

SUPPORT TO VET REFORMS IN UZBEKISTAN (SVRP)

Inception phase report

Analysis of the legal and institutional environment of the secondary Vocational Education and Training sector of Uzbekistan

AUGUST, 2021

**Developed by: Aziz Rasulov
Legal Consultant
Tashkent, Uzbekistan**

Contents

Contents	2
Tables	3
Figures	3
Abbreviations and Acronyms	4
INTRODUCTION	6
AN OVERVIEW OF THE VOCATIONAL EDUCATION SECTOR OF UZBEKISTAN	7
1. INSTITUTIONAL ENVIRONMENT	7
1.1 Hierarchy and functions of stakeholders	12
2. LEGAL ENVIRONMENT	17
2.1 Normative-legal acts regulating the sector of vocational education and training in Uzbekistan	17
2.2 Legislation in force on key functions (processes) of the secondary vocational education and training sector in Uzbekistan	22
2.3 Analysis of legal environment and factors developing and inhibiting the VET sector of Uzbekistan	Error!
Bookmark not defined.	
3. SUMMARY	35
4. BIBLIOGRAPHY	37
4.1 Normative-legal acts of the Republic of Uzbekistan	37
4.2 List of normative-legals acts	37
4.3 International acts and agreements	37
4.4 Monographs, training manuals, brochures and other literature	37
4.5 Online sources	38
5. ANNEX	39
5.1. List of visited organizations / participants / results of the meetings	39
5.2. Terms of Reference	42
5.3. Work plan	45

Tables

Table 1 The number of secondary vocational education institutions and students in Uzbekistan

Table 2 Laws and normative-legal acts has been adopted in the period of 1998 to 2021, regulating the secondary vocational education and training sector in Uzbekistan.

Table 3 Legislation in force on key functions (processes) of the secondary vocational education and training sector in Uzbekistan

Table 4 Analysis of legal environment and factors developing and inhibiting the VET sector of Uzbekistan

Table 5 Results of the meetings with stakeholders in secondary vocational education and training sector in Uzbekistan

Figures

Figure 1 The cluster method of continuous education system in the Republic of Uzbekistan

Figure 2 Stakeholders of the secondary vocational education and training sector in Uzbekistan

Abbreviations and Acronyms

ADB	Asian Development Bank
BCV	Base calculated value
CCI	The Chamber of Commerce and Industry of the Republic of Uzbekistan
CSVPE	Center of secondary vocational, professional education of the MoHSSE RUz
ESDP	Education Sector Development Plan
GIZ	Gesellschaft für internationale Zusammenarbeit (German Development Cooperation)
HEI	Higher education institution
IIDQERPSSPE	Institute of Innovative Development, Qualification Enhancement and Retraining Pedagogical Staff of System of Professional Education
IMSSSSPEI	Information and methodological support service of the secondary special and professional education institutions under CPE of MoHSSE of the Republic of Uzbekistan
ISCED	The International Standard Classification of Education
ISCO	The International standard classification of occupations
KODP-2020	Classifier of the core positions of servants and professions of workers elaborated in 2020
LC RUz	Labour Code of the Republic of Uzbekistan
MoEDPR	The Ministry of Economic Development and Poverty Reduction of the Republic of Uzbekistan
MoELR	Ministry of Employment and Labor Relations of the Republic of Uzbekistan
MoHSSE	Ministry of Higher and Secondary Specialised Education Republic of Uzbekistan
MoID	Ministry of innovative development of the Republic of Uzbekistan

MoJ	Ministry of Justice of the Republic of Uzbekistan
MoPE	The Ministry of Public Education of the Republic of Uzbekistan
MoPSE	The Ministry of Preschool Education
NGO	Non-Governmental Organization
NLA	Normative legal acts
NPO	Non-profit organization
OECD	Organisation for Economic Co-operation and Development
PKM RUz	Resolution of the Cabinet of Ministers of the Republic of Uzbekistan
PP RUz	Decision of the President of the Republic of Uzbekistan
PPP	Public-private partnership
SISQE	State Inspection for Supervision of Quality in Education (SISQE) under the Cabinet of Ministers of the Republic of Uzbekistan
SPE	Secondary Professional Education
SVE	Centre for Vocational Education under the MoHSSE of the Republic of Uzbekistan
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UP RUz	Decree of the President of the Republic of Uzbekistan
USAID	The United States Agency for International Development
VET	Vocational education and Training
WB	The World Bank

Introduction

The modern vocational education and training system in the Republic of Uzbekistan took its origin after the acquisition of state independence in 1991. The previous system of secondary professional education and training was based on the principles of planned and socialist economic development inherent to the former Soviet republics and did not meet market conditions in the context of relationship between vocational education and the needs of production and the labour market.

The reforms in secondary vocational education in Uzbekistan began with the adoption of the Law "On Education" in 1992¹. In the process of gradual transition to market relations in the early 90s, the articles of the Law "On Education" were subject to changes and additions along with the demand for the institutional transformations in the vocational education and training of highly skilled personnel, which is taking into account the needs of the labour market. Based on the fluctuating conditions in the political, social and economic life in the country, these transformations were different by the number and consequences to the sector itself.

The government of Uzbekistan pays special attention to increase youth employment and provision of a source of income by using their knowledge and capacity obtained from specialisation, which they have studied in vocational education institutions. However, to the date, the issues of training and employment of graduates of vocational schools, colleges and technical schools are still not fully taking into account the needs of the labour market. For example, about 200 thousand youth had no opportunity to find a job at various sectors of the economy after completion of their vocational education. The government has introduced a reform of the vocational education system in the country to facilitate school graduates to study specialized professions at proceeding vocational schools, colleges and technical schools to better meet the demand from the labour market for the competent personnel.

The objective of this research is to analyse the legal and institutional environment of the formal vocational education, identify the main limitations and achievements in functioning of vocational education and training system in relation to the existing regulatory, legislative and institutional transformations in Uzbekistan.

The methodology of the legal and institutional framework of the vocational education and training sector is based on general-science, comparative legal research methods. The results of the study will give an overview of the existing legislation and highlight the factors that promote or hinder the success of the VET sector in Uzbekistan.

¹The Law of the Republic of Uzbekistan "On Education" №464-I has been initially adopted on August 29, 1992. However, it is no longer in force in accordance with the adoption of a new edition of the Law of the Republic of Uzbekistan "On Education". No. ZRU-637 dated September 23, 2020.

An overview of the vocational education sector of Uzbekistan

1. Institutional environment

An advanced developed institutional environment is one of the most important factors to develop the competitive environment for the vocational and technical education services in the country. The institutional environment reflects the interests of many parties, including government bodies, non-governmental organizations (NGOs), international organizations (IOs) and the private sector, which influence the accessibility and diversity of vocational education, the market demand for skilled personnel, as well as normative-legal relations between the government and members of the education process. The institutional and legal environment is element of an unified system for assessing and developing the vocational education sector in the country.

Secondary professional education (SPE) in Uzbekistan currently is in process of institutional and legal changes considering the labour market demand, social and economic transformations. In this condition, institutional environment of SPE is formulated in aggregation of stakeholder needs in education process, public administration of the educational process and implementation of innovative education projects in partnership with private sector and in an example of private-public partnership (PPP).

The system of secondary vocational education in Uzbekistan is unified, continuous and compulsory part of public education system, which originates from preschool education and finished with postgraduate education, retraining and advanced training of specialists².

One of the important stages of institutional reforms in vocational education was the adoption of *Presidential Decree UP №-5812* dated 6.09.2019 "On additional measures to further improvement of the vocational education system". Accordingly, from the beginning of 2020/2021 academic year there will be created the network of new educational institutions (primary, secondary, specialised secondary vocational) by implementation of programmes according to The International Standard Classification of Education (ISCED)³.

It is worth to point out that previous vocational education system was envisaged for graduates of 9th grade of the general education schools by voluntarily selection of academic lyceum or professional college based on own chosen specialisation. The vocational education was three years duration. Those requirements were reflected initially in normative document *PKM RUz No. 77* dated February 24, 1998⁴. After three years of education and its successful completion, graduates were awarded with diploma of academic lyceum or junior specialist diploma, which was equal to a certificate of complete secondary education for two years which were awarded to graduates of professional colleges.

The lack of vocational and technical schools at that period had not giving the right for the 9th grade graduates to choose specialisation of vocational education envisaged in primary and secondary schools.

The current vocational education in Uzbekistan has 3 levels:

² According to article 7 of ZRU-637 dated September 23, 2020 "On Education"

³ ISCED – international classification of educational activities defined in programs and final qualifications in accordance with internationally agreed categories. The latest ISCED 2011 classification was adopted by the 36th General Conference of UNESCO in November 2011.

⁴ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan №77 dated 24.02.1998 "On the organization and management of the activities of academic lyceums and professional colleges."

- primary vocational education
- secondary vocational education
- secondary specialized vocational education

The legislation defined the primary professional education, which is performed in *professional schools* in the base of 9th grade graduates (the level 3 by ISCED 2011), based on two years of integrated curriculum of general subjects⁵ and subjects of specialities by full time free study and monthly stipends⁶ for students from government.

The secondary vocational education is performed in *colleges* in the base of secondary, specialised secondary public education and primary vocational education on full time, evening and part-time study up to two years duration (3rd level of ISCED 2011). The education in colleges are done based on state order (free of charge) or a paid contract.

Secondary specialised vocational education is performed in *technical schools*⁷ in the base of specialised public education and primary and secondary vocational education on full time, evening and part time study with the duration of not less than two years (3rd and 4th levels of ISCED 2011) according to the complexity of professions and specialties based on state order or paid contract.

Academic lyceums offer three years of secondary specialised education for the 9th grade graduates of general education schools, which aimed at the intensive development of intellectual abilities, in-depth, differentiated and profession-oriented study for enrolment at the higher education institutions coherent with chosen profile of proceeding studies. After the adoption of normative document *PP RUz № 3290*⁸ from 26.09.2017 the formation and the work of academic lyceums are under the structure of the HEIs of the country, the relationships of which are regulated by the charters and other normative documents of the academic lyceums. The educational and methodological guidance of the academic lyceums was carried out by the MHSSE the period of education has changed for two years.

PP RUz № 3290 envisages the termination of the admission of students for the academic year 2019, as well as terminates the activities of academic lyceums located in a long distance from the universities, with low quality education and low rates of graduate admission to the universities.

After the adoption of normative document *PP RUz № 2829* from 14.03.2017⁹, it has begun stepwise transformation of 54 academic lyceums with the lowest rates of activities into professional colleges. It is also needed to take into consideration, in the articles of *ZRU-637 "On Education"* there is no definition and not reflection of the activities of academic lyceums as an institution in the system of secondary vocational education in the country. The current state of lyceums gives a conclusion that academic lyceums will find their formation and carry out activities in the future only within the structures of universities, and their role will be directed as an access

⁵ An example from vocational secondary school №1 of the Chilanzar district in Tashkent, the volume of general education subjects is 46%, the volume of specialized subjects is 54%. Source: personal survey conducted within the framework of legal and institutional research.

⁶ Monthly stipend in the amount of one-time BCV - 262.470 Uzbek soums, valid from 01.02.2021.

⁷ Under definition of technical secondary school is understood technicum

⁸ para.2. part.3 of PP RUz № 3290 dated September 26, 2017, "On further improvement the system of targeted training of candidates for an admission to the higher education institutions"

⁹ para.1.part 3 of PP RUz №2829 dated 03.14.2017 " On measures for further improvement of activities of educational institutions of secondary special and professional education "

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

of graduates of lyceums to higher education, thereby creating the integration of lyceums into the higher education system. The role of academic lyceums in the system of secondary vocational education and preparation of students to the professional life might be fundamentally revised in the future.

The Important stages of reforming the vocational education system in the country were reflected in the decisions of the Government adopted on July 14, 2020¹⁰ chaired by the President of the Republic of Uzbekistan. There were decisions regarding the issues of increasing the employment of youth and women, providing them with a source of income. It was noted that in 2020 there was a need for 85 thousand graduates of general education schools to continue their education in secondary vocational education institutions, the lack of personnel in certain specializations, and also the need for employment for about 200 thousand young people in the country. Moreover, in 2021, Uzbek Government intends to offer for 215.000 young people educational places in 339 vocational schools, 163 professional colleges and 213 technical schools (technicums). In the Presidential Decree *UP №-5812* dd. 6.09.2019 it is declared about system of vocational training in general educational schools of the MoPE starting from the 7th grade of study, which will strengthen the profile of choosing a profession for subsequent training in secondary vocational education institutions and further granting for graduates who have successfully completed secondary special educational the programs and the right to continue their studies in universities in specialized areas of undergraduate education, starting from the second year without passing entrance exams based by an individual interview¹¹. This privilege was also provided for successful college graduates during the Soviet period, which allow to be admitted to the third year of study of the University after the passing the relevant qualifying exams¹².

For the six-year period from 2015 to 2021, the number of academic lyceums and professional colleges in Uzbekistan was decreased and this reflected on decrease in total number of students of VET schools during the six – year period ([Table1](#)). However, since 2016, the number of universities were increasing, taking into account few foreign private universities were opened in Tashkent and some branches of state universities were opened in the regions in the country.

Table 1 The number of secondary vocational education institutions and students in Uzbekistan

Academic year	2015- 2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
The total number of academic lyceums	144	144	132	132	92	69
The total number of vocational schools	1423	1422	1433	1414	1025	715 ¹³

¹⁰ Video conference call of the government of Uzbekistan 07/14/2020

¹¹ Reflected in UP №-5812 from 6.09.2019 On additional measures to further improve the vocational education system

¹² Technical and Vocational Education and Training in Tajikistan and other countries in Central Asia: Key Findings and Policy Options, ADB publication, April 2021 and Statistic data about nr of students, schools and lyceums for 2021 were gathered from MoHSSE Uz

¹³ The number of vocational schools includes 163 professional colleges, 339 professional schools, 213 technicums

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

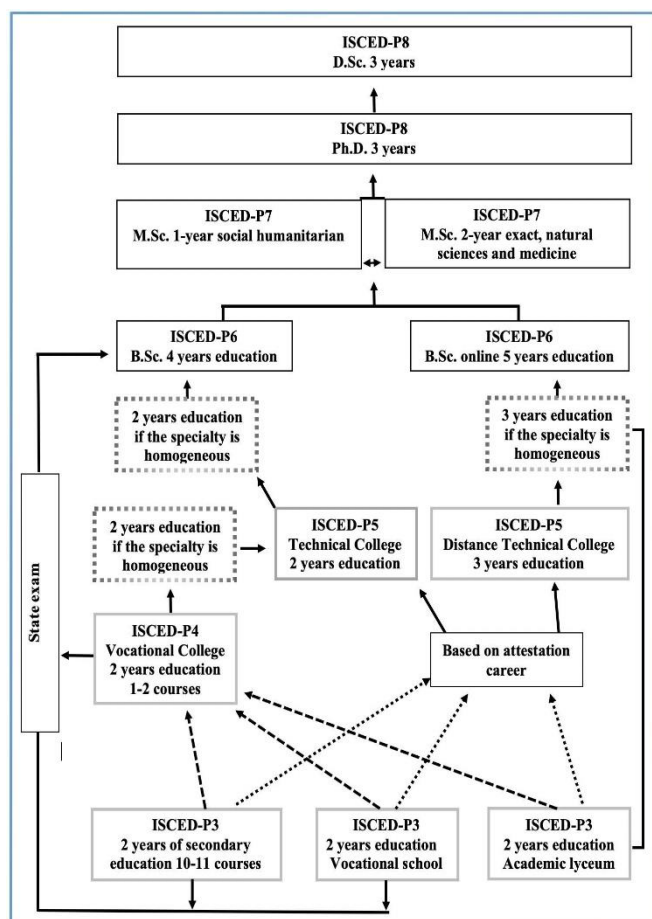
Total number of students studying in academic lyceums (thousands)	103.671	101.339	85.798	71.809	43.193	~32.000
Total number of students studying in vocational schools (thousands)	1.394.903	1.358.064	1.077.364	656.297	239.239	~300.000

Despite the ongoing reforms in vocational education based on adopted Presidential Decree and Resolution of Cabinet of Ministers, there is still lack of *Development Concept for the vocational education system of the Republic of Uzbekistan* for the coming years. The adoption of the Concept could determine the strategic goals, prioritised directions, tasks and the stages of development of vocational education for the medium- and long-term prospectus and would be the basis for the development of sectoral programs and a set of measures in the field of vocational education taking into consideration the technological intensive environment. It should be noted that in 2019 by the Presidential Decree there were adopted the Development Concept of higher and public education systems until 2030¹⁴.

Vocational schools, colleges, technical schools and academic lyceums ensure that students get their chosen profession and specialisation and give to graduates the right to apply and subsequent admission to universities, start working in enterprises or start self-employed activities in accordance with the acquired qualifications (Figure 1).

Currently in the country there are created the network of 715 vocational education institutions from which 339 professional schools, 163 professional colleges and 213 technical schools (technicums), which provide training of the personnel based on educational programs corresponding to ISCED 2011 levels 3 and 4

The law on education also does not restrict the rights of citizens to second or third vocational education in vocational schools, colleges and technical schools. There are centres for the adult population and unemployed also not excluding that admission to the professional centres can be offered to citizens on a contractual (paid) form.



¹⁴ UP RUz № 5847 dated 08.10.2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", and UP RUz No. 5712 dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030"

In Figure 1, there is shown the cluster method of continuous education system in the Republic of Uzbekistan in accordance with ISCED 2011 classifier (Eshchanova, R., Bekchanova, D., & Bobojonovaa, G. The Current core of education reforms in Uzbekistan)

Figure 1 The cluster method of continuous education system in the Republic of Uzbekistan

1.1 Hierarchy and functions of stakeholders

The terminology “*stakeholder*”¹⁵ means interested party, involved side, group of people, individual natural or legal person, who has right, share, requirements or interest regarding the system or its properties, satisfying their needs and expectations. In our case, there is principal differentiation in the notions of “stakeholder” and “the participant of administrative management”¹⁶ in vocational education sector. In particular, the role of the latter is endowed with broad supervisory and coordinating authority in ensuring the quality of education, the introducing the mandatory state standards and requirements, curricula¹⁷ carried out by sellers¹⁸ of vocational education services. The participant of administrative management shall agree the matters related to the allocation of the state budget for the needs of state programs and institutions - sellers of educational services.

The dominant authority vested by the state to the participants of the administrative management (executive bodies) and the influencing via this authority on other participants of the vocational education sector creates a hierarchy of relative importance in decision-making and the level of development of competitiveness among participants. To this day, similarities remain in a number of functional tasks and coordination the development of the sector among the participants in administrative management, due to the decentralization of the previous unified vocational education system. On the other hand, the principles of continuity and consistency of education in the country creates the conditions for partnership in coordination the development of vocational education among the participants of the administration of the sector, affecting the process of imbalance between demand and supply for educational services in the country.

The key aspect of the assessment of institutional development is the existence and creation of civic education institutions designed to facilitate the desire of the individual in relation to obtain his professional education. In the absence of civil education institutions, where public education needs are formed, the administrative authorities can always play the role of the author of decisions, in particular for specialized professional education (SPE), which does not exclude the possibility of mistakes in decision-making not in favour of the educational institutions¹⁹.

Currently, there are number of Government organizations involved in SPE sector. For instance, specialized colleges work directly under the management of relevant sectorial ministries and government agencies. There is also government policy on implementation of innovative programmes under the technical support programmes held and financed by international organizations like USAID, GIZ, KOICA, and etc.

Below we will review the key stakeholders (decision makers in VET policy development), in particular, administrative bodies of the formal type of vocational education and also highlight their functional tasks in the coordination and development of the VET sector in Uzbekistan.

¹⁵ Stakeholder (англ), according to international standards ISO/IEC 2007, ISO/IEC/IEEE 2015.

[https://www.sebokwiki.org/wiki/Stakeholder_\(glossary\)](https://www.sebokwiki.org/wiki/Stakeholder_(glossary))

¹⁶ Bodies of the state executive power - the Cabinet of Ministers, sectoral ministries, state committees, local executive authorities (khokimiyat), etc.

¹⁷ Art. 43 of ZRU-637 dated 23 September 2020 "On Education"

¹⁸ Service sellers are understood as institutions providing secondary vocational education services (vocational schools, colleges, technical schools and academic (specialized) lyceums

¹⁹ Рогова, И. С. (2009). Догоняя время... Институциональные и инфраструктурные аспекты развития системы профессионального образования в России в современных условиях. Креативная экономика, (9), 91-95.

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

The Cabinet of Ministers of the Republic of Uzbekistan (CoM) implements a unified state policy of vocational education in Uzbekistan, approves and ensures the implementation of state programs in vocational education. Approves state-recognized samples and the procedure for issuing state-recognized vocational education documents, including educational standards for each subject. Approves the list of majors of vocational education, specialisations and professions of public vocational education institutions. Establishes quotas and procedures of admission to vocational schools, academic lyceums, colleges and technical schools. Establishes material, technical, infrastructural and parametric requirements for vocational education institutions. Based on the analysis of the needs of the labour market. The Cabinet of Ministers forms state orders for the training of personnel in the vocational education system and determines the procedure for retraining and advanced training of teaching personnel in sectoral specialised institutes of the MHSSE.

State Inspection for Supervision of Quality in Education (SISQE) under the Cabinet of Ministers of the Republic of Uzbekistan implements the state control over the quality of vocational education, educational process, teaching staff of vocational education institutions, training, retraining and advanced training of personnel in the vocational education system. The Inspection do the certification and state accreditation of vocational education institutions, certification of pedagogical personnel of these institutions, monitors the quality of the educational process in vocational education institutions. The Inspection issues licenses to non-state educational organizations and determines the ranking of educational organizations. The Inspection make a submission to the relevant authorized government bodies and professional educational institutions on identified statutory violations on education. Coordinates the development of normative legal acts of vocational education.

Ministry of Higher and Secondary Specialised Education the Republic of Uzbekistan (MoHSSE) is the authorized body of state administration in the field of higher and secondary specialized and vocational education in the Republic of Uzbekistan. Ministry is responsible for the development of regulations of VET and this regulation carried out through the issuance of Minister's orders (prikaz) and internal decrees of MoHSSE usual in compliance with the measurements indicated in the Government Resolutions concerning the VET sector development. In doing so, the implementation of a unified state policy in the field of vocational education with ministries, departments, business associations, commercial banks and large enterprises that have vocational colleges in their custody, the development of medium and long-term programs for the development of vocational education, the provision of organizational and methodological guidance to educational process in vocational colleges, the organization of the development of curricula and training programs in vocational colleges based on demand for middle-level specialists in labour market, the needs and suggestions of employers are assigned to the Centre for Professional Education (CPE)²⁰ under the MoHSSE RUz. There are Institute of Innovation in VET

²⁰ CPE is the legal successor of the Center of secondary vocational, professional education of the MoHSSE RUz in all its rights, obligations and agreements. PP RUz №3504 dated 03.02.2018
Support to VET Reforms Project in Uzbekistan: Inception phase

(IIDQERPSSPE²¹) and Implementation support center (IMSSSSPEI²²) are functioning in the structure of the CPE, whose authority includes the improvement of structure and content of educational programs, ensure their effectiveness and adaptability within the framework of the general teaching methodology, development of new curricula and programs and introduction of them into the educational process, introduction of new forms and methods advanced training and retraining of pedagogical personnel of the system, organization of vertical hierarchy of management of the system of advanced training and retraining of pedagogical personnel by using modern educational technologies.

The Ministry of Public Education of the Republic of Uzbekistan (MoPE) is authorized body of state administration in the field of secondary school education. It is responsible for the public education activities in schools and institutions within the framework of unified policy and improvement of the quality of secondary specialised school education. MoPE in cooperation with the Ministry of Employment and Labour Relations of the Republic of Uzbekistan (MoELR) and MoHSSE UZ is authorized to support in employment of personnel of abolished and reorganized professional colleges. The MoPE is a state body able to submit to CoM a proposal to abolish educational and production complexes specializing in vocational training for the 10-11's grade students of general secondary education institutions and participates in coordination the distribution of released funds from abolition of educational and production above explained complexes and the allocation of the released funds from the state budget approved by the Ministry of Finance to allocate for the needs of secondary school education.

MoELR RUz is a public administration body that implements a unified policy on employment, labor migration and labor relations and is accountable to CoM. In consultation with other ministries and departments that have subordinate professional colleges, MoELR submits own annual proposal to the State Commission for admission to professional colleges under CoM regarding the specialisations and professions in educational institutions. The Ministry provides technical assistance for professional colleges and technical schools in organizing practical training for students at production facilities subordinate to Ministry with further employment of graduates of vocational colleges. For instance, annual job fairs for VET graduates. The Ministry together with the MoHSSE and MoPE provides assistance to employ personnel of the abolished and reorganized vocational colleges.

The Ministry of Finance of the Republic of Uzbekistan (MinFin) is an authorized public administration body that implements a unified state fiscal policy to increase the role of financial bodies in ensuring sustainable high economic growth, fiscal balance and the social sphere, full and duly fulfilment of social obligations of the government, financing large investment projects and strengthening the country's defence capability. In agreement with the CPE and other interested ministries, agencies and business associations, taking into account the total costs of training in vocational colleges and the decisions of CoM, annually sets the cost of training on a paid-contract

²¹ Institute of Innovative Development, Qualification Enhancement and Retraining Pedagogical Staff of System of Professional Education

²² Information and methodological support service of the secondary special and professional education institutions under CPE of MoHSSE of the Republic of Uzbekistan

basis, the maintenance and financing from the State budget the necessary expenses of secondary vocational educational institutions and strengthening their physical infrastructure.

The Ministry of Economic Development and Poverty Reduction of the Republic of Uzbekistan (MoEDPR) is an authorized public administration body that analyzes and predicts macroeconomic indicators and based on them develops proposals to introduce market mechanisms for managing the economy and the formation of strategies for the development of main industries in conjunction with the real economy, the situation in foreign markets and trends in the development of global and regional economy. Together with other ministries and departments that have subordinate professional colleges, annually submits to the State Commission under CoM agreed proposals for admission to professional colleges in disaggregation of specialisations and professions for admission to educational institutions. The Ministry participates in the revision of the classifier of the core positions of servants and professions of workers in accordance with the National Qualification System of Uzbekistan, based on advanced foreign experience develops and adopting a national qualifications framework and qualifications frameworks for all sectors of the economy. The classifier is led by UzbekStandard Agency.

Sectoral councils for the development of professional qualifications and competencies accountable to the President of the Republic of Uzbekistan and CoM²³ are improving the system of monitoring, evaluation and strategic planning of the labour market, including its professional qualifications structure, meeting current and future needs in skilled personnel, taking into account the digitalization of the economy and development new progressive technologies, the organising the development and updating of professional standards, industry qualification frameworks and qualification requirements. The Council for the Development of Professional Qualifications and Competencies consists from the heads of key ministries and committees responsible for education programs and personnel training. Among them are SISQE under CoM, MoHSSE, MoELR, MoEDPR, MinFin. (According to the Appendix 2 of PP Ruz №4939 dated 31.12.2020). Local State enforcement authorities consisting of the Council of Ministers of the Republic of Karakalpakstan, khokimiyats of provinces and the city of Tashkent create, reorganize and liquidate state vocational education institutions, with the exception of institutions of republican subordination as mentioned in Law on Education. The provincial departments for development and coordination of vocational education in regions are closely cooperate with khokimiyats in coordinating the employment of VET graduates and budget approval to VET.

Within the limits of their authority, they establish the amount of funding for state vocational educational institutions in the relevant territory. They interact with NGO, non-profit and other civil society institutions to development vocational educational programs and determine the territories (micro-sites) to state general secondary public education institutions. Within the limits of their authority, in cooperation with the **Agency for development of public-private partnership under the Ministry of Finance** they support PPPs in the field of vocational education and assist in ensuring the employment of graduates of general secondary and vocational education organizations (Art 27. The Law on Education).

In line with above government agencies, several international organizations, regional and local NGOs have also contributed to the implementation of training programs in Uzbekistan. It is appropriate to highlight the projects on development and support of VET in Uzbekistan and grants

²³ Sectoral councils were created based on the adoption of PKM №-4939 dated December 31, 2020.
Support to VET Reforms Project in Uzbekistan: Inception phase

provided by the WB, UNDP, USAID, ADB, GIZ, Swiss Development Agency / Helvetas, CCI of Uzbekistan, World Skills and etc. over the past decade in the country.

An important factor for the development of the institutional environment in the VET is the presence of *social partnership*. This term has not similarity to PPP. The term social partnership is understood as the interaction of government agencies with sellers and buyers of educational services, acting on thesis of consensus and mutual consideration of interests and needs in order to improve the efficiency of vocational education and meet the demand for professional competencies of the workforce in labour market. In other words, social partnership is a system of contractual relations between sellers and buyers of educational services, employment services, trade unions, parents, which allows tracking and taking into account the development of labour market, the volume and structure of demanded professions, socio-cultural priorities by society²⁴.

Chapter 2 of this report briefly reflects the advantages and shortcomings of the level of social partnership development in the vocational education sector in Uzbekistan in the context of legislation in force.

Figure 2 shows the stakeholders of the secondary vocational education sector in Uzbekistan (Helvetas Project “Reforms in vocational education and training sector”).

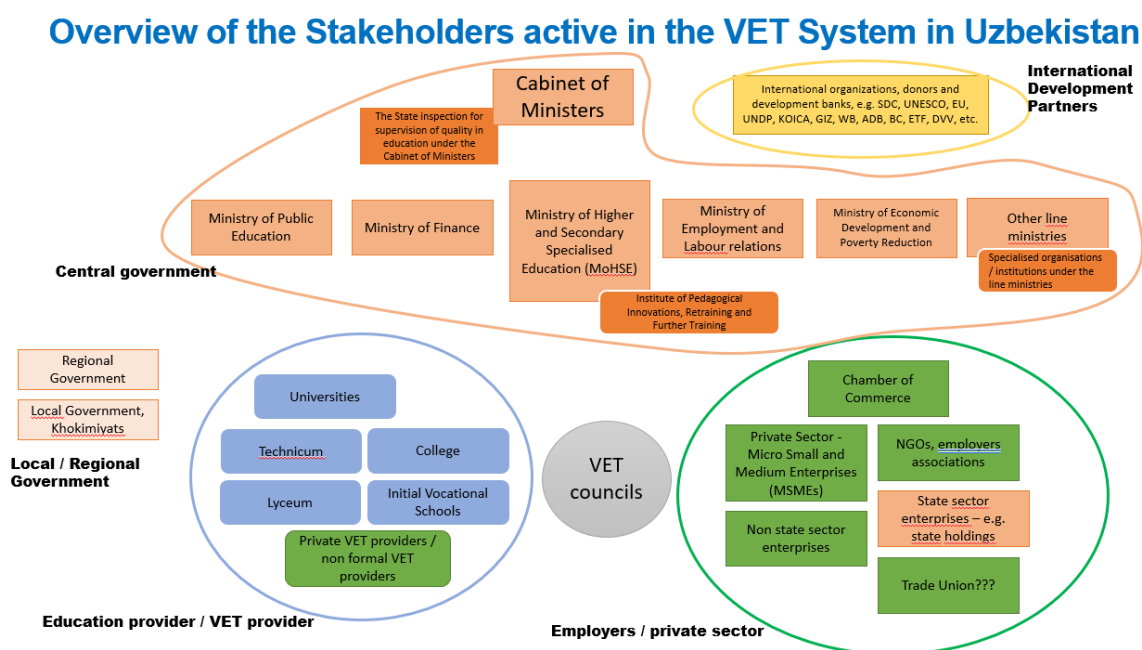


Figure 2 Stakeholders of the secondary vocational education and training sector in Uzbekistan

²⁴ Social partnership in vocational education. https://studopedia.ru/11_69193_sotsialnoe-partnerstvo-v-professionalnom-obrazovanii.html

2. Legal environment

2.1 Normative-legal acts regulating the sector of vocational education and training in Uzbekistan

Legal regulation of the vocational education and training sector in Uzbekistan is based on the principles of right of the citizen for education built by the articles of the Constitution of Uzbekistan, the adoption of legislation on vocational education, the introduction of state educational standards and other regulatory documents by the government.

Public-legal relations in vocational education and training are governed by the norms of the Law of the Republic of Uzbekistan ZRU-637 dated 23.09.2020 "On Education" in new edition with the latest amendments and additions to the articles of the previous versions of the articles of Law adopted in July 1992 and August 1997.

Prior to the adoption of the Law "On Education", the main activities of organizations in the vocational education and training sector in Uzbekistan were regulated by the relevant and mandatory model regulations about state education institutions of the sector²⁵. By now, the model provisions have lost their force, and the main by-laws governing the management of the vocational education system are state educational standards²⁶, which are mandatory requirements for all organizations in the vocational education sector.

After the adoption of subsequent version of the Law "On Education" in 2020, the National Program for Personnel Training in force since 29.08.1997 lost its validity, which was implementing national model of personnel training, the creation of socio-economic, psychological, pedagogical and other conditions for the formation of a comprehensively developed personality.

Public-legal relations in vocational education sector at the by-laws level are regulated by Decrees and Resolutions of the President and the Government of the Republic of Uzbekistan, orders and decrees of relevant ministries, state committees and agencies responsible for the coordination, management and development of the vocational education sector in Uzbekistan. [Table 2](#) presents the key laws and normative-legal acts has been adopted in the period of 1998 to 2021, regulating the secondary vocational education and training sector in Uzbekistan.

²⁵ PKM RUz №200 from 06.07.2012, Regulation on secondary specialized, vocational education in the Republic of Uzbekistan

²⁶ The Decree of KM approves state educational standards and determine the requirements for the content and quality of all types of education established in the Republic.

Table 2 Laws and normative-legal acts has been adopted in the period of 1998 to 2021, regulating the secondary vocational education and training sector in Uzbekistan.

№	Title of the NLA	Concerning (regulating)	Date of adoption ²⁷
1	The Constitution of RUz	The Basic Law of the Republic of Uzbekistan	08.12.1992
2	ZRU ²⁸ - № 637	Law of the Republic of Uzbekistan "On Education"	23.09.2020
1	PP RUz ²⁹ №4910	On measures of the system of selection of talented youth and the improvement of the activities of academic lyceums	03.12.2020
2	PP RUz №4939	On measures to radically improve the qualifications assessment system and provide the labor market with skilled personnel	31.12.2020
3	UP RUz ³⁰ №5812	On additional measures to further improve the vocational education system	6.09.2019
4	PP RUz № 4391	On measures to introduce new management principles in the system of higher and specialized secondary education	11.07.2019
5	PP RUz №3504	On improving the activities of the Center of secondary vocational, professional education of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan	3.02.2018
6	PP RUz № 5313	On measures to fundamentally improve the system of general secondary, secondary special and vocational education	25.01.2018
7	PP RUz №2829	On measures for further improvement of activities of educational institutions of secondary special and professional education	14.03.2017
8	PP RUz № 3290	On further improvement of the system of targeted training of candidates for admission to higher education institutions	26.09.2017

²⁷ The sequence of numbering of the inventory of normative-legal acts is in descending order by the date of adoption of the document

²⁸ ZRU- Law of the Republic of Uzbekistan

²⁹ PP RUz – Resolutions of the President of the Republic of Uzbekistan

³⁰ UP RUz – Decree of the President of the Republic of Uzbekistan

Support to VET Reforms Project in Uzbekistan: Inception phase

9	PP RUz №1761	On measures to further improve the system of training and staffing with skilled pedagogical personnel of secondary specialized, vocational educational institutions	28.05.2012
1	PKM RUz № 163	On measures to organize dual education in the vocational education system	29.03.2021
2	PKM RUz №105	On additional measures for organizing the activities of the service for occupational workshops, technical regulations and metrological control under the MoHSSE RUz	26.02.2021
3	PKM RUz № 106	On measures to further improve the management system of professional educational institutions, as well as retraining and advanced training of teaching staff	26.02.2021
4	MoELR Resolution № 05-128 from Agency "Uzstandart"	Classifier of the core positions of servants and professions of workers KODP-2020	2020
5	PKM RUz № 734	On approval of the state sample of documents about primary, secondary and secondary vocational education	19.11.2020
6	PKM RUz №715	On measures of organization for admission to vocational education institutions of the Republic of Uzbekistan	11.11.2020
7	PKM RUz ³¹ №466	On approval of normative legal acts governing the system of continuous primary, secondary and secondary specialized vocational education in the Republic of Uzbekistan	7.08.2020
8	Order MoELR № 49-2019-Б. registered in MoJ RUz. Reg. № 2454-1 from 8.01.2020r.	On amendments to the rules of occupational safety for educational and production-training workshops of education institutions	26.12.2019
9	Interdepartmental	On approval of the criteria for assessing the results of certification of pedagogical personnel of public preschool education organizations, secondary general education, secondary specialized,	16.09.2019

³¹ PKM RUz - Resolution of the Cabinet of Ministers of the Republic of Uzbekistan

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

	Resolution registered in MoJ RUz. Reg. № 3182	primary vocational, secondary vocational, secondary special vocational and out-of-school public education institutions	
10	PKM RUz №394	On measures to improve the system of professional training of skilled personnel to meet labour market demand	13.05.2019
11	Resolution of MoHSSE RUz registered in MoJ RUz. Reg. № 2882-1	On amendments and additions to the regulation on the procedure for assigning specialisations for the graduates of academic lyceums	22.04.2019
12	PKM RUz №858	On measures to organize training in legal technical schools of the Ministry of Justice of the Republic of Uzbekistan	23.10.2018
13	Interdepartmental Resolution registered in MoJ RUz. Reg. № 2882	On approval of the regulation on the procedure for assigning specialisations for the graduates of academic lyceums	10.05.2018
14	Order MoELR № 57-B registered in MoJ RUz. Reg. № 2973 от 21.02.2018г.	On approval of t standard operating procedure to conduct job fairs on the basis of professional colleges and assistance in starting own business	29.12.2017
16	Interdepartmental Resolution registered in MoJ RUz. Reg. № 2910	On approval of regulation on the procedure of recruiting teachers to academic lyceums on a competitive basis	03.08.2017
18	PKM RUz №187	On approval of the State Educational Standards for General Secondary, Secondary Specialised Vocational Education	06.04.2017
20	PKM RUz №351	On measures to organize targeted training of the management personnel roster of higher and secondary specialized, vocational education institutions	3.12.2015
21	Interdepartmental Resolution registered	On the approval of standard annual work plan for teachers of secondary specialized, vocational education institutions	23.09.2015

	in MoJ RUz. Reg. № 2715		
22	PKM RUz №222	On measures to further improve the system of training personnel with secondary specialized vocational education for agricultural sector	11.08.2014
23	PM MoHSSE RUz ³² №508	On approval of the Regulations about paid-contract form of education in higher and secondary specialised, vocational education institutions of the Republic of Uzbekistan and the procedure for expenditure of received funds	28.12.2012
24	PKM RUz №228	On the creation of the Center for the introduction of e-education in educational institutions under the MoHSSE RUz	25.07.2012
	PKM RUz № 201	On approval of the Model regulations on the Board of Trustees of the professional college	06.07.2012
27	PKM RUz №40	On improving the organization and conducting of industrial internship for students of professional colleges ³³	11.02.2009

³² PM MoHSSE RUz - Order of the Minister of the Ministry of Higher and Secondary Specialized Education Republic of Uzbekistan

³³ A term “professional college” was also indicated in the content of the Law “On Education” adopted in 1997.

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

2.2 Legislation in force on key functions (processes) of the secondary vocational education and training sector in Uzbekistan

There are seven key processes (functions) in the system of vocational education:

VET Process 1: Analysis of the economic environment and labour market demand for skilled professionals

VET Process 2: Analysis and planning of the VET system (governance of VET)

VET Process 3: Certification and training design (system design)

VET Process 4: Management of skills acquisition and certification (delivery of VET)

VET Process 5: Evaluation of the effectiveness of the VET system.

VET Process 6: Financing of the VET scheme; and

VET Process 7: Quality assurance of VET

Distinguishing the different functions helps to identify if the ongoing reforms of the VET sector are supported by a complete and adapted set of legislative norms.

In this chapter, the current legislation will be compared with the implementation of the functions within the framework of ongoing reforms, which helps in assessment at later parts of this analysis, to map the factors promoting and hindering the development of the VET sector.

Table 3 Legislation in force on key functions (processes) of the secondary vocational education and training sector in Uzbekistan

Process	NLA	Other standards	Comments
Analysis of the economic environment and labour market demand for skilled professionals	PP RUz -3504 from 03.02.2018 PP RUz -1761 from 28.05.2012 + Annex №2	The charter IIDQERPSSPE under MoHSSE. PP RUz №4939 from 31.12.2020	CoM coordinates the employment of college graduates in state enterprises in accordance with their professions for the period of at least three years. MoHSSE and MoELR are responsible for coordination of re-employment of teachers who have lost their jobs due to the reorganization of colleges in the regions.
Analysis and planning of the VET system (governance of VET)	PKM RUz №466 from 7.08.2020	PP-3504 from 03.02.2018	PKM RUz №466 regulates the position and management of education in secondary vocational schools (professional schools, professional colleges and technical schools)
	UP RUz 5812 from 6.09.2019		UP RUz №5812 facilitates the integration of vocational education, training and industrial practice. A network of 715 VET schools is created in Uzbekistan (163 professional colleges, 339 professional schools and 213 technicums). There were founded Vocational Training Centres within 30 colleges. The Centers are given under the coordination of the MoELR.
	PKM № 163 from 29.03.2021		PKM 163 introduces a system of dual training of specialists in the system of vocational education. The transition to dual education includes 5 stages. [1] According to the Dual Education Transition Scheme, at the second stage there is agreed a list of VET schools which implement the dual education program in coordination with enterprises. The list of VET schools implementing the dual education is submitted to

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

			MoHSSE annually by 1st July of the year. The state interdepartmental commission agrees the list of enterprises and VET schools implementing the dual education program.
Certification and training design (system design)	PP -3504 from 03.02.2018	PP RUz № 4939 from 31.12.2020	There are advanced training courses for teachers and masters are governed in accordance with professional educational standards.
	PKM RUz № 106 from 26.02.2021		Institute of Innovation - IIDQERPSSPE of MoHSSE, introduced online courses of Curriculum Globale with international partner organizations.
	PKM № 163 from 29.03.2021		From 2020/2021, a system of dual training of specialists in the system of vocational education is introduced.
Management of skills acquisition and certification (delivery of VET)	PKM RUz № 40 from 11.02.2009 +Regulation on conducting of industrial internship for students of professional colleges	PKM RUz №351 from 3.12.2015	PKM RUz №351 approves the position and procedure for organizing targeted training courses for management personnel in vocational education on a basis of IIDQERPSSPE of MoHSSE.
		PKM RUz № 106 from 26.02.2021	PKM RUz №106 approves the new Resolution on improving the system of retraining and advanced training of teaching staff on a basis of Institute of Innovation - IIDQERPSSPE of MoHSSE. A new organizational structure of IIDQERPSSPE of MoHSSE is created.
		PKM № 163 from 29.03.2021	From 2020/2021 a system of dual training of specialists in the system of vocational education is introduced.

			<p>PP RUz – 1761 from 28.05.2012 works on improvement of the system of training skilled teaching staff for academic lyceums and professional colleges. This document defines for the relationship between universities and academic lyceums and professional colleges to increase the specialised qualifications and training of the teaching staff of vocational education institutions.</p>
			<p>PP RUz № 4939 introduced a new classifier of core positions of employees and professions of workers according to the national qualifications framework. A council for the development of professional qualifications and competence has been created. It is accountable to the President of the Republic of Uzbekistan, the CoM, the Council of Ministers of Karakalpakstan, the khokimiyats of the regions and the Tashkent city.</p> <p>There are founded centres for qualification assessment at large industrial enterprises - the main employers. The line ministries are also responsible for the creation of centres for the assessment of qualifications and training of specialists for specific sectors of the economy.³⁴ The structure of the initial list of job classifications and professions for graduates of secondary vocational schools is Reg.№1631 (registered in MoJ dated 18.10.2006) has outlived its relevance without taking into account the ISCED-2011 and ISCO-2008 implementations.</p>

³⁴ The list of industrial companies and ministries is approved in Appendix No. 5 to PP RUz № 4939

Evaluation of the effectiveness of the VET system.	PP RUz № 2829 from 14.03.2017	PP RUz 3290 from 26.09.2017	In PP RUz № 2829 it is mentioned the transformation of academic lyceums with low quality of education and technical base. 4 academic lyceums are to be liquidated and 54 lyceums are to be transformed into professional colleges in 2017-2018 academic years. The Ministry of Finance and MoHSSE are responsible for implementation.
Financing of the VET scheme	PP 3504 from 03.02.2018 PKM RUz №351 from 3.12.2015	ZRU - № 637 23.09.2020	The main sources of funding in the vocational education sector 85% from the state budget and 10% are from attracted funds from business entities. Finances from international grants and foreign technical assistance programs make up no more than 5% of the total funding for VET. The MoHSSE and other sectoral ministries are included to the structure of determining the funding and quotas for education in technical schools; khokimiyats are involved for professional schools, and sectoral ministries are for professional colleges.
Quality assurance of VET	PP RUz № 3504 from 03.02.2018. PP RUz № 4939 from 21.12.2020. PKM RUz № 470 from 7.06.2019 PKM RUz №351 from 3.12.2015. PKM RUz №466 from 7.08.2020	Joint Decree of Ministry of Health ,SISQE under CoM, MoPE, MoPSE и MoID № 3214 from 27.01.2020 и № 01-128 / KK from 22.04.2008 PP RUz № 4939 from 31.12.2020 PKM № 163 from 29.03.2021	Personal responsibility is imposed on the heads of ministries and agencies for ensuring the quality of vocational education. Minimum education requirements are abolished and qualifications frameworks are established. ISCO-2008 have been introducing for positions and professions in vocational education. From 2020/2021 a system of dual training of specialists in the system of vocational education is introduced.

2.3 Analysis of legal environment and factors developing and inhibiting the VET sector of Uzbekistan

The previous chapter provided an overview of the key legislation for ongoing reforms in the vocational education and training sector of Uzbekistan.

Attracting investments in VET sector play an important role for innovative development and quality of vocational education. Education in Uzbekistan used to be largely free of cost for all students. The reform process has brought changes to the way how VET is being financed, forcing certain institutions to (partly) self-finance the courses that they offer, with limited or no budget support from the state. It is very likely that students (their parents) will have to pay a contribution for education, which will make it less accessible to the poor, disadvantaged and socially vulnerable groups. On the other hand, the wealthy strata of the population may well afford to bear the costs of professional education, but at the same time be less interested in VET educational programs without innovative approaches in teaching and training that are available on the market, nowadays.

As one of success factors is an interest for the vocational education among consumers of VET. The Presidential Decree PP RUz №4391 from 07.11.2019 is issued about the organization of educational process in accordance with the international practices on new pedagogical educational technologies and teaching methods, improving curricula and subject programs, quality updating of the educational process through the introduction modern teaching methods and information and communication technologies. In order to make educational programs even more useful for mitigating poverty and creating new jobs, the stakeholders and, in particular, the state bear the costs of those people who cannot afford the costs of formal vocational education only as per their really demand to study and learn.

In this chapter, we will identify the factors developing and inhibiting the vocational education in the context of the current legislation. This will help to assess the measures within the framework of ongoing reforms aimed at improving the quality of vocational education and training of skilled personnel for the needs of labor market. For the convenience of reader, the analysis of the legislation will be presented in a tabular format.

Table 4 Analysis of legal environment and factors developing and inhibiting the VET sector of Uzbekistan

№	Process	Law, NLA and Regulations	Success factor	Barriers
1	Analysis of the economic environment and labour market demand for skilled professionals	PP RUz № 4939 dd 31.12.2020	<p>The PP RUz № 4939 foresees in the installation of councils at National and Sectoral level in 2020, with broad membership of government and private sector stakeholder as indicated in the attachment № 2 and 2a to PP RUz. The National Council reports about its activities directly to the President of Uzbekistan and Cabinet of Ministers Uz. The Council's work aimed at improving the monitoring, assessment and strategic planning of the labor market, developing a professional qualification in according with current and future needs for skilled workers.</p> <p>The Council bring its contribution for implementing new technologies and updating professional standards, industry qualifications frameworks in the VET. The Council consists from the heads of key ministries and committees responsible for education programs and personnel training. Among them are SISQE under CoM, MoHSSE, MoELR, MoEDPR, MinFin.</p>	<p>The lack of a competitive environment in the VET sector with low implementing of modern information and communication technologies stipulates having of dominant position vocational schools and colleges and allowing them to impose their services with less non-interactive teaching methods for consumers of VET. PP RUz № 4939 referring to the relevance of IT skills to be enhanced at VET schools.</p> <p>Reporting on the activities of the created council is not available for a wide range of consumers. Taking into account that the council was established recently, the achievements of the council may take some time considering that the last institutional reforms in the VET sector have started in 2020.</p>

Support to VET Reforms Project in Uzbekistan: Inception phase

Assessment Legal and Institutional Environment

				<p>Councils are strongly dominated by government agencies, private sector is not presented, thus low interest of private sector to be presented in council may not stipulate the development of PPP in VET. System of Councils is new to Uzbekistan and other VET stakeholders may not yet understand the role and mandate of Council. Mandates for Councils are assigned, but do they have facilities to do necessary market research?</p>
<p>2</p>	<p>Analysis and planning of the VET system (governance of VET)</p>	<p>PKM RUz №466 dd. 7.08.2020</p>	<p>PKM RU No. 466 ensures regulation on standards and management of VET schools.</p>	<p>The lack of Development Concept of VET for coming years makes it difficult to determine the strategic goals of the VET sector development and to formulate a unified approach in legislation to avoid a plurality of hierarchical domestic legislative acts elaborated by various organizations governing the VET. The adoption of the Concept could determine the strategic goals, prioritized directions, tasks and the stages of development of vocational education for the medium- and long-term prospectus and would be the basis for the development of sectorial programs and a set of</p>

		UP RUz №5812 dd. 6.09.2019		measures in the field of vocational education taking into consideration the technologically intensive environment.
			<p>UP RU №5812 envisaged networks of vocational schools and multidisciplinary training centres were created.</p> <p>The centres are operated by MoELR Uz with allocation of places at 30 professional colleges.</p> <p>Implementation of UNESCO ISCED in 2020/2021 in vocational education</p> <p>Updated national classifiers of the main positions and professions KODP-2020, National professional standards and qualifications framework available since 2020.</p>	The Cabinet of Ministers announces quota for admission to VET schools annually. Assessment of the future needs of the labour market must be the starting point for deciding on quota numbers for different economic sectors to ensure the number of graduates and their professional orientation are at par with the demands of the labour market.
3	Certification and training design (system design)	PP RUz №.3504 dd.,03.02.2018 UP RUz №. 5812 dd., 09.06.2019	<p>A new system of retraining and advanced training of teachers and instructors of VET. (is this regulated by both the acts that you mention?)</p> <p>PP RU №. 4939 dd., 31.12.2020 Establishing of advanced training and training courses for managers, teachers and instructors in compliance with new professional educational standards.</p>	Since 2020/2021 Dual education system has been introduced. However, the involvement of executive authorities (khokimiyats) in supporting the dual education in regions is still low. Moreover, this factor inhabits the measures envisaged under PKM Uz №. 163 dd. 29.03.2021 aimed to support a dual education.

4	Management of skills acquisition and certification (delivery of VET)	PKM RUz № 40 from 11.02.2009	The only document (Resolution) adopted in 2009 envisaged the procedure and rules for passing industrial internship for college students. There are no updates to the articles and changes in standards in NLA taking into account the changes in labor market and the technological development of production nowadays.	para.12, para.14, part.1 of this Resolution, art. 77, 241 TK RUz, part.2, para.8 Resolution ³⁵ preventing the use labour of minors under age of 16 creates difficulties for production enterprises to ensure the placement of industrial internship for juvenile students of professional schools and colleges.
		PKM RUz № 106 from 26.02.2021	The new Resolution on improving the system of retraining and advanced training of teaching staff on a basis of Institute of Innovative Development - IIDQERPSSPE of MoHSSE. A new organizational structure of IIDQERPSSPE of MoHSSE is created.	To avoid violation of the law enterprises are not always ready to sign a contract with VET institutions on internship and subsequent employment. (just simplifying language). There is an urgent need for qualified personnel, to develop teaching manuals for vocational education and advanced training. The approbation process is made more complicated. The introduction of TOT programs for specialists developing manuals on high-tech subjects is limited, which affects the competitiveness of the services of the Institute of Innovation - (IIDQERPSSPE) and this reduces the
		PKM RUz №351 from 3.12.2015	The Regulation and Procedure for the organization of certified targeted training of the management personnel in order to improve professional knowledge, abilities and skills, business qualities of management personnel in vocational education.	

³⁵ Resolution on the requirements prohibiting the use of minors' labor as an annex to the decree No. 88/1 of MoELR and No. 1 of the MoH No. 88/1 dated 15.01.2010

				<p>demand for advanced training courses and vocational education of specialists among service recipients. To train a specialist who will then responsible for developing manuals for vocational school may take in average 24 months.</p>
		<p>PKM RUz №351 from 3.12.2015</p>		<p>The difficulties in the implementation of the measures from PP, UK and PKM RUz on improvement of qualifications and training of teachers of VET lie on establishment of real deadlines for these activities by the responsible organizations, centres and institutes. It is possible that the deadlines for the execution are set without taking into account time aspects and volume of workload that will be additional to routine work of those responsible for the development of requested courses. Advanced training programs at IMSSSSPEI for preparation of masters at vocational schools become inaccessible due to the small number of specialist teachers in the vocational education system.</p>

5	Evaluation of the effectiveness of the VET system	<p>PP RUz 3290 from 26.09.2017</p> <p>PP № 4306 from 3.05.2019 “On measures to organize a continuous system for identifying gifted youth and training highly qualified personnel”</p>	<p>According to PP RUz № 4306, teachers of academic lyceums and vocational schools are assigned the qualification category "main teacher", if they trained students-the winners (holders of gold, silver, bronze medals) in international subject Olympiads (competitions)</p>	<p>The document envisages the termination of the admission of students for the academic year 2019, as well as terminates the activities of academic lyceums located in a long distance from the universities, with low quality education and low rates of graduate admission to the universities. It is not clear to what extent employees and teachers of terminated institutions are provided with jobs by the execution of the Decision.</p>
6	Financing of the VET scheme	<p>ZRU №-637 «On education»</p>	<p>The law on education also does not restrict the citizens to get second vocational education. According to the law, the centres for vocational education of MoELR will be open for adult population and unemployed to receive professional skills and access to training, which also possible to be offered to citizens on a contractual (paid) form. This describes the financing of non-formal vocational education. However, ZRU № 637 (Art.62) foresees financing of vocational school is carried out from the state budget, local budget of the</p>	<p>Currently the VET sector in Uzbekistan is financed a bit more than 1% of the State Budget. The state budget for preschool education accounts for around 3.5%, for general education more than 14% and higher education more than 2%.³⁶</p> <p>To sustain the financing the VET is important due to the low allocations for the study program, which in turn affects the limited opportunities for unemployed youth and decrease earnings of graduates of vocational</p>

³⁶ The publication "Budget for Citizens 2021" was prepared within the framework of the joint project of UNDP and the Ministry of Finance of the Republic of Uzbekistan "Financing Sustainable Development in Uzbekistan".

			<p>Republic of Karakalpakstan and regions. Law on Education does not prohibit an extra-budgetary funding of VET and financing from other sources.</p>	<p>school. It is also limit the development of innovative teaching approaches for specializations with in demand in labour market. (Conclusion: There are no specific provisions in any of the decrees or regulations that deal with financing of VET, nor does any of the acts prohibit external financing of VET? I don't know if legal provisions are necessary, or that a policy or strategy would be the solution for long term sustainable financing of VET)</p>
7	<p>Quality assurance of VET</p>	<p>PP RUz № 3504 from 03.02.2018. PKM № 470 from 07.06.2019.</p> <p>PP RUz № 4939 from 21.12.2020. PKM RUz № 470 from 7.06.2019</p>	<p>PKM RUz №466 the new regulation and management of education in secondary vocational schools, professional colleges and technical schools (Level 3-5)</p> <p>PP RUz № 4939 terminates the minimum education requirements and establishing the qualifications frameworks. ISCO-2008 is being introduced for positions and professions of professional education.</p>	<p>Personal responsibility is imposed on the heads of ministries and local authorities for ensuring the quality of vocational education.</p> <p>At the same time, there are no legislation and norms on the implementation of QA (Quality Assurance) system for VET with the exception of existing educational standards, requirements and curricula, and external procedures for attestation, accreditation, rating and monitoring vocational schools.</p>

3. Summary

Secondary professional education in Uzbekistan is in the process of institutional and changes in order to consider the labor market demands, and address social and economic transformations. The system of secondary vocational education in country is unified into the continuous and compulsory public education system, which begins from preschool education and completed with the postgraduate education, retraining and advanced training of specialists.

Despite the fact that government adopted number of legislative acts on VET over the past few years it is still not creating the well chained web of regulative environment for the VET sector.

The objective of this research aimed to analyse the institutional environment and legal analysis of the formal vocational education in Uzbekistan. This report is the result of an analytical work, which was carried out within the framework of initiation stage of the project “Supporting the vocational education and training reforms in Uzbekistan” implemented by Helvetas Swiss Intercooperation on behalf of the Swiss Development Cooperation.

The key points from current state of the VET sector in Uzbekistan are following below.

The lack of Development Concept for the coming years, as well as a single law about VET of Uzbekistan to formulate a unified approach in legislation to avoid a plurality of hierarchical domestic legislative acts elaborated by various organizations governing the VET makes it difficult to determine the strategic goals of the VET sector development. The adoption of the Concept could determine the strategic goals, prioritized directions, tasks and the stages of development of vocational education for the medium- and long-term prospectus and would be the basis for the development of sectorial programs and a set of measures in the field of vocational education taking into consideration the technologically intensive environment. Hence, the map of relations, processes and crossroads is basis for further legislative development.

It should be highlighted that the government of Uzbekistan is deliberately implementing the measures for the development of PPP in the VET sector. This is evidenced by number of laws and PKM RUz, e.g. a law "On education", a law "On PPP", PKM RUz № 163 “On measures to organize dual education in the vocational education system”, PKM RUz № 187 “On approval of the state educational standards for VET” and others. These documents ensure regulatory framework for expanding the share of the private sector in research and education and formation of a competitive environment with attracting investments to the VET sector. However, there are factors limiting the potential of partnership of VET schools with private sector. Mostly partnership with private sector are aimed to ensure only a place of compulsory internship for students in companies and industrial enterprises. An opportunity of further employment of VET school graduates in industrial enterprises can be difficult due to lack of regulatory framework between two legal entities to facilitate the negotiation about employment opportunities for graduates. This may also affect the process of hiring while organising the dual education system.

While reviewing the legal environment of VET of Uzbekistan, there may appear some inconvenience while searching documents, which are available in open internet sources. In fact, many open access documents may have not been effective or expired since the adoption of new one regulating the same areas in VET. However, an update on current legislations is not always accessible through online open sources. In addition, it can be noticed that one single act referring

to specific thematic area in VET may combine some other thematic, which is not directly aimed to achieve baseline goal of one thematic area of VET. For instance, in one regulatory document with thematic area of VET can be found some tasks, which not primarily refer to VET but closely to thematic area of higher or public education. It was observed that several thematic of VET were combined in one regulatory document, like in PP RUz or UP RUz. Combination of several thematic areas in one regulatory document can contribute to the unification of several tasks in one action plan to minimize the number of decrees in VET and to achieve inputs, which were not fully contributed by MoHSSE in according with those decrees, which lost its validity.

By the Presidential Degree #3504 dd. 03.02.2018, the executive authorities (ministers and governors of the provinces) take the personal responsibility for ensuring the quality of education. However, there is no single legal act (law, regulations or directives) which introducing the framework of Quality Assurance (QA) and KPI³⁷ referring directly to VET. The single law or regulation on QA framework could cover attention primarily to the skills and knowledge of VET students and quality of education in VET schools. Furthermore, this regulatory framework also allows students to access to the next step of education based on the needs of the labour market by consideration of ISCED-2011. QA framework could bring good opportunities for personal development and social integration. Nowadays, the documents, which are closely lies to QA system are educational standards, educational requirements, and measurements for accreditation and attestation of VET schools. Moreover, there is PKM RUz # 470 dd. 7.06.2019 and joint Resolutions of MoHSSE, State Inspection on education, Ministry of public education, Ministry of Pre-school education, and Ministry of Innovation № 3214 dd. 27.01.2020 and № 01-128/KK dd 22.04.2008, regulating the monitoring of the education process and knowledge of students of VET schools

All of the above measures can give a positive impact and contribute to the development of VET sector in Uzbekistan while introducing the latest technologies in VET, the provision of jobs for VET graduates. Furthermore, a successful implementation of measures aimed to increase a regulatory framework and ensure favourable legal environment for all players in vocational education and training/.

In the form of a conclusion, we can say that the analysis of this list of documents adopted from 2017 to the present, including the law on education, gives grounds to work on the next stages of regulation to fill the regulative gaps and in combination as systematic mechanism for their implementation together with stakeholders.

³⁷ KPI- key performance indicators
Support to VET Reforms Project in Uzbekistan: Inception phase
Assessment Legal and Institutional Environment

4. Bibliography

4.1 Normative-legal acts of the Republic of Uzbekistan

1. Закон Республики Узбекистан № ЗРУ-637 от 23.09.2020 г «Об образовании»
2. УП РУ №-5812 от 6.09.2019г. «О дополнительных мерах по дальнейшему совершенствованию системы профессионального образования».
3. О мерах по кардинальному совершенствованию системы оценки квалификаций и обеспечению рынка труда квалифицированными кадрами.
4. О дополнительных мерах по дальнейшему совершенствованию системы профессионального образования.
5. ПП РУ №3504 от 3.02.2018г. «О совершенствовании деятельности Центра среднего специального, профессионального образования Министерства высшего и среднего специального образования Республики Узбекистан.
6. О мерах по коренному совершенствованию системы общего среднего, среднего специального и профессионального образования.
7. О мерах по дальнейшему совершенствованию деятельности образовательных учреждений среднего специального, профессионального образования.

4.2 List of normative-legals acts

(according to [Table 2](#)), adopted in the period of 1998 to 2021, regulating the secondary vocational education sector in Uzbekistan.

4.3 International acts and agreements

1. Международная стандартная классификация образования МСКО- 2011. Институт статистики ЮНЕСКО, Монреаль, Квэбек. 2013г.

4.4 Monographs, training manuals, brochures and other literature

1. Eshchanova, R., Bekchanova, D., & Bobojonovaa, G. THE CURRENT CORE OF EDUCATION REFORMS IN UZBEKISTAN: ONE STEP FORWARD TWO STEPS BACK? In European Journal of Research and Reflection in Educational Sciences. Vol. 8 # 8, 2020 Part II ISSN 2056-5852
2. Technical and Vocational Education and Training in Tajikistan and Other Countries in Central Asia: Key Findings and Policy Options, ADB publication, April 2021
3. W. Norton Grubb. Vocational Education and Training: Issues for a Thematic Review. OECD 2006. University of California Berkeley, CA U.S.A.
4. Jens Drummer, Gafurjon Hakimov, Mamatair Joldoshov, Tomas Koehler, Svetlana Udartseva, Vocational Teacher Education, Developing skills and facilitating success GIZ Publication. Technical and VET Issues, Concerns and Prospects, Vol.28
5. Рогова, И. С. (2009). Институциональные и инфраструктурные аспекты развития системы профессионального образования в России в современных условиях. Креативная экономика, (9).
6. The publication "Budget for Citizens 2021" was prepared within the framework of the joint project of UNDP and the Ministry of Finance of the Republic of Uzbekistan "Financing Sustainable Development in Uzbekistan".

4.5 Online sources

National Legislation Database

[https://www/lex.uz](https://www.lex.uz)

[https://www/norma.uz](https://www.norma.uz)

5. Annex

5.1. List of visited organizations / participants / results of the meetings

Table 4 Results of the meetings with stakeholders in secondary vocational education and training sector in Uzbekistan

№	Organisation	Contact person / position	Meeting dates	Outputs of the meeting
1	Professional school №1, Chilanzar district Tashkent city	Ziyamukhammedov Bakhodir Israilovich - Director	24.07.2021	<ul style="list-style-type: none"> • An overview of the vocational training program has been received, the issue of the labour market demand for graduates (specialists) of a vocational school was discussed. • Availability of agreements and contracts with companies regarding the employment of graduates and internship. • Legal relationship with the SPE MoHSSE RUz and regional Department of Justice. • Key barriers in the educational program of a professional school, difficulties in providing professional teaching staff in school.
2	Ministry of Employment and Labor Relations of the Republic of Uzbekistan	1. Rakhmonov Abdukhalil Khamidovich - Deputy Head of the Department for organizing vocational education and development of professional qualification 2. Ismoilov Islom Ilkhamovich - Deputy Head of the Department for international	28.07.2021	<ul style="list-style-type: none"> • An overview and statistics on unemployment among specialists with secondary vocational education. • The regulatory legal acts concerning the issues of employment and classifiers of positions in the secondary vocational education sector were studied based on internal regulations of the Ministry.

		cooperation and collaboration with ILO		
3	State Inspection for Supervision of Quality in Education (SISQE) under the Cabinet of Ministers of the Republic of Uzbekistan	<p>1. Nazarov Boysun Fayzullaevich - Head of the department of advanced training and retraining, certification of educational institutions</p> <p>2. Rustamov Rakhmatilla Mansurovich - Chief specialist of the department of attestation and accreditation of secondary specialized professional education institutions</p>	28.07.2021	<ul style="list-style-type: none"> • Interview about the establishment of quotas for admission to VET institutions. • An overview on evaluation criteria of curricula and standards of VET, the criteria for rating and performance of VET institutions. • An overview of the NLA related to the certification, accreditation, rating and monitoring of vocational education institutions.
4	Institute of Innovative Development, Qualification Enhancement and Retraining Pedagogical Staff of System of Professional Education under MoHHSE RUz	1. Sharofitdinov Shikhnazar Anvarovich - Deputy Director	02.08.2021	<ul style="list-style-type: none"> • An overview on the criteria for the preparation of study and professional development programs for managers of vocational education institutions. • State standard classifier of professions in the system of vocational education in 2020. • Review of the charter of the institute. • Urgent legal problems in the provision of qualified specialists-teachers in the VET system.
5	MoHHSE RUz	1. Alizhonov Utkir Makhamadalievich - Head of the main directorate for coordination of educational and methodological provision of professional education	04.08.2021	<p>The meeting was held online and on the telephone call.</p> <ul style="list-style-type: none"> • Received a list of latest adopted regulations on VET • An overview of the criterion alike KPI in relation to educational programs and standards of VET

		2. Allabergenov Anvar Alimbaevich - Head of the department for organizing the development of educational standards for vocational education	26.07.2021	<ul style="list-style-type: none"> • Relevance of implementation of quality assurance (QA) in monitoring system of VET • An overview on coordination of quotas for training in institutions of VET
6	Tashkent province khokimiyat	<p>1. Tadjimetov Alijon Takhirovich - specialist of secretariat for youth policy, social development and spiritual and educational work</p> <p>2. Tukhtaev Ulugbek Kidiralievich - Acting Head of the provincial department for development and coordination of vocational education</p> <p>3. Khamrakulova Sokhiba Alimjanovna - Deputy Head of the provincial department for the development and coordination of vocational education</p>	04.08.2021	<p>The meeting was held online and by telephone call.</p> <ul style="list-style-type: none"> • An overview of the system of secondary vocational education in the Tashkent province and implementation of tasks specified in the legislative documents on vocational education..

5.2. Terms of Reference

Terms of References for Local expert on Legal and Institutional Frameworks in VET Mr. AZIZJON RASULOV

1. Background

The VET sector in Uzbekistan is undergoing a large-scale reform with many fundamental changes triggered by presidential decrees published between 2017 and 2019. The Education Sector Plan (ESP 2019–2023) is one of the instruments elaborated by the Cabinet of Ministers to strengthen the education sector as a whole. The Government is paying special attention to ensuring that the VET system can address the current needs of the labour market. However, the assessment of the VET sector shows that the current state of the system does not yet meet modern requirements (e.g. outdated curricula and training material, failing relations with employers, lack of IT hardware), which points to the need for more fundamental reforms. In particular, the country needs to establish a more diversified corporate culture and promote entrepreneurship skills, training and professional development based on business needs. SDC, the Swiss Agency for Development Cooperation has commissioned to Helvetas Swiss Intercooperation (Helvetas) the implementation of the “Support to VET Reforms Project in Uzbekistan”. The project aims to provide support to stakeholders in operationalising VET reforms in terms of governance, quality assurance, private sector and industries participation as well as teaching capacities, to ensure and promote flexibility and consistency between the vocational education system and the labour market to serve national and regional economic development priorities. The project starts with an inception phase of nine months between March and November 2021, followed by the first Operational Phase of 4 years starting from the 1st of December 2021.

2. Objective of the Consultancy

The overall objective of this consultancy is to contribute, where necessary in collaboration with experts from Helvetas Head Office and/or its partner SFIVET/CAIConsulting, to the inception of the project in the following areas:

Conduct analysis of the major constraints of the VET-system related to the current legal and institutional framework.

The legal analysis will allow for an understanding of the (top-down) structure of VET regulations in the country and for the identification of bottlenecks from the higher levels down to lower levels of the regulatory framework. This will also inform on the vision of VET by the lawmakers and the status of the different actors.

Based on theory, seven key functions (processes) of VET can be identified based with mandated authorities and implementing agents, and the laws in the context of VET will be related those functions. Each law will be evaluated against the key functions, to determine whether it is success factor or a barrier for the implementation of that function.

VET Process 1: Analysis of the economic environment and labor market demand for skilled professionals

VET Process 2: Analysis and planning of the VET system (*governance* of VET)
 VET Process 3: Certification and training design (*system* design)
 VET Process 4: Management of skills acquisition and certification (*delivery* of VET)
 VET Process 5: Evaluation of the effectiveness of the VET system.

2 cross-cutting processes should be noted:

VET Process 6: financing of the VET scheme; and

VET Process 7: quality assurance of VET

General conclusions will be drawn on hindrances from the legal and institutional framework to the functioning of the VET system

3. Main Tasks of the Local expert

- 3.1 Compile an overview of current laws, bylaws and regulations that apply to VET
- 3.2 Map the laws, regulations for 7 processes of the VET system, indicating if the laws are contributing to success or are hindering factors
- 3.3 Combine the findings into an overall evaluation of success factors and barriers in the legal framework for the VET system.

The author could use following table to fill-in according to what is found in the documents that are analyzed. This will help to create an overview to identify the gaps in regulation and make links with roles and responsibilities of VET actors

	Laws	Bylaws	Other regulations
Process 1			
Process 2			
Process 3			
Process 4			
Process 5			
Process 6			
Process 7			

4. Expected Results and products

The following deliverables are expected at the end of the consultancy, with an indicative allocation of days:

	Activity	Number of WD
1	Propose methodology and outline of workplan to Team Leader	0.5 days
2	Collect all relevant documentation (laws, decrees, regulations etc.) that are applying in the TVET	4 day
3	Analyse laws for each of 7 processes for success and hindrance factors	7 days
4	Combine findings to a general evaluation of regulatory framework	3 days
5	Consult, if and where necessary, with relevant departments to verify findings; suggest solutions	3 days
6	Prepare draft report in English to the team leader	1.5 days

7	After feedback from team leader, prepare final report in English	1 days
	Total	20 days

5. Working Methodology

The local expert will propose to and agree with the Team Leader about the methodology and can seek advice from project sub-contractor SFIVET and back-stopper Adrien Rebord at Helvetas Head Office. For the latter connections, Microsoft Teams will be used for virtual communication and sharing of documents.

6. Time Frame of the assignment

The consultancy timeframe is **June 1st – July 1st**, and specific agenda's will be decided between local expert and Team Leader. During a mission by Swiss project partners, expert exchange is recommended. The expert will provide the time sheets for all working hours with the respective activities.

<i>Deliverable</i>	<i>date</i>
Draft report in English	June 23 rd
Feedback from the project	June 25 th
Final report in English	July 1 st

7. Logistics

Travels and logistics will be covered by the project.

8. Reporting

The local expert will provide the deliverables/inputs planned based on the schedule approved. The draft and final reports will be presented in English and cover not more than 20 pages (ex. annexes, if deemed relevant).

5.3. Work plan

Company	Helvetas, Tashkent office						
Assignment	Legal and Institutional analysis of vocational education and training in Uzbekistan						
Prepared by	Aziz Rasulov (Legal expert)						
Period of consultancy assignment	June - July 2021						
Country	Uzbekistan						
№	Tasks	Date	№ of working days	Activity	Outcome	Engaged people	Comments
1	Work plan	June 2-3	1	<p>Work plan and methodology of legal review and analysis on national laws and regulations is prepared and sent for approval for Team leader. The work plan is envisaged in ToR and it gives the an overview into the deliverables under consultancy work.</p> <p>Team leader will approve the work plan prepared by legal expert</p>	<p>Work plan of expert is outlined</p> <p>Work methodology is prepared</p>	Team leader (VET Reform Project)	Working methodology is in separate file.

2	<p>Review and analysis of legal and institutional development of VET in Uzbekistan:</p> <ul style="list-style-type: none"> - There will be given an overview on success and barriers in VET framework of Uzbekistan. 	June 7-10	4	<p>Research and collection of all national documents relevant to legal and institutional development of VET in Uzbekistan, since 1991:</p> <ul style="list-style-type: none"> - Laws, legal acts, regulations; - Presidential decrees; - Government Resolutions (The Cabinet of Ministers, Ministry of Justice, Profile Ministries); - Institutional change; - VET Governance system; - other relevant acts. <p>Desktop study, primary data collection www.lex.uz, www.norma.uz, other relevant digital legal data base.</p> <p>Methodological comparative-legal analyses is applied to study VET government sector analysis.</p>	<p>Each law is evaluated to identify the success factors and barriers for the implementation of following key functions:</p> <ul style="list-style-type: none"> - VET Process 1: Analysis of the economic environment and labour market demand for skilled professional; - VET process 2: Analysing and planning of institutional building of VET in Uzbekistan. <p>Existing legislation relevant to VET UZ;</p> <ul style="list-style-type: none"> - VET Process 3: Certification and training design; - VET Process 4: Management of skills acquisition and certification; - VET Process 5: Evaluation of the effectiveness of the VET system; <p>2 cross-cutting processes should be noted</p> <ul style="list-style-type: none"> - VET Process 6: financing of the VET scheme; - VET Process 7: quality assurance of VET <p>VET private sector analysis might be a part of the study parallel to VET government sector analysis.</p>	Team leader (VET Reform Project)	
---	---	-----------	---	---	---	----------------------------------	--

3	Meeting with experts, executives of organizations/departments of VET sector of Uzbekistan: - to collect secondary data on legal and institutional framework of VET.	June 12-21	10	<p>The legal expert will join a meeting to be held with foreign and local experts, on Saturday June 5th 2021, to get acquainted with the current state and development of VET in Uzbekistan.</p> <p>List of organizations/ departments/experts for meeting is prepared. The questionnaires are elaborated and discussion topic is prepared.</p> <p>The list of organizations will be approved by Team leader.</p> <p>The VET reform project will provide to Legal Expert Support letter to be sent to target organizations indicating the purpose of the meetings, legal and institutional study being conducted by legal expert.</p> <p>The letter will be sent to organizations a week prior to the date of meeting.</p>	<p>Meetings with experts and departments concerned with VET governance development.</p> <p>Information from local experts/department will be gathered to analyse top-down structure of VET governance system against the key functions as described above.</p> <p>Consultations with relevant departments / experts to verify findings of legal and institutional review of VET system, suggesting solution if needed.</p> <p>Mapping the law and regulations for the key function (in tables).</p>	<p>The government organizations, institutions, departments responsible for policy development in VET of Uzbekistan. The executive organizations (khokimiyats), The Centre of Professional Education (CPE), The Ministry of Higher and Secondary Specialized Education (MOHSSE), selected professional colleges (urban, rural) in Samarkand region and academic lyceums in Tashkent.</p>	,
4	Desktop analysis on collected primary and secondary data	June 22-24	3	Combine findings from research and meetings and preparation of general evaluation of VET regulatory legal and institutional framework.	A general evaluation of VET regulatory legal and institutional framework prepared.	Team leader, VET Reform Project	The document will be consistently part of draft report.
5	Draft report	June 25-26	1	Development of Draft report. Draft report will be sent to team leader for evaluation and comments	Draft report in English is ready and submitted.	Team leader, VET Reform Project	
6	Final report	June 29-30	1	After feedback from Team leader to the draft report, the report will be revised accordingly and final report will be submitted to the team leader for evaluation.	Final report in English prepared and submitted.	Team leader, VET Reform Project	

			Submission of Final report.			
--	--	--	-----------------------------	--	--	--