



DVV International

| Overview | |
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| Name of project component | Expanding Educational Offers and Improving their Quality in VET Institutions and the Advanced Training System in the Textile Sector |
| Project locations | Tashkent city, Kashkadariya region (Koratepa village), Khorezm region (Besharik village), Republic of Karakalpakstan (Khodjeyli city). |
| Implementing organisation | <p>DVV International Königswinterer Straße 552b 53227 Bonn Contact person: Kathleen Glenz, Senior Desk Officer for Central & South Asia Tel.: 0228/97569-30 E-Mail: glenz@dvv-international.de</p> <p>Address in Uzbekistan DVV International Country Office in Uzbekistan Zarbog str. 33, 100031 Tashkent, Uzbekistan Contact person: Tatyana Zaichenko (Country Director Uzbekistan) Tel./ Fax: (+998 71) 1205536,1206057, 2562218E-Mail: zaichenko@dvv-international.uz</p> |
| Target groups | <ul style="list-style-type: none"> • 200 teachers and administrative staff of partner VET and advanced training institutions will participate in educational activities and function as multipliers. • 20 teachers will be trained as adult educators. • 15 VET specialists of pilot VET institutions will advance their knowledge and skills in PR-methods and instruments and will be able to develop PR-strategies and public advocacy campaigns. • At least 40 VET specialists will strengthen their capacity in competency-based curriculum development, development of entrepreneurship skills, and designing short-term vocational training courses. • 180 unemployed people in four regions of Uzbekistan will benefit from short-term vocational and entrepreneurship courses. • At least 350 students from partner VET institutions will increase their knowledge about green economy and gender equity. • 100 staff members of various stakeholders will raise their awareness in quality assurance, green textile production, gender-sensitive learning in VET, adult education and training. <p>Indirect beneficiaries:</p> <ul style="list-style-type: none"> • the VET and advanced training system will have new curricula • local enterprises will have urgently needed skilled workers at their disposition; • employment offices in project regions will receive competent partners for training measures for unemployed adults. |
| Name of bank | Commerzbank |
| Name of account holder | Deutscher Volkshochschul-Verband e.V. |

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| Account number | 012 560 1501 |
| Account currency | EUR |
| SWIFT - BIC code | COBADEFFXXX |
| IBAN: | DE53 3804 0007 0125 6015 01 |
| Number of people benefitting (directly and indirectly) | Beneficiaries: 905 individuals (VET specialists, unemployed people, students, and stakeholders) |

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Abbreviations

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| BSCI | Business Social Compliance Initiative |
| CCI | Chamber of Commerce and Industry of Uzbekistan |
| CSO | Civil Society Organization |
| ESD | Education for Sustainable Development |
| ESG strategy | ESG strategy covers the three main pillars of sustainability: Environment; Social; and Governance. |
| GOTS | Global Standard for Organic Textile |
| GRS | Global Recycling Standard |
| ISO | International Organization for Standardization |
| MEDPR | Ministry of Economic Development and Poverty Reduction of the republic of the Uzbekistan |
| MELR | Ministry of Employment and Labor Relations of the Uzbekistan |
| MHSSE | Ministry of Higher and Secondary Special Education of the Uzbekistan |
| OEKOTEX | International Association for Research and Testing in the Field of Textile and Leather Ecology |
| PMG | Project Management Group |
| PSC | Project Steering Committee |
| RT | Round Table |
| SISQE | State Inspectorate for Supervision of Quality in Education of the Uzbekistan |
| TVET | Technical and Vocational Education and Training |
| UZS | Uzbek Sum |
| VET | Vocational Education and Training |
| WS | Workshop |

Background

The project component “Expanding Educational Offers and Improving their Quality in VET Institutions and Advanced Training System in Textile Sector” will be implemented by DVV International and its partners in Uzbekistan, and aims at

- 1) improving the quality assurance system in pilot VET institutions;
- 2) expanding and improving educational offers in VET institutions and the advanced training system in the textile sector through capacity development and the introduction of new training programs;
- 3) promoting and raising awareness about principles of the green textile economy, gender equity, and life skills in the textile industry and its VET system.

The project locations are two colleges in Tashkent city and Kashkadarya region (Koratepa village) and 2 vocational schools in Khorezm region (Besharik village) and Karakalpakstan (Khodjeyli city).

Location of pilot VET institutions



The ongoing reforms in the textile industry and VET system at national level, including advanced trainings of teaching staff, set the policy framework for the project implementation.

Textile industry

Status quo

Uzbekistan is the sixth largest cotton producer in the world and the textile industry is the second largest manufacturing industry in the country with more than 7,000 enterprises. The textile sector is one of the most developed economic branches in Uzbekistan, and thus a key driver of its economy. The government is actively pursuing the further development of the textile industry and has already achieved a number of reforms in the areas of tax laws, customs benefits, subsidies, etc., as crucial factors influencing economic growth. Even during the COVID 19 pandemic, the

textile industry continued to show high growth rates.¹ The transition to the cluster model within a short period of time was marked by an accelerated increase in the production of textiles and clothing. By 2021, all cotton fields were sown with cotton-textile clusters. Since 2016, the country's volume of textile production has increased by a factor of five, and exports by a factor of four, reaching a revenue of almost \$3 billion. During this period, cotton reprocessing increased from 40% to 100%. However, the proportion of yarn processed into finished products is still very low (23%). As a result, the domestic textile industry is missing out on \$9 billion annually.² Textile enterprises are active in developing entrepreneurship (about 8,000 enterprises), employment for the population (more than 501,000 employees), especially employment for women and youth (more than 60%), and setting up enterprises in remote areas of Uzbekistan.³ At the beginning of 2022, the long-term international boycott of Uzbek cotton initiated due to the human rights abuses in the country's cotton farming sector was lifted, which has opened up new export opportunities for textile enterprises of Uzbekistan. Another important factor that contributes to the qualitative development of the textile industry is the introduction of international standards. With the support of the Association "UZTEXTILEPROM" more than 1,300 enterprises have implemented international standards, such as ISO, BSCI, OEKOTEX, GOTS, etc.⁴

Perspectives for further development

According to experts, avenues for further development of the industry are to be seen in such areas as sustainability and green economy. In the textile sector of Uzbekistan, there are several opportunities for a circular textile economy in environmental, economic and social terms. A circular textile industry reduces the amount of hazardous waste, uses energy and water resources more efficiently, and increases the attractiveness of Uzbek textile products, especially on the European market. In addition, importing used textiles, which are easy to recycle, will increase the profitability of enterprises and provide economic diversification, which will eventually increase the total number of jobs in the industry. Textile recycling is the process of recovering fiber, yarn or fabric, and reprocessing the textile material into useful products. Textile recycling saves energy and reduces pollution. It cuts textile environmental impact on global warming down by 53%.⁵ Moreover, work is underway to promote the Global Recycling Standard (GRS), which helps reduce environmental impact, develop environmentally friendly alternatives for disposal, recycling, and use of industrial waste as secondary raw materials for further exploitation. In March 2022, an agreement regarding cooperation on the development of the ESG strategy was signed between the "UZTEKSTILPROM" Association and the United Nations Economic Commission for Europe (UNECE) in the framework of the Tashkent International Investment Forum. The International Trade Center (ITC) and the "UZTEKSTILPROM" Association entered "The Sustainability Pledge," a single platform that empowers governments, industry, and all other relevant stakeholders to move towards sustainability and tie business models to responsible business practices, thereby having a positive impact on the global economy and the environment.⁶

Vocational education and training (VET) sector

¹ From the Message of the President of the Republic of Uzbekistan to the Oliy Majlis, December 29, 2020, <https://review.uz/en/post/ne-vziraya-na-pandemiyu-uzbekskiy-tekstil-demonstriruet-rost> (accessed date 23/08/2022).

² Fibre2Fashion Pvt. Ltd, B2B portal <https://www.fibre2fashion.com/news/textile-news/uzbekistan-plans-additional-9-bn-in-revenue-from-textile-industry-281673-newsdetails.htm> (accessed date 23/08/2022).

³ Report of "UZTEKSTILPROM" for 2021 (in Russian) <https://uzts.uz/ru/otchety/> (accessed date 23/08/2022).

⁴ UzDayly.uz (in Russian) <https://uzdaily.uz/ru/post/62936> (accessed date 23/08/2022).

⁵ Textile recycling as a contribution to circular economy and production waste enhancement <http://www.ecosign-project.eu/news/textile-recycling-as-a-contribution-to-circular-economy-and-production-waste-enhancement/> (accessed date 06/09/2022).

⁶ "The Brussels Time" <https://www.brusselstimes.com/239770/uzbekistan-a-pronounced-green-reaction-emergence-and-traceability-in-the-textile-industry> (accessed date 23/08/2022).

Status quo

To capitalize on the growing economic potential of the country's textile industry, modern textile enterprises need qualified specialists. In recent years, the system of vocational education in Uzbekistan has undergone fundamental changes and political reforms. As a result, most vocational colleges and academic lyceums have been reorganised to vocational schools and technical schools ("tekhnikums").

Three-year compulsory vocational education has been abolished, as, according to an official assessment, the duration of vocational education had been set without taking into consideration professional requirements and demands on the labor market. The lack of a fully developed system of vocational training for various categories of the population on the principle of "Lifelong learning" has been also criticized. A significant part of the adult population, youth and persons with disabilities in need of employment in the labor market have been left without access to relevant education. The ongoing education reforms demonstrate considerable efforts of the government to build a new and flexible system of vocational training accessible to all citizens.

The ongoing reforms have changed requirements for teachers in vocational colleges. Today, teachers in vocational colleges are required to work not only with youth, but also with adults. Work with adult population requires teachers in the vocational education system (VET) to apply andragogical model of training/education⁷.

Since 2020, "Ishga Markhamat" monocenters have opened in all regions and the Republic of Karakalpakstan. Monocenters organize professional courses in various areas, provide social services to unemployed persons, and support organized labour migration and workers' initial adaptation in the host country. The assessment of professional competence of graduates of these monocenters is carried out based on the "WorldSkills" standard. At the beginning of 2022, 16 Ishga Markhamat monocenters, 59 district and city vocational training centres, and 136 mahalla training centres operated in Uzbekistan. From 2017 to 2021, more than 195,000 unemployed people, mostly women and youth, were trained in more than 70 professions, entrepreneurial basics, and foreign languages. Despite all this, the current system of vocational education and training does not meet the requirements of the textile industry and other sectors. At a video-meeting dedicated to vocational education and training development on June 15, 2022, the President noted that "[...] the system of 330 vocational schools, 173 colleges and 207 technical schools is not yielding the expected results. Their capacities are used only by 40-50 percent. Monocenters "Ishga Markhamat" cover only 10 percent of the unemployed. Curricula in many colleges and technical schools are outdated. There is a lack of professional textbooks and literature of 1,350 titles. As a result, employers are forced to retrain workers."⁸

Perspectives for further development

A decision to introduce a new system for adapting VET to modern requirements was made at the above mentioned meeting chaired by the President of Uzbekistan (15.06.2022). The most important upcoming reforms in the context of the proposed application are listed below:⁹

- **45 colleges will be transferred to the system of the Ministry of Employment and Labor Relations with the creation of monocenters on their basis.** The Ministry of Higher and Secondary Special Education will be responsible for the management and methodological support of vocational and technical schools.

⁷ See also: Decree of the President of the Republic of Uzbekistan "On measures to radically improve the system of general secondary, secondary specialized and vocational education dated January 25, 2018". (in Russian) <https://lex.uz/docs/3523198> (accessed date 06/09/2022)

⁸ UzDayly.uz. "Uzbek President chairs a meeting on vocational training development". <https://www.uzdaily.uz/en/post/73680> (accessed date 27/08/2022).

⁹ "The Conditions for Vocational Training to Expand". Official website of the President of Uzbekistan. <https://president.uz/en/lists/view/5265> (accessed date 06/09/2022).

- **Councils for vocational education chaired by khokims will be formed in each region, district and city.** The councils will include heads of state agencies, banks, the Chamber of Commerce and Industry, rectors, and, taking into account the specifics of the district's economy, heads of industrial, agricultural, construction and service enterprises. Based on the need for specialists, the councils will determine the professions trained in monocenters and colleges, and organize internships for young people at manufacturing enterprises.
- Positive experience in this direction was noted at the meeting. For example, **a dual form of education** has been introduced in 57 institutions of vocational education, based on the experience of Germany. This gives a result in the system of preschool education: students of pedagogical colleges receive theoretical knowledge for 2 days, and for the rest of the days they work in kindergartens and receive a salary.
- **The new system of advanced training for teachers of professional education institutions will be created.** Instead of advanced training faculties in universities, professional training centers will be created in each region. These centers will improve the qualifications of teachers based on studying the needs of employers and foreign experience.

The project component is aimed at the advanced training system for VET specialists in the textile sector, which will contribute to the successful implementation of new reforms. All new conditions in which educational institutions will adapt to new requirements will be taken into account. Social partnership will be based on cooperation with relevant ministries and stakeholders, which will be responsible for the VET sector and newly created structures such as Councils for vocational education chaired by khokims. As a result, the project activities will expand the quantity and quality of educational services provided by VET institutions, which is the one of the main goals of government reforms.

Greening the Curriculum for the VET sector

Status quo

Greening the curriculum means ensuring that students learn to reflect upon and adjust their behavior and actions to cope with 21st century challenges, namely global warming, climate change, social inequities, unsustainable lifestyles and economic systems as well as declining biodiversity and resources. Currently, curricula of textile colleges and vocational schools do not cover topics related to the green economy and environmental protection. So far, only specialized educational institutions have green curricula.

In 2019, the government of Uzbekistan adopted the strategy on the "Transition of Uzbekistan to a Green Economy for the Period 2019-2030".¹⁰ On the integration of the principles of "green" economy in education and science, the strategy states:

- Improvement of curricula of relevant areas of higher and specialized secondary education taking into account the basics of green economy, introduction of renewable energy sources, development of "clean" transport and energy saving tasks, as well as introduction of topics on the basics of green economy in the relevant programs of general secondary education;
- introduction of topics on the basics of "green economy" into relevant (in terms of areas) educational literature for higher, secondary special, vocational, general secondary education in the process of its preparation or re-publishing;
- introducing the basics of green economy, including "Green technologies", "Basics of environmental regulation taking into account "green criteria", "Renewable energy technologies", "Problems of energy saving and energy efficiency" into the

¹⁰ Strategy on the "Transition of Uzbekistan to a Green Economy for the Period 2019-2030", translation of the Russian original, <https://lex.uz/ru/docs/4539506> (accessed 23/08/2022).

- programs of retraining and advanced training of pedagogical and scientific workers;
- providing support for research and innovation in the field of green technologies.¹¹

In addition, starting in the academic year 2022/2023, all educational institutions will introduce a small component on green topics (2 hours) into their curricula thanks to the efforts of UNESCO.

Perspectives for further development

UNESCO has set a new goal: to make environmental education a core component of curricula in all countries by 2025. The Berlin Declaration on Education for Sustainable Development (ESD) requires all countries to make commitments in this area, including:

- a) Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component, while maintaining a holistic perspective on ESD that recognizes the interrelatedness of all dimensions of sustainable development;
- b) Integrate ESD into all levels of education and training from early childhood to tertiary and adult education, including technical and vocational education and training (TVET), and into non-formal education and informal learning, so that all individuals are provided with lifelong and life-wide learning opportunities for sustainable development;
- c) Implement ESD with joint emphasis on the cognitive skills, social and emotional learning, and action competences for the individual and societal dimensions of transformation, promoting individual behavioural change for sustainable development, equality and respect for human rights as well as fundamental structural and cultural changes at the systemic level of economies and societies, and also promoting the required political action to bring about these changes;
[...]
- g) Also recognize the crucial role of teachers to promote ESD and invest in the capacity development of teachers and other education personnel at all levels and to ensure a whole-of-sector approach to the necessary transformation of education; h) Harness the potential of new, digital and 'green' technologies to ensure that the access, development and use of technologies is responsible, safe, equitable, inclusive and based on critical thinking and sustainability principles with a proper assessment of risks and benefits, as well as promotes open educational resources, open science and affordable eLearning facilities for ESD;
[...]
- i) Empower young people as change agents for sustainable development, by creating opportunities for learning and civic engagement, and providing them with the competencies and tools to participate in ESD as co-creators of individual and societal transformation;
[...]
- k) Emphasize gender equality and non-discrimination in access to knowledge and skills, and ensure gender mainstreaming in ESD which enables a more profound and holistic understanding of sustainability challenges and potential solutions;
[...]
- n) Support the further alignment, at global, regional and national levels, of the education, environment, climate, sustainable economy and other relevant development agendas, and enhance networking between different stakeholder groups in order to ensure that efforts are mutually supportive and complementary and support structural mainstreaming of ESD;

¹²

¹¹ Ibid., paragraph 19 (accessed 23/08/2022).

¹² The Berlin Declaration on Education for Sustainable Development, 17-19 May 2021, <https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf> (accessed date 23/08/2022).

These commitments are considered in the following proposal on “Expanding Educational Offers and Improving their Quality in VET Institutions and Advanced Training System in Textile Sector”.

Underlying concepts and approach

The following project component is part of the GIZ implemented project “Support of the reform and modernization process in the vocational education system of Uzbekistan” (Output 4). The implementation of this component is based on an approach that includes:

- A **needs-based and context-sensitive** development of the elements of this component, and of their implementation based on a needs assessment conducted by the GIZ as part of another project component, and a gender study conducted by the on-going Swiss-funded TVET project;
- A focus on **4 VET institutions as pilots**, having a similar institutional set up (unified curricula, teaching materials, similar management and methodological system);
- Developing and piloting **3 Curricula**: 1. "Green Textile Production"; 2. "Gender-sensitive learning and teaching in TVET"; 3. Adult Education and Training in the Textile Industry (based on Curriculum GlobALE – a cross-cultural, output-orientated core curriculum for training adult educators worldwide developed by DVV International¹³). All curricula will include cross-cutting issues, such as gender and life skills. Foreign and local experts will be tasked with the development of the new curricula;
- Advancing the capacity of trainers at the **VET institutions** to facilitate the integration of the new curricula into the training process (through ToT, coaching, co-teaching, peer exchange, etc.);
- Developing and piloting elements of quality assurance systems on the VET Institution level;
- Ensuring sustainable results of the component by improving the system of retraining and advanced training of administrative and teaching staff in the textile industry;
- Expanding partnerships and sustainable links between pilot organizations and social partners through regular exchange of best practices, round tables, workshops, etc.;
- Ensuring a transparent system of coordination and monitoring of project implementation through the establishment of a Steering Group for this component.

In addition to the gender curriculum, gender will also be mainstreamed into other curricula and will be a special focus of the entire project as a cross-cutting issue based on the existing needs and the outcomes of the gender assessment (see above), and DVV International’s experience in implementing gender-sensitive projects and life skills programmes. The project activities will raise awareness about gender discrimination with regards to educational trajectories and employment, especially in the textile industry, and promote women’s economic empowerment and inclusion. Mainstreaming elements of life skills education will improve employability and facilitate graduates’ transition into the labour market. It will also generally improve their self-awareness, initiative and creativity, and provide them with problem-solving and interpersonal skills. Best practices and recommendations from UNESCO, ETF, CEDEFOP, DVV International and other international organizations will be taken into consideration in project implementation.

¹³ <https://www.dvv-international.de/en/ale-toolbox/curriculum-globale/curriculum-globale/download-center-curriculum-globale>

Target groups

Direct beneficiaries:

5 formal VET providers – 2 colleges (Karshi College of Light Industry; Almazar College of Light Industry), 2 vocational schools (Bogot vocational school №1, Khorezm region; Vocational school, Republic of Karakalpakstan, Khodjayli district), and the Institute of Pedagogical Innovation in Tashkent, and **1 non-formal NGO Uztextilprom** will benefit from human resource development and improved methodological approaches to transform into demand-driven, flexible, gender sensitive, and green economy oriented high quality education providers.

200 VET specialists¹⁴ and administrative staff of partner VET and advanced training institutions will benefit from capacity development measures in “Quality Assurance in VET institutions”, “Green Textile Production”, “Gender-Sensitive Learning in VET”, and “Adult Education and Training in the Textile Industry”, including teaching methods to foster life skills. Most training participants will be recognized as multipliers and transfer their knowledge to their colleagues with the advisory support of more experienced international and local trainers.

20 teachers will be trained as adult educators, improve their professional skills, and pass them on within their home institution and across their pilot region. **15 specialists** of pilot VET institutions will advance their knowledge and skills in PR-methods and instruments and be able to develop PR-strategies and public advocacy campaigns.

40 VET specialists in project location will strengthen their capacity in competency-based curriculum development, development of entrepreneurship skills, and designing short-term vocational training courses. After completing trainings, they will be able to independently design and organize various courses for the local population, and thus be able to generate additional income for themselves as well as for VET institutions.

180 unemployed people in four regions of Uzbekistan will benefit from short-term vocational and entrepreneurship courses. Participants will acquire skills and competencies relevant to the local labour market as well as knowledge and skills to set up their own business.

At least 350 students from partner VET institutions will increase their awareness on green economy and gender equity by participating in discussions clubs, the contest marathon "Green and Fair country and Planet!", and "Green Fund" awards. 120 students will be trained in organizing and moderating discussions on the green economy and gender issues among their peers.

100 staff members of various stakeholders (Ministry of Higher and Secondary Special Education (MHSSE), Ministry of Employment and Labor Relations, Ministry of Economic Development and Poverty Reduction (MEDPR), State Inspectorate for Supervision of Quality in Education, Association "UZTEXTILPROM", Labor Market Research Institute, Chamber of Commerce and Industry, the Youth Union, textile enterprises, and mass media) will raise their awareness in quality assurance, green textile production, gender-sensitive learning in VET, and adult education and training.

Indirect beneficiaries:

- the VET and advanced training system will have new curricula;
- local enterprises will have urgently needed skilled workers at their disposition;

¹⁴ In this application, this term includes the following groups of VET teachers - teachers of special disciplines, teachers of general subjects and masters of industrial training.

- employment offices in project regions will receive competent partners for training measures for unemployed adults.

Objectives and Indicators

| Expanding educational offers and improving their quality in VET institutions and the advanced training system in textile sector | | |
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| Project Objectives: | | |
| 1. The quality assurance system in pilot VET institutions is improved. | 2. Educational offers in VET institutions and the advanced training system in textile sector are expanded and improved through capacity development and the introduction of new training programs. | 3. Principles of the green textile economy, gender equity, and life skills in the textile industry and its VET system are promoted, and public awareness is raised. |
| Activity Clusters | | |
| General project management: 0.1. Kick-off Meetings in project locations; 0.2 Establishment and meetings of the Project Steering Committee (PSC); 0.3. Establishment and meetings of the Project Management Group (PMG); 0.4. On-going monitoring visits; 0.5. Mid-term monitoring visit; 0.6. Visibility activities | | |
| 1.1. Conducting Trainings on “Basics of Quality Management in TVET” for Pilot VET Institutions and Advanced Training System Representatives 1.2. Developing A Manual on QA in VET Institutions 1.3. Conducting ToTs for Pilot VET Institutions and Advanced Training System 1.4. Conducting Trainings on “QA in VET institutions” in Project Locations 1.5. Coaching for QA Tools Implementation in Pilot VET Institutions | 2.1. Developing Manuals on “Green Textile Production”, “Gender-Sensitive Learning and Teaching in VET”, “Adult Education and Training in the Textile Industry” 2.2. Conducting ToTs on “Green Textile Production” and “Gender-Sensitive Learning in VET” for Multipliers 2.3. Conducting trainings on “Green Textile Production”, “Gender-Sensitive Learning in VET” for Teachers and Instructors of Pilot VET Institutions 2.4. Conducting Trainings on “Green Textile Production”, “Gender-Sensitive Learning in VET” for Pilot VET Institutions Students 2.5. Conducting ToTs on “Adult Education and Training in the Textile Industry” for Multipliers Trainings in Tashkent 2.6. Conducting Trainings on "Interactive Teaching Methods of Adult Learning" by multipliers for partner VET institutions 2.7. Coaching on “Interactive Teaching Methods for Adult Learning” in Pilot VET Institutions 2.8. Conducting trainings on "Competency-Based Curriculum Development" for pilot VET institutions | 3.1. Conducting RT with Stakeholders on Curricula Promotion in the VET System 3.2. Training on Developing a PR Strategy for the Pilot VET Institutions 3.3. Creation of Discussion Platforms for Students 3.4. Hosting a Contest Marathon "Green and Fair Country and Planet!" for Creative Ideas for Promoting Green Economy in the Textile Industry and its VET System (posters, reels, photos). 3.5. Hosting a Contest of Green, Sustainable, and Inclusive Project Ideas and Conferring "Green Fund" Awards to Students, Teachers, and CSOs (for implementation of mini-projects) 3.6. “Green Forum” for Students 3.7. Networking Meetings and Exchange of Best Practices for Pilot VET Institutions in Project Locations 3.8. Developing Project Replication Concept 3.9. Final Conference |

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| | <p>2.9. Conducting ToTs on “Development of Entrepreneurship Skills” in pilot VET institutions</p> <p>2.10. Developing curricula for short- term vocational courses</p> <p>2.11. Piloting short- term vocational training courses (including business training, gender, life and green skills) in each pilot VET institution</p> <p>2.12. Conducting entrepreneurship courses for adult students</p> | |
| Indicators | | |
| <p>I 1.1.: QA approaches and tools are presented, amended, and piloted in 4 VET institutions with a total of at least 80 participants (Activities 1.1., 1.3., 3.1).</p> <p>I 1.2. A Manual on QA in VET institutions is developed, presented and disseminated (Activity 1.2.).</p> <p>I 1.3.: Out of 20 trained multipliers from pilot VET institutions, at least 50% are able to use QA approaches and tools for their daily work (Activities 1.4., 1.5).</p> | <p>I 2.1.: Curricula on “Green Textile Production”; “Gender-sensitive learning and Teaching in TVET”; “Adult Education and Training in the Textile Industry Developing” are developed and presented (Activities 2.1.; 3.1).</p> <p>I 2.2.: Pilot trainings for 3 curricula with a total of 60 participants, are conducted, evaluated, and amended. 50% of trained specialists are recognised as multipliers (Activities 2.2.; 2.5.; 2.6.).</p> <p>I 2.3.: At least 20 trained multipliers conducted trainings for teachers, instructors and students from pilot VET institutions and 80% of students, teachers, and instructors confirmed the relevance and quality of the pilot curricula (Activities 2.3.; 2.4.; 2.6).</p> <p>I 2.4.: 9 short- term vocational courses (including business training, life and green skills) are developed, piloted and introduced in each pilot VET institution. Out of 360 vocational course participants (50% of them women), at least 70% confirm their benefit for enhancing income generation and improving their standard of living. (Activities 2.9.; 2.10, 2.11; 2.12).</p> | <p>I 3.1.: Out of 75 RT participants, at least 70% confirm the relevance of the developed curricula for the VET system and are engaged in their promotion (Activity 3.1).</p> <p>I 3.2.: The spectrum of actors, including adults, teachers, students, journalists and bloggers and others engaged in producing media content on green economy, gender equity, and life skills at local and country level is increased. (Activities 3.2.; 3.3.; 3.4.; 3.5.;3.6;).</p> <p>I 3.3.: At least 80% of the funded green project ideas are successfully implemented in pilot VET institution and local communities, and received a positive public response. (Activity 3.5).</p> <p>I 3.4.: Networking of pilot VET institutions and stakeholders is established (Activity 3.7).</p> <p>I 3.5.: A replication concept, summarizing the implementation experience, including good practice, lessons learnt and recommendations for replication has been elaborated and shared with relevant stakeholders (Activities 3.8.,3.9).</p> |

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The role and participation in the action of the various actors and stakeholders

The Applicant, DVV International, with its headquarters in Bonn and country office in Tashkent, will be responsible for overall management and coordination of the project, communication with GIZ, financial and narrative reporting, monitoring and evaluation. DVV International's extensive expertise and network will be used to mobilize expertise for the effective implementation of the project. DVV International Regional Office for Central Asia will provide its expertise and support in implementing the project activities in a backstopping role, as well as in programme and financial monitoring and reporting.

Local partners (colleges and vocational schools) for the implementation of the project were selected based on an analysis of their portfolios and experience in the project "Support of the reform and modernization process in the vocational education system of Uzbekistan" implemented by GIZ.

The Institute of Pedagogical Innovation, Retraining and Continuing Education of Leadership and Pedagogical Staff in Vocational Education is proposed as a national implementing key partner by DVV International Uzbekistan.

Implementing Partners:

The Institute of Pedagogical Innovation, Retraining and Continuing Education of Leadership and Pedagogical Staff in Vocational Education is part of the Ministry of Higher and Secondary Special Education and has been operating since 1997. The Institute has extensive expertise in promoting innovative approaches into the VET-system and is responsible for retraining and professional development of senior and pedagogical staff of vocational education system.

Within the framework of this project, the Institute will be responsible for implementing educational and consultation activities, organizing and conducting trainings, selecting local experts together with DVV International Uzbekistan, and institutionalizing the newly developed curricula. Besides, the Institute has a wide network of partners and stakeholders in the VET system, which will serve as a good platform to mobilize resources for the project implementation and further multiplication of project results on a national scale.

Karshi College and **Almazar District College of Light Industry** are formal secondary vocational education institutions. The Karshi College of Light Industry was established in 2008 and is located in Karshi district of Qashqalarya region. The Almazar District College of Light Industry is located in Tashkent and has been operating since 2001.

Bogot Vocational School (№1) and **Khodjayli District Vocational School** are state institutions of primary vocational education. Bogot vocational school is in the Khorezm region and has been operating since 2001. Khodjayli District Vocational School is based in the Republic of Karakalpakstan and was established in 2007.

All VET institutions will be responsible for implementing project activities in their locations (round tables, trainings, public events, short-term courses, etc.) and promoting project ideas in their districts and regions.

Other Stakeholders (Cooperation Partners):

The organizations listed below will be important stakeholders for this project and will be involved in regular information sharing to create local ownership and prevent political obstacles to project implementation. They will be invited to identify members for the project steering committee. Furthermore, representatives of many stakeholders will take part in selected capacity development measures. The main project stakeholders are:

- Ministry of Higher and Secondary Special Education (MHSSE),
- Ministry of Employment and Labor Relations (MELR),
- Labor Market Research Institute (LMRI)
- Ministry of Economic Development and Poverty Reduction (MEDPR),
- State Inspectorate for Supervision of Quality in Education (SISQE),
- Association "UZTEXTILPROM",
- Chamber of Commerce and Industry (CCI), the Youth Union,
- textile enterprises, and mass-media Ministry of Labour Relations and Employment
- City administration (Khokimiyats).

Activity Clusters

GENERAL PROJECT MANAGEMENT

0.1. Kick-off Meetings in All Project Locations

Kick-off meetings will be organised at the initial stage of the project in all pilot VET institutions. They will aim to informing stakeholders about goals and objectives, disseminating information about contributions and roles of partners and stakeholders, and raising their stakes in the project. The half-day events will promote a favourable environment for the project, using various visibility tools such as a project banner, leaflets, and press releases. Local journalists will be invited to cover the project kick-off events.

Format: One half - day kick-off meeting with participation of the project consortium staff in each project location amounting to 15 persons, organized in Tashkent, Urgench, Karshi, Nukus.

0.2. Establishment and Meetings of the Project Steering Committee (PSC)

The Project Steering Committee (PSC) will be established to ensure a transparent system of coordination and monitoring of project implementation, to secure active and constructive involvement of project stakeholders, and to provide opportunities for further cooperation. The PSC will serve as a platform for constant dialogue among the pilot VET institutions and interested stakeholders. A complete list of PSC members will be identified during the inception phase. It will include representatives of all pilot VET institutions, relevant ministries, and DVV International. In addition, representatives of GIZ, "UZTEXTILPROM", mentors from private enterprises, media representatives, and CSOs can be potential members of the PCS and stakeholders. On-going activities, success stories, challenges during the project implementation, possible measures to address emerging constrain, and project improvement plans will be among the topics for discussion at the PSC's meetings. For all PSC-meetings, protocols will be composed, including discussion topics, solutions, takeaways, decisions, responsibilities, and further actions. The PSC meetings will be organised in Tashkent as well as in the project locations.

Format: Quarterly half-day PSC meetings organized by piloted VET institutions in 4 project locations (Tashkent, Urgench, Karshi, Nukus) during the project lifetime. In total 17 meetings.

0.3. Establishment and Meetings of the Project Management Group (PMG)

The Project Management Group (PMG) will be established to ensure constant dialogue between the pilot VET Institutions and DVV International to jointly coordinate all project management related issues. The PMGs will meet alternately in all locations for detailed planning of activities, including preparing project visibility actions, coordinating project implementation strategies, establishing cooperation mechanisms with local stakeholders, and ensuring their involvement in the action. In addition, methodological approaches for the project implementation will be discussed. Financial procedures, GIZ requirements for narrative and financial reporting will be explained and deadlines agreed. DVV International's financial manager and accountant will provide consultancy support to accountants from partner organizations on required documentation, procedures, tax regulations, etc.

Format: At least 1 time per quarter, one half-day PMG meeting will be organised at the DVV International Tashkent office (total 6 in Tashkent).

0.4. On-going Monitoring Visits

Monitoring visits to project locations will be implemented by the DVV International project management staff for monitoring, control, and consultation purposes. Project management staff will discuss and interview project partners, stakeholders, and representatives of target groups on the status of project implementation, focusing on fulfilling project objectives, planned activities, and indicators. All findings will be reflected in reports and provided for review to the project managers and key partners/stakeholders. Results of monitoring visits and findings will be used for: 1) reporting to PMG and PSC members; 2) improving programme performance and methods of implementation; 3) preparing interim and final reports, and 4) a mid-term monitoring report.

Format: 8 monitoring visits on a regular basis to 4 locations by DVV International representatives.

0.5. Mid-term Monitoring Visit

The mid-term monitoring visit will be conducted by the DVV International regional office for Central Asia in Bishkek. It will assess the development of partnership and the progress according to the project roadmap, as well as provide recommendations for the finalisation of the project, and revisions of applied interventions and methods, if necessary. Questionnaires, site visits, focus group discussions, and guided interviews will be conducted with all project stakeholders. Results will be presented to project partners in a workshop.

Format: One mid-term monitoring visit after the first year of project implementation, carried out by experienced DVV International staff from the DVV International Regional Office for Central Asia.

0.6. Visibility Activities

Visibility actions will promote a favorable environment for the project to ensure acceptance and smooth implementation of the project. Information and visibility materials, such as booklets, leaflets, t-shirts, caps, bags, contest outputs, and other products will be developed, translated, and published. They will be disseminated among the general public in all project locations. The guidelines on visibility, branding, and public relations developed by GIZ and DVV International will be used. Finally, information about the project, donors, partners, and results will be published on DVV International's and partners' websites www.dvv-international.de, www.dvv-international-central-asia.org, and social media channels.

Format: Production and dissemination of various visibility products physically and online, organisation of visibility related activities.

1. The quality assurance system in pilot VET institutions is improved.

1.1. Conducting Training “Basics of Quality Management in TVET” for Pilot VET Institutions and Advanced Training System Representatives.

This four-day training commences a series of activities (manual development, trainings for partners, coaching) related to quality management in VET. It will be conducted by international expert (selected on a competitive basis) in Tashkent and focus on imparting basic knowledge about quality assurance (QA) approaches and presenting international best practices, tools, and competencies for QA in VET institutions. The aim is to raise awareness and improve capacities of representatives of pilot VET institutions and the advanced training system for the textile sector on promoting core principles of QA. At least 20 participants will identify the most appropriate approaches and tools for Uzbekistan, which will be used to develop a preliminary version of the manual on quality assurance in VET institutions.

Format: One four-days training in Tashkent carried out by 1 international expert for 20 participants from partner VET institutions and advanced training institutions. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

1.2. Developing a Manual on QA in VET Institutions.

The selected international expert will develop a manual on QA in VET institutions, including approaches, guidelines, descriptions of tools, and required competencies relevant for Uzbekistan. The final version of the manual will be translated into Uzbek, Russian, and English, disseminated among relevant stakeholders, and applied in similar projects. Thus, the manual will serve as a knowledge product for further trainings on

related topics after the completion of the project and contribute to establishing sustainable QA systems in VET institutions.

Format: A manual will be developed by international and four local experts and will be published in three languages: 200 copies in Uzbek, 50 Karakalpak, and 40 in Russian. DVV International will be responsible for this activity.

1.3. Conducting ToTs for Pilot VET Institutions and Advanced Training System Representatives

Participants nominated by partner institutions will be able to improve their knowledge and skills on implementing quality management tools through two four-day trainings based on the manual on QA in VET institutions and conducted by international expert. The most motivated and successful participants will be selected as multipliers, and 6 of them will be involved in the development of a training programme and its implementation in partner VET institutions (activity 1.4.).

Format: 20 participants from partner VET and advanced training institutions will participate in two four-day trainings facilitated by one international expert. This activity will be held in Tashkent. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

1.4. Conducting Trainings on “QA in VET Institutions” in Project Locations

Managerial and pedagogical staff of partner VET institutions will be the target group for this series of trainings. The trainings will be conducted by 6 selected multipliers. Participants will gain theoretical knowledge about QA methodologies and approaches, learn technical aspects in applying QA tools and phases of implementation of quality management systems in VET institutions and in their daily work. Upon completion of each training, representatives of each VET institution will receive instructions on piloting and implementing certain elements of quality management systems in their institutions.

Format: 8 three-day trainings, one training in each pilot location for 20 VET specialists with the involvement of 6 multipliers. Pilot VET institutions will be responsible for this activity.

1.5. Coaching for QA Tools Implementation in Pilot VET Institutions.

To implement the proposed QA approaches and tools, foreign and local experts will provide coaching to representatives of VET institutions directly in the pilot institutions. This coaching will enable these representatives to gain additional insights into the implementation of QA system tools in their institutions and discuss individual challenges. Two days of coaching will be devoted to studying the experience of implementing elements of quality management systems and individual / group consultations. On the third day, coaches will conduct a seminar aimed at further strengthening the potential of partner VET institutions.

Format: 3 days coaching (one WS on the results) for 20 VET and advanced training institutions specialists in four project locations carried out by one international expert with interpreter and two local experts.

2. Educational offers in VET institutions and the advanced training system in textile sector are expanded and improved through capacity development and the introduction of new training programs.

2.1. Developing Manuals on “Green Textile Production”, “Gender-Sensitive Learning in VET”, “Adult Education and Training in the Textile Industry”.

✓ Curriculum “Green Textile Production”

The curriculum aims at providing VET specialists with new knowledge and skills in green textile design and production. It will include the following topics: environment-friendly raw materials and resource practices, energy efficiency and use of renewable energy for production chains, elements of circular economy (reuse, upcycling, etc.), green marketing and slow fashion, social impacts and responsibilities in the textile industry, etc. It will be designed to cover fundamental areas of knowledge in green textile production and follow adult education principles to serve a variety of job profiles in the field. The curriculum will be translated into Uzbek, Russian, and English to ensure a nationwide application in the

VET system. To ensure the sustainability, the project will attempt to institutionalize the curriculum in the relevant institutions of advanced training in the VET system.

✓ **Curriculum “Gender-Sensitive Learning and Teaching in VET”**

An international expert selected on competitive basis will develop a modular and competency-based curriculum on “Gender-Sensitive Learning and teaching in VET”. The curriculum will include but not be limited to the following topics: understanding concepts of gender, equity, and inclusion, gender equity in vocational education and training, gender-responsive environments, gender-responsive pedagogy (GRP), and gender-responsive career guidance in VET institutions. It will be developed according to the latest methods in adult learning and gender-sensitive approaches. The curriculum aims at: i) strengthening the VET sector and its capacity to satisfy the economy’s need for professionals by promoting gender-sensitive and inclusive learning and work environments, ii) providing VET specialists with an understanding of gender equity and inclusion as well as equipping them with practical tools, skills, and attitudes required to create gender-sensitive and inclusive classrooms and environments. The trained teachers will be able to develop gender sensitivity in students and integrate gender and inclusion approaches into the existing VET programs. Translations into Uzbek, Russian and English will ensure a nationwide application of the new curriculum. To ensure the sustainability, the project will attempt to institutionalize the curriculum in the relevant institutions of advanced training in the VET system.

✓ **Curriculum “Adult Education and Training in the Textile Industry”**

The curriculum “Adult Education and Training in the Textile Industry” will be developed by international and local experts selected on a competitive basis. It will be based on Curriculum GlobALE (CG) - a modularized and competency-based curriculum for the training of adult educators, applicable worldwide after adaptation to the local context. Best practices and existing materials for the CG will be analyzed, adapted to the textile industry, tested, and integrated into the educational offers of the pilot VET institutions. It will consist of an introductory module and thematic core modules (covering content, such as adult trainer skills and competencies, adult learning principles, different approaches and categorizations of adult learning theories, communication in adult learning and education, group dynamics, methods of organizing and implementation of adult learning and education, sociological and physiological aspects). The curriculum will serve to professionalize VET specialists and trainings using the latest methods and approaches in adult learning and education. The curriculum will serve as a tool to be deployed to support the development of capacities and establishment of pools of trainers in VET institutions across Uzbekistan. To this end, it will be presented to stakeholders and will be institutionalized in the relevant institutions of advanced training in the VET system. Translations into Uzbek, Russian, and English will ensure a nationwide application of the new curriculum. It is expected that all the training programs will be recognized by the Institute of Pedagogical Innovation (our key partner) and will be recommended for multiplication in VET institutions.

Format: Each manual will be developed by international experts and published and disseminated in three languages: 200 copies in Uzbek, 50 Karakalpak, and 40 in Russian. DVV International will be responsible for this activity.

2.2. Conducting ToTs on “Green Textile Production” and “Gender-Sensitive Learning in VET” for Multipliers

The first part of the training will focus on the structure of modules, the content of training materials, ways and methods of implementation, possible integration of green philosophy and gender issues into the curricula various disciplines. The second part of the training will be devoted to the development of a separate optional module for students. After the training, the multipliers will be able to conduct information and teaching sessions for other teachers on promoting green and gender approaches in the curriculum and to conduct trainings for students in focused areas using the developed module.

After the training, the trained multipliers will be able to conduct trainings independently, disseminate the curricula (including the optional module for students) in their institutions, and eventually in the wider network of VET institutions.

Format: 20 participants from partner VET and advanced training institutions will participate in five-day trainings facilitated by one international expert. This activity will be held in Tashkent. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

2.3. Conducting Trainings on “Green Textile Production”, “Gender-Sensitive Learning in VET” for VET specialists of Pilot VET Institutions

The newly trained multipliers (Activity 2.1.) will conduct trainings for VET specialists in pilot colleges and vocational schools. Teachers and instructors from other VET educational institutions will be invited. Participants will provide feedback on the context and teaching approaches to improve the final curricula version.

The final version of the program will be posted on the online platform of the Institute of Pedagogical Innovations.

Format: One four-day training in each pilot location for 20 VET specialists with the involvement of 8 multipliers. Pilot VET institutions will be responsible for this activity.

2.4. Conducting Trainings on “Green Textile Production”, “Gender-Sensitive Learning in VET” for Pilot VET Institutions for Students

The multipliers will also conduct trainings as optional modules for students of the pilot VET institutions. During the trainings, students will improve their knowledge and skills in green production and gender issues. After the trainings, the most motivated students will be selected to be involved for the creation of discussion platform for students.

Format: Three-day training for each thematic area (green economy and gender) in each pilot location for 20 students with the involvement of 8 multipliers. Pilot VET institutions will be responsible for this activity.

2.5. Conducting ToTs on “Adult Education and Training in the Textile Industry” for Multipliers in Tashkent

Each partner organization of the project nominates the representatives to participate in the training program on “Adult Education and Training in the Textile Industry” (ToTs). Participants will undergo step-by-step training in three modules of the program, which will be devoted to theoretical aspects, group dynamics and communication in ALE, as well as methods of organizing and conducting adult learning. At least 10 multipliers will be trained in partner organizations. Trainings will be held in Tashkent.

Format: 20 participants from partner VET and advanced training institutions will participate in three five-day trainings facilitated by one international and two local experts. This activity will be held in Tashkent. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

2.6. Conducting Trainings on "Interactive Teaching Methods of Adult Learning" by Multipliers for Partner VET Institutions

To upgrade teachers' knowledge and skills in adult teaching methods at partner VET institutions, training of trainers (ToT) will be provided. The trainings will be conducted by multipliers of the Curriculum “Adult Education and Training in the Textile Industry”. Half of the participants in the trainings will be teachers who will be responsible for conducting short-term vocational courses (activity 2.10.).

Format: One four-day training in each pilot location for 20 VET specialists with the involvement of 8 multipliers. Pilot VET institutions will be responsible for this activity.

2.7. Coaching on “Interactive Teaching Methods for Adult Learning” in Pilot VET Institutions

Teaching skills obtained at the training “Interactive Teaching methods in Adult Learning” will be further developed. The coaching will aim at strengthening further the capacity of teachers responsible for short-term vocational training courses. Trainers (see activity 2.5.) will observe the teaching process in short-term vocational courses and provide feedback on teaching skills and classroom management to each teacher as well as conduct master-classes.

Format: 3 days coaching (one WS on the results) for 20 VET specialist in four project locations carried out by two local experts. Pilot VET institutions will be responsible for this activity.

2.8. Conducting Trainings on "Competency-Based Curriculum Development" for Pilot VET Institutions

During the training, participants will become familiar with theoretical foundations of the competency-based approach to be able to subsequently apply methods and tools in developing programmes for short-term professional training courses. In total, two trainings will be organized in Tashkent. The programmes developed in each VET institution will be presented in the second training, discussed and based on the results, comprehensive short-term course programs will be developed.

Format: 20 participants from partner VET and advanced training institutions will participate in four-day trainings facilitated by two local experts. This activity will be held in Tashkent. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

2.9. Conducting ToTs on "Development of Entrepreneurship Skills" for Pilot VET Institutions

The main goal of the training will be to train teachers of pilot VET institutions to develop students' entrepreneurial skills. Participating teachers will also gain knowledge and skills in organizing trainings and consulting services for start-up entrepreneurs.

Format: 20 participants from partner VET and advanced training institutions will participate in four-day training facilitated by two local experts. This activity will be held in Tashkent. DVV International and the Institute of Pedagogical Innovation will be responsible for this activity.

2.10. Developing Curricula for Short-term Vocational Training Courses

VET specialists of partner VET institutions, based on the knowledge gained in previous trainings, will develop programmes for short-term professional training courses. Programs will focus on both the development of hard skills (in specific occupations) and soft skills (communication, development of entrepreneurial skills, green skills etc.).

Format: 12 curricula for short-term vocational training courses (3 in each location) will be developed by local multipliers. The development process will be supervised by 3 national consultants. Pilot VET institutions will be responsible for this activity.

2.11. Piloting Short-term Vocational Training Courses (including business training, gender, life and green skills) in Pilot VET Institutions

At least 3 short-term vocational courses will be provided in each project location. Vulnerable groups of population, such as youth, unemployed persons, and migrants in difficult socio-economic situations, will be among the target audience. These activities will also enable educators to practice their skills and to evaluate the outcomes of the ToTs and curriculum development trainings. Three vocational training courses (including business training, gender, life and green skills) in each VET institution are planned. The duration of the courses will be up to 3 months, the outcomes will be monitored by DVV International, especially regarding the employment rate of the graduates. During both the recruitment and examination of the participants, social partners will be involved.

Format: 9 short-term vocational training courses each location will be conducted for 90 unemployed adults in each location. Pilot VET institutions will be responsible for this activity.

2.12. Conducting Entrepreneurship Courses for Adult Students

Successful and motivated graduates of VET courses will have the opportunity to continue the development of business skills in entrepreneurship courses. Participants will be selected among the motivated applicants who have feasible business ideas, which will be assessed by an independent commission. Priority will be given to ideas developed in groups, particularly social entrepreneurship initiatives which are aimed at making positive change on the ground and creating workplaces. In total 20 participants will be selected from each partner VET institution. During the training participants will acquire skills in developing business plans, market research, networking, and launching start-ups.

Format: 3 twenty-four-hour trainings for 60 selected participants of short-term vocational training courses. Pilot VET institutions will be responsible for this activity.

3. Principles of the green textile economy, gender equity, and life skills in the textile industry and its VET system are promoted, and public awareness is raised.

3.1. Conducting RT with Stakeholders on Curricula Promotion in VET System

Stakeholders (10-15 people) who influence the policy in the development and implementation of VET curricula at the national level will be invited to participate in RT. The purpose of these meetings is to develop an effective strategy for the sustainable implementation of 3 developed curricula across the country via existing government mechanisms. Stakeholder meetings will take place after the implementation of each significant stage of the project (3 times) to consider outcomes for developing further steps to institutionalize the pilot training programmes. The invited stakeholders will take the role of a Post-Project Implementation Committee to spread and apply successful results of the project in the VET system across the country. In addition, experts will discuss various challenges of "greening" curricula from a VET system perspective as well as incorporating elements of non-formal and informal education.

Potential list of experts: representatives of Ministry of Higher and Secondary Special Education (MHSSE), Ministry of Employment and Labor Relations (MELR), Labor Market Research Institute (LMRI) Ministry of Economic Development and Poverty Reduction (MEDPR), State Inspectorate for Supervision of Quality in Education (SISQE), Association "UZTEXTILPROM", Chamber of Commerce and Industry (CCI), the Youth Union, textile enterprises and mass-media.

Round-tables for stakeholders: representatives of Ministry of Higher and Secondary Special Education (MHSSE), Ministry of Employment and Labor Relations (MELR), Labor Market Research Institute (LMRI) Ministry of Economic Development and Poverty Reduction (MEDPR), State Inspectorate for Supervision of Quality in Education (SISQE), Association "UZTEXTILPROM", Chamber of Commerce and Industry (CCI), the Youth Union, textile enterprises, and mass-media will aim to create a platform for promoting and institutionalizing curricula on green textile economy, gender equity, and life skills. Partners from pilot locations will be also invited. The identified problems and challenges, as well as suggestions and achievements will be discussed and documented.

Format: 3 half-day round-table meetings with at least 20-25 participants each. DVV International and the Institute of Pedagogical Innovation will be responsible for the implementation of this activity.

3.2. Training on Developing a PR Strategy for the Pilot VET Institutions

The training aims at advancing the knowledge and skills in PR-methods, strategies and ethics and developing practical instruments on advancing media coverage and public advocacy campaigns. Within this training participants will develop essential PR and media skills to effectively communicate with their audiences and to promote not only their services, but also diversity, green philosophy, gender empowerment, intercultural understanding, common values. Within the framework of the training, participants will develop media plans and PR strategies for their respective organisations/activities.

Format: 12 representatives from pilot VET institutions will participate in one 4-day training with facilitation of two local experts. DVV International and the Institute of Pedagogical Innovation will be responsible for implementation of this activity.

3.3. Creation of Discussion Platforms for Students

The Discussions club's purpose is to teach and train students in the public speaking, develop research, reasoning and organizational skills. Such discussion clubs will be created in each college/schools, where the most motivated and prepared students will organize discussions on green economy and gender issues among the other invited students. Trained multipliers-teachers will provide advisory support in the preparation and conducting discussion club meetings.

Discussion is a strategy that can support teachers in understanding what students already know and what they still need to learn, therefore Discussions clubs could be also used to expand students' knowledge. The well-known people will be invited to their meetings as spokesperson - textile industry workers,

entrepreneurs, authors of green economy videos, journalists. The formats used at the discussions clubs could be lectures, presentations, questions and answers, quizzes, etc.

Each local pilot team will conduct at least 12 meetings with participation not at least 15-20 students for each college or vocational school. Students will learn to create factual, logical, ethical and emotional arguments to persuade others in the club that their point of view is important at the national and global level. The club will help students to become more informed about such themes as "Green Textile Production" and "Gender-sensitive Learning in VET". They will be able to convey these ideas to other people even after completing the vocational school or college. With sufficient technical capabilities of students and teachers (mobile phones, the Internet availability), discussion questions could be duplicated or continue in social networks. For a more advanced target groups, online discussion platforms can be used: Zoom, Microsoft Teams, GoToMeeting, Webex, as well as an external Quiz tools like Kahoot, Quizizz, Quizlet and others.

Format: 12 half day meetings with participation of at least 15-20 students in each VET institution on a monthly basis.

3.4. Hosting a Contest Marathon "Green and Fair country and Planet!" for Creative Ideas on Promotion Green Economy in the Textile Industry and its VET System (posters, reels, photos).

The Contest Marathon aims at increasing public awareness of green economy. The video reels, posters, photos, blogs, podcasts, and other media products will address existing challenges and present project ideas. The Contest Marathon will target the general population through social media, advertisements, posters, and other promo-materials. Additionally, the Contest Marathon will also be announced in pilot VET Institutions through oral and written announcements to encourage students, teachers, and staff to submit their ideas. The best contest products will be used for a project visibility campaign – in banners, publication covers, social media, etc. Partner VET institutions will be responsible for hosting the marathon. They will organise the collection of submitted works and award winners. The jury will include representatives of the administration of pilot VET institutions, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, DVV International, and representatives of the students at the pilot VET institutions.

Format: One campaign involving at least 150 students, teachers, stakeholders. The activity will be organised since the second half of the project. DVV International and VET institutions will be responsible for the implementation of this activity.

3.5. Hosting a Contest of Project Ideas and Conferring "Green Fund" Awards to Students, Teachers, and CSOs (for implementing mini-projects)

The "Green Fund" is aimed at supporting concrete project ideas of students, teachers, and CSOs, including partnerships with local communities and NGOs. Information about the contest will be spread through social media, advertisements, posters, and other promo-materials. Applications can be submitted by individuals as well as informal creative teams or organizations. Projects should be devoted to promoting ideas and concepts of the green economy and pay special attention to aspects of inclusion and gender equity. They can be action-oriented (for example, greening colleges or cities) or educational, such as a mobile student teams visiting local secondary schools to raise students' awareness about environmental issues and sustainable development goals. The fund is supposed to provide financial awards for mini-projects in all pilot locations (15 000 Euro for 4-5 project ideas in total). The grant application guidelines, including application templates and selection criteria for proposals will be developed by DVV International and partners. Candidates will present their proposed projects, which will be assessed according to their financial feasibility, sustainability, use of human resources, and public benefit. Recommendations and support letters of local stakeholders (local authorities, makhallas, etc.) will be considered an asset for candidates. The grant selection committee will consist of DVV International staff, stakeholders, and partner organisations other than project staff.

Format: A contest, involving 50 -70 motivated students, teachers, stakeholders. The activity will be organised since the second half of the project. DVV International and VET institutions will be responsible for the implementation of this activity.

3.6. "Green Forum" for Students

The five most successful and engaged students from each project location will take part in the event. The forum will bring together youth with teachers, stakeholders, journalists and include students from

Kyrgyzstan and Tajikistan selected on a competitive basis (4 participants from VET institutions per country). Participants will be equipped with crucial skills to promote their participation in green economy and in dialogue on challenges face in the countries. Jointly they will identify existing challenges, will advance their knowledge and competencies by jointly working on green economy topics, exchange of experiences, and learning from best practice.

Format: Four - day Forum with 35 participants from pilot VET institutions facilitated by local experts. This activity will be held out of Tashkent at the end of the project. DVV International and VET institutions will be responsible for this activity.

3.7. Networking Meetings and Exchange of Best Practices for Pilot VET Institutions in Project Locations

The networking meetings will be aimed at jointly assessing the results achieved and challenges faced at the beginning, middle, and final stage of the project. Moreover, the meetings will provide an opportunity to share experience, review planned activities, and expected outcomes. Methods and materials applied during the project implementation will be reviewed and improvement plans will be developed and applied if needed. Each pilot VET Institution will be responsible for hosting a meeting and inviting other pilot VET Institutions.

Format: 4 Networking meetings will be organised in each project location. Each meeting will gather 25 representatives. The pilot VET institutions, the Institute of Pedagogical Innovation and DVV International will be responsible for this activity.

3.8. Developing Project Replication Concept

The concept on project replication, which describes project approaches will be developed, tested, and published. It will reflect project experiences and step by step project progress. The replication concept will be presented at the final conference and shared among country stakeholders and partners in Central Asia. The concept will be developed by project staff.

Format: On-going work on the replication concept within regular meetings of the project implementation team and stakeholders. Presentation of the concept will be dedicated to the final conference of the project. 150 copies in Uzbek, 50 in Russian, and 10 in English will be published and disseminated among VET institutions, stakeholders, and donors. DVV International will be responsible for this activity.

3.9. Final Conference

The final conference will be organised before the official end of the project (last project month) in the form of a one-day event in Tashkent. Representatives of target groups, partners, stakeholders, including key ministries, winners of the contest, "Green Fund" award winner, journalists, NGO representatives, and other international organisations, will take part in the conference. The event will provide the opportunity to present project results, lessons learned, and recommendations for further promotion of green economy and other project ideas in the VET system. The conference will contribute to attracting public and government attention to green principles in the textile sector. The replication concept on introducing green economy principles into the VET system will be disseminated among all interested stakeholders and participants for the purpose of multiplication.

Format: 1-day conference with participation of 50 persons from partner organizations and stakeholders; Best practices and lessons learned shared and further actions identified. The pilot VET institutions, the Institute of Pedagogical Innovation and DVV International will be responsible for this activity.

Project assumptions and risk analysis

Assumptions

The project will be carried out in cooperation with government agencies. Since the project corresponds to the goals and interests of Uzbekistan and coincides with government reforms, active and widespread support of project at the national level is assumed. Main preconditions and assumptions during and after the implementation phase are:

- Political situation in Uzbekistan remains stable.
- Bilateral cooperation agreement between the Germany and Uzbekistan remains valid.
- The Ministry of Justice of Uzbekistan promptly responds to all requests for the project activity.
- The heads of main governmental departments are not replaced often and remain engaged and motivated.
- Project Steering Committee (PSC) members are not replaced very often at their main workplace and are able to allocate time for participation in the meetings and fulfilment of tasks.
- Willingness and ability of Project Management Group members remain at the high level.
- Teachers and students are open, sincere, and ready for project work.
- Stakeholders express interest and readiness to be involved in the project's activities.

Risks

At the same time some external risks were identified on the base of the situational analysis PESTEL (**P**olitical, **E**conomic, **S**ocial, **T**echnological, **E**nvironmental, **L**egal risks). The appropriate risk mitigation measures are indicated.

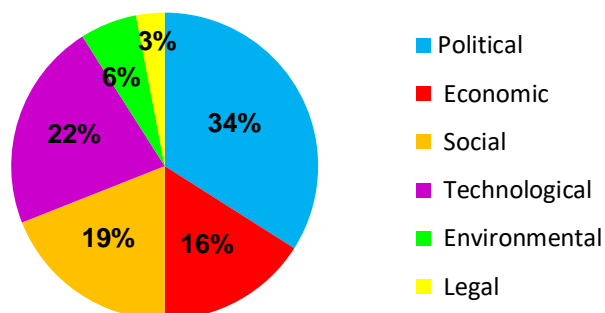
| Risk nature | Influence and level of risk (ten-point system) | Activities at risk | Mitigation measures |
|--|---|--|--|
| P olitical | | | |
| Bureaucratization | Delay project activities - 2 | All activities | Consultations with the GIZ administration and main project partners. |
| Staff turnover (stakeholders) | Decreasing the quality of activities requiring involvement of concrete person (stakeholder) - 5 | Activities with involving stakeholders | Consultations with the leadership of respective organizations. If no result, negotiations with other organizations working in this area. |
| Corruption | Decreasing the quality of activities affected by corruption - 7 | Mostly trainings in the regions, contests | Implementation of close and frequent monitoring system, consultations with the GIZ administration and main project partners. |
| Prohibition to purchase goods from Russia, Belarus, and Crimea as a result of EU sanctions | Delay project activities due to prolonged procurement processes (paper, mobile companies, stationaries, food items, etc.) - 4 | Mostly trainings, including coffee-breaks and stationery | All partners will be informed about the procurement regulations in accordance with the current EU-regulations sanctions |
| Restrictions on media freedom | Non-transparent project presentation in the media - 2 | All activities | Consultations with the GIZ administration and main project partners, potential redesigning of certain activities |

| | | | |
|---|---|--|--|
| Military actions in the country | Delay or restriction of project activities - 2 | All activities | Project rescheduling due to emergency |
| Economic | | | |
| High inflation rate | Reducing funding for some activities - 5 | Mostly trainings and contests | Budget revision in consultation with GIZ |
| Unstable exchange rates of main currencies | Reducing funding for some activities - 5 | Mostly trainings and contests | Budget revision, consultation with GIZ |
| Social | | | |
| Pandemic, lockdown | Restriction of activities related to travelling and attendant training/events - 5 | Mostly trainings and visits of international experts | Using online or hybrid formats for project activities |
| Lifestyle and consumption habits | Decreasing effectiveness of training - 3 | Training on green economy | Using of emotional teaching methods with such instruments as movies, stories of individuals, etc. |
| Lack of motivation of project participants | Decreasing effectiveness of training - 1 | Mostly trainings and contests | Additional informational meetings for participants with DVV International personnel and stakeholders, broad information campaign, focus on interactive teaching methods to motivate participants |
| Lack of qualification of the involved personnel | Decreasing effectiveness of training - 3 | Mostly trainings | Selection of experts and trainers on a competitive basis, search and replacement in case of emergency |
| Technological | | | |
| Development of the internet and mobile devices in rural regions | Decreasing effectiveness of training - 7 | Mostly trainings and contests | Consultations with the GIZ administration, identification of additional sources for internet and mobile devices in the regions |
| Lack of electricity in the regions | Cancellation and rescheduling of trainings – 7 | Mostly trainings | Consider purchasing generators for project activities |
| Environmental | | | |
| Natural disaster (e.g., earthquake) in the project locations | Delay the implementation of project components, or all remaining activities - 2 | All activities | Prolonging the project implementation period and postpone planned activities |
| Pandemics | Delay the implementation of project components, or all remaining activities - 2 | Off-line activities | Rescheduling activities to on-line format |
| Legal | | | |
| Ineffectual laws in the textile industry | Decreasing effectiveness of training - 1 | Training activities, using examples from the national textile industry | Using of teaching methods on base of foreign countries' experience (video reels, internet). |
| Failed VET laws | Delay the implementation of project components, or all remaining activities - 1 | All activities | Prolonging the project implementation period and postpone planned activities |

| | |
|---------------|---|
| Result | 64 points out of 170 max possible (37,6%). 3.8 points on average for each risk |
|---------------|---|

Percentage ratio of risks

Political – 22 points (34%)
 Economic – 10 points (16%)
 Social - 12 points (19%)
 Technological - 14 points (22%)
 Environmental - 4 points (6%)
 Legal - 2 points (3%)



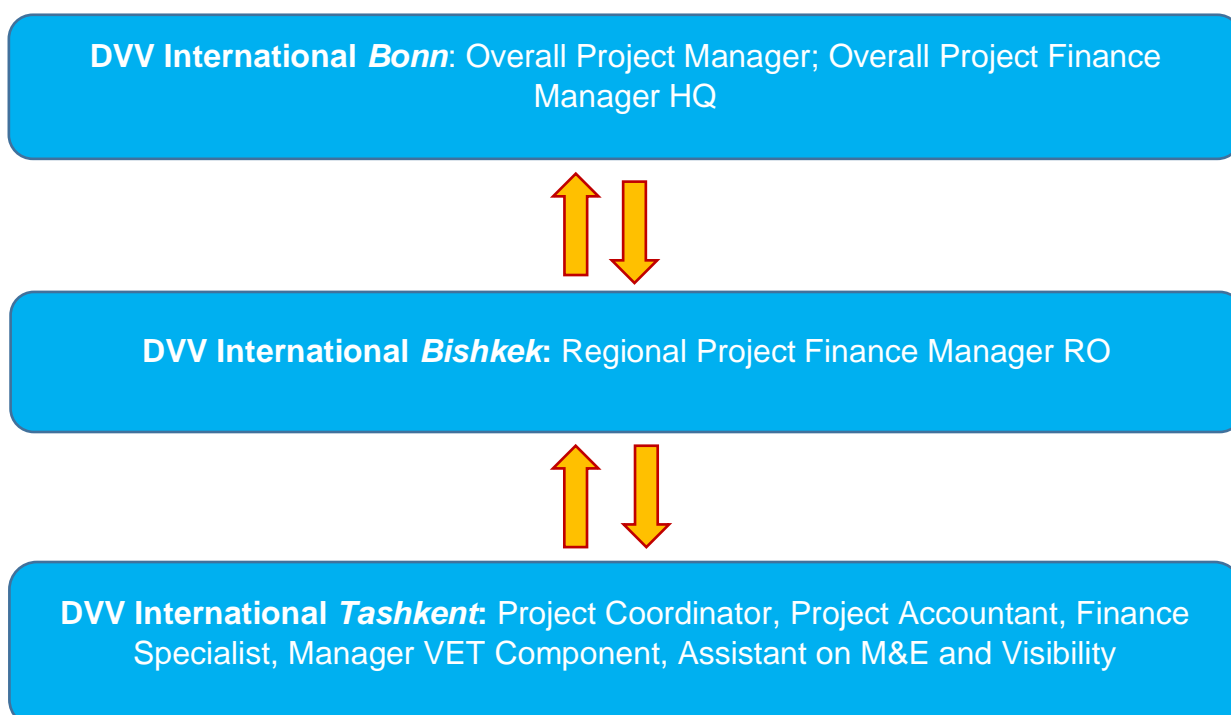
Risk mitigation and contingency plan

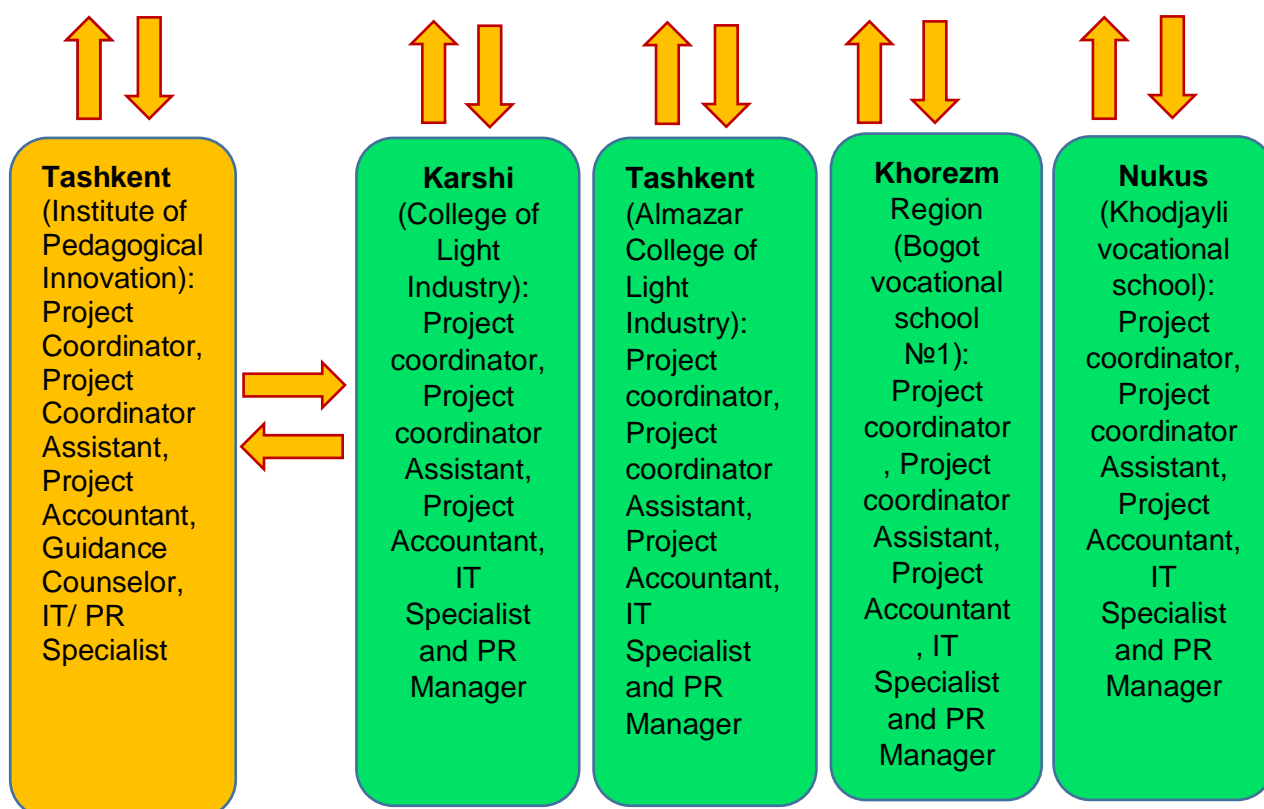
The project team will mitigate negative consequences of emerging challenges based on the long-standing experience of working in the country, and strong relationship with main governmental agencies and stakeholders. Information about planned measures will be shared widely and early on with a broader stakeholder spectrum. Risk mitigation will also be achieved by assigning one of the members of the project team as "risk manager".

Given the current pandemic situation in Uzbekistan, close monitoring of the feasibility of project measures entailing face-to-face meetings and mobility will have to be conducted on a day-to-day basis. The COVID-19 related hygienic knowledge content will be included into the curricula and some of the trainings.

To raise partner organizations' capacities for COVID 19 prevention, an increased number of hygienic kits, as well as detergents and disinfectants for their premises have been included in the budget.

ORGANISATIONAL STRUCTURE





Monitoring

Monitoring visits to project locations will be implemented by the DVV International project management staff for monitoring and evaluation. Project management staff will discuss and interview project partners, stakeholders, and representatives of target groups on the status of project implementation, focusing on fulfilling project objectives, planned activities, and indicators. All findings will be reflected in reports and provided for review to the project managers and key partners/stakeholders. Results of monitoring visits and findings will be used for: 1) reporting to PMG and PSC members; 2) improving programme performance and methods of implementation; 3) preparing interim and final reports; and 4) mid-term monitoring report. The mid-term monitoring visit will be conducted by the DVV International Regional Office for Central Asia in Bishkek. It will assess the development of partnership and the progress according to the project roadmap, as well as provide recommendations for the finalisation of the project, and revision of applied interventions and methods, if necessary. Questionnaires, site visits, focus group discussions, and guided interviews will be conducted with all project stakeholders. Results will be presented to project partners in a workshop.

A monitoring and evaluation will be elaborated in detail during the project's inception phase, in close communication with the GIZ, and supported by DVV International's Senior M&E Manager in Bonn. The progress of the project will be documented and evaluated by means of a monitoring system put in place during its inception phase, and findings and recommendations will be used as a basis for possible conceptual changes. Achievement of the objectives (target/actual comparison) based on indicators will be continuously monitored, with corresponding outputs and interim results or milestones, and coordinated with the partner institutions. Annual reports will summarise the quantitative and qualitative changes (impacts).

Significant adjustment requirements that become apparent will be coordinated with the GIZ at an early stage.

Required Budget

The required budget for the activities as planned now would be 855 000 EUR, given a duration of 18 months.