

Support to VET Reform Project in Uzbekistan

Potential economic sectors assessment report

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Abbreviations

ADB	Asian Development Bank
CCU	Chamber of Commerce of Uzbekistan
EU	European Union
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GoU	Government of Uzbekistan
ICT	Information- and Communication Technologies
ILO	International Labour Organisation
KOICA	Korea International Cooperation Agency
MELR	Ministry of Employment and Labor Relations
MHSSE	Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan
PPP	Public Private Partnership
SME	Small and Medium Enterprises
VET	Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	United States Dollar

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Introduction

This report presents the results of the assessment of potential sectors of the economy where the SVRP could intervene with pilot activities, conducted within the framework of “Support to VET Reforms Project in Uzbekistan”.

This report includes the following activities to assess the potential of the priority economic sector (sub-sector)s recommended at the end of the report for piloting within the above mentioned project: 1) Organization of desk study and conducting interviews with the representatives of stakeholders (the list of persons from stakeholder organizations consulted is attached); 2) Conducting a quantitative study to assess the performance of economic sectors with regards to their contribution to growth and employment, gender and youth employment; 3) Compilation of a short list of economic sectors based on consultations with stakeholders and quantitative analysis of indicators of economic sectors for in-depth assessment 4) Development of questionnaire and criteria for selecting suitable and promising economic sector(s) for piloting activities; 5) Conducting the survey involving the representatives of different stakeholders using the questionnaire; 6) Summarizing the results and assessment of chosen sectors(sub-sectors); 7) Final selection of priority sector(sub-sector)s and development of recommendations to the project.

This report includes a general analysis and comparative assessment of the main indicators of the economy and the labour market based on validated data, reports of international organizations, administrative data of ministries and organizations obtained during interviews. The report also includes an assessment of the current situation in VET governance and the mapping of economic sectors where donor projects collaborate with private sector actors for different VET functions.

The interview questions with representatives of stakeholders covered the following areas: cooperation between state and non-governmental organizations, private sector, difficulties (institutional, capacity, financial, legal, recognition, communication, mindset etc.) that currently prevent effective collaboration between state and private sector; domains in VET functions where interviewees see direct scope for involving private sector; suggestions for suitable state and non-state stakeholders for participating in pilot interventions, etc.

The assessment of potential sectors (sub-sectors) of the economy is based on the following main criteria: relevance, opportunity and feasibility. Based on these criteria, more detailed questions have been developed, which are used to assess individual sectors (sub-sectors) of the economy and to compare them using a transparent ranking. The selected evaluation criteria are consistent with the project objectives. They are given the same weight and are based on official dataset.

To ensure the quality and check the availability of the questionnaire for respondents' perception, a pilot test for 1-2 independent respondents was conducted. According to the results of the test, appropriate changes were made and the questionnaire was finalized. Detailed instructions for completing the questionnaire and forming a sample were prepared for participants in the survey. The questionnaire form and the list of participants of the survey is attached (see Annex).

Taking into account the COVID-19 pandemic situation initially it was planned to conduct the survey using an online platform and emailing stakeholder(s). The survey was conducted in Russian. Analysis of all questionnaires shows that the survey of one Respondent lasted on average 10-15 minutes. During the survey, the the consultant answered all questions of the respondents related to the questionnaire that arose during the completion of the questionnaire.

The results of interviews conducted with representatives of ministries, organizations, as well as non-governmental organizations, the survey results, preliminary conclusions and recommendations are presented in separate paragraphs. Supporting information and other technical details are summarized in annexes.

1. Analysis of economic sectors and key indicators

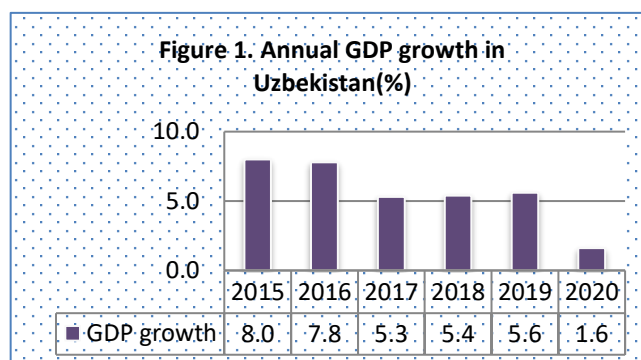
This section includes an analytical information on the current economic situation and employment, a quantitative study conducted to assess the performance of economic sectors and its findings. The study relies on official data to identify a short-list of the highest ranked economic sectors according to their: 1) contribution to economic growth (GDP growth), 2) growth volatility (to measure the stability of the sector through the years), 3) contribution to employment, 4) female share in total employment¹. According to the consultant, these criteria correspond to the objectives of the project. These criteria are based on the available data sets.

Below are the results of the desk study, the assessment of the main economic indicators and the main findings of each criterion with the rankings of sectors.

1.1. Development trends of economic sectors

Calculated in USD at the average exchange rate for 2020, nominal GDP was formed in the amount USD 57,698.5 million (2019 - USD 57,711.9 million). GDP per capita at current prices amounted to 16,949.1 thousand soums (or, in the equivalent, - 1,685.5 USD) and, compared to 2019, decreased by 0.3%. If we compare the last 3 years, in 2020 GDP per capita in real terms decreased by 0.3% against growth by 3.8% in 2019 and by 3.6% in 2018².

Economic growth in the last years before the COVID-19 pandemic constantly ranged between 5% and 8% per year (see figure 1). Despite the COVID-19 pandemic, Uzbekistan's real economic growth was 1.6% in 2020. **GDP growth of 5.0 % is estimated for 2021**, and the medium-term prospects for a solid economic growth are good (IMF 2021)³.



1) Methodology: Contribution of the sectors to economic growth (GDP growth)

- 2) Collected statistics on GDP from official sources;
- 3) Identified the economic sectors;
 - Agriculture, forestry and fisheries;
 - Industry;
 - Construction;
 - Service (includes tourism, transport, trade, education, health and social services);
- 4) Calculated sectors' share of GDP for 2017-2020;
- 5) Calculated sectors' annual real growth rates for 2017-2020;
- 6) Charted the results for the 4-year duration;
- 7) Calculated 4-years average contribution of the sectors to GDP growth.

A comparative analysis of the sectoral structure of the economy in 2017-2019 makes it possible to single out structural changes that are associated with an increase in the share of industry to 30.0%, and a decrease in the share of agriculture, forestry and fisheries to 28.1% (Table 3).

Table 3. Comparative data of economic indicators (in %):

	2017	2018	2019	2020
GDP, total.	100,0	100,0	100,0	100,0
including:				
Gross value added of industries	88,5	88,8	90,9	92,4

¹ Sources: https://www.ilo.org/africa/information-resources/publications/WCMS_754765/lang--en/index.htm

² Sources: State Statistics Committee. <https://stat.uz/ru>

³ <https://www.imf.org/en/Countries/UZB>

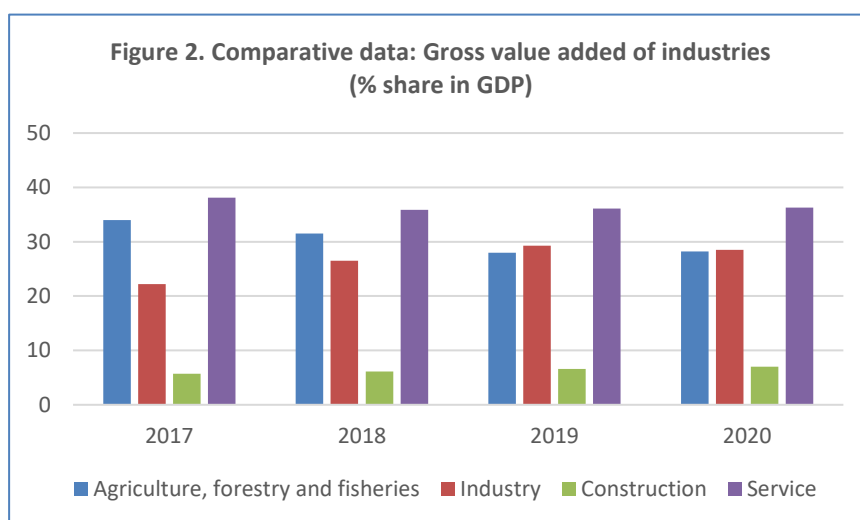
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Net taxes on products	11,5	11,2	9,1	7,6
Gross value added of industries	100,0	100,0	100,0	100,0
Agriculture, forestry and fisheries	34,0	31,5	28,0	28,2
Industry	22,2	26,5	29,3	28,5
Construction	5,7	6,1	6,6	7,0
Service	38,1	35,9	36,1	36,3

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

The gross value added of sectors of the economy amounted to 92.4% of the total GDP and increased by 1.7% (contribution to GDP growth - 1.5 percentage points). Net taxes on products in the structure of GDP amounted to 7.6% and increased by 1.4% (contribution to GDP growth - 0.1 percentage points) (Figure 2).



At the end of 2020, insignificant changes were noted in the sectoral structure of GDP. Thus, the share of agriculture, forestry and fisheries in the sectoral structure of GDP (GVA) increased from 28.1% to 28.2%, construction - from 6.6% to 7.0% and the service sector - from 36.1% to 36.3%, while the share of industry decreased from 29.3% to 28.5%.

In the context of the main sectors of the economy, the share of small entrepreneurship (business) in gross value added was 98.6% in

agriculture, forestry and fisheries, 78.7% in construction, 40.7% in services, and 31.1% in industry.

Although today the agricultural sector has a significant share in GDP, the growth rates of the services and industrial sectors indicate a relatively high annual increase in their share in real GDP growth. The average indicator of the share of sectors in GDP shows the following: Agriculture, forestry and fisheries – 30.4%, Service – 36.6%, Industry – 26.6% and Construction – 6.4%.

1.2. “Digital Uzbekistan 2030” strategy

Digitalising the economy is one of the priority development directions of Uzbekistan. Accordingly, there is a special attention to the development of the IT sector in Uzbekistan. The main document is the National Strategy “Digital Uzbekistan 2030” which was adopted by presidential decree dated 5 October 2020.

New technologies, especially artificial intelligence, are associated with changes in the labour market on a massive scale, including job losses in some sectors and the creation of new opportunities in others. In connection with the digital transformation across various sectors of the economy, as stipulated by the concept of ‘Digital Uzbekistan 2030’, there is a need to revise the list of required skills in terms of the demands of the labour market.

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

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

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In order to train highly qualified specialists in the field of information technology, the project “One Million Uzbek Coders” was launched at the end of 2019⁴, the aim of this project is to provide everyone with a distance learning opportunity to master digital skills based on the training programmes of leading American companies. The implementation of this project will allow the general population to be involved in the development of new professions in the ICT field that will employ young people and also persons with disabilities⁵.

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

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

2). Methodology: Growth volatility (to measure the stability of the sector through the years) of the sectors

- 1) Calculated 3-year average annual real growth for each sector;
- 2) Calculated the standard deviation per sector for 3 years⁶;
- 3) Computed the coefficient of variation for each sector during the same duration by dividing the sector's standard deviation from its annual average real growth during the specified period;
- 4) Ranked the sectors based on the absolute value of the coefficient of variation for sectoral real growth over the 3 years duration (2018-2020 (Table 4).

Main findings:

Table 4: 3 most volatile and 3 least volatile key sectors (2018-2020)*

Sector	Min Growth (%)	Max Growth (%)	Average Growth(%)	Coefficient of Variation
3 most volatile sectors				
Industry	0.7 (2020)	10.8(2018)	5.5	3.17
Trade	0.1(2020)	7.2(2019)	4.24	1,19
Service	1.1(2020)	12.1 (2019)	7.84	1,02
3 least volatile sectors				
Agriculture, forestry and fisheries	0.3(2018)	3.1 (2019)	2.13	0.94
Transportation and Storage	-2.2(2020)	6.9(2018)	3.77	0,92
Construction	9.2(2020)	22.9(2019)	15.47	0,65

*Source: stat.uz

1.3. Employment

Given the significantly increased number of the working-age population, the country's top priority is to create new jobs and improve working conditions. As noted in a April 2021 IMF report, Uzbekistan is estimated to have on average some 400,000 job opportunities available each year, while labor market entrants total about 600,000. In response to the pandemic, more resources have been allocated to job training, SME development, and job matching⁷.

According to ILO, the main risk for the labor market is that the main decline in economic activity is expected in areas where $\frac{3}{4}$ of formal employment in the country is concentrated (education, manufacturing, other types of services). The release (mainly from the service sector) can reach 188 thousand people (about 5% of the

⁴ The project 'One Million Uzbek Coders', is implemented by specialists from Uzbekistan and the United Arab Emirates

⁵ <https://www.gazeta.uz/ru/2019/11/21/million-uzbek-coders/>

⁶ <https://corporatefinanceinstitute.com/resources/knowledge/standard-deviation/>

⁷ IMF Country Report No. 21/85, 2021

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number of taxpayers in the country). If we assume the possibility of an overflow of a part of those released into growing sectors (construction, health care), the number of unemployed could drop to 155 thousand people. Among the sectors and spheres of the economy, the greatest risks of releasing workers in the phase of the direct impact of the crisis are possible in education, public catering, trade, production of textiles, clothing, real estate, car service, etc. This top 10 industries account for 86.3% of the redundancies⁸.

New jobs to be created according state program for creating new jobs and promoting employment of the population for 2021 is presented in the table 5 (see the Annex)⁹.

3). Methodology: Sectors' contribution to employment

- 1) Calculated the share of total employment for each sector in 2016 and 2020;
- 2) Calculated the employment growth between 2016 and 2020 for each sector;
- 3) Calculated each sector's contribution to aggregate employment growth between 2016 and 2020;
- 4) Charted the results (Figure 3);
- 5) Calculated net employment creation per sector between 2016 and 2020 by subtracting total employment estimates for the former from the latter.

Over the past five years, the highest shares of people were employed in agriculture, forestry and fisheries (26.9 %), industry (13.5 %) trade (10.7 %) and construction (9.5 %) in average (Table 6).

Table 6: Employment in economic sub-sectors

Employment in economic sub-sectors (in thousand persons and percentage of all persons employed)					
	2016	2017	2018	2019	2020*
Agriculture, forestry and fisheries	3646,7	3671,3	3537,2	3544,6	3560
	27,40%	27,20%	26,60%	26,20%	26,90%
Industry	1802,4	1826,8	1802,9	1821,5	1789,7
	13,60%	13,50%	13,60%	13,50%	13,50%
Construction	1263,6	1290	1205,5	1324,6	1267,8
	9,50%	9,50%	9,10%	9,80%	9,60%
Trade	1452,4	1480,2	1401,8	1436,4	1364,4
	10,90%	10,90%	10,60%	10,60%	10,30%
Transportation and Storage	638,2	654,9	645,2	646,1	623
	4,80%	4,80%	4,90%	4,80%	4,70%
Education	1105,6	1106,6	1111,7	1134,4	1160
	8,30%	8,20%	8,40%	8,40%	8,80%
Health and social services	601,6	602,6	604	616,7	652,1
	4,50%	4,50%	4,60%	4,60%	4,90%
Others	2787,9	2887,9	2964,8	3016,8	2822,5
	21,0%	21,4%	22,2%	22,1%	21,3 %

Note: * Preliminary data.

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

Main findings:

Between 2016 and 2020, the following 4 sectors contributed **positively** to employment growth. Ranked from highest to lowest:

1. *Education*
2. *Health and social services*
3. *Others*
4. *Construction.*

⁸ https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_759844.pdf

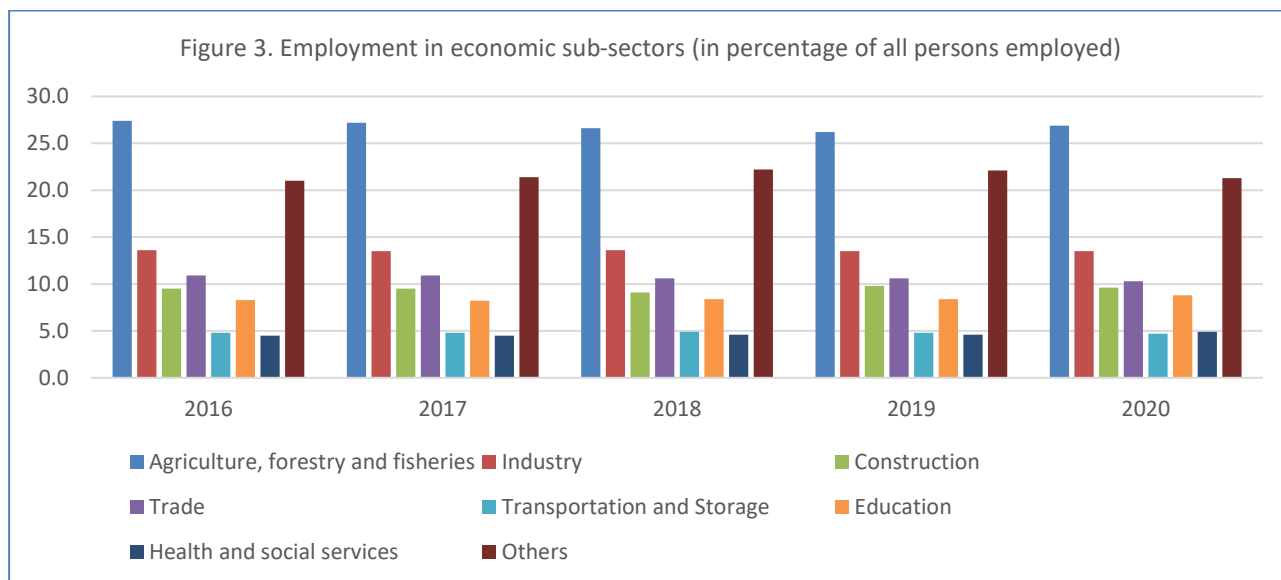
⁹ See the Presidential Decree "On the state program for creating new jobs and promoting employment of the population for 2021", #5094 from 28.04.2021. <https://lex.uz/docs/5394889>

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Between 2016 and 2020, 4 sectors contributed **negatively** to employment growth; ranked lowest to highest:

1. *Industry*
2. *Transportation and Storage*
3. *Agriculture, forestry and fisheries*
4. *Trade.*



Calculations carried out on the basis of official statistics data and the results of analysis over the past 5 years indicate that the sectors of education, health and social services, construction have a positive dynamics of employment growth. During the period under review, i.e. In 2016-2020, sectors such as agriculture, trade and industry have seen a slight decrease in the annual employment rate.

4). Methodology: Female share in total employment

- 1) Compiled estimates of total and female employment in 2016 – 2019;
- 2) Calculated female employment as percentage of total employment for each sector in 2016-2019 (Table 8);
- 3) Ranked the sectors based on highest to lowest share of women.

Analysis of statistical data for 2016-2019 shows that during the specified period, the share of women in the total employment rate in the sectors of the economy decreased from 45.7% in 2016 to 41.4% in 2019 (Table 7).

Table 7: Employment in absolute figures (number of persons) and share per gender (in %)

Title	2016	2017	2018	2019
Total labour resources	18 488 900	18 666 300	18 829 600	18 949 000
Economically inactive population	4 466 50	4 309 000	4 187 900	4 131 400
Economically active population	14 022 400	14 357 300	14 641 700	14 876 400
of which: employed	13 298 400	13 520 300	13 273 100	13 541 000
Male (%)	54.3	54.2	58.4	58.6
Female (%)	45.7	45.8	41.6	41.4

Note: * Preliminary data.

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

According to the State Statistics Committee of Uzbekistan, the number of people employed in all sectors of the economy in 2020 was 13 239 600 people (- 2,2 % compared to 2019). Over the past five years, in average 56.4 % of the employed are men and 43.6 % are women (Table 8).

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Table 8. Estimates of female employment (as % of total employment) per sector¹⁰

	2016	2017	2018	2019	Average (2016-2019)
Total	45,7	45,8	41,6	41,4	43,6
Agriculture, forestry and fisheries	43,7	44,3	43,1	43,2	43,6
Industry	26,7	27,2	27,5	27,0	27,1
Construction	5,8	5,8	5,8	6,2	5,9
Trade	51,5	51,8	50,3	51,5	51,3
Transportation and Storage	7,2	7,2	7,2	7,2	7,2
Education	75,6	75,6	75,7	75,7	75,7
Health and social services	76,5	76,6	76,5	76,8	76,6
Other sub-sectors	41,7	41,4	38,2	36,6	39,5

According to the calculation results based on statistical data, the following sectors were ranked with highest female participation in total employment (based on average indicators for 4 years); ranked highest to lowest:

1. Health and social services (76.6%)
2. Education (75.7%)
3. Trade (51.3%)
4. Agriculture, forestry and fisheries (43.6%)
5. Industry (27.1%)
6. Transportation and Storage (7.2%)

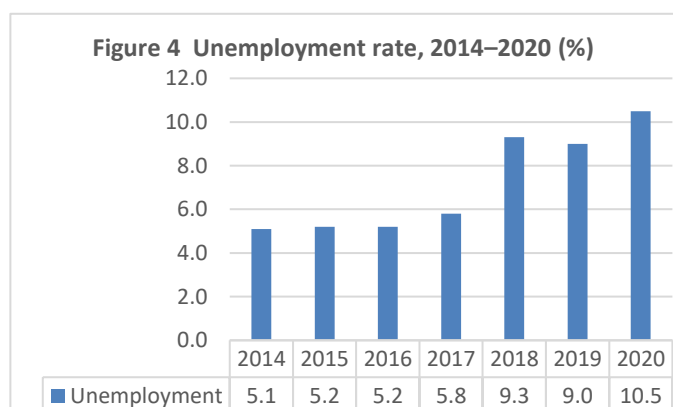
1.4. Unemployment

Despite economic growth, Uzbekistan faces high unemployment, especially among young people and women. Job creation in both the formal and informal sectors is not keeping pace with the country's rapid population growth.

Data from the State Statistics Committee show that in 2020 the total number of registered unemployed was 1,558,360 people. The unemployment rate in 2020 was 10.5 %, 1.5 % higher than in 2019. Over the last years, the highest unemployment rates have been observed in the Andijan, Surkhandarya, Samarkand, Kashkadarya and Fergana regions, and the lowest rates were registered in the city of Tashkent.¹¹

Figure 4 shows the development of the country's unemployment rate over the past seven years¹².

Remark: In the years up to 2017, the official unemployment rate was stable between 5 % and 6 %. For 2018, the Ministry of Employment and Labour Relations (MELR) calculated a higher rate of 9.3 %. According to MELR, the increase of unemployment in 2018 compared to 2017 was not associated with a sharp rise in unemployment, but rather was the result of an improved methodology for registering the unemployed. According to the authority, the situation on the Labour market has not worsened.



According to MELR, the increase of unemployment in 2018 compared to 2017 was not associated with a sharp rise in unemployment, but rather was the result of an improved methodology for registering the unemployed. According to the authority, the situation on the Labour market has not worsened.

Unemployment of youth and women: Several factors affect youth unemployment in Uzbekistan. Although economic growth has been relatively high, it has not generated sufficient job opportunities to absorb all job-

¹⁰ <https://gender.stat.uz/ru/osnovnye-pokazateli/trud>

¹¹ MELR

¹² Source: State Statistics Committee of Uzbekistan.

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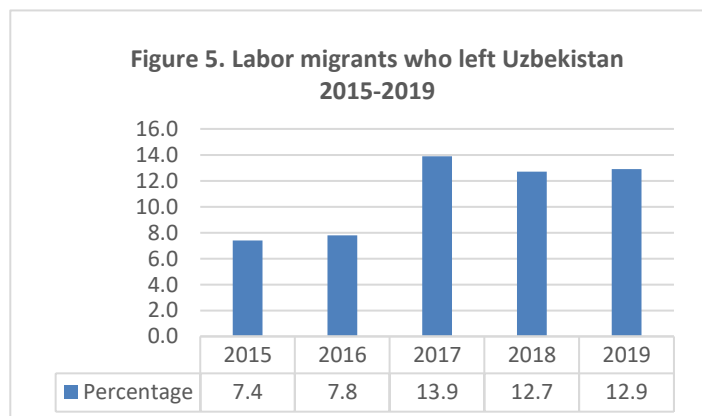
seekers. As of 01.01.2020, 29.1 % of the Uzbek population was up to 14 years old, while 25.5 % were between 15 and 29 years old.¹³ The high proportion of young people and the high population growth (1.9 % in 2019, 2.0 % in 2020) has the consequence that about 600,000 young people a year are entering the national labour market where they compete for about only 400,000 newly created jobs¹⁴. Since the number of jobs created for young people remains far below the required level, as a result the *youth unemployment rate in Uzbekistan is almost twice the average unemployment rate for the entire working-age population*. In 2019 the unemployment rate for the youth (under 30 age) was 15 %, and for women 13%. Given the high unemployment rates in the formal economy, self-employment and entrepreneurship have much potential to create the necessary jobs, especially for young people.

Therefore, the issue of ensuring youth employment is also reflected in the "Roadmap" for the further development of cooperation between the Republic of Uzbekistan and the United Nations for 2017-2020". The main objectives of VET, according to this "Roadmap" are (a) expanding employment opportunities for youth, including college graduates; (b) implementation of projects to improve the quality of education on healthy lifestyles in colleges, improvement of professional technical training of management personnel in agriculture and other areas.¹⁵

Labour migration. As mentioned above, job creation in Uzbekistan - both in the formal and informal sectors - is not keeping pace with the country's rapid growth of the population. Liberalization of external employment has allowed labor migrants of Uzbekistan to become full-fledged participants in the international labor market.

Uzbekistan ranks first or second among the CIS countries in terms of the number of labor migrants along with Ukraine. Every year, on average, the top five recipient countries are occupied by the Russian Federation, Kazakhstan, South Korea, Turkey, China. According to survey conducted by the Republican Center for Employment and Labor Protection under the Ministry of Employment and Labor Relations, 2.4 million people left the republic in search of work in 2018. If we take 2.4 million labor migrants as the lower bar, it turns out that in 2018, with a labor force of 18.8 million, about every eighth citizen of the Republic of Uzbekistan of working age or 12.7% of the labor force were labor migrants, and in In 2019, this indicator increased by 0.2% and amounted to 12.9% of the labor force are migrants (Figure 5).¹⁶

Migrants from Uzbekistan are mainly employed in **construction, industry, transport, trade, catering and agriculture**¹⁷. Labour migration results in a number of labour market policy issues, including the problem of brain drain and the issue of **validation and recognition of skills and qualifications**.



¹³ State Committee of the Republic of Uzbekistan on Statistics, <https://stat.uz/en/official-statistics/demography>

¹⁴ IMF Country Report No. 21/85, 2021

¹⁵ A plan of practical measures "Road map" for the further development of cooperation of the Republic of Uzbekistan with the UN for 2017-2020. <http://www.uz.undp.org/content/dam/uzbekistan/docs/NewLegalDocuments/Roadmap%20-%20Russian%20-%20signed.pdf>, p. 2.

¹⁶ Source: MELR.

¹⁷ Torino Process 2018-2020. The National Report

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2. VET Governance

The central regulatory body of the education system is the Cabinet of Ministers of The Republic of Uzbekistan. There is no single responsible body for the VET sector in Uzbekistan, a state with several ministries and state bodies play a dominant role in the management, financing, and provision of VET.

The main actors in VET governance in Uzbekistan are¹⁸:

At the republican level - the MHSSE is the main responsible body for the management of secondary vocational education at vocational schools, colleges and technicums, regardless of their organisational affiliation (other ministries, authorities, higher education institutions or industry associations) and implements government policy in the field of vocational education and training. Under the leadership of MHSSE, the Institute of Pedagogical Innovations, Retraining and Further Training of Managers and Pedagogical Personnel of Vocational Education develops methodological approaches and didactical material to be used by the teachers in the VET system.

At the regional level - the MHSSE has a nationwide organisational structure and will continue to operate the majority of vocational schools and colleges after the reform of the system, thus ensuring formal vocational training provision also in structurally disadvantaged rural areas. Accordingly, the MHSSE also administers the teaching and management staff at its own schools and has pedagogical supervision of the teaching staff at vocational training institutions that were assigned to other institutions as part of the reform.

At the local level - Boards of Trustees, including representatives of line ministries, departments, local government bodies, non-governmental non-profit organizations acting on the basis of legislation and the charter.

Employers and professional associations are responsible to ensure close interaction of the labor market with VET institutions, participation in the process of qualified specialists, taking into account the requirements and development trends of the internal and external labor market. They will determine the need for qualified specialists/ staff. They provide the qualification requirements; participation in the development of occupational standards; sponsorship/donations; creation of workplaces. They can be involved in the development of the cooperation models between colleges and enterprises and building up the capacities of colleges' management.

According to the Ministry of Higher and Secondary Specialized Education, the new network of educational institutions includes three types of schools relevant for the VET system: 339 Initial Vocational Schools (under MHSSE), 195 Colleges (attached to the line ministries), and 194 Technicums (under the universities).

Along with the initial vocational schools, colleges, and technicums the VET system also includes Vocational Training Centers, multidisciplinary training centers established under the Ministry of Employment and Labour Relations, and private providers of vocational training services. The Vocational Training Centers of MELR provide initial vocational training for unemployed citizens aged between 16 and 50 years (with or without school leaving certificate) to support them in finding employment.

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

¹⁸ See. ETF "Torino Process 2018-2020. Uzbekistan. National Report"

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3. International cooperation: partnerships and donor support in VET

In recent years, the VET sector in Uzbekistan has received a lot of financial and technical assistance from international donor organizations. In particular, according to available administrative data, during 2000-2018 (before the start of reforms in the VET sector), 14 projects were implemented in the VET system for a total amount equivalent to more than 180.0 million US dollars, of which about 43.0 million US dollars are grants. The projects were implemented with the participation of such donor organizations as Asian Development Bank (ADB), Islamic development bank, the Government of Japan, Korea, Belgium, Poland, KfW, the Korea International Cooperation Agency (KOICA), the Swiss Agency for Development and Cooperation (SDC), British Council (BC), GIZ etc.

In almost all projects, the hard component was the main component with a minor proportion of the soft component. In other words, the funds of international organizations were directed mainly to equip and strengthen the material and technical base of professional educational institutions.

During the reforms, international donor organizations continue to actively invest in the VET sector, taking into account development programs and government priorities. Today, the ongoing or recently completed projects and those that are in the early stages of implementation alone represent a budget of over USD 230 million. A significant amount of investments among these projects falls on ADB, KfW, EU, KOICA, BMZ / GIZ and other donor organizations (for detailed information, please, see table 6 in the Annex).

Today, along with the modernization of the material and technical base of professional educational institutions, taking into account advanced technologies in production, more and more attention is paid to soft components.

Donor projects that are being completed, ongoing and / or are at the initial stage mainly cover such sectors (sub-sectors) of the economy as Agriculture, Textile & garments, Construction, ICT / digital economy, Food processing, Tourism and other areas of the service sector.

International projects with a significant amount of investment (USD 5 million and more) in the VET sector are mainly focused on agriculture (EU, ADB), light industry (GIZ, KfW-in the phase pre-feasibility study), Construction (ADB), food processing (GIZ).

As a result of a quantitative study conducted to assess the performance of economic sectors and its findings (section 1), based on the trend of socio-economic development of Uzbekistan and available information on projects of donor organizations we can propose a following short-list of sectors where in-depth assessment can be done for the purpose of the Swiss project "Support for VET reforms in Uzbekistan":

- a) Industry
- b) Construction
- c) Trade
- d) Transportation and Storage
- e) Education
- f) Health and social services.

A list of economic sectors and **fields of education** (in accordance with the VET classifier) and the projects of donor organizations active in these sectors is presented in the table 7 (see Annex).

4. Results of interviews and the surveys with the representatives of stakeholders in VET sector

In-depth assessment of potential sectors (sub-sectors) of the economy based on a short-list of sectors prepared by a local consultant (see the Section 1) was carried out in two ways: (a) conducting interviews and (b) the survey.

*A. **Conducting interviews** with (a) the representatives of the main ministries and organizations; and (b) the representatives of private sector - as representatives of employers from economic sectors.*

The interview questions with representatives of stakeholders covered the following areas: cooperation between state and non-governmental organizations, private sector, difficulties (institutional, capacity, financial, legal, recognition, communication, mindset etc.) that currently prevent effective collaboration between state and private sector; domains in VET functions where interviewees see direct scope for involving private sector; suggestions for suitable state and non-state stakeholders for participating in pilot interventions, etc (see the Survey questions in the Annex).

Government (ministries) are the key players in VET as regulator and policy-maker. Other market players like the Ministry of Employment and Labor Relations, the Ministry of economic development and poverty reduction, CCU, professional associations are the providers of supporting functions (eg research, information, determination of the need for personnel, infrastructure etc). Therefore, we have selected these factors as the main criteria for the selection of interview participants.

Thus, **MHSSE** coordinates the activities and carries out methodological guidance of educational organizations; ensures the development and approves state educational standards and state educational requirements; coordinates the development of educational programs for the system of initial, secondary and secondary specialized vocational education.

The Institute of Pedagogical Innovations, Retraining and Advanced Training of Management and Pedagogical Personnel of Professional Education under MHSSE is responsible for: improvement the structure and content of educational programs, ensuring their effectiveness and adaptability within the framework of the general teaching methodology, development of new curricula and programs and their introduction into the educational process. This institute is also responsible for introduction of new forms and methods of professional development and retraining of the teaching staff of the system, the organization of a new vertical of management of the system of advanced training and retraining of teaching staff using modern educational technologies.

MELR and the Ministry of economic development and poverty reduction are responsible for determination of the need for personnel, establishment of state quotas in accordance with the target Parameters of the programs of socio-economic development of the regions and labor market forecast.

Interviews with representatives of private sector - as representatives of employers, such Chamber of Commerce of Uzbekistan, Uzeltekhsanoat Association, Joint Stock Company "Uzdonmakhsulot", Association of Textile Industry and Food Industry Association.

The Associations were selected for the interview because they represent the industry, which is defined as the dynamic developing sector by the results of the study (see the Section 1) and have the great potential for employment of graduates of the VET institutions.

4.1 Key statements from the Interviews with the representatives of the ministries and organizations

MHSSE and the Institute of Pedagogical Innovations, Retraining and Advanced Training of Management and Pedagogical Personnel of Professional Education under MHSSE (Institute under MHSSE).

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1. Currently, the VET teaching staff is divided into two occupations: teachers who teach theory only, and masters who provide or guide practical training in workshops.
Teacher education programs in Uzbekistan include training in both pedagogical practices and content-knowledge. The Bachelor of Education degree program consists of four years, with 204 weeks in total during which students receive both theoretical and practical training, the latter for approximately 16 weeks. In addition, teaching students participate in 20–25 classes of 45 minutes each as observers to learn from more experienced teachers.
2. About 20% of all jobs in the country require a Higher Education qualification (Bachelor and above), about 80% of all jobs need medium to higher VET level.
3. Introduction of a 'Dual system' should be supported, specifically support for better involvement of companies (SME) in VET is needed. VET schools should also offer further training for unemployed and participate in the Dual system.
4. Professional development of teachers is one of the important components of development and assuring the quality of education in the VET system. Every five years teachers are obliged to participate in 144 hours of professional development carried out over 36 hours per week for four weeks. The content of training includes both subject-knowledge and pedagogical skills¹⁹. Advanced training and retraining of teaching staff in the vocational education system is carried out under the leadership of the Institute under MHSSE.
5. The regional branches of the Institute under MHSSE implement teacher training. They are specialized by sector and subjects (construction, agriculture, math, English, etc.) and usually belong to a university. The following institutes can be listed as examples that provide teacher training courses for the VET sector: Construction and Architecture Training and Retraining Institute, the ICT teacher training unit of the University of ICT, the Tashkent State Agrarian University has one institute in charge of VET teacher training, The Veterinary and Medicine Institute in Samarkand organizes teacher training for VET.
6. The curriculum of refresher courses is updated every three to five years, as mandated by the MOHSSE. Further education courses cover areas of general knowledge, knowledge and skills related to the teaching profession in general, and knowledge and skills related to relevant subjects' areas and topics.
7. Out of the 144 hours of one-to-one instruction, 82 are dedicated to practice in teacher specialisation, lesson preparation and analysis of experience. Practical sessions include field trips to other educational institutions. In addition to full-time training, time is also allocated for distance learning totalling 178 hours.
8. The reform of the VET system still is at the beginning: Technical teacher training is regarded as essential and highly needed. Moreover, labour market-oriented curricula for further training and increased training capacities for short term trainings for unemployed job seekers are needed.
9. The main challenges are:
 - develop the concept/strategy for training and retraining of VET teachers;
 - transfer new systems based on the following main phases: training of local teachers – review of international experience (standards, curriculum, etc.) – design of the Uzbek system;
 - support training in companies;
 - the professional level of teaching staff is low, while the pace of retraining and advanced training for teachers is very slow;
 - in terms of professional development opportunities, collaborative professional development practices such as mentoring and coaching are not yet common for teachers;
 - no transparent system for assessing the qualifications of teachers and students in college has been established. The credit-modular system, which would allow teachers to train in the most flexible conditions, has not been introduced;
 - teachers from university training TVET teachers might have a teaching method which is too theoretical;
 - there is not always a connection with companies;
 - some teachers do not know VET and do not have professional skills;
 - duration of trainings for the professional development (144 hours) should be shorter but more frequent, not once every 3 years.

¹⁹ Uzbekistan Education Sector Analysis. World Bank Group, 2018

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Ministry of Employment and Labour Relations.

1. *Infrastructure and teaching personnel* are the biggest problems of the current VET system. In the system of the Ministry 16 mono-centers "Ishga Markhamat", 30 vocational training centers and 136 vocational training centers for the population of the mahalla were established. The MONO Centres currently have to be supported by foreign teachers and trainers in order to upgrade the competences of the Uzbek teaching personnel.
2. Recently, MELR received 28 additional colleges to be integrated into its system of Vocational training centres for Adults (unemployed, employed, labour migrants)²⁰. Currently, MELR is operating Vocational training centres and Employment Centres on 3 different levels of the state:
 - on province (regional) level are the Mono-Centres, which cover 6 main services and provide training in 25 professions;
 - on the level of districts and towns, MELR runs 30 „classical“ VET Centres for Adults;
 - on the level of the 136 „Mahallas“, MELR Centres act as first contact point for unemployed and job seekers. They offer training in simple professions and the number of these Centres will be increased to over 1000.
3. Skills mismatch: Employers who participated in a pilot survey of the Republican Scientific Centre for Employment and Labor Protection of the MELR in 2019 listed the following deficits as the main issues, related to the supply with qualified staff, needed by the labour market:
 - o VET graduates lack the necessary knowledge and practical skills,
 - o professional qualifications and competences of VET graduates are not aligned to the needs of the regional economy as well as to available vacancies,
 - o there is no mechanism in place to ensure an effective cooperation and relationship between the labour market and VET providers.²¹
4. A number of the adult population, including young jobseekers and people with disabilities, have problems to successfully enter the labour market, as a result of insufficient development of the VET system according to the principle of “Lifelong learning”. This is reflected in the lack of communication skills, teamwork and higher order thinking, as well as the development of skills that do not meet the requirements of the labour market.
5. Labour migration is also an important aspect in the Uzbek labour market, about 13 % of the country's working-age citizens are labour migrants. The GoU is determined to tackle the issue of skills recognition and to provide a solid preparation of migrants before their departure.
6. Up to date assessment and certification mechanisms as well as assessment centres are missing but needed.
7. VET institutes are in dire need of infrastructure upgrade and urgently need modern equipment.

Ministry of economic development and poverty reduction.

1. Assessing the medium-term prospects for the development of the country's industry until 2025, one of the priority areas for the development of this sector is the solution of social problems, first of all, the provision of productive employment of the population and the creation of sustainable jobs in the industrial sector of the economy, especially in its high-tech industries.
2. Most promising potential for employment are: SMEs, industrial clusters, cluster / value chains for processing of agricultural products.
3. Two strong trends in economic policy: 1) Cluster / value chains based on cotton, 2) more focus on other industrial production.
4. Policy priorities have changed: 1) poverty reduction, 2) increasing employment and income of the youth, 3) Fostering entrepreneurial culture and spirit, 4) Developing the economy - this requires targeted VET.
5. All instruments to promote entrepreneurship should be integrated at an early stage, all actors must be involved (VET Institutes, companies, associations, banks).

²⁰Resolution of the President of the Republic of Uzbekistan “On measures for further improvement of the personnel training system for working professions” #5140 from 08.06.2021. <https://lex.uz/ru/docs/5449380>

²¹ A pilot survey was conducted by the Scientific Center for Employment and Labor Protection in all regions of Uzbekistan, with the exception of Tashkent city and Tashkent region in 2019. Between 10 and 15 employers in each of 108 cities and regions were interviewed

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6. Services and the industrial sector will determine the future needs of the labour market. Almost 80% of all newly created jobs in Uzbekistan are in the service sector
7. Many experts agree that digital technologies will significantly affect the labour market in the near future. The digital economy requires new knowledge and skills, and, accordingly, significant investment is needed to develop education focused not only on the learning process itself but also on how to organise this process, as well as ensuring universal access to educational services across the life course.
8. The cooperation and dialogue between the VET system and the economy is still insufficient, despite reform initiatives. Multi-stakeholder dialogues and partnerships are required to enable effective and responsive VET provision in the context of a complex and rapidly changing labour market. Sector skills councils or similar bodies is in the process of establishment.

4.2. Key statements from the interviews with representatives of private sector:

Uzeltekhsanoat Association.

1. Within the framework of the decree of the President of the Republic of Uzbekistan dated 09.01.2020 "On measures to implement the Investment Program of the Republic of Uzbekistan for 2020-2022" through the Uzeltekhsanoat Association 22 projects are being implemented at 13 enterprises²².

According to the Uzeltekhsanoat Association (Association of Electrical Industry Enterprises) the sector related to the association consist of about 500 companies, 22.000 employees and USD 312 mio.export. 86 Member companies operate in three sub-sectors (household appliances: 36 companies, cable and wire products: 15 companies, high-current equipment and medical equipment: 35 companies). The sub-sector suffers from the lack of qualified engineers and technicians. There are three technical universities but only one VET school in Tashkent (Chilanzar Vocational Technical School No.1). Therefore, there is an urgent need to increase training capacities in VET institutes, based on modernised curricula. High demand of technicians/specialists on medium level (mechatronics, electrical engineering, automation) was reported: the annual demand was estimated by 1,500+ staff, of which over 800 skilled workers in areas such as electronics, mechatronics and robotics, mechanics and automation, semiconductors, power engineering, laser technology, electrical engineering, etc. Specific needs reported: Support for the establishment of their own Training Centre for Youth in Electronics and Electrical Engineering, assistance to Chilanzar Vocational Technical School No.1 in equipping it with modern equipment and classrooms, training of qualified technical personnel, establishment of cooperation models with enterprises and collaborations with foreign educational institutions.

Joint Stock Company "Uzdonmakhsulot".

1. As of 01.01.2021 in the system operating 43 enterprises and 25 branches that are the starting point for the production, storage and processing of wheat produced in Uzbekistan. The total number of employers is more than 14,000 people. On average, the annual demand of enterprises "Uzdonmakhsulot" middle-level personnel is about 400. The main tasks and activities of the joint-stock company "Uzdonmakhsulot" are:
 - purchase, placement and storage of grain and seeds for state needs;
 - organization of the production of high-quality flour, cereals, feed, as well as the production of bread, pasta and confectionery, providing them to the population of the republic;
 - improving relations with grain producers - companies and farmers, including grain acceptance, quality assessment and accounting, creation of an effective grain quality control system.

Textile Industry.

1. Today, the textile and garment industry of Uzbekistan is one of the leading and dynamically developing industries. According to State Statics Committee, in 2018 the industry accounted for 13% of the country's total industrial volume, its share in GDP was 6.05%, and in the production of non-food consumer goods - over 44%. The annual growth of the industry's production volumes in recent years has amounted to more than 15%, and exports - 10%.

²² Source: <https://lex.uz/ru/docs/4689644>

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Textile Industry is rated as a very important sector with more than 2000 companies with 360.000+ employees, 71 new companies with 14.000 new jobs were established in 2020. For 2021, 64 new companies with 12.000 new jobs are planned. The Association of Textile Industry operates four own colleges, which provide initial - and further training for paying clients (companies).

Uztextilprom reported that many companies acquire modern machines and equipment but lack adequately trained specialists. A need for improved initial VET but also further training, incl. on the job / in-company training was pointed out. Moreover, it was highlighted that (further) training models in cooperation with VET institutes and universities of applied science and up to date mechanism for assessment and certification of competences are missing.

Food Industry

1. The Food Industry Association highlighted that well-trained technician are the key driver to raise the quality and efficiency of production processes in companies. In the medium-term perspective (expensive) foreign specialists need to be replaced by Uzbek technicians. Important regions for food production are Samarkand, Fergana, Tashkent and Surchondaryo. For the next 5 years improved further training (short term) is seen as priority, initial training is regarded as second priority.

Chamber of Commerce of Uzbekistan (CCU)

1. The chamber criticized limited capacities of public VET institutions but highlighted also the need to promote private VET institutions. Since January 2021 the CCU runs the project "Youth 1 + 1" in cooperation with MELR which comprises a combination of start-up training, technical training and internship, incl. business start-up loans with the objective of establishing 100.000 new start-ups, 500.000 additional employed persons in 14 regions / 206 districts. In this context CCU has conducted a survey to identify the 20 most needed occupations: welder, plumber, locksmith, plasterer, bricklayer, carpenter, joiner, baker, cook, electrician, car mechanic, painter, shoemaker, seamstress, confectioner, governess, hairdresser, gardener, seed specialist. Particularly the textile and carpet production is regarded as important for female employment.

General: Interviewed associations and CCU highlighted the need for improved quality and labour market relevance of VET to reduce the shortage of qualified skilled labour. They pointed out that the project needs to focus on economic sub-sectors and regions where strong business participation is possible.

4.3. Survey results and key findings

B. Conducting the survey involving the representatives of different stakeholders

To conduct a survey the questionnaire and detailed instructions for completing the questionnaire have been prepared. The survey questions are based on the following main criteria: relevance, opportunity and feasibility. Based on these criteria, more detailed questions have been developed, which are used to assess individual sectors (sub-sectors) of the economy and / or to compare them using a transparent ranking according to the principle of "Very important", "Important", "Not important" and / or "High", "Medium", "Not important". The selected evaluation criteria are consistent with the project objectives. They are given the same weight and are of equal importance. The questionnaire form and the list of participants of the survey is attached (see Annex).

Taking into account the COVID-19 pandemic situation the survey is conducted using an online platform. The language of the survey was Russian. Analysis of all questionnaires shows that the survey of one respondent lasted on average 10-15 minutes.

To achieve an objective, transparent and participatory process, an Attractiveness Matrix Tool²³ is used. This methodology allowed us to rate the different sectors based on the agreed criteria and the sector with the highest points gets selected.

The survey involved 25 respondents from various organizations, including the representatives of Ministry of higher and secondary specialized education and its regional branches, Ministry of employment and labour relations, Ministry of finance, Youth Agency, Joint Stock Company "Uzdonmakhsulot", universities,

²³ Selection of a Priority Sector: A Participatory, Multi-Sectoral Approach to Enterprise Development. <http://www.businessenvironment.org>

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professional associations and other private sector organizations (see Annex). Of all the participants, 36% were women, 64% were men of different ages and with different work experiences.

During the survey, respondents rated each economic sector (sub-sector) based on various indicators, such as "Potential for employment of VET graduates", "Expanding access to VET services", "Growth in demand for qualified mid-level personnel", "Sector development potential", "Collaboration between the VET system and the private sector / employers", "Development of PPP", "Readiness of the sector to implement innovative programs and activities", "Possibility of increasing the number of VET institutions in the sector". Rating of each economic sector according to 3 main criteria based on the survey results (high, medium, low) are presented in the form of tables (see Table 8, Annex).

The potential of the sectors of the economy was also assessed by additional criteria. For example, to the question "In what order would you place the following components when forming a sector rating?" 68% (17 out of 25) of all respondents indicated "contribution to employment", 60% (15 out of 25) noted the component of "youth employment", 56% (14 out of 25) of respondents noted "contribution to economic growth" as "High" level of importance.

When we asked about the functions in the VET system, which are priorities for the development of public-private partnerships, out of all respondents, 72% (18 из 25) identified "Professional training (formation of vocational and technical knowledge, skills and abilities)", 64% (16 out of 25) - "Employment" and "Development of curricula, programs, teaching aids for vocational education", 60% (15 out of 25) - "Advanced training and retraining of specialists" and 44% (11 out of 25) - "Developing, i.e. development of intellectual and emotional-psychological potential, formation of qualifications, vocational guidance" as a "High" level of importance.

As the main factors (reasons) hindering further development of cooperation between the VET system and the private sector / employers 72% (18 out of 25) of the respondents indicated the factor «Transparent financial and non-financial incentives have not been introduced to motivate employers to participate in the development of VET and skills development policies» and 56% (14 out of 25) of respondents the factor «VET institutions are not sufficiently autonomous to make decisions about educational programs, training and innovation» as «Very important».

48% (12 out of 25) of respondents find the factors «VET institutions do not have sufficient financial independence to ensure efficient and effective work of suppliers and partnerships with employers, civil society (etc.)» and «The formal VET system is not attractive to the private sector, since the quality of education does not meet the needs of the labor market, mostly irrelevant certificates / qualifications are offered» as «Very important» reasons hindering further development of cooperation between the VET system and the private sector / employers. When we asked in what directions and at what level do you see the participation (intervention) of the Swiss project "Support for VET reforms in Uzbekistan" in the VET system, 76% (19 out of 25) of respondents noted as a very important area the "Training and retraining of managers and teachers of VET at the republican (system) level". About 68 % (17 out of 25) respondents supported the directions "Training and retraining of VET managers and teachers with the active involvement of professional associations and private providers", "Development and implementation of a quality assurance policy for VET" and "Quality assurance in VET with active involvement of the private sector and the public" as higher priority directions. Only 64 % (16 out of 25) of participants of the survey stated as «Very important» the directions "Governance of the VET system at the republican level" and "Governance of the VET system at the regional / sectoral level".

The study of suggestions for suitable state and non-state stakeholders for participating in pilot interventions showed that about 80% (20 из 25) of participants of the survey think that participation of Ministries and departments in pilot interventions will increase their effectiveness within the Swiss project "Supporting VET Reforms in Uzbekistan". Only 56% of respondents pointed to "Khokimiyats" and with slight differences "Local government bodies" (48%) and "Formal VET institutions" (52%) were noted as the most important stakeholders that could increase their effectiveness within the Swiss project "Supporting VET Reforms in Uzbekistan". The same issue has been studied in relation to stakeholders in the non-governmental sector. According to the results of the survey, 72% (18 out of 25) of those surveyed believe that employers' participation in pilot interventions will increase their effectiveness within the framework of the Swiss project "Support to VET Reforms in Uzbekistan". About 52% of all respondents rated professional associations, private training providers and students as an important stakeholder to participate in pilot interventions.

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As specific preconditions that need to be met for participation in pilot activities, “Sector's readiness to implement innovative programs and activities” is indicated as the most important components by 60% of the respondents, “Willingness to open dialogue and cooperation with stakeholders” by 44% and the “Dynamic growth of the market share of the sector” and “Annual growth of the share in employment of the population, including youth” noted by 44% of survey participants. The summary results of a survey to assess the economic sectors (sub-sectors) by additional criteria are presented in Table 9 (see Annex).

4.4. Main conclusions and recommendations

The study carried out on identifying the suitable economic sector with the greatest prospects for pilot interventions of the project led to the following conclusions:

We have conducted the assessment of economic sectors (sub-sectors) according to the relevance, opportunity and feasibility criteria that are of equal importance. The results of assessing the potential of 6 economic sectors (sub-sectors) that were short-listed in the section 3 are summarized taking into account the data obtained by conducting a survey among representatives of stakeholders based on the 3 main criteria (relevance, opportunity and feasibility) and additional criteria. This result is reflected in the following table 10.

Table 10. The number of respondents who rated all 3 criteria as "High" level of importance for the relevant sector (total scores sorted by highest to lowest)

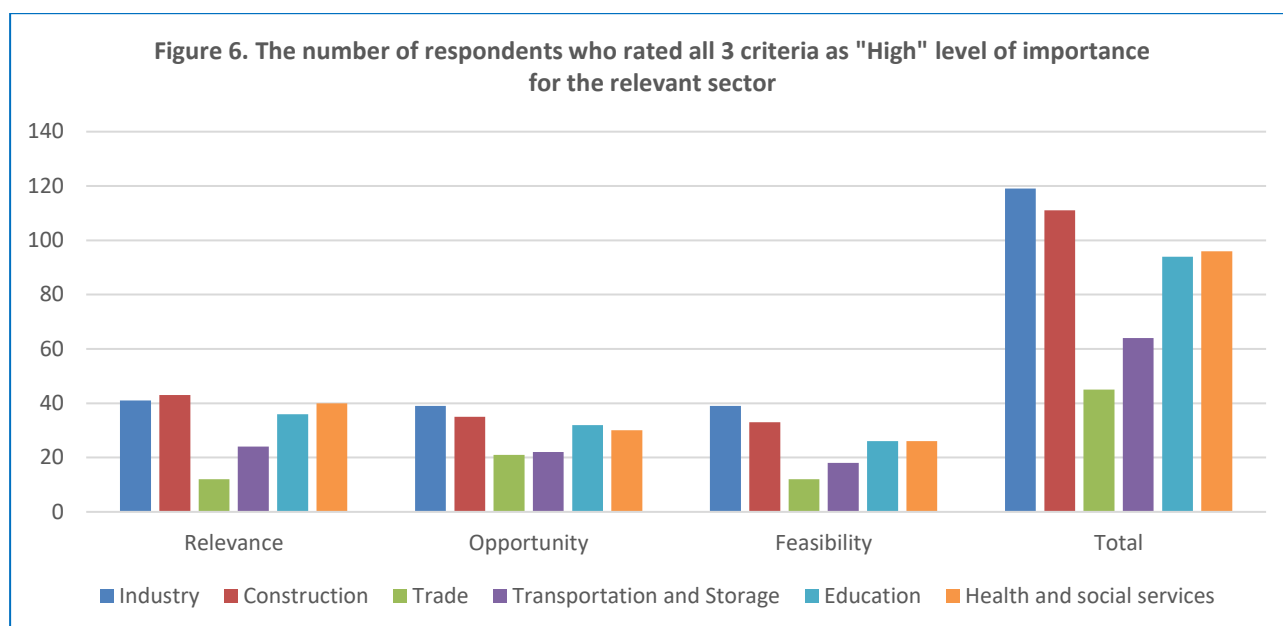
No	Economic sectors	Relevance	Opportunity	Feasibility	Total
1	Industry	41	39	39	119
2	Construction	43	35	33	111
3	Health and social services	40	30	26	96
4	Education	36	32	26	94
5	Transportation and Storage	24	22	18	64
6	Trade	12	21	12	45

The survey and the result of a quantitative study conducted to assess the performance of economic sectors indicate that the **industry** has the greatest chance where the project can intervene with pilot interventions to test strategies and approaches that facilitate participation of private sector / labor market actors in the ongoing VET reform process.

The summary of the survey shows that the survey participants rated the industry as the main sector of the economy with a chance to conduct pilot interventions within the framework of the project(Figure 6).

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However, before deciding on the definition of a pilot sector of the economy for the project, the following risk factors should be considered.

The assessment of the impact of COVID-19 on the socio-economic situation in Uzbekistan, conducted by the ILO, shows that the crisis consequences can be reflected in the form of a decline in economic activity in the amount of 2.5-6.8% of GDP, shutdown of some enterprises, a decline in exports etc²⁴. These trends can negatively impact employment rate that is an important component in VET system. Therefore, considering only one sector of the economy for piloting within a project may not be a successful option for pilot interventions.

In addition, there is a risk of duplication of some directions (chosen professions) with those directions that have already been and / or under the consideration within the framework of other donor projects. In this regard, identifying a pilot sector in consultation with key partners can go a long way towards improving the efficiency and success of the project.

Taking into account the above factors Construction and Healthcare and social services also have a good chance for pilot activities under the project.

Thus, summarizing the results of the interview and survey, the following are recommended:

1. As a first priority sector for pilot intensives, it is advisable to identify:
✓ **Industry.**
2. The following sectors of the economy are recommended to be considered as additional options, which it is advisable to discuss with the main partners of the project:
✓ **Construction**
✓ **Healthcare and social services.**

All suggestions and recommendations regarding the identification of pilot sectors for the purpose of the project are subject to discussion with the project partners.

²⁴ https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_759844.pdf

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Annexes

Table 1. The list of persons from stakeholder organizations consulted

No	Ref	Name	Surname	Organisation	Function/Job title	Tel	email
1	Mr.	Karimov	Komil	Ministry of higher and secondary specialized education	First Deputy minister	(+998 71) 246-10-92	k.karimov@edu.uz
2	Mr.	Alijonov	Utkir		Head of department	(+998 71) 246-11-28	u.alijonov@edu.uz
3	Mr.	Meliboev	Aziz		Head of department	(+998 71) 246-16-24	a.meliboev@edu.uz
4	Mr.	Allabergenov	Anvar		Head of the Department for Organizing the Development of Vocational Education Standards and Qualification Requirements	+998 93 5804005	
5	Mr.	Sharofaddinov	Shikhnazar	Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE	Deputy director		
6	Mr.	Mukhiddinov	Erkin	Ministry of employment and labour relations	Deputy minister	(+998 71)239-41-21	
7	Ms.	Gorbunova	Ekaterina		Advisor of the Minister		
8	Mr.	Kholmukhamedov	Murodullo	The National Institute under MELR	Director		mxolmuxamedov@mail.ru
9	Mr.	Alimukhamedov	Botir		Head of department	(+998 71) 239-41-21	
10	Mr.	Isomiddinov	Gayrat	Ministry of economic development and poverty reduction	Head of department		info@mineconomy.uz
11	Mr.	Davletyarov	Azamat		Head of department		-
12	Mr.	Sidikov	Salohiddin	Association of Electrical Industry Enterprises (Uzeltexprom)	Head of department	+998 94 6722089	

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14	Mr.	Mukhammadsaidov	Bakhtiyor		Deputy head	(+99871) 202-22-44	
15	Mr.	Babakhanov	Akhatkhan	Joint Stock Company "Uzdonmakhsulot"	Specialist	+998 93 5935108	-
16	Mr.	Dzhumaniyozov	Umrbek	Chamber of Commerce of Uzbekistan	Head of the Department for the Development of Business Competencies		-
17	Mr.	Aliev	Ilkhom		Chief Specialist of the Department for Cooperation with IFIs		-
18	Mr.	Umirshaykhov	Bahodir	Food Industry Association	Chairman		-
19	Mr.	Fayazov	Jamshed		Advisor		-

Участники опроса, проведенного в рамках проекта «Поддержка реформ ПОО в Узбекистане»

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5	AAA	Госуслуг	aaa7628@mail.ru
6	Гафарова линора	Ташкентское областное управление по развитию и координации профессионального образования	linora.gafarova@mail.ru
7	Эшбутаев Улугбек Эркинович	Самаркандское областное управление развития и координации профессионального образования	eshbutaev@bk.ru
8	Сейтмуратов Пйшенбай Боранбаевич	Управление развития и координация профессионального образования Республики Каракалпакстан	spb-1972@mail.ru

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12	Эргашева Гули Исмом кизи	Узбекский государственный университет мировых языков	rusgul@yandex.ru
13	Турсунбаева Саодат Гафуровна	Международный женский общественный фонд "Шарк Аели"	info@eastwoman.uz
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15	Feruza Rashidova	Образовательно-исследовательское учреждение	f.rashidova@gmail.com
16	Эргашев Нодир	Министерство высшего и среднего специального образования	e.nodir@mail.ru
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20	Abdusattorov Javlon Abdupatto ugli	Mahorat Soft info	Javlonbieber@mail.ru
21	Уралов Собир Примкулович	Министерство Финансов Республики Узбекистан	suralov73@gmail.com
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ФОРМА ОПРОСНИКА

Данный опрос посвящен предварительной оценке потенциальных секторов(суб-секторов) экономики на основе краткого списка (short-list) секторов, подготовленного местным консультантом исходя из анализа текущей ситуации. Опрос проводится с целью разработки рекомендаций проекту «Поддержка реформ ПОО в Узбекистане» для реализации пилотных мероприятий в рамках 4-х компонентов.

Критерии отбора

Оценка потенциальных секторов(суб-секторов) будет основываться на следующие главные критерии: актуальность, возможность и вероятность успеха (осуществимость). На основе этих критериев разработаны более детализированные вопросы, которые используются для оценки отдельных секторов (суб-секторов) экономики и/или для их сравнения с использованием прозрачного ранжирования по принципу «Очень важно», «Важно», «Не важно» и/или «Высокий», «Средний», «Не важный».

Выбранные критерии соответствуют целям проекта. Им присвоен одинаковый вес, и они основаны на имеющимся наборе данных.

За дополнительной информацией и/или разъяснениями просим обращаться местному консультанту Х.Курбанову по электронной почте: khudoynazarkurbanov@gmail.com

Опрос занимает от 10 до 15 минут. Заранее спасибо за Ваше время!

ОБЩАЯ ИНФОРМАЦИЯ	
<p><i>Вы мужчина или женщина?</i></p> <ul style="list-style-type: none">▪ Женщина <input type="checkbox"/>▪ Мужчина <input type="checkbox"/> <p><i>Пожалуйста, укажите свою возрастную группу:</i></p> <ul style="list-style-type: none">▪ 20–30 лет <input type="checkbox"/>▪ 31–40 лет <input type="checkbox"/>▪ 41–50 лет <input type="checkbox"/>▪ 51–60 лет <input type="checkbox"/>▪ Старше 60 лет <input type="checkbox"/> <p><i>Какой самый высокий уровень полученного Вами официального образования?</i></p> <ul style="list-style-type: none">▪ Общее среднее образование <input type="checkbox"/>▪ Среднее профессиональное образование <input type="checkbox"/>▪ Бакалавр <input type="checkbox"/>▪ Магистр <input type="checkbox"/>▪ Другая степень высшего образования <input type="checkbox"/>▪ Кандидат/доктор наук <input type="checkbox"/>	<p><i>Какой у Вас опыт работы?</i></p> <ul style="list-style-type: none">▪ 0–10 лет <input type="checkbox"/>▪ 11–20 лет <input type="checkbox"/>▪ 21–30 лет <input type="checkbox"/>▪ Более 30 лет <input type="checkbox"/> <p><i>Какой у Вас опыт работы на руководящей должности?</i></p> <ul style="list-style-type: none">▪ Отсутствует <input type="checkbox"/>▪ 0–5 лет <input type="checkbox"/>▪ 6–10 лет <input type="checkbox"/>▪ 11–15 лет <input type="checkbox"/>▪ Более 15 лет <input type="checkbox"/> <p><i>Какую должность Вы занимаете в настоящий момент? Пожалуйста, отметьте один из следующих вариантов:</i></p> <ul style="list-style-type: none">▪ Министр/заместитель министра <input type="checkbox"/>▪ Начальник департамента/управления <input type="checkbox"/>▪ Руководитель ННО <input type="checkbox"/>▪ Руководитель отдела/подразделения <input type="checkbox"/>▪ Эксперт/специалист <input type="checkbox"/>▪ Другое (укажите что) _____

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Вопросы

1. По вашему мнению, какой из указанных ниже секторов имеет наибольший потенциал развития? (Пожалуйста, отметьте: 1. Высокий; 2. Средний; 3. Не важный)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

2. В какой последовательности вы бы разместили следующие компоненты при формировании рейтинга сектора? (Пожалуйста, отметьте: 1. Очень важно; 2. Важно; 3. Не важно)

Компоненты	Ответ
Вклад в экономический рост	
Вклад в занятость	
Доля женщин в общей занятости	
Занятость молодежи	
Другое (пожалуйста, укажите) _____	

3. По вашему мнению, в каком секторе сегодня растет спрос на квалифицированные кадры среднего звена? (Пожалуйста, отметьте: 1. Высокую; 2. Среднюю; 3. Не важно)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

4. Как вы считаете, какой из следующих секторов имеет наибольший потенциал для обеспечения занятости выпускников ПОО? (Пожалуйста, отметьте: 1. Высокий; 2. Средний; 3. Не важный)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

5. Пожалуйста, оцените отрасли экономики с точки зрения расширения доступа к ПОО? (Пожалуйста, отметьте: 1. Очень важно; 2. Важно; 3. Не важно)

Сектора/суб-сектора экономики	Ответ
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Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

6. **Какие из следующих секторов имеют наибольший потенциал для развития сотрудничества между системой ПОО и частым сектором/работодателями:** (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Возможности	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

7. **По вашему мнению, какой сектор имеет наибольшую перспективу для привлечения предприятий в дуальное образование?** (Пожалуйста, отметьте: 1. Высокую; 2. Среднюю; 3. Не важно)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

8. **Развитие государственно-частного партнерства является в сфере ПОО важным направлением для:** (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Функции системы ПОО	Ответ
Промышленности	
Архитектуры и строительства	
Торговли	
Транспорт и хранение	
Образования	
Здравоохранение	
Другое (пожалуйста, укажите) _____	

9. **Следующие функции системы ПОО являются приоритетными для развития государственно-частного партнерства:** (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Функции системы ПОО	Ответ
Профессиональная подготовка (формирование профессионально-технических знаний, умений и навыков)	

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Трудоустройство	
Разработка учебных планов, программ, учебных пособий по профессиональному образованию	
Повышение квалификации и переподготовка специалистов	
Развивающая, т.е. развитие интеллектуальной и эмоционально-психологического потенциала, формирование квалификаций, проф.ориентация	
Другое (пожалуйста, укажите) _____	

10. Какие вы видите основные факторы(причины), препятствующие дальнейшему развитию сотрудничества между системой ПОО и частым сектором/работодателями? (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Основные факторы(причины)	Ответ
Не внедрены прозрачные финансовые и нефинансовые стимулы для мотивации работодателя участвовать в разработке политики в области ПОО и развития умений.	
Учреждения ПОО недостаточно автономны для принятия решений по образовательным программам, обучению и инновациям	
Учреждения ПОО не имеют достаточную финансовую независимость для обеспечения эффективной и результативной работы поставщиков и партнерства с работодателями, гражданским обществом (и т. д.).	
Формальная система ПОО не привлекательна для частного сектора, поскольку качества образования не отвечает потребности рынка труда, предлагается в основном неактуальные сертификаты/квалификации	
Другое (пожалуйста, укажите) _____	

11. В каких направлениях и на каком уровне вы видите участие (intervention) швейцарского проекта «Поддержка реформ ПОО в Узбекистане» в системе ПОО: (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Основные направления	Ответ
Управление системой ПОО на республиканском уровне	
Управление системой ПОО на региональном/отраслевом уровне	
Подготовка и переподготовка менеджеров и преподавателей ПОО на республиканском (системном) уровне	
Подготовка и переподготовка менеджеров и преподавателей ПОО с активным привлечением профессиональных ассоциаций и частных провайдеров	
Разработка и реализация политики обеспечения качества ПОО	
Обеспечение качества ПОО с активным привлечением частного сектора и общественности	
Другое (пожалуйста, укажите) _____	

12. Как вы считаете, участие каких заинтересованных лиц (государственных органов) в пилотных мероприятиях (pilot interventions) повысит их эффективность в рамках швейцарского проекта «Поддержка реформ ПОО в Узбекистане»: (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Основные направления	Ответ
Министерства и ведомства	
Хокимияты	
Органы государственной власти на местах	
Учреждения формального ПОО	
Другое (пожалуйста, укажите) _____	

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13. Как вы считаете, участие каких заинтересованных лиц (негосударственных организаций) в пилотных мероприятиях (pilot interventions) повысит их эффективность в рамках швейцарского проекта «Поддержка реформ ПОО в Узбекистане»: (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Основные направления	Ответ
Профессиональные ассоциации	
Работодатели	
Частные провайдеры ПОО	
Родители	
Обучающиеся	
Независимые эксперты	
Другое (пожалуйста, укажите) _____	

14. Наличие возможности увеличения числа институтов ПОО в секторе:

(Пожалуйста, вставьте: 1. Высокая; 2. Средняя; 3. Не важно)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение и социальные услуги	
Другое (пожалуйста, укажите) _____	

15. Насколько вы оцениваете готовность сектора к инновационным программам и мероприятиям (т.е. реализованы ли инновационные проекты, участвует ли в подобных проектах и т.д.)

(Пожалуйста, отметьте: 1. Высокая; 2. Средняя; 3. Не важная)

Сектора/суб-сектора экономики	Ответ
Промышленность	
Архитектура и строительство	
Торговля	
Транспорт и хранение	
Образование	
Здравоохранение и социальные услуги	
Другое (пожалуйста, укажите) _____	

16. Предварительными условиями (требованиями) участия сектора в пилотных мероприятиях в рамках швейцарского проекта «Поддержка реформ ПОО в Узбекистане» являются: (Пожалуйста, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

Основные направления	Ответ
Наличие утвержденных государственных программ развития сектора	
Динамичный рост рыночной доли сектора	
Готовность сектора внедрять инновационные программы и мероприятия	
Ежегодный рост доли в занятости населения, включая молодежи	
Готовность к открытому диалогу и сотрудничеству с заинтересованными лицами	
Другое (пожалуйста, укажите) _____	

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Table 2. The list of persons from stakeholder organizations consulted

No	Ref	Name	Surname	Organisation	email
1	Mr.	Karimov	Komil	Ministry of higher and secondary specialized education	k.karimov@edu.uz
2	Mr.	Alijonov	Utkir		u.alijonov@edu.uz
3	Mr.	Meliboev	Aziz		a.meliboev@edu.uz
4	Mr.	Allabergenov	Anvar		
5	Mr.	Sharofaddinov	Shikhnazar	Institute of Pedagogical Innovations, Retraining and Further Training of VET Managers and Pedagogues under the MoHSSE	
6	Mr.	Mukhiddinov	Erkin	Ministry of employment and labour relations	
7	Ms.	Gorbunova	Ekaterina		
8	Mr.	Kholmukhamedov	Murodullo	The National Institute under MELR	mxolmuxamedov@mail.ru
9	Mr.	Alimukhamedov	Botir		
10	Mr.	Isomiddinov	Gayrat	Ministry of economic development and poverty reduction	info@mineconomy.uz
11	Mr.	Davletyarov	Azamat		-
12	Mr.	Sidikov	Salohiddin	Association of Electrical Industry Enterprises (Uzeltexprom)	
13	Mr.	Odinaev	Sardor	Association of Textile Industry (Uztextilprom)	s.odinayev@uzts.uz
14	Mr.	Mukhammadsaidov	Bakhtiyor		
15	Mr.	Babakhanov	Akhatkhan	Joint Stock Company "Uzdonmakhsulot"	-
16	Mr.	Dzhumaniyozov	Umrbek	Chamber of Commerce of Uzbekistan	-
17	Mr.	Aliev	Ilkhom		-
18	Mr.	Umirshaykhov	Bahodir	Food Industry Association	-
19	Mr.	Fayazov	Jamshed		-

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Table 5. Economic sectors (based on the classifier of MHSSE) and Employment by economic sectors

No	Field of education/area	Employment in economic sectors (in % of all persons employed), 2020	New job to be created in 2021 (forecast), (in % of total number of jobs created) ²⁵
1	AGRICULTURE	26,9	9,6
2	ENGINEERING, PROCESSING TECHNOLOGIES AND CONSTRUCTION	23,1	23,5
3	EDUCATION	8,8	1,4
4	HEALTHCARE AND SOCIAL WELFARE	4,9	
5	SERVICES	36,3	65,5
6	HUMANITIES AND ARTS		
7	SCIENCE		

Table 6. Brief information on the projects/programs in VET sector with the participation of international donor organizations

No ²⁶	Donors	Main partners	Sectors for collaboration with state and non-state sector actors	Comments/description
1	ADB	MELR and MHSSE	<ul style="list-style-type: none"> - Construction - Textile & garments - ICT - Agro-business - Food processing 	Project “ Skills for a Modern Economy ”, Duration: 2020 - 2024; USD 93 MIO; The project will improve access to and quality of training and job placement services for jobseekers, with a special focus on youth and women.

²⁵ See the Presidential Decree “On the state program for creating new jobs and promoting employment of the population for 2021”, #5094 from 28.04.2021. <https://lex.uz/docs/5394889>

²⁶ Prioritised according to project budget

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			<ul style="list-style-type: none"> - Machinery maintenance and repair (agro-machines, automobile, home appliances) - Repair and maintenance of automobiles/ 	<p>Focus on fast-growing economic sectors with high potential to drive economic growth and create jobs: Food processing, textiles, and garments are competitive export sectors. Construction, a main source of migrant workers, employed 1.24 million people in January–September 2019 and grew at 11%–12% in 2017–2019. ICT grew at about 8% yearly in 2013–2019.</p> <p>ICT: The introduction of modern information technologies in the process of training mid-level specialists, taking into account the requirements of the labor market in the context of the digitalization of economic sectors, is becoming the primary task of the country's VET system. In order to train highly qualified specialists in the field of information technology at the end of 2019, the project "One Million Uzbek Coders" was launched²⁷, which will provide everyone with a distance learning opportunity to master digital skills based on the training programs of leading IT companies. The implementation of this project, according to the head of the Government, will allow to involve the general population in the development of new professions in the ICT field, to employ young people, including people with disabilities²⁸.</p>
2	KFW	MHSSE	<p><i>Under discussion:</i></p> <ul style="list-style-type: none"> - Industry / Industry 4.0 (digitalised industry) - Textile - Food processing - ICT / digital economy - Innovative & classical building technologies - Tourism and Hotel / Restaurant / Catering (HoReCA) 	<p>“Support of Vocational Education in Uzbekistan” Project. Budget: USD 58.0 million. Project did not start yet. Now, it is in the phase Pre-feasibility Study.</p>
3	World bank	MELR	<ul style="list-style-type: none"> - Social sphere (Labour market) 	<p>Project “Strengthening Social Protection System”; Implementation period: 2020 - 2024; Budget: USD 50 MIO;</p> <p><i>The project consists of 3 components:</i></p> <p><i>1. Modernization of the social assistance system, which includes measures to:</i> a) the introduction and deployment of a unified social register, as well as the transition to a national social register; b) support in strengthening the social assistance system by increasing the effectiveness of social benefits for low-income families; c) support in the design,</p>

²⁷ A joint project called "1 million programmers", implemented by specialists from Uzbekistan and the United Arab Emirates.

²⁸ <https://www.gazeta.uz/ru/2019/11/21/million-uzbek-coders/>

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				<p>implementation and evaluation of the pilot cash benefit; d) support to improve the control, accountability and transparency of the social benefit system.</p> <p><i>2. Improving the effectiveness of programs</i> aimed at revitalizing the labor market, including: a) training activities aimed at recipients of subsidies for starting a new business, as well as recipients of preferential microcredits for unemployed persons, in order to increase the profitability and success of their business, b) financial support for the implementation of labour market programmes aimed at promoting employment and entrepreneurship, as well as reducing unemployment by providing subsidies to employers and unemployed persons. c) improving the labour market information system (LMIS), including integration with the national vacancy platform, building the capacity of IT departments of the MELR and modernizing ICT resources in the EPC; d) technical assistance to the EPC in the development and implementation of a strategy to reach out to private business entities to provide services and programs to promote employment, strengthen labour inspection, reduce errors and abuse using modern IT technologies; e) development of an individual approach methodology and effective tools for profiling service recipients, regular trainings for employees of the EPC.</p> <p><i>3. Monitoring and project management</i>, including: a) measures to strengthen monitoring of interventions in the labour market, increase the capacity of the Republican Scientific Center under the Ministry of Labour in assessing the impact of existing programs, surveying the demand for qualified personnel, assessing the business processes of labour authorities, surveying the beneficiaries of the programmes; b) arrangements for project management and monitoring of all three components.</p>
4	KOICA	MELR	<ul style="list-style-type: none"> - Repair and Maintenance of Automobile - Maintenance of Electronics and Electrical Equipment - Machinery building - Information Technologies - Welding and Plumbing - Metal Processing - Information Technologies - Mechanical Engineering (Operator of CNC machines), - Computer Graphics and Design 	<p>Project "Establishment of Vocational Training Centres in the Republic of Uzbekistan", Duration: 2007 - 2023, Budget: USD 43 MIO).</p> <p>Project Components: Design and construction of four vocational training centres (Tashkent, Samarkand, Fergana, Urgench), refurbishment of one centre (Shahrisabz City), provision of equipment for all five centres, consulting on vocational training on system level, capacity development for establishing a National Skills Testing and Certification System (establishment of National Qualification Centre in Tashkent VTC), establishment of a teachers' training centre for current and new teachers of the five KOICA VTCs and colleges under MELR, Dispatch of Korean experts to Uzbekistan, KOICA Fellowship Programs</p> <p><i>Already established centres</i></p> <ul style="list-style-type: none"> • Vocational training centre in Tashkent City, with 4 departments: Repair and Maintenance of Automobile, Machinery building, Maintenance of Electronics and

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			<ul style="list-style-type: none"> - Sewing - Spinning - Beauty - Dress-making - Hotel Service 	<p>Electrical Equipment, Information Technologies; Project Duration: 2007-2012; Budget: USD 4.37 million</p> <ul style="list-style-type: none"> • Vocational training centre in Samarkand, with 6 departments: Repair and Maintenance of Automobile, Maintenance of Electronics and Electrical Equipment, Welding and Plumbing, Information Technologies, Mechanical Engineering (Operator of CNC machines), Computer Graphics and Design; Project Duration: 2013-2016; Budget: USD 6.4 million • Vocational training centre in Shahrisabz City, with 5 departments: Maintenance of Electronics and Electrical Equipment, Information Technologies, Metal Processing, Sewing, Spinning; Project Duration: 2014-2018; Budget: USD 8.5 million <p><i>Under construction</i></p> <ul style="list-style-type: none"> • Vocational training centre in Fergana, with in 5 departments: Maintenance of Electronics and Electrical Equipment, Repair and Maintenance of Automobile, Information Technologies, Beauty, Dress-making; Project Duration: 2018-2022; Project Budget: USD 9.32 million • Vocational training centre in Urgench, with 5 departments: Maintenance of Electronics and Electrical Equipment, Repair and Maintenance of Automobile, Welding and Plumbing, Beauty, Hotel Service. Project Duration: 2020-2024; Budget: USD 14.0 million
5	EU / UNESCO	MHSSE and Ministry of Agriculture	<ul style="list-style-type: none"> - Agriculture and irrigation sectors - Agro-business - Food processing 	<p>Skills Development for Employability in Rural Areas of Uzbekistan; Project Duration: 2019–2022; Budget: EUR 10 MIO; Project still in inception phase; Institutes and locations still to be decided.</p> <p>In May 2019 EU decided to collaborate with UNESCO Tashkent office for the project implementation. The project aims to support skills development in agriculture and agro-business. The general objective of the project is to '<i>enhance the living standards in rural areas through better employability</i>', while the specific objective is to '<i>Equip Uzbek women and men with relevant skills to supply to the needs of a sustainable, diversified and modernised agriculture</i>'. The project will support the government in VET policy reform implementation, modernizing governance arrangements, and strengthening and adapting TVET to serve the needs of the labour market of the agriculture and irrigation sectors.</p> <p>The project will pursue three results: (1) VET policy implementation supported, and governance arrangements modernized, strengthened and adapted to the evolution of the agriculture and irrigation sectors; (2). VET qualifications and delivery methodology modernized to serve the needs of the labour market in agriculture sector; (3). Efficient VET colleges with competent management and teaching staff able to use modern equipment, technologies and learning methods.</p>

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6	SDC	MHSSE	<ul style="list-style-type: none"> - Hydro melioration and water supply - Housing and communal services - Automotive production 	<p>Professional Skills Development Project (Phases I-IV); Project Duration: 2004 - 2020; Budget: CHF 8 MIO; SDC supports the VET reform and reengineering of the skills development system in Uzbekistan since 2004, in close cooperation with the former Centre for Vocational Education under the MOHSSE. The project aims at development and implementation of a model of cooperation between enterprises and vocational colleges in order to ensure that vocational education better meets the needs of the labour market and employers. Project components are labour market demand analysis, creation of Regional Competence Centres for adult (re)training, development of modular curriculum and training materials for preparing specialists in hydro melioration and water supply, housing and communal services, automotive production, setting up an Information System that include data both from the demand and supply sides and entrepreneurship course development and training.</p> <p>During the phases I - III, the project focused on 11 vocational schools in rural areas of Andijan, Namangan, Fergana and Tashkent provinces. Around 1500 students participated in the new education programme, which provided them with labour market-oriented training according to new technological standards. Based on the experience at these 11 vocational schools, the programme was extended to another 200 schools across the country at a later stage.</p>
7	BMZ / GIZ	MHSSE UZTEXPROM, Chamber of Commerce and Industry	<ul style="list-style-type: none"> - Textile & garments - Key professions for the the maintenance and repair of production equipment within the manufacturing industry (Industrial Mechanic, Industrial Electric) 	<p>New bilateral Project "Supporting the reform and modernisation process in the vocational training system of Uzbekistan"; Project Duration: 01/2021 - 12/2023 (3 Years); Budget: 7 MIO EUR.</p> <p><i>Project did not start yet. Institutes and locations still to be decided.</i></p> <p>Focus is on meeting concrete requirements of the economy and closer cooperation between the state and business. Joint structures between the state, the private sector and educational institutions are being created, modern occupational and vocational standards are being developed and the validation of informally acquired vocational skills, particularly for young people, is being promoted. In addition, practice-oriented pilot training programmes are being developed and implemented together with the private sector. This also includes the necessary initial and continuing training of VET personnel. The new GIZ Project will contribute to the introduction of a national system of dual vocational education and training that is oriented towards international standards and can be connected to regional systems. By building up the skills and capacities of vocational training actors at macro, meso and micro level, the conditions for needs-oriented vocational training will be improved. The main planned outputs are: (1) Strengthening of the capacities of MHSSE to develop and coordinate a demand-oriented national vocational training system with the involvement of the relevant actors, (2) capacity development of the textile association</p>

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				UZTEXPROM and the Chamber of Commerce and Industry to fulfil their tasks in the reformed vocational training system, (3) establish a sector skill committee for the textile sector and support it to become operational, (4) strengthen the capacity of vocational schools, vocational colleges and Technica to develop and implement reformed training courses, relevant to the textile sector and (5) establish the material, personnel and methodological prerequisites for conducting new, demand-oriented technical training courses related to key professions for the manufacturing industry at selected vocational colleges and technikums.
	BMZ / GIZ	MHSSE	- Food production	Regional program " Professional Education in Central Asia "; Project Duration: 2019–2022; Budget:EUR 5.5 MIO; Assisting in the qualitative improvement of education and advanced training of specialists and managerial personnel in the field of food production technologies according to regionally comparable and international standards (project covers 4 Central Asian countries – Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan).
	Consortium: GIZ, ADECIA, CEED, AIA	Ministry of economical development and poverty reduction	- Processing of milk and dairy products	The EU program " Sustainable development of rural areas in Uzbekistan "; Project Duration: 2016-2019. Objectives of the program: Transfer of EU know-how and technologies on agri-food value chains in partnership with local authorities and economic actors to further develop socio-economic potential in rural areas of Uzbekistan. Pilot regions: Namangan, Andijan and Fergana, Jizzakh, Syrdarya and Kashkadarya regions.
	UNDP	MHSSE	- Vocational training	UNDP " Vocational Training for Afghan Women " Project (Kazakhstan, Uzbekistan) Project Duration: 2019–2025; Budget: EUR 2.2 MIO; The project is deemed to provide for a more efficient delivery of higher education (Master's and Bachelor's degrees and Technical and Vocational Education and Training (TVET) certificates) due to the proximity and the experience of the government and higher education institutions in Kazakhstan and Uzbekistan in providing international exchange education. The priority sectors for education is agriculture, applied statistics and mining, deemed to be growth sectors with particular importance for promoting gender equality.
8	UNDP No infrastructure support		- (Youth) entrepreneurship, business start-ups	Promotion of youth employment in Uzbekistan: Duration 2019–2021, Budget: USD 1 MIO; The project is funded by the Russian Federation and the UNDP Development Trust Fund to promote youth employment through active labour market policies; includes supporting the development of entrepreneurship skills among young people and encouraging start-ups, especially among university and college graduates, young women, returning migrants and other vulnerable groups;

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9	«British Council»	MHSSE	- Tourism	Skills for Tourism sector. Duration: 2014–2018, Budget: USD 0,25 MIO; This project supported reforms in vocational education and training in tourism. The main outputs of the project were: i) the creation of a work competency framework in partnership with the UK Sector 1 Skills Council; ii) introducing the framework into the system as a basis for the development of national occupational standards; iii) creation of industry councils for tourism and hospitality in Uzbekistan, etc.
10	«British Council»	MHSSE	- Tourism - Construction - Energy - Agriculture	«Skills for employment project». Duration: 2018–2020, Budget: USD 0,25 MIO; The British Council and the MHSSE Center for Vocational Education are implementing a technical assistance project to support national reforms in the Secondary Specialized Vocational Education (VET) sector by strengthening education-industry linkages and training youth in the skills and competencies required by employers. Support is provided by MHSSE and line ministries / responsible organizations in tourism, agriculture, energy and mining, and construction. Provides training for Vocational Education Center staff in the management of service providers for SSVE, the introduction of new service models such as coaching to improve employment performance, and the revision and revision of active labor market measures in 4 sectors.
11	DVV International	MHSSE	- Social sphere (Education and training)	Research on Adult Learning and Education in Uzbekistan. Duration: 2018 The main directions of the project: - Analysis of the potential of state (formal sector) adult education institutions and non-state educational institutions (non-formal sector), where, based on the collection and analysis of information, a section will be prepared describing the potential and problems of educational institutions in Uzbekistan working with an adult audience; - Preparation of an analytical report "Education and training of adults in Uzbekistan: current state and development prospects".
12	DVV International	MHSSE	- Social sphere (Education and training)	«Assistance in the development of a system of advanced training for workers in vocational education of the Republic of Uzbekistan». Duration: 2019-2020 The main directions of the project: 1. Preparation of a project to improve the system of training and advanced training of masters of industrial training. 2. Preparation, based on the Curriculum globALE program, of a basic self-study course in andragogy and the creation of a distance learning platform.
13	UNESCO	MHSSE	- Social sphere (Education and training)	«Professional development of ICT competence of teachers». Duration: 2015–2018, Budget: USD 0,5 MIO;

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	Technology of storage and primary processing of agricultural products (by product types)												
	Silk and mulberry												
	Technology of cultivation and processing of medicinal plants												
	Standardization and certification of agricultural products												
	Agribiotechnologies												
	Digital technologies in agriculture												
	Cooperative management in agriculture												
	Soil valuation and use of land resources												
	Process automation and maintenance in agro-industry												
	Agrobusiness and Marketing	Yes				Yes							
	Zoengineering (by species)												
	Ichthyology												
	Beekeeping												
	Cynology												
2	Field of education: Agricultural machinery	Yes											
	<i>Professional training field / employment area</i>												
	Agricultural mechanization												
	Electrification and automation of agriculture	Yes											
3	Field of education: Veterinary												
	Veterinary medicine (by animal species)												
4	Field of education: Agricultural irrigation and land reclamation					Yes		Yes					

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Table 8. Summary results of a survey to assess the potential of economic sectors (sub-sectors)

Rating of economic sectors according to 3 criteria based on the survey results(high, medium, low):

INDUSTRY

	Potential Criteria	Level of Importance/Traffic light			Total
		High	Med	Low	
Relevanc	Potential for employment of VET graduates	12	13	0	25
	Expanding access to VET services	16	6	3	25
	Growth in demand for qualified mid-level personnel	13	10	2	25
Opportunity	Sector development potential	15	10	0	25
	Promotion collaboration between the VET system and the private sector / employers	8	4	6	18
	Development of public-private partnerships is in the field of VET	16	7	2	25
Feasibility	Readiness of the sector to implement innovative programs and activities	14	11	0	25
	Prospects for attracting enterprises to dual education	18	6	1	25
	Possibility of increasing the number of VET institutions in the sector	7	5	4	16

Rating of economic sectors according to 3 criteria based on the survey results(high, medium, low):

CONSTRUCTION

	Potential Criteria	Level of Importance/Traffic light			Total
		High	Med	Low	
Relevanc	Potential for employment of VET graduates	14	9	2	25
	Expanding access to VET services	12	11	2	25
	Growth in demand for qualified mid-level personnel	17	7	1	25
Opportunity	Sector development potential	13	9	3	25
	Promotion collaboration between the VET system and the private sector / employers	9	1	2	12
	Development of public-private partnerships is in the field of VET	13	9	3	25
Feasibility	Readiness of the sector to implement innovative programs and activities	14	9	2	25
	Prospects for attracting enterprises to dual education	15	8	2	25
	Possibility of increasing the number of VET institutions in the sector	4	7	1	12

Rating of economic sectors according to 3 criteria based on the survey results(high, medium, low):

TRADE

	Potential Criteria	Level of Importance/Traffic light			Total
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		High	Med	Low	
Relevanc	Potential for employment of VET graduates	5	15	5	25
	Expanding access to VET services	4	16	5	25
	Growth in demand for qualified mid-level personnel	3	17	5	25
Opportunity	Sector development potential	9	16	0	25
	Promotion collaboration between the VET system and the private sector / employers	4	6	2	12
	Development of public-private partnerships is in the field of VET	8	12	5	25
Feasibility	Readiness of the sector to implement innovative programs and activities	6	14	5	25
	Prospects for attracting enterprises to dual education	5	17	3	25
	Possibility of increasing the number of VET institutions in the sector	1	10	1	12

Rating of economic sectors according to 3 criteria based on the survey results(high, medium, low):

TRANSPORTATION AND STORAGE

	Potential Criteria	Level of Importance/Traffic light			Total
		High	Med	Low	
Relevanc	Potential for employment of VET graduates	9	15	1	25
	Expanding access to VET services	7	14	4	25
	Growth in demand for qualified mid-level personnel	8	13	4	25
Opportunity	Sector development potential	11	12	2	25
	Promotion collaboration between the VET system and the private sector / employers	5	7	0	12
	Development of public-private partnerships is in the field of VET	6	18	1	25
Feasibility	Readiness of the sector to implement innovative programs and activities	9	16	0	25
	Prospects for attracting enterprises to dual education	6	16	3	25
	Possibility of increasing the number of VET institutions in the sector	3	9	0	12

Rating of economic sectors according to 3 criteria based on the survey results(high, medium, low):

EDUCATION

	Potential Criteria	Level of Importance/Traffic light			Total
		High	Med	Low	
Relevanc	Potential for employment of VET graduates	9	13	3	25
	Expanding access to VET services	10	12	3	25
	Growth in demand for qualified mid-level personnel	17	7	1	25
Opportu	Sector development potential	17	8	0	25
	Promotion collaboration between the VET system and the private sector / employers	5	7	0	12

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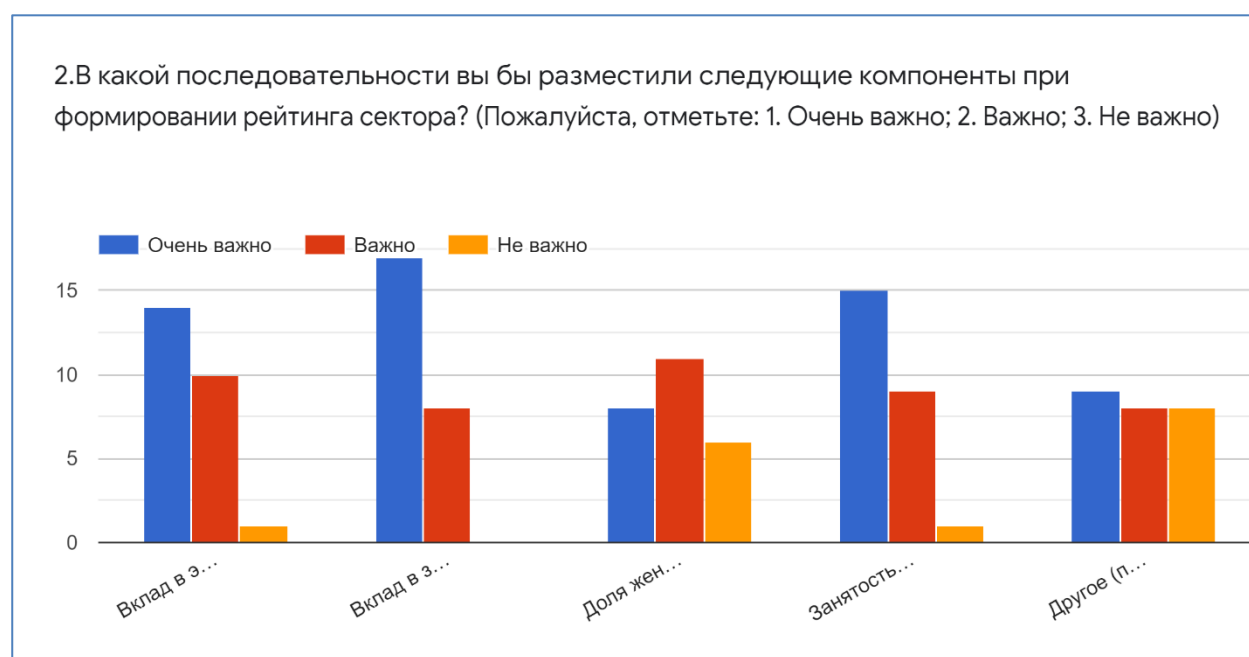
	Development of public-private partnerships is in the field of VET	10	12	0	22
Feasibility	Readiness of the sector to implement innovative programs and activities	12	13	0	25
	Prospects for attracting enterprises to dual education	11	11	3	25
	Possibility of increasing the number of VET institutions in the sector	3	9	0	12

Rating of economic sectors according to 3 criteria based on the survey results (high, medium, low):

HEALTH AND SOCIAL SERVICES

	Potential Criteria	Level of Importance/Traffic light			Total
		High	Med	Low	
Relevance	Potential for employment of VET graduates	11	12	2	25
	Expanding access to VET services	10	12	3	25
	Growth in demand for qualified mid-level personnel	19	6	0	25
Opportunity	Sector development potential	15	7	3	25
	Promotion collaboration between the VET system and the private sector / employers	5	6	1	12
	Development of public-private partnerships is in the field of VET	10	12	3	25
Feasibility	Readiness of the sector to implement innovative programs and activities	9	16	0	25
	Prospects for attracting enterprises to dual education	13	9	3	25
	Possibility of increasing the number of VET institutions in the sector	4	8	0	12

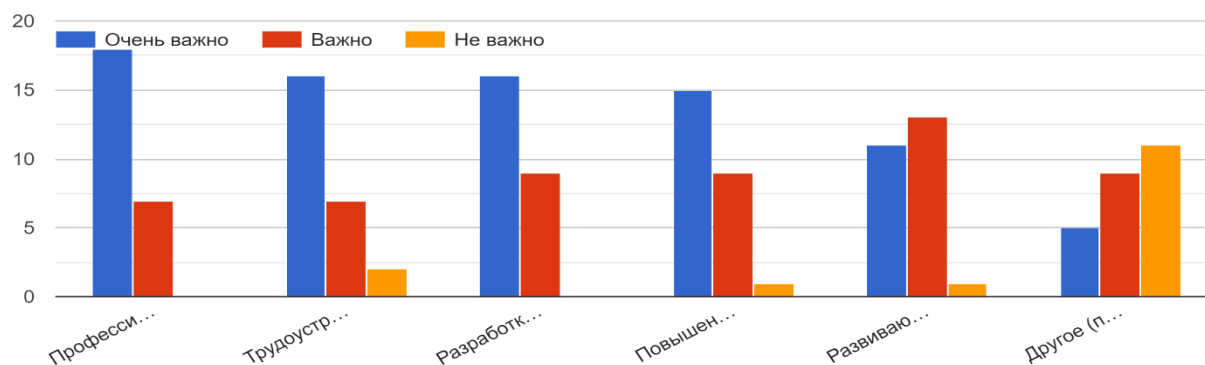
Table 9. Summary results of a survey to assess the economic sectors (sub-sectors) by additional criteria



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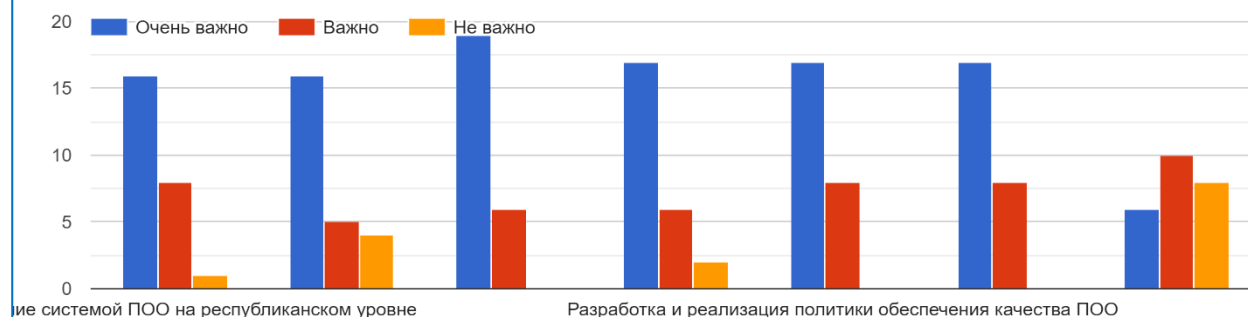
9. Следующие функции системы ПОО являются приоритетными для развития государственно-частного партнерства: (Пожалуйста вставьте: 1. Очень важно; 2. Важно; 3. Не важно)



10. Какие вы видите основные факторы(причины), препятствующие дальнейшему развитию сотрудничества между системой ПОО и частым се...авьте: 1. Очень важно; 2. Важно; 3. Не важно)



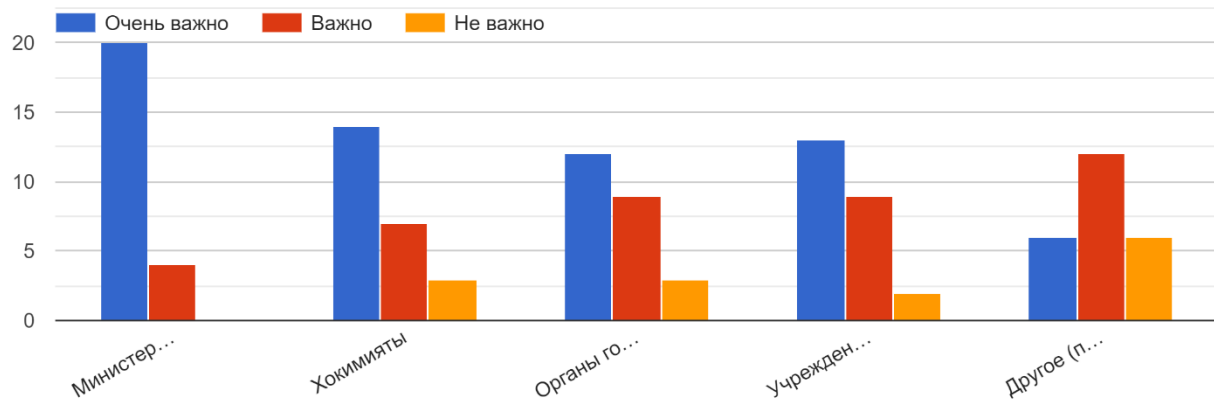
11. В каких направлениях и на каком уровне вы видите участие (intervention) швейцарского проекта «Поддержка реформ ПОО в Узбекистане» в системе ПОО... вставьте: 1. Очень важно; 2. Важно; 3. Не важно)



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12. Как вы считаете, участие каких заинтересованных лиц (государственных органов) в пилотных мероприятиях (pilot interventions) повы...ставьте: 1. Очень важно; 2. Важно; 3. Не важно)



13. Как вы считаете, участие каких заинтересованных лиц (негосударственных организаций) в пилотных мероприятиях (pilot interventions) повысит и...та, вставьте: 1. Очень важно; 2. Важно; 3. Не важно)

