

GLAD

GOVERNANCE – LEARNING – ACTION – DIALOGUE

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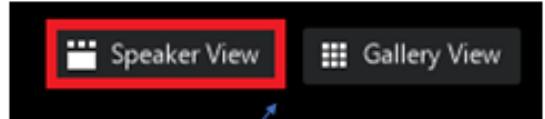
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GLAD – Skills Sectors Councils and Key Findings of the VET and Skills Governance Inventory in Uzbekistan

ONLINE MEETING

21 June 2022 in ZOOM @ 12.00-13.30 CEST @ 15.00-16.30 UZT



AGENDA

Moderators:

Margareta Nikolovska (ETF),

Senior Human Capital Development Expert – ETF
Governance Team

Ian Cumming (ETF),

Senior Human Capital Development Expert -
Country Liaison for Turkmenistan and Uzbekistan

With contribution from:

Feruza Rashidova, VET Expert

Time (CEST/UZT)	Agenda Item
CEST: 12:00 - 12:10 UZT: 15:00 – 15:10	Welcome and introduction GLAD ETF Network
CEST: 12:10 – 12:35 UZT: 15:10 – 15:35	The current needs in VET Governance in Uzbekistan: Sector Skills Councils and National Vocational Education and Training Council <i>Uzbekistan stakeholders:</i> <ul style="list-style-type: none">- the focus of the ongoing VET reform agenda- the objectives of the Skills Sector Councils (Agriculture and Water)- Feruza Rashidova, VET Expert -reflection on current needs in VET Governance in Uzbekistan
CEST: 12:35 – 12:50 UZT: 15:35 – 15:50	Panel with institutional stakeholders in Uzbekistan Moderated Discussion
CEST: 12:50 - 13:10 UZT: 15:50 – 16:10	Findings of the ETF Governance Inventory in Uzbekistan: the role of different VET governing bodies <i>Margareta Nikolovska (ETF), Senior Human Capital Development Expert – ETF Governance Team (Presentation of the findings) Feruza Rashidova, VET Expert -reflection on reflection on the findings presented</i>
CEST: 13:10 - 13:20 UZT: 16:10 – 16:20	Moderated Discussion
CEST: 13:20 - 13:30 UZT: 16:20 – 16:30	Conclusions and possible future cooperation in GLAD

THE CURRENT NEEDS IN VET AND SKILLS GOVERNANCE IN UZBEKISTAN: SECTOR SKILLS COUNCILS AND NATIONAL VOCATIONAL EDUCATION AND TRAINING COUNCIL

Contributions from Uzbekistan Stakeholders
and EU-UNESCO programme

"Skills Development in Rural Areas of
Uzbekistan"

Feruza Rashidova,
VET Expert

Reflection on the current
needs in VET Governance
in Uzbekistan

Sector Skills Councils:

What they really do?

Example:

- **To support the development of a competent workforce with the right skills, knowledge, and competencies;**
- **To support the development of modern and future-oriented qualifications aligned with the expectation of employers;**
- **To reduce the skills mismatch by bridging the gap between education and training;**
- **To support the availability of transparent and high-Quality data for the sector;**
- **To implement apprenticeship and Work Based Learning programmes in cooperation with.....**
- **To lead regular skills sector reviews.....**



- 1. What are the next steps for the Sector Skills Councils in Uzbekistan: establishment and operationalization?**
- 2. How ETF GLAD network and EU-UNESCO programme can support the process?**

FINDINGS OF THE ETF VET GOVERNANCE INVENTORY IN UZBEKISTAN: THE ROLE OF DIFFERENT VET GOVERNING BODIES

Margareta Nikolovska,

**Senior Human Capital Development
Expert – ETF Governance Team**

**Presentation of the GOV Invnetory
findings**

Feruza Rashidova,

VET Expert

**Reflection on findings of the VET
Governance in Uzbekistan**

THE IMPORTANCE OF VET AND SKILLS GOVERNANCE

1. VET and LLL policies complexity: economy, education, labour market. They address the demand for employability. They are citizen focused.
2. VET and LLL policies are shaped, implemented, reviewed, by multiple actors at different levels.
3. Cooperation between different institutions and actors is a requirement to move the agenda in VET and LLL forward.
4. The role of institutions and actors in providing suitable learning and training environments is challenged as never before.
5. **Self-assessment nature of the ETF governance inventory to bring in forward the “policy learning” dimension**

VET and Skills GOVERNANCE INVENTORY 4.0: A METHODOLOGICAL SNAPSHOT

**Table 1. Overview on VET & Skills Governance Functions -& Institutional arrangements- :
Key Analytical Objectives of Indicators for supporting Self-Assessments**

A. Formulate and implement VET & skills national policy framework (goals, strategies, plans, etc.)	Capturing quality of practices in the country for policy design and policy implementation in the VET and skills sector (6 Indicators)
B. Provision of legal / regulatory / normative framework VET Skills	Grasping quality of practices for preparing and implementing legislation and regulations in the VET & Skills sector (5 Indicators)
C. Management of VET provider networks	Get deeper understanding on whether the VET providers network management is effective, transparent, accountable and meet user needs (9 indicators)
D. Aligning Financial arrangements (budgeting, mobilisation/allocation)	Understand quality practices for budgeting in VET and skills, including the allocation of financial resources (+ funding mechanisms, diversification of sources, engagement of employers (etc). (9 Indicators)
E. Management of PPPs for VET and Skills provision	Getting deeper understanding of modus operandi when it comes to VET & Skills PPPs (5 Indicators)
F. Monitoring, Evaluation and review of VET and Skills policies	To explore in greater detail if there are established systems and practices for monitoring and review of VET & Skills policies to inform VET policy cycle (5 Indicators).
G. Management of Information Systems and Statistical provision to support policy making	Deepening on practices for collecting data to inform policy cycle in VET and skills (4 Indicators).
H. National VET Councils	Explore details on National VET Councils performance and their contribution to development of VET & Skills (<i>horizontal coordination</i>) (4 Indicators)
I. Sectoral VET / Skills Councils / Committees	To explore in greater detail Sectoral VET/Skills institutional platforms performance and their contribution to development of VET and skills (5 Indicators).
J. Regional/ Subnational VET and Skills Authorities (e.g. Councils)	Exploring role of <i>vertical governance</i> level and existing coordination mechanisms (for flexibility and innovation) (5 Indicators).
K. National VET Agencies and other type of executive/supervisory bodies	Looking at the performance of national VET Agencies and other executive bodies (3 Indicators).
L. Inter-Ministerial Cooperation	Key practices on <i>whole-of-government approach</i> . (3 Indicators)

SOME METHODOLOGICAL REMARKS

The stakeholders are divided into the following groups:

- **Public bodies** – representatives of ministries, public institutions, and public VET providers (15 people);
- **Social partners** – representatives of Trade Unions and a professional association (2 people);
- **Others** – representatives of the development partners, an NGO and a private education provider (4 people).

In terms of average, the intervals were defined as follows:

- from 1.0 to 1.4 – **Strongly Agree**;
- from 1.5 to 2.4 – **Agree**;
- from 2.5 to 3.4 – **Neither Agree nor Disagree**;
- from 3.5 to 4.4 – **Disagree**;
- from 4.5 to 5.0 – **Strongly Disagree**.

UZBEKISTAN: VET POLICY FRAMEWORK (1)

1.0 to 1.4 – Strongly Agree, 1.5 to 2.4 – Agree; 2.5 to 3.4 – Neither Agree nor Disagree;
 3.5 to 4.4 – Disagree; 4.5 to 5.0 – Strongly Disagree.

	TOTAL	Public bodies	Social partners	Others
(A.1) The national policy for VET and skills has been developed involving both state and non-state stakeholders	2.2	2.2	2.0	2.3
(A.2) The policy for VET combines long-term objectives and short-term targets	2.0	1.8	2.5	2.3
(A.3) The policy can be updated to include new developments in both initial training for young people and continuing training for adults	2.0	1.9	2.0	2.5
(A.4) The national policy for vocational education has a multiyear perspective	2.0	1.9	1.0	2.5
(A.5) Cooperation and coordination between national and sub-national (regional, local) public departments and agencies are effective	2.2	2.1	2.5	2.7
(A.6) Cooperation between government and non-government organisations (including social partners) is transparent and effective	2.5	2.3	1.0	3.3

UZBEKISTAN: NATIONAL VET COUNCIL (2)

1.0 to 1.4 – Strongly Agree, 1.5 to 2.4 – Agree; 2.5 to 3.4 – Neither Agree nor Disagree;
3.5 to 4.4 – Disagree; 4.5 to 5.0 – Strongly Disagree.

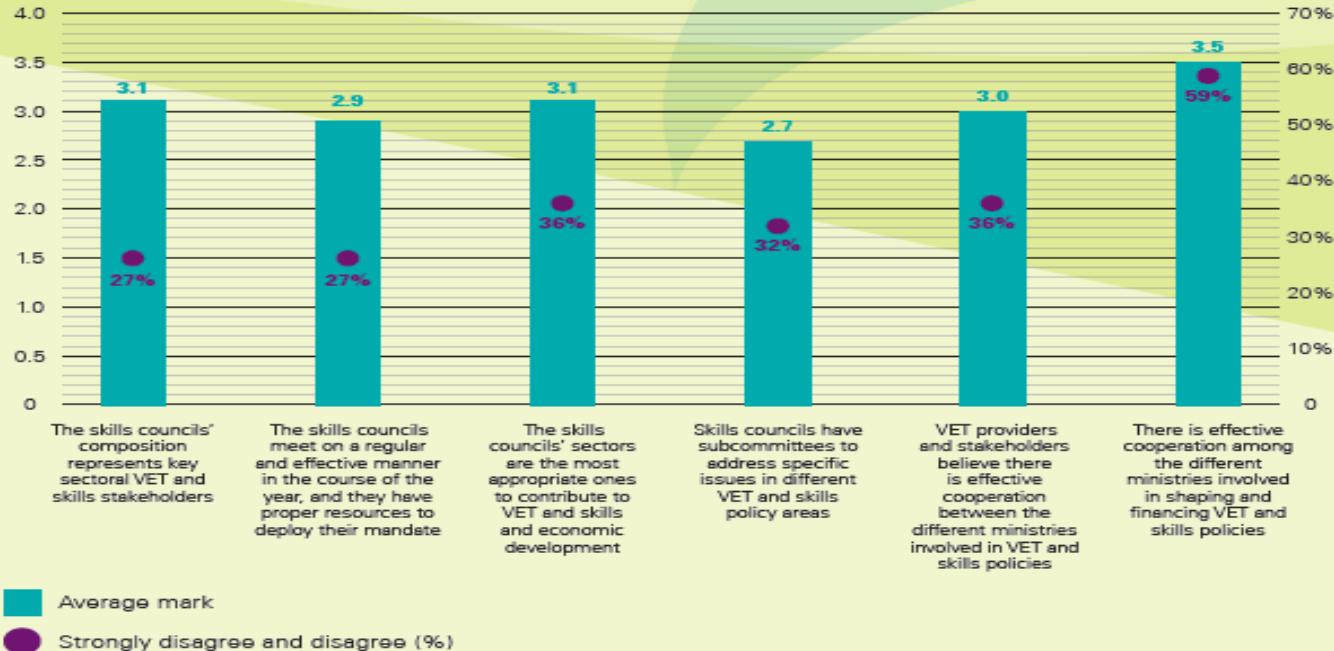
	TOTAL	Public bodies	Social partners	Others
(H.1) National Council for VET exists and, overall, outcomes meet stakeholder expectations	2.7	2.5	3.0	3.7
(H.2) The National Council composition represents key VET and Skills stakeholders at national level	2.8	2.6	3.5	3.3
(H.3) The National Council meets on regular and effective manner in the course of the year coordinating relevant VET and Skill policy agendas	3.3	3.2	3.0	4.0
(H.4) Advice/feedback processes delivered by the NC is distributed to stakeholders in systematic and transparent way	3.3	3.3	3.0	3.3

UZBEKISTAN: SECTOR SKILLS COUNCILS (3)

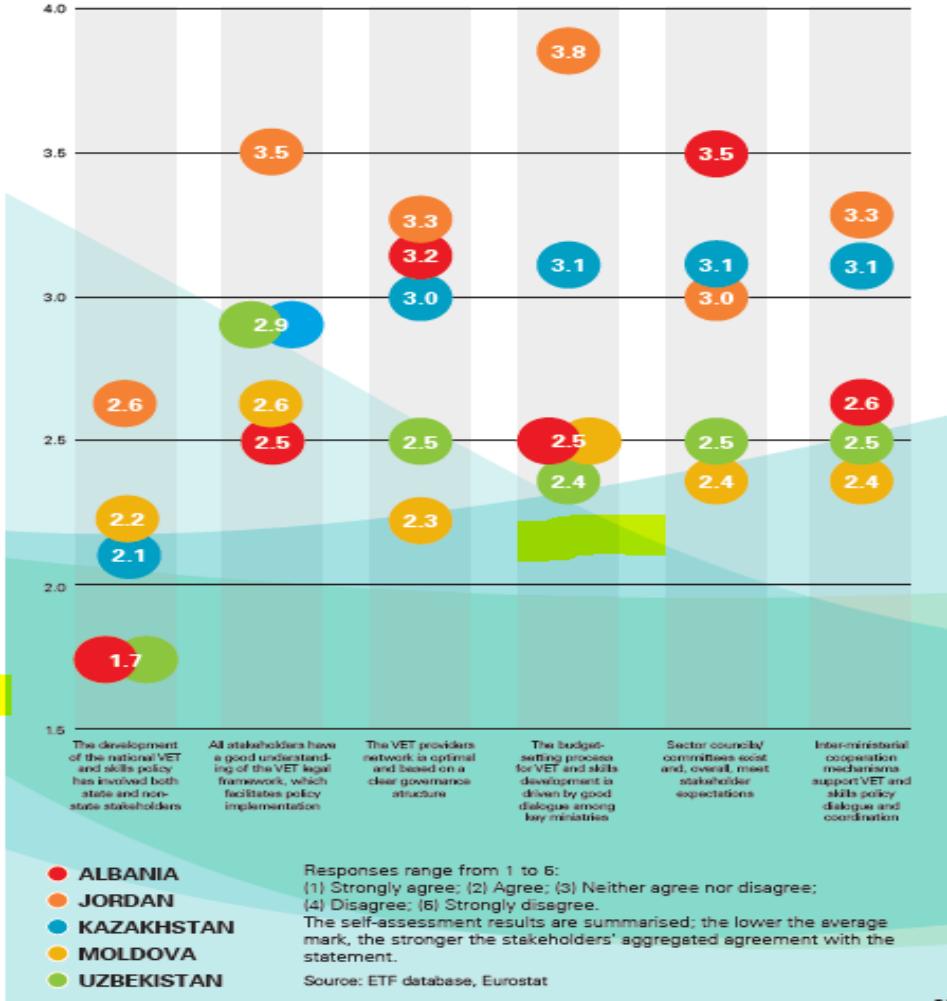
1.0 to 1.4 – Strongly Agree, 1.5 to 2.4 – Agree; 2.5 to 3.4 – Neither Agree nor Disagree;
 3.5 to 4.4 – Disagree; 4.5 to 5.0 – Strongly Disagree.

	TOTAL	Public bodies	Social partners	Others
(I.1) The Sector Councils / Committees exist and, overall, meet stakeholder expectations	2.5	2.3	3.0	3.3
(I.2) SCs composition represents key sectoral VET and Skills stakeholders	2.7	2.5	3.0	3.3
(I.3) The SCs meet on regular and effective manner in the course of the year and they have proper resources to deploy mandate	3.1	3.1	3.0	3.3
(I.4) SCs sectors are the most appropriate ones to contribute on VET and Skills and economic development	2.5	2.3	3.5	2.5
(I.5) SCs have sub-committees to address specific issues in different VET and Skills policy areas	3.0	2.8	3.5	3.5
(I.6) The results of the SC add value to VET and skills policy development	2.5	2.2	3.0	3.3
(I.7) Advice / feedback processes delivered by the SCs is effective and distributed to right stakeholders	2.7	2.4	3.5	3.3

UZBEKISTAN



GOVERNANCE: FIVE COUNTRIES, NO SINGLE RECEIPE



THE BIG PICTURE IN GOVERNANCE

Key Governance Inventory findings:

- Stakeholders believe that existing governance practices provide the flexibility and adaptability for an appropriate multi-level cooperation, as well as a less formal approach to managing VET policymaking and skills development.
- There is substantial agreement that the national policy for vocational education has a long-term perspective, has been developed involving both state and non-state stakeholders, and that it combines long-term objectives and short-term targets.
- The legal framework supports lifelong learning, not only initial VET.
- There is agreement that it is common practice to involve all VET stakeholders in the updating of regulations and standards, and that the VET and skills development budget-setting process is driven by a good dialogue between the key ministries.

REFLECTION AND QUESTIONS



CLOSING SESSION

GLAD HOW?

Nowadays, we enjoy many benefits of being connected through different applications. A combination seminars in presence and online tools, peer learning, ETF OpenSpace and LinkedIn

Examples



LEARNING

Learning: via workshops and high-level webinars, peer learning

Discuss the thematic issues of interest for 2 or more countries, e.g. through discussion of Inventory results (May/June 2022)

Work in progress



Mutual knowledge creation on participatory governance in VET, LLL and HCD sector

ACTION

Action: via implementing an innovative practice, or action research

Co-creation of solutions for governance mechanisms: CSOs engagement in policy dialogue (September/October)

DIALOGUE

Dialogue: shaping a new mechanism through multi-stakeholder engagement, on a country or multi-country basis

Recent examples: PPPs and its application to the Youth Guarantee (done 1 March, 2022)

Awareness and expanded opportunities for learning from experiences from other stakeholders

HOW TO REACH US

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