

VOCATIONAL EDUCATION AND TRAINING AND SKILLS GOVERNANCE SELF- ASSESSMENT RESULTS IN UZBEKISTAN

Assessment Report

2022

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CONTENTS

PREFACE	4
1. BACKGROUND AND INTRODUCTION	5
2. METHODOLOGICAL APPROACH	8
3. MAIN FINDINGS AND ANALYSIS	10
3.1. Background information about the respondents	10
3.2. Overall planning, management and financing of VET and Skills	13
3.3. Institutional Coordination Mechanisms of VET and skills	34
4. CONCLUSIONS AND RECOMMENDATIONS	47
4.1. Conclusions	47
4.2. Recommendations	50
ANNEX 1. LIST OF PEOPLE WHO PARTICIPATED IN SELF-ASSESSMENT	53
ANNEX 2. DATA COLLECTION TOOL (DCT)	54
ANNEX 3. SUMMARY OF SELF-ASSESSMENT RESULTS AS BY THE STATEMENTS AND THE GROUPS OF RESPONDENTS	64
ANNEX 4: LIST OF ACRONYMS	67

PREFACE

As part of developing the methodological framework necessary to underpin a collaborative process of monitoring governance in partner countries, the ETF refined the Vocational Education and Training (VET) and Skills Governance Inventory – a data collection tool to regularly measure indicators in key areas among major stakeholders.

The data generated by the ETF's Governance Inventory provide a picture of how multi-level governance and financing complement and support policy analysis and advice provided by the ETF. In addition, it provides partner countries with a powerful tool to measure progress in the efficiency and effectiveness of VET and Skills Governance.

The Governance Inventory is targeted at various VET and skills stakeholders: the ministries or agencies in charge of policies and financing; employer and trade union organizations; representatives of national/sectoral skill structures; representatives of regional/local networks; and experts with leading institutions. The aim is to draw targeted conclusions on different VET and Skills Governance functions and to facilitate mutual learning and joint reflection of actors to support the advancement of VET and skills policies further.

In summary, the Governance Inventory is an innovative and flexible self-assessment tool that each country may adapt and make fit for its purpose. In 2020 and 2021, it was used in a year-long pilot phase of self-assessments of VET policymaking, management, financing, and quality assurance in five partner countries: Albania, Jordan, Kazakhstan, Moldova, and Uzbekistan.

This report – VET AND SKILLS GOVERNANCE SELF-ASSESSMENT RESULTS IN UZBEKISTAN - is one of five Assessment country reports. The report was drafted by Aram Avagyan and is based on data collected with the VET and Skills Governance Inventory. The self-assessment process and data collection exercise in Uzbekistan have been led by Dr Feruza Rashidova.

The ETF would like to thank all the public and private institutions and individuals in Uzbekistan for actively participating in the self-assessment exercise and sharing their views on the VET and Skills Governance in Uzbekistan (see the list in Annex 1). The concept, design, and methodology of the VET and Skills Governance Inventory (Annex 2) have been led by Jose Manuel Galvin Arribas (ETF Senior Human Capital Development Expert - Coordinator for Vocational Excellence Project), with contributions from Margareta Nikolovska (ETF Senior Human Capital Development Expert) and Stylianos Karagiannis (ETF Human Capital Development Statistician). The paper has also benefited from the input from Vincent McBride (ETF Senior Human Capital Development Expert) and Siria Taurelli (ETF Coordinator for Governance and Quality Assurance). A separate statistical summary based on the self-assessment results for all VET Governance indicators is presented in Annex 3.

1. BACKGROUND AND INTRODUCTION

The European Training Foundation (ETF) has developed a *Vocational Education and Training (VET) Governance Toolbox*, which can be adapted to the country's reality and needs in dialogue with key stakeholders. The tool creates opportunity for a tailored review of the VET system with a focus on the following six components: 1) Method for vision building; 2) Assessment of institutional arrangements; 3) Costing, Budgeting, Financing and Funding; 4) Role of Social Partners linking VET policy to Labour Market (LM) needs; 5) Territorial Governance (sub-national governance dimension); 6) Monitoring and assessment of progress in VET multilevel Governance.

The ETF Governance Inventory is a reference tool for monitoring VET governance arrangements in Partner Countries (PCs). It aims to identify policy priorities that the European Union (EU) and the international community can support in *skills governance issues*. The objectives of the VET Governance Inventory – Data Collection Tool (DCT) – are:

1. Keep abreast of ETF analytical and operational actions carried out in good multilevel governance in VET;
2. Provide analytical information and a comprehensive picture of the governance of VET in ETF PCs to complement and strengthen policy analysis and advice provided by the ETF Torino Process;
3. Implement regular updating and monitoring of VET governance functions and arrangements to support ETF corporate and operational approaches addressing dialogue, advice and/or policy learning by working with European Commission (EC) and PCs in VET and skills governance issues;
4. Support ETF on having indications about efficiency and effectiveness of institutional arrangements in place to bring regular evidence on performance on VET policies and systems in PCs;
5. Support showcasing good practices on VET and Skills good multilevel governance as drivers to inspire possible reforms;
6. Facilitate ETF sharing and acknowledging a common analytical and conceptual framework (glossary) and mutual understanding working with PCs & positioning ETF at the international level on good multilevel governance in VET.

The main source of information to nurture the first VET governance DCT was the ETF's Torino process, namely the governance and financing sections. After this milestone, the ETF VET Governance team has moved forward with monitoring and assessing VET governance and financing arrangements in ETF PCs. The idea was to introduce self-assessment and work together with PCs to appraise the role and shifts of VET governance processes, practices, and coordination mechanisms, whilst addressing *system change*.

Thus, VET governance methodological framework was updated and prepared for conducting self-assessment working with ETF PCs. Overall, the main goal of the new methodological framework is to facilitate (self) assessments in ETF PCs, focusing on governance and financing arrangements engaging different **policy stakeholders**. It consists of two parts and 12 sections:

Overall Planning, Management & Financing of VET and skills:

- A. Formulation and implementation of overall policy framework, including strategic policy tools: *capture the quality of actual practice in the country for policy design and policy implementation in the VET and skills sector.*
- B. Provision of legal, normative and/or regulatory framework: *capture the quality of actual practice in the country for preparing and implementing legislation and regulations in the VET and skills sector.*

- C. Management of VET (and skills) provider network: *get a deeper understanding of whether the VET provider network management is effective, transparent and accountable and meets user needs (e.g. useful for employers, parents, workers, students etc.).*
- D. Operationalisation, alignment and coordination of financial arrangements: *capture the quality of actual practice in the country for budgeting in VET and skills, including the allocation of financial resources.*
- E. Management of public-private partnerships (PPP) for VET and Skills development: *get a deeper understanding of modus operandi in the relevant country when it comes to public-private partnerships in VET and skills sectors.*
- F. Monitoring, evaluation and review of VET and Skills policies. This also includes Research & Development: *explore in greater detail if there are established systems and practices for monitoring and review of VET and skills policies to inform the VET policy cycle.*
- G. Management of Information Systems (MIS). This also includes Data and Statistical provision: *explore in greater detail the practices in collecting data to inform the policy cycle in VET and skills.*

Institutional Coordination Mechanisms of VET and skills:

- H. National VET/Skills Councils (SC): *explore in greater detail the National VET Councils and their contribution to the development of VET and skills.*
- I. Sectoral VET/Skills Councils / Committees: *explore in greater detail the Sectoral VET/Skills and their contribution to the development of VET and skills.*
- J. Regional/ Subnational VET & Skills -Authorities (e.g. Education Departments, Councils): *explore in greater detail the role of vertical governance level and existing coordination mechanisms; mechanisms that allow flexibility and innovation rather than promoting bureaucratic rigidity or compliance.*
- K. National VET Agencies and/or other types of executive and supervisory bodies: *looking at the performance of national VET Agencies and other bodies and exploring in greater detail these type of institution.*
- L. Inter-Ministerial Working Cooperation/ Coordination: *explore in greater detail the inter-ministerial cooperation as a key practice to address a whole-of-government approach.*

In total, the DCT contains 65 process indicators, and a minimum of 7 different types of stakeholders should be involved/engaged in the self-assessment according to those indicators:

- Key Ministry or Agency in charge of VET skills policies;
- Key Ministry participating and/or financing VET and Skills policy-making;
- Key Employers organisation participating in VET and Skills policy-making;
- Key representative of relevant national Trade Union organisation;
- Key representative of National and/or sectoral skill councils/committees;
- Key representative of Regional or local departments/bodies dealing with VET and Skills policy development;
- Key experts on VET and Skills working on and/or with leading institutions.
- The ETF implemented the first Vocational Education and Training inventory of governance arrangements (hereafter, the Governance Inventory) in 20 partner countries in 2016-2018. In this

first wave set of different papers, documents VET Governance developments in the ETF partner countries: ETF Policy Briefing in VET Good Multilevel Governance¹;

- Twenty (20) Country ETF fiches-profiles on VET Governance²;
- A Cross-Country Analytical Report for monitoring how good multilevel governance vocational education and training is influencing policy reforms (2012–2017). This report covers 23 ETF PCs³.

The self-assessment has been conducted on a pilot basis in 5 ETF PCs: Albania, Jordan, Kazakhstan, Moldova, and Uzbekistan⁴. On average, 20 different types of the stakeholders-per country participated in the self-assessments (around 100 informants in total). Overall, the self-assessments have been smoothly implemented in each country. The main products obtained are:

- Assessment reports (1 per country, around 30 pages each);
- VET governance country profiles (1 per country 10 pages each);
- Blogs in ETF Open Space (1 per country, 2 pages);
- Five excel files (one per country) with all data collected during the self-assessment process.

In a subsequent phase, by November 2021, also following outputs were produced:

- Two analytical reports for Moldova and Jordan, based on the country assessment reports and collected data;
- Cross-country analysis – a comparative report based on 5 VET governance country profiles – Albania, Jordan, Kazakhstan, Moldova, and Uzbekistan;
- Comparative data statistics of 5 surveyed countries with narrative comments on the comparative data analysis.

In December 2021, ETF launched an assignment having the purpose of producing *inter alia* analytical country reports for Albania, Kazakhstan and Uzbekistan. This is the country report for Uzbekistan.

¹ <https://www.etf.europa.eu/en/publications-and-resources/publications/inform-issue-24-good-multilevel-governance-vocational>.

² The 20 profiles are available in ETF website acceding sections on Regions and Countries.

³ <https://www.etf.europa.eu/en/publications-and-resources/publications/governance-arrangements-vocational-education-and-training>.

⁴ Egypt was also involved but in the middle of the project -implementation phase- Ministry of Foreign Affairs stopped the activities for security clearance reasons.

2. METHODOLOGICAL APPROACH

The ETF implemented the VET Governance self-assessment exercise in Uzbekistan in 2021. Twenty-one representatives of 14 entities participated in the self-assessment exercise (see [Annex 1](#)):

- **Ministries:** Ministry of Higher and Secondary Specialised Education (MoHSSE); Ministry of Employment and Labour Relations (MoELR); Ministry of Finance (MoF) – 7 people in total;
- **Public institutions:** Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE; Republican Research Centre for Employment and Occupational Safety; State Inspection for Supervision of Quality in Education – 6 people in total;
- **Education providers:** Academy of Public Administration under the President; Academic Lyceum under Uzbekistan State World Languages University; Non-governmental educational Institution Mahorat & Management⁵ - 3 people;
- **Social partners:** Federation of Trade Unions of Uzbekistan; National Association of Accountants and Auditors of Uzbekistan – 2 people;
- **NGO:** Youth Union of Uzbekistan – 1 person;
- **Development partners:** GIZ Uzbekistan; British Council Uzbekistan – 2 people.

As a tool for data collection, online questionnaires were used. They contained sets of positively formulated statements per sections mentioned above, and the respondents were asked to answer to what extent they agreed with those statements. The following grading was used: (1) Strongly Agree, (2) Agree, (3) Neither Agree nor Disagree, (4) Disagree, (5) Strongly Disagree. Therefore, in the sections below, where the self-assessment results are summarised, the lower the average mark, the stronger is aggregated agreement of the stakeholders with the statement ([Annex 2](#)).

In the questionnaires, there was also an option “Do not know / Not Applicable”, which was taken into account but not considered while calculating the average marks.

Not only general average as per question but also average by categories of interviewees are provided for comparison purposes. The respondents 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**.

For none of the questions, the average mark appeared in the interval of “Strongly disagree”.

⁵ Within this analysis is considered under the group “Others” due to its non-public ownership.

In the tables below presenting the average marks per question, the following legend is used:

	Strongly Agree
	Agree
	Neither Agree nor Disagree
	Disagree

The majority of the questions, based on the methodology were closed questions. Still, there were also a series of open questions for collecting qualitative information where participants came up with details and explanations to argue the assessments given to different indicators.

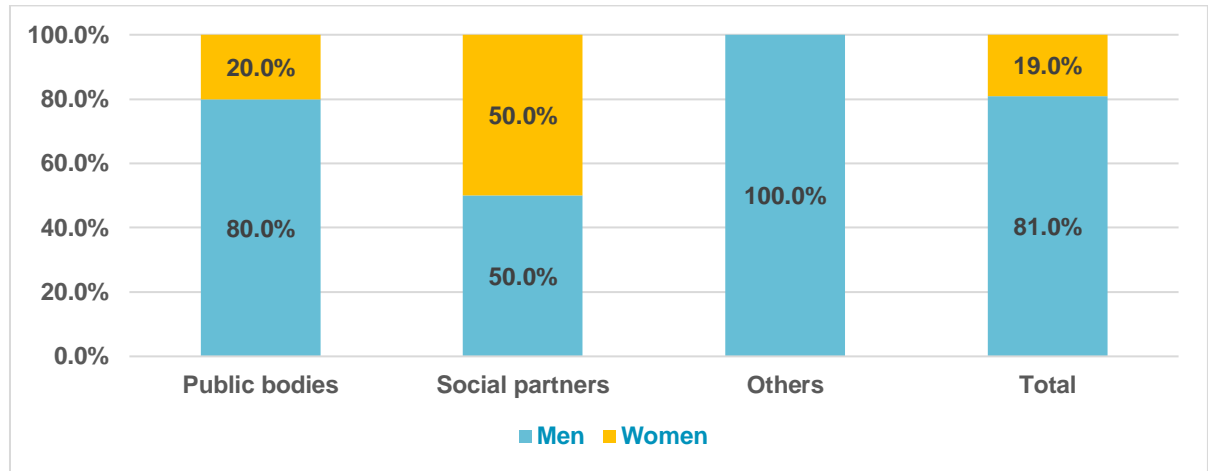
Section 3 of this document presents the main findings and analysis of the self-assessment results as per every statement, while the summary of the results can be found in [Annex 3](#).

3. MAIN FINDINGS AND ANALYSIS

3.1. Background information about the respondents

Out of total of 21 respondents, there were 17 **men** (81.0%) and 4 **women** (19.0%). Men also comprised majority among the representatives of Public bodies – 80% and half of the Social partners. All those representing the group of Others were men (Graph 1).

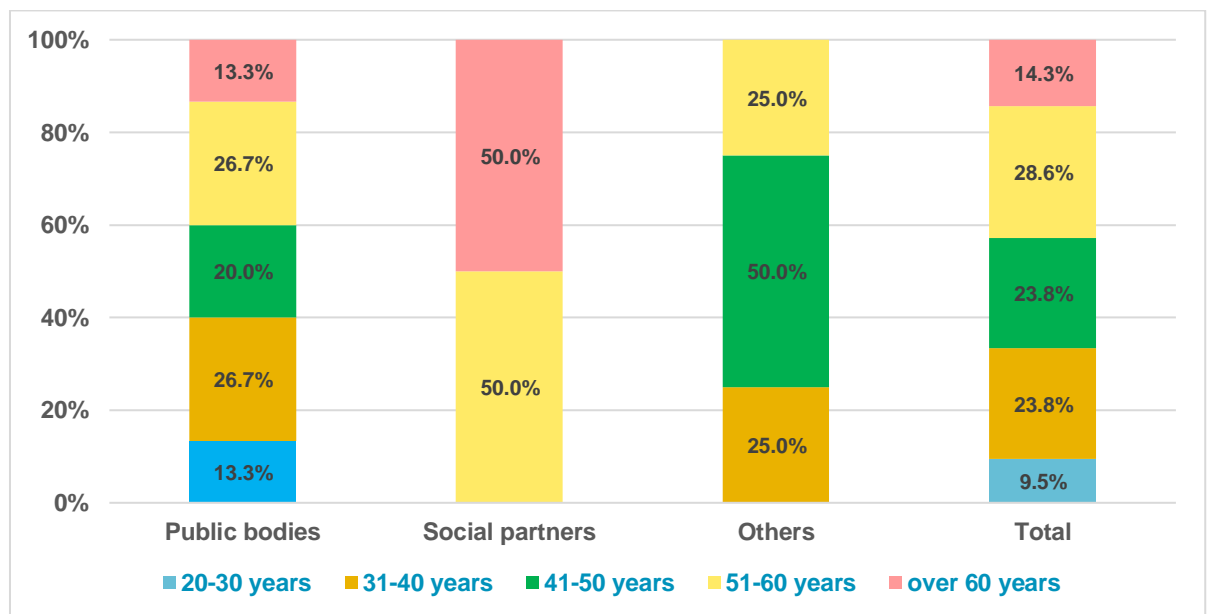
Graph 1. Distribution of men and women among the interviewees



There were only 2 respondents younger than 31 years old, both from Public bodies. The largest **age group** was those 51-60 years old (6 people or 28.6%), followed by 31-40 and 41-50 years old (both 5 people or 23.8%). The share of people over 60-year comprised 14.3% (3 people).

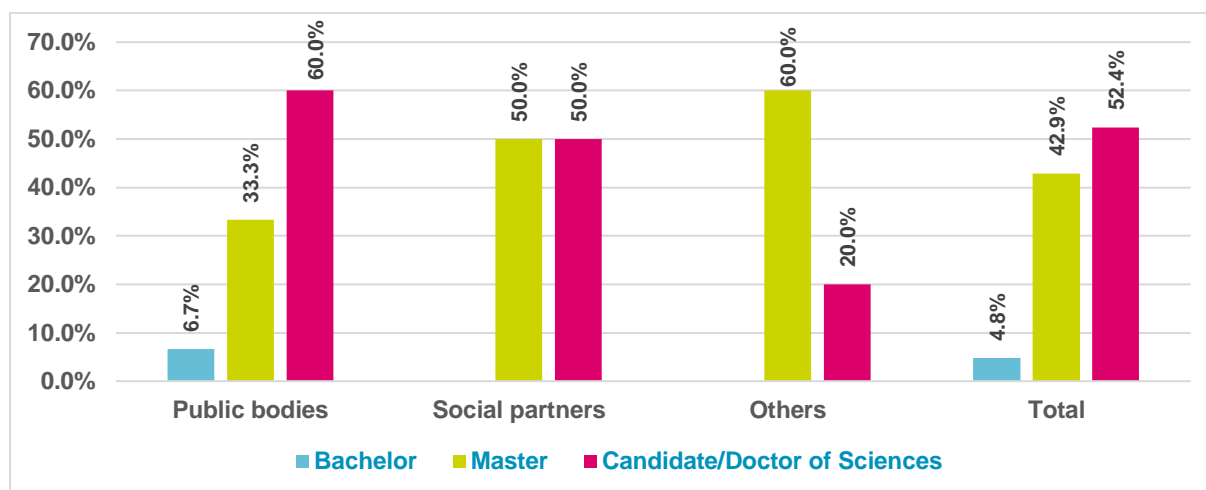
The largest age groups among the representatives of the Public bodies were those 31-40 and 51-60 years old, and among the Others – 41-50 years old. The Social partners were represented by two people 51 and older (Graph 2).

Graph 2. Distribution of respondents by age groups



The distribution of the respondents by the **highest level of formal education they have completed** was as follows: 1 person with a Bachelor degree (from Public bodies), 9 with a Master degree holders (5 – Public bodies, 1 – Social partners and 3 – Others), and 11 acquired degree of Candidate or Doctor of Sciences (9 – Public bodies, 1 – Social partners and 1 – Others). Thus, more than half of the respondents were scientific degree holders (Graph 3).

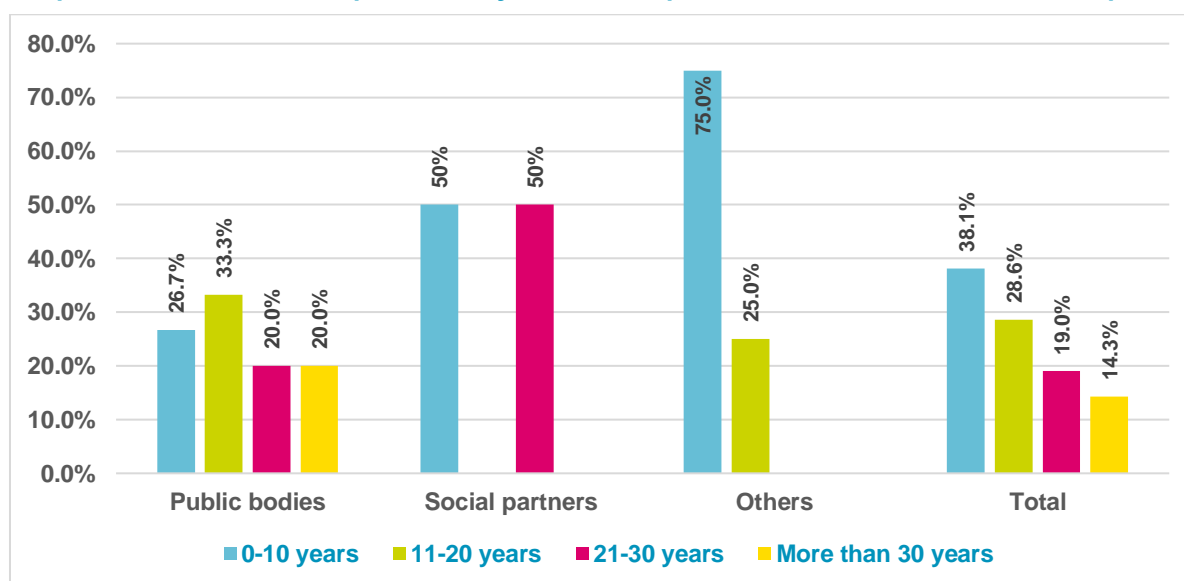
Graph 3. Distribution of respondents by the highest level of formal education attainment



There were only three respondents with more than 30-year **work experience in education / VET/ Skills policies**, all representing Public bodies. The largest cohort (8 people or 38.1%) were those with up to 10-year experience, and their share was the most considerable among the Others (3 people or 75%). Among the Public servants and the Social partners, they comprised 26.7% (4 people) and 50% (1 person), respectively.

The second large cohort were those with 11-20 years of experience in education (6 people or 28.6% in total, 5 people or 33.3% representing Public bodies, and 1 person or 25% among the Others), followed by those with 21-30 years of experience (4 people or 19.0% in total, 3 people or 20% representing Public bodies, and 1 person or 50% among the Social partners), Graph 4.

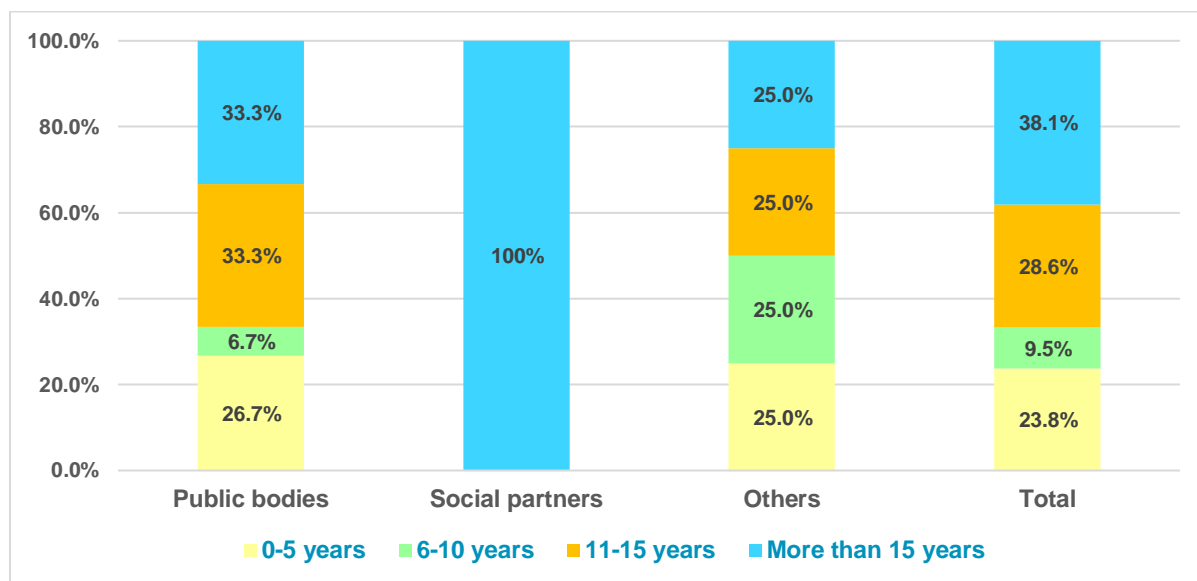
Graph 4. Distribution of respondents by the work experience in education / VET/ Skills policies



There were no respondents without work experience in positions with management responsibilities. Moreover, 8 people or 38.1% had more than 15-year experience in this field (of them, 5 from the Public bodies, 2 from the Social partners and 1 from the Others). The cohort with 10-15 years of experience in management comprised 6 people or 28.6% (5 from the Public bodies and one from the Others).

Only 2 people (9.5%) had 5- to 10-year managerial experience and 5 respondents cumulated less than 5-year experience (Graph 5).

Graph 5. Distribution of respondents by the work experience in managerial positions



Of the 15 representatives of Public bodies, there was 1 Deputy Minister, 8 Heads of Department or Division, 1 Director, 3 Team leaders/Coordinators and 1 Expert/specialist. One more person, working at the State Inspection for Supervision of Quality in Education, did not specify her position.

The Social partners were represented by a Director (National Association of Accountants and Auditors of Uzbekistan) and a Head of the Department (Federation of Trade Unions of Uzbekistan). In contrast, among the Others, all were Heads of Departments or Divisions (Table 1).

Table 1. Distribution of the respondents by the types of positions

	Deputy Minister	Head of Department of Division	Director	Team leaders or Managers	Specialist/Expert	Unspecified	Total
Public bodies	1	8	1	3	1	1	15
Social Partners	-	1	1	-	-	-	2
Others	-	4	-	-	-	-	4
TOTAL	1	13	2	3	1	1	21

3.2. Overall planning, management and financing of VET and Skills

There are two national development strategies in Uzbekistan, i.e. Strategy of Action on Five Priority Directions of Development for 2017-2021 and National Sustainable Development Goals and Objectives 2030 and Roadmap. The latter document has a number of VET-related objectives which are about improving VET access, increasing involvement in VET and ensuring its inclusiveness, providing knowledge and skills necessary for promoting sustainable development, and establishing safe and effective learning environment for all. A sectoral policy paper Concept for the Promotion of Lifelong Learning in Uzbekistan was drafted with support of *dvv International* and UNESCO but is still under consideration of the Cabinet of Ministers.

The main governmental body coordinating the activities of all professional (vocational) educational institutions, is the Ministry of Higher and Secondary Specialised Education (MoHSSE). Under its supervision, three types of providers – 339 initial vocational schools, 201 colleges and 185 *tekhnikums*, are acting. There are also vocational training centres, multidisciplinary training centres under the Ministry of Employment and Labour Relations, and private providers of vocational training services. Several other ministries (including Ministry of Finance) and state bodies play a considerable role in the management, financing and provision of VET.

The functions related to the monitoring of the education system are dispersed among a number of bodies. Six ministries and the National Statistics Committee collect education data at different times over the year. This results in low effectiveness of data collection and affects their reliability.

The budgetary financing of the VET sector in Uzbekistan is divided into three levels: national, regional and local budgets. The parameters of funding are calculated based on actual expenses for previous periods with adjustments for changes in the price level, forecasts of student population movements, changes in the infrastructure of institutions and implemented target programmes. The number of students for the next year, as well as the cost of providing educational services and predicted costs of the VET institutions maintenance are estimated by the regional and local authorities.

This section presents and analyses the degree of the participants' agreement with the statements regarding the process indicators for planning, management and financing of VET and Skills.

A. Formulation and implementation of overall policy framework, including strategic policy tools

BOX 1. THE MAIN VET-RELATED NATIONAL AND SECTORAL POLICY DOCUMENTS OF THE REPUBLIC OF UZBEKISTAN:

1. The Strategy of action on five priority directions of development of the Republic of Uzbekistan 2017-2021
2. National Sustainable Development Goals and Objectives 2030 and Roadmap
3. The Concept for the Promotion of Lifelong Learning in Uzbekistan (draft)

The findings reveal that most of the participants mainly agreed that *the policy for VET combines long-term objectives and short-term targets; the policy can be updated to include new developments in both initial training for young people and continuing training for adults and the national policy for vocational education has a multiyear perspective* (average mark **2.0** for all three).

The statements *the national policy VET and skills have been developed involving both state and non-state stakeholders* and *cooperation and coordination between national and sub-national (regional,*

local) public departments and agencies are effective on average were only slightly less agreeable to the respondents (2.2 for both).

At the same time, on average, the respondents were hesitant (neither agreed nor disagreed) whether the *cooperation between government and non-government organisations (including social partners) is transparent and effective* (2.5), Table 2.

Table 2. Summary of Answers for the Section “A”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(A.1) The national policy for VET and skills has been developed involving both state and non-state stakeholders	2.2	23.8	52.4	4.8	19.0	-	-
(A.2) The policy for VET combines long-term objectives and short-term targets	2.0	33.3	47.6	9.5	9.5	-	-
(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	28.6	47.6	19.0	4.8	-	-
(A.4) The national policy for vocational education has a multiyear perspective	2.0	33.3	38.1	19.0	-	4.8	4.8
(A.5) Cooperation and coordination between national and sub-national (regional, local) public departments and agencies are effective	2.2	28.6	33.3	19.0	14.3	-	4.8
(A.6) Cooperation between government and non-government organisations (including social partners) is transparent and effective	2.5	9.5	52.4	14.3	19.0	-	4.8

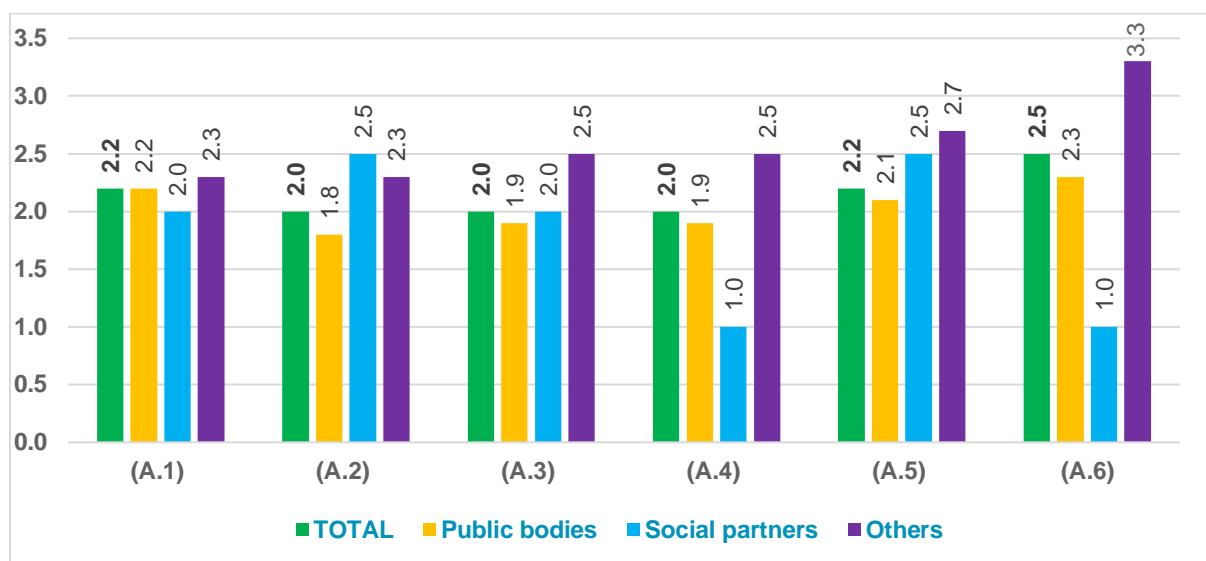
Positions of the three groups of respondents (Public bodies, Social Partners and Others) were relatively close (all within the interval “Agree”) only about the *involvement of the state and non-state stakeholders in the national VET and skills policy development* (A.1) – 2.2, 2.0 and 2.3, respectively (Graph 6).

About all other statements, the Public bodies were again positive (average marks from 1.8 to 2.3), while the Others were hesitant (average marks from 2.5 to 3.3) in regard to the statements A.3, A.4, A.5 and A.6, i.e. about the *possibility to update the policy for including new developments in both initial and continuing training; multiyear perspective of the national VET policy; and cooperation and coordination between the national and sub-national levels* on the one hand, and *between the government and non-government organisations*, on the other.

The Social partners were hesitant about whether the *VET policy combines long-term objectives and short-term targets*, as well as about the *cooperation and coordination between the national and sub-national levels* (average marks 2.5 for both). Nevertheless, they strongly agreed (1.0) that the *national policy for vocational education has a multiyear perspective* (A.4) and *cooperation between*

government and non-government organisations (including social partners) is transparent and effective (A.6)⁶.

Graph 6. Answers' average marks for the Section "A" as by the groups of respondents



	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

Answering the qualitative questions ‘Overall, do you think that current public administration practices allow good multi-level cooperation, flexible, agile as well as less formal way of managing policy processes on VET & Skill policies? How credible and effective are VET -and skills- strategies?’, the respondents demonstrated slightly different positions⁷:

- **Public body:** ‘I believe that existing public and regional governance practices provide the flexibility and adaptability of appropriate multi-level cooperation, as well as a less formal approach to managing VET policy-making and skills development. I find VET and skill development strategies to be reliable and effective. I believe that this is to improve the quality of education.’
- **Social partner:** ‘Does not fully provide. I do not consider it reliable and effective enough.’

⁶ It is to be considered that only one respondent of the two representatives of the Social Partners answered this question. The other did not know.

⁷ The bullet points below are slightly edited quotations from the stakeholders' statements.

- *Other: 'Partially. Recent changes in the vocational education system allow the creation of flexible mechanisms for multilevel cooperation. But this is still at the initial phase.'*
- *Other: 'It is known that Government Resolution <...> "On measures to organise the activities of the National System for the Development of Professional Qualifications, Knowledge and Skills in the Republic of Uzbekistan" <...> provides a base for the consolidation of long-term and short-term goals, forging closer cooperation between governmental and non-governmental organisations in the field of VET. It should be noted that the draft of this resolution was developed with the participation of interested state and non-state organisations in accordance with the requirements of the labour market.'*

BOX 2. SUMMARY FOR THE SECTION "A"

1. Involvement of both state and non-state stakeholders in the national policy for VET and skills is mainly considered satisfactory.
2. The VET policy mainly combines long-term objectives and short-term targets; only the Social partners are slightly hesitant about this.
3. In general, the policy can be updated to include new developments in both initial training for young people and continuing training for adults.
4. The national VET policy has a multiyear perspective; again, only the Social partners are not entirely sure about this.
5. Only the Public bodies are satisfied with the effectiveness and transparency of the cooperation and coordination between national and sub-national public departments and agencies and between the government and non-government organisations (including social partners).
6. Cooperation between government and non-government organisations (including social partners) is transparent and effective to a certain extent only.

B. Provision of legal/regulatory / normative framework for VET and Skills

BOX 3. THE MAIN VET-RELATED LAWS AND OTHER LEGAL ACTS:

1. Law on Education, 1997
2. Law on Social Protection of Disabled People, 2008
3. Labour Code, 1995

The respondents were mainly optimistic about four statements of five under this section. The highest level of agreement (**2.0**) was with the *legal framework for VET aims to meet the expectations of both public and private stakeholders* (Table 3).

The stakeholders were slightly less favourable but still optimistic about the statements *the legal framework responds to the needs of women; the legal framework supports lifelong learning, not only initial VET*, and *it is common practice in the country to involve VET stakeholders in the updating of regulations* (**2.3** for all three).

At the same time, they were hesitant whether *there is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation* (2.9).

Table 3. Summary of Answers for the Section “B”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(B.1) Legal framework for VET aims to meet the expectations of both public and private stakeholders	2.0	4.8	38.1	23.8	33.3	-	-
(B.2) There is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation	2.9	19.0	52.4	14.3	9.5	4.8	-
(B.3) The legal framework responds to the needs of women	2.3	33.3	23.8	23.8	19.0	-	-
(B.4) The legal framework supports lifelong learning, not only initial VET	2.3	19.0	42.9	19.0	14.3	-	4.8
(B.5) It is a common practice in the country to involve VET stakeholders in the updating of regulations and norms	2.3	-	-	-	-	-	-

The Public bodies were positive (2.1) about the *involvement of the VET stakeholders in the updating of regulations and norms*, while the Social partners and the Others were hesitant about this (2.5 and 2.8, respectively), Graph 7.

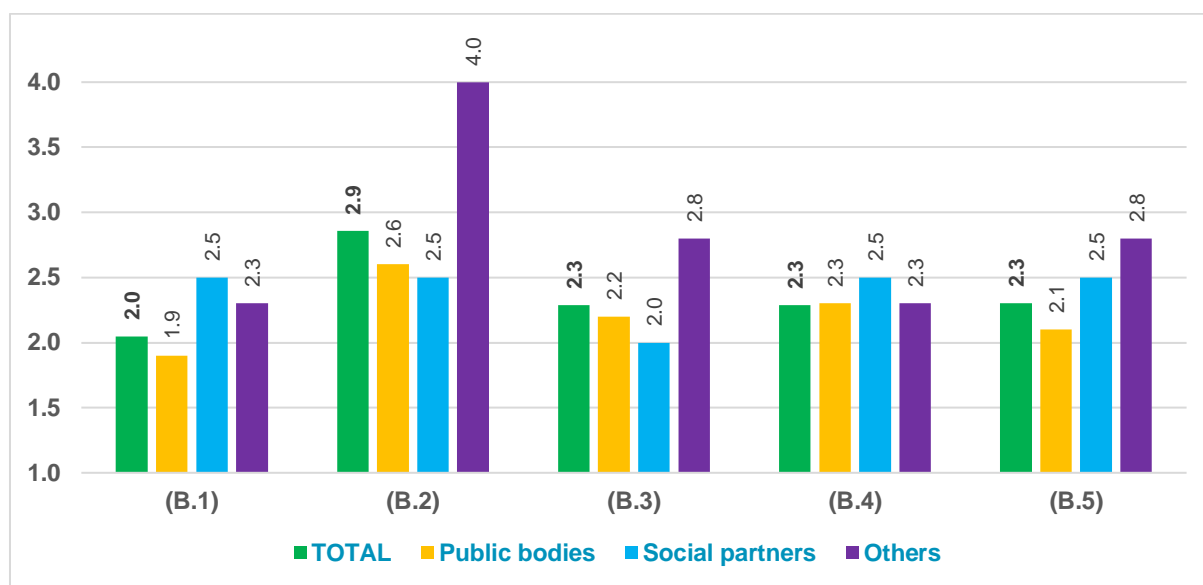
The statement that the *legal framework for VET aims to meet the expectations of both public and private stakeholders* was agreeable for both Public bodies and Others (1.9 and 2.3, respectively) but not for the Social partners (2.5).

The only disagreement (4.0) was demonstrated by the Others in regard with a *good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation*. The two other groups of stakeholders neither agreed nor disagreed with this (2.5-2.6).

The Public bodies and the Social partners agreed that *the legal framework responds to the needs of women* (2.2 and 2.0, respectively), and again the Public bodies and the Others – that the *legal framework supports lifelong learning, not only initial VET* (both 2.3). The Others were hesitant about the former (2.8) and the Social partners about the latter (2.5).

Overall, only for two statements of five, the Public bodies were clearly more positive than the other groups, and for one, they were unanimous with the Others.

Graph 7. Answers' average marks for the Section "B" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(B.1) Legal framework for VET aims to meet the expectations of both public and private stakeholders	2.0	1.9	2.5	2.3
(B.2) There is a good understanding of the legal framework for VET by all stakeholders, which facilitates policy implementation	2.9	2.6	2.5	4.0
(B.3) The legal framework responds to the needs of women	2.3	2.2	2.0	2.8
(B.4) The legal framework supports lifelong learning, not only initial VET	2.3	2.3	2.5	2.3
(B.5) It is a common practice in the country to involve VET stakeholders in the updating of regulations and norms	2.3	2.1	2.5	2.8

None of the Public servants answered the qualitative question 'Overall, do you think that the current legal framework is prepared for facing challenges of VET and Skills in XXI Century within LLL perspective (e.g. relevant Qualifications, Work-Based Learning, digitalisation of the economy and learning processes, regulating integration of innovation and research, etc.)?'

Only one representative of the Social partners and two from the Others shared their thoughts about this:

- Social partner: 'I do not think that they are ready.'
- Other: 'Not completely. <...> there is a need for further improvement of legislation, taking into account the interests of stakeholders in the VET system. It should be noted that the introduction of the necessary components of the national qualifications system (NQS) in the country is at an early stage.'
- Other: 'In order to further improve the regulatory framework of the system of secondary specialised, vocational education, taking into account modern requirements for personnel training, on 6th July 2012, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution № 200 "On approval of the regulation on secondary specialised, vocational education in the Republic of Uzbekistan" which also supports lifelong learning and the equal participation of women in vocational education.'

BOX 4. SUMMARY FOR THE SECTION “B”

1. VET legal framework does not fully meet the expectations of the social partners.
2. Understanding of the VET legal framework by all stakeholders is insufficient. This is accepted by the all groups of respondents.
3. In general, the legal framework seems responding to the needs of women but the representatives of the development partners are either hesitant or disagreed with this.
4. Overall, the legal framework supports lifelong learning not only initial VET, but some statements of the stakeholders suggest that they have doubts whether the legislation responds to their needs of work-based learning, innovations, digital transformation, etc.
5. Only the Public bodies think that the VET stakeholders are adequately involved in updating the regulations and norms. The other groups of respondents are hesitant about this.

C. Management of VET provider networks

BOX 5. GENERAL STRUCTURE OF THE VET NETWORK AND ITS MANAGEMENT

1. **VET providers:** 339 initial vocational schools, 201 colleges and 185 tekhnikums.
2. **Centres of Excellence (CoE):** Vocational Training Centres established in Tashkent, Samarkand and Shakhrisabz regions with the support of the Korean International Cooperation Agency (KOICA), are suggested as centres of excellence, but their formal status is unknown.
3. **Central VET Governance bodies:**
 - Ministry of Higher and Secondary Specialised Education,
 - Ministry of Employment and Labour Relations,
 - Ministry of Finance.
4. **Regional VET governance bodies:** Territorial Departments for Development and Coordination of Vocational Education.
5. **VET support structure:** Institute of Pedagogical Innovation, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education.
6. **Quality assurance structure:** State Inspectorate for Supervision of Quality in Education (SISQE) under the Cabinet of Ministers, responsible for developing criteria for the quality control and performance evaluation of educational institutions, as well as for licensing private providers.

In this section, the assessed set of indicators relates to the VET providers network and their accessibility, quality assurance, the degree of autonomy that might support VET providers and development of the VET sector.

On average, only two statements, i.e. *VET providers are accessible to users, such as students, parents, and employers* and *VET schools are accountable for the decisions they make*, were agreeable to the respondents (both 2.1). About all other statements, they were hesitant (Table 4).

The highest “level of hesitation” (3.1) was demonstrated for the statement that *VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, and civil society*, followed by three others with equal mark 2.8: *a Quality Assurance policy is in place across, both system and provider levels*; *Centres of Excellence exist in the country and, overall, these institutions meet stakeholder expectations*; and *Centres of Excellence are partnership-based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities*. The stakeholders’ positions about the two latter statements need further clarification, taking into account that no Centres of Excellence formally exist in Uzbekistan.

The *VET schools’ ability to make decisions on curriculum and teaching and innovation practices* received an average mark 2.7; *measurement of quality, internal and external, undertaken to support the performance of VET provider* – 2.6; and the *optimality of the VET providers network, based on clear governance structure* – 2.5.

Table 4. Summary of Answers for the Section “C”, Average Mark and % of Answers

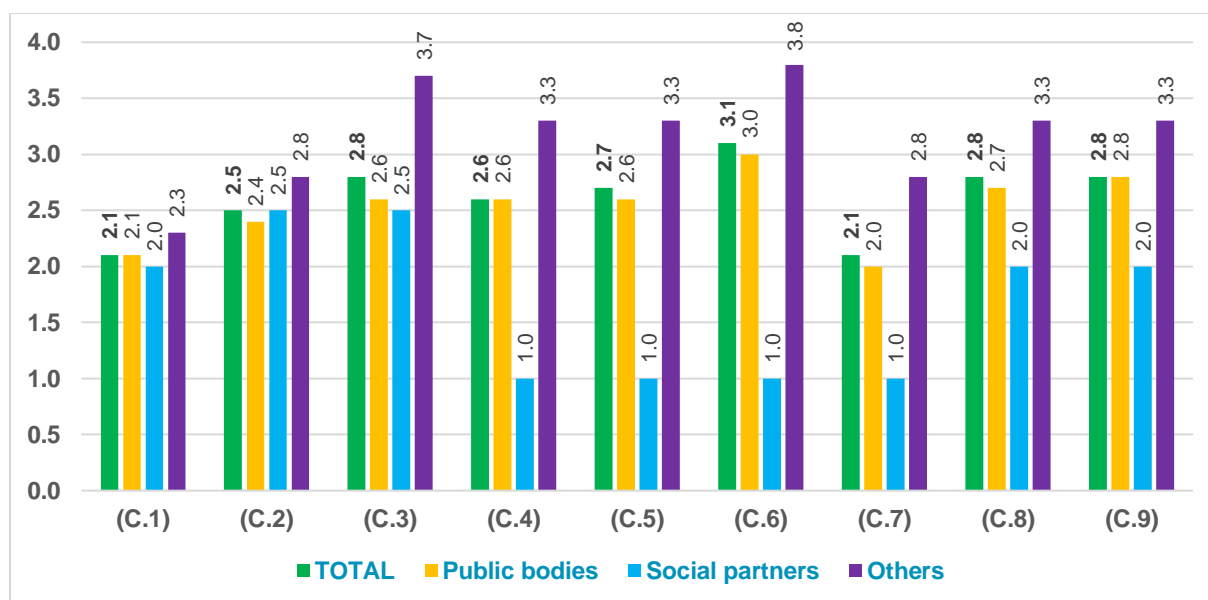
	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(C.1) VET providers are accessible to users, such as students, parents, and employers (etc.)	2.1	28.6	38.1	28.6	4.8	-	-
(C.2) The network of VET providers is optimal and based on clear governance structure	2.5	14.3	33.3	38.1	9.5	-	4.8
(C.3) A Quality Assurance policy is in place across, both system and provider levels	2.8	4.8	42.9	9.5	33.3	-	9.5
(C.4) Measuring quality, internal and external, is undertaken to support the performance of VET provider	2.6	9.5	28.6	33.3	14.3	-	14.3
(C.5) VET schools are able to make decisions on curriculum and teaching and innovation practices	2.7	9.5	28.6	33.3	19.0	-	9.5
(C.6) VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.)	3.1	4.8	19.0	38.1	23.8	4.8	9.5
(C.7) VET schools are accountable for the decisions they make	2.1	28.6	38.1	28.6	4.8	-	-
(C.8) Centres of Excellence exist in the country and, overall, these institutions meet stakeholder expectations	2.8	14.3	33.3	38.1	9.5	-	4.8
(C.9) Centres of Excellence are partnership-based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities	2.8	4.8	42.9	9.5	33.3	-	9.5

Under this section, the Public bodies were clearly more positive than the other groups, only about one statement C.2: *the network of VET providers is optimal and based on clear governance structure* (2.4 against 2.5 from the Social partners and 2.8 from the Others). About all other statements, they were more sceptical than at least one of two different groups (Graph 8).

Strong agreement (1.0) was demonstrated by one of the Social partners' representatives (the other did not assess) to the following four statements: C.4: *measuring quality, internal and external, is undertaken to support the performance of the VET provider*, C.5: *VET schools are able to make decisions on curriculum and teaching, and innovation practices* (both Public bodies and Others were hesitant about these with marks 2.6 and 3.3, respectively); C.6: *VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society* (Public bodies were hesitant – 3.0, and the Others disagreed – 3.8); and C.7: *VET schools are accountable for the decisions they make*. The Public bodies agreed (2.0), and the Others were hesitant (2.8) about the last statement.

The Others disagreed (3.7) also with C.3: *a Quality Assurance policy is in place across both system and provider levels*.

Graph 8. Answers' average marks for the Section "C" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(C.1) VET providers are accessible to users, such as students, parents, and employers (etc.)	2.1	2.1	2.0	2.3
(C.2) The network of VET providers is optimal and based on clear governance structure	2.5	2.4	2.5	2.8
(C.3) A Quality Assurance policy is in place across, both system and provider levels	2.8	2.6	2.5	3.7
(C.4) Measuring quality, internal and external, is undertaken to support the performance of VET provider	2.6	2.6	1.0	3.3
(C.5) VET schools are able to make decisions on curriculum and teaching and innovation practices	2.7	2.6	1.0	3.3

	TOTAL	Public bodies	Social partners	Others
(C.6) VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.)	3.1	3.0	1.0	3.8
(C.7) VET schools are accountable for the decisions they make	2.1	2.0	1.0	2.8
(C.8) Centres of Excellence exist in the country and, overall, these institutions meet stakeholder expectations	2.8	2.7	2.0	3.3
(C.9) Centres of Excellence are partnership-based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities	2.8	2.8	2.0	3.3

The respondents' answers to the qualitative question 'Overall, do you think that the VET provider network functions effectively?' were again somewhat limited. Besides, they are not always well supporting the given marks:

- Public body: 'I believe that the composition and supply of the network of VET providers support access to VET. The existing network of VET providers is able to provide the necessary conditions for those who wish to obtain vocational education. Improving the efficiency of VET providers is one of the main challenges of the system.'
- Social partner: 'Not quite effective.'
- Other: 'The VET system was not effective, so in 2017 a reform began. By the decree of the President of the country dated 6th September 2019, an optimal network of professional educational institutions with expanded access to VET, was created.'
- Other: 'VET providers operate efficiently in the country and are also accessible to users such as students, parents and employers (etc.).
The educational programmes for public VET institutions are approved by the Ministry and the institutions cannot take decisions on educational programmes and training.
Within the framework of strategic cooperation between the Republic of Uzbekistan and the Republic of Korea in the field of education, the Ministry of Labour and the Korean International Cooperation Agency (KOICA), Vocational Training Centres were established in three regions (Tashkent, Samarkand and Shakhrisabz), which train and retrain specialists in four main areas in demand of the labour market: diagnostics, repair and maintenance of cars; engineering production technologies and welding; electronics and electrical engineering; information systems and technologies.'

BOX 6. SUMMARY FOR THE SECTION "C"

1. The VET providers are accessible to users, such as students, parents, and employers. At the same time, only the Public bodies are convinced that their network is optimal and based on clear governance structure.
2. The stakeholders also accept that the schools are accountable for the decisions they make.
3. VET schools are not able to make decisions independently on curriculum and teaching and innovation practices.

4. VET School financial autonomy is not enough for supporting effective and efficient operations and partnerships particularly with industry, employers, and civil society.
5. Although there is a specific institution responsible for quality assurance, i.e. SISQE, the stakeholders do not think that a Quality Assurance policy is in place (across both system and provider levels) or measuring quality (internal and external) is undertaken to support the performance of VET providers.
6. No VET institutions with a formal status of Centres of excellence are known in the country. However, three VET providers established with support of Korean International Cooperation Agency, are proclaimed as CoEs.

D. Financial arrangements (including budgeting, mobilisation and allocation processes)

BOX 7. VET FUNDING

1. Public funding for the VET system comes from three main **sources**: national, regional and local budgets.
2. The **parameters for financing** are calculated based on actual expenses for previous periods with adjustments for changes in the price level, forecasts of student population movements, changes in the infrastructure of institutions and implemented target programmes.
3. **Regional and local authorities estimate** the number of students for the next year, as well as the cost of providing educational services and predict the costs of the VET institutions' maintenance.

The stakeholders were relatively optimistic about the budget setting and planning, allocation of financial resources and VET funding mechanisms. On average, they agreed with the following four statements related to the mentioned aspects: *the budget setting process for VET and Skills development is driven by good dialogue among key ministries – 2.4*; *budget planning is targeted to long-term strategic goals and challenges – 2.1*; *allocation of financial resources is based on criteria following clear and transparent rules – 2.3*; and *funding mechanisms are well designed in terms of the objectives of the budget – 2.4* (Table 5).

Moreover, for the first two statements, an agreement was demonstrated by two groups of the stakeholders, i.e. Public bodies and Social partners. The other two were only agreeable to the Public bodies, while two other groups were hesitant. Nevertheless, due to relatively small weight of the latter in the total number of respondents, the average was positive (see Graph 9 below).

Table 5. Summary of Answers for the Section “D”, Average Mark and % of Answers

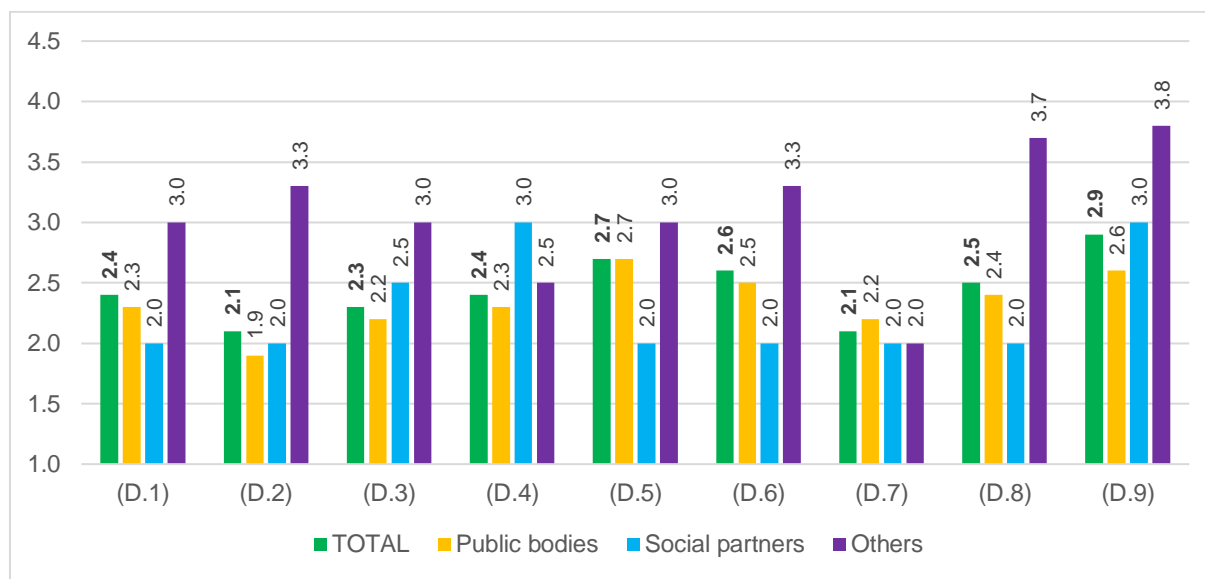
	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(D.1) The budget setting process for VET and Skills development is driven by good dialogue among key ministries	2.4	4.8	42.9	42.9	-	-	9.5
(D.2) Budget planning is targeted to long-term strategic goals and challenges	2.1	19.0	47.6	19.0	4.8	-	9.5
(D.3) Allocation of financial resources is based on criteria following clear and transparent rules	2.3	14.3	38.1	23.8	9.5	-	14.3
(D.4) Funding mechanisms are well designed in terms of the objectives of budget	2.4	14.3	33.3	33.3	9.5	-	9.5
(D.5) Mechanism in place for mobilisation of additional funding resources as required to meet needs of VET and Skills stakeholders	2.7	-	33.3	52.4	4.8	-	9.5
(D.6) The need for equity of outcomes is taken into account in decisions about the distribution of funding	2.6	-	38.1	47.6	4.8	-	9.5
(D.7) The sources of financing include both public and private sources	2.1	4.8	42.9	42.9	-	-	9.5
(D.8) Incentives for employer's participation are in place and adequate to support VET and Skills financing policies	2.5	19.0	47.6	19.0	4.8	-	9.5
(D.9) Employer's financial and/or fiscal incentives are effective and transparent	2.9	14.3	38.1	23.8	9.5	-	14.3

Another statement assessed positively, was that *the sources of financing include both public and private sources* – 2.1. All groups of stakeholders agreed with this but it is remarkable that the marks given by the Social partners and the Others were even slightly lower (higher level of agreement) than that of the Public bodies (2.0 against 2.2).

On average, the stakeholders were hesitant about whether *mechanism in place for mobilisation of additional funding resources as required to meet needs of VET and Skills stakeholders* – 2.7 and the *need for equity of outcomes is taken into account in decisions about the distribution of funding* – 2.6. It is to be mentioned that the Social partners agreed with these two statements (2.0), while the two other groups gave marks from 2.5 to 3.3.

The average marks given to the statements about the employers' incentives also appeared in the interval “neither agree nor disagree”: *incentives for employer's participation are in place and adequate to support VET and Skills financing policies* – 2.5 and *employer's financial and/or fiscal incentives are effective and transparent* – 2.9. Here, however, the discrepancy between the different groups' positions was considerable: the Others disagreed with both statements (3.7 and 3.8, respectively), while the Public bodies and the Social partners agreed with the first statement (2.4 and 2.0, respectively) and were hesitant about the second one (2.6 and 3.0, respectively).

Graph 9. Answers' average marks for the Section "D" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(D.1) The budget setting process for VET and Skills development is driven by good dialogue among key ministries	2.4	2.3	2.0	3.0
(D.2) Budget planning is targeted to long-term strategic goals and challenges	2.1	1.9	2.0	3.3
(D.3) Allocation of financial resources is based on criteria following clear and transparent rules	2.3	2.2	2.5	3.0
(D.4) Funding mechanisms are well designed in terms of the objectives of budget	2.4	2.3	3.0	2.5
(D.5) Mechanism in place for mobilisation of additional funding resources as required to meet needs of VET and Skills stakeholders	2.7	2.7	2.0	3.0
(D.6) The need for equity of outcomes is taken into account in decisions about the distribution of funding	2.6	2.5	2.0	3.3
(D.7) The sources of financing include both public and private sources	2.1	2.2	2.0	2.0
(D.8) Incentives for employer's participation are in place and adequate to support VET and Skills financing policies	2.5	2.4	2.0	3.7
(D.9) Employer's financial and/or fiscal incentives are effective and transparent	2.9	2.6	3.0	3.8

Only two, completely opposite answers were given to qualitative questions 'Overall, do you think public VET and skills are well resourced?' and 'Are fiscal resources available and coordinated for matching the current needs in terms of financing of VET and Skills systems?'. Expectedly, it was positive from a Public body and sceptical from one of the Others:

- Public body: 'Yes, the available resources are sufficient for public VET. Material resources are available to meet the funding needs of the VET systems.'
- Other: 'The most significant shortcomings of the current system of vocational education are the lack of material, technical and informational base of the educational process, the lack of highly qualified teaching staff, and the lack of quality educational and methodological, scientific literature and didactic materials.'

BOX 8. SUMMARY FOR THE SECTION “D”

1. The budget-setting process for VET and Skills development is driven by good dialogue among the key ministries.
2. Budget planning is targeted at long-term strategic goals and challenges.
3. According to the Public stakeholders, the allocation of financial resources is based on criteria following clear and transparent rules, and the funding mechanisms are well enough designed in terms of the budget objectives. Social partners and other stakeholders are hesitant about this.
4. There is no proper mechanism for mobilisation of additional funding resources as required to meet the needs of VET and Skills stakeholders.
5. The need for equity of outcomes is not taken into account in decisions about the distribution of funding.
6. No financial incentives for employers' participation are in place to support VET and Skills financing policies.

E. Management of public-private partnerships for VET and Skills provision

BOX 9. MANAGEMENT OF PUBLIC-PRIVATE PARTNERSHIPS FOR VET AND SKILLS DEVELOPMENT

1. The main **legal base for PPP** is the Law on Public-Private Partnerships (2019).
2. According to Government Decree № 394 (2019), in the vocational colleges' preparation of mid-level specialists and workers for large enterprises and clusters **on the basis of PPP** should be introduced from the 2019-2020 academic year. A special Working Group was established for the organisation of the above PPPs. The following types of support to the investors was defined:
 - free allocation of land plots for the construction of vocational training centres and competency assessment centres;
 - renting out the buildings of vocational colleges with a low level of workload or requiring reconstruction, significant repairs or re-equipment for the organisation of VET centres and competence assessment centres;
 - provision of unused buildings and structures to investors at a "zero" rental rate for organising VET centres and competence assessment centres;
3. The **role of the private sector in VET** is considered as assistance to the VET institutions in curriculum development, including training through company participation in curriculum reviews, student assessments, the widespread use of hands-on exercises, and assistance in career guidance decisions.

On average, the stakeholders agreed that *PPPs in VET and Skills are supported by relevant legislation (2.1)* but were hesitant about whether *the fiscal arrangements are adequate for formation*

and implementation of PPPs (2.6), Table 6. At the same time, the Social partners were hesitant to even about the first statement (3.0) but agreed with the second (2.0). The latter was not agreeable for the Others (3.5), Graph 10. The mentioned absence of any financial incentives for the private companies is probably the reason why no specific PPP cases in VET are known in the country.

Table 6. Summary of Answers for the Section “E”, Average Mark and % of Answers

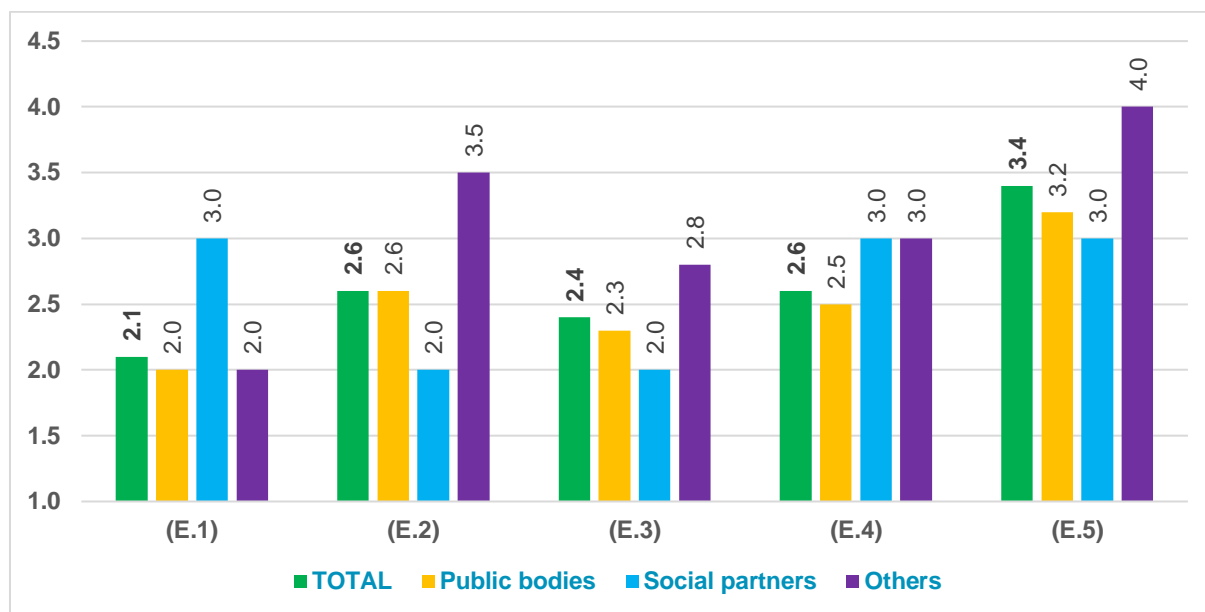
	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(E.1) PPPs in VET and Skills are supported by relevant legislation	2.1	9.5	71.4	-	9.5	-	9.5
(E.2) Fiscal arrangements are adequate for formation and implementation of PPPs	2.6	14.3	9.5	47.6	9.5	-	19.0
(E.3) Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET and Skills policy formation and implementation	2.4	9.5	52.4	23.8	9.5	-	4.8
(E.4) Financial and non-financial incentives motivate employers' participation in VET and Skill policy development	2.6	9.5	38.1	33.3	19.0	-	-
(E.5) Social Partners and Employers' cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning policies and practices	3.4	4.8	4.8	38.1	47.6	-	4.8

Overall, the respondents agreed that *Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET and Skills policy formation and implementation* (marginal average mark **2.4**). Nevertheless, the Others were hesitant about this statement (2.8).

There was complete unanimity in assessing the statement *Financial and non-financial incentives motivate employers' participation in VET and Skill policy development*. Here, the average mark was equal to **2.6** (neither agree nor disagree). The Public bodies gave a mark of 2.5 and the two other groups – 3.0.

The highest average mark (close to disagreement) was given for the statement *Social Partners and Employers' cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning policies and practices* (**3.4**). Moreover, the Others clearly disagreed with this (4.0), while representatives of the Public bodies and Social partners were hesitant (3.2 and 3.0, respectively).

Graph 10. Answers' average marks for the Section "E" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(E.1) PPPs in VET and Skills are supported by relevant legislation	2.1	2.0	3.0	2.0
(E.2) Fiscal arrangements are adequate for formation and implementation of PPPs	2.6	2.6	2.0	3.5
(E.3) Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET and Skills policy formation and implementation	2.4	2.3	2.0	2.8
(E.4) Financial and non-financial incentives motivate employers' participation in VET and Skill policy development	2.6	2.5	3.0	3.0
(E.5) Social Partners and Employers cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning policies and practices	3.4	3.2	3.0	4.0

The answers (only three in total) given to the qualitative question 'Overall, what do you think of the potential for public private partnerships in your country?' come to prove that actually no PPPs in VET are existent in Uzbekistan, yet:

- Public body: 'PPP in VET has a good perspective. The PPP Law, adopted in 2019, is the base for the development of public-private partnerships in the VET system.'
- Other: 'Developing of PPP as an approach for VET, is in its early stages. Only the Law on PPP has been adopted, its mechanisms are being developed and gradually introduced.'
- Other: 'In the country, the implementation of a public-private partnership project is carried out in accordance with the requirements of the Law "On public-private partnership". However, the procedure for implementing PPP projects is still not approved. Draft Resolution of the Cabinet of Ministers "On measures on the implementation of public-private partnership projects in the field of vocational education" was published on the SOVAZ portal, where the following statements were provided:
 - regulation on the procedure for implementing PPP projects in the field of vocational education;
 - a list of professional colleges, which will organise the training of mid-level specialists and personnel in blue-collar professions that are in demand in large enterprises and clusters under the terms of public-private partnership.'

BOX 10. SUMMARY FOR THE SECTION “E”

1. In the country, there is a PPP legislation, but mechanisms for PPPs in VET are not yet introduced. There are also no adequate fiscal arrangements for that, too.
2. The results of introducing PPP in VET institutions or any specific PPP cases in VET are not known yet.
3. According to the stakeholders' assessment, the Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET and Skills policy formation and implementation. However, the mechanisms of this cooperation are not precise.
4. There are no financial or non-financial incentives which would motivate employers' participation in VET and Skill policy development.
5. Cooperation of Social Partners and Employers with VET schools (e.g. for Work-based Learning policies and practices) is absent or at least very poor.

F. Monitoring, Evaluation and review of VET and Skills policies

BOX 11. GENERAL DESCRIPTION OF MONITORING & EVALUATION MECHANISMS

The **functions related to the monitoring** of the education system are dispersed among a number of bodies. Six ministries and the National Statistics Committee collect education data at different times over the year.

The battery of indicators that were assessed in this section are focusing on whether the evaluations and monitoring practices are vital components of the policy review phase.

Overall, the respondents neither agreed nor disagreed (**2.5**) that *there is a recognised and sound monitoring and research system* in the country (Table 7). However, this average mark is composed of the agreements from the Public bodies and Social partners (2.4 and 2.0, respectively) and disagreement of the Others (4.0), Graph 11.

Again, Public bodies and Social partners agreed (2.1 and 2.0, respectively) that *monitoring is used to support evaluations and policy review*. The Others were hesitant about this (3.0). This resulted in the overall average mark of **2.2** (agreement) for this statement.

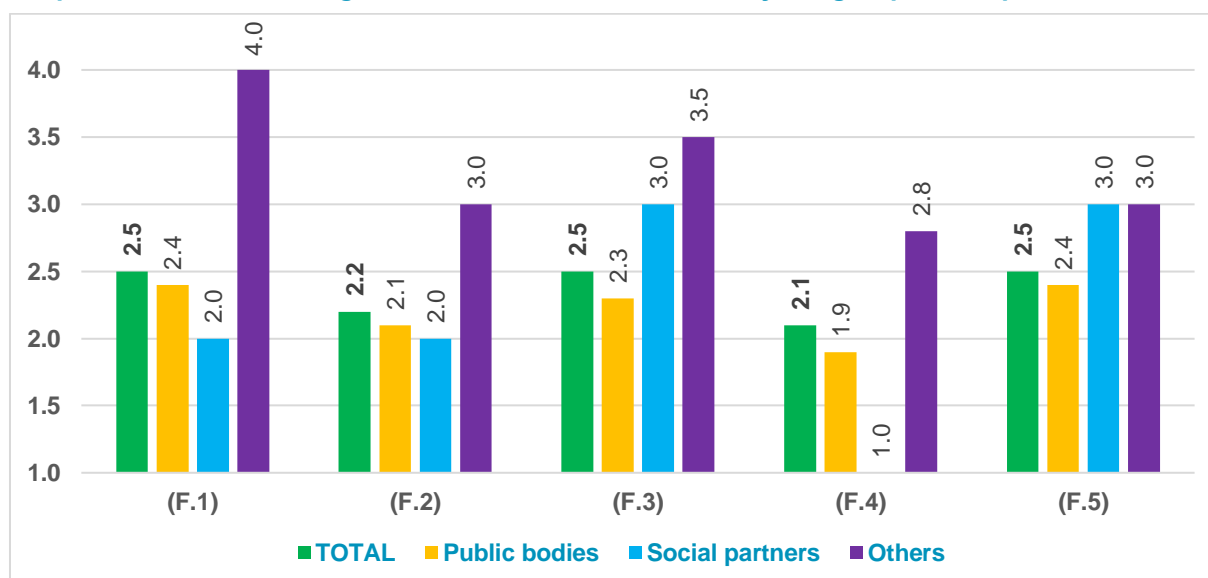
Table 7. Summary of Answers for the Section “F”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(F.1) There is a recognised and sound monitoring and research system	2.5	9.5	33.3	23.8	14.3	-	19.0
(F.2) Monitoring is used to support evaluations and policy review in the country	2.2	9.5	47.6	23.8	-	-	19.0
(F.3) Different type of evaluations (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation	2.5	-	52.4	28.6	9.5	-	9.5
(F.4) Evaluation and reviews of VET and Skills policies, involve the participation of different stakeholders	2.1	19.0	52.4	14.3	4.8	-	9.5
(F.5) Research, development and innovation are used to support VET and Skills policy development	2.5	-	57.1	19.0	14.3	-	9.5

Only Public bodies agreed (2.3) that different types of evaluations (e.g. on other policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation. The Social partners were hesitant (3.0) and the Others disagreed (3.5). On average, the statement received a mark of **2.5** (neither agree nor disagree).

Overall, the stakeholders agreed (2.1) that *evaluation and reviews of VET and Skills policies, involve the participation of different stakeholders*. Nevertheless, the Others were hesitant about this (2.8). It is to mention that for this statement too (see e.g. the cases of C.4-C.7), only one of the two Social partners' representatives gave a mark (1.0 – Strong agreement), while the other did not assess at all.

Graph 11. Answers' average marks for the Section “F” as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(F.1) There is a recognised and sound monitoring and research system	2.5	2.4	2.0	4.0
(F.2) Monitoring is used to support evaluations and policy review in the country	2.2	2.1	2.0	3.0
(F.3) Different type of evaluations (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation	2.5	2.3	3.0	3.5
(F.4) Evaluation and reviews of VET and Skills policies, involve the participation of different stakeholders	2.1	1.9	1.0	2.8
(F.5) Research, development and innovation are used to support VET and Skills policy development	2.5	2.4	3.0	3.0

On average, the respondents were hesitant (2.5) whether research, development and innovation are used to support VET and Skills policy development. Only the Public bodies agreed (2.4) with this statement. It would be beneficial and interesting to study particularly, what research and innovations are existent and supporting VET development in the country.

In general, the respondents answered the qualitative question 'Overall, how far do you think that data is used in the planning and decision-making processes for VET and skills development?' positively. Nevertheless, it is uncertain whether they gave a "theoretical" answer or meant the situation in the country. Only one of the answers received from Others, was clear about that:

- Public body: 'I believe that research, development and innovation help to adapt to changes in the labour market.'
- Social partners: 'To a certain extent.'
- Other: 'Yes, the research and innovation help the VET system to adapt to change and lay the foundation for the future of VET and the development of skills from a lifelong learning perspective.'
- Other: 'The role of research and innovation is essential for the country in laying a foundation for future vocational education and is essential in adapting to any change. However, as far as I know, the country does not have recognised and effective monitoring and research system to improve VET and develop skills.'

BOX 12. SUMMARY FOR THE SECTION "F"

1. Monitoring functions are attached to a number of public institutions, but in practice, there is no sound monitoring and research system.
2. Different types of evaluations seem to inform VET policy implementation to a limited extent only.
3. Overall, the stakeholders think that monitoring is used for supporting evaluations and policy reviews in the country. However, under the conditions formulated in the above bullet points, this issue will need to be additionally studied.
4. VET and Skills policy development is not effectively supported by research, development and innovation. No VET research seems to be carried out in the country.

G. Management of Information Systems and Statistical provision to support policy making

BOX 13. GENERAL DESCRIPTION OF VET INFORMATION SYSTEMS, INCLUDING EMIS

1. The National Statistics Committee collects **education data** at different times over the year.
2. No **EMIS** is known in the country.

The objective of this section was to explore and evaluate the practices in data collection that are to inform the policy cycle in VET and skills.

Under the conditions of non-existent EMIS, it was slightly surprising that the stakeholders agreed about *Management Information Systems are used to collect data to support planning and decision-making processes* (1.9) and *information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/LM purposes* (2.1), Table 8. The first statement was agreeable not only to the Public bodies (1.6) but also to the Others (2.3), Graph 12. Nevertheless, the latter were hesitating about the second statement (2.7). The Social partners neither agreed nor disagreed with both statements (3.0).

Table 8. Summary of Answers for the Section “G”, Average Mark and % of Answers

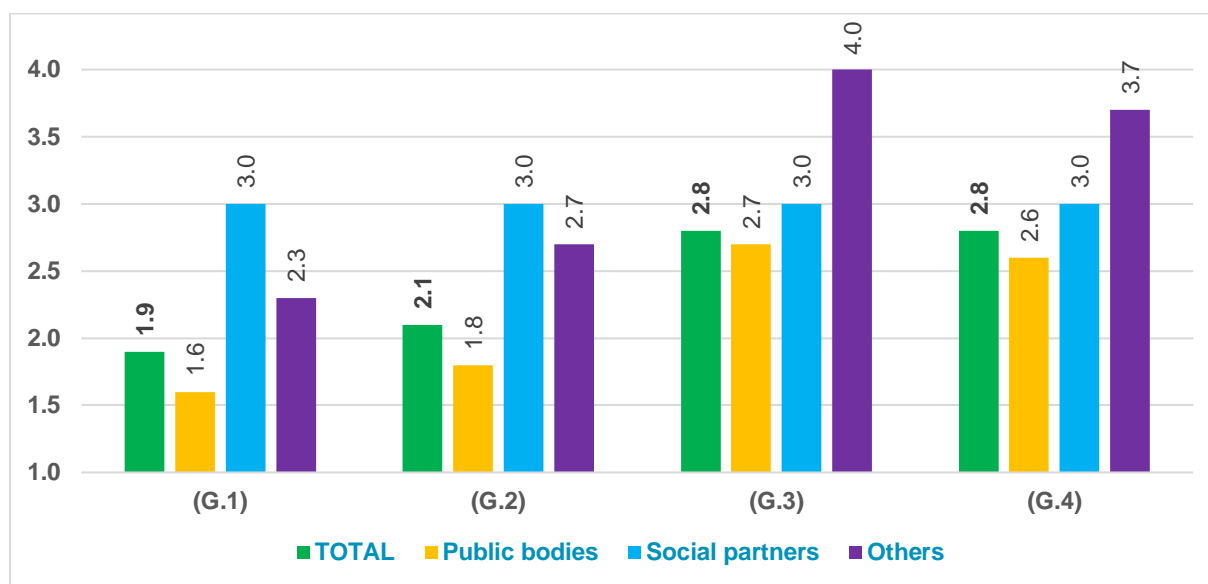
	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(G.1) Management Information Systems are used to collect data to support planning and decision-making processes	1.9	38.1	38.1	14.3	4.8	-	4.8
(G.2) Information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/LM purposes	2.1	14.3	52.4	14.3	4.8	-	14.3
(G.3) Management Information Systems have been designed and upgraded involving different type of VET and Skills stakeholders	2.8	-	38.1	28.6	23.8	-	9.5
(G.4) Overall, data produced by information management systems are public accessible to VET and Skills stakeholders and citizens	2.8	4.8	33.3	23.8	28.6	-	9.5

At the same time, the respondents overall were hesitant (2.8) about the statement *Management Information Systems have been designed and upgraded involving different type of VET and skills stakeholders*. The Public bodies and the Social partners neither agreed nor disagreed with this (2.7 and 3.0, respectively) and the Others disagreed (4.0). However, it remains unclear what a Management Information System the stakeholders had in mind while assessing this statement.

Both Public bodies and Social partners were hesitant (2.6 and 3.0, respectively) and the Others disagreed (3.7) that *overall, data produced by information management systems are public accessible*

to VET and Skills stakeholders and citizens. The overall average mark for this statement was equal to 2.8 (neither agree nor disagree).

Graph 12. Answers' average marks for the Section "G" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(G.1) Management Information Systems are used to collect data to support planning and decision-making processes	1.9	1.6	3.0	2.3
(G.2) Information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/LM purposes	2.1	1.8	3.0	2.7
(G.3) Management Information Systems have been designed and upgraded involving different type of VET and Skills stakeholders	2.8	2.7	3.0	4.0
(G.4) Overall, data produced by information management systems are public accessible to VET and Skills stakeholders and citizens	2.8	2.6	3.0	3.7

The answers given to the qualitative question '*Overall, how far do you think that data is used in the planning and decision-making processes for VET and skills development?*', specifically by those representing the Social partners and the Others, proved our scepticism about the objectiveness of the positive assessment of the statements G.1 and G.2:

- **Public body:** 'Management Information Systems are to be introduced in the VET system. Data from MIS are necessary for analysing the VET situation and help to take timely decisions necessary for the further development of the VET system.'
- **Social partner:** 'Currently, the VET system does not have a unified MIS that could play an important role in the planning and decision-making processes in the field of VET and skills development.'
- **Other:** 'In the field of VET, there are very limited data (reliable and specific) which are available for use in planning and decision-making processes.'

BOX 14. SUMMARY FOR THE SECTION “G”

1. There is no EMIS functioning for VET yet.
2. Only the Public bodies think that the information systems are used to improve VET governance.
3. VET statistical data are not freely available and accessible for stakeholders and citizens.

3.3. Institutional Coordination Mechanisms of VET and skills

There are *Territorial Departments for Development and Coordination of Vocational Education* under MoHSSE in the Republic of Karakalpakstan, in all regions, and in the city of Tashkent. There is also a support structure, the *Institute of Pedagogical Innovations, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education*, which develops methodological approaches and teaching materials to be used by the VET system teachers.

The State Inspectorate for Supervision of Quality in Education (SISQE), under the Cabinet of Ministers, is a governmental body responsible for developing criteria for the quality control and performance evaluation of educational institutions. SISQE is also responsible for licensing the private providers. However, it is not responsible for monitoring and evaluation at the system level.

A *National VET Council*, as well as *Sector Skill Councils*, are presently under establishment. *Republican Council for the Development of Professional Qualifications* is also expected to be formed.

H. National VET / Skills Councils

BOX 15. THE NATIONAL COORDINATION COUNCIL FOR VET

1. A **National VET Council** is presently under establishment.
2. **Republican Council for the Development of Professional Qualifications** was established in 2019 (Decree of the Cabinet of Ministers № 394). Its main tasks are:
 - quality control of the vocational training process, assessment and awarding of professional competencies in vocational training centres and competence assessment centres, mainly through the organisation of periodic and random checks and studies;
 - issuance of conclusions on the advisability of accreditation by the Ministry of Employment and Labour Relations of vocational training centres and competence assessment centres;
 - developing proposals for the further improvement of the National System for the Development of Professional Competencies, taking into account international standards and advanced foreign experience.

Overall, the respondents were hesitant about all the statements under this section (Table 6). This is again slightly surprising due to the absence of any National VET Council in the country, and disagreement was more expected.

The statement *National Council for VET exists and, overall, outcomes meet stakeholder expectations* and received an average mark of **2.7**. Both Public bodies and the Social partners were hesitant (2.5 and 3.0, respectively, while the Others disagreed (3.7), Graph 13.

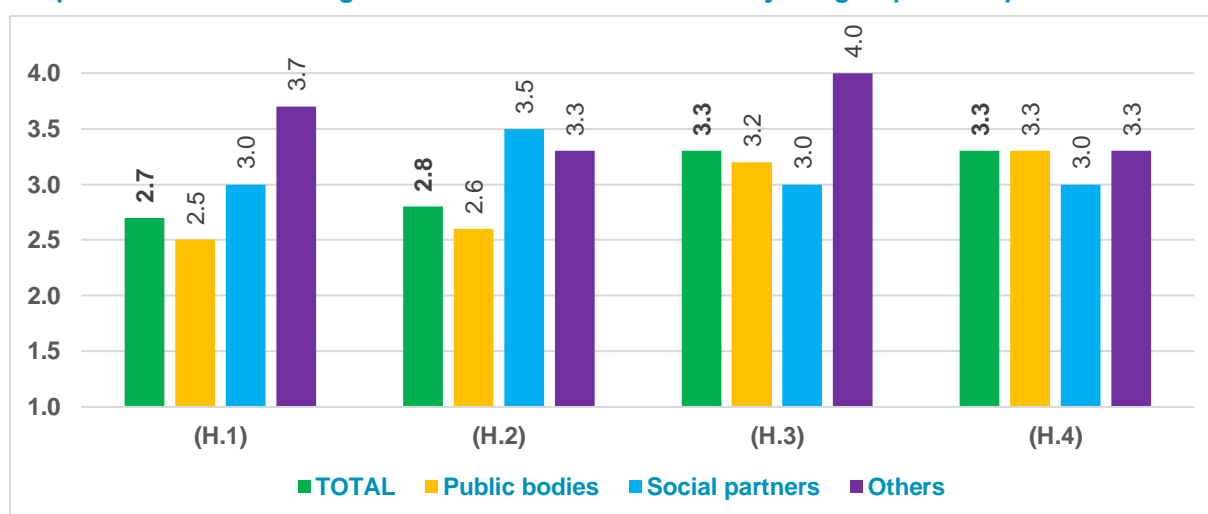
Table 9. Summary of Answers for the Section “H”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(H.1) National Council for VET exists and, overall, outcomes meet stakeholder expectations	2.7	19.0	19.0	19.0	33.3	-	9.5
(H.2) The National Council composition represents key VET and Skills stakeholders at national level	2.8	9.5	33.3	19.0	23.8	4.8	9.5
(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	9.5	9.5	14.3	42.9	4.8	19.0
(H.4) Advice/feedback processes delivered by the NC is distributed to stakeholders in systematic and transparent way	3.3	9.5	4.8	23.8	47.6	-	14.3

About the statement, *the National Council composition represents key VET and Skills stakeholders at national level*, which received 2.8, again the Public bodies but also the Others neither agreed nor disagreed (2.6 and 3.3, respectively). The Social partners disagreed (3.5) with this.

The least agreeable statements were: *the National Council meets on regular and effective manner in the course of the year, coordinating relevant VET and Skill policy agendas* and *advice/feedback processes delivered by the NC is distributed to stakeholders in systematic and transparent*. Both received average mark of **3.3**. Only the Others disagreed (4.0) with the first one. All other responses were within the interval “Neither agree nor disagree” (3.0-3.3).

Graph 13. Answers’ average marks for the Section “H” as by the groups of respondents



	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 a systematic and transparent way	3.3	3.3	3.0	3.3

For all four statements, it could be assumed that the Social partners and the Others were not well aware of the existence and function of a National VET Council, therefore, they agreed. This, however, could hardly be relevant for the Public bodies who should know that VET Council is not functional in the country, and their hesitation is incomprehensible. It is probable, however, that some respondents meant the National (Republican) Qualifications Council while assessing the statements under this section. This is referred particularly in one of the answers given (by a representative of the Others) to the qualitative question *‘Do you think there is scope for more capacity development actions to improve the performance of national council operations’*:

- Other: ‘According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan № 394 of 13th May 2019 "On measures to improve the system of professional training of qualified personnel in demand in the labour market", the Republican Council for the Development of Professional Qualifications and sectoral councils were formed under the Ministry of Employment and Labour Relations of the Republic of Uzbekistan. Development of professional competences is under the governmental bodies that coordinate the assessment of qualifications and the development of professional competences.
The Republican Council includes representatives of state and economic management bodies, trade unions, unions and associations, representatives of the scientific community. Moreover, this Council may also include foreign experts and representatives of foreign companies and international organisations accredited in the Republic of Uzbekistan. Overall, it is difficult to say that the results of this advice really meet stakeholders’ expectations.’
- Public body: ‘Interaction of stakeholders should be intensified; the activities of the National Council should be organised taking into account international practice.’
- Social partner: ‘Implementation of the NQS is started. A National Council is needed to coordinate the activities of all sectoral councils and participants in the NQS.’

BOX 16. SUMMARY FOR THE SECTION “H”

1. Establishment of a National VET Council is under consideration.
2. Republican Council for the Development of Professional Qualifications has been formally established in 2019 but has not been functional.

I. Sectoral VET / Skills Councils / Committees

BOX 17. THE SECTOR COUNCILS FOR VET

Sector Councils for Development of Vocational Competencies have been formally established (Decree of the Cabinet of Ministers № 394, 2019) adjacent to the corresponding bodies of central governance. One of their tasks is the development of professional standards jointly with the bodies responsible for labour and the competence assessment centres.

Like in the case of the National VET Council, the respondents were generally hesitant about all statements related to the Sector Councils (Table 10). The overall average mark for the statement *the Sector Councils / Committees exist and, overall, meet stakeholder expectations* was marginal and close to the agreement (2.5). This probably is conditioned by the fact that, as mentioned in Box 17, the Sector committees have been formally established. Moreover, the Public bodies clearly agreed with this (2.3), Graph 14.

Table 10. Summary of Answers for the Section “I”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(I.1) The Sector Councils / Committees exist and, overall, meet stakeholder expectations	2.5	9.5	28.6	33.3	9.5	-	19.0
(I.2) SCs composition represents key sectoral VET and Skills stakeholders	2.7	9.5	23.8	42.9	14.3	-	9.5
(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	9.5	9.5	33.3	28.6	4.8	14.3
(I.4) SCs sectors are the most appropriate ones to contribute on VET and Skills and economic development	2.5	9.5	47.6	33.3	4.8	4.8	-
(I.5) SCs have sub-committees to address specific issues in different VET and Skills policy areas	3.0	9.5	4.8	42.9	14.3	4.8	23.8
(I.6) The results of the SC add value to VET and skills policy development	2.5	19.0	28.6	28.6	9.5	4.8	9.5
(I.7) Advice / feedback processes delivered by the SCs is effective and distributed to right stakeholders	2.7	9.5	28.6	33.3	9.5	-	19.0

The statement *SCs composition represents key sectoral VET, and Skills stakeholders* were slightly less agreeable to the stakeholders (2.7) but here all three groups were hesitant about this (2.5-3.3).

Almost the same situation, although with a higher average mark equal to 3.1, was recorded for the statement *the SCs meet on a regular and effective manner in the course of the year and they have proper resources to deploy mandate*. Again all groups neither agreed nor disagreed (3.0-3.3).

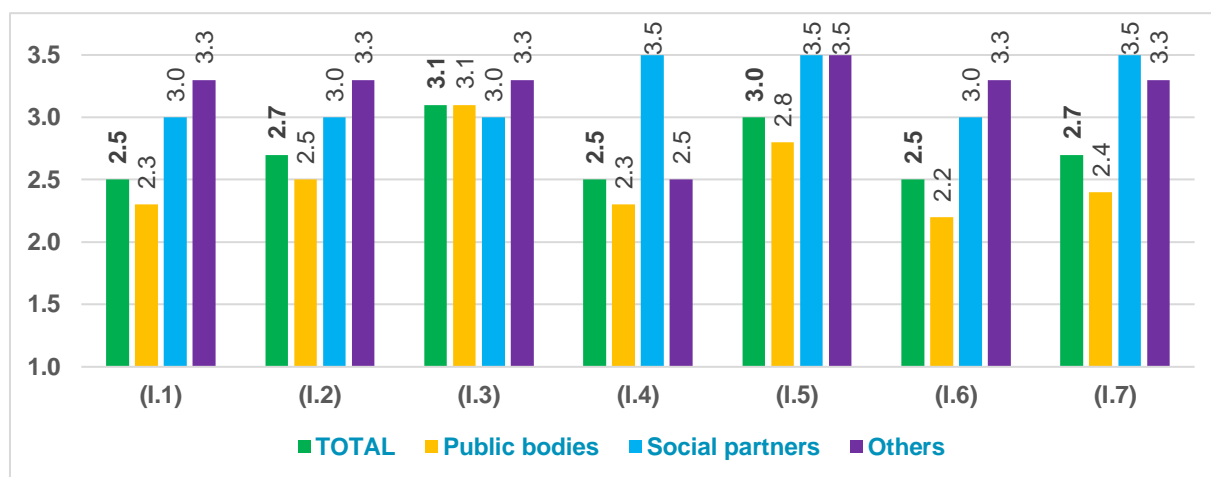
One of the lowest average marks (2.5) was received for the statement *SCs sectors are the most appropriate ones to contribute on VET and Skills and economic development*, which does not necessarily reflect the stakeholders' attitude to the Sector Committees in Uzbekistan but to their role in general. Nevertheless, the positions of the three groups were somewhat different; Public bodies agreed with this (2.3), Social partners disagreed (3.5) and the Others were hesitant (2.5).

The same mark of 2.5 was also given to the statement *the results of the SC add value to VET and skills policy development*. Again, it is unclear which results of the SC's functioning were meant by the respondents. It is to mention, however, that the Public bodies even agreed with this statement (2.2)

The Social partners and the Others disagreed (both 3.5), and the Public bodies were hesitant (2.8) whether *SCs have sub-committees to address specific issues in different VET and Skills policy areas*. The overall average mark was equal to 3.0 ("Neither agree nor disagree").

For *the advice / feedback processes delivered by the SCs is effective and distributed to the right stakeholders*, the respondents were overall hesitant (2.7). Nevertheless, the Public bodies agreed (2.4) and the Social partners disagreed (3.5).

Graph 14. Answers' average marks for the Section "I" as by the groups of respondents



	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

The answers given to the qualitative question *‘Do you think there is scope for more capacity development actions to improve the performance of sector councils?’* confirmed general positive attitude of the stakeholders to the Sectoral Councils and appreciation of their role:

- **Public body:** *‘Yes, it is necessary to improve the efficiency of the industry councils, taking into account international practices.’*
- **Social partner:** *‘Implementation of the NQS has started. Sector Skills Councils are needed to coordinate the activities of all sector participants.’*
- **Other:** *‘I think, in order to increase the effectiveness of the work of the sectoral councils for the development of professional competencies, it is necessary to establish close cooperation with the private sector, i.e. with business entities, to study the needs of the labour market and develop policies for the development of professional competences of the population, as they know better about their expectations from the vocational education system.’*

BOX 18. SUMMARY FOR THE SECTION “I”

1. Sector Councils were formally established in 2019 but they seem non-functional yet.
2. All interviewed stakeholders were hesitant about the composition of the Councils as well as about the meeting they convened.
3. They also could not express any certain position about the sectors covered by the Councils, probably due to unawareness about that.
4. Overall, other issues related to the Councils seemed also unclear to the respondents.
5. At the same time, they demonstrated a somewhat positive attitude to the Councils in general.

J. Regional/ Subnational VET and Skills Authorities (e.g. Councils)

BOX 19. THE REGIONAL / SUBNATIONAL VET AND SKILLS AUTHORITIES

The Ministry of Higher and Secondary Specialised Education has **Territorial Departments for Development and Coordination of Vocational Education** in the Republic of Karakalpakstan, the regions, and the city of Tashkent.

The objective of this section was to explore on the role of vertical governance level and existing coordination mechanisms. The set of indicators is focused on the regional and local authorities in VET.

The results of the evaluation under this section were not much optimistic. The stakeholders overall were hesitant (2.6) whether *the Regional / local level is well represented and contributes to the role of VET and Skills socioeconomic and regional development* (Table 11). It is remarkable that the Social partners and the Others agreed with this statement (2.0 and 2.4, respectively), Graph 15.

Relatively the same situation was with the statement *the regional / local levels participate on formation and implementation of local partnerships with employers and other key actors* (2.5). Here too, the Social partners and the Others agreed (2.0 and 1.8, respectively), while the Public bodies were hesitant. This could probably be explained by the level of different stakeholders’ awareness about the role of the regional VET bodies.

Table 11. Summary of Answers for the Section “J”, Average Mark and % of Answers

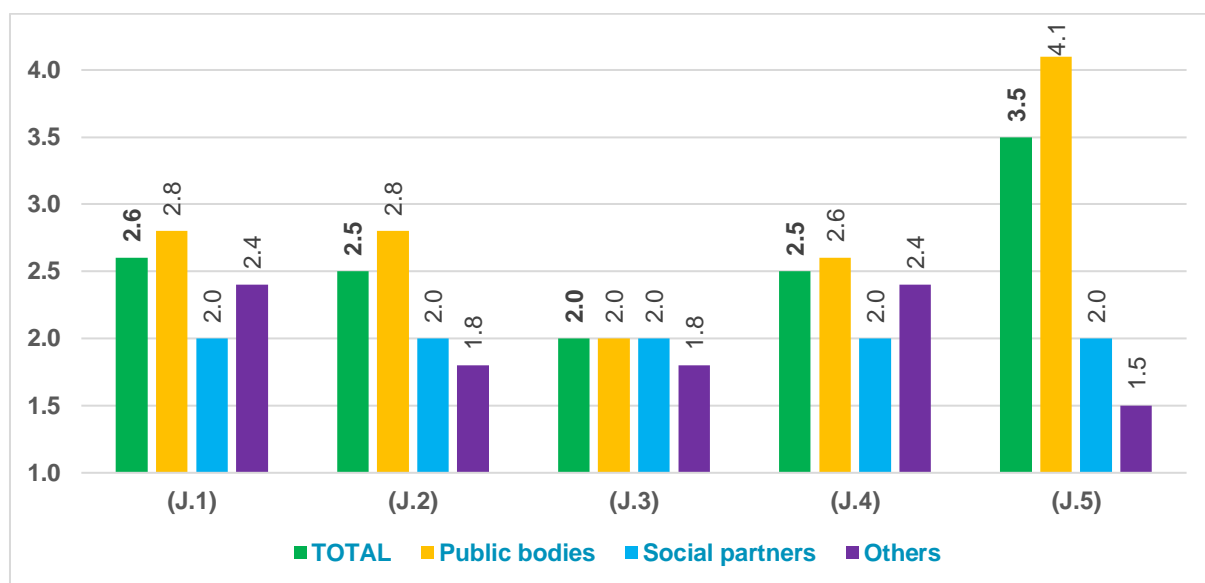
	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(J.1) The Regional / local level is well represented and contributes to the role of VET and Skills socioeconomic and regional development	2.6	9.5	23.8	47.6	9.5	-	9.5
(J.2) The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors	2.5	-	52.4	33.3	-	4.8	9.5
(J.3) Overall, regional / local levels should have more responsibilities in supporting national level on VET and Skills policies	2.0	23.8	61.9	4.8	-	4.8	4.8
(J.4) Regional / local level cooperate with VET schools and this add value to performance of VET institutions	2.5	-	57.1	23.8	4.8	4.8	9.5
(J.5) The Regional Council composition (if this exists) operates under clear governance structure	3.5	-	4.8	23.8	19.0	4.8	47.6

At the same time, the stakeholders agreed (2.0) that overall, regional / local levels should have more responsibilities in supporting national level on VET and Skills policies. All groups were unanimous (1.8-2.0).

Again, the Social partners and the Others agreed (2.0 and 2.4, respectively) and the Public bodies were hesitant (2.6) whether Regional / local level cooperate with VET schools and this add value to performance of VET institutions. This resulted in the overall average mark of 2.5 (“Neither agree nor disagree”).

It was recorded an overall disagreement (3.5) with the statement the Regional Council composition (if this exists) operates under clear governance structure. This is entirely understandable due to absence of such regional councils in the country. Nevertheless, this result was conditioned by a relatively high disagreement level (4.1) of the Public bodies (dominating by the number of respondents), while the Social partners and the Others agreed with that (2.0 and 1.5, respectively). The grounds for the position of these two groups are unclear.

Graph 15. Answers' average marks for the Section "J" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(J.1) The Regional / local level is well represented and contributes to the role of VET and Skills socioeconomic and regional development	2.6	2.8	2.0	2.4
(J.2) The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors	2.5	2.8	2.0	1.8
(J.3) Overall, regional / local levels should have more responsibilities in supporting national level on VET and Skills policies	2.0	2.0	2.0	1.8
(J.4) Regional / local level cooperate with VET schools and this add value to performance of VET institutions	2.5	2.6	2.0	2.4
(J.5) The Regional Council composition (if this exists) operates under clear governance structure	3.5	4.1	2.0	1.5

Only one answer to the qualitative question 'Overall, do you think there is a good level of delegated policies and competences to regional and/or local authorities in the country?' was received. It confirms existence of the regional bodies but expresses doubt about their effectiveness, at least in terms of participation in national policy:

- **Other:** 'Regional / local authorities are very well represented throughout the country, but I do not know how effectively they influence the socio-economic and regional development of vocational education. Since the system of involving employers, <...> in the process of studying the needs of the labour market and designing policies for VET development has not been specifically imposed, it is difficult to say that regional / local authorities are effectively involved in the formation and implementation of local partnerships with employers and other key performers.'

BOX 20. SUMMARY FOR THE SECTION “J”

1. There are VET management bodies in all regions of the country. They act under MoHSSE.
2. Nevertheless, it can hardly be stated that those regional bodies properly contribute to the role of VET and Skills socioeconomic and regional development or participate in the formation and implementation of local partnerships with employers and other key actors.
3. The cooperation of the regional bodies with VET schools and contribution to their performance, was neither confirmed by the stakeholders.
4. All stakeholders agree that overall, regional/local levels should have more responsibilities in supporting the national level on VET and Skills policies.
5. There are no regional VET councils in the country.

K. National VET Agencies and/or other type of executive and supervisory bodies

BOX 21. THE NATIONAL INSTITUTES RELATED TO VET

1. **Institute of Pedagogical Innovation, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education** develops methodological approaches and teaching materials to be used by the VET system teachers.
2. **State Inspectorate for Supervision of Quality in Education** under the Cabinet of Ministers is responsible for developing criteria for the quality control and performance evaluation of educational institutions, as well as for licensing private providers.

The formulation of the statements under this section was not very much relevant to the country context. For example, there is no national agency which would be the executive/supervisory body on VET/Qualifications/Quality (statement K.1). Instead, besides MoHSSE which is the supervisory body, there are two support structures mentioned in the Box 21 above.

Nevertheless, the stakeholders overall agreed (2.4) with the statement *the national agency-executive / supervisory body on VET / Qualifications / Quality (etc.) executes national policies in transparent and accountable manner* (Table 12). Only the Others were hesitant about this (3.0), Graph 16.

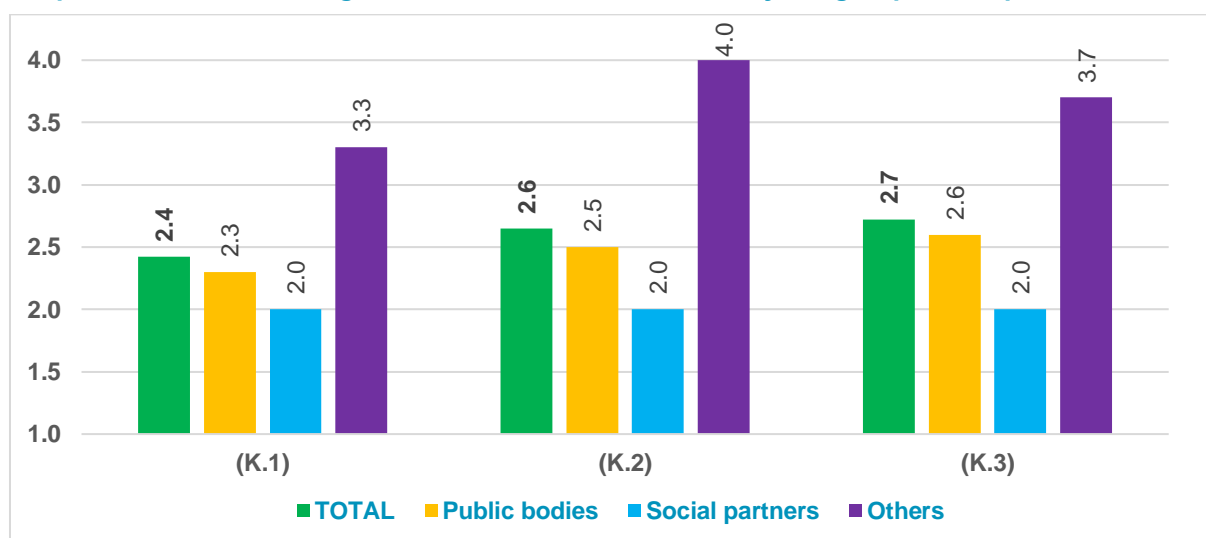
Table 12. Summary of Answers for the Section “K”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(K.1) The national agency-executive / supervisory body on VET / Qualifications / Quality (etc.) executes national policies in transparent and accountable manner	2.4	19.0	28.6	28.6	14.3	-	9.5
(K.2) There is a recognised level of expertise and good outcomes provided by National Agency to support VET and Skills policy development / implementation, evaluation and review (etc.)	2.6	14.3	14.3	38.1	14.3	-	19.0
(K.3) Overall, governing board representation in the national agency is composed by key VET and Skills stakeholders	2.7	9.5	19.0	42.9	14.3	-	14.3

The average mark for the statement *there is a recognised level of expertise and good outcomes provided by the National Agency to support VET and Skills policy development/implementation, evaluation and review* was within the interval “Neither agree nor disagree” (2.6). At the same time, positions of three groups were different: Social partners agreed with this (2.0), Public bodies were hesitant (2.5) and the Others disagreed (4.0). Nevertheless, it remains unclear which national agency was assessed by the stakeholders.

The stakeholders demonstrated completely the same attitude also to the statement *overall, governing board representation in the national agency is composed by key VET and skills stakeholders*, but with slightly different average marks: Social partners – 2.0, Public bodies – 2.6 and the Others – 3.7. The overall average was equal to 2.7. Again, it is the uncertain governing board of which body they had in mind.

Graph 16. Answers’ average marks for the Section “K” as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(K.1) The national agency-executive / supervisory body on VET / Qualifications / Quality (etc.) executes national policies in transparent and accountable manner	2.4	2.3	2.0	3.3
(K.2) There is a recognised level of expertise and good outcomes provided by National Agency to support VET and Skills policy development / implementation, evaluation and review (etc.)	2.6	2.5	2.0	4.0
(K.3) Overall, governing board representation in the national agency is composed by key VET and Skills stakeholders	2.7	2.6	2.0	3.7

The answers to the qualitative question *‘Do you think there is scope for more capacity development actions to improve the performance of national agency?’* prove that the stakeholders might be referring to different structures while assessing the statements above:

- **Social partner:** *‘By the Government’s Resolution dated from 13/05/2019, Republican Council is created but its role has not yet been noticed in the development of the NQS. It is necessary to form an effectively working Republican Council, approve its regulative documents.’*
- **Other:** *‘The State Inspection for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan is a special authorised body of public administration that implements state policy in the field of quality control of the educational process, teaching staff, training and advanced training of personnel in the education system, conducting certification and state accreditation of educational institutions, regardless of their departmental subordination and organisational and legal form.
According to with the Resolution of the Cabinet of Ministers, the Council consists of the Head of the State Inspectorate, the First Deputy and deputy chief, chiefs of the main department, chiefs of departments and highly qualified workers. The number of the Council members is approved by the order of the Head of the State Inspectorate.’*

BOX 22. SUMMARY FOR THE SECTION “K”

1. There are two institutions having functions related to VET, i.e. Institute of Pedagogical Innovation, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education and State Inspectorate for Supervision of Quality in Education.
2. None of them is a true VET support structure.

BOX 23. INTER-MINISTERIAL COOPERATION AND/OR COORDINATION MECHANISMS AND STRUCTURES

1. The Republican Council for the Development of Professional Qualifications is expected to be the main platform for the inter-ministerial cooperation. Nevertheless, this body is not functional yet.
2. No other forms of inter-ministerial cooperation (moreover institutionalised ones) are known.

Overall, the stakeholders were hesitant about all statements under this section. This could probably be explained by the fact that the Republican Council for the Development of Professional Qualifications is not functioning and there are no other forms of cooperation between the ministries. Some ad hoc collaboration is possible, anyway.

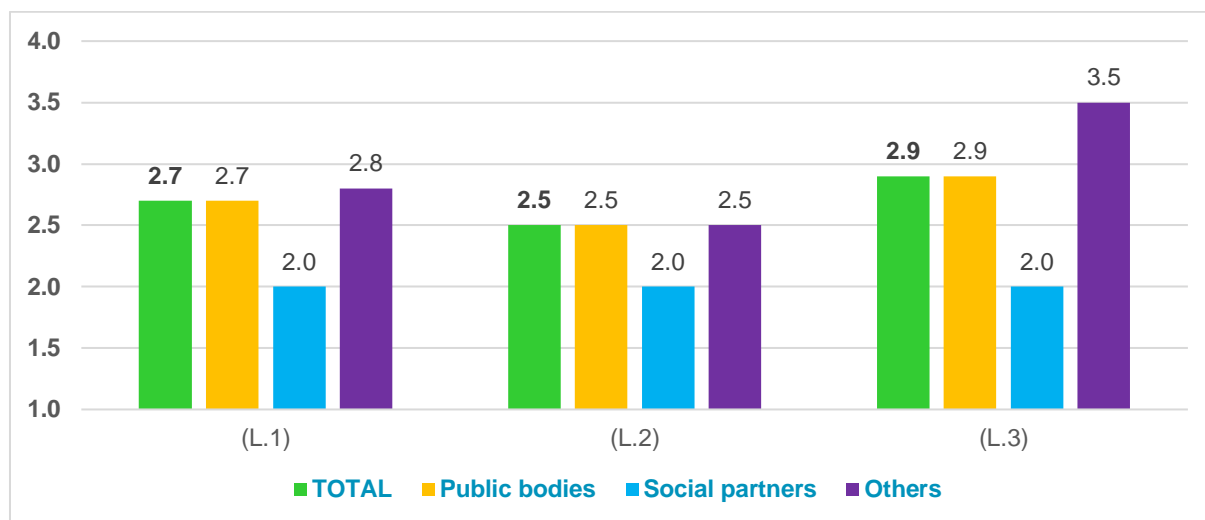
Table 13. Summary of Answers for the Section “L”, Average Mark and % of Answers

	AVERAGE MARK	Strongly agree, %	Agree, %	Neither agree nor disagree, %	Disagree, %	Strongly disagree, %	Do not know / Not applicable, %
(L.1) There is effective cooperation among different Ministries involved on shaping and financing VET and Skills policies	2.7	-	57.1	14.3	19.0	4.8	4.8
(L.2) There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET and skills policy dialogue and coordination	2.5	9.5	38.1	38.1	9.5	-	4.8
(L.3) VET providers and stakeholders believe there is effective cooperation between different ministries involved in VET and skills policies	2.9	-	28.6	38.1	23.8	-	9.5

The statement *there is effective cooperation among different ministries involved on shaping and financing VET and skills policies* received average mark of **2.7**, the statement *there are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET and skills policy dialogue and coordination* – **2.5**, and the statement *VET providers and stakeholders believe there is effective cooperation between different ministries involved in VET and Skills policies* – **2.9** (Table 13).

It is noticeable that the Public bodies were hesitant about all three statements (2.7, 2.5 and 2.9, respectively) and the Social partners agreed with all of them with equal mark of 2.0. The Others were hesitant about the first two statements (2.8 and 2.5, respectively) and disagreed with the third one with a marginal mark of 3.5 (Graph 17).

Graph 17. Answers' average marks for the Section "L" as by the groups of respondents



	TOTAL	Public bodies	Social partners	Others
(L.1) There is effective cooperation among different Ministries involved on shaping and financing VET and Skills policies	2.7	2.7	2.0	2.8
(L.2) There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET and skills policy dialogue and coordination	2.5	2.5	2.0	2.5
(L.3) VET providers and stakeholders believe there is effective cooperation between different ministries involved in VET and skills policies	2.9	2.9	2.0	3.5

Answers to the qualitative question 'Overall, do you think there is scope for more cooperation and interaction among different ministries with responsibilities on VET & Skill policies?' were mainly about the need of inter-ministerial cooperation but not about its forms or mechanisms:

- **Public body:** 'Yes, there is a need to increase the level of interaction between the concerned ministries in the field of VET.'
- **Public body:** 'At the regional level, there is good coordination between the local government and the relevant departments and divisions dealing with educational organisations' graduates. Various national programmes in this area <...> actively implement the corresponding directives coming down from the top, for example, the annual spring fairs on the proposal of vacant places for graduates of colleges and other educational institutions.'
- **Other:** '<...> coordination of the VET policy and the activities of the NQS participants on the assessment of qualifications and the development of professional competencies is carried out by the Republican Council for the Development of Professional Qualifications, formed in accordance with the Resolution of the Cabinet of Ministers. I believe it is necessary to strengthen interagency cooperation at the national level, and have defined specific responsible persons.'

BOX 24. SUMMARY FOR THE SECTION "L"

1. No forms of inter-ministerial cooperation are identified.
2. All stakeholders are convinced that improvement of such cooperation is crucial.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

To draw conclusions, the findings of the self-assessment conducted among the key stakeholders in Uzbekistan, were used. In addition, certain factual information about the topic was also considered.

1. There is no separate **sectoral policy paper for VET** or education. Some aspects of VET development are covered by two national documents, i.e. Strategy of Action on Five Priority Directions of Development of the Republic of Uzbekistan 2017-2021 and National Sustainable Development Goals and Objectives 2030 and Roadmap. Recently, the Concept for the Promotion of Lifelong Learning in Uzbekistan was drafted, but it is still under consideration.
2. Nevertheless, the stakeholders think that the VET policy has a **multiyear perspective** and mainly combines **long-term objectives and short-term targets**; only the social partners are slightly hesitant about this. **Involvement of the non-state stakeholders in the national policy for VET and skills** was assessed as satisfactory.
3. The stakeholders agreed that the policy could be updated to include **new developments** in both initial training for young people and continuing training for adults. At the same time, three groups of stakeholders had rather different positions (from strong agreement to neither agree nor disagree) about the **cooperation and coordination** between national and sub-national (regional, local) public departments and agencies on the one hand, and between the government and non-government organisations (including social partners), on the other.

* * *

4. Overall, the **VET legal framework meets the expectations** of the stakeholders. Moreover, it is considered to support lifelong learning and meet the **needs of women**. Nevertheless, the non-public stakeholders expressed a certain level of hesitation about all that.
5. It is commonly accepted that there is **no good understanding of the VET legal framework** by all stakeholders.
6. Only representatives of the public structures are positive about the **VET stakeholders' involvement in updating the regulations and norms**. Social partners and other non-public stakeholders are rather hesitant about this.

* * *

7. The stakeholders are unanimously positive about the **VET providers' accessibility for users**, but only the public bodies agreed that the **VET network is optimal** and based on a clear governance structure.
8. There was a general acceptance of the **VET schools' accountability** for their decisions.
9. The stakeholders are hesitant about a number of issues, particularly whether:
 - a **Quality Assurance policy** is in place at both system and provider levels, and measuring quality (internal and external) is undertaken to support the performance of VET providers;
 - the VET schools are able to **make decisions on curriculum and teaching and innovation practices**;
 - the VET schools' **financial autonomy** is fair enough to support effective and efficient provider operations and partnerships with different types of stakeholders;

- **Centres of Excellence** exist in the country and they are partnership-based institutions.

* * *

10. The **budgetary financing of the VET** sector in Uzbekistan is divided into three levels: national, regional and local budgets. The parameters for financing VET institutions for the planning period are calculated based on actual expenses for previous periods with adjustments for changes in the price level, forecasts of student population movements, changes in the infrastructure of institutions and implemented target programmes.
11. Overall, stakeholders agreed that the **budget-setting process** for VET and Skills development is driven by good dialogue among key ministries. This position, however, can be argued taking into account that inter-ministerial cooperation in general was not assessed too positively (see discussion under the section “L” above).
12. Also, the **budget planning** was considered as targeted to long-term strategic goals and challenges.
13. Only the public stakeholders agreed that the **allocation of financial resources** is based on criteria following clear and transparent rules and that the **funding mechanisms** are well designed in terms of the objectives of the budget.
14. Overall, the stakeholders were not much positive (they neither agreed nor disagreed with different average marks) about the following issues:
 - the mechanism for **mobilisation of additional funding resources** as required to meet the needs of VET and Skills stakeholders;
 - consideration of the **need for equity of outcomes** in decisions about the distribution of funding;
 - **incentives for employer’s** participation and support to the VET and Skills financing policies;
 - effectiveness and transparency of the **employer’s financial and/or fiscal incentives**.

* * *

15. In the country, there is a **Law** on Public-Private Partnership (2019) and the Government Decree № 394 (2019) stipulates that in the vocational colleges, the preparation of mid-level specialists and workers for large enterprises and clusters **on the basis of PPP**, should be introduced from the 2019-2020 academic year. Probably, therefore, the stakeholders agreed that **PPPs in VET are supported by relevant legislation**.
16. At the same time, the adequacy of the **fiscal arrangements** for the formation and implementation of PPPs was questioned. Moreover, it was doubtful whether the **financial and non-financial incentives** motivate employers’ participation in VET and Skill policy development.
17. **Cooperation of the Social Partners and Employers with VET schools** was also not considered as structured and effective enough. At the same time, the stakeholders agreed that **Social Dialogue plays an effective role** at national and sectoral levels for VET and Skills policy formation and implementation. However, it is not clear whether the actual situation in the country or the importance of social partnership in general was assessed.

* * *

18. The functions related to the monitoring of the education system are dispersed among a number of bodies. Therefore, the stakeholders were probably hesitant about whether there is a recognised **and sound monitoring and research system** in the country and if different types of **evaluations** are conducted to inform VET policy.

19. It may seem slightly contradictory to the previous point, but the respondents agreed that the **monitoring is used** to support evaluations and policy review and that the **evaluation and reviews** of VET and Skills policies **involve the participation of different stakeholders**.
20. **Research, development and innovation** were not accepted as used to support VET and Skills policy development.
21. There is no effective **management information system** which would have an impact on the quality of governance decisions. There is neither EMIS nor LMIS functioning in the country. The National Statistics Committee, as well as other ministries, collect **education data** at different times over the year.
22. Overall, the **VET statistical data** are not freely available and accessible for stakeholders and citizens.

* * *

23. There is no **National VET Council** in the country. Recently (Decree of the Cabinet of Ministers No 394, 2019), a Republican Council for the Development of Professional Qualifications was established, but it is not functional yet. This is perhaps the reason that overall, the stakeholders were hesitant (some groups disagreed) about the existence, composition, meetings, and the advice/feedback delivered by the National Council.
24. The **Sector Councils** too were formally established by the above Decree. One of their tasks is supposed to be the development of professional standards jointly with the bodies responsible for labour and the competence assessment centres. However, no information about the functioning of those Councils is available. Accordingly, the stakeholders were also hesitant about all aspects related to the Sector Councils: existence, composition, the covered sectors, meetings, sub-committees, and the feedback.

* * *

25. The Ministry of Higher and Secondary Specialised Education has **Territorial Departments for Development and Coordination of Vocational Education** in the Republic of Karakalpakstan, the regions, and the city of Tashkent. Nevertheless, the stakeholders were hesitant about whether the **regional / local level is well represented and contributes** to the role of VET and Skills socioeconomic and regional development and **participates** in forming and implementing local partnerships with employers and other key actors. Remarkably, the public stakeholders were more sceptical about these statements than other groups.
26. **Cooperation of the regional / local level with the VET schools** also was not assessed very positively.

* * *

27. There are two **institutions having functions related to VET**. The Institute of Pedagogical Innovation, Retraining and Advanced Training of Leading and Pedagogical Personnel of Professional Education develops methodological approaches and teaching materials to be used by the VET system teachers. The State Inspectorate for Supervision of Quality in Education is responsible for developing criteria for the quality control and performance evaluation of educational institutions, as well as for licensing private providers. These, however, are not full-fledged VET support structures.
28. The main platform for the **inter-ministerial cooperation** is expected to be ensured through the Republican Council for the Development of Professional Qualifications which, as mentioned

above, is not functional yet. No other forms of inter-ministerial cooperation are identified. Nevertheless, the stakeholders are convinced that improvement of such cooperation is crucial.

4.2. Recommendations

Based on the analysis of the above conclusions, the following set of recommendations is formulated for several clusters related to the VET governance in Uzbekistan:

VET policy development

- It seems appropriate to have a strategic document for VET in lifelong learning context with strong consideration of the overarching national policy papers (e.g. Strategy of Action on Five Priority Directions of Development of the Republic of Uzbekistan 2017-2021 and National Sustainable Development Goals and Objectives 2030 and Roadmap). This will ensure the relevance. Moreover, the strategic document on VET in lifelong learning context, will allow to review it and update easily instead of revising the fundamental national policy papers.
- At the same time, the two above documents which were adopted in 2017 and 2018, respectively, may need to be reviewed and updated with consideration of recent developments and the changed reforms' needs.
- For addressing the priority needs of the VET reforms and appreciating the interests of the key VET-stakeholders, the latter should be heavily involved in developing, discussing and preferably, *ex-ante* evaluation of the new Strategy.
- In order to be credible, the Strategy has to be annualised and clear indicators (measurable and verifiable) should be defined for every objective and task. Moreover, the Strategy Action plan should be costed with indication of the realistic funding sources. Capacities of human resources and the existing institutional settings or their improvement (preferably within the initial phase of the Strategy implementation) should also be taken into account.
- The Strategy should cover not only IVET but also CVET (LLL, Adult education).

VET legislation

- After adopting the new VET Strategy, comprehensive revision of the VET-related legal acts should be initiated with a purpose to ensure that the legislation serves concrete objectives established by the Strategy. Involvement of a wide range of key stakeholders (including non-public ones) in this process is strongly recommended in order to consider their needs to the possible extent.
- The needs of women should not only be considered but strongly mainstreamed in the new VET legislation.

VET providers network management and financing

- The VET providers network is to be optimised particularly in terms of institutions location and offered qualifications. Moreover, the entire architecture of the VET system including its governance, funding and the role of the private sector representatives, may need to be rationalised.
- The VET institutions should be provided with a larger freedom for defining own curricula based on the labour market requirements and for establishing direct links with businesses. At the same time, the quality assurance mechanisms should be considerably improved and a system of licensing and accreditation of the institutions and programmes to be introduced.

- The subject of the VET Centres of Excellence is to be thoroughly studied and the feasibility of their establishment analysed.
- More effective mechanism for own income generation by the VET institutions should be designed and introduced at the legislative level. A capacity building for the VET institutions' managers targeted at mobilisation of additional funding resources will be needed.
- The VET financial planning is recommended to be restructured and budgeting based on the VET strategy objectives and indicators, to be introduced. In addition, clear criteria of institutions funding based on their performance indicators should be established and used. This is expected to contribute to improved effectiveness and efficiency of VET funding and financing.

Policy dialogue and coordination, Social partnership and PPP

- For ensuring effective policy dialogue between the stakeholders, first of all for policy and strategy development, a National VET Council is to be established. The Republican Council for the Development of Professional Qualifications can be attached to the National Council and be responsible for the qualifications and the quality assurance aspects.
- At the sectoral level, the Sector Councils for Development of Vocational Competences, formally established by the government decree, should be operationalised instantly. For this, external technical assistance would be appropriate.
- The revised legal framework should define tangible financial incentives for the private sector to invest in VET and Skills. Furthermore, this new legislation should foresee also adequate fiscal arrangements for formation and implementation of PPPs in VET.
- In general, new mechanisms for social partnership, specifically at the institutional level should be developed. Improvement of the multi-level and multi-stakeholder governance and management of VET institutions can be one of the solutions. This can be done by establishing institutions' Boards of Governors and/or Management Boards with due involvement of the representatives from the private sector. This may become a good pre-requisite for providing the institutions with considerably more autonomy.

Data provision, monitoring and evaluation

- The fragmented monitoring functions within the VET system are to be consolidated and a comprehensive monitoring and evaluation mechanism to be operationalised. This should include at least two dimensions: monitoring and evaluation of the VET Strategy implementation and the external monitoring and evaluation of the VET institutions' and the entire VET network's performance.
- A mechanism of the VET institutions' internal monitoring should be established, and a set of possible administrative implications derived from the monitoring results, to be defined.
- Neither the monitoring and evaluation mechanism will be comprehensive nor the VET policy decision-making appropriately grounded without an effective data provision system. Therefore, EMIS should be launched instantly. For fitting to purpose, the systems need to be equipped with a number of necessary service instruments and analytical toolsets but not serve as a simple database.

Governance and support structures

- Considering the stakeholders' opinions about relatively low effectiveness of the regional bodies in terms of contributing to regional VET development, formation and implementation of local partnerships with employers and other key actors, their role should be enlarged and appropriate mechanisms for that to be found.
- Furthermore, an effective national structure assigned for the complete scope of VET support activities is strongly required. This could be assigned certain monitoring and evaluation functions and implement mediation between the educational institutions on the one hand, and the labour market at the national and sectoral levels, on the other.

ANNEX 1. LIST OF PEOPLE WHO PARTICIPATED IN SELF-ASSESSMENT

No	Name	Organisation
1	Mr Aziz Meliboev	Ministry of higher and secondary specialised education
2	Mr Utkir Alijonov	Ministry of higher and secondary specialised education
3	Mr Nodir Ergashev	Ministry of higher and secondary specialised education
4	Mr Bahodir Umurzakov	Ministry of employment and labour relations
5	Mr Fazliddin Mamarasulov	Ministry of employment and labour relations
6	Mr Sobir Uralov	Ministry of finance
7	Mr Narimanjon Sodiqov	Ministry of finance
8	Mr Zayniddin Khudoyberdiev	Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE
9	Mr Shikhnazar Sharofaddinov	Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE
10	Mr Dilshod Ruziev	Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE
11	Mr Baysun Nazarov	State Inspection for supervision of quality in education
12	Ms Gulbahor Jabbarova	State Inspection for supervision of quality in education
13	Ms Adiba Nuriddinova	Republican research centre for employment and occupational safety
14	Ms Muattara Rakhimova	Academy of Public Administration under the President
15	Mr Sirojiddin Olimov	Academic Lyceum under Uzbekistan State World Languages University
16	Minovar Tilakhojaeva	National Association of Accountants and Auditors of Uzbekistan
17	Mr Khudaynazar Kurbanov	Non-governmental educational Institution Mahorat & Management
18	Mr Djakhongir Dzhuraev	GIZ Uzbekistan
19	Mr Shukhrat Amanov	British Council Uzbekistan
20	Mr Makhmudjon Isaev	Federation of Trade Unions of Uzbekistan
21	Mr Farrukh Omonov	Youth Union of Uzbekistan

ANNEX 2. DATA COLLECTION TOOL (DCT)

BACKGROUND INFORMATION	
<p><i>Are you male or female?</i></p> <ul style="list-style-type: none"> ▪ Female <input type="checkbox"/> ▪ Male <input type="checkbox"/> <p><i>Please indicate your age group:</i></p> <ul style="list-style-type: none"> ▪ 20-30 years <input type="checkbox"/> ▪ 31-40 years <input type="checkbox"/> ▪ 41-50 years <input type="checkbox"/> ▪ 51-60 years <input type="checkbox"/> ▪ Above 60 years <input type="checkbox"/> <p><i>What is the highest level of formal education you have completed?</i></p> <ul style="list-style-type: none"> ▪ General secondary education <input type="checkbox"/> ▪ Secondary vocational education <input type="checkbox"/> ▪ Bachelor <input type="checkbox"/> ▪ Master <input type="checkbox"/> ▪ Other higher education degree <input type="checkbox"/> ▪ Candidate/Doctor of Sciences <input type="checkbox"/> 	<p><i>How many years of work experience do you have in Education/VET/Skills policies?</i></p> <ul style="list-style-type: none"> ▪ 0-10 years <input type="checkbox"/> ▪ 11-20 years <input type="checkbox"/> ▪ 21-30 years <input type="checkbox"/> ▪ More than 30 years <input type="checkbox"/> <p><i>How many years of work experience do you have in positions with management responsibilities?</i></p> <ul style="list-style-type: none"> ▪ None <input type="checkbox"/> ▪ 0-5 years <input type="checkbox"/> ▪ 6-10 years <input type="checkbox"/> ▪ 11-15 years <input type="checkbox"/> ▪ More than 15 years <input type="checkbox"/> <p><i>What is your current position? (Tick one of the following options that best describes your main position)</i></p> <ul style="list-style-type: none"> ▪ Minister/ Deputy Minister <input type="checkbox"/> ▪ Director <input type="checkbox"/> ▪ Head of department/ Division <input type="checkbox"/> ▪ Team leader/ coordinator <input type="checkbox"/> ▪ Expert/Specialist. <input type="checkbox"/> ▪ Other (please specify)
<p>PLEASE, GO TO BELOW TABLES AND ACCORDING TO YOUR KNOWLEDGE ASSESS YOUR DEGREE OF AGREEMENT ON FOLLOWING INDICATORS -REGARDING PERFORMANCE/OPERATIONS/ SETTINGS (etc.)-</p>	

OVERALL PLANNING, MANAGEMENT & FINANCING of VET & SKILLS: -SELF- ASSESEMENT ON CORE FUNCTIONS		
VET & SKILLS GOVERNANCE FUNCTIONS	<u>INDICATORS</u> PLEASE, ASSESS IN NEXT COLUMN YOUR DEGREE OF AGREEMENT WITH FOLLOWING INDICATORS REGARDING GOVERNANCE ARRANGEMENTS, PERFORMANCE, OPERATIONS, INSTITUTIONAL SETTINGS (etc.)	(1) Strongly Agree (2) Agree (3) Neither Agree nor Disagree (4) Disagree (5) Strongly Disagree (6) Do not know/ Not Applicable
A. Formulate and implement VET & skills national policy framework (goals, strategies, plans, etc.)	▪ (A.1) <i>The national policy for vocational education and training (VET) -and skills- has been developed involving both state and non-state stakeholders.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (A.2) <i>The policy for VET combines long term objectives and short-term targets.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (A.3) <i>The policy can be updated to include new developments in both initial training for young people and continuing training for adults.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (A.4) <i>The national policy for vocational education has a multiyear perspective.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (A.5) <i>Cooperation and coordination between national and sub-national (regional, local) public departments and agencies are effective.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (A.6) <i>Cooperation between government and non-government organisations (including social partners) is transparent and effective.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
A. Qualitative Assessment by interviewee ▪ Overall, do you think that current public administration practices allow good multi-level cooperation, flexible, agile as well as -less formal- way of managing policy processes on VET & Skill policies? How credible and effective are VET -and skills- strategies? Please, outline your reasons for the scores that you provided. <u>Assessment of the interviewer of the questions in this section:</u> ▪ Were the question clear to the interviewee. ▪ Were there parts of section that the interviewee did not understand. ▪ Any specific changes that you would recommend to the questions in this section.		

B. Provision of legal/ regulatory/ normative framework for VET and Skills	▪ (B.1) <i>Legal framework for VET aims to meet the expectations of both public and private stakeholders.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (B.2) <i>There is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (B.3) <i>The legal framework responds to the needs of women.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (B.4) <i>The legal framework support lifelong learning (LLL), not only initial VET (I-VET).</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (B.5) <i>It is common practice in the country to involve VET stakeholders in the updating of regulations and norms.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
B. Qualitative Assessment by interviewee ▪ Overall, <i>do you think that the current legal framework is prepared for facing challenges of VET & Skills in XXI Century within LLL perspective?</i> (e.g. relevant Qualifications, Work Based Learning -WBL-, digitalization of economy and leaning processes, regulating integration of innovation & research, etc.) Please, outline your reasons for the scores that you provided. <u>Assessment of the interviewer of the questions in this section:</u> ▪ Were the question clear to the interviewee. ▪ Were there parts of section that the interviewee did not understand. Any specific changes that you would recommend to the questions in this section.		
C. Management of VET provider networks.	▪ (C.1) <i>VET providers are accessible to users, such as students, parents, and employers (etc.).</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.2) <i>The network of VET providers is optimal and based on clear governance structure.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.3) <i>A Quality Assurance (Q.A) policy is in place across, both system and provider levels.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.4) <i>Measuring quality –internal and external –is undertaken to support the performance of VET provider.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.5) <i>VET schools are able to make decisions on curriculum and teaching -and innovation- practices.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.6) <i>VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.).</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.7) <i>VET schools are accountable for the decisions they make.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (C.8) <i>Centres of Vocational Excellence (CoVEs) exist in the country and, overall, these institutions meet stakeholder expectations.</i>	(1)....(2).....(3).....(4)....(5) ... (6)

	<ul style="list-style-type: none"> (C.9) <i>Centres of Vocational Excellence (CoVEs) are partnership -based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
C. Qualitative Assessment by interviewee <ul style="list-style-type: none"> Overall, <i>do you think that the VET provider network functions effectively? Is VET network provision and composition supporting sustainable access to VET?</i> Please, outline your reasons for the scores that you provided above. <p>Assessment of the interviewer of the questions in this section:</p> <ul style="list-style-type: none"> Were the question clear to the interviewee. Were there parts of section that the interviewee did not understand. Any specific changes that you would recommend to the questions in this section. 		
D. Financial arrangements (including budgeting, mobilization & allocation processes)	<ul style="list-style-type: none"> (D.1) <i>The budget setting process for VET & Skills development is driven by good dialogue among key ministries.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.2) <i>Budget planning is targeted to long-term strategic goals and challenges</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.3) <i>Allocation of financial resources is based on criteria following clear and transparent rules.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.4) <i>Funding mechanisms are well designed in terms of the objectives of budget.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.5) <i>Mechanism in place for mobilization of additional funding resources as required to meet needs of VET & Skills stakeholders.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.6) <i>The need for equity of outcomes is taken into account in decisions about the distribution of funding.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.7) <i>The sources of financing include both public and private sources.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.8) <i>Incentives for employer's participation are in place and adequate to support VET & Skills financing policies.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> (D.9) <i>Employer's financial and/or fiscal incentives are effective and transparent.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
D. Qualitative Assessment by interviewee <ul style="list-style-type: none"> Overall, <i>do you think public VET and skills are well resourced? Are fiscal resources available and coordinated for matching the current needs in terms of financing of VET & Skills systems?</i> Please outline your reasons for the scores that you provided above. <p>Assessment of the interviewer of the questions in this section:</p>		

<ul style="list-style-type: none"> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		
E. Management of public-private partnerships (PPPs) for VET & Skills provision.	▪ (E.1) <i>PPPs in VET & Skills are supported by relevant legislation.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (E.2) <i>Fiscal arrangements are adequate for formation and implementation of PPPs.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (E.3) <i>Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET & Skills policy formation and implementation.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (E.4) <i>Financial and non-financial incentives motivate employer's participation in VET & Skill policy development.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (E.5) <i>Social Partners & Employers cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning -WBL- policies and practices.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
E. Qualitative Assessment by interviewee <ul style="list-style-type: none"> ▪ Overall, <i>what do you think of the potential for public private partnerships in your country?</i> Please outline your reasons for the scores that you provided above. <p>Assessment of the interviewer of the questions in this section:</p> <ul style="list-style-type: none"> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		
F. Monitoring, Evaluation and Review of VET & Skills policies.	▪ (F.1) <i>There is a recognised- and sound-monitoring and research system.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (F.2) <i>Monitoring is used to support evaluations -and policy review- in the country.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (F.3) <i>Different type of evaluations (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (F.4) <i>Evaluation and reviews of VET & Skills policies, involve the participation of different stakeholders.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (F.5) <i>Research, development and innovation are used to support VET & Skills policy development.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
F. Qualitative Assessment by interviewee <ul style="list-style-type: none"> ▪ Overall, <i>do you think that research, development and innovation functions support country to adapt to changes and preparing the future of VET & Skills within</i> 		

LLL perspective? Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

G. Management of Information Systems (MIS) & Statistical provision to support policy making	▪ (G.1) <i>Management Information Systems (MIS) are used to collect data to support planning and decision-making processes.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (G.2) <i>Information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/labour market purposes.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (G.3) <i>Management Information Systems have been designed and upgraded involving different type of VET & Skills stakeholders.</i>	(1)....(2).....(3).....(4)....(5) ...(6)
	▪ (G.4) <i>Overall, data produced by information management systems are public accessible to VET & Skills stakeholders and citizens.</i>	(1)....(2).....(3).....(4)....(5) ...(6)

G. Qualitative Assessment by interviewee

Overall, *how far do you think that data is used in the planning and decision-making processes for VET and skills development?* Please outline your reasons for the scores that you provided above.

Assessment of the interviewer of the questions in this section:

- Were the question clear to the interviewee.
- Were there parts of section that the interviewee did not understand
- Any specific changes that you would recommend to the questions in this section

ASSESSMENT OF INSTITUTIONAL COORDINATION MECHANISMS FOR VET & SKILLS POLICY MAKING		
TYPE OF INSTITUTIONAL MECHANISM	INDICATORS PLEASE, ASSES IN NEXT COLUMN YOUR DEGREE OF AGREEMENT WITH FOLLOWING INDICATORS REGARDING GOVERNANCE ARRANGEMENTS, PERFORMANCE, OPERATIONS, INSTITUTIONAL SETTINGS (etc.)	(1) Strongly Agree (2) Agree (3) Neither Agree nor Disagree (4) Disagree (5) Strongly Disagree (6) Do not know / Not Applicable
H. National VET/Skills Councils	▪ (H.1) <i>National Council (NC) for VET exists and, overall, outcomes meet stakeholder expectations.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (H.2) <i>The NC composition represents key VET & Skills stakeholders at national level.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (H.3) <i>The NC meets on regular and effective manner in the course of the year coordinating relevant VET & Skill policy agendas.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (H.4) <i>Advice/feedback processes delivered by the NC is distributed to stakeholders in systematic and transparent way.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
A. Qualitative Assessment by interviewee ▪ Do you think there is scope for more capacity development actions to improve the performance of national council operations? Please outline your reasons for the scores that you provided above <u>Assessment of the interviewer of the questions in this section:</u> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section		
I. Sectoral VET/Skills Councils/ Committees	▪ (I.1) <i>The Sector Councils /Committees (SSCs) exist and, overall, meet stakeholder expectations.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (I.2) <i>SSCs composition represents key sectoral VET & Skills stakeholders.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (I.3) <i>The SCs meet on regular and effective manner in the course of the year and they have proper resources to deploy mandate.</i>	(1)....(2)....(3)....(4)....(5) ... (6)
	▪ (I.4) <i>SCs sectors are the most appropriate ones to contribute on VET & Skills and economic development.</i>	(1)....(2)....(3)....(4)....(5) ... (6)

	<ul style="list-style-type: none"> ▪ (I.5) <i>SCs have sub-committees to address specific issues in different VET & Skills policy areas.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (I.6) <i>The results of the SSC add value to VET and skills policy development.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (I.7) <i>Advice/feedback processes delivered by the SSCs is effective and distributed to right stakeholders.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
<p>B. <u>Qualitative Assessment by interviewee</u></p> <ul style="list-style-type: none"> ▪ <i>Do you think there is scope for more capacity development actions to improve the performance of sector councils? Please outline your reasons for the scores that you provided above.</i> <p><u>Assessment of the interviewer of the questions in this section:</u></p> <ul style="list-style-type: none"> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		
J. Regional/ Subnational VET & Skills -Authorities (e.g. Councils)	<ul style="list-style-type: none"> ▪ (J.1) <i>The Regional/local level is well represented and contributes to the role of VET & Skills socioeconomic and regional development.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (J.2) <i>The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (J.3) <i>Overall, regional/local levels should have more responsibilities in supporting national level on VET & Skills policies.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (J.4) <i>Regional/ local level cooperate with VET schools and this add value to performance of VET institutions.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
	<ul style="list-style-type: none"> ▪ (J.5) <i>The Regional Council (RC) composition (if this exists) operates under clear governance structure.</i> 	(1)....(2).....(3).....(4)....(5) ...(6)
<p>C. <u>Qualitative Assessment by interviewee</u></p> <ul style="list-style-type: none"> ▪ <i>Overall, do you think there is a good level of delegated policies and competences to regional and/or local authorities in the country? Please outline your reasons for the scores that you provided above</i> <p><u>Assessment of the interviewer of the questions in this section:</u></p> <ul style="list-style-type: none"> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		

K. National VET Agencies and/or other type of executive and supervisory bodies.	▪ (K.1) <i>The national agency-executive/supervisory body- on VET/Qualifications/Quality (etc.) executes national policies in transparent and accountable manner.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (K.2) <i>There is a recognised level of expertise and good outcomes provided by National Agency to support VET & Skills policy development/implementation, evaluation and review (etc.).</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (K.3) <i>Overall, governing board representation in the national agency is composed by key VET & Skills stakeholders.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
<p>D. <u>Qualitative Assessment by interviewee</u></p> <p>▪ <i>Do you think there is scope for more capacity development actions to improve the performance of national agency? Please outline your reasons for the scores that you provided above.</i></p> <p><u>Assessment of the interviewer of the questions in this section:</u></p> <ul style="list-style-type: none"> ▪ Were the question clear to the interviewee. ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		
L. Inter-Ministerial Working Cooperation/ Coordination	▪ (L.1) <i>There is effective cooperation among different Ministries involved on shaping and financing VET & Skills policies.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (L.2) <i>There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) to support VET & Skills policy dialogue and coordination.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
	▪ (L.3) <i>VET providers and stakeholders believe there is effective cooperation between different Ministries involved in VET & Skills policies.</i>	(1)....(2).....(3).....(4)....(5) ... (6)
<p>E. <u>Qualitative Assessment by interviewee</u></p> <p>▪ <i>Overall, do you think there is scope for more cooperation and interaction among different ministries with responsibilities on VET & Skill policies? Please, outline your reasons for the scores that you provided above</i></p> <p><u>Assessment of the interviewer of the questions in this section</u></p> <ul style="list-style-type: none"> ▪ Were the question clear to the interviewee ▪ Were there parts of section that the interviewee did not understand ▪ Any specific changes that you would recommend to the questions in this section 		

Please, do you wish to add something else? (Use also for experts wrapping up/comments)

THANK YOU VERY MUCH!

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ANNEX 3. SUMMARY OF SELF-ASSESSMENT RESULTS AS BY THE STATEMENTS AND THE GROUPS OF RESPONDENTS

	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
(B.1) Legal framework for VET aims to meet the expectations of both public and private stakeholders	2.0	1.9	2.5	2.3
(B.2) There is a good understanding on the legal framework for VET by all stakeholders which facilitates policy implementation	2.9	2.6	2.5	4.0
(B.3) The legal framework responds to the needs of women	2.3	2.2	2.0	2.8
(B.4) The legal framework supports lifelong learning, not only initial VET	2.3	2.3	2.5	2.3
(B.5) It is a common practice in the country to involve VET stakeholders in the updating of regulations and norms	2.3	2.1	2.5	2.8
(C.1) VET providers are accessible to users, such as students, parents, and employers (etc.)	2.1	2.1	2.0	2.3
(C.2) The network of VET providers is optimal and based on clear governance structure	2.5	2.4	2.5	2.8
(C.3) A Quality Assurance policy is in place across, both system and provider levels	2.8	2.6	2.5	3.7
(C.4) Measuring quality, internal and external, is undertaken to support the performance of VET provider	2.6	2.6	1.0	3.3
(C.5) VET schools are able to make decisions on curriculum and teaching and innovation practices	2.7	2.6	1.0	3.3
(C.6) VET School financial autonomy is fair enough to support effective and efficient provider operations and partnerships with industry, employers, civil society (etc.)	3.1	3.0	1.0	3.8
(C.7) VET schools are accountable for the decisions they make	2.1	2.0	1.0	2.8
(C.8) Centres of Excellence exist in the country and, overall, these institutions meet stakeholder expectations	2.8	2.7	2.0	3.3

(C.9) Centres of Excellence are partnership-based institutions (public-private, university and research, etc.), which are well resourced in terms of both financial and human capacities	2.8	2.8	2.0	3.3
(D.1) The budget setting process for VET and Skills development is driven by good dialogue among key ministries	2.4	2.3	2.0	3.0
(D.2) Budget planning is targeted to long-term strategic goals and challenges	2.1	1.9	2.0	3.3
(D.3) Allocation of financial resources is based on criteria following clear and transparent rules	2.3	2.2	2.5	3.0
(D.4) Funding mechanisms are well designed in terms of the objectives of budget	2.4	2.3	3.0	2.5
(D.5) Mechanism in place for mobilisation of additional funding resources as required to meet needs of VET and Skills stakeholders	2.7	2.7	2.0	3.0
(D.6) The need for equity of outcomes is taken into account in decisions about the distribution of funding	2.6	2.5	2.0	3.3
(D.7) The sources of financing include both public and private sources	2.1	2.2	2.0	2.0
(D.8) Incentives for employer's participation are in place and adequate to support VET and Skills financing policies	2.5	2.4	2.0	3.7
(D.9) Employer's financial and/or fiscal incentives are effective and transparent	2.9	2.6	3.0	3.8
(E.1) PPPs in VET and Skills are supported by relevant legislation	2.1	2.0	3.0	2.0
(E.2) Fiscal arrangements are adequate for formation and implementation of PPPs	2.6	2.6	2.0	3.5
(E.3) Social Dialogue plays an effective role at national and, in concrete, sectoral levels for VET and Skills policy formation and implementation	2.4	2.3	2.0	2.8
(E.4) Financial and non-financial incentives motivate employers' participation in VET and Skill policy development	2.6	2.5	3.0	3.0
(E.5) Social Partners and Employers cooperation with VET schools is structured and effective, for instance, for having sound Work Based Learning policies and practices	3.4	3.2	3.0	4.0
(F.1) There is a recognised and sound monitoring and research system	2.5	2.4	2.0	4.0
(F.2) Monitoring is used to support evaluations and policy review in the country	2.2	2.1	2.0	3.0
(F.3) Different type of evaluations (e.g. on different policies such as qualifications, school operations, occupations, adult learning etc.) are conducted to inform VET policy implementation	2.5	2.3	3.0	3.5
(F.4) Evaluation and reviews of VET and Skills policies, involve the participation of different stakeholders	2.1	1.9	1.0	2.8
(F.5) Research, development and innovation are used to support VET and Skills policy development	2.5	2.4	3.0	3.0
(G.1) Management Information Systems are used to collect data to support planning and decision-making processes	1.9	1.6	3.0	2.3
(G.2) Information systems are used to improve governance decisions and reducing uncertainties, for example, for adopting policy options on using of skills for employment/LM purposes	2.1	1.8	3.0	2.7
(G.3) Management Information Systems have been designed and upgraded involving different type of VET and Skills stakeholders	2.8	2.7	3.0	4.0
(G.4) Overall, data produced by information management systems are public accessible to VET and Skills stakeholders and citizens	2.8	2.6	3.0	3.7

(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
(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
(J.1) The Regional / local level is well represented and contributes to the role of VET and Skills socioeconomic and regional development	2.6	2.8	2.0	2.4
(J.2) The regional / local levels participate on formation and implementation of local partnerships with employers and other key actors	2.5	2.8	2.0	1.8
(J.3) Overall, regional / local levels should have more responsibilities in supporting national level on VET and Skills policies	2.0	2.0	2.0	1.8
(J.4) Regional / local level cooperate with VET schools and this add value to performance of VET institutions	2.5	2.6	2.0	2.4
(J.5) The Regional Council composition (if this exists) operates under clear governance structure	3.5	4.1	2.0	1.5
(K.1) The national agency-executive / supervisory body on VET / Qualifications / Quality (etc.) executes national policies in transparent and accountable manner	2.4	2.3	2.0	3.3
(K.2) There is a recognised level of expertise and good outcomes provided by National Agency to support VET and Skills policy development / implementation, evaluation and review (etc.)	2.6	2.5	2.0	4.0
(K.3) Overall, governing board representation in the national agency is composed by key VET and Skills stakeholders	2.7	2.6	2.0	3.7
(L.1) There is effective cooperation among different Ministries involved on shaping and financing VET and Skills policies	2.7	2.7	2.0	2.8
(L.2) There are inter-ministerial cooperation mechanisms (e.g. governmental committees, thematic sub-committees etc.) o support VET and skills policy dialogue and coordination	2.5	2.5	2.0	2.5
(L.3) VET providers and stakeholders believe there is effective cooperation between different ministries involved in VET and skills policies	2.9	2.9	2.0	3.5

ANNEX 4: LIST OF ACRONYMS

CoE	Centre of Excellence
CVET	Continuing Vocational Education and Training
DCT	Data Collection Tool
EC	European Commission
EMIS	Education Management Information System
ETF	European Training Foundation
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IVET	Initial Vocational Education and Training
KOICA	Korean International Cooperation Agency
LLL	Lifelong Learning
LM	Labour Market
LMIS	Labour Management Information System
MIS	Management of Information Systems
MoELR	Ministry of Employment and Labour Relations
MoF	Ministry of Finance
MoHSSE	Ministry of Higher and Secondary Specialised Education
NC	National Council
PPP	Public Private Partnership
PCs	Partner Countries
QA	Quality Assurance
RC	Republican Council
SC	Sector Committee
SCDVC	Sector Councils for Development of Vocational Competences
SISQE	State Inspectorate for Supervision of Quality in Education
SSC	Sector Skills Council
VET	Vocational Education and Training
WBL	Work-Based Learning