational programmes is under revision, taking into account the requirements of professional standards and the qualification needs for specialties in demand by the labour market.

As already noted in Block A, a completely new system of vocational education is being introduced from this academic year, encompassing 340 vocational schools, 147 colleges and 143 technical schools. In addition, the VET system includes Vocational Training Centres under the MOELR, as well as other training providers that train and retrain specialists according to the principle of 'Education throughout life'.

⁶¹ Decree of the President of the Republic of Uzbekistan 'On additional measures to further improve the vocational education system', No. PD-5812, dated 6 September 2019.

The educational and methodological management of vocational schools, colleges and technical schools, regardless of their departmental affiliation, as well as the implementation of state policy in this area come under the remit of the Ministry of Higher and Secondary Specialised Education (MOHSSE).

In accordance with the Decree of the President 'On the organisation of the activities of the Ministry for the Development of Information Technologies and Communications of the Republic of Uzbekistan', dated 19 February 2019, the 'Roadmap' for the fundamental improvement of the information technology and communications system for 2018–2019 was approved.

The Roadmap provides for the implementation of measures to improve the training of personnel in the vocational education system by introducing educational programmes and advanced technologies for teaching vocational skills. These measures include: improving the training of personnel in the secondary, secondary specialised and vocational education systems in the field of information technology and communications; increasing the number of classes in computer science; and converting eight vocational colleges to provide specialised instruction in ICT, under the aegis of the Ministry for the Development of Information Technologies and Communications⁶².

Further activities under the Roadmap which are relevant to the VET system include advanced training and retraining of personnel in information technology and communications through short- and medium-term specialised courses that include the participation of invited foreign specialists, and the improvement of training courses for the professional development of workers responsible for the implementation of ICT in accordance with international standards.

B.1.6. The role of VET in solving problems through active labour market policies

The MOELR regularly conducts surveys of the labour market in order to carry out a comprehensive and objective assessment of the quantity and quality of labour resources, in addition to testing the effectiveness of measures to facilitate job creation and the employment of the population. For example, the Republican Scientific Center for Employment and Labor Protection under the Ministry of Labor carried out a sociological survey in 104 cities and regions in June 2019, and in July–August extended this to a

⁶² Resolution of the President of the Republic of Uzbekistan, No. PP-3549, dated 19 February 2018, <https://lex.uz/docs/3564641#3565275>

further 62 cities and regions of the Republic. A second sociological survey was conducted in December 2019 in 108 cities and districts, covering 4 900 households and 26 000 citizens⁶³.

Such studies are intended to supply information on the opinions of employers concerning the current and future market needs for specialists and on the quality of the relevant training provision in higher and secondary vocational education. The results of a number of sociological surveys are presented in the corresponding sections of Parts A and B.

The Labor Code of the Republic of Uzbekistan establishes various benefits and guarantees in relation to employment and labour relations for young people⁶⁴. It should also be noted that the Code provides appropriate benefits for persons under 18 years of age.

According to this document, employers are obliged to hire persons under the age of 18 who are sent by the local labour authority, and other official bodies, at their own expense, filling the established minimum quota for such jobs. At the same time, such persons are provided with additional paid leave, a shorter working day, lighter financial liability (except in the case of causing intentional harm), medical examinations and guarantees that their employment contract can only be terminated with the consent of the local labour authority.

As a result, while in 2018 the unemployment rate among young people (aged 16–30) was 15.3%, at the end of 2019 this indicator had decreased by 0.3% to 15%⁶⁵. According to the data, during the last five years, people in employment who were younger than the official working age, amounted to 0.6% of the workforce⁶⁶.

Additionally, from 1 January 2018, the established rate of the single social payment taken from the wages of graduates who are employed in their first job, within three years from the date of graduation, will be reduced by 50%, and by 25% during the second and third years of their employment. This initiative will increase employers' interest in taking on graduates of higher and secondary specialised educational

⁶³ MOELR, <https://mehnat.uz/uz/news/2019-yilda-uzbekistonning-ishsizlik-darazhasi-qancha>

⁶⁴ See Section 2 of Chapter 14 and Article 247-1 of the Labor Code of the Republic of Uzbekistan.

⁶⁵ MOELR, <https://mehnat.uz/uz/news/2019-yilda-uzbekistonning-ishsizlik-darazhasi-qancha>

⁶⁶ State Statistics Committee, <https://stat.uz/ru/164-ofytsyalnaia-statystyka-ru/6580-rynok-truda2>. See also section B.1.1.

institutions, as well as directing part of the funds released from the payment of benefits to finance measures to improve graduates' professional qualifications⁶⁷.

Since this regulation only came into force in 2018, it was impossible to assess the impact of this tax credit on the employment rate of vocational college graduates due to a lack of the necessary data.

Given that 76.6% of all Uzbeks employed across the economy are involved in the small business and private entrepreneurship sector, micro-firms, small enterprises and farms are allowed to conclude, with the consent of workers, labour contracts for a certain period (fixed-term labour contracts), including temporary one-off work⁶⁸.

The possibility of signing an agreement to enjoy the benefits of paying a single social payment applies to young people – namely, graduates of professional educational institutions.

Assistance for the unemployed

In 2019, 773 000 people who applied to employment agencies were provided with employment services (of whom 218 000 were aged 16–30), which is 1.2 times more than in the same period in 2018 (Table 10).

Table 10. Services of the MOELR to secure employment for the unemployed

Name	2019 (% of the total number)	Comparison with 2018
Number of unemployed (people)	1 335 300	1 361 700
Applied to the labour authorities for employment, in thousand people	773 400 (57.9%)	626,5 (46%)
Including:		
Youth aged 16–30 (people)	218 000	245 200
Of those who applied to the labour authorities:		
Provided with permanent work	396 900 (51%)	Growth by 1.5

⁶⁷ Decree of the President of Uzbekistan, PD-5052, dated 27 May 2017, <http://lex.uz/docs/3211751>

⁶⁸ 'To implement the principles of decent work', 18.10.2017, Portal of the Federation of Trade Unions of Uzbekistan.

		times
Have completed professional training	36 700 (4.7%)	Growth by 1.8 times
Unemployment benefit assigned	57 900 (7.5%)	Growth by 4.0 times
Involved in the implementation of paid public works under the government programmes 'Obod kishlok' and 'Obod mahalla'*	263 200 (34%)	Decrease by 0.74 times

Note: * 'Obod kishlok' ('Well-maintained village') is a programme designed to improve the living conditions of the rural population, which was launched in April 2018. It mainly applies to remote settlements and areas with difficult natural and climatic conditions. According to official data, in 2019 the programme covered 478 villages (in 2018, 417) (<https://president.uz/ru/lists/view/1672>). The 'Obod mahalla' ('Well-maintained mahalla') programme is aimed at ensuring a prosperous life and effective labour activity for the population of cities in the period 2018–2022 (Decree of the President of the Republic of Uzbekistan 'On the programme "Obod mahalla"', PD-5467, dated 27 June 2018, <https://lex.uz/docs/3797782>).

Source: MOELR, <https://mehnat.uz/uz/news>

In order to carry out free retraining and advanced training in various specialties and professions in demand in the labour market, vocational training centres for unemployed citizens are gradually being set up in all regions, at the request of employers, offering up to a year's instruction to unemployed citizens, including those employed on a temporary basis as well as employees.⁶⁹

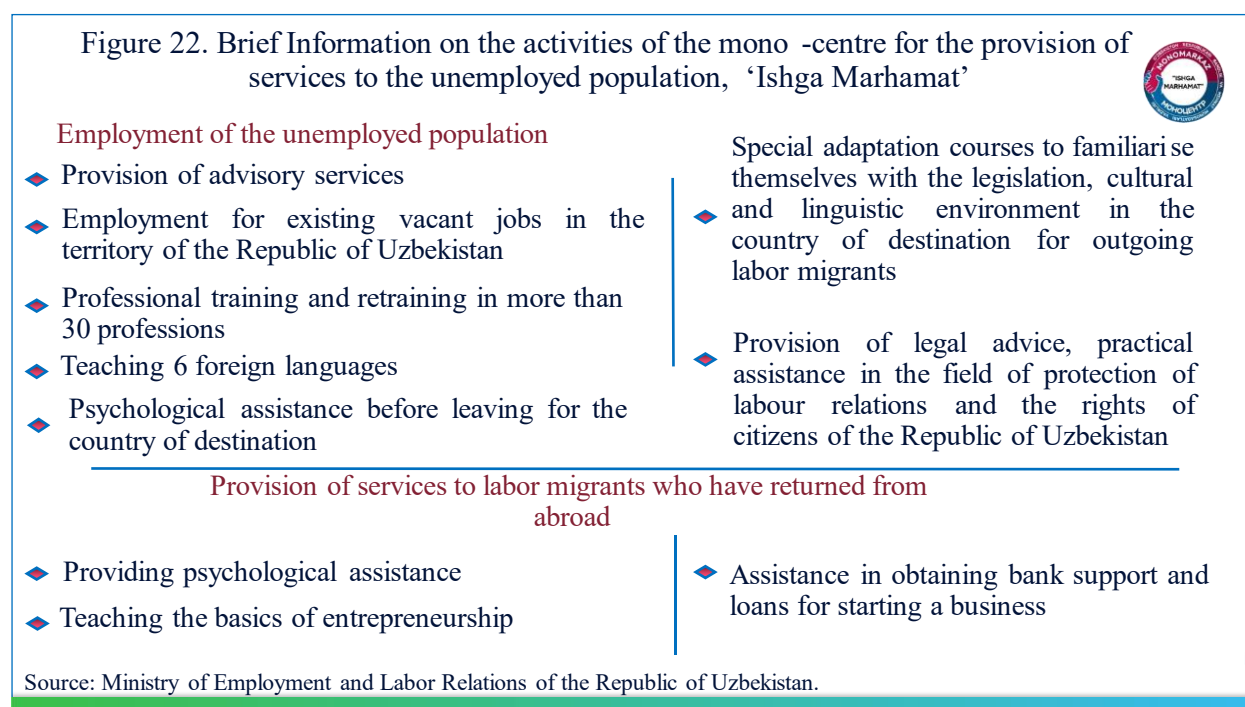
The MOELR currently offers short-term training courses ranging in duration from one to three months in 217 district and city centres covering about fifty specialties. On average, 25 000–30 000 unemployed young people take these courses annually. All MOELR courses are free of charge and are attended by both men and women (60% and 40%, respectively).

⁶⁹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 199, dated 10 April 2017, <http://lex.uz/docs/3163903>

In 2019, the number of people who received vocational training in these centres exceeded 36 700, which is about 3% of the total number of unemployed⁷⁰.

In Tashkent in 2019, a 'mono-centre' called 'Ishga Marhamat' was created as an experiment to provide services to the unemployed population⁷¹. This centre is engaged in employment and vocational training and the social protection of the unemployed, as well as offering pre-departure training for migrants.

The centre teaches 30 blue-collar occupations in the fields of construction, consumer services, technology and engineering. The necessary machines, dummies and other tools for professional training are in place and the centre is capable of training 5 600 people a year (Figure 22).



Since its inception (from September 2019), more than 300 people from all over the Republic have applied to the Ishga Marhamat mono-centre for training and help in entering a profession, of which more than 200

⁷⁰ MOELR, 2019.

⁷¹ The mono-centre 'Ishga Marhamat' ('Welcome to work') was created in accordance with the Decree of the President of Uzbekistan 'On measures to improve the structure of labour bodies and strengthen the system of protection of labour rights and labour protection of citizens', dated 20 August 2018, <https://monomarkaz.uz/ru/>

people are today students on training courses. Taking into account the positive results of this centre, in the future it is planned to create similar centres in each region of the Republic.

In addition, a procedure has been introduced from 1 January 2018, in accordance with which all students of vocational colleges and academic lyceums will be registered with the state tax service as taxpayers and assigned an ITN. This measure will allow, on the basis of monitoring payments for social insurance contributions, unemployed graduates to be identified and provided with assistance in solving their employment problems.

Graduates of secondary vocational educational institutions are provided with employment on the basis of signing a four-way agreement between the local authority, their parents, the educational institution and the business (UNDP, 2018). At the same time, this practice is very often ineffective, since the signing of such contracts is only a matter of convention and not considered binding.

During a survey that was conducted in December 2019 by the Republican Scientific Center for Employment and Labour Protection, more than half of the respondents rated the quality of vocational training as average or below average, and as not corresponding to the modern requirements of the economy⁷², leading to a lack of interest in employing graduates whose competencies are insufficient or do not meet the requirements of the workplace.

In 2017, the 'Programme of Comprehensive Measures for Further Improving the Activities of Labour Bodies and Ensuring Employment of the Population' was adopted to advance the growth of employment among the population, as well as raising the efficiency and effectiveness of the work carried out in the Republic⁷³. In order to reduce the level of potential unemployment, the MOELR and its structural units are taking the following measures (Table 11).

⁷² MOELR, Employer survey (pilot), December 2019.

⁷³ Decree of the President of the Republic of Uzbekistan 'On measures to organise the activities of the Ministry of Employment and Labor Relations of the Republic of Uzbekistan', PD-3001, dated 24 May 2017, <https://www.lex.uz/acts/3219688#3221739>

Table 11. Measures taken by the MOELR to ensure employment in 2019

Measures of MOELR	○ State order for the creation of permanent 370 000 jobs
	○ Development of entrepreneurial skills among the population, the dominance of the thesis ‘The state will help you to become an entrepreneur’: 200 000-250 000 jobs
	○ Subsidising employment, support for the unemployed who start their own business and preferential loans. The total amount of financial support is not less than 210 billion soums (equivalent to 22.1 million US dollars)*
	○ A dramatic increase in retraining and retraining programs based on labour market demands (especially in rural areas, the direction of at least 50 billion soums (equivalent to 5.3 million US dollars)*)
	○ Organisation of constantly updated mini -exhibitions that clearly represent the possibilities for organising business, professional development of entrepreneurs and development of innovations
	○ Improving conditions for increasing the export of labour, especially to Europe, Turkey, South Korea, Japan.
	○ Improving the efficiency of labour bodies; reformation of the Centre of employment into an effective employment assistant. Revision of all business processes
	○ Implementation of a patent for existing shadow activities

Note: * Exchange rate of the Central Bank of Uzbekistan on 31.12.2019: \$1 = 9 507.50 soums.

Source: MOELR.

As Table 11 illustrates, the MOELR introduced a new type of service to assist in providing employment for unemployed citizens – the provision of subsidies and grants in the form of non-repayable financial assistance from the State Employment Promotion Fund.

In the past, regional and city centres for promoting employment in the population, at the request of employers and unemployed citizens, issued subsidies in the amount of 12.2 billion soums. As a result, 12 900 unemployed citizens were provided with employment⁷⁴.

B.1.7. Identification of skills demand and its bearing on VET provision

Economic processes in the Republic have a direct impact on changes in the structure of demand for labour, in both quantitative and qualitative terms. Businesses are looking for ever-more skilled workers, and the development of small businesses and private entrepreneurship requires new competences.

⁷⁴ MOELR, <https://mehnat.uz/uz/news/2019-yilda-uzbekistonning-ishsizlik-darazhasi-qancha>

To date, the labour market in the Republic has not introduced such key tools as analyses of the activities of enterprises, forecasts of demand and supply of professional skills, identification of the critical professions required for certain specialisations, and tracking the learning outcomes of graduates of VET educational institutions.

The Republic has a Regulation on the procedure for forming a state order for creating jobs and training personnel, taking into account the current and future needs of the labour market. Coordination of the formation of a state order for the creation of jobs is carried out by the Ministry of Employment and Labour Relations and the Ministry of Economy of the Republic of Uzbekistan, and for the training of personnel in educational institutions by the Ministry of Economy, the MOHSSE and the MOPE of the Republic of Uzbekistan⁷⁵.

From 1 January 2018, a methodology for calculating the unemployed population in need of work and developing a balance of labour resources and employment of the population was introduced into practice⁷⁶. It is designed to analyse and assess labour resources in a territorial context, with the aim of ensuring employment for the population, especially young people entering the labour market for the first time.

The calculation underlying the methodology uses statistical and departmental data provided by the relevant ministries, according to the approved scheme, as well as the results of household surveys on employment. On the basis of these indicators, reports, estimates and forecasts regarding the balances of labour resources are developed.

The estimated balance of labour resources is formed by the Ministry of Employment and Labor Relations and the Ministry of Economic Development and Poverty Alleviation in cooperation with the State Committee on Statistics. On the basis of this estimate, specific measures are developed to ensure the employment of the population, and, if necessary, the parameters for creating jobs are adjusted.

⁷⁵ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 877, dated 28 October 2017, <http://www.lex.uz/docs/3397765>

⁷⁶ Resolution of the Cabinet of Ministers of 'On improving the methodology for determining the size of the population in need of employment, including the methodology for surveying households on employment issues, as well as developing a balance of labour resources, employment and employment of the population', No. 1011, dated 22 December 2017.

The balance report of labour resources is developed annually by the MOELR together with the State Statistics Committee, in accordance with the approved programme of statistical work.

The forecast balance of labour resources is developed by the Ministry of Economic Development and Poverty Alleviation in conjunction with the MOELR for the coming period (depending on the goals – 1 year or 5, 10 years, etc.). These data are used by local authorities to determine the need to create new jobs as well as the parameters of territorial programmes to ensure employment of the population in the future, taking into account the demographic characteristics of the regions.

B.1.8. Supporting migrants and refugees through VET

In order to ensure the protection of the labour and social rights of citizens leaving for work outside the Republic, and to expand the involvement in business and the labour force of labour migrants who have returned from abroad, a Fund for the Support and Protection of the Rights and Interests of Citizens Working Abroad (Fund) has been created under the MOELR.

This Fund covers the costs of creating and equipping regional centres that provide pre-departure adaptation courses, vocational training, instruction and testing in the knowledge of foreign languages, and confirmation of the professional competence of citizens leaving for work abroad⁷⁷.

Based in 30 professional colleges reporting to the MOELR, training courses have been organised according to the requirements of potential employers. An example of this provision is the Ishga Marhamat mono-centre, which conducts comprehensive professional, language, pre-departure and orientation training. In addition, training centres with the participation of foreign employers have been established in the Namangan, Fergana and Tashkent regions.

A further service has been introduced to promote employment – the provision of subsidies and grants in the form of non-repayable financial assistance at the expense of the State Fund for the Promotion of Employment.

According to the Ministry of Labor, subsidies are issued to employers to reimburse the costs of professional development, to unemployed persons wishing to start an entrepreneurial activity, to

⁷⁷ Resolution of the President of the Republic of Uzbekistan 'On additional measures to further improve the system of external labour migration of the Republic of Uzbekistan', PP-3839, dated 5 July 2018.

organisations that have recruited graduates of educational institutions, as well as young people engaged in self-employment at home in the amount of four minimum wages per employee monthly for six months.

Grants are also issued to vocational education institutions, primarily non-governmental institutions, to finance the costs of the vocational retraining of unemployed persons, including migrants who have returned home.

In 2019, drawing on the Fund for the Support and Protection of the Rights and Interests of Citizens Working Abroad, support was given to 1 284 citizens of the Republic of Uzbekistan to return home. More than 2 700 migrants were provided with legal assistance and free legal consultations, valued at more than \$100 000, and wages were collected from employers on behalf of migrants from Uzbekistan whose labour rights had been violated⁷⁸.

In the near future, a position of psychologist will be introduced to the employment assistance centres in the regions of the Republic to provide assistance in the rehabilitation of migrants who have been subjected to humiliation or discrimination by employers.

On 1 October 2019, the practice of providing labour migrants with microloans for a period of one year was introduced. These loans – in the amount of 2 million soums, lent on favourable terms – are intended to help meet the costs of employment abroad. In addition, each labour migrant receives a one-time subsidy of 50 000 soums to cover the costs of life and health insurance.

In 2020, as part of the implementation of state programmes for housing construction, it is planned to allocate 3 462 apartments to labour migrants in need of better housing conditions⁷⁹.

In a process that began in May 2019, non-state competency assessment centres are gradually becoming established in the country, accredited in accordance with the established procedure. These centres are engaged in the assessment and assignment of qualifications, including to migrants. Thus, the practice of issuing competency assessment centres with a certificate confirming their level of professional competence in a specific specialty (profession) is being introduced, which will form the basis for assigning

⁷⁸ MOELR.

⁷⁹ Decree of the President of Uzbekistan 'On measures to further strengthen the guarantees of protection of citizens of the Republic of Uzbekistan carrying out temporary labour activity abroad, and members of their families', PD-5785 dated 20 August 2019, <https://lex.uz/docs/4482657>

qualification categories to workers' professions in accordance with the Classifier of the main positions and professions available to employees⁸⁰.

The national register of all persons who have been awarded each qualification is maintained by the MOELR.

B.2: Entrepreneurial learning and entrepreneurship

B.2.1. Job creation and VET

Given the high unemployment rate in the country (9.3% in 2018, 9.0% in 2019), self-employment and entrepreneurship have a significant potential to create much needed jobs, especially for young people. According to the MOHSSE, on average, about 5–8% of college graduates become entrepreneurs and start their own business.

At the end of 2017, 336 900 college graduates out of 457 000 included in the database (73.7%) were employed. Of the total number of graduates, an average of 13 700, or about 3%, embarked on a course of entrepreneurship.

In order to develop entrepreneurship skills, starting from August 2017, the Centre for Training the Basics of Entrepreneurship under the State Committee of the Republic of Uzbekistan for the Promotion of Privatised Enterprises and the Development of Competition has regularly organised free courses in professional colleges for citizens wishing to start entrepreneurial activities. Courses are set up in the buildings of vocational colleges in their free time. Courses can also be arranged in the form of distance learning for the unemployed population.

During 2017–2018, out of 8 685 representatives of business entities and members of the public who took these courses, 7 263 received certificates. The analysis shows that 768 trainees who completed such courses started entrepreneurial activities and 331 trainees expanded their business, and that, as a result, more than 1 466 new jobs were created⁸¹.

⁸⁰ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No 394, dated 13 May 2019, <http://lex.uz/docs/4334804>

⁸¹ 'Teaching entrepreneurship is an imperative of the times', see <http://uza.uz/ru/society/obuchenie-predprinimatelskoy-deyatelnosti-velenie-vremeni-12-10-2018>. See also Resolution of the Cabinet of Ministers 'On measures to organise and conduct training courses for entrepreneurs', No. 602, dated 8 August 2017.

The Women's Committee of Uzbekistan, together with the Public Fund for the Support of Women and Families, has organised work programmes to involve women more widely in family and private entrepreneurship, focusing on home-based work which can be undertaken without interrupting family and childcare responsibilities.

Since 2017, work has begun to train women in entrepreneurship skills and provide them with microcredits to fund various business initiatives. The amount of each loan is on average 18–20 million soums, depending on the project. In 2020, for example, a total of 100 billion soums in soft loans will be allocated to support 5 500 women in implementing business projects⁸².

In order to widely disseminate experience in developing women's skills for entrepreneurial activity, it has become traditional to hold contests, for example 'The best woman entrepreneur of the mahalla' or 'The best project of girl-entrepreneurs', which is held among graduates of professional colleges.

As a result of the various measures taken, 39 682 jobs were created in 2018, in 29 341 of which women were employed. In January–February 2019, the number of women engaged in entrepreneurial activity was 5 145, and they created 9 540 jobs⁸³.

B.2.2. VET policies for entrepreneurship development

Entrepreneurship education in vocational colleges is conducted using the existing curriculum that was developed in 2017. Under the old system, the entrepreneurship course was taught during the first semester of the final year of college, and the employment course in the second semester.

The government of the Republic has set the goal of building a modern system of vocational training by bringing the content of courses closer to the requirements of the labour market, as well as transferring the successful practices of foreign countries to the reality of Uzbekistan, adapting them to the local context.

Priority is given to the implementation of entrepreneurial initiatives that contribute to solving social problems on the ground, especially supporting entrepreneurship among young people, including college graduates and women. Future entrepreneurs are provided with wide access to microfinance services and financial resources.

⁸² See Message from the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 24.01.2020, <https://president.uz/ru/lists/view/3324>

⁸³ 'Report on the implementation of the Beijing Declaration and Platform for Action', https://www.unece.org/fileadmin/DAM/RCM_Website/Uzbekistan.pdf

The legislation of the Republic of Uzbekistan additionally provides benefits to certain categories of young people. In particular, according to the Regulation of the Central Bank of Uzbekistan on the procedure for issuing microcredits to graduates of professional colleges within three years of graduation, commercial banks may issue preferential microcredits to the value of up to 200 minimum wages for individual entrepreneurs and up to 300 minimum wages for shareholders (participants) in legal entities. At the same time, the interest rate for a concessional loan cannot exceed the refinancing rate, and in the case of allocating microcredits out of the bank's concessional lending fund, the interest rate will be only 50% of the refinancing rate (UNDP, 2018).

Furthermore, the Ministry of Employment and Labor Relations has introduced a new type of service to assist in creating employment: subsidies from the State Employment Promotion Fund, equivalent to 10 minimum wages, for those wishing to start an entrepreneurial activity, which can be used to pay the costs of registering as an individual entrepreneur, including state registration of small enterprises and micro-firms, as well as entrepreneurship training and paying for an insurance policy

Grants from the State Fund for the Promotion of Employment are issued to institutions of vocational education to finance (1) the costs of vocational retraining for unemployed persons, especially citizens who have returned from abroad, girls and women from low-income families; (2) professional retraining and advanced training in vocational training centres, colleges and higher educational institutions of managers and workers from both larger and dekhkan farms, as well as owners of household plots, in the areas of agricultural technologies, horticulture, vegetable growing, livestock, poultry, fish farming and beekeeping⁸⁴.

Vocational schools, operating from the 2020/2021 academic year, are beginning to implement youth training programmes based on courses aimed at supporting self-employment among graduates through wide involvement in small businesses and entrepreneurship.

These vocational schools provide young people with knowledge and skills in fields such as family and home business, construction, services, livestock, poultry, beekeeping and fish farming. The ultimate goal is for young people to start their own business, beginning at the point of enrolment so that they have a stable entrepreneurial activity, real work and income on graduation.

⁸⁴ MOELR.

Open discussion

The 21st-century labour market requires competent specialists who can address specific issues at different levels, with an integrated approach to competencies in various areas, including communication skills and digital technologies, leading to the solution of issues such as training that takes the needs of the market into account.

With this in mind, Uzbekistan's education and employment policy aims to train both young and employed people to obtain the qualifications required by the labour market, alongside the development of entrepreneurial initiatives, in order to meet the current and potential requirements of employers.

The state supports entrepreneurship and the creation of new jobs and opportunities for citizens to start their own business. In 2019, 93 000 new business entities were created, which is almost twice the number started in 2018.

Priority is given to the implementation of entrepreneurial initiatives that contribute to solving social problems at the local level, especially those that support entrepreneurship among young people and women. Aspiring entrepreneurs are provided with wide access to microfinance services and financial resources.

The state programme 'Every family is an entrepreneur' is currently being rolled out, under which, in 2019, the amount of loans allocated to families starting their own business came to 5.9 trillion soums (about US\$620 600 000 at the rate of the Central Bank on 31 December 2019), which is almost three times the amount spent in 2018.

Summary and analytical conclusions

First challenge. Employers are not satisfied with the quality of training in professional colleges.

Factors of the first challenge: Fixed three-year educational programmes; weak involvement of employers in the training process; institutions have an outdated material and technical base.

Challenge solutions: Work has begun on step-by-step implementation of the new national qualifications system and the National Qualifications Framework has been adopted. The implementation process continues at sectoral levels and in the relevant ministries. The principle of lifelong learning is being introduced.

Starting from the 2020/2021 academic year, a network of educational institutions is being created with the introduction of a new system of primary, secondary and secondary specialised vocational education, as well as differentiated educational programmes aligned with the levels of the International Standard Classification of Education and taking into account the degrees of complexity involved in the various professions alongside the requirements of professional standards demanded by the market.

Progress in implementing solutions: 340 vocational schools have been brought under the Ministry of Higher and Secondary Specialised Education, while 143 technicums at higher educational institutions (universities) and 147 colleges have been created, which operate mainly under the sectorial ministries. Colleges and technicums implement educational programmes based on the principle of lifelong learning. The educational programmes in colleges range in duration from six months to two years, depending on the complexity of professions and specialties, and in technicums they are at least two years long.

Recommendations: Renewal of the material and technical base of vocational schools, colleges and technicums, funded both by the relevant ministries and through attracting the support of donor organisations. Provide more autonomy to professional educational institutions and increase their responsibility for the quality of training.

Second challenge. The problem of employment for college graduates, i.e. low demand for college graduates compared to those with higher education.

Factors of the second challenge: The established quotas for admission to vocational colleges did not take labour market conditions into account, nor the availability of opportunities for organising internships. Also, graduates of vocational colleges have qualifications that do not meet the requirements of the labour market. Moreover, they lack the requisite 'personal skills', as well as the specific skills for employment.

Challenge solutions: Admission quotas and areas of study in vocational schools will be determined by local khokimiyats. However, in colleges and technicums admission quotas and areas of study will be decided by sectoral ministries, taking into account the real needs of economic sectors in the regions.

Progress in implementing solutions: The relevant ministries and large employers are actively involved in the process of training qualified personnel, including determining admission quotas and areas of training. For example, there are colleges that are closely associated with particular major employers (e.g. the railway company 'Uzbekiston Temir Yullari'). Students undertake internships at these enterprises and, after graduation, begin their careers there.

Recommendations: Expanding the participation of other social partners (professional associations, employers, etc.) in the management of VET providers, alongside the introduction of public-private partnership mechanisms, would increase the effectiveness of training, helping to take the real needs of the labour market into account and thus enhancing graduates' employment prospects.

C: The social environment and individual demand for VET

C.1: Participation in VET and lifelong learning

C.1.1. Participation in VET

Conditions under '9 + 3'⁸⁵

In the past, vocational education was part of the compulsory education system in Uzbekistan, so there was no problem with students accessing VET. The general parameters of admission to vocational educational institutions in cities and regions were approved annually by a resolution of the Cabinet of Ministers of the Republic of Uzbekistan, taking into account the full coverage of graduates of the 9th grade in secondary schools with training in academic lyceums and vocational colleges.

The admission parameters for professional educational institutions, including areas of training and specialties, were established by the State Commission for Admission to Educational Institutions of the Republic of Uzbekistan⁸⁶. Based on these parameters, admission was carried out on the basis of a nine-year general secondary education, taking into account the student's choice of their direction of study at an academic lyceum or professional college.

At the beginning of the 2019/2020 academic year, 1 117 secondary specialised and professional educational institutions were recorded in the Republic of Uzbekistan⁸⁷, of these, academic lyceums accounted for 92 units and professional colleges 1 025 units, together offering training in six fields and 242 professions (Figure 23).

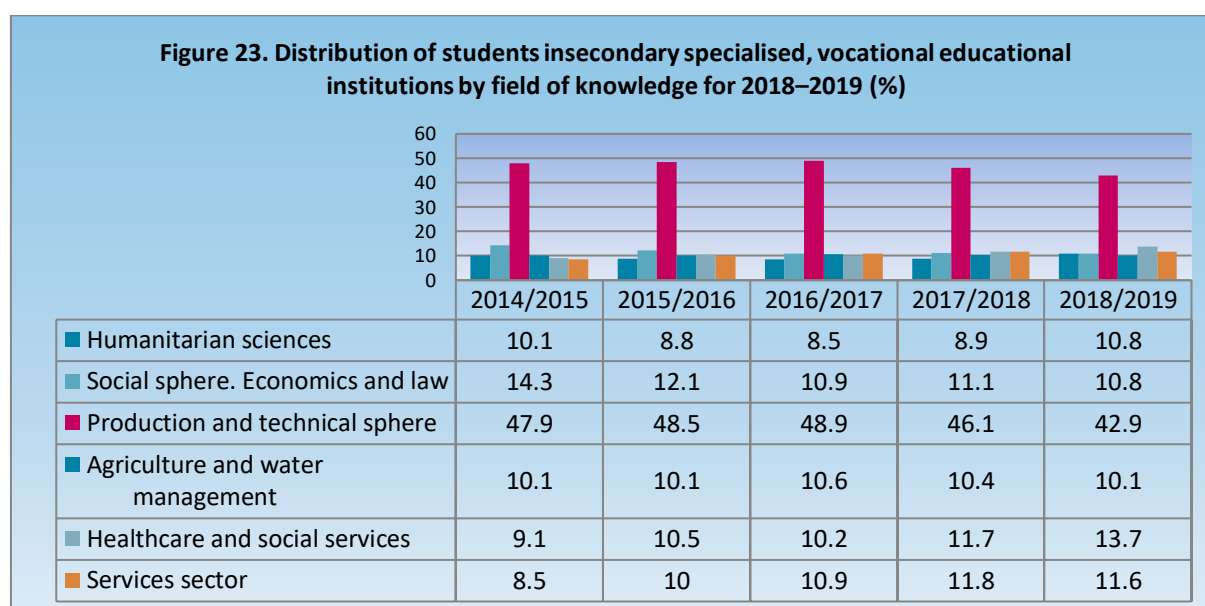
As shown by the data in Block A, since the 2017/2018 academic year, there has been a sharp decline in the number of students in vocational educational institutions (see Figure 3 above). This change is explained by the fact that new the system of 11-year compulsory general secondary education was introduced in that year, in accordance with the Decree of the President of the country dated 25 January

⁸⁵ This relates to 12 years of compulsory education, comprising nine years of general secondary education and three years of secondary specialised, vocational education.

⁸⁶ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of the regulation on secondary specialised, vocational education in the Republic of Uzbekistan', No. 200, dated 6 July 2012.

⁸⁷ See 'Analytical report of the State Statistics Committee of Uzbekistan', <https://stat.uz/ru/>

2018 'On measures to radically improve the system of general secondary, secondary specialised and vocational education'.



Source: State Statistics Committee, <https://gender.stat.uz/ru>.

According to Figure 23, the majority of vocational college students prefer occupations from the industrial and technical sphere. This is due to the relative development of sectors such as industry, agriculture, services, etc. and the job opportunities available in these fields.

Gender parity in student recruitment is offset by differences in the subjects chosen by each sex. Despite the fact that the enrolment rate of women in secondary specialised vocational education (SSVE) is high, there are gender differences in terms of the specialties taken; for example, girls make up the majority of students in the teaching and medical fields, and boys dominate in industry, construction, transport, communications and agriculture. In general, girls tend to go into professions that have a lower demand in the labour market, especially in rural areas.

From 2015 to 2019 girls accounted for an average of 48.7% of the students in VET institutions. The percentage of students in vocational education institutions by gender over the past five years is shown in Table 12.

Table 12. The number of students in secondary specialised, vocational educational institutions by region and gender for the last five years (%)

Regions	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male
The Republic of Uzbekistan	48.7	51.3	48.7	51.3	48.7	51.3	48.2	51.8	49	51
Republic of Karakalpakstan	49.3	50.7	49.1	50.9	49.3	50.7	49.3	50.7	49.6	50.4
<i>Areas:</i>										
Andijan	48.4	51.6	49	51	49.1	50.9	48.6	51.4	51.4	48.6
Bukhara	48.5	51.5	48.5	51.5	48.6	51.4	49	51	50.2	49.8
Jizzakh	50.2	49.8	50.3	49.7	50.6	49.4	49.9	50.1	51.7	48.3
Kashkadarya	48.1	51.9	48.7	51.3	48.7	51.3	47.5	52.5	46.8	53.2
Navoi	49.3	50.7	49.1	50.9	49.1	50.9	50.4	49.6	49.3	50.7
Namangan	48.5	51.5	48.2	51.8	47.7	52.3	47	53	47.4	52.6
Samarkand	49.1	50.9	48.9	51.1	48.5	51.5	48.7	52.9	46.7	53.3
Surkhandarya	49.3	50.7	49	51	49	51	48.7	51.3	49.6	50.4
Syrdarya	49.1	50.9	49	51	48.5	51.5	48.8	51.2	48.5	51.5
Tashkent	48.5	51.5	48.4	51.6	48.3	51.7	48.2	51.8	48.9	51.1
Fergana	48.7	51.3	49.1	50.9	48.4	51.6	47.8	52.2	50.1	49.9
Khorezm	49.7	50.3	49	51	48.8	51.2	48.4	51.6	50.9	49.1
Tashkent city	46.8	53.2	47	53	48.2	51.8	48.1	51.9	48.4	51.6

Source: State Statistics Committee, <https://gender.stat.uz/ru>

The data in this table show that in some regions over the past five years the proportion of girls among college and lyceum students was slightly lower than their share among the local population. For example, in 2015 in Tashkent city the percentage was 47%, in the Tashkent region 48.4% and in the Namangan

region 48.2%. In 2018, in the city of Tashkent, the figure was 48.1%, in the Tashkent region 48.2% and in the Namangan region 47%.

The majority of students in pedagogical and medical schools are girls, while in colleges offering courses in industry, construction, transport, communications and agriculture, the proportion of girls is significantly lower.

Due to weak demand in areas such as teaching and medicine, there is a trend towards a decrease in the number of educational institutions offering these profiles and, therefore, the number of students enrolled in teaching and medical courses. This situation reflects a negative result of career guidance and stereotypical views of the types of careers appropriate for men and women.

In addition, girls have continued to receive secondary vocational education for professions that are not in great demand in the labour market, in particular in rural areas. Notably, this affects graduates of teacher training colleges, who do not have the right to work in their specialty immediately, as the legislation states that teachers in preschool institutions and primary school teachers and in secondary schools (as well as teachers in higher educational institutions) must have a higher education.

In 2018, the government of Uzbekistan decided to abandon the system of three-year compulsory vocational education. According to the MOHSSE, since 2018 colleges have not accepted students for only one year of study. This is due to changes in the management structure of VET and the introduction of a new network of professional educational institutions. In the 2017/2018 academic year, the total number of students enrolled in the first year of study decreased by 63% compared to the data for the previous academic year.

In the context of reforms, the scale of secondary specialised vocational education has changed significantly. Positive changes are expected in the VET system in terms of expanding access and introducing educational programmes that take the needs of the labour market into account.

C.1.2. VET opportunities for vulnerable and marginalised populations

Uzbekistan was the first country in the CIS to approve a law on the social protection of persons with disabilities, regulating, among other areas, the provision of technical assistance funds, barrier-free environments and access to education and employment.

In accordance with the Law 'On Social Protection of Disabled People in the Republic of Uzbekistan', people with disabilities are defined as persons who, due to the limitations caused by the presence of

physical, mental or sensory disorders, are recognised as disabled in the manner prescribed by law and as requiring social help and protection.

The state guarantees that the needs of persons with disabilities will be taken into account in measures of social assistance and protection, based on an assessment of their capacities, and to this end provides programmes for rehabilitation and social protection⁸⁸.

To ensure accessibility and equal opportunities for students with disabilities in training and acquiring a profession, regional specialised educational institutions have been created in Tashkent, as well as in the Samarkand and Namangan regions. Before the reform, there were four specialised vocational colleges in the VET sector.

Professional education for persons with disabilities is carried out in all educational institutions, and, if necessary, in specialised educational institutions. Training sessions are organised for disabled children undergoing treatment in inpatient medical and prophylactic or rehabilitation institutions, and this is guaranteed by law⁸⁹.

At the beginning of the 2017/2018 academic year, 65 people with disabilities were studying in academic lyceums, 2 351 in professional colleges, and 611 in higher educational institutions (Table 13).

Table 13. The number of students belonging to the socially vulnerable category in educational institutions at the beginning of the 2017/2018 academic year

	Total number	Number of girls
Students in schools and classes for children with disabilities in physical and mental development	19 858	7 719
Children studying individually at home	8 259	3 275
Students who are orphans or left without parental care	3 626	1 685
Students from low-income families	328 651	156 656

⁸⁸ Law 'On Social Protection of Disabled People in the Republic of Uzbekistan', <https://lex.uz/acts/1372498>

⁸⁹ Ibid. (Article 18).

Orphans enrolled in academic lyceums	101	32
Persons with disabilities enrolled in academic lyceums	65	28
Orphans enrolled in vocational colleges	2 016	950
Persons with disabilities enrolled in vocational colleges	2 351	1 059
Persons with disabilities enrolled in higher educational institutions	611	213

Source: State Statistics Committee, <https://www.stat.uz/uploads/docs/ijtimoiyHimoya17-ru.pdf>

The status and features of the activities of specialised vocational colleges for persons with disabilities are determined by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan⁹⁰. The content of education and the organisation of the educational process in professional educational institutions (periods of study and schedules) are determined by special curricula and programmes that are developed on the basis of educational standards approved by the Ministry of Higher and Secondary Specialised Education.

Before the transition to the 11-year system of general secondary education, the periods of study in specialised colleges ranged from 1–2 to 3 years of study, in contrast to the 3-year compulsory period of vocational education for 9th grade graduates. The term of study at college was set taking into account the total volume of the academic load necessary and sufficient to train persons with disabilities in the relevant specialties and professions taught in secondary specialised, vocational education.

Students in specialised colleges were provided with free meals⁹¹. The composition of the classrooms and groups in these colleges is 15–20 people, in contrast to non-specialised colleges, where the figure is around 26.

Graduates of the 9th grade with disabilities, coming from institutions of general secondary education as well as specialised auxiliary schools and boarding schools, were admitted to study in specialised vocational colleges and other educational vocational educational institutions in specialties chosen by them or their parents (or their substitutes).

⁹⁰ Resolution of the Cabinet of Ministers 'On the activities of specialised vocational colleges for persons with disabilities', No. 100, dated 17 May 2007, <https://lex.uz/ru/docs/1203087>

⁹¹ Decree of the President of the Republic of Uzbekistan 'On measures to further improve and strengthen the system of social protection of the population', No. PD-3864, dated 19 March 2007 (paragraph 2, item 3).

Students are accepted regardless of gender, language, age, race, nationality, religion, social origin, type of occupation, social status, place of residence and time of residence in the Republic of Uzbekistan.

College graduates who have mastered the curriculum and passed the final state certification are issued with a state-recognised diploma of secondary special, vocational education. An insert is attached to the diploma with an indication of the acquired general education and special disciplines, and the amount of hours and grades completed. The diploma of graduation from the college bestows the bearer with the right to carry out labour activities in accordance with the specialty studied.

Another marginal group, which was created as a result of historical reasons, is formed by the elderly in makhallas (local community) who were unable to migrate with their children and are no longer employed due to their age or social situation. For such people, the local social institution – makhalla – conducts separate work programmes, including courses focusing on preparation for life.

C.1.3 Policy measures to improve access to VET

The measures taken by the state are aimed at expanding citizens' access to VET, increasing the attractiveness of VET, and introducing the principle of 'Education throughout life'.

From the 2020/2021 academic year, a new network of educational institutions will start operating in Uzbekistan with the introduction of a system of primary, secondary and secondary specialised vocational education.

Starting from this academic year, 340 vocational schools will accept students after the 9th grade, where two-year integrated programmes of general education and special subjects will be implemented in the form of daytime education.

Colleges and technical schools accept 11th grade graduates, and training here is carried out on the basis of the principle of 'Education throughout life' via full-time, evening and correspondence courses. The duration of training programmes in these educational institutions will be determined based on the complexity of the professions and specialties studied.

The introduction of evening and part-time forms of education, which were not provided previously, will create additional options for those wishing to undergo retraining or advanced training courses without interrupting their working lives.

In order to expand the availability of vocational training, the MOELR introduced a mechanism in 2019 that provides for the allocation of grants to vocational education institutions funded by the State Employment

Promotion Fund to finance the costs of vocational retraining for unemployed persons, especially citizens who have returned from labour migration, girls and women from low-income families.

According to the principle of 'Education throughout life', funds are also made available for professional retraining and advanced training in vocational training centres, colleges and higher education institutions for managers of and workers in larger and dekhkan farms, as well as smallholders, in the areas of agricultural technologies, gardening, vegetable growing, livestock, poultry, fish farming and beekeeping.

The measures envisaged by the recently adopted legislative acts of Uzbekistan serve to ensure that in the future, citizens of Uzbekistan can easily access a vocational education that is relevant to the labour market, or improve their qualifications in order to obtain a better job.

C.1.4. Promoting access to VET for vulnerable and marginalised populations

To make sure that the country's legislation complies with the international requirements defined by the UN Convention on the Rights of Persons with Disabilities, a Presidential Decree 'On measures to radically improve the system of state support for persons with disabilities' was issued⁹², identifying important measures to improve the support system for persons with disabilities and strengthen guarantees for the protection of their rights and freedoms. The main strategy is a comprehensive approach to improving the quality and standard of living of persons with disabilities.

In 2019, a new draft law 'On the Rights of Persons with Disabilities' was developed and approved by the Government of Uzbekistan for submission to Parliament.

At the end of 2018, the 'Plan of the Education Sector (PSE) of the Republic of Uzbekistan for 2019–2023' was adopted, according to which inclusive education must respond to the needs of children with different physical and mental abilities. All children, regardless of their background, ability and gender, must have an equal opportunity to enter and graduate from an educational institution.

As mentioned earlier, from the 2020/2021 academic year, a new network of professional educational institutions is being introduced, according to which, in all four specialised vocational schools, training will begin on the basis of a two-year programme within the framework of compulsory education. This takes into account the level of complexity of the professions under study.

⁹² Decree of the President of Uzbekistan, PD-5720, dated 1 December 2017, <http://lex.uz/docs/3436196>

In accordance with the 'Concept of promoting lifelong learning in Uzbekistan', the targets for further policy formulation in the field of training socially disadvantaged and marginalised groups of the population are:⁹³

- Ensure participation, inclusion and equality so that no one is excluded from adult learning and education, and that all women and men, regardless of their age, social or economic status, culture, language, education or other factors, have the opportunity to receive high-quality training and education;
- Pay special attention to promoting and expanding access to high-quality education for vulnerable groups of the population, in particular socially vulnerable young people, migrant workers, the unemployed, the disabled, prisoners, the elderly, stateless persons, etc.

C.1.5. Flexibility to provide training to support participation in VET

Within the framework of formal education in colleges and technical schools, training is carried out on the basis of the principle of 'Education throughout life', via daytime, evening and correspondence courses.

Starting from the new academic year, flexible curricula are being introduced in professional educational institutions for periods of study from six months to two years, and in technical schools for at least two years (depending on the complexity of the professions involved).

Under the aegis of MOELR, initial vocational training is provided to help unemployed citizens between the ages of 16 and 50 find work. The Ministry offers short-term training courses ranging from one to three months in 217 regional centres covering approximately fifty specialties. Between 25 000 and 30 000 young unemployed people are trained in these courses every year. All MOELR courses are free of charge and are attended by both men and women (60% and 40% respectively).

The training covers a wide range of professional fields, the most popular of which are accounting, management, handicrafts and welding/locksmith specialties.

In accordance with the Agreement between the Uzbekistan Government and the Government of the Republic of Korea, the Korea International Cooperation Agency (KOICA) operates five training centres in

⁹³ See the draft 'Concept of promoting lifelong learning in Uzbekistan', Tashkent, 2018, http://www.dvv-international-central-asia.org/fileadmin/files/central-asia/documents/Publications_and_other_media/Publications/Adult_Education/LLL-Promotion_Concept-UZB_final_ru.pdf

Tashkent (taking 360 students annually), Samarkand (480 students annually), Fergana (480 students annually), Shakhrisabz and Urgench, offering courses to unemployed citizens⁹⁴.

Non-formal education encompasses programmes to eradicate illiteracy in both adults and young people, and classes for children out of school, as well as courses focusing on the development of life and work skills, and social and cultural development. Furthermore, this type of provision may include on-the-job training to improve or adapt existing qualifications or skills, as well as coaching for the unemployed or for the economically inactive population.

The Chamber of Commerce and Industry of Uzbekistan offers tailor-made qualification courses for businesses in subjects such as management, employee productivity, starting a business, logistics, finance and marketing strategy. The courses last between two and five days.

Professional colleges, in cooperation with the relevant ministries and departments, labour and employment authorities, and employers, regularly train people who do not have secondary specialised vocational education, as well as those who want to acquire a second specialty.

Within the framework of non-formal education, there is also traditional apprenticeship, that is, training according to the 'Master-student' system (in Uzbek: 'Usta-shogird maktabi') (UNESCO, 2018). This form of training remains relevant in some sectors. For example, in the textile sector the process begins at about the age of 12 or 13. At this stage, children learn simply by watching the craftsmen work, after school and during the summer holidays. They spend four or five years mainly just watching what the craftsmen are doing, sometimes helping in various activities. As their engagement expands and skills develop, the master begins to allocate certain jobs to them. They then receive payment for each finished item, with the master correcting any errors and continuing to control the quality of the work. The master ultimately 'gives a blessing' to their disciple when they have learnt all the secrets of production. After completing the training, the student can either continue to work with their teacher or open their own workshop.

As far as business is concerned, large and medium-sized companies are able to invest a certain amount of income in the training of their personnel. Moreover, various professional associations periodically conduct informal training for their members. However, the results of such training events are mostly not

⁹⁴ According to the MOELR.

documented and are not recorded in the documents related to those involved (for example, when changing jobs) as additional qualifications received.

With their growing popularity, the network of private courses in the country catering to start-ups is expanding, as well as programmes of instruction in certain professions, such as sewing, knitting, baking, cooking, driving, translating, accounting, programming, teaching foreign languages, tutoring, hairdressing, running private kindergartens, etc.

C.1.6 Recognition of informal and informal learning

The issue of recognising the results of non-formal and spontaneous education is a relevant one for Uzbekistan. After the completion of the previous round of the Torino Process, the Government carried out systematic work to introduce mechanisms for the assessment and award of qualifications.

On 13 May 2019, the Cabinet of Ministers of the Republic of Uzbekistan adopted a Resolution providing for the implementation of the National System for the Development of Professional Qualifications and Competencies⁹⁵.

This decree provides for the creation of non-state competency assessment centres and the introduction of a system for issuing a certificate confirming the level of professional competence in a particular specialty (profession), which forms the basis for the assignment of qualification categories.

At present, a regulatory framework is being developed for organising the activities of the non-state competency assessment centres. These centres, accredited by the MOELR, will be the competent authorities responsible for assessing the results of non-formal and spontaneous learning and awarding qualifications.

As mentioned above, the National Qualifications Framework (NQF) was approved by Government Decree on 15 May 2020, and will ensure transparency, interconnection and consistency of learning outcomes at all levels of education, as well as creating the basis for the implementation of a system of recognition, validation and accreditation (RVA) of the results of non-formal and informal learning.

This ensures the transparency of Uzbekistan's qualifications system, which will serve to recognise migrants' experience and improve the reception of their skills and qualifications in the labour markets of

⁹⁵ Resolution of the Cabinet of Ministers of Uzbekistan, No. 394, dated 13 May 2019, <https://lex.uz/docs/4334804>

destination countries. In turn, the recognition and assessment of returning migrants' qualifications can enhance their employment opportunities.

C.2: Equality and equal opportunity in VET

C.2.1. Success of learners in VET system

Comparable data on student learning outcomes in vocational education settings are limited.

Monitoring student progress begins at a very early stage in many Uzbek vocational colleges. The process frequently begins in the first year, when classes are held to determine the level of knowledge of each student in such basic subjects as mathematics, mother tongue and history.

Maintaining control over the quality of secondary specialised, vocational education entails the following rating control procedures:

- *Current assessment:* the verification of knowledge, skills and abilities through surveys, seminars and tests;
- *Intermediate assessment:* carried out at the end of the semester and at the end of the corresponding section of the curriculum via exams, tests, credits, coursework and qualification papers;
- *Final assessment:* undertaken upon completion of training at an academic lyceum or professional college in the form of state certification – exams, tests, qualification works and defence of diploma projects.

Based on the results of completion of the training course, and the process of rating control and certification, a decision is made to transfer the student to the next course or leave them in place for a second year of study.

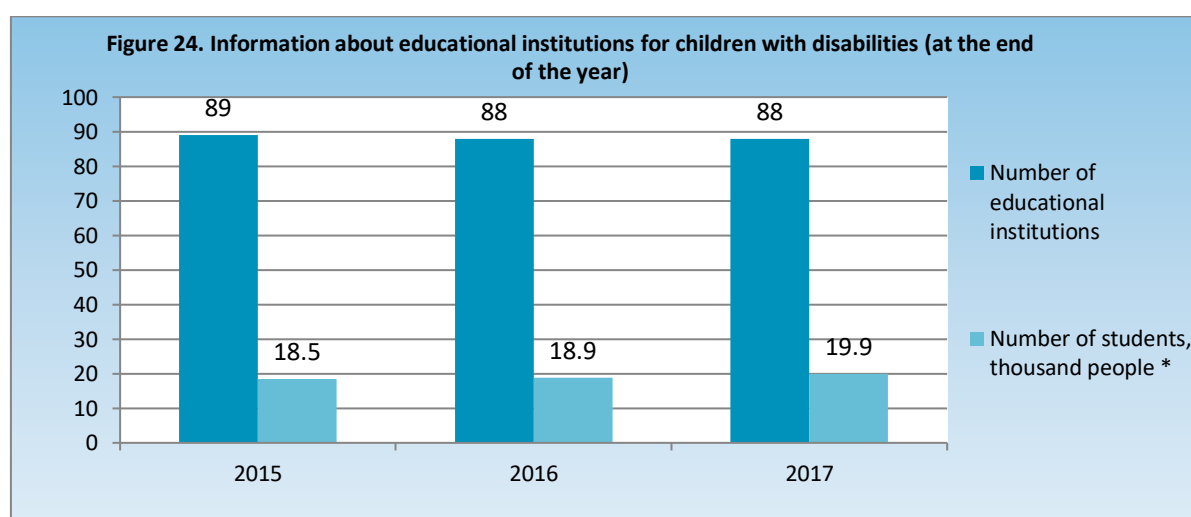
The resulting baseline is then shared with all teachers for the purpose of closely monitoring student progress. If a student has learning problems and may require increased attention, a discussion of their indicators is carried out with the head of the department responsible for the student's specialty, or with the deputy director of the college for academic work.

As a routine practice, Master Employer Professionals monitor student performance between internships.

C.2.2. VET students requiring additional learning support

In the VET system, students belonging to a socially vulnerable category of the population require additional support.

In 2017, in the general secondary education system, 19 900 pupils studied in schools and classes for children with disabilities in terms of physical and mental development (Figure 24).



Note: * Including students in special classes at general education schools, professional schools

Source: Statistics on the life of people with disabilities in the countries of the commonwealth of independent states, http://www.cisstat.com/rus/sb_invalidnost2018.pdf.

In the 2017/2018 academic year, 2 016 orphans (0.2% of the total), including 950 girls, and 2 351 (0.22%) children with disabilities, including 1 059 girls, studied at the country's colleges.

The educational process in specialised vocational colleges for persons with disabilities has a correctional focus, and students are provided with full medical and psychological support.

C.2.3. Measures to promote equity in VET

The Law of the Republic of Uzbekistan guarantees equal rights and opportunities for women and men, incorporating the following principles: legality, democracy, equality of women and men, inadmissibility of discrimination on the basis of sex, openness and transparency⁹⁶.

The state creates conditions to enable the training of socially vulnerable groups of the population, persons with low qualifications, and older workers by providing them with access to education throughout their working lives⁹⁷. Moreover, the main priority now is the formation of broad mobile skills, with the development of new, less institutionalised forms of education, to attract people with low levels of motivation and skills.

The Law of the Republic of Uzbekistan 'On Social Protection of Disabled People' provides for a form of professional education that takes place within the family⁹⁸: 'The state supports family education and self-education. Teaching children in the family and self-education is carried out according to the programmes of the relevant educational institutions'⁹⁹.

According to the State Statistics Committee, in 2017, about 8 300 people studied individually at home¹⁰⁰.

The state of affairs in the VET system in terms of equality of access to quality education is far from uniform between the capital and the regions. Along with the above general problems, educational institutions in the regions are experiencing many more problems in matters such as the provision of educational resources and the availability of highly qualified teachers.

In addition to educational institutions of different types, opportunities for obtaining new knowledge and skills can be found in the workplace, in the extracurricular activities of students, in youth work and in the activities of civil society organisations, or, for example, in the virtual space, where a person can study individually or together with others. Different social networks, cultural institutions, military service, home

⁹⁶ The Law of the Republic of Uzbekistan 'On Guarantees of Rights and Opportunities for Women and Men', dated 2 September 2019, <https://lex.uz/docs/4494873>

⁹⁷ See the Decree of the President of Uzbekistan, PD-5812, dated 6 September 2019, <http://lex.uz/ru/docs/4500929>

⁹⁸ Law of the Republic of Uzbekistan 'On Social Protection of Disabled People in the Republic of Uzbekistan', dated 11 July 2008, <http://www.lex.uz/acts/140860>

⁹⁹ Law of Uzbekistan 'On Education' (1997), Article 18.

¹⁰⁰ State Statistics Committee, Social protection of the population of Uzbekistan, <https://www.stat.uz/uploads/docs/ijtimoiyHimoya17-ru.pdf>

environment and many more factors can play a role in the formation and development of one's interest in and motivation for learning.

Centres for the vocational training of unemployed citizens are gradually being created in all regions of Uzbekistan. Their purpose is to provide free retraining and advanced training for the unemployed and temporarily unemployed in specialties and professions in demand in the labour market, with a training period of up to one year. These centres can also train those who do not have a permanent job, as well as employees – at the request of employers – up to the value of 15% of the total annual recruitment budget¹⁰¹.

C.2.4. Inclusive education and VET

The Laws of the Republic of Uzbekistan 'On Education', 'On Guarantees of the Rights of the Child', 'On Social Protection of Persons with Disabilities in the Republic of Uzbekistan' and the 'National programme for personnel training' serve as an important legal basis for the education system, allowing citizens to acquire a profession according to their interests and abilities and manifesting the creative and intellectual potential of youth. Thus, the legislative framework created in the country is a necessary basis for the further development of inclusive education in the Republic.

At the end of 2018, the 'Plan of the Education Sector (PSE) of the Republic of Uzbekistan for 2019–2023' was adopted, according to which all children, regardless of their origin, ability and gender, have an equal opportunity to enter and graduate from an educational institution.

The development of inclusive education is being successfully carried out at all levels of education – preschool, general secondary and secondary specialised, vocational education. The principles of ensuring inclusive education and creating the necessary conditions for people with disabilities are reflected in the strategic documents of the ministries of higher and secondary specialised education.

Expansion of the types of educational services provided to students with disabilities and an improvement in their quality, the development of inclusive processes in education, the introduction of adaptive technologies, as well as the creation of conditions for the social adaptation of students with disabilities and the promotion of the principle of inclusiveness, are identified among the urgent tasks within the

¹⁰¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 199, dated 10 April 2017, <http://lex.uz/docs/3163903>

framework of the 'Concept for the development of the higher education system of the Republic of Uzbekistan up to 2030'¹⁰².

The creation of an inclusive education system for teaching children with disabilities, including the provision of general education institutions that are properly equipped (with lifting devices, ramps, handrails, etc.) and staffed by appropriate personnel (teacher-experts and specialists in the psychological and pedagogical support of children), is the strategic goal of the public education system within the framework of the 'Concept for the development of the public education system of the Republic of Uzbekistan up to 2030'¹⁰³.

People with disabilities form a special target group in need of continuous education services and access to a variety of educational resources that take into account their special needs. This involves adopting the necessary non-standard technical solutions, adapting teaching methods to students' needs, and hiring specially trained teachers.

Students live in residential blocks designed for 3–4 people. The 11-year course programme prepares them for entry into higher education.

C.3: Active support for employment

C.3.1. Employability of VET graduates

It is recognised that one of the most important factors affecting both activity in the labour market and the likelihood of obtaining decent work is the level of education attained.

According to statistics, over the past five years, on average, about 45–50% of college graduates have found employment in their field of specialisation (Table 14).

Table 14. Employment of graduates of vocational colleges, 2013–2019

	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Number of graduates	505 500	498 100	482 200	478 400	457 000	454 900

¹⁰² Decree of the President of Uzbekistan, PD-5847, dated 8 October 2019, <https://www.lex.uz/ru/docs/4545887>

¹⁰³ Decree of the President of Uzbekistan, PD-5712, dated 29 April 2019, <https://lex.uz/docs/4312783>

Number of graduates who were able to find a job	361 300	407 400	405 700	415 100	336 900	n/d
Employment rate (general) (%)	71.5	81.8	84.1	86.8	73.7	n/d
Number of people employed in their professional sphere	205 300	226 400	246 200	280 600	247 700	n/d
Employment rate (by profession),%	40.6	45.5	51.1	58.7	54.2	n/d

Source: State Statistics Committee of Uzbekistan.

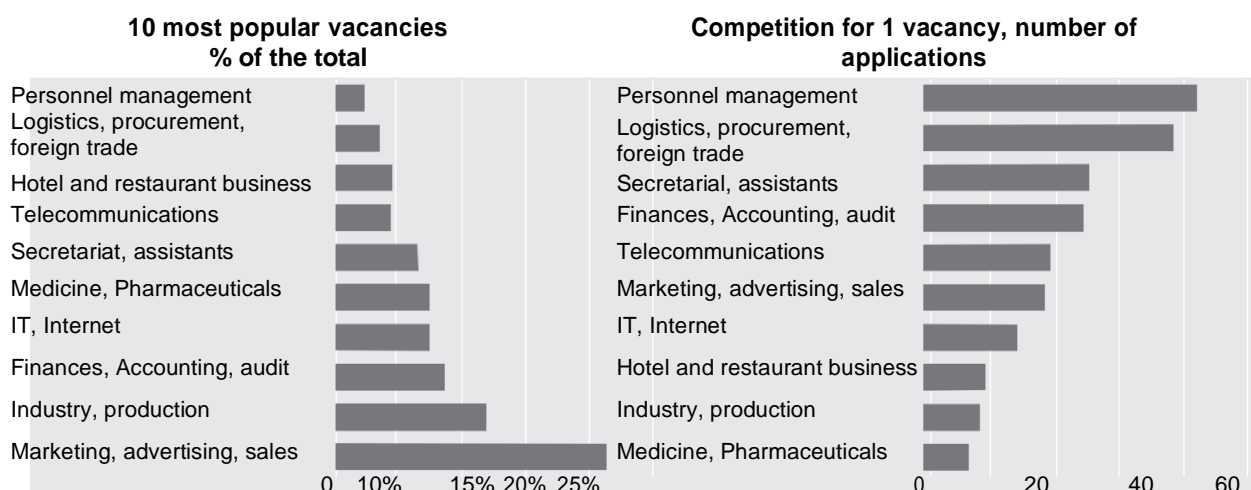
The factors that negatively affect the employment of graduates include the following: (1) the level of organisation of the educational process in vocational colleges, including the applied educational and regulatory documents, as well as the duration of training, not corresponding to the level of complexity of professions; and (2) inadequate planning of industrial practice leading to a drop in the quality of the knowledge obtained, and thus a weak demand for graduates in a number of areas of education, as a result of which it has been necessary to organise additional training for them in the workplace after completion of their studies¹⁰⁴.

Also, studies by international experts have shown that graduates of the education and vocational training system at all levels have skills that do not meet the requirements of the labour market. In addition, graduates lack not only the relevant technical skills but also the 'personal skills' necessary to gain employment.

The next problem in the field of employment is the discrepancy between the structuring of training quotas and the needs of the economy. Research by HRC Consulting shows that in recent years there has emerged a shortage of technical specialists with advanced skills and experience, as well as managers with up-to-date knowledge in the field of management. HRC Consulting's analysis of occupation supply and demand by qualifications, vacancies and youth employment is provided in Figure 25.

Figure 25. Supply and demand in the labour market by occupation

¹⁰⁴ Decree of the President of Uzbekistan, PD-5313, dated 25 January 2018, <http://lex.uz/docs/3523198>



Source: UNDP, Sustainable employment in Uzbekistan: current situation, problems and solutions, Analytical report, 2018.

Youth employment is greater, on average, among people with higher education. In particular, it is much easier for young people with higher education to find work in comparison with graduates of secondary and secondary specialised educational institutions.

The low level of enrolment in higher education in the Republic has led to a serious shortage of qualified specialists. For example, according to a survey of employers, a lack of necessary knowledge and skills among the labour force was identified as the most common problem they faced, and about half the respondents (49%) noted a shortage of qualified specialists with higher education. The problem of the lack of qualified personnel is especially acute among technical workers (UNDP, 2018).

C.3.2. Economic factors affecting the transition from education to employment

The main problem in the employment of graduates in the past has been that the system of training in professional colleges did not meet the real needs of the various economic sectors, while the established quotas for admission to vocational colleges did not take into account the realities of the labour market. As a result, this system has led to problems with regard to the employment of graduates¹⁰⁵.

¹⁰⁵ Decree of the President of the Republic of Uzbekistan, 'On measures to radically improve the system of general secondary, secondary specialised and vocational education', No. PD-5313, dated 25 January 2019, <http://lex.uz/docs/3523198>

The relationship between employment and education has been considered in many studies by international experts. In particular, Ajwad and colleagues (2014, p. 19), using household survey data, established a positive relationship between education and employment. For example, 57% of respondents with secondary education were employed, while among those with higher education the rate was 77%.

It is thought that the higher level of employment among university graduates is the result of greater demand for such employees because they are more productive. This assumption is confirmed by Ajwad and his colleagues (2014, p. 21). They found that wages for employees with tertiary education are, on average, 55% higher than those for workers with secondary education.

In addition to the above, imbalances in the labour market also arise due to the problem of the 'drainage of young talent', that is, young people leaving the country in order to earn decent wages as well as to access work experience and professional growth.

C.3.3. Review of policies to support employment opportunities and the transition to employment

Despite the fact that the Republic devotes a great deal of attention to education issues, the vocational education system of Uzbekistan is strongly biased against the needs of the private sector and cannot cope with the rapidly changing structure of the economy and the requirements of the labour market.

The Government of Uzbekistan has adopted a wide range of measures to encourage employers to provide students with internship places and to hire graduates of colleges and universities.

It should be noted that the Decree of the President of 24 May 2017 'On measures to further improve state policy in the field of employment and radically increase the efficiency of labour bodies' and the Decree 'On measures to organise the activities of the Ministry of Employment and Labor Relations' provide for fundamentally new levers to assist graduates into employment. Firstly, from 1 January 2018, the established rate of the single social payment for graduates of colleges, lyceums and universities working in the private sector in their first job, was reduced – by 50% in their first year of employment and by 25% during the second and third years. Secondly, in order to prevent data regarding the employment of college graduates from becoming lost, after receiving a passport, they are assigned a so-called ITN

(individual taxpayer number)¹⁰⁶. Tracking the movement of social insurance contributions according to the ITN allows the state to accurately establish whether a graduate has been employed, and, accordingly, take the necessary measures to ensure their future employment.

Furthermore, graduates who have registered with the state as individual entrepreneurs are exempt from making tax payments for a period of six months.

Job fairs have become an effective form of promoting the employment of college and university graduates. At these events, participants can demonstrate to potential employers the job skills they have acquired during their college years. To enable this, sites are created where various types of equipment are located, in particular, places are organised for college graduates to demonstrate such skills as bricklaying, painting, welding, installing plumbing products, pattern cutting and sewing, hairdressing, catering, pastry chef work, handicraft making, electrical appliance repair, etc.

A great deal of attention is paid to the involvement of graduates in entrepreneurial activities. To this end, the current educational processes of colleges and lyceums include practical training courses that explain in an accessible way how to become an entrepreneur, including the effective use of all the resources created by the state to support novice businessmen and women.

There is a special online portal 'Create your business', where graduates can find examples of business projects that have been approved and financed by banks, as well as success stories of other entrepreneurs. Video materials on organising your own business in real conditions have been prepared and distributed. In these resources, using specific examples, the process of developing a graduate's own business idea is revealed.

Graduates of higher and secondary specialised, vocational educational institutions are further encouraged to start their own business. In particular, in order to enhance their employment prospects, as well as supporting widespread involvement in entrepreneurial activity and providing financial support for their business ideas, start-up weeks are held across all regions of the country, within which all the necessary conditions are created for graduates to implement their innovative ideas and start a successful business.

¹⁰⁶ Interview given by the Minister of Employment and Labor Relations of the Republic of Uzbekistan A. Abdukhakimov to the news agency 'Uzbekistan Today', <http://old.mehnat.uz/ru/newnews/view/698>

The 'Business Angels' system has also been introduced, whereby successful and wealthy entrepreneurs select the most promising business ideas and projects proposed by graduates of colleges and lyceums, and take full responsibility for their implementation, including through direct financing and guarantees, pledging their property against bank loans, as well as providing other assistance to young entrepreneurs in the development of their business. A new microcredit scheme for start-up businesses, introduced as an experiment in Tashkent, which establishes preferential terms for graduates, also forms an effective incentive. The involvement of graduates of educational institutions in entrepreneurial activity has a multiplier effect in solving employment problems, since, according to the experience of previous years, it has been observed that a graduate who starts his or her own business also employs an average of 2.4 people, most often their own peers.

In terms of the vocational retraining of the unemployed population in the regions of the Republic with a labour surplus, a list of basic vocational colleges has been determined where the unemployed can be equipped with a new profession to gain subsequent employment.

To support the prospects for self-employment in the population, it is planned to radically expand access points and the volume of microcredits issued by commercial banks, primarily in the field of individual and family entrepreneurship and home-based work, and also including people in rural areas who manage plots of land for personal subsistence.

To order to ensure openness and transparency regarding the results of activities in the labour market, a procedure has been introduced for the weekly publication of information on the state of the labour market and employment levels in the population, including statistics showing the number of citizens who applied to the labour authorities and their success in finding employment, as well as data on new vacancies and jobs created.

In 2019, the MOELR introduced a new type of service to assist in the provision of employment for persons with disabilities, according to which organisations that have recruited persons from socially vulnerable groups in excess of the established minimum quota are allocated subsidies to the value of two minimum wages for each employee hired monthly for 12 months.

C.3.4. Career guidance

One of the key reasons for the imbalances in the labour market and the low level of competencies, as confirmed by the stated views of employers, is the lack of an effective system of vocational guidance for young people in the Republic.

The professional orientation of students is organised and carried out in the country's schools on the basis of the Law of the Republic of Uzbekistan 'On Education' (1997) and the 'National Programme for Personnel Training' (1997), among other measures (Almatova, 2016).

Vocational guidance in schools is not related to the production base of enterprises and employment services, which is not a negative factor, but it does require the organisation of vocational guidance work in enterprises and firms in order to ensure employment, professional adaptation and the social protection of young professionals and workers.

The system of vocational guidance of students in Uzbekistan has its own specific features: firstly it is an integral part of the general secondary education system and is implemented in general education and specialised schools; secondly, the results of the vocational guidance of schoolchildren are of current importance for professional colleges and academic lyceums, where graduates of secondary schools continue their studies.

The four tracks of vocational guidance in the country's secondary schools are:

1. *Professional information*: familiarising students with the 'world of professions' and their classifications, modern types of production, the state of the labour market, the needs for personnel, the content of professions and the forms and conditions for their development, individual professional requirements, opportunities for pursuing a professional career, and the potential for working specialists to grow and extend their careers and qualifications;
2. *Professional consultation*: providing assistance to students in professional self-determination so that they can make informed decisions when it comes to choosing a professional path, taking into account their psychological characteristics and capabilities, as well as the needs of society;
3. *Vocational guidance diagnostics*: the identification and assessment of students' interests in terms of academic subjects, sciences, professions and areas of professional activity, as well as their inclinations, hobbies and professional intentions;
4. *Psychological and pedagogical diagnostics*: the identification and assessment of individual students' abilities, character traits, temperament type, personal characteristics and qualities, in connection with vocational guidance and their readiness to choose a profession and educational institution (professional college, academic lyceum, university).

In order to support the development of the country in terms of innovation, it is necessary to identify the abilities of the younger generation. To correctly determine the right direction for them to take, young people need the help of professional psychologists and career counsellors

With the resumption of 11-year education (since 2018), the issue of vocational guidance in schools has become acute in Uzbekistan. Within the framework of the basic curriculum of general secondary education, a course for the discipline 'Vocational education' was introduced for the 11th grade in secondary schools on the topic 'Development of personal skills of competitiveness in the labour market', covering vocational guidance, the basics of labour legislation, how to find suitable vacancies in the labour market, writing a résumé and preparing for an interview with a prospective employer, and the paperwork involved in employment¹⁰⁷.

Representatives of private business have begun to get directly involved in the process of organising career guidance. For example, the KNAUF company in Uzbekistan has developed and implemented the 'Find Your Vocation' programme, which aims to help high school students choose their future profession.

The MOELR and its structural divisions, together with various research organisations, conducts sociological research to identify the professional preferences and work orientation of young people and the unemployed, as well as coordinating information and vocational guidance work among young people on choosing the direction of their future careers and the formation of professional plans that are appropriate to the potential development of the labour market.

Summary and analytical conclusions

First challenge. The low attractiveness of vocational education, including training for professions.

Factors of the first challenge: College programmes in the past failed to take into account the levels of difficulty involved in various professions, so the duration of the programmes was set at three years for all occupations; training was carried out only on a full-time basis and the adult education system was not developed; the material and technical base of vocational colleges did not correspond to the growing needs of courses, with workshops insufficiently equipped with the necessary components and spare parts; and a systemic approach was lacking in terms of improving the creation, development and publication of educational methods.

Challenge solutions: In 2018, the government of Uzbekistan decided to abandon the three-year compulsory vocational education. Starting from the 2020/2021 academic year, educational programmes

¹⁰⁷ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On measures to improve the activities of the Ministry of Employment and Labor Relations of the Republic of Uzbekistan', No. 1066, dated 31 December 2018, <https://lex.uz/docs/4143050>

will be introduced that take into account the level of complexity of the various professions and the requirements of professional standards for specialties demanded by the labour market. Also, learning for adults on the principle of lifelong learning has begun to be widely introduced.

Progress in implementing solutions: In the context of reforms, the scale of secondary specialised vocational education has changed significantly. Now, the network of professional educational institutions consists of 340 vocational schools, 147 colleges, which will operate mainly under the sectorial ministries, and 143 technicums at higher educational institutions (universities), as well as vocational training centres under the MOELR.

Colleges and technicums implement educational programmes based on the principle of lifelong learning in the form of full-time, evening and correspondence courses. The duration of educational programmes in colleges ranges from six months to two years, according to the complexity of the professions and specialties, and in technicums at least two years. The length of training programmes in MOELR vocational training centres ranges from three months to one year, depending on the level of complexity of the chosen professions.

The introduction of evening and part-time forms of education, which were not provided previously, will create the right conditions for those wishing to undertake retraining or attend advanced training courses without interrupting their working lives.

In order to expand the availability of vocational training, in 2019 the MOELR introduced a mechanism that provides for the allocation of grants to vocational education institutions, funded by the State Employment Promotion Fund, to finance the costs of vocational retraining for unemployed persons, especially citizens who have returned from labour migration abroad, girls and women from low-income families.

Recommendations: Renewal of the material and technical base of vocational schools, colleges and technicums could be financed both by the relevant ministries and through attracting donor organisations. It is also important to introduce vocational guidance systems and organise processes for student consultation to support graduates in their transition into the labour market.

Key too is the implementation of a system for the development and regular updating of educational programmes and teaching materials, taking the requirements of professional standards into account.

Second challenge. The system for the independent assessment and recognition of the results of non-formal and spontaneous learning in Uzbekistan is not developed.

Factors of the second challenge: Lifelong learning includes all forms of education and training designed to ensure the participation of all citizens, including adults, in their communities and in the workforce.

Currently, VET legislation does not provide mechanisms for the recognition of qualifications acquired outside formal education. There are limited opportunities for both employed and unemployed people to follow courses of interest that are not related to vocational education (within the formal education system).

Challenge solutions: Step-by-step, all components of the national qualifications system should be implemented, including the National Qualifications Framework, sectoral qualifications frameworks, sector skills councils, national professional standards, independent certification and educational programmes that incorporate the best international practice. In addition, clear criteria and mechanisms for the recognition, certification and accreditation of all forms of education in formal, non-formal and informal settings, including adult education, need to be developed and put into practice.

Progress in implementation solutions: The relevant Presidential Decree has been adopted, providing for the introduction of the necessary components of the national qualifications system, including the National Qualifications Framework, sectoral qualifications frameworks, sector skills councils, national professional standards and educational programmes drawing on international best practice.

On 15 May 2020, the National Qualifications Framework was approved and sectoral councils on professional qualifications are gradually being created. The development of national professional standards has thus begun.

The vocational training provided by the MOELR includes that which takes place in vocational training centres established in the regions. The Ministry offers primary vocational education for unemployed citizens between the ages of 16 and 50 (without a prior high-school diploma) to support them in finding work.

Recommendations: Revise the current regulatory framework and make appropriate changes regarding the recognition of the results of non-formal education; introduce modular competency-based curricula; bring in a flexible, decentralised system for the development of training programmes; introduce a system of independent certification of qualifications as one of the components of the national qualifications system; increase the motivation of students in advanced training courses.

D. Internal efficiency and operation of the VET system

D.1: Teaching and learning environment

D.1.1. Teaching and learning methods, including work-based learning

The current state of education in vocational schools is characterised by a traditional form of pedagogy based on classroom teaching.

Students are grouped according to courses of study, and to the subject of study, in departments. The number of students in classes in academic lyceums is set at up to 26 students, in professional colleges the maximum is 30 students.

In vocational colleges, cognitive skills are taught predominantly in the first year of the curriculum, with the second and third years of study mainly devoted to technical specialties and practical training in the workplace, while academic lyceums continue to develop cognitive skills throughout the three years of study.

The training of students is carried out on the basis of the interaction of vocational education with science and industry by creating a systematic process for students of vocational colleges to undertake industrial practice within relevant enterprises.

The VET curriculum includes work experience designed to help students acquire practical skills, usually taking place in the third year of study. With the aim of organising these internships, vocational colleges maintain relationships with leading local employers in various specialties.

The percentage of hours spent in practical training is 14.4% of the total. Employers are directly involved in evaluating vocational college graduates for technical proficiency, in both theory and practice.

The country's vocational training centres, funded by grants from the Government of the Republic of Korea, place particular emphasis on the methodology of on-the-job training. The duration of training and retraining courses for specialists in these centres is up to 10 months, of which six months are spent at the centre itself and four months at work.

Within the framework of non-formal education in Uzbekistan, the practice of 'Usta-shogird', which means 'teacher-student', operates. In the course of teaching, the teacher complements instruction on theory with historical overviews and practical exercises. The results of this process can be assessed very positively by employers, for which not only the teacher but also the student can be financially rewarded.

D.1.2. The teaching and learning environment

The situation under '9 + 3'¹⁰⁸

Under the old system, the level of organisation of the educational process in professional colleges, the applied educational and regulatory documents, and the duration of training courses did not correspond to the level of complexity of the professions taught.

Vocational colleges were given the pedagogical freedom to make adjustments of up to 10% in the scope of the work plans for the training offered, taking into account the needs of local employers. These adjustments could be made only within the category of special subjects (i.e. 23% of the teaching time); changes were not allowed in the parts of the curriculum relating to general education subjects (43.8% of the total load of 4 470 hours), which were mandatory for all students regardless of their specialisation.

In 2017 the World Bank estimated that the overall physical conditions in vocational college buildings in Uzbekistan were satisfactory, but there was an obvious need for vocational colleges to improve their infrastructure, including the renovation of workshops. Workshop equipment in many vocational colleges in Uzbekistan was found to be outdated and often unsuitable for practical training (World Bank, 2017a).

Training workshops had lost their relevance and no longer corresponded to the training path pursued, being insufficiently equipped with the necessary components and spare parts. The average level of materials and technical equipment in vocational colleges was only 56% of requirements, and 2.2% of these institutions (i.e. 31 colleges) lack training workshops. Furthermore, the organisation of industrial practice did not meet the requirements of the labour market, which led to a decrease in the quality of the acquired knowledge and, accordingly, a weak demand for graduates¹⁰⁹. As a result, it was necessary to organise additional on-the-job training after graduation.

The adoption of the relevant decrees of the President and the Government of the country determined the tasks of modernising the material and technical base of professional educational institutions and the content of VET, taking into account the requirements of the labour market.

¹⁰⁸ This relates to the system before the reforms started in 2017; namely, 12 years of compulsory education, comprising nine years at the general secondary level and three years of specialised secondary, vocational training.

¹⁰⁹ See the Decree of the President of Uzbekistan, No. PD-5313, dated 25 January 2018, <http://lex.uz/docs/3523198>

D.1.3. Policies to improve training/teaching and learning methods in VET

The Government of Uzbekistan, together with donor organisations and the relevant ministries, is currently taking the necessary measures to improve teaching and learning methods in the VET system.

The most important task of the training system in the field of vocational education is the organisation of the pedagogical process based on new forms and methods, bringing the requirements of national vocational education standards into line with the requirements of the International Standard Classification of Education¹¹⁰.

As part of the implementation of the 'Plan of the Education Sector of Uzbekistan for 2019–2023', the use of educational resources including the introduction of information and communication technologies to support pedagogy in professional education is envisaged.

Massive online open courses (MOOCs) and virtual classrooms will be made available in educational institutions through the use of ICTs in an effort to improve the quality of education in general and VET and higher education provision in particular.

Projects implemented in the VET system with the participation of UNESCO, the European delegation, ADB, GIZ, DVV International, the British Council, Erasmus Plus and other donor organisations provide training for teachers as well as exchange programmes to improve the training and education system in professional colleges.

Successfully piloted in colleges and supported by the British Council, the Competence-Based Teaching (CBT) initiative focused on the tourism sector¹¹¹. The plan is now for Competence-Based Teaching to be implemented in colleges from pilot sectors such as construction, agriculture, textiles and information technology. This project hence provides for the professional development of teachers within the framework of the competency-based curriculum.

On 18–19 November 2019, the Erasmus representative office in Tashkent held a seminar aimed at improving the quality of teaching in educational institutions by introducing new curricula, modern pedagogy and intelligent technologies into the educational process, supported by the participation of

¹¹⁰ Ibid.

¹¹¹ British Council: Employment Skills Development Project.

experts with extensive experience of working with international institutions and European educational standards¹¹².

Following the 'Concept for the promotion of lifelong learning in Uzbekistan', the target for further policy and strategy formulation is the 'Development of modular VET curricula', taking a competency-based approach and using recognised tools and methods capable of transferring labour market requirements to learning programmes¹¹³.

D.1.4. Improving the training and learning environment

In line with the 'Education Sector Plan (ESP) of Uzbekistan for 2019–2023'¹¹⁴ and the 'Concept for the development of higher education up to 2030', the issue of integrating education into production is currently under revision, including the organisation of training in the workplace, the development of private institutions for training and retraining personnel using advanced methods, and the introduction of mechanisms from developed countries, with the involvement of individual experts and donors.

The Uzbekistan Education Sector Plan 2019–2023 includes 'Strategic area 4', according to which, over the next five years, vocational and higher educational institutions will be modernised and equipped with modern teaching aids. Digital technologies will also be introduced into the learning process.

To ensure its further strengthening and effective use, the priority task of the new training system in the field of VET is the formation of a modern material and technical base for vocational colleges, including highly effective teaching and laboratory equipment, computer technology and innovative technology parks¹¹⁵.

¹¹² <http://www.erasmusplus.uz/ru/news/137.htm>

¹¹³ See the draft 'Concept for the promotion of lifelong learning in Uzbekistan', Tashkent, 2018, http://www.dvv-international-central-asia.org/fileadmin/files/central-asia/documents/Publications_and_other_media/Publications/Adult_Education/LLL-Promotion_Concept-UZB_final_ru.pdf

¹¹⁴ Education Sector Plan 2019–2023, Uzbekistan, <https://www.globalpartnership.org/content/education-sector-plan-2019-2023-uzbekistan>

¹¹⁵ Decree of the President of the Republic of Uzbekistan, PD-5313, dated 25 January 2018, <http://lex.uz/docs/3523198>

D.2: Teachers and trainers

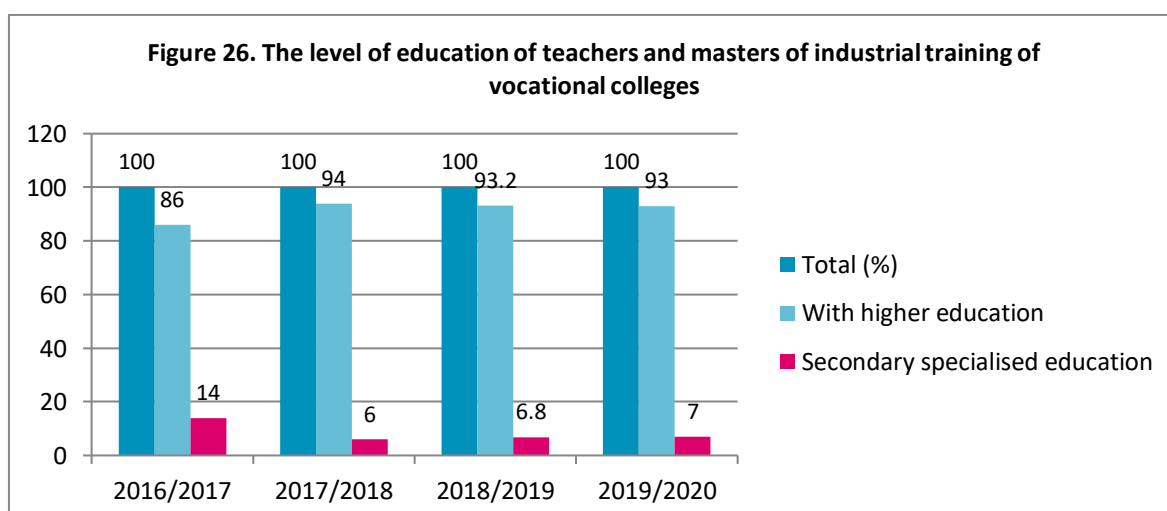
D.2.1. Composition of the workforce of VET teachers and trainers

As presented in Block A, in connection with the transition from the 2017/2018 academic year to the 11-year compulsory general secondary education system and the beginning of the reform of the VET system, the number of teachers and masters in vocational educational institutions has sharply decreased.

In July 2019 the total number of instructors in industrial training (including part-time workers) amounted to 32 300 people, but by the beginning of the 2019/2020 academic year this number had decreased by 46% to just 18 100¹¹⁶.

The classification of teachers of vocational educational institutions by educational level in 2016–2019 is presented in Figure 26.

There are five career levels for teachers responsible for industrial training (practical instruction) in the VET system in Uzbekistan. The initial level is for teachers with only a SSVE diploma. The next and largest group comprises teachers with higher education, making up about 93% of the total (see Figure 26). This level also includes teachers in the senior, lead and head teacher categories.



Source: State Statistical Committee of Uzbekistan.

¹¹⁶ According to MOHSSE.

Teachers' career development depends on many factors, including academic background and certification results. Promotion therefore hinges on the results of certification and the fulfilment of other requirements, such as possessing a Master's degree (mandatory for the position of senior teacher) and work experience, which is confirmed or increased based on the results of theoretical tests and the presentation of a portfolio every 3–5 years.

The career path of teachers is determined by the results of their certification. This procedure is conducted annually in March–June and teachers have to renew their certification every five years, although, upon written application, they can take undergo the process ahead of schedule.

According to the results of certification, teachers are assigned the second or first and highest qualification categories and a certificate is issued assigning the appropriate qualification.

As noted above, at the beginning of the 2019/2020 academic year, the number of teachers in professional colleges was 18 100, of which 16 800 are educated to higher education level and 1 300 have a specialised secondary education. A further analysis of teachers' levels of education in the regional context is shown in Table 15.

Table 15. Teachers of professional colleges in the 2019/2020 academic year, by region

Regions/Viloyats	Share of teachers with higher education (%)	Share of teachers with secondary specialised education (%)
Republic of Uzbekistan	92.5	7.5
Republic of Karakalpakstan	95.5	4.5
Regions/Viloyats		
Andizhan	92.1	7.9
Bukhara	93.4	6.6
Dzizzakh	92.3	7.7
Kashkadarya	99.2	0.8

Navoi	94.7	5.3
Namangan	90.5	9.5
Samarkand	87.2	12.8
Surkhandarya	92.8	7.2
Sirdarya	88.6	11.4
Tashkent	88.0	12
Fergana	92.6	7.4
Khorezm	98.2	1.8
Tashkent city	97.0	3.0

Source: The State Statistics Committee of Uzbekistan.

The general distribution by age for teachers and masters is as follows: 36% of teachers are under 30; 32% are between 30 and 40; 20% are aged 40–50; 11% are between 50 and 60 years old; and 1% are over 60.

By region, the distribution of teachers by age is relatively similar: in Bukhara and Samarkand, there is a rather high proportion of teachers under 30 years of age. The generally young age of teachers is probably due to the fact that many of them come directly from university and have little or no experience in companies. This is supported by a weighted average of 36 years of age and a simple average of 14 years of teaching experience.

D.2.2. Entering the teaching profession in VET

According to Article 5 of the Law of the Republic of Uzbekistan ‘On Education’¹¹⁷, a person with appropriate education, professional training and high moral qualities has the right to engage in teaching activities. A pedagogical, engineering-pedagogical or relevant higher education in the subject taught is further required.

The preliminary training of teaching staff is carried out in the higher education system (institutes and universities). Teacher education programmes include both teaching practice and content knowledge. The

¹¹⁷ Law of the Republic of Uzbekistan ‘On Education’ (1997).

duration of the Bachelor of Education programme is four years, comprising 204 weeks in total, during which students receive theoretical and practical training, the latter lasting approximately 16 weeks.

In addition, prospective teachers act as observers in 20–25 classes of 45 minutes each to learn from more experienced teachers. Induction programmes exist, but the focus is on how to follow administrative procedures rather than teaching and learning (World Bank Group, 2018).

Students who graduate from university have the right to teach in educational institutions, including colleges and lyceums. Thus, prospective teachers need to have a higher education qualification in their specialty, at least at Bachelor's level. There are also teachers with Master's and doctoral degrees.

For the position of administrative staff in an educational institution, there are also no special requirements except that the incumbent must have at least three years of work experience as a supervisor or a PhD degree.

VET teaching staff are divided into two professions: teachers, who teach only theory, and masters, who conduct practical classes in seminars.

Novice pedagogues, after graduating from higher educational institutions or vocational education institutions, are assigned a qualification category (position) in the following order:

- *Teachers with secondary specialised, vocational education:* the position of a teacher with secondary specialised, vocational education;
- *Teachers with a Bachelor's degree:* the position of a specialist or teacher with a higher education;
- *Specialists with a Master's degree, as well as teachers with higher education obtained before the introduction of academic degrees:* the second qualification category or the position of a senior teacher (teachers with this qualification category or position will be involved in the next certification in five years);
- *Teaching staff with a PhD or Doctor of Science (DSc) degree:* the highest qualification category or senior teaching position (teaching staff with this qualification category or position do not participate in certification)¹¹⁸.

¹¹⁸ See the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of the regulation on the procedure for attestation of pedagogical personnel of preschool, general secondary, specialised secondary, professional and out-of-school state educational institutions', No. 392, dated 13 May 2019, paragraph 83.

The teacher selection and recruitment process is neither rigorous nor comprehensive enough, as it often does not include assessments of subject knowledge and teaching skills, instead relying on an evaluation of a study portfolio and a certain amount of practical experience.

To recruit a teacher, the college places an advertisement at the local Jobcentre and/or in the local newspaper. After that, a competitive selection process is carried out based on information about the applicants' work experience, educational background and other key qualifications.

It is common practice for each professional college to set up a commission to manage the recruitment or dismissal of faculty members, including screening and interviewing and making the final decisions.

Teachers with higher education in non-teaching disciplines must take refresher courses in order to teach in vocational colleges and lyceums. These courses are offered in various options. The Institute under the Ministry of Higher and Secondary Specialised Education and other specialised higher education institutions offer full-time retraining courses lasting up to 16 weeks or 576 hours.

D.2.3. Employment status of teachers in VET

At the beginning of the 2019/2020 academic year, out of the total number of teachers and vocational training masters employed in the VET system, 93% are higher education graduates.

Almost 90% of the teaching staff are full-time and over 50% are women. VET teachers in Uzbekistan are relatively young – more than 50% are under 45 years old – while the average amount of teaching experience held is 12 years and their overall average work experience is 15 years. Almost 80% of teachers teach in Uzbek, and only 3% teach in Russian (World Bank Group, 2018).

In the VET system, the employment of teachers was connected directly with the local governing bodies – the khokimiyat – which determined the enrolment quota for students with regard to the economic development of the area. This quota determined the expenditure of each college, including the cost of conducting practical training.

Professional colleges recruit and fire teachers in accordance with the applicable laws. For some technical professions, apprenticeship masters work for companies when they have completed their teaching duties.

Compared to the 2016/2017 academic year, currently about 90% of college teachers have moved to schools, academic lyceums and other organisations due to the reforms and the suspension of student admissions to colleges from the 2017/2018 academic year.

There is a high turnover among the teaching staff due to the reform of vocational education. The demand for the best teaching staff remains high, especially at the regional level.

D.2.4. Quality of teachers and trainers in VET

The assessment of the activities of teachers and masters in the VET system is carried out with the aim of stimulating improvements in teaching and pedagogical skills; creating opportunities for earning higher wages; and supporting the learning of foreign languages. Also, the prevalence of computer technologies and information and communication technologies, including the Internet, make it mandatory to have practical skills in using the global information network¹¹⁹.

Based on the assessment of the teacher's performance and the attestation process results, if they do not pass the certification they can be downgraded to a lower level in their career pathway, and once they reach the lowest level, they may eventually be dismissed from the profession.

Certification is carried out in two stages: in the first stage the results of the qualification test in the certified subject, as well as teaching skills and work efficiency are studied by an expert group and appropriate recommendations are made; in the second stage the certification commissions analyse the results of the first stage, study the sets of documents (portfolios) collected in the certification process, and decide whether to leave the teacher in their current qualification category (position) or transfer them to another one.

However, because assessments are conducted every five years, ineffective teachers can remain in the classroom, affecting their students' performance, for several years before specific action is taken.

Advanced training and retraining of teaching staff in the vocational education system is carried out under the leadership of the Institute of Pedagogical Innovations, Retraining and Advanced Training of Management and Pedagogical Personnel of Professional Education under the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan.

Refresher courses for VET teachers are held in selected higher education institutions. The institution proposes the candidacy of a teacher for the advanced training course, the responsible territorial

¹¹⁹ See the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, 'On approval of the regulation on the procedure for attestation of pedagogical personnel of preschool, general secondary, specialised secondary, professional and out-of-school state educational institutions', No. 392, dated 13 May 2019.

vocational education department then determines the training needs and makes the final decision regarding the list of students for the upcoming advanced training course.

Courses are offered in a variety of formats, including face-to-face training, a combination of face-to-face sessions and individual or practical college assignments, mentor-learner arrangements, and hands-on internships with firms.

The curriculum of refresher courses is updated every three to five years, as mandated by the MOHSSE. Further education courses cover areas of general knowledge, knowledge and skills related to the teaching profession in general, and knowledge and skills related to relevant subjects areas and topics.

Out of the 144 hours of one-to-one instruction, 82 are dedicated to practice in teacher specialisation, lesson preparation and analysis of experience. Practical sessions include field trips to other educational institutions. At the end of the training, the participants take an exam. In addition to full-time training, time is also allocated for distance learning totalling 178 hours.

Further education courses for each area of study are the same throughout the country and do not take into account the specific needs of vocational colleges and teachers. Thus, there are limited options for educators to choose between continuing education or the courses they would like to attend.

According to the groups of local experts, the shortcomings of the personnel development system include:

- (a) A formalist approach to organising advanced training on the part of educational institutions and the Institute for Advanced Training;
- (b) The value of improving qualifications suffers from low prestige due to the inefficiency of the process;
- (c) Guaranteed equal wages for teachers, including inadequate funding for the qualification improvement system;
- (d) The weak material, technical and methodological base of the Institute for Advanced Training;
- (e) The problem of 'ToT' (Training of Trainers), i.e. the level and training of those who teach teachers.

Furthermore, there is no specific training in financial and human resource management in the system, which is urgently needed.

Collaborative professional development practices such as mentoring and coaching are not yet common in terms of the professional development opportunities provided to teachers in Uzbekistan.

Obviously, in this area it is important to establish cooperation between state educational institutions and private training providers and NGOs. This is especially so in the field of social and human sciences, where the issue of VET has actually become secondary, and particularly in sociological matters, which include the social consciousness of the teacher and student.

D.2.5. Attracting and retaining teachers and trainers in VET

In Uzbekistan, teachers have low status and are poorly paid, and therefore vocational colleges face serious difficulties in attracting qualified specialists from their respective industries.

Among the main challenges facing the VET system, UNICEF points in particular to the training and recruitment of qualified personnel capable of preparing students for the demands of the labour market (UNICEF, 2018). In practical terms, attracting teachers with a certain specialty is not being achieved in the regions, even though it is precisely in the regions where new jobs are being created and creative personnel are needed.

The qualification requirements for teaching work often fail to attract potentially talented teachers, since they have been developed on the basis of old principles; for example, the position and status of a teacher is firmly tied to the acquisition of a scientific degree, ignoring more flexible and realistic indicators and criteria.

In addition, attracting and retaining teachers is the task and prerogative of the leadership of the educational institution. However, students themselves could be included in this process, for instance through highlighting the value of a particular teacher due to their high level of authority among students and professionals.

With the introduction of reforms in VET provision, to be developed following the adoption of the relevant Decree of the head of state¹²⁰, perhaps new, effective mechanisms for attracting, motivating and remunerating teachers will be introduced, since the attractiveness of VET in general will depend on them.

D.2.6. Steering, motivating and supporting professional development

In accordance with the Decree of the President 'On measures to reform management in the field of higher and secondary specialised education'¹²¹, the main directions for a radical improvement of the system are

¹²⁰ Decree of the President of the Republic of Uzbekistan 'On additional measures to further improve the vocational education system', No. PD-5812, dated 6 September 2019, <https://lex.uz/ru/docs/4500929>

developing modern and independent thinking through educated and highly qualified personnel, and ensuring the quality of training for teachers by equipping them with up-to-date knowledge and relevant qualifications, as well as proficiency in information and communication technologies and foreign languages.

In September 2015, the government of Uzbekistan, together with the heads of state from 192 member countries of the United Nations (UN), pledged to implement the programme 'Transforming our world: the 2030 agenda for sustainable development'¹²², along with the Sustainable Development Goals (SDGs) as a monitoring mechanism.

Uzbekistan has since taken the necessary steps to adapt and localise these internationally agreed indicators. In 2017, by a Decree of the President of the Republic of Uzbekistan, the 'Strategy of Action' was approved in five priority areas of the country's development for the period 2017–2021, which includes 'continuation of the course for further improving the system of continuing education, increasing the availability of high-quality educational services, training highly qualified personnel in accordance with modern labour market needs'¹²³.

On 20 October 2018, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 841 'On Measures to implement the national goals and objectives in the field of sustainable development for the period up to 2030', which identified 16 goals and 127 tasks. According to Target 4c of this Resolution, it is planned to 'significantly increase the number of qualified teachers (educators) by 2030, including through international cooperation in training, retraining and advanced training of teachers'¹²⁴.

In order to provide the VET system with qualified teaching staff and create opportunities for their professional development, a number of necessary measures have been introduced in the country. For

¹²¹ Decree of the President of the Republic of Uzbekistan, PD-5763, dated 11 July 2019, <http://lex.uz/docs/4415393>

¹²² <https://sustainabledevelopment.un.org/post2015/transformingourworld>

¹²³ <http://www.lex.uz/ru/docs/3107042>

¹²⁴ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On measures to implement the national goals and objectives for sustainable development for the period up to 2030', No. 841, dated 20 October 2018, <http://lex.uz/docs/4013358>

example, every three years VET teachers are required to take mandatory continuing education courses provided by higher education institutions¹²⁵. Further education courses are funded by the state.

According to the current regulations, training in advanced training courses lasts one month (24 days, 144 hours).

Internships for production support masters – practising teachers – are held in the sectoral spheres of higher education. For example, teacher-masters in information technology may undergo basic and advanced training in ICT at a specialised university.

In addition, teachers can take private or additional professional development courses, which they must pay for themselves, and can also participate in conferences and other events to improve their qualifications. Obtaining internships and making business trips at the expense of donor organisations was and still is welcomed.

There are several motivational mechanisms in place, such as recognition at the college level of the teacher's work, which are rewarded with diplomas and a full semester bonus of up to 40% of salary.

The salaries of teachers in professional educational institutions increase in parallel with improvements in their qualification categories, which serves as an incentive for teachers' career development.

It should be noted that assignment to the second, first and highest qualification categories to teachers is carried out according to the results of their certification, which is carried out every five years.

D.2.7. Ensuring the quality of teachers in VET

The quality assurance system for teachers consists of regulations and procedures to control, track and evaluate their performance.

In accordance with the Law 'On Education', the State Educational Standards determine the requirements for the content and quality of general secondary, specialised secondary, vocational and higher education.

Responsibility for support and quality assurance is distributed at all levels of management.

¹²⁵ Resolution of the President of the Republic of Uzbekistan 'On measures to further improve the system of training and staffing with qualified pedagogical personnel of secondary specialised, vocational educational institutions', No. PP-1761, dated 26 May 2012, <https://lex.uz/docs/2015822>

The State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers (hereinafter referred to as the State Inspectorate) is authorised to implement state policy in the fields of quality control of the teaching staff, the basic and advanced training of personnel, and the assignment of qualification categories to teachers within the education system.

The State Inspectorate is also authorised to carry out the certification and state accreditation of educational institutions, regardless of their departmental subordination and organisational and legal forms.

The Ministry of Higher and Secondary Specialised Education (MOHSSE) is the body responsible for the direct management and development of higher and secondary specialised education in the country.

The quality assurance of VET teachers is implemented through a process of certification which should be carried out every three years. It is also foreseen that a bonus may be awarded to teachers for good results. Where teachers fail the re-certification process, they must attend special training courses.

Colleges apply a year-round monitoring mechanism for all teachers and specialties. This consists of several components, including observing lessons, monitoring student attendance and extracurricular activities (for example, success in subject Olympiads), measuring student proficiency (based on test results) and carrying out student surveys.

Assessments of teachers' work are undertaken on a regular basis, including by questioning students. For example, the results of a survey conducted by World Bank experts in 2017 indicate that administrators of VET educational institutions and their students are generally satisfied with the quality of their teachers' work, grading them as 4 on a scale from 1 to 5 (the maximum score being 5) (World Bank, 2017a).

College teachers can receive salary increases (up to 40%) that reflect, among other factors, their students' performance in various competitions, such as subject Olympiads.

D.3: Quality and quality assurance

D.3.1. Quality and relevance of education and training content in VET

The current VET educational standards define the expectations and requirements for the competencies of VET graduates, setting out the form of VET programmes and serving as a starting point for the development and application of subject content, curriculum, pedagogical aspects and assessment in vocational colleges.

The state educational standard of secondary specialised, vocational education, approved by the Resolution of the Cabinet of Ministers¹²⁶, includes four components: (1) the basic curriculum of secondary specialised, vocational education; (2) general requirements for graduates of secondary specialised and professional educational institutions; (3) the structure of qualification requirements by areas of education; and (4) requirements for the development of a national classification of professions, specialties and areas of training.

The VET system curriculum consists of three main parts: general education subjects, professional courses that students study within their specialty, and practical work in a relevant industry, which is compulsory for all students, regardless of the chosen specialty.

According to the State Educational Standard, of the required 4 470 hours of study, 43.8% is allocated to general education subjects, 23% to professional subjects, 29.2% to practical work, and the remaining 4% to other subjects and certification¹²⁷.

The current practice is that VET standards ensure consistency in curriculum delivery, with the proviso that vocational colleges have the right to adapt their curriculum to local needs.

Unfortunately, the present standards and their content, including VET curricula and the requirements for assessing the skills of graduates, have proved to be insufficiently effective in meeting the needs of the labour market.

Research by international experts has shown that graduates of the education and vocational training system at all levels have skills that do not meet the requirements of the labour market, as well as highlighting poor 'personal skills'. Employers report a shortage of adequately trained workers and a lack of personal skills such as communication, teamwork and higher-order thinking (UNESCO, 2018).

¹²⁶ Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of state educational standards of secondary and secondary specialised, vocational education', No. 187, dated 6 April 2017 and 'On approval of the regulation on secondary specialised, vocational education in the Republic of Uzbekistan', No. 200, dated 6 July 2012.

¹²⁷ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of state educational standards of secondary and secondary specialised, vocational education', No. 187, dated 6 April 2017. See also the Resolution 'On approval of the regulation on secondary specialised, vocational education in the Republic of Uzbekistan', No. 200, dated 6 July 2012.

Employment levels for graduates of vocational colleges and the main factors affecting this are presented in Block B.3.

The compulsory and free vocational education that was provided until 2018 did not produce good results for the labour market. The employment level of VET graduates in 2017 was 54.2%. Among those in employment, only 59% of men and 51% of women were hired in positions related to their field of study, and 60% were hired below their skill level¹²⁸.

The current situation suggests that vocational colleges and employers are not engaging at a sufficient level to address the above challenges, including skills development, curriculum improvement and hands-on learning. In principle there is cooperation, but in practice a gap exists between vocational colleges and employers.

D.3.2. Defining the quality of learning outcomes

The Law of the Republic of Uzbekistan 'On Education', adopted in 1997, does not determine the quality of education. For this we need specific quality standards for the work of educational institutions and new mechanisms for assessing their performance.

The new edition of the draft law on education defines the quality of education as 'compliance of the level of preparedness of students with state educational standards and state educational requirements'¹²⁹.

One of the main indicators of the quality of education are the results of educational institutions, the achievement of which depends on many factors.

To ensure the quality of vocational education and training, state educational standards (SES) have been developed and approved by the Cabinet of Ministers of the Republic of Uzbekistan. These standards determine the requirements for the quality of personnel training; the content of education; the necessary and sufficient level of students' preparedness and the qualification requirements for graduates of

¹²⁸ ADB, Employers survey, TA9256, 2018.

¹²⁹ Draft law of the Republic of Uzbekistan 'On Education' (new edition), <http://parliament.gov.uz/ru/laws/discussed/28291/>

educational institutions; the required volume of the study load; and procedures and mechanisms for assessing the performance of educational institutions and the quality of training¹³⁰.

The SES further establish the requirements for the final results of education, including the procedure for the periodic assessment of students' level of knowledge and professional skills, as well as monitoring the quality of educational activities.

Also established by the SES are the norms and requirements for teaching and educational processes, the necessary pedagogical technologies and information support for the education system, as well as the control of the levels of education and the qualifications of students and graduates of educational institutions.

The SES also form the basis for the creation of other documents regulating the educational process and the assessment of the activities of educational institutions.

Approval of and amendments to the SES are carried out by the Cabinet of Ministers of the Republic of Uzbekistan as the requirements for certain levels of education and training of personnel change in line with the country's socio-economic development.

SES are accepted for compulsory execution by the authorised educational authorities and educational institutions.

In accordance with the approved standards, ministries and departments that have professional educational institutions, including the MOELR, where the Vocational Training Centres are located, establish educational and professional programmes and carry out their practical development.

The differentiation of teaching loads depending on the abilities and needs of students and the determination of educational content in excess of the norms established by the state educational standards, fall within the competence of the sanctioned educational and local executive authorities.

The State Inspectorate for Supervision of Quality in Education is responsible for ensuring the quality of education at the system level.

¹³⁰ See 'Regulations on state educational standards', approved by the Resolution of Cabinet of Ministers of Uzbekistan, No. 5, dated 5 January 1998.

D.3.3. Quality assurance processes in VET

As noted in Block B, Uzbekistan's large working-age population and the expected structural changes in its economy will, first, increase the demand for vocational education, and, secondly, contribute to changes in the qualification requirements of the labour force, and, as a consequence, the quality standards of vocational education and training.

Today, in practice, quality assurance in the education system is viewed as a system of quality control. According to experts from Pearson, the current quality assurance system for VET is completely ineffective given the lack of goals, clear criteria for success and data related to student achievement (Pearson, 2018).

Quality control of vocational education and training operates, especially at the system level, through an independent assessment of the results of vocational education and monitoring the quality of assessment and learning outcomes based on modern criteria, alongside institutions' own systems for internal and external assessment.

The types of quality control exercised over secondary specialised, vocational education are as follows.

(1) External control. The State Inspectorate for Supervision of Quality in Education (the State Inspectorate), created under the Cabinet of Ministers of the Republic of Uzbekistan, is an independent agency responsible for quality assurance in the country's VET system, including the certification of students, teachers and administrators.

The State Inspectorate is responsible for: (a) the implementation of state policy in the field of quality control of the educational process, including teaching staff, and the training and professional development of teachers in the education system; (b) the certification and state accreditation of public and private educational institutions; (c) ranking educational institutions according to their compliance with state educational standards; and (d) issuing licences to private training providers, (e) monitoring the quality of the educational process¹³¹.

¹³¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On organising the activities of the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan', No. 515, dated 18 July 2017.

Today, the main strategy of the State Inspectorate encompasses the transition from quality control to quality assurance, with the dissemination of best practices and standards in educational institutions, and each educational institution taking responsibility for the quality of education provided.

(2) Internal control. This is exercised by each vocational education institution on the basis of the regulations regarding the rating control system, as approved by the authorised state body.

The VET curriculum includes work experience designed to help students acquire practical skills, usually taking place in the third year of study. In order to organise such internships, professional colleges maintain relationships with leading local employers in various specialties.

Partnerships of this kind are concluded on the basis of a four-way agreement – between the VET institution and the company organising the internship, as well as the student (and his/her family), and the municipal authorities (to guarantee the provision of a job and internship).

A mentor is assigned to each student, who supervises and monitors the progress of the internship.

(3) State and public control. This is wielded by the authorised state body for education management and, by agreement, non-governmental non-profit organisations and candidates for personnel.

Local government bodies ensure compliance with state requirements for the quality and level of education, as well as the professional activities of teaching staff.

State control over compliance with the requirements of the standards is carried out by the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan through the following means:

(a) assessment of knowledge, abilities and skills acquired by graduates of vocational education institutions; (b) analysis of curricula and programmes; and (c) evaluation of the pedagogical technologies used by education providers.

(4) Final state certification. This is carried out in accordance with the regulations on the procedure for conducting final state certification in vocational educational institutions¹³².

After completing a three-year vocational college course, graduates must pass a final certification process in order to receive their accreditation.

¹³² Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of state educational standards of secondary and secondary specialised, vocational education', No. 187, dated 6 April 2017.

Appropriate certification commissions are created for different specialties to coordinate this process. These commissions are composed of representatives of employers (70%) and college staff (30%); the commission is chaired by a representative of the relevant industry. Thus, employers are directly involved in assessing the technical proficiency of vocational college graduates, both in theory and practice.

Responsibility for the process of ensuring the quality of vocational education is assigned to employers, heads of educational institutions, institutes for advanced training and retraining of managers and teaching staff.

The old quality assurance system, which operated within the framework of the obligatory three-year vocational education, did not meet the demands of the modern labour market.

Employers and vocational college administrators interviewed by the World Bank for its 2017 VET assessment found that existing workers, as well as VET graduates entering the labour market, lack a number of key socio-emotional skills.

The results of a survey carried out in professional colleges showed that there is a discrepancy between the knowledge and skills acquired by graduates within their educational programmes and the competencies that employers require (World Bank, 2017a).

The procedures for developing and assessing qualifications and ensuring their quality, as well as involving stakeholders in the accreditation process, require reforming the system to include the training of highly qualified personnel to meet the requirements of the labour market, and the implementation of international standards for assessing the quality of education.

D.3.4. Creating and updating VET content

The Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan is responsible for the implementation, coordination, methodological guidance and maintenance of the state educational standards.

These standards are developed for each area of training following extensive consultations with stakeholders, including relevant ministries and departments, as well as employers. The standards define the competencies that students must develop over three years of study in the VET system.

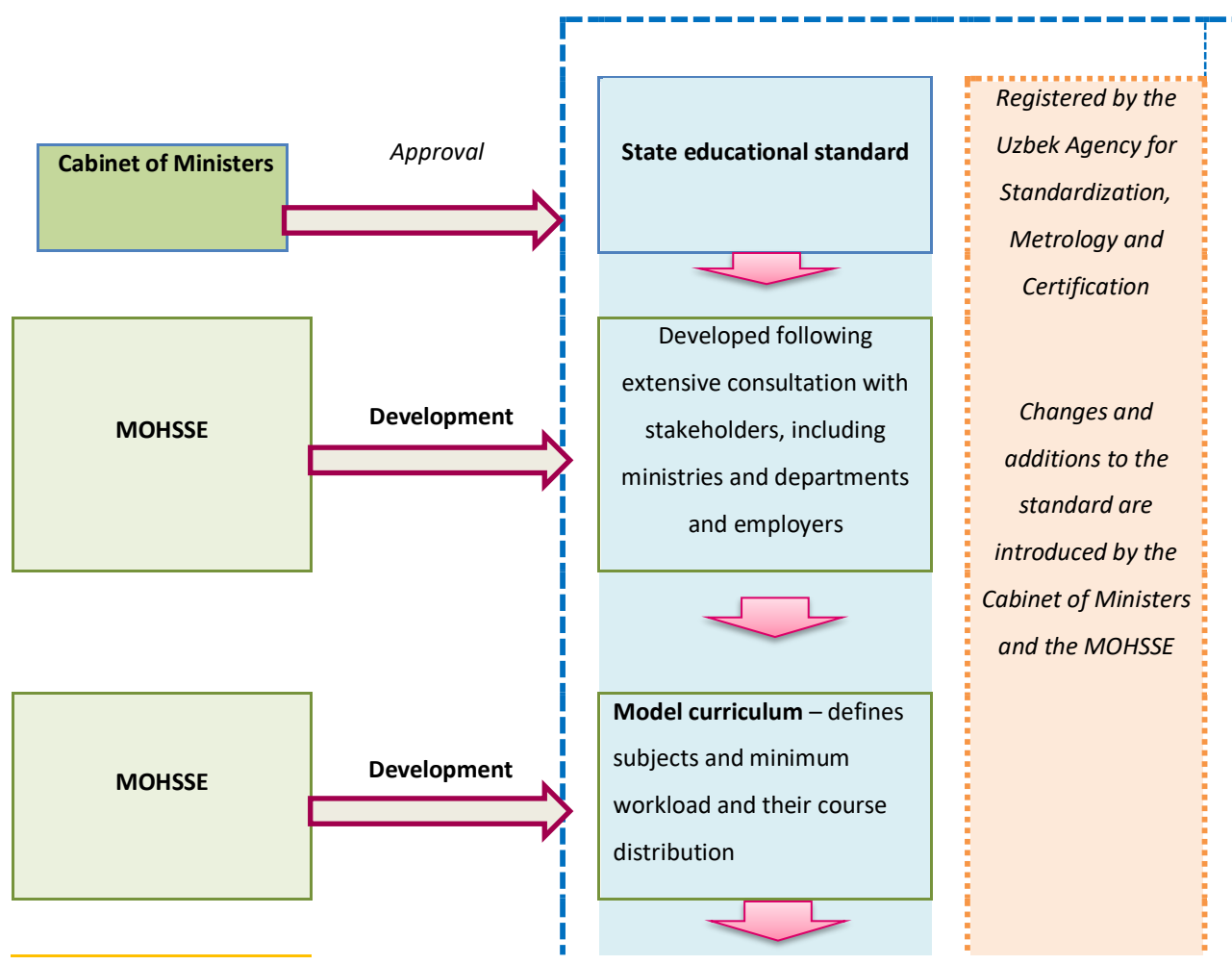
The state educational standards are registered by the Uzbek Agency for Standardization, Metrology and Certification.

In line with the requirements of the educational services market, the approval of qualification requirements for newly introduced areas of study is carried out after the successful completion of pedagogical experiments (during a full three-year training cycle) and their expert assessment.

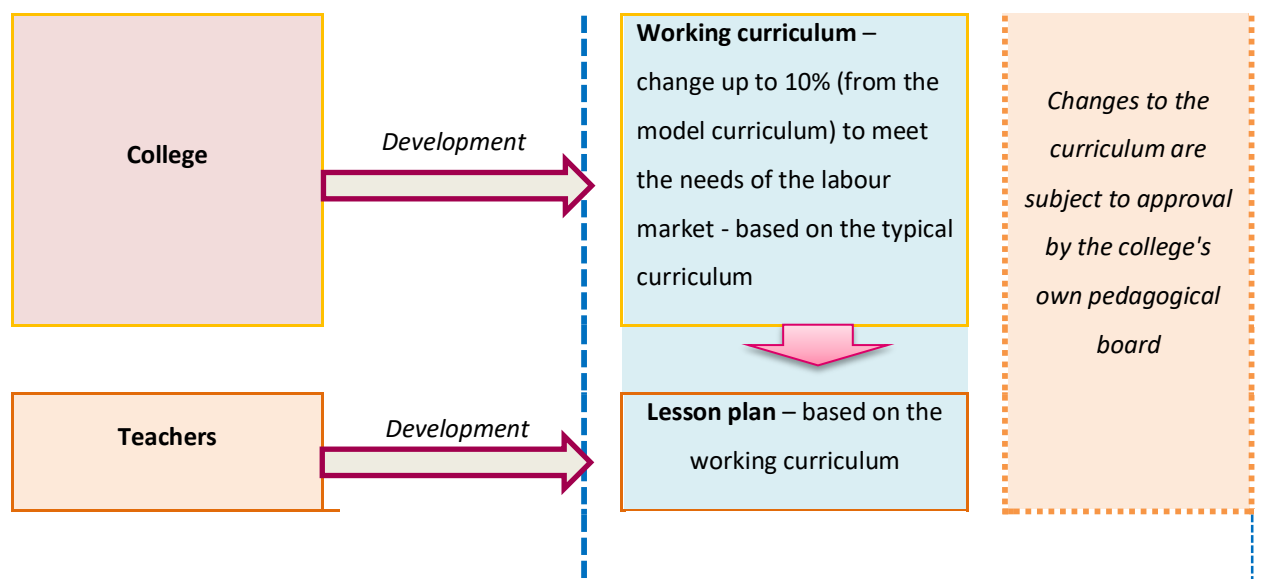
Changes and additions to the state educational standard are carried out by the Cabinet of Ministers and the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan¹³³.

Figure 27 illustrates the process of developing educational programmes and activities.

Figure 27. The process of developing educational programmes and activities



¹³³ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of state educational standards of secondary and secondary specialised, vocational education', No. 187, dated 6 April 2017.



Source: MOHSSE.

The MOHSSE and its territorial divisions, with the participation of employers, are responsible for developing a standard curriculum.

A typical vocational education curriculum, covering the names of the departments, the minimum workload and its distribution by courses, is developed separately for academic lyceums and vocational colleges and forms the basis for the development of their working curricula.

After approval of the MOHSSE model curriculum, each college develops a working curriculum based on this sample. Vocational colleges have the power to adjust their curriculum by up to 10% to meet the needs of the labour market. These adjustments can be made only in the part of the curriculum that relates to special subjects; changes in terms of the general education subjects that are compulsory for all students, regardless of their specialisation, are not allowed.

In vocational colleges, cognitive knowledge is taught primarily in the first year of the curriculum, while the second and third years are mainly devoted to technical specialties and practical training in the workplace, while academic lyceums continue to develop cognitive knowledge throughout the three years of study.

After defining a working curriculum, teachers should develop their lesson plans.

Any changes to the curriculum are subject to approval by the college's own pedagogical board. This policy provision helps to ensure the agility of colleges, especially in meeting the needs of small and medium-sized enterprises (SMEs), by making colleges more sensitive to fluctuations in local markets.

The Ministry of Higher and Secondary Specialised Education, together with the Ministry of Labor and Social Protection of the Population and the Ministry of Health of the Republic of Uzbekistan, are in the process of developing special programmes of secondary specialised and vocational education for persons with disabilities.

It should be noted that the content of the current study programmes does not reflect the qualifications based on learning outcomes. However, the reform and further development of the vocational education system provides for the modernisation of standards, curricula, programmes and educational literature.

As part of the implementation of various projects, and with the participation of international donor organisations, training programmes are being developed and implemented at the pilot level, taking into account the best international practice. For example, a modular training approach is being trialled within the framework of the project 'Development of professional skills in Uzbekistan' (a joint Uzbek-Swiss project), as well as Competence-Based Teaching (CBT) for skills development, with ADB participation, which involves the development of professional standards, curricula, modular training programmes and teaching materials, together with defining assessment requirements and creating tools for competency-based assessment.

In Uzbekistan, the introduction of elements of the national qualifications system is at an early stage. The situation in the external and internal labour market dictates that qualifications for each specific profession are developed with the participation of employers, in accordance with the levels of the National Qualifications Framework.

D.3.5. EU key competences

State educational standards and curricula are based on international practice, taking national conditions into account, and define clear learning goals and key competencies that the student must achieve at each stage of the educational process.

The national VET standard and programmes reflect some of the EU's core competencies, which are important in enabling learners to thrive over the course of their lives.

Table 16 shows the correlation between EU core competencies and core competencies according to VET standards.

Table 16. Correlation between EU core competencies and competences according to VET standards in Uzbekistan

Key EU Competencies	Basic Competencies for VET Standards*
Mathematics, science, technology and engineering	Mathematical literacy, knowledge and use of scientific and technical innovations
Digital competence	Competence in working with information
Personal, social and educational competence	Self-development
Civil responsibility	Socially active civic competence
Understanding cultural characteristics	National and general cultural competence
Language skills	Communicative competence
Literacy	–
Entrepreneurship	–

Note: * See the 'Qualification requirements for secondary specialized general education subjects of vocational education', Appendix 3 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 187, dated 6 April 2017.

These competencies are formed among students in general education subjects. Also, based on the content of each subject, students develop general competencies in this field.

However, the current curriculum is too rich and subject-specific and does not give enough attention to the competencies and skills required in the labour market.

The MOHSSE is currently working on revising the standards and the curriculum to make them more suitable for competency-based learning. Accordingly, the system is tasked with preparing all supporting teaching aids, such as textbooks, and teachers will be trained to use and evaluate the new curriculum during implementation.

D.3.6. Policies to strengthen quality assurance

In accordance with the Decree of the President, No. PD-5763, dated 11 July 2019¹³⁴, the main focus for improving the system of higher and secondary specialised, vocational education is the training of educated and highly qualified personnel, equipping them with modern knowledge and qualifications as well as mastery of information and communication technologies and foreign languages.

As noted above, at the end of 2018, Uzbekistan adopted a new five-year Education Sector Plan, 2019–2023, which provides long-term strategic guidance for addressing the key policy priorities for the country's education system.

As part of the implementation of this plan, the National Qualifications Framework (NQF) will be finalised for the vocational education system. On the basis of the NQF, the sectoral qualifications framework (SQF) and the national professional standards (NPS) will be developed. Consequently, the VET curricula will be revised based on the NQF, SQF and NPS.

The Decree of the President PD-5812, dated 6 September 2019, identified specific tasks for the development and implementation of the National Qualifications Framework as well as the sectoral qualifications framework, the national professional standards and other elements of the national qualification system based on international best practice¹³⁵.

It is hoped that adoption of the National Qualifications Framework will ensure transparency, interconnectedness and consistency of learning outcomes at all levels of education. Furthermore, it aims to create the basis for the implementation of a system of validation, recognition and accreditation of non-formal learning outcomes.

The transition between various qualifications, as well as the recognition of previous education gains and individual achievements will be simplified.

¹³⁴ Decree of the President of the Republic of Uzbekistan 'On measures to reform management in the field of higher and secondary specialised education', PD-5763, dated 11 July 2019, <http://lex.uz/docs/4415393>

¹³⁵ Decree of the President of the Republic of Uzbekistan 'On additional measures to further improve the vocational education system', dated 6 September 2019, No. PD-5812.

Since 2019, Uzbekistan has for the first time introduced a system for the certification of qualifications through non-state competency assessment centres, which is one of the key elements in ensuring the quality of VET¹³⁶.

Assessment methods and certification procedures will also be revised to keep pace with changes in the curriculum. In addition, the hands-on content or interface with industry will be given more weight in the curriculum and in the final grades.

Summary and analytical conclusions

First challenge. The organisation of industrial practice in the past did not meet the requirements of the labour market, which led to a decrease in the quality of the knowledge acquired and, accordingly, a weak demand for graduates.

Factors of the first challenge: Training workshops lost their relevance and did not correspond to the course of training pursued. They were insufficiently equipped, lacking the necessary components and spare parts, which were infrequently updated. The average level of material and technical equipment of vocational colleges was only 56% of requirements, and 2.2% of these institutions (i.e. 31 vocational colleges) lacked training workshops. In addition, the educational process in vocational colleges was mainly aimed at first gaining knowledge and then skills (i.e. practical training began in the second half of the 2nd year).

Challenge solutions: The Education Sector Plan of Uzbekistan for 2019–2023 includes ‘Strategic area 4’, according to which, over the next five years, professional educational institutions will be modernised and equipped with modern facilities. Furthermore, new professional standards are being developed in relation to the requirements of the labour market.

The ‘Concept for the development of higher education up to 2030’ provides for the integration of education into practice, including the organisation of on-the-job training, and the development of private institutions for the training and retraining of personnel using advanced methods, with the involvement of individual experts and donors.

¹³⁶ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan ‘On measures to improve the system of professional training of qualified personnel in demand in the labour market’, No. 394, dated 13 May 2019.

It is necessary to enhance the training of the masters responsible for the industry-related component in order to improve the practical education of students in colleges.

A presidential decree was adopted on 6 September 2019, in accordance with which a new network of professional educational institutions is being implemented. The priority tasks of professional educational institutions are the formation of a modern material and technical base for vocational colleges, including highly efficient teaching and laboratory equipment, up-to-date computer equipment and innovative technology parks.

Progress in implementing solutions: Since September 2019, sectoral ministries and departments, to which professional educational institutions are attached, have been carrying out a systematic evaluation of the current situation in professional colleges in order to determine a process of modernisation and equip them with the necessary components and spare parts.

Internships for industrial training masters (practitioners-teachers), will regularly take place in industry-specific areas. For example, teacher-master's in information technology will undergo basic and advanced training in information and communication technologies at a specialised university.

It should be noted that changes in the field of VET, including the modernisation of training workshops and the introduction of the latest teaching methods, require a certain amount of time in order to produce the expected results. However, representatives from education and industry have already found constructive solutions and agreed on the terms of training corresponding to various professions' differing levels of complexity; mutual trust between the educational system and employers has thus begun to grow.

Recommendations: The material and technical base of vocational schools, colleges and technical schools should be renewed, both at the expense of the sector ministries and through attracting donor organisations. Colleges should be given full independence to achieve their goals within the established norms, and have the power to organise practical training in the workplace delivered by the foremen-practitioners working in the enterprise. Further training for masters of industrial training, who are engaged in the theory and practice of professional education, must also be organised in the relevant workplace by agreement with the employer.

Second challenge. The professional level of teaching staff is low, while the pace of retraining and advanced training for teachers is very slow.

Factors of the second challenge: Continuing education courses for each area of study are the same across the country and do not address the specific needs of vocational colleges and teachers. Thus,

there are limited options for educators to choose between training courses or select the ones they would like to attend.

In terms of professional development opportunities, collaborative professional development practices such as mentoring and coaching are not yet common for teachers in Uzbekistan.

No transparent system for assessing the qualifications of teachers and students in college has been established. The credit-modular system, which would allow teachers to train in the most flexible conditions, has not been introduced.

Challenge solutions: It is necessary to introduce professional competence standards for VET teachers. All VET teachers must have appropriate theoretical and practical knowledge in their areas of professional competence, as well as teaching skills that are appropriate for the type and level of activities they are called on to conduct.

The system of professional development for teachers should be flexible. It should take into account the latest technological changes in the sector and be aimed at achieving a certain level of qualifications.

A system of continuous professional development of management and teachers, from beginner to advanced level, should be introduced, taking into account the levels of the National Qualification Framework, and oriented towards producing results.

Progress in implementing solutions: Teachers are now recruited to vocational educational institutions on the basis of criteria established by professional standards. The salaries of teachers in professional educational institutions are increasing in parallel with the improvement of their qualification categories, which serves as an incentive for teachers in terms of developing their careers.

The 'Concept for the development of the higher education system up to 2030' has been adopted, according to which the proportion of professors-teachers who improved their qualifications or completed an internship in foreign countries should be expanded from 2% in 2019 to 20% in 2030. The concept also provides for the creation of mechanisms for establishing targeted educational programmes, professional development courses and retraining, with training conducted through higher educational institutions, and for attracting experienced practitioners from production based on requests from individual customers.

Recommendations: It is necessary to decentralise the system for providing retraining and advanced training for teaching staff in the VET system, which could be achieved by introducing alternative and flexible ways of increasing professional competence, based on the principle of lifelong learning.

A system of independent assessment and certification of the professional competence of VET teachers should be introduced, based on the standards of professional competence and taking the best international practice into account.

Third challenge. The teaching methodology employed and the level of implementation of modern forms of education in colleges lag behind the experience of the advanced world.

Factors of the third challenge: There is insufficient autonomy among teachers, and a system for training and retraining such specialists as masters of industrial practice, ‘trainers of trainers’, examiners and others who should constantly develop the research potential of vocational education, has not been developed.

The level of implementation in the educational process of modern progressive pedagogical techniques and the latest forms of education ICTs has remained unsatisfactory, since there is no need to use such tools due to the limited integration of classes with the practical needs of the labour sector.

This problem has arisen gradually since the introduction of knowledge assessment based on theoretical tests, in which the effectiveness of the teacher was entirely directed towards knowledge acquisition. Such a system began to lose its relevance when both technological advances and the globalisation of education required a radically new approach.

Challenge solutions: A mechanism is needed to ensure the regular professional development of specialists responsible for educational and methodological activities, and a methodological base for organising meaningful training delivery, qualifications and other types of teacher training should be developed.

A unified information platform for vocational education – Information Management System for Vocational Education – should be introduced which contains educational, methodological, regulatory and statistical data in the field of VET, as well as information on the provision of state interactive services, providing for the possibility of creating online processes to manage applications for job vacancies.

Progress in implementing solutions: A new regulation on vocational education, which establishes the requirements for the integration of modern pedagogical technologies and the latest forms of education into the educational process, using the resources of information and communication technologies, has been approved by government decree.

Recommendations: Provide teachers with more autonomy in implementing innovative and effective teaching methods, while increasing accountability for their performance, including recognising certification as part of professional development.

Support the implementation of innovative forms of education, including a system of advanced training, particularly in partnership with private training providers within the framework of a public-private partnership policy, and including opportunities at the international level for exchange programmes to establish educational mobility.

E: Governance and financing of VET

E.1: Institutional arrangements

E.1.1. Effectiveness of institutional and governance arrangements

As described in Block A, in Uzbekistan the state plays a major role in the management, financing and delivery of VET. VET institutions have been operating year after year with quantitative expansion as their main strategic goal. Since government subsidies have been guaranteed in compulsory vocational education, there has been little incentive to change VET provision and increase its relevance.

While the VET system in Uzbekistan is heavily dependent on government funding, the mandatory three-year VET system did not use finance as a strategic policy tool to improve the quality of college graduates' training and performance in the labour market.

The main deficiencies in the management of the previous VET system were: (a) under the previous three-year compulsory vocational education system, admission quotas for vocational colleges were established centrally and without taking into account labour market conditions; and (b) there was no effective interaction or continuous dialogue and consultation between educational institutions and employers.

The concept of institutions generating their own income is not developed in Uzbekistan, except for the provision of paid educational services. Transparent and efficient mechanisms should be introduced for the targeted use of funds saved as a result of the efficient use of available resources.

Professional educational institutions have accumulated some experience in the implementation of modern methods of quality management in education. But, this experience is insufficient to ensure the quality of the training given to qualified personnel in order to meet the requirements of the labour market.

There are a number of problems in the management of the quality of education in educational institutions, for example:

- The quality management system in educational institutions does not comply with the requirements and recommendations of the quality management standards ISO 9001: 2001 and ISO 21001: 2018.
- There are not enough qualified managers at the management level of educational institutions, and insufficient motivation for effective management.

- Managers of professional colleges do not have sufficient competence to work with partners from business entities and employers.
- There is low stakeholders involvement in the training management process.
- The work of the Board of Trustees of colleges is insufficiently effective.

E.1.2. Accountability, leadership and control

Before the reform of the VET system

According to the Law of the Republic of Uzbekistan 'On Education', the main regulatory body of the education system is the Cabinet of Ministers of the Republic of Uzbekistan.

The chief tasks of the regulator and the management system of vocational education and training in Uzbekistan are presented in section A.2.2.

During the previous and current round of the Torino Process, overall responsibility for the management and coordination of VET in the country was assigned to the Centre for Vocational Education (CVE) under the MOHSSE.

At the central level of management, the structure of the Centre for Vocational Education consists of (i) the Institute for Innovative Development, Advanced Training and Retraining of the Teaching Staff of the Vocational Education System and (ii) the Branch Service for Metrological Control. The functions of management and coordination are shared by the territorial departments of the Centre for Vocational Education created in each of the 14 regions of the country (including the city of Tashkent)¹³⁷.

The MOHSSE, in close cooperation with the ministries of economy and labour, worked out admission quotas for each area of study and specialisation. The coordination of work on the transfer of students from general education schools to the vocational education system was carried out jointly by the Ministry of Public Education and the State Inspectorate for Supervision of the Quality of Education, under the Cabinet of Ministers of the Republic of Uzbekistan, which deals with issues of external quality control and the certification of personnel. The Chamber of Commerce provides links to the labour market. MOHSSE and vocational colleges also cooperate with territorial and regional authorities, as well as employers. The main roles and responsibilities of the participants in the VET system are shown in Table A3 in the Annex.

¹³⁷ According to the structure approved by the Decree of the President of the Republic of Uzbekistan, No. PP-3504, dated 3 February 2018.

The Vocational Education Centre (formerly CVE) has developed state standards for each area of study following consultations with stakeholders, including relevant ministries and departments as well as employers. The standards, reviewed and approved by the Cabinet of Ministers, define the competencies that students must develop during their studies at college.

The Presidential Decree ‘On measures to reform management in the field of higher and secondary specialised education’ was adopted with the aim of effecting major improvements in the field of higher and secondary specialised education. According to this decree, the Centre for Professional Education of the Ministry of Higher and Secondary Specialised Education was abolished, and all its rights and obligations moved to the ministry¹³⁸.

E.1.3. Governance reforms

In order to improve the system of vocational education in the light of advanced foreign experience, as well as training qualified and competitive personnel for the labour market and ensuring the wide involvement of employers in this process, a new system of primary, secondary and secondary specialised, vocational education, along with a new network of educational institutions, is being introduced in Uzbekistan. The Decree of the President of the country provides for the transfer of the leadership of professional educational institutions to the relevant ministries, as well as state institutions or enterprises operating in the same sector¹³⁹.

A new network of professional educational institutions is being created with an effective management mechanism. Also being introduced are new instruments and sources of funding, public-private partnerships, increased levels of autonomy for educational institutions and the development of competition. The VET system also includes Vocational Training Centres – multidisciplinary training centres established under the MOELR.

After the completion of the transfer process, the role of the MOHSSE will be to provide educational guidance and public policy in the field of vocational education, regardless of which Ministry vocational schools, colleges and technical schools report to.

¹³⁸ Decree of the President of the Republic of Uzbekistan, No. PD-5763, dated 11 July 2019, <http://lex.uz/docs/4415393>

¹³⁹ Decree of the President of the Republic of Uzbekistan, No. PD-5812, dated 6 November 2019.

The ministries and agencies in charge of vocational education institutions will be responsible for the management of these vocational colleges. One of the advantages of this transfer is that the relevant ministries and departments will be able to make their own decisions about the appropriate duration of various studies and curricula.

It should also be noted that continuing professional education is now moving from a compulsory system to a voluntary one. Everyone who wants to study for professions will now be given the opportunity to continue differentiated education (theory and practice), find a job, engage in future higher education and improve their professional knowledge and skills according to the principle of lifelong learning.

The changes will also intensify the role and responsibilities of college leaders. Accordingly, for colleges to achieve greater self-reliance and accountability requires strong and competent leadership. College leadership policies must adapt to new environments by addressing the major challenges that have arisen over the past decades.

Moreover, a policy of ‘demonopolising’ the management of vocational education institutions will be pursued. In the future, the system may be managed by government bodies, agencies or industry enterprises, as well as large employers or private entrepreneurs and professional associations.

E.2: The involvement of non-state actors

E.2.1. The distribution of responsibilities between state and non-state actors in VET

Sectoral qualifications councils or similar bodies are currently in the process of being formed.

Representatives of sectoral ministries, departments, local government bodies, non-governmental non-profit organisations operating on the basis of legislation and the charter, participate in the process of managing colleges through Boards of Trustees established at the local level.

In addition, partnerships with leading local employers in various specialties are carried out on the basis of a four-way agreement – between the school and the company organising the industrial practice, the student (and his/her family) and the municipal authorities (to guarantee the provision of a job and industrial practice). A mentor is assigned to each student undergoing an internship, who supervises and monitors their progress.

Employers are directly involved in evaluating vocational college graduates for technical proficiency, both in theory and practice.

E.2.2. Policies in support of the participation of non-state actors

Uzbekistan has adopted relevant legislative acts that provide a legislative framework for the mobilisation and the participation of non-state actors in VET.

The Presidential Decree of 4 May 2018 ‘On measures to radically enhance the role of civil society institutions in the process of democratic renewal of the country’ creates important prerequisites for increasing the activity of NGOs and other private providers of training for VET.

The ‘Action strategy for five priority areas of development of the Republic of Uzbekistan 2017–2021’¹⁴⁰ defines the following as particularly important tasks: the expansion of public-private partnerships and increasing the role of non-governmental, public organisations and local self-government bodies; moving further forward with improving the system of continuing education; increasing the availability of high-quality educational services; and training highly qualified personnel in accordance with the modern needs of the labour market.

In order to increase the participation and ‘complicity’ of employers and other social partners, including trade unions, vocational education and training reform aims primarily at increasing stakeholder involvement in the policy development process. Sector qualifications councils or similar bodies are currently being formed.

As noted in the previous sections, Uzbekistan has abandoned the previous three-year compulsory vocational education system. Currently, the formation of a new vocational education system provides for the intensification of dialogue and partnerships between the public and private sectors.

The PPP Law provides a guarantee for private business and encourages the private sector to become more involved in the PPP process in order to increase the demand for and supply of training. Today, the private sector is gradually developing as a provider of vocational training in certain areas to improve the skills of workers, and is expected to take on more responsibilities in the provision of VET. The role of the private sector is to assist VET institutions in curriculum development, including training through the participation of enterprises in curriculum review, student assessment, the widespread use of hands-on exercises, and assistance in career guidance decisions.

¹⁴⁰ Decree of the President of Uzbekistan, No. PD-4947, dated 7 February 2017, <http://www.lex.uz/ru/docs/3107042>

The Public Fund for Support of NGOs and Other Civil Society Institutions under the Oliy Majlis (Parliament) regularly supports NGOs by allocating targeted grants to non-state training providers in order to promote the development of not only state-social partnership in this area, but also a more diverse and dynamic VET system as a whole.

E.3: VET budget

E.3.1. Expenditure planning, VET budget formation and execution

The financing of the education sector is divided into three levels: state, regional and local budgets. Local governments forecast their annual budget in accordance with the projected local revenues. The state subsidises the local budget deficit mainly by changing the share (percentage) of local tax revenues or by making transfers from the state budget.

The parameters for financing institutions of secondary vocational training for the planning period are calculated based on the actual expenses for previous periods, with adjustments for alterations in price levels, forecasts of the movement of the student population, changes in the infrastructure of institutions (commissioning of new facilities), and the implementation of target programmes.

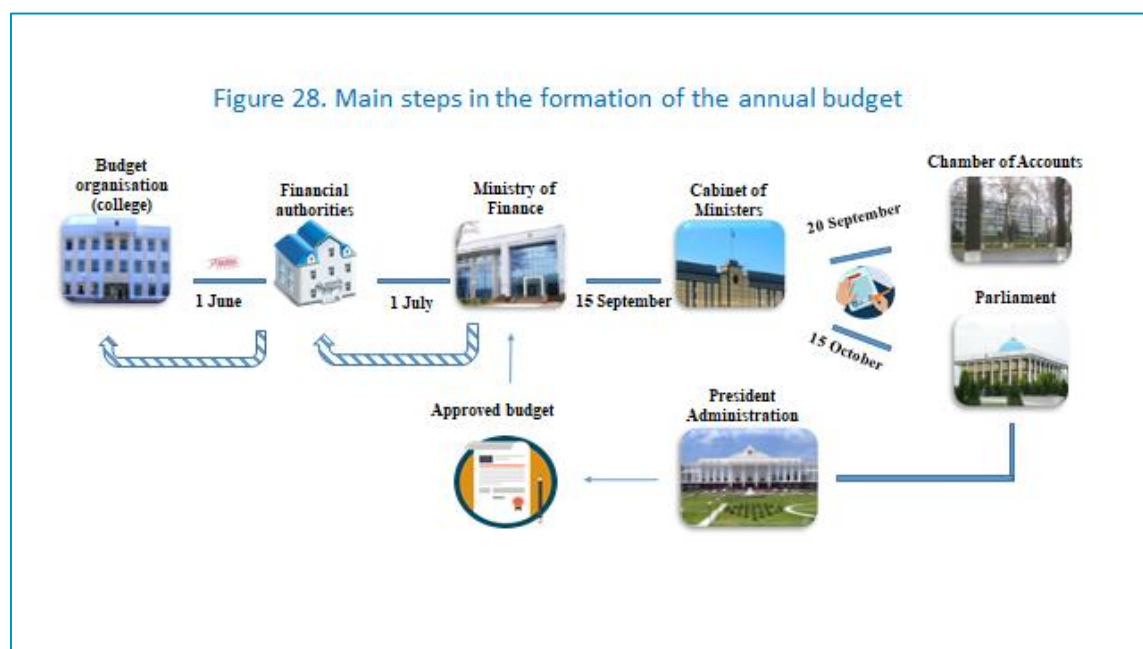
At the same time, before the introduction of the 11-year compulsory general education system (i.e. up to 2017), the normative per capita method of financing was applied (except for remote institutions without sufficient workloads). In connection with a decrease in the load due to the transition to 11-year compulsory general education, VET institutions were transferred to the system of general estimated funding. The financing of institutions of secondary vocational education is carried out through the state budget.¹⁴¹

The main steps in formulating the annual budget for VET are as follows:

- Regional and local authorities responsible for education calculate the projected number of students in secondary vocational schools for the next year. They also estimate the cost of providing educational services and predict the costs of the current maintenance of secondary vocational education institutions.

¹⁴¹ According to the Ministry of Finance of Uzbekistan.

- The territorial offices of the Ministry of Finance have been reformed and merged into the Ministry of Finance (MoF), along with all other necessary allocations from the state budget¹⁴².
- At the same time, ministries and departments that have academic lyceums in their remit prepare a forecast of maintenance costs in the context of academic lyceums and submit a consolidated budget application to the Ministry of Finance.
- Expenditure forecasts for inclusion in draft budgets are presented in June–July. In early September, the Ministry of Finance prepares the draft state budget and submits it to the Cabinet of Ministers for approval. The Cabinet of Ministers considers the draft budget and introduces amendments within a month, before submitting the draft budget message to the Accounts Chamber. After the conclusion of the Accounts Chamber, by 20 October, the final draft budget is sent to the Oliy Majlis. The committees of the Legislative Chamber of the Oliy Majlis review the draft budget and submit their recommendations for the approval of the final budget, which is reported in November–December of each year (Figure 28).



Source: Ministry of Finance of Uzbekistan.

¹⁴² Education Sector Plan 2019–2023, Uzbekistan, <https://www.globalpartnership.org/content/education-sector-plan-2019-2023-uzbekistan>

The costs per student in the VET system (academic lyceums and vocational colleges) by year are shown in Table 17.

Table 17. Expenditure per student in the vocational education system

Years	Expenditure in soums	Expenditure in US dollars (exchange rate as of the end of the year)
2017	2.7 million	332.50
2018	2.8 million	335.00
2019	2.4 million	252.40

Limitations of the financing process include:

- The process of drawing up and executing institutions' budgets takes into account only quantitative parameters and does not consider the fulfilment of qualitative criteria.
- There are no transparent and efficient mechanisms for the targeted use of funds saved as a result of the efficient use of available resources.

E.3.2. Policies to improve expenditure planning and budgeting in VET

Vocational educational institutions differ from other types of educational establishments in that the learning process takes place both in college and through on-the-job practice in various enterprises.

The procedure for budgetary planning and the financing of vocational educational institutions is based on the basic costs per student for the specified school¹⁴³. The essence of this method of financial planning is calculating the budget of an organisation based on the basic standard of cost per recipient of services and its distribution by groups of expenses, observing the priorities in terms of expenditure in accordance with the economic classification of expenses.

Cost estimates and staffing tables are drawn up in accordance with the economic classification by groups of expenses within the funds, the amount of which is calculated on the basis of the basic standard of costs per student and correction factors.

¹⁴³ Resolution of the President of Uzbekistan, No. PR-1245, dated 22 December 2009, paragraph 19, <https://lex.uz/docs/1568402>

The calculation of the wage fund for staff in secondary specialised, vocational educational institutions has a number of features. At present, the system of remuneration is based on the introduction of an objective, transparent mechanism of remuneration, the establishment of basic tariff rates for positions and the qualifications of the teachers and managers¹⁴⁴. However, along with the measures listed above, in order to create incentives for teachers and masters of industrial training in vocational educational institutions, the Director's Fund is currently being set up. These funds are intended to provide encouragement for teachers and masters by establishing monthly allowances of up to 40% of the base tariff rate to reward professionalism and educators making a specific personal contribution to the educational process, as well as demonstrating notable efficiency and teaching of a high quality, developing the professional skills and abilities of students, and carrying out extracurricular work. In addition, the funds can be used for the payment of one-time bonuses and the provision of material assistance to teachers and masters.

E.4: Mobilisation of resources for VET

E.4.1. Sources and mechanisms of funding for VET

As noted in Block A, the expenditure on secondary specialised, vocational education in Uzbekistan is financed from both state and non-state sources. According to the Ministry of Finance of the Republic of Uzbekistan, for at least the past five years, the volume of annual financing in this sector has amounted to 5.3% of GDP. In 2018, about 3.8% of the state budget, or 0.7% of GDP, was allocated to finance institutions of secondary specialised vocational education¹⁴⁵.

State sources include funds from the national budget and extra-budgetary funds of institutions of secondary specialised vocational education. The state budget is the main source of funding for any activities related to the development or well-being of students.

In 2017, approximately 6.4%, and in 2018 3.8% of the state budget was allocated to the system of secondary specialised vocational education¹⁴⁶.

Non-government funding sources include donations from non-governmental organisations, private businesses and individual philanthropy.

¹⁴⁴ Resolution of the President of Uzbekistan, No. PR-929, dated 30 July 2008, <https://lex.uz/docs/1378943>

¹⁴⁵ See the Ministry of Finance of Uzbekistan, <https://www.mf.uz/en/podrazdeleniya-ministerstva/strukturnye-podrazdeleniya/gosudarstvennyj-byudzheth.html>

¹⁴⁶ According to the Ministry of Finance of Uzbekistan.

Companies can also represent an additional source of funding to meet the costs of professional educational institutions, sometimes providing vocational colleges with resources in the form of equipment, teaching materials and training opportunities for teachers, staff and students.

Vocational colleges can also earn income by renting out their premises, providing training services and selling goods and services produced in their workshops.

In connection with the introduction of the new network of vocational educational institutions, the main sources of funding for secondary specialised vocational education are: (1) allocations from the national budget (for academic lyceums and student grant places); (2) the funds of ministries, departments, corporations, associations and enterprises involved with educational institutions; (3) income received from the sale of educational services – including scientific, pedagogical, industrial and other types of activities – corresponding to the statutory objectives of the educational institution; (4) voluntary donations and earmarked contributions from legal entities and individuals; (5) other sources not prohibited by law.

External sources of funding

As a densely populated and politically important country, Uzbekistan receives a lot of attention from international sponsoring organisations, in terms of both bilateral and multilateral support. As a Central Asian country, in addition to global funding sources, Uzbekistan receives regional grant support from both Asian and European countries, including the ADB and the European Union. In particular, significant resources have been allocated for the development of VET. Despite their similarities, each VET project has its own focus, depending on the range of powers of the sponsoring organisation, as illustrated in the following examples.

The activities of the Swiss Agency for Development and Cooperation (SDC) and the Swiss State Secretariat for Economic Affairs (SECO) in the field of TVET place great emphasis on agriculture and water resources, in line with their other activities in Uzbekistan.

The German Agency for Cooperation and the German Association of People's Universities took part in Uzbekistan's lifelong learning programme. In addition to providing training courses, they also made efforts to set norms and standards for education, and assisted in systemic reforms of the VET system.

Several sponsoring agencies have implemented projects designed for specific target groups.

The Turkish Agency for Cooperation and Coordination (TIKA) has contributed to the development of educational institutions' infrastructure and the advanced training of teachers of professional educational colleges.

The Korean International Agency (KOICA) supported the creation and operation of vocational training centres, launched in cooperation with the MOELR.

ILO work in this area has shifted from awareness-raising and information management to promoting decent job opportunities and improving working conditions. The work of the ILO includes the provision of training programmes at various levels.

The regional programme 'Vocational Education in Central Asia' is being implemented jointly with the German Society for International Cooperation (GIZ) in the republics of Central Asia – Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. This initiative is aimed at the sustainable development of educational institutions, mainly universities and colleges, and, accordingly, adheres to the principle of involving partner institutions in planning activities, implementation and decision-making.

The ADB has a history of supporting educational infrastructure development, and a Modern Economy Skills Development Project is currently in the planning stage. The main priority is to improve employment opportunities and secure jobs for qualified trainees and graduates of vocational education institutions.

In coordination with UNESCO, the European Union is preparing a five-year grant project (worth €10 million) to support the development of employment skills in rural areas.

E.4.2. Diversification and mobilisation of funding for VET

Currently, the government is taking the necessary measures to develop and implement effective financing mechanisms, incorporating investments from both the government and the private sector.

In order to diversify funding sources, tax incentives are being introduced and mechanisms have been created to support various forms of public-private partnership. It is recognised that the development of public-private partnerships in the vocational education and training system will reduce the burden on the budget for education and contribute to the development of educational infrastructure, as well as improving the quality of education through broadening competition.

The funds of ministries, departments, business associations, commercial banks and large enterprises allocated to the maintenance of subordinate vocational colleges, training, advanced training and retraining of personnel are exempt from all types of taxes and mandatory contributions to state trust

funds. These benefits are designed to help in improving the efficiency of management and the quality of education in the subordinate educational institutions.

Another important source of financial support for VET are ministries and their departments as well as business associations where vocational educational institutions are located.

Stimulating economic activity in secondary specialised vocational colleges to promote the effective use of their material and technical base for the production of various kinds of goods and the provision of paid services to the local population is one of the key factors in improving the practical skills of students and increasing the financial capabilities of vocational educational institutions.

E.5: The allocation and use of resources in VET

E.5.1. Resource allocation models

The distribution of financial resources for secondary specialised vocational educational institutions, depending on the types of expenses involved, is carried out in the following manner.

Firstly, the maintenance of the administrative and teaching staff (including expenses related to salaries and staff training), as well as expenses for training materials, are financed from the state budget. In this respect, financial support from budget funds is not differentiated depending on the territorial location or departmental affiliation.

Any construction, reconstruction and overhaul of institutions of secondary specialised vocational education is carried out within the framework of the annual Investment Programme of the Republic and funded by the state budget.

Expenditure on the construction, renovation and maintenance of the infrastructure of vocational colleges is financed from a college extra-budgetary fund. The portion of the Fund allocated to reconstruction, capital repairs and equipment is the main source for financing these costs. The Fund meets the expenses of general education schools, professional colleges, academic lyceums and medical institutions.

For example, in the period 2017–2019 the following amounts were allocated from the Fund for the Development of the Material and Technical Base of Educational and Medical Institutions to finance the

reconstruction, overhaul and equipment of secondary specialised vocational institutions: in 2017, 60.5 billion soums; in 2018, 68.4 billion soums; and in 2019, 55.7 billion soums¹⁴⁷.

Table 18 presents the distribution of funds by educational level in relation to the total budget of the education sector.

Table 18. The distribution of funds by education level out of the total budget for the education sector (%)

	2013	2014	2015	2016	2017	2018	2019
Preschool education	11.7	11.8	12.5	12.4	12.1	15.8	19.2
General secondary education	53.3	53.3	53.3	53.9	55.4	57.8	61.6
Education for children with special needs	1.5	1.5	1.5	1.5	1.8	1.9	2.0
Education for children in out-of-school institutions and music schools	4.1	4.1	3.7	3.7	2.4	1.9	1.7
Education of children in orphanages 'Mehribonlik'	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Other general education	0.6	0.6	0.7	0.7	0.8	1.1	1.2
Education in academic lyceums	1.9	2	2	2	1.9	1.4	1.0
Education in vocational colleges	20.7	20.7	20.2	19.7	19.4	14.5	7.4
Higher education	5	4.9	4.9	4.8	5.0	4.6	4.7
Other training activities	1	0.8	0.9	1	0.9	0.8	1.0
TOTAL	100	100	100	100	100	100	100

Source: Ministry of Finance of the Republic of Uzbekistan.

The financial constraints stemming from the transition period have had a negative impact on the education sector, reducing funds for the renovation and maintenance of buildings. There is a need to find new sources of funding, and existing funds should be used more effectively. The share of municipal funding in total public funding is increasing.

¹⁴⁷ According to the Ministry of Finance of Uzbekistan.

The state supports the financial and economic activities of professional educational institutions from both budgetary and non-budgetary funds. The activities of vocational training institutions are financed from the following streams:

- Funds of institutions and the ministries and departments responsible for secondary specialised vocational education;
- Income from paid educational services – scientific, educational and industrial – and other activities that meet the main objectives of vocational education and are not prohibited by law;
- Charitable foundations and other sources as allowed by law.

E.5.2. Policies to ensure the adequacy of resources for VET and equity in their allocation

In the current procedure for allocating resources, the Ministry of Higher and Secondary Specialised Vocational Education (along with various ministries and departments that have responsibility for an institution of secondary specialised vocational education) forms a draft list of facilities to be built, reconstructed and repaired for the next year and submits this list to the Ministry of Economy and Industry.

In turn, the Ministry of Economy, together with the relevant ministries and departments, examines these projects to assess the feasibility of carrying out construction and repair work and includes them (or not) in the draft Investment Programme, which is approved by the President of the Republic of Uzbekistan.

Up until 2019, expenditures on construction, reconstruction and the overhaul and equipping of the production infrastructure of secondary specialised vocational colleges were financed from an extra-budgetary fund (Fund for the Development of the Material and Technical Base of Educational and Medical Institutions under the Ministry of Finance) have been consolidated in the state budget. Since 2019, these expenses have been funded by the state budget as part of the Investment Programme of the Republic.

Summary and analytical conclusions

First challenge. Weak efficiency of VET governance and organisations.

Factors of the first challenge: The quality management system monitoring educational institutions does not comply with the requirements and recommendations of the quality management standards ISO 9001: 2001 and ISO 21001: 2018. There is a shortage of well-qualified staff at the management level in educational institutions, compounded by insufficient motivation for effective management, with managers

of professional colleges lacking the competence to work with partners from business structures and employers. In addition the sector suffers from a low involvement of stakeholders in the training management process, while the colleges' Boards of Trustees are largely ineffective.

Challenge solutions: A new network of professional educational institutions with an effective management mechanism is being created, alongside the establishment of new funding procedures and sources, the development of public-private partnerships, the phased introduction of greater autonomy for educational institutions, and the development of competition.

These changes will intensify the role and responsibilities of college leaders; for colleges to achieve greater self-reliance and accountability, strong and competent leadership is required. College leadership policy must be adapted to new environments by addressing the major challenges of the past decades.

Progress in implementing solutions: Ministries and authorities, which are in charge of 340 vocational schools, 147 vocational colleges and 143 technical schools, are now responsible for the management of these educational institutions.

The policy of 'de-monopolising' the management of vocational education institutions has begun. The role of the MOHSSE in this respect will be to implement educational and methodological guidance and conduct state policy in the field of vocational education, regardless of the ministry reporting structure of vocational schools, colleges and technical schools. The management of college activities, as well as the determination of admission quotas and the provision of employment for graduates will be carried out by line ministries and the relevant agencies.

Recommendations: (1) Increase the financial and managerial autonomy of colleges; (2) stimulate the development of public-private partnership, expanding the role of non-governmental, public organisations and local self-government bodies; (3) strengthen the role of the Board of Trustees in order to involve stakeholders in the process of managing personnel training.

Second challenge. Weak efficiency of the financing system. The system of institutions generating their own income is not developed, except for the provision of paid educational services.

Factors of the second challenge: The budget allocation process for institutions takes into account only quantitative parameters and does not consider the fulfilment of qualitative criteria. There are no transparent and efficient mechanisms for the targeted use of funds saved as a result of the efficient use of available resources. No regulatory framework exists in relation to colleges selling products.

Challenge solutions: The issue of widespread adoption of PPP mechanisms is being considered, aimed at encouraging the involvement of the private sector and expanding the participation of private businesses in the process, while also increasing and supplying the demand for training.

Progress in implementing solutions: the Law on PPP has been adopted and the necessary regulatory and legal framework created. The private sector today is gradually developing as a provider of vocational training to improve the skills of workers in certain areas, and is expected to take on more responsibilities in relation to VET provision. The role of the private sector is perceived as assisting VET institutions in curriculum development, including training through the participation of enterprises in curriculum review and student assessment, as well as through the widespread use of hands-on exercises and providing assistance in career guidance.

Recommendations: (1) Ensure the autonomy of institutions. This (a) reinforces local ownership; (b) helps to take local priorities, values and needs into account through enhanced parent and community involvement; and (c) empowers teachers to develop personal responsibility towards students and their parents. (2) Introduce a transparent funding system focused on educational institutions' results. (3) Make changes to the existing regulations governing the activities of colleges, giving them financial autonomy and expanding the possibilities for generating revenue by providing additional services.

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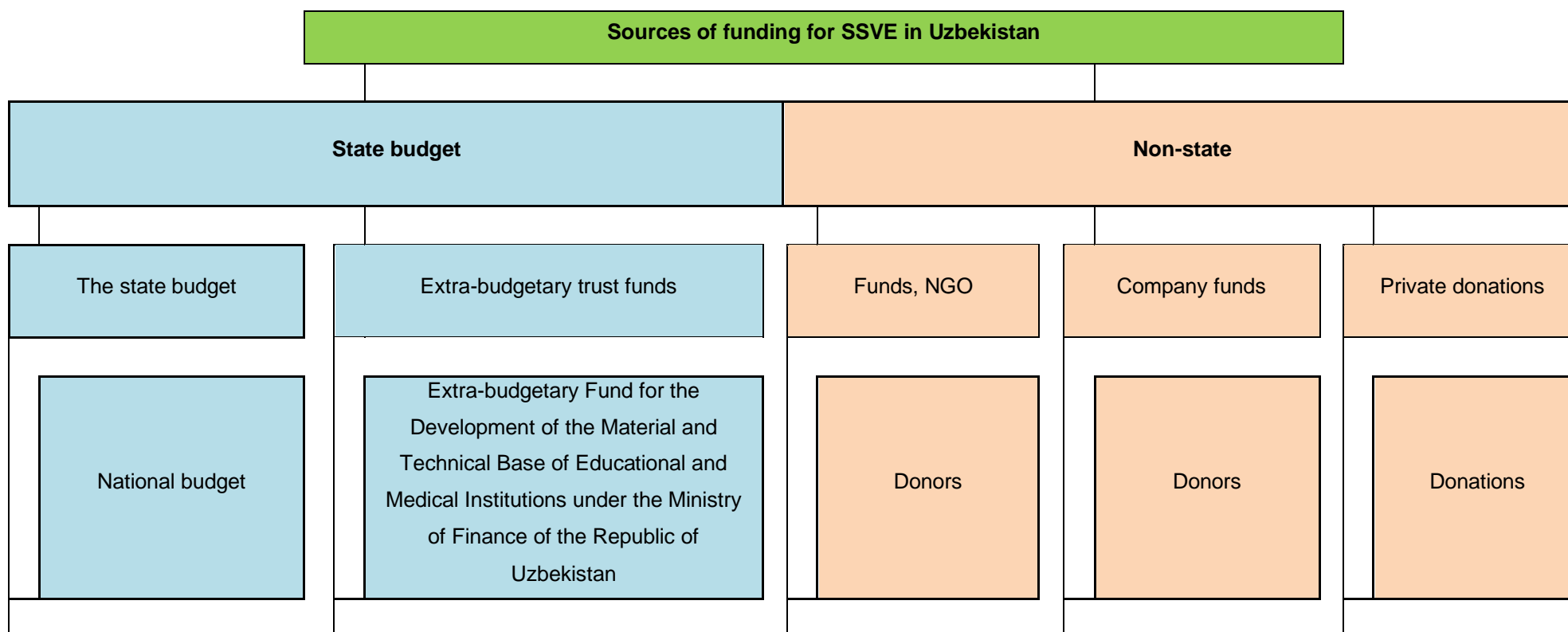
ANNEX: SUPPORTING INFORMATION (TABLES AND FIGURES)

Table A1. Legal framework in the field of VET policy

No.	Title	No. and data
1.	Law of the Republic of Uzbekistan 'On Education'	464-I, dated 29.08.1997
2.	National training programme	
3.	Labour Code of the Republic of Uzbekistan	21.12.1995
4.	Resolution of the Centre for Secondary Specialised, Vocational Education of the Ministry of Higher and Secondary Specialised Education N 39/KK and the State Testing Centre under the Cabinet of Ministers N 27/KK 'On approval of the Regulation on the procedure for conducting final state certification in secondary specialised, vocational educational institutions'	Reg No. 2011, dated 06.10.2009
5.	Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On improving the organisation and conduct of practical training for students of professional colleges'	40, dated 11.02.2009
6.	Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On approval of the Regulations on secondary specialised, vocational education in the Republic of Uzbekistan'	200, dated 06.07.2012
7.	Resolution of the President of the Republic of Uzbekistan 'On measures to further improve the system of training and staffing with qualified pedagogical personnel in secondary specialised, professional educational institutions'	PR-1761, dated 28.05.2012
8.	Resolution of the President of the Republic of Uzbekistan 'On measures to further improve the activities of educational institutions of secondary specialised, vocational education'	PR-2829, dated 14.03.2017
9.	Decree of the President of the Republic of Uzbekistan 'On measures to radically improve the system of general secondary, secondary specialised and vocational education'	PD-5313, dated 25.01.2019.

10.	Resolution of the President of the Republic of Uzbekistan 'On improving the activities of the centre of secondary specialised, vocational education of the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan'	PR-3504, dated 03.02.2019
11.	Decree of the President of the Republic of Uzbekistan 'On measures to reform management in the field of higher and secondary specialised education'	PD-5763, dated 11.07.2019
12.	Resolution of the President of the Republic of Uzbekistan 'On measures to introduce new management principles into the system of higher and secondary specialised education'	PR-4391, dated 11.07.2019
13.	Decree of the President of the Republic of Uzbekistan 'On additional measures to further improve the vocational education system'	PD-5812, dated 06.09.2019
14.	Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 'On measures to improve the system of professional training of qualified personnel in demand on the labour market'	N 394, dated 13.05.2019

Figure A1. Sources of funding for vocational education in Uzbekistan



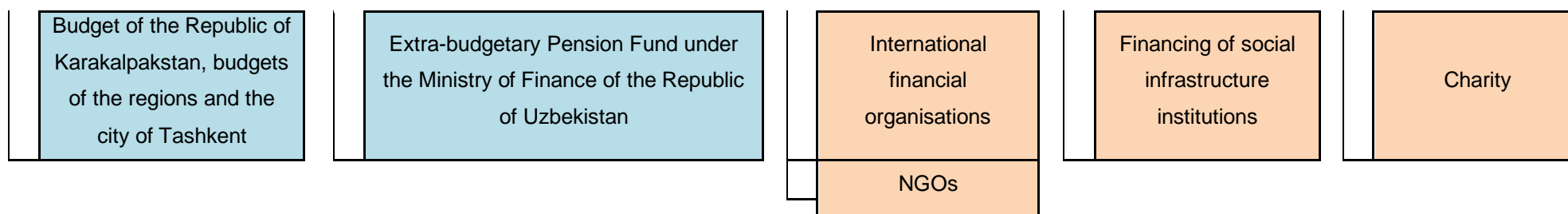


Figure A2. Growth rates of regional gross regional product, 2017–2019 (%)



FIGURE A3. EDUCATION SYSTEM OF UZBEKISTAN

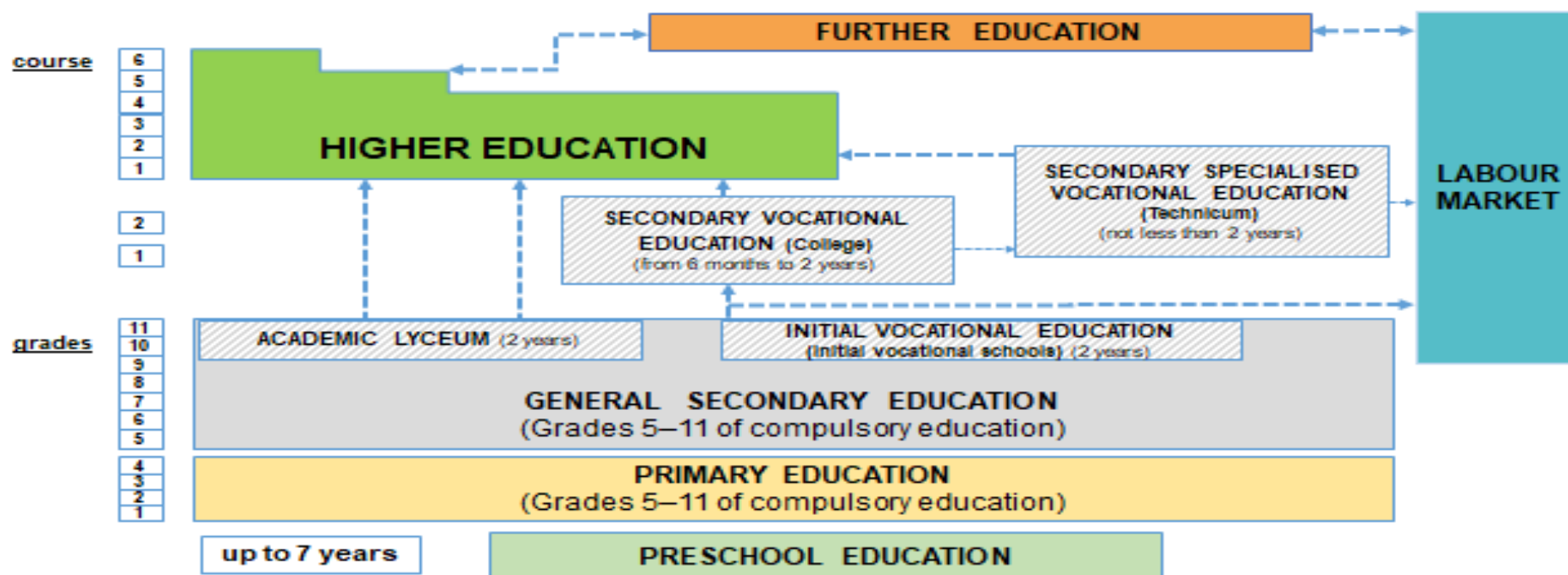


FIGURE A4. DESCRIPTION OF PROFESSIONAL EDUCATION AND TRAINING LEVELS IN UZBEKISTAN

VET LEVELS	DESCRIPTION OF LEVELS
FURTHER PROFESSIONAL EDUCATION AND TRAINING	Further professional education and training – aimed at meeting individuals’ educational and professional needs and promoting professional development, ensuring the compliance of each person’s qualifications with the changing conditions of professional activity and the social environment. Additional professional education is carried out through the implementation of further professional programmes (advanced training and professional retraining programmes).
HIGHER PROFESSIONAL EDUCATION	Higher professional education – includes a set of systematised knowledge and practical skills that allow the solving of theoretical and practical problems in a professional profile, using and creatively developing modern achievements of science, technology and culture.
SSVE	Secondary specialised vocational education – basic professional programmes are being implemented to train mid-level specialists in technical schools. Graduates are given the opportunity to continue their studies from the 2nd year in universities or enter the labour market as a qualified specialist.
SVE	Secondary vocational education – is organised in vocational colleges to prepare for entry into blue-collar occupations, with a differentiated training period in accordance with the service classifier.
IVE	Initial vocational education – initial level of vocational education and training for workers. This programme is implemented through vocational schools. IVE aims to train skilled workers in all major areas of socially useful activity.
PT	Professional training – type of education which is aimed at the acquisition of knowledge and skills by students and the formation of the competences necessary to perform certain labour and service functions.

Table A2. Brief information on existing projects with the participation of international donor organisations

Development partner	Project title	Duration	Project amount	Project description
World bank	'Strengthening social protection'	2019–2023	50.0 million USD	A new project to improve social protection and labour market policies, aimed at strengthening the social protection system in Uzbekistan. The project contains a component for the creation of a labour market information system.
UNDP	'Promotion of youth employment in Uzbekistan'	2019–2021	1.0 million USD	The project is funded by the Russian Federation and the UNDP Development Trust Fund to promote youth employment through active labour market policies; includes supporting the development of entrepreneurship skills among young people and encouraging start-ups, especially among university and college graduates, young women, returning migrants and other vulnerable groups.
EUROPEAN UNION (EU)	'Skills development in rural areas of Uzbekistan'	5 years	10.0 million Euro	The project aims to support the development of agricultural skills. In May 2019, the EU decided to cooperate with the UNESCO office in Tashkent to implement this project. The project will support the government in reforming VET policy, modernising governance mechanisms, and strengthening and adapting the agriculture and irrigation sectors to meet labour market needs.
GIZ	Regional programme 'Professional education in	2019–2022	5.5 million Euro	Providing assistance in the qualitative improvement of education and the advanced training of specialists and management personnel in the field of

Development partner	Project title	Duration	Project amount	Project description
	Central Asia'			food production technology, in accordance with regionally comparable and international standards (project for four Central Asian republics).
KOICA	Professional training centres KOICA	2012–2019	18.9 million USD	Creation of three vocational training centres in the cities of Tashkent, Samarkand and Shakhrisabz costing a total of \$18.9 million. The MOELR and KOICA signed an agreement on the construction of two additional vocational training centres in the cities of Fergana and Urgench. The vocational training centres work very well and train graduates in the skills required by employers in the fields of mechanical engineering, automobile manufacture and repair, electrical engineering and ICT.
SWISS DEVELOPMENT COOPERATION	Uzbek-Swiss 'Skills development project in Uzbekistan', Phases I–IV	2004–2018	11.8 million USD	The SDC has been supporting the skills development and reform system in Uzbekistan since 2004. This project is being implemented in close cooperation with the Vocational Education Centre under the MOHSSE. The project aims to develop and implement a model of cooperation between enterprises and vocational colleges in order to better meet the needs of the labour market and employers. Within the framework of the project, a curriculum and educational materials have been developed for the training of specialists in the field of land reclamation and water supply, housing and community services, automobile construction and business development.
British Council	'Skills for employment	2018–2020	0.25 million USD	The British Council and the MOHSSE Centre for Vocational Education

Development partner	Project title	Duration	Project amount	Project description
	project'			are implementing a technical assistance project to support national reforms in the secondary specialised vocational education (VET) sector by strengthening education-industry linkages and training young people in the skills and competencies required by employers. Support is provided by MOHSSE and line ministries/responsible organisations in tourism, agriculture, energy and mining, and construction. The project provides training for vocational education centre staff in the management of service providers for SSVE, the introduction of new service models, such as coaching, to improve employment performance, and the revision of active labour market measures in four sectors.
	'Skills for Tourism sector'	2014–2018	0.25 million USD	The project supported reforms in vocational education and training in tourism. The main outputs of the project were: i) the creation of a work competency framework in partnership with the UK Sector 1 Skills Council; ii) introducing the framework into the system as a basis for the development of national occupational standards; iii) creation of industry councils for tourism and hospitality in Uzbekistan, etc.

Development partner	Project title	Duration	Project amount	Project description
DVV International	Study on adult learning and education in Uzbekistan	2018	n/a	<p>The main directions of the project:</p> <ol style="list-style-type: none"> 1. Analysis of the potential of state adult education institutions (formal sector) and non-state educational institutions (non-formal sector), whereby, based on the collection and analysis of information, a section will be prepared describing the potential and problems of educational institutions in Uzbekistan working with an adult audience; 2. Preparation of an analytical report 'Education and training of adults in Uzbekistan: current state and development prospects'.
	'Assistance in the development of a system of advanced training for workers in vocational education of the Republic of Uzbekistan'	2019–2020	n/a	<p>The main directions of the project:</p> <ol style="list-style-type: none"> 1. Preparation of a project to improve the system of basic and advanced training of masters of industrial practice. 2. Preparation, based on the Curriculum globALE programme, of a basic self-study course in andragogy and the creation of a distance-learning platform.
UNESCO	'Professional development of ICT competence of teachers'	2015–2018	About 0.5 million USD	<p>Priority areas of activity, including policy advice in education, teacher development, competency-based curriculum development, quality assurance, gender equality, improved learning outcomes, especially through ICT, and lifelong learning.</p>

Development partner	Project title	Duration	Project amount	Project description
				This also includes building the capacity of the Vocational Education Centre, which aims to share best practices and knowledge and provide technical assistance.
	'Uzbekistan SSVE sector policy research initiative'	2018	n/a	The skills sector assessment report highlighted the need to develop a national qualifications framework that will form the basis for a further more detailed national qualifications framework.

Source: MHSSO data. See also UNESCO (2018).

Table A3. Main functions and responsibilities of participants in the VET system

This table gives an overview of the stakeholders – mainly the actors close to the state – within the VET system in Uzbekistan. In the 'Main responsibilities' column their most important functions and responsibilities based on the legislation are presented.

No.	Stakeholders	Main responsibilities	Comments
1	Government (Cabinet of Ministers)	<ul style="list-style-type: none"> – implementation of a unified state policy in the field of education; – coordination of the activities of public education authorities; – establishment of the procedure for the creation, reorganisation and liquidation 	Law on Education,

		<p>of educational institutions;</p> <ul style="list-style-type: none"> – determination of the procedure for the accreditation of educational institutions, certification of pedagogical and scientific personnel; – determination of the procedure for recognition and establishment of the equivalence of documents of foreign states on education; – approval of state educational standards; – approval of documents on the formation of a state standard and the establishment of the procedure for their issuance; – establishing the number of state grants and the procedure for admission to educational institutions; – establishing the procedure for transferring students from one accredited educational institution to another. – approval of forecast parameters for training specialists and workers 	<p>dated 29/08/1997</p> <p>Resolution of Cabinet Ministers No. 877, dated 28.11.2017</p>
2	<p>State Inspectorate for supervision of quality in education (under the Cabinet of Ministers)</p>	<ul style="list-style-type: none"> – development of criteria for quality control and performance evaluation of educational institutions – the implementation of state policy in the field of monitoring the quality of education, faculty, training and advanced training of personnel, the assignment of qualification categories to the teaching staff of the educational system; – certification and state accreditation of educational institutions; 	<p>together with MOHSSE</p> <p>Resolution of Cabinet Ministers No. 515, dated 18.07.2017,</p>

		<ul style="list-style-type: none"> – analysis of the conformity of knowledge of students, with state educational standards, state requirements and qualification requirements; – issuance of licences by a non-governmental educational institution; – organisation of recognition and notification (establishment of equivalence) of education documents issued in foreign countries. 	
3	Ministry of Higher and Specialised Secondary Education (MOHSSE)	<ul style="list-style-type: none"> – implementation of state policy in higher education and the TVET sector; – teaching and methodological management of initial vocational schools, colleges and technicums, regardless of their institutional affiliation; – approval of the Regulation on continuing initial, secondary and secondary specialised vocational education; – approval of template charters of initial vocational schools, colleges and technicums; – introduction of a new system of retraining and advanced training of teachers and masters of professional educational institutions, regardless of their institutional affiliation; – development and approval of educational programmes for the system of initial, secondary and secondary specialised vocational education; – MoHSSE also controls the Institute of Pedagogical Innovations and Retraining for developing methods and didactical material. 	PD-5812, dated 6/09/2019

4	Ministry of Finance (MoF)	<ul style="list-style-type: none"> – covering the costs of IVET institutions (initial vocational schools) for current maintenance, conducting activities and training, and strengthening the material and technical base of institutions. 	PD-5812, dated 6/09/2019
5	Ministry of Employment and Labor Relations (MOELR)	<ul style="list-style-type: none"> – revision of the classifier of the main positions of employees and professions of workers; – develop and implement the NQF of Uzbekistan; – develop and implement qualification frameworks for all sectors of the economy; – develop and implement national occupational standards; – coordination of the formation of the state order for job creation. 	<p>together with the MOEI, COCU and the line ministries</p> <p>together with the MOEI</p>
6	Ministry of Economics and Industry (MOEI)	<ul style="list-style-type: none"> – determination of the need for personnel and establishment of state quotas in accordance with the target parameters of the programmes of socio-economic development of the regions and labour market forecasts; – submit proposals to the Cabinet of Ministers of Uzbekistan on opening new areas of education and specialties in professional educational institutions, taking into account the ongoing changes in the programmes of socio-economic development of the regions. 	PD-5313, dated 25/01/2018
7	Chamber of Commerce of Uzbekistan (COCU)	<ul style="list-style-type: none"> – participation in the development and implementation in practice of the National Qualifications Framework; 	

		<ul style="list-style-type: none"> – participation in the development and implementation in practice of the sector qualifications framework for all sectors of the economy; – participation in the development and implementation in practice of national professional standards. 	
8	Sectoral line ministries	<ul style="list-style-type: none"> – determination of the need for qualified specialists and staff; – coordination of vocational colleges; – covering the costs of the current maintenance, conduct of activities, strengthening the material and technical base and the training of personnel (extra-budgetary funds). 	<p>PD-5313, dated 25/01/2018</p> <p>PD-5812, dated 6/09/2019</p>
9.	Institute of Pedagogical Innovation, Retraining and Advanced Training of Management and Pedagogical Personnel of Professional Education	<ul style="list-style-type: none"> – carrying out continuous work to improve the structure and content of educational programmes to ensure their effectiveness and adaptability within the framework of the general teaching methodology, as well as developing new curricula and programmes and overseeing their introduction into the educational process; – introduction of new forms and methods of professional development and retraining of the teaching staff alongside the organisation of a new vertical of management of the system of advanced training and retraining of teaching staff using modern educational technologies. 	
10	Universities	<ul style="list-style-type: none"> – providing highly qualified teachers for TVET institutions. 	

11	Initial vocational schools, colleges, technicums and professional training centres	<ul style="list-style-type: none"> – training of specialists and workers for the required specialties based on the demands of the labour market, including small businesses and private entrepreneurship; – targeted use of the material and technical base; – providing suitable conditions for the retraining and advanced training of teaching staff. 	<p>PD-5812, dated 6/09/2019</p> <p>PD-5313, dated 25/01/2018</p>
12	Employers'/Professional Associations	<ul style="list-style-type: none"> – determination of the need for qualified specialists and staff; – setting the qualification requirements; – participation in the development of occupational standards; – sponsorship/donations; – creation of workplaces. 	PD-5812, dated 6/09/2019
13	Local government, Khokimiyats	<ul style="list-style-type: none"> – formation of preliminary parameters on determining quotas for training specialists and workers, taking into account the region's economic development programmes 	Resolution of Cabinet Ministers No. 877, dated 28.11.2017,
14	Students, parents	<ul style="list-style-type: none"> – Contract fees; – Sponsorship/donations. 	PD-5812, dated 6/09/2019