

# TORINO PROCESS 2014

# UZBEKISTAN



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## UZBEKISTAN

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# EXECUTIVE SUMMARY

In Uzbekistan, the policy framework for vocational education and training has been consistent. Major changes have tended to focus on implementation challenges rather than new policy directions. Overall, the policy trend in Uzbekistan for vocational education since 2010 has seen a shift from the development of infrastructure for the sector, i.e. the construction of professional colleges and the growth of a workforce of trained professional vocational teachers, to a stronger focus on quality and content and employability.

The vocational education sector has a close relationship with the labour market. There is an emphasis on ensuring that students are effectively prepared and able to make a successful transition from the education sector to employment. Achieving this involves close cooperation between the Ministry of Education, Ministry of Labour and Social Security and the Chamber of Commerce and Industry. This issue is a key priority of the system.

Progress has combined an approach that maintains the existing policy direction while introducing further changes that support policy implementation or enhance the transition to employment of vocational education graduates. Key areas of progress have been the extension of the system of secondary specialised vocational education (SSVE) across the country and the increased support for improving the quality of schools and teachers.

The report concludes the following:

1. The vocational education system is efficient and serves its intended objectives. Changes since 2012 have enhanced the implementation of the system. The government has demonstrated strong capacity to initiate and implement a far-reaching reform of the national education system.
2. The business community provides strong support for the system, and needs to continue developing as an active contributor to the reform process, particularly in relation to:
  - matching skill requirements for emerging sectors to vocational education (teaching, learning, assessment and career guidance) in the secondary education sector;
  - providing guidance and support to national and regional authorities on skill needs;
  - supporting small business in the vocational education system.
3. Public expenditure on education is high and any increase in funding to support continuing vocational training (CVT) may need to consider further support through public and private partnerships.
4. In the future, demand for CVT may increase. This demand will come from those in the labour force who are without university level qualifications but who have aspirations to access positions which are perceived as requiring higher level qualifications. To support this, the business community, through industry associations and the chamber of commerce and industry, should continue their discussions with the national authorities on the development of CVT through a national qualifications framework.
5. Uzbekistan's vocational education system is moving from a phase that previously focused on infrastructure development and student volume (e.g. building schools and raising the number of teachers trained) to a new focus on content and quality (e.g. the relevance of curricula to the needs of the labour market and improving the quality of teacher training).

# INTRODUCTION

The 2014 Torino Process report for Uzbekistan follows the guidelines for preparation set out by the European Training Foundation (ETF). The report for 2014 largely updates that of 2012 based on national developments during the last two years. The report uses information available in international and local publications, particularly the Education Sector Plan 2013-2017 and the Welfare Improvement Strategy 2013-2015, both of which have been published since 2012. These reports contain valuable data drawn from national authority sources in Uzbekistan. This report also draws on the 2012 Torino Process report.

The 2014 Torino Process finds that policy developments in vocational education in Uzbekistan have been coherent. There has been a consistent focus on the enhancement of the implementation of the strategy for vocational education commenced at the end of 1990s.

The economy continues to grow and diversification of the economy is ongoing. The services sector and small businesses are becoming important contributors to employment and gross domestic product (GDP). An important element of government policy is the support given to young people aimed at ensuring a successful transition from school to employment. This process involves collaboration and consultation between several government departments and ministries, particularly the Ministry of Labour and Social Security and the Ministry of Higher and Secondary Specialised Education, and between different levels of government.

This report reviews the developments across the five categories of the analytical framework of the Torino Process and finds that the conclusions of the 2012 report are still relevant. A further conclusion recognises additional actions taken to improve employability and quality.

# 1. VISION FOR THE VET SYSTEM

The Uzbek government has a clear vision for its national education and training system. The government aims to support the development of Uzbekistan from a low-middle income economy to a high-middle income economy by 2050 (World Bank, 2011)<sup>1</sup>. In this respect, the government of Uzbekistan has adopted a 'gradualist' model of economic transformation. This aims to coordinate development through strategic interventions that minimise economic and social dislocation while diversifying the economy to take advantage of trade opportunities in the international economy. The goal is to build the competitive capacities of the economy while maintaining social expenditure and improving the well-being of the population.

Uzbekistan is transforming its economy into a competitive industrialised economy with a comparative advantage in high value-added activities and products. Such a transformation requires the development of a highly skilled workforce that is able to apply entrepreneurial abilities to increase the competitiveness of the economy and act as catalyst for modernisation. The education system plays an important role in this transformation. The education system has been evolving since 1997 when the National Programme for Personnel Training was established. The government has invested in technical and vocational education and training (TVET) in upper secondary education through this programme. One of its key educational goals in Uzbekistan is to prepare highly qualified specialists.

This initiative has a series of integrated objectives:

- increasing the full secondary education cycle from two to three years;
- restructuring and rationalising the agencies responsible for education services, such as the Ministry of Public Education and the Ministry of Higher and Secondary Specialised Education;
- decentralising financial resources;
- improving public governance in educational establishments;
- increasing the salaries of teachers;
- modernising the framework for curricula, instruction materials and learning assessment.

Vocational education and training (VET) has been developed in Uzbekistan to support gradual economic development. It aims to do so in three main ways. First, as a foundation for education and personal development, i.e. as part of the education system. Secondly, as a source of the skills and competencies required in employment, i.e. as part of the labour market. Thirdly, as a contribution to social cohesion by ensuring that the youth population has equitable access to competencies with which they can usefully establish a role in society, i.e. as a means of supporting civic and social participation.

As outlined in the 2012 Torino Process report, vocational education is seen as a contributor to both short-term and long-term objectives. The short-term objective seeks to ensure that the currently high youth population is supported by an education system that enables them to make a successful transition from learning to the world of work. The long-term objective relates to creating a labour force that can make a sustainable contribution to the economy as it develops and grows. Both these

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<sup>1</sup> For a definition of low-, middle- and high-income countries see: [http://data.worldbank.org/about/country-classifications/country-and-lending-groups#Europe\\_and\\_Central\\_Asia](http://data.worldbank.org/about/country-classifications/country-and-lending-groups#Europe_and_Central_Asia)

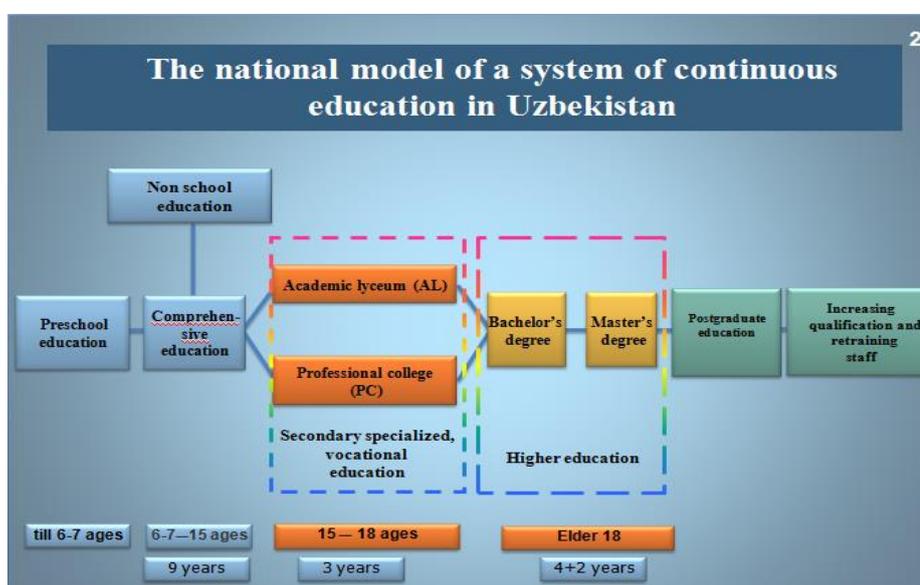
objectives have been sustained since 2012 and they continue to underpin the longer-term outlook of national policy for vocational education.

## 1.1 Introduction to the VET system

Both the government and international partners have made significant investments in infrastructure in recent years, particularly in the secondary specialised education sector, to enhance the quality of vocational training.

Secondary specialised vocational education (SSVE) is an independent sector within a national model of continuing education. SSVE is compulsory and last three years. Since 1997, it has been providing education in two types of educational institutions: academic lyceums and vocational colleges. The system of vocational education colleges accounts for approximately 90% of secondary education. It is coordinated by the Centre for Secondary Specialised Vocational Education (SSVE Centre) under the Ministry of Higher and Secondary Specialised Education. The centre also provides methodical assistance to teacher training institutions.

FIGURE 1 OVERVIEW OF THE NATIONAL EDUCATION SYSTEM



Source: SSVE Centre project report, Tashkent, May 2012

All educational institutions use the same curriculum until the age of 16, at which point the education system divides into the academic and vocational pathways. Vocational education is broadly conceived and aims at providing the capacity to think and perform in a wide range of industries. It is not designed to focus on simply the ability to carry out the functions required in a specific job or occupation.

Graduates of general education schools complete their studies at either an academic lyceum or a vocational college.

- Academic lyceums offer students the opportunity to increase their knowledge in a selected area and to prepare themselves for studying at a higher education institution.
- Vocational colleges offer students the opportunity to increase their knowledge in a selected area and to prepare themselves for studying at a higher education institution and gain an in-depth professional education in preparation for entering the labour market.

The overwhelming majority of students passing from comprehensive (general) education to the upper levels of secondary education move on to study at professional colleges.

The content of SSVE institutions includes the following elements, established by state education standards:

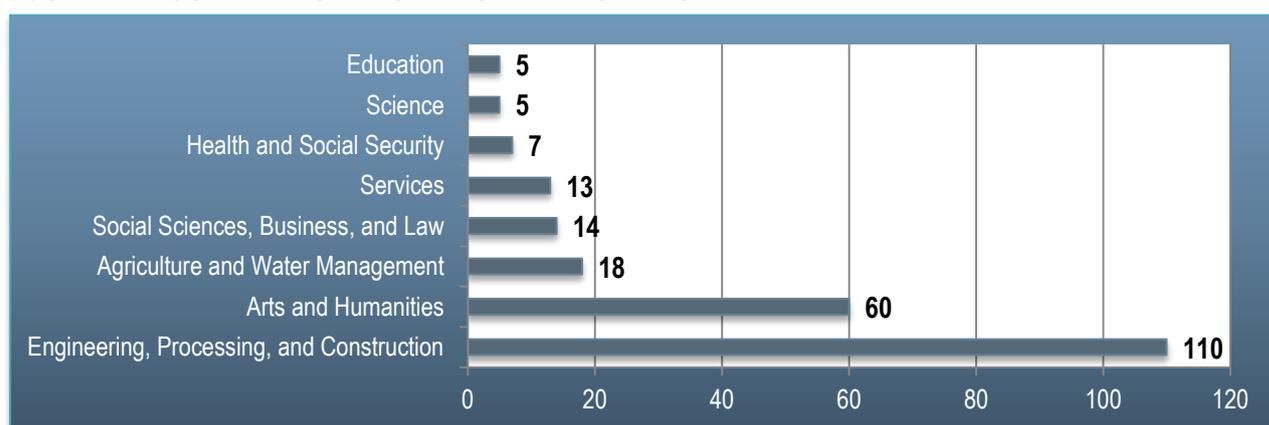
- general programmes for academic lyceums and vocational colleges (this is the basis for continuing education at undergraduate level);
- profile-oriented educational programmes on subjects and areas at the academic lyceums;
- vocational programmes for vocational colleges;
- curricula for all forms and types of classes, including the organisation of a student’s individual work; and
- credit hours allocated for electives and core subjects.

The SSVE system offers training in the following eight fields:

- education,
- humanities and the arts,
- Social sciences, business and law,
- Science,
- engineering, industry and construction,
- Agriculture and water management,
- health and social security, and
- service.

In total, the SSVE system offers training for 232 professions.

**FIGURE 2 MAJOR FIELDS IN VOCATIONAL EDUCATION**



Source: data provided by SSVE Centre, Tashkent

Since 1998, the number of new institutions has increased systematically from under 50 to over 1 500. Since 2014, the number of professional colleges has grown to reach 1 583.

**TABLE 1 GROWTH OF ACADEMIC AND VOCATIONAL COLLEGES**

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Academic colleges	15	28	40	44	51	57	68	76	82	104	127	138	141	143	143	143	143
Professional colleges	20	106	207	286	404	539	639	725	842	1 027	1 101	1 371	1 396	1 430	1 430	1 436	1 440
<b>Total</b>	<b>35</b>	<b>134</b>	<b>247</b>	<b>330</b>	<b>455</b>	<b>596</b>	<b>707</b>	<b>801</b>	<b>924</b>	<b>1 131</b>	<b>1 315</b>	<b>1 509</b>	<b>1 537</b>	<b>1 573</b>	<b>1 573</b>	<b>1 579</b>	<b>1 583</b>

Source: SSVE Centre project report, Tashkent, May 2012 (updated 2014)

There are also 125 000 external partners (companies, organisations and training institutions) associated with vocational colleges. Students sign a trilateral contract with the college and the company. Based on this contract, students undertake an internship in the company. Around 50% of students find employment with the same company.

**TABLE 2 PARTNERSHIPS**

Industry partnerships associated with vocational colleges	
Manufacturing, construction, transport, utilities and services	27 500
Farmers	27 600
Other institutions and companies	25 200
Health and educational institutions	21 300
Businesses	23 400

Source: data provided by SSVE Centre, Tashkent

## 1.2 Drivers of innovation and change

The main drivers of change in the education sector are structural change in the economy and the population.

### Growth of the services sector

The services sector makes a significant contribution to resolving issues of employment generation and population growth. Between 2013 and 2015, over 280 000<sup>2</sup> new service sector jobs are expected to be created each year particularly through the expansion of the services sector in regional labour markets. This growth stems from the development of new types of modern services, such as information and communications (including software programming and electronic education), the repair and maintenance of technological equipment, tourism and related services such as retail.

Nearly 80% of all newly created jobs in Uzbekistan are now in the services sector, which will shape the future needs of the labour market for highly skilled individuals.

The development of the services sector is a key part of the diversification of the economy. It is forecast to increase by a factor of 1.9 between 2012 and 2015 and to have grown in its share of GDP to 56% by 2016. The proportion of people in employment in the sector is expected to rise accordingly.

<sup>2</sup> Welfare Improvement Strategy Uzbekistan 2013-2015, annex 2

**TABLE 3 SERVICES IN THE ECONOMY AND EMPLOYMENT<sup>3</sup>**

	2011	2012	2013	2014	2015
Share of services sector as part of GDP (%)	50.5	52	53	54	55
Share of individuals employed in the services sector as a percentage of the total number employed in the economy as a whole	50.5	50.5	50.5	58	58

This change in employment has been reflected in the decline in the share of employment in the agricultural sector in the same period.

**TABLE 4 TRENDS IN AGRICULTURAL AND EMPLOYMENT<sup>4</sup>**

	2011	2012	2013	2014	2015
Share of individuals employed in the agricultural sector as a percentage of the total number employed in the economy as a whole	27.2	27.2	24.9	23.2	20.7

## Population growth

Following the end of the Soviet Union, many of the new republics, including Russia, experienced a strong decline in fertility rates and consequently negative demographic growth. The demographic situation in Uzbekistan is different. The total population has increased significantly. Between 1991 and 2011, the total population of Uzbekistan increased from 20.6 million to about 29.6 million.

Uzbekistan is currently entering what could become the prime period of its economic potential. During this demographic period, the country's labour force will be at historically high levels compared to its population, thus allowing for a one-time leap in growth that could put the country on a path to rapid economic development. According to United Nations' population projections, Uzbekistan's dependency ratio – the number of young and old divided by the working age population (those between the ages of 15 and 64) – will be below 50% for about 35 years starting in 2012. After that, the demographics of the Uzbek population will put the country on a path similar to the one currently being experienced in Europe, characterised by high dependency ratios and a deficit of young workers.

**TABLE 5 TRENDS IN POPULATION**

Population of Uzbekistan (in million) at the beginning of the year													
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Population	24 488	24 813	25 116	25 428	25 707	26 021	26 313	26 664	27 072	27 533	28 001	29 123	29 555

Source: State Statistics Committee of the Republic of Uzbekistan

**TABLE 6 TRENDS IN POPULATION**

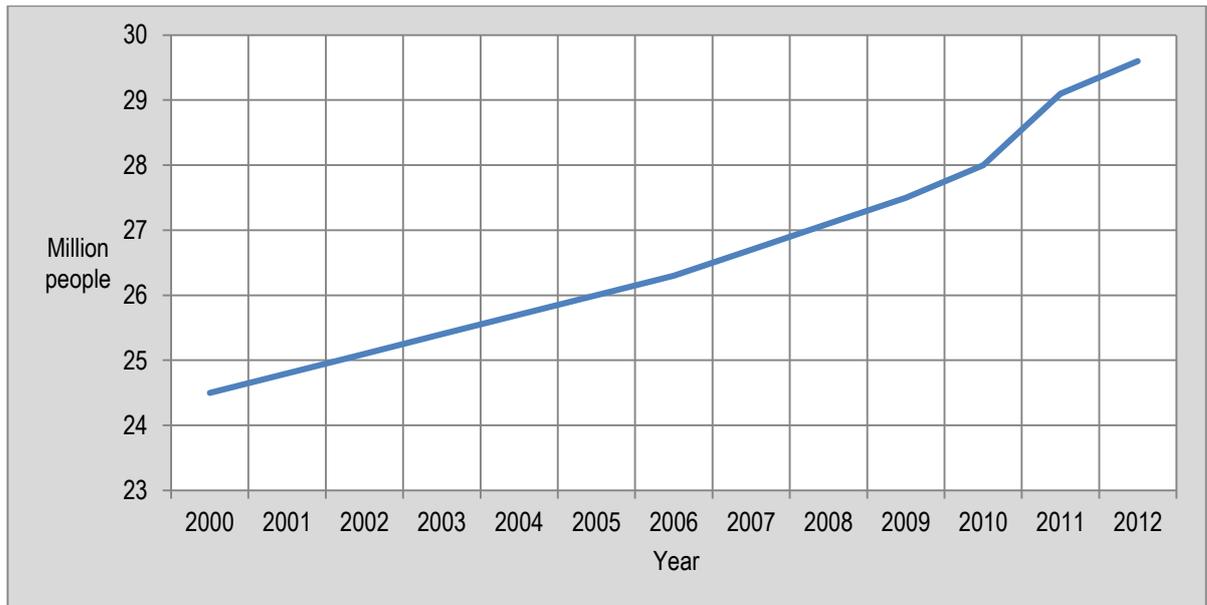
	2010			2025		
	Total population	Youth population 0-14	Working age population 15-64	Total population	Youth population 0-14	Working age population 15-64
Uzbekistan	27 769.3	8 267.4	18 282.7	32 991.3	8 439.8	2 2451.9

Source: UNDP, World Population Prospects, the 2012 Revision; Medium variant

<sup>3</sup> Welfare Improvement Strategy Uzbekistan 2013-2015, annex 2

<sup>4</sup> Ibid.

**FIGURE 3 UZBEKISTAN POPULATION GROWTH, 2000-12<sup>5</sup>**

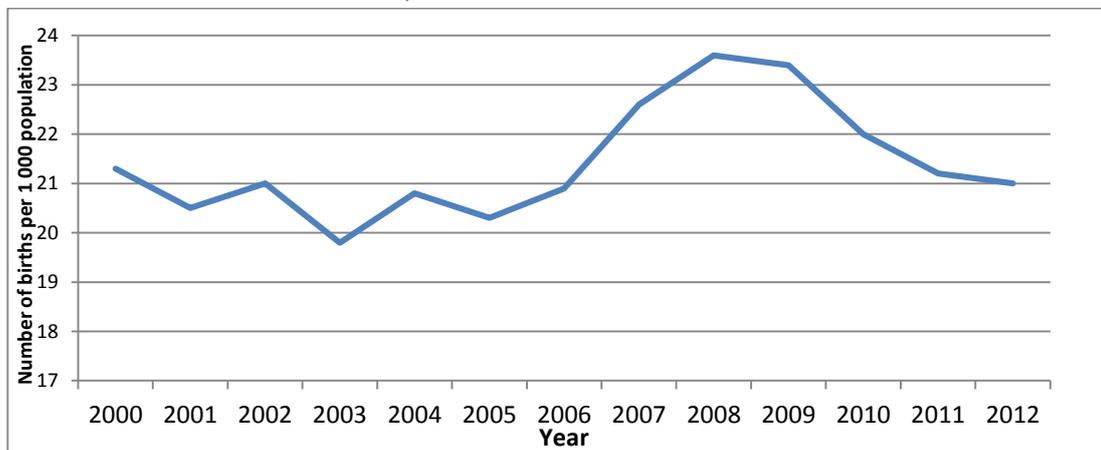


The present growth is not the outcome of an increase in the number of births. It is mainly linked to an increase in the life expectancy of the population (i.e. a decline in mortality rates).

**TABLE 7 BIRTH RATES<sup>6</sup>**

Birth rate of Uzbekistan (births per 1 000 population)													
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Births	21.3	20.5	21.0	19.8	20.8	20.3	20.9	22.6	23.6	23.4	22.0	21.2	21.0

**FIGURE 4 UZBEKISTAN BIRTHS, 2000-12<sup>7</sup>**



These changes have an impact on the evolution of the size of the school age population. Between 2001 and 2007, the total number of children aged 3-17, namely the children expected to be enrolled in the education system from preschool to secondary, slowly declined. In 2002, the decline was -0.2%,

<sup>5</sup> Education Sector Plan 2013-2017

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

but reached -1.27% in 2004 and fluctuated around -1.5% for the period up to 2007. The accumulated decline from 2001 to 2007 reached -6.9%.

However, between 2007 and 2011, the accumulated decline narrowed to 3.54%, which signals the beginning of a new phase, particularly since the number of children in the 3-5 age group was on the rise again.

**TABLE 8 SCHOOL PARTICIPATION BY AGE GROUP**

Age	Number of children in preschool and school age groups (thousands)								
	2001	2002	2003	2004	2005	2006	2007	2011	2012
3-5	1 851.6	1 736.8	1 648.8	1 573.6	1 536.7	1 526.9	1 511.0	1 677.1	1 788.5
6-7	1 275.9	1 272.3	1 260.1	1 196.9	1 115.7	1 056.5	1 034.2	1 033.1	1 056.4
8-15	5 148.1	5 173.7	5 152.9	5 150.5	5 123.2	5 079.6	4 963.0	4 466.6	4 311.2
16-17	1 119.5	1 189.2	1 246.5	1 269.5	1 264.1	1 243.2	1 256.1	1 276.8	1 274.7
Total	9 395.1	9 372.0	9 308.3	9 190.5	9 039.7	8 906.2	8 764.3	8 453.6	8 430.8
Growth rate (%)		-0.25	-0.68	-1.27	-1.64	-1.48	-1.59	-3.54	-0.27

Source: State Statistics Committee of the Republic of Uzbekistan

### 1.3 Capacity for innovation and change

Over the last decade, the government has created major capacities in vocational education in terms of physical infrastructure and the number of teachers.

The government's maintenance of high expenditure levels in education – which has enabled significant salary increases for teachers – is a key indicator of the government's ability to introduce and sustain change.

In addition, the government has developed and implemented a comprehensive 13-year curriculum offering a core general education and a choice between vocational and academic education. The ability of the government to do that suggests it has considerable innovation capacity.

### 1.4 Action and assessment of progress since 2010

Major changes have tended to focus on implementation rather than developing a new policy trajectory. Since 2010, the policy trend in Uzbekistan for vocational education has seen a shift away from the development of infrastructure for the sector, i.e. the construction of professional colleges and the growth of the community of trained professional vocational teachers, to a stronger emphasis on quality, content and support for employability.

## 2. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

### 2.1 Economic and labour market factors that shape demand for skills

The composition of the workforce has shifted dramatically in recent years. The agricultural sector, accounting for as many as 40% of all jobs in the 1990s, now employs less than one in workers. By contrast, the services sector plays an increasing role in the Uzbek economy, employing over 50% of the labour force and accounting for 45% of the country's GDP.

The rapid growth of the small businesses and services sector has also been a significant feature of employment patterns. This growth will have a significant positive impact on economic growth.

An increase in the share of small businesses within the total volume of industrial production is forecast to rise from 22.2% in 2012 to between 25% and 27% by 2015<sup>8</sup>.

**TABLE 9 SMALL BUSINESS GROWTH, 2012-15<sup>9</sup>**

Small business development	2012	2013	2014	2015
Share of the non-governmental sector in GDP, as a percentage of GDP	83.6	85.7	86.8	87.9
Share of small entrepreneurship in the GDP, as a percentage	54.6	55.8	56.7	57.5
Number of operating small enterprises, excluding farmers, in thousands	219.4	250.3	295.7	320.4
Share of individuals employed in small enterprises, as a percentage of the total of the nation's employed individuals	75.7	76.5	77.0	77.4

### 2.2 Mechanisms for identifying demand for skills and matching skills supply

It is difficult to forecast the number of required qualifications in the future, as the requirements of the job markets are constantly changing and the result of heterogeneous recruitment decisions by employers. Ministries that are responsible for training cannot fully anticipate the number and type of new jobs for every category of qualification proposed in the school system. Labour market forecasting and planning does take place however: the Ministry of Labour and Social Security and the Centre for Specialised Secondary Vocational Education prepare and agree annual plans that matches vocational school graduates with estimates of employment needs and vacancies.

This is supported by a Presidential decree (No 1112) that enables local government to set local employment quotas in cooperation with schools, the Ministry of Labour and Social Security and employers. This also includes disabled workers and groups with special needs.

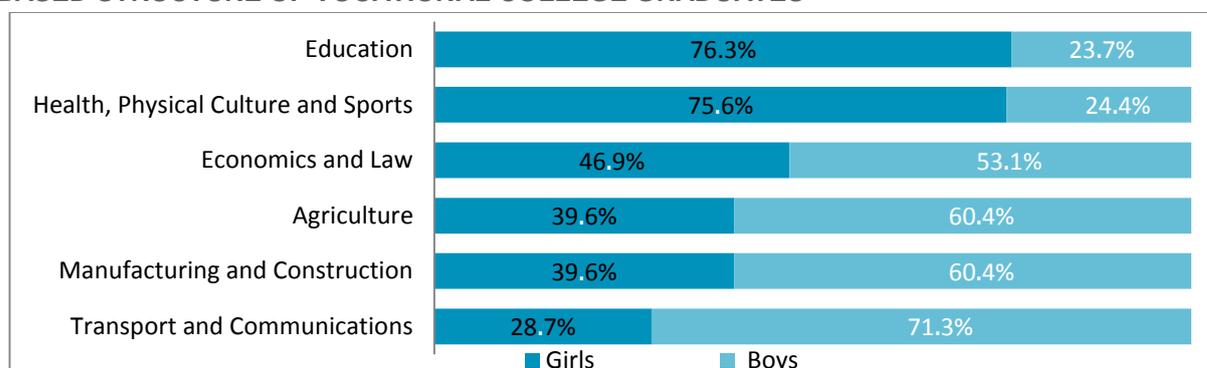
In response to the need for flexibility in the face of labour market uncertainty, the trend in Uzbekistan has been to develop broad-based vocational qualifications, which enable students to operate in a number of related occupations.

<sup>8</sup> Welfare Improvement Strategy Uzbekistan 2013-2015, annex 2

<sup>9</sup> Welfare Improvement Strategy Uzbekistan 2013-2015, p.25

This has been reflected in a trend towards ‘families’ of qualifications, which can prepare people for several possible job opportunities. The system is based on the concept of transferable competencies, and the final training for specific jobs is provided within the area of production (of a company or a firm).

**FIGURE 5 UZBEKISTAN COLLEGE GRADUATES AND SECTORS: NUMBER AND SECTOR-BASED STRUCTURE OF VOCATIONAL COLLEGE GRADUATES**



Source: Effective employment policy: utilization of women’s employment capacities, UNDP analytical paper

The unemployment rate for graduates from vocational colleges and higher education institutions is low by international standards.

This results from youth employment being a high priority in the government’s policy. It aims to ensure the employment of all young people entering the labour market for the first time, preferably in their local areas or surrounding areas. In a sense, the government is providing young people with an ‘employment guarantee’. To support the policy, the government has established targets for the period 2011-15 which aim to keep a low and reducing level of unemployment among young people. In the youth labour market, the government plays an important coordinating role.

**TABLE 10 YOUTH UNEMPLOYMENT, 2011-15**

Year	2011	2012	2013	2014	2015
Unemployment level among Uzbekistan’s young population (%)	5.3	5.3	5.3	5.1	5

Source: Welfare Improvement Strategy of the Republic Of Uzbekistan 2013-2015, table 8

This reflects an active approach to employment that is in line with ensuring a gradual process of economic diversification, which applies to the population as a whole as well as young people.

**TABLE 11 EMPLOYMENT, 2001-12**

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Employment (% change over previous year)	1.7	2.2	2.7	3.4	2.9	2.7	2.6	2.8	2.7	2.7	2.5	2.6
Unemployment rate	0.4	0.4	0.3	0.4	0.3	0.2	5.0	4.9	5.0	5.4	5.0	4.9

Source: State Statistics Committee of the Republic of Uzbekistan

In terms of creating employment, the focus is on encouraging the private sector to create jobs. Over the last four years, the government has been pursuing objectives designed to increase the annual rate of private sector job creation.

**TABLE 12 PRIVATE SECTOR JOB CREATION TREND 2011-15<sup>10</sup> (AS A PERCENTAGE INCREASE OF THE PREVIOUS YEAR)**

	2011	2012	2013	2014	2015
Creation of jobs through enterprises' own funds, loans from commercial banks, foreign investment, budgetary and non-budgetary sources of financing	102.5	102.6	103	103.4	103.6

Links between business and education are promoted by providing practical training for vocational college students based on trilateral contracts (student-college-employer), signed in the second year of education.

Job fairs are another opportunity for students and graduates to choose their future workplace. A job fair is an annual (trade) fair of vacancies. The goal of the fair is to provide the graduates of colleges and universities with the opportunity to familiarise themselves with vacancies available in enterprises representing the various sectors of the economy. During the fair, future graduates can talk directly to representatives of various organisations and find out about work conditions. The fairs are usually organised on a regional basis, e.g., in city parks, where display booths are assembled displaying information about vacancies and samples of an organisation's products. The production processes are often demonstrated online.

In 2011, 430 253 students graduated from specialised secondary vocational education institutions. A total of 91.6% of graduates found employment with around 20% of them finding jobs in state-owned enterprises.

In 2012, 88.4% of vocational college students found employment in their chosen specialisation; 45.9% of them found jobs in areas selected by themselves or in related jobs. The figure of approximately 40% finding employment in specialisations other than those that they trained for is consistent across the specialisation areas. Accordingly, there is a growing concern with regard to matching the skills of graduates to available jobs. In this year, 2.4% of graduates entered higher education institutions<sup>11</sup>.

### 2.3 Potential of the VET system to influence economic and labour market needs

Demographic projections indicate that 950 000 or more new jobs need to be created annually in Uzbekistan.

Small business is an important source of employment. First, small enterprises and micro firms that specialise in processing agricultural products and providing services are established in rural areas. Secondly, various programmes are aimed at providing support to home-based businesses and other types of self-employment to create sustainable jobs.

The employability of vocational college graduates is promoted by:

- the appropriateness of training,
- labour market analyses,
- the development of cross-occupational skills, e.g. teamwork, communication and organisational skills.

<sup>10</sup> Welfare Improvement Strategy Uzbekistan 2013-2015, annex 2

<sup>11</sup> Source: State Statistics Committee of the Republic of Uzbekistan

**TABLE 13 EMPLOYMENT OF VOCATIONAL EDUCATION GRADUATES, 2011-12 (THOUSANDS)**

	Total number of graduates in 2011	Found jobs		Admitted to universities	Total number of graduates in 2012	Found jobs		Admitted to universities
		in chosen and relevant specialisations	in other areas			in chosen and relevant specialisations	in other areas	
<b>Total</b>	428.4	206.5	178.8	11.3	507.1	232.9	215.5	12.0
<i>Including by profile specialisation of vocational colleges</i>								
Manufacturing	61.1	29.9	24.8	1.4	73.2	32.1	32.3	1.7
Construction	25.3	12.4	10.9	0.4	31.8	13.6	14.4	0.5
Transport	22.0	11.7	8.5	0.5	30.0	15.2	11.4	0.6
Communications	12.2	6.0	4.8	0.6	14.2	6.6	5.6	0.6
Agriculture	79.5	39.7	32.7	1.3	95.6	47.9	38.6	1.5
Economics	57.2	24.7	26.5	2.1	69.0	29.0	32.2	2.1
Law	3.5	2.0	1.0	0.4	4.1	1.9	1.6	0.3
Healthcare	54.0	25.6	22.2	1.3	52.0	25.1	20.1	1.4
Physical culture and sports	5.5	2.2	2.7	0.3	6.7	3.0	2.9	0.4
Enlightening	47.5	24.0	18.9	1.3	56.6	26.7	23.6	1.3
Services	52.0	23.6	23.2	1.2	64.7	27.1	29.9	1.2
Art, culture	8.6	4.7	2.7	0.6	9.2	4.8	2.9	0.5

Source: State Statistics Committee of the Republic of Uzbekistan

According to the Centre for Secondary Specialised Vocational Education, the need for adaptability is important. In 2011, the number of graduates who found work in their field of expertise was 175 000, while the number of those who were employed in a related field amounted to 209 800 (SSVE Centre, 2011).

Training on broad-based skills that help the students to progress in their area, and if necessary, provide them with an opportunity to adapt to other specialisations, is critical. Training students during their internship to work independently or with minimum supervision; ensuring they have the ability to assume responsibility and solve problems; and training on self-management, decision-making skills and communication skills, can significantly improve students' skills and reduce their dependency on the availability of vacancies in their fields of specialisation. Scope exists for an extension of flexible formal TVET provision, such as part-time work-study, company-based training and apprenticeships.

The training curricula offered by TVET institutions in Uzbekistan provide students with two or more specialisations upon their graduation.

The current policy also includes initiatives that support vocational graduates in small business. Programmes exist for SSVE graduates to access micro credits provided by banks to open their own businesses. Between the first and the fourth quarter of 2011, the total amount of such credits increased from UZS 2.18 to UZS 6.25 billion. The government also actively supports the small business sector through tax incentives aimed at recruitment, e.g. through Small Business Regulation No 4532 the government has widened support to small and medium businesses by increasing the number of staff working in enterprises defined as small businesses. From 2011, the staff number was increased by 20%; from 2015, it will be increased by 50% over the 2011 baseline.

The Chamber of Commerce and Industry has organised specialised training courses on various subjects related to management, self-improvement and the fundamentals of business, logistics, finance and marketing strategies. The duration of such courses varies from two to five days. Various training courses on economics, information technology and foreign languages are offered by commercial organisations. Since 2011, the government has registered private (i.e. non-governmental) educational institutions working in this field.

Regular discussion takes place between the Centre for SSVE and the Chamber of Commerce and Industry on education business cooperation and possible innovations that would assist articulate industry needs into education content.

## 2.4 Action and assessment of progress since 2010

Since 2010, the national policy perspective has placed more emphasis on the development of foreign language abilities in the vocational sector. This has been complemented by greater emphasis on employability among vocational school graduates. This has led to a number of developments. For example, in the teaching of languages, growing use has been made of the Common European Framework of Reference for Languages. In the vocational sector, this has given rise to greater inclusion of languages in vocational programmes under the concept of languages for special purposes, i.e. languages with a vocational focus.

The use of the Common European Framework of Reference for Languages is being linked to improvements in enhancing employability. This is because the framework for languages emphasises an active approach to learning and teaching which is seen to reinforce a similar shift to active learning in the vocational programmes. The anticipated result is for graduates with proactive, i.e. more entrepreneurial, capacities.

The vocational education sector has a very close relationship with the labour market and there is a strong emphasis on ensuring that students are able to make a successful transition from the education sector to sustainable employment. Achieving this involves close cooperation between the Ministry of Education, Ministry of Labour and Social Security and the Chamber of Commerce and Industry at local levels. In addition, since 2010, the national occupation classifier has been updated to incorporate new occupations and remove those that no longer exist.

## 3. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING DEMOGRAPHIC, SOCIAL AND INCLUSION DEMAND

### 3.1 Demographic and social factors that shape demand for VET

As a consequence of the structural adjustment process, the Asian Development Bank found that: 'High growth has led to greater inclusion and improved welfare of the people of Uzbekistan as measured by declining poverty, rising wages, improved access to basic services, larger investments in human capacity, and higher public expenditures for social development and social protection' (Asian Development Bank, 2012).

While Uzbekistan's GDP growth per capita increased 1.4 times between 2005 and 2010, cash earnings per capita increased 2.7 times, average monthly wages 4.3 times, pensions 3.8 times, personal savings 4.9 times, and consumption expenditures per capita 2.6 times (Asian Development Bank, 2012). The context of this improvement also includes a high and growing dependency within households (i.e. the small number of working adults relative to total household members), which in 2010 was 44.3% for the 0-14 year age group and 6.6 for the 64+ age group (Asian Development Bank, 2010).

School enrolment and literacy rates in Uzbekistan range between 95% and 97%. Uzbekistan achieved gender equality in primary, general and secondary vocational education in 2005. The growth of women's involvement in upper secondary education has been an important objective of the reform and offers greater potential for increasing the depth and breadth of women's participation in the labour force and general position in life<sup>12</sup>. The vocational education system is inclusive in that the system is free and covers upper secondary education for the majority of students. The system allows universal access to vocational education for secondary school graduates.

Vocational education has a high status as an education destination for students, i.e. it is not perceived as a lower preference relative to general education. In higher education, the percentage of males enrolled is greater than that of females (40.5% between 2005 and 2010), which is lower than the trend in Central Asia (World Bank, 2012). However, the gender balance is expected to improve in higher education by 2015 (World Bank, 2011).

Gender equality in education is guaranteed by the constitution of the Republic of Uzbekistan. According to the Law on Education adopted in 1997, men and women have equal rights to receive education and choose a profession.

### 3.2 Delivering to the individual demands and aspirations of learners: access, participation, progression

Approximately 150 professional colleges of the Ministry of Education are managed through cooperative arrangements with the Ministry of Labour and Social Security and offer training in specialisations to adults seeking requalification.

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<sup>12</sup> Presidential address at the international conference on 'Fostering a well-educated and intellectually advanced generation', Tashkent, February 2012

The duration of training courses varies but generally covers courses lasting several months, e.g., up to 12 months. These are attended by men and women alike, with a gender ratio of 60:40 respectively. The training courses are provided free of charge.

Non-formal education for adults is in its early stages in Uzbekistan. Currently, the concept of continuing education is mainly implemented from the perspective of formal education, primarily for the purposes of upgrading qualifications or re-qualifying people. A few mechanisms have been established to recognise competencies gained in formal education and private non-formal training. Formal training courses for adults involve mainly programmes for people who wish to upgrade their qualifications and for people who are unemployed. Therefore, there is scope for further education for those adults who could not enter higher education, or those who would like to obtain new qualifications. The present approach could be enhanced to allow for more non-formal education and the development of useful skills for adults.

Due to the extensive national investment programmes implemented between 2000 and 2010, the basic school infrastructure is in good condition.

### 3.3 Delivering to socioeconomic and inclusion demand

Socially vulnerable children are children in a difficult life situation, and in need of special protection and support provided by the government and society. The category includes children with physical or mental impediments, orphans; children without parental care; children in institutions; children of low-income families. The education system also incorporates a network of specialised schools. Specialised schools consist of five types of educational institutions: for children with vision impairment, hearing impairment, speech impairment, physical impairment and mental impairment. The schools aim to help students to become specialists in one of twelve different specialisations. Their aim is to create safe, healthy, inclusive and fair conditions for education in order to ensure successful achievements in education for all at desired levels (Ministry of Public Education, Ministry of Higher and Secondary Specialised Education, 2002:10).

The academic lyceums, vocational colleges and higher education institutions provide education in Uzbek, Karakalpak and Russian. The only difference is in higher education – in teacher training institutions – where the training of teachers in Kazakh, Tajik, Kyrgyz and Turkmen philology is carried out in those languages.

The choice of the language of instruction and educational institution is made by students and/or their parents. The choice may not necessarily be based on ethnic background. For example, many children of Uzbek families study at schools where instruction is provided in Russian, Tajik or Kazakh. Turkmens, Kazakhs, Tajiks and Kyrgyz study not only at schools where education is provided in their native languages, but also at schools where Uzbek or Russian is the language of instruction.

The graduates of schools, vocational colleges and academic lyceums who complete their studies in a language such as Tajik, Kazakh, Turkmen or Kyrgyz and apply to a higher education institution take exams in their native languages (not Uzbek) before the standard tests. It gives them an additional advantage (additional scores) when applying to higher education institutions.

The effective integration of children with disabilities into mainstream education is a key policy focus and the government of Uzbekistan recognises the importance of inclusive education. Measures focus on developing materials and methodical support for the inclusive education of children. Forty hours of special sessions on inclusive education are taught at the teachers' in-service training institutes (chair of methodology). There is scope to continue updating the skills of teachers in the area of effective teaching of children with special needs.

## 4. INTERNAL EFFICIENCY OF THE VET SYSTEM

### 4.1 VET quality and quality assurance

In Uzbekistan, state education standards apply at all levels of continuing education (general secondary education, secondary specialised vocational education, higher education). The standards establish requirements for the level of knowledge and skills of students (i.e. through learning assessments) and regulate the content of school subjects.

In addition to the above standards for education content, other standards govern the availability of resources and the prevailing conditions within the educational process (such as requirements for school facilities, sanitary standards, equipment and furniture), as well as qualification requirements for managers and teaching staff of educational institutions.

All academic lyceums and vocational colleges are the responsibility of the Ministry of Higher and Secondary Specialised Education. The ministry reports to the Cabinet of Ministers of the Republic of Uzbekistan. The principal managing agency is the Centre for Secondary Specialised Vocational Education (SSVE Centre), which operates under the auspices of the ministry. It is responsible for managing the academic, methodological and organisational activities of academic lyceums and professional colleges. It provides services related to the management of secondary special vocational education as agreed with the local authorities, and also for providing qualified professors, teachers and technical trainers. In addition, a special service of the SSVE Centre was established in 2014 to deal with information and methodological support for vocational colleges and academic lyceums.

#### Planning

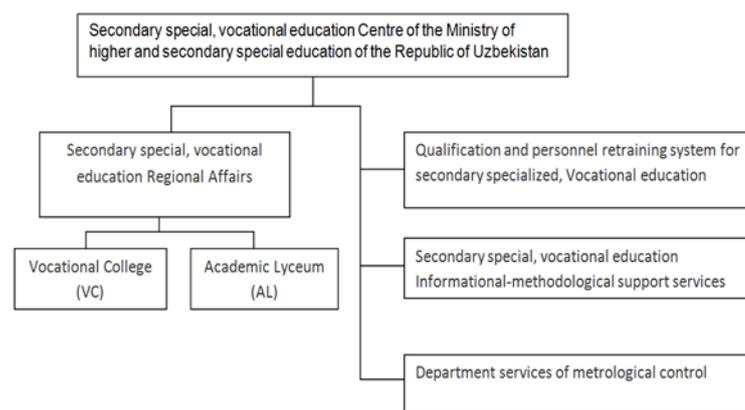
The SSVE Centre plays a key supervisory and coordinating role in vocational education, including the development and introduction of national education standards. It also ensures coherence in education programmes and the training and retraining of teaching staff.

The main tasks of the SSVE Centre remain the same as described in the 2012 Torino Process report and cover:

- coordination and management of SSVE activity,
- organisation and material-technical provision of academic lyceums and vocational colleges,
- development and control of state education standards,
- selection, training and professional development of teaching staff,
- mainstreaming of international and national experience in staff training.

The SSVE Centre cooperates with regional (local) bodies particularly in relation to the completion of year-9 students in the general curriculum and their subsequent enrolment in academic and vocational colleges.

**FIGURE 6 STRUCTURE OF THE SSVE**



National education standards, which are prepared for all curriculum fields, continue to act as a key organising instrument in the system as they shape curricula content, assessment objectives as well as teaching aims.

### Assessment and evaluation

The State Testing Centre is an autonomous institution that manages the development and implementation of tests for the certification of students in both specialised and general education. The main tool for quality assurance is the State Final Attestation (Final Examination) of graduates. According to the SSVE Centre's regulation 'On State Final Attestation of graduates' the attestation commissions should comprise representatives of employers (70%) and college staff (30%). The head of an attestation commission should be a representative of the relevant industry. The attestation content should be directly linked to job descriptions for relevant occupational profiles. An examination of skills related to production and technologies must be arranged in workshops.

### Accreditation of VET providers and programmes

There are four types of VET providers. Professional colleges under the SSVE provide vocational education programmes in accordance with state and industry standards. The network of 150 training centres managed cooperatively between the Ministries of Education and Labour and Social Security, conducts retraining in approximately 100 specialities. Individual companies operate training centres that provide training opportunities for different courses. For example, the National Training Centre operated by Uzbek tourism organises training courses for tour guides, tour operators and hotel managers. Students pay the training fees themselves and the duration varies from three days to one month. The training is accredited by testing centres (under the Cabinet of Ministers) and curricula material is developed in cooperation with employers. Normally these courses are organised for people who do not come from the sector but wish to upgrade their skills or want to set up their own business. The Chamber of Commerce and Industry also maintains and develops a series of organised and specialised financial management training courses for business practices.

The State Testing Centre also monitors education quality and the assessments of the quality of teaching staff.

## 4.2 Policies for VET trainers and directors

There is a well-developed system of training, retraining and skills improvement for teaching and training personnel in all types of educational institutions. Higher education institutions and vocational colleges for specific teaching profiles, and institutes for retraining and skills improvement of pedagogical personnel operate in all regions throughout the country.

The structure and functioning of the in-service training system in SSVE is similar to that in the general education sector. The educational institutions recommend teachers for in-service training, and the territorial SSVE departments make decisions about training needs. They also make the final selection of teachers attending the training. The SSVE Centre sends requests to the relevant educational institutions based on the information it receives.

The Ministry of Higher and Secondary Specialised Education is responsible for overall management of SSVE. Specifically, it is responsible for providing guidance on ways and methods of improving the system of training pedagogical and technical-pedagogical personnel; selecting the specialised higher education institutions that will provide training, retraining and skills improvement to pedagogical personnel; and coordinating their activities.

### 4.3 Teaching and learning

The SSVE Centre, under the auspices of the Ministry of Higher and Secondary Specialised Education, determines needs and qualitative and quantitative indicators for training pedagogical and technical-pedagogical personnel in academic lyceums and vocational colleges.

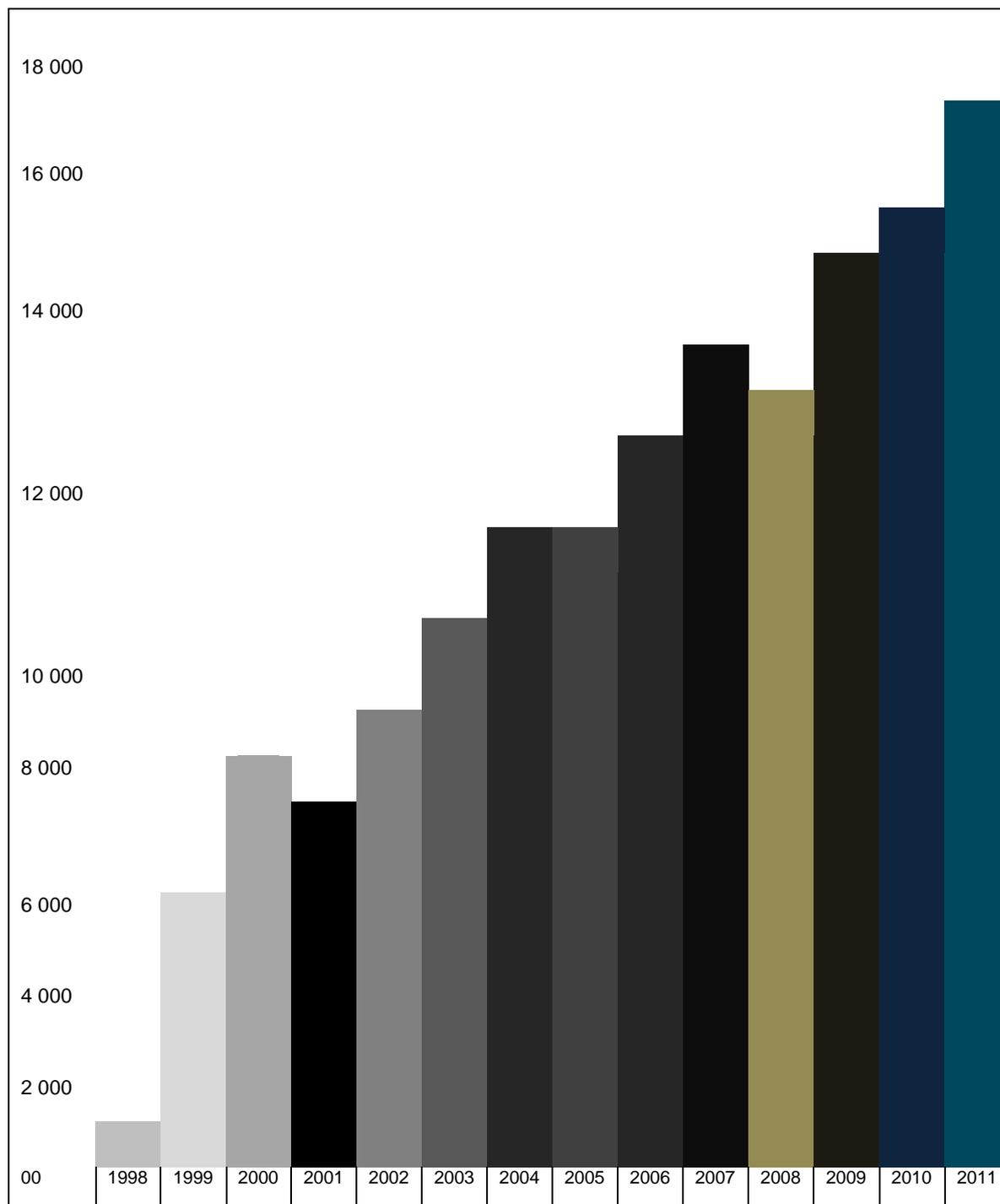
The Programme for the Preparation, Re-orientation and Further Training of Qualified Pedagogical and Technical-Pedagogical Staff of the System of Secondary Specialised Professional Education for the Period until 2010 was adopted by a resolution of the Cabinet of Ministers (2001). The programme is aimed at raising the overall level of qualification and professionalism of SSVE staff by improving the infrastructure of in-service institutions, developing distance education systems and ensuring closer cooperation with industry.

The resolution of the Cabinet of Ministers on the Further Development of the System for Retraining of Pedagogical Staff was adopted in 2006. It added feedback mechanisms between the requirements for in-service teacher training and the monitoring of training results. The resolution also defined the skills of a modern teacher.

The in-service training of general subject teachers in academic lyceums and vocational colleges is carried out by 13 state universities. Teachers of special subjects at vocational colleges undergo in-service training in 41 higher education institutions in the relevant branches of industry. The capacities of these institutions allow for the provision of in-service training to more than 15 000 pedagogical and technical-pedagogical personnel annually. Between 2006 and 2011, the number of vocational colleges offering specialisations relating to education increased by 78% (from 59 to 105). During the same period, the number of students in those areas increased by only 15% – the cohort of students studying pedagogical subjects increased from 133 000 to 153 000.

Figure 7 shows the increase in the number of SSVE teachers between 1998 and 2011.

**FIGURE 7 SSVE TRAINING – NUMBER OF SSVE TEACHERS WHO UNDERWENT TRAINING BETWEEN 1998 AND 2011**



In the 2010/11 academic year, some 52.9% of students in higher education institutions and 10.5% of students in vocational colleges were trained in pedagogical specialisations.

The increase in the number of teachers at SSVE institutions has led to some disproportion in the number of teachers who have improved their skills. In 2011, 15% of all SSVE teachers underwent in-service training.

The government is currently updating the system of in-service training for teachers with the aim of taking into account the individual needs and interests of teachers. This will require not only well-equipped educational institutions for in-service training, but also teachers with extensive pedagogical

and research experience, along with the ability to transform their knowledge. The training will increase the awareness of teachers on unique features of their profession. The feedback mechanism between the training and practical work, in a pre-service situation as well as in an in-service situation, will increase the efficiency of the teacher training.

#### 4.4 Action and assessment of progress since 2010

Two government resolutions represent a major initiative in improving the system of selecting and staffing vocational colleges and academic lyceums with personnel who have modern pedagogical and ICT knowledge and skills. These resolutions are: 'On measures to further improve the system of retraining and advanced training of teachers of higher education institutions' and 'On measures to further improve the system of training and retraining of administrative and teaching staff of secondary specialised vocational education institutions'. Both were adopted in 2012.

They aim at improving the professional qualifications and pedagogical skills of field specialists. In addition, salaries for teachers have increased since 2010 due to the Presidential decree.

Skills improvement and retraining courses for pedagogical personnel are conducted in centres and departments of universities, institutes, academies and in specially designated sector-based institutions. A further key development in the vocational education sector has been an increased flexibility in the delivery of the curriculum, with many vocational schools adapting their vocational curriculum to meet local business and industry specifications. Other key developments since 2010 include:

- updated materials – all VET schools are provided with the raw materials needed to support subject disciplines;
- greater priority given to the development of new curriculum materials;
- development of a new methodical centre within the SSVE Centre.

In order to support the development of the education system, the training of human resources in entrepreneurial activities and the training of entrepreneurs, the Chamber of Commerce and Industry, together with the Ministry of Higher and Secondary Specialised Education and the Ministry of Labour and Social Security, is cooperating with the ETF on the development of a national qualifications framework. This project will enable the development of an institutional mechanism to facilitate the implementation of framework content as a tool for coordinating the demand for qualified labour by the labour market with the supply provided by the education system. In addition, since 2010, access to SSVE has become available to students graduating in year 9.

## 5. GOVERNANCE AND POLICY PRACTICES IN THE VET SYSTEM

### 5.1 Defining vision and strategy for VET

The vision for VET is stable and maintained within a comprehensive perspective for national economic and social development. The vision is developed by the government with the Ministry of Higher and Secondary Specialised Education. The process of developing vocational education programmes to support the vision is consultative and involves all major stakeholders, comprising national, regional and local departments as well as business and employer groups, such as the Chamber of Commerce.

**MATRIX 1 DISTRIBUTION OF RESPONSIBILITIES**

	Objective setting	Implementation	Monitoring
Who is responsible?	Ministry of Higher and Secondary Specialised Education	Centre for Specialised Secondary Vocational Education	Centre for Specialised Secondary Vocational Education State Testing Centre
Who is accountable?	Ministry of Higher and Secondary Specialised Education	National and regional centres for specialised vocational secondary education-	Centre for Specialised Secondary Vocational Education State Testing Centre
Who is consulted?	Regional and local authorities National sectoral departments, e.g. industry departments Ministry of Labour and Social Security Chamber of Commerce Ministry of Public Education	National and regional centres for specialised vocational secondary education-	National and regional centres for specialised secondary vocational education State Testing Centre
Who is (only) informed?			

**MATRIX 2 MODE OF ACTION/DECISION MAKING OF THOSE RESPONSIBLE**

	Objective setting	Implementation	Monitoring
Full autonomy/unilateral	Ministry of Higher and Secondary Specialised Education	National Centre for Specialised Secondary Vocational Education	National Centre for Specialised Secondary Vocational Education
After (obligatory) consultation	Centre for Specialised Secondary Vocational Education	Regional centres for specialised secondary Vocational education	Regional centres for specialised secondary Vocational education
If consultation, with whom? (please list)	Ministry of Higher and Secondary Specialised Education	Regional and local authorities National sectoral departments, e.g. industry departments Ministry of Labour and Social Security Chamber of Commerce and Industry	Regional centres for specialised secondary Vocational education Regional and local authorities, e.g. industry sectoral departments, local chambers of commerce

## 5.2 Effectiveness and efficiency in addressing economic and labour market demand

As outlined in the 2012 Torino Process report, the system is largely efficient. It faces considerable challenges due to the growing diversity of the economy and the national population growth. Vocational education is a major national priority and is closely followed at government level and community level. The employment of graduates is monitored and reported on in government statistics. These suggest that the system is effective in ensuring successful transitions to employment.

## 5.3 Effectiveness and efficiency in addressing social and inclusion demand

Differences between rural and urban experiences are important in terms of ensuring that the benefits of vocational education are evenly distributed. The agricultural sector of the economy continues to be an important source of employment. The government has developed policies and programmes to ensure access and opportunity for the rural population and vulnerable groups in urban areas. As described in Section 3, these programmes are comprehensive and subject to regular updating.

## 5.4 Internal efficiency and effectiveness of the VET system

High literacy, enrolment and graduation rates suggest that current government policies are generally meeting the demand for primary and secondary education. A key aspect is that the system involves 13 years of compulsory education. Uzbekistan has a national system of qualifications or credentials. Clarifying the relationship of each qualification level in terms of its expected level of skills and knowledge could give further support to the government's education and training system in that it would provide the authorities with a policy tool to develop relationships between the different sectors, e.g. higher education and higher vocational education and training. For the business community, the framework would provide a reference against which they could assess the quality of post-secondary, non-university certificates.

### MATRIX 3 DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY STANDARDS

	Responsible for setting	Accountable for compliance	Monitoring and assessment
Quality standards: learning environment	National and regional centres for specialised secondary education-	National Centre for Specialised Secondary Education	State Testing Centre
Quality standards: learning outcomes	National and regional centres for specialised secondary education Vocational colleges	National Centre for Specialised Secondary Vocational Education	National Centre for Specialised Secondary Vocational Education
Quality standards: teaching	National and regional centres for specialised secondary education Vocational colleges	National Centre for Specialised Secondary Vocational Education	National Centre for Specialised Secondary Vocational Education
Standards for provider <sup>1</sup> accreditation	National and regional centres for specialised secondary education Vocational colleges Ministry of Labour and Social Security (national and regional vocational training programmes for unemployed people and requalification of employees)	National Centre for Specialised Secondary Vocational Education	National Centre for Specialised Secondary Vocational Education Ministries associated with industry sector

(1) This can also refer to individual programmes

## MATRIX 4 MODE OF DECISION MAKING WHEN SETTING QUALITY STANDARDS

	Unilateral	Obligatory consultation	If consultation, with whom
Quality standards: learning environment	National Centre for Specialised Secondary Education	Regional centres for specialised secondary Vocational education Vocational colleges	Vocational colleges Ministry of Labour and Social Security
Quality standards: learning outcomes	National Centre for Specialised Secondary Education	Regional centres for specialised secondary Vocational education Vocational colleges	Vocational colleges Ministry of Labour and Social Security Ministries associated with industry sector
Quality standards: teaching	National Centre for Specialised Secondary Education	Regional centres for specialised secondary Vocational education Vocational colleges	Vocational colleges Ministry of Labour and Social Security Ministries associated with industry sector
Standards for provider <sup>1</sup> accreditation	Vocational colleges Ministry of Labour and Social Security (national and regional vocational training programmes for unemployed people)	Regional centres for specialised secondary Vocational education Vocational colleges	Ministries associated with industry sector Ministry of Labour and Social Security

(1) This can also refer to individual programmes

## MATRIX 5 RESPONSIBILITY FOR CURRICULUM CONTENT AND TEACHING STANDARDS

	Responsible for determining	Obligatory consultation	If consultation, with whom
Curriculum content	National Centre for Specialised Secondary Education	State	Regional centres for specialised secondary education
How curriculum is taught	Vocational colleges	Vocational colleges	Vocational colleges

Among the World Bank's middle-income group of countries, Uzbekistan allocates one of the highest levels of public expenditure to the sector. The rates of schooling at all levels (from preschool to higher education) are above those of the group.

Currently, education accounts for a high share of the national budget (World Bank, 2012). This expenditure covers the following items:

- on-budget expenditure for education and personnel training (excluding investments, costs related to salaries and consumables);
- on-budget expenditure for investments (e.g. school construction, equipment);
- non-budgetary funds.

The high level of public expenditure allocated to education highlighted in 2012 (26% in 2012/13) is expected to continue in the coming years. General secondary education accounts for the largest share of public expenditure, mainly due to its size. The financial allocation to subsectors is also expected to remain the same between 2012/13 and 2017/18.

Public non-capital expenditure indicates that the amount spent on education will increase from 8.3% of GDP in 2012 to 8.6% of GDP in 2015. This will be partially covered by budgetary and non-budgetary funds which will account for 7.4% of GDP in 2012 and 7.7% of GDP in 2015.

**TABLE 14 EDUCATION SECTOR EXPENDITURE ESTIMATES, 2012-15 (BILLION UZS)**

Expenditure	2012	2013	2014	2015	2012-15
Total expenditure on education	8 098.8	10 186.5	12 434.0	5 024.6	45 753.9
As % of GDP	8.4	8.6	8.7	8.6	
State budget contribution	7 215.9	9 052.9	11 023.7	3 387.08	40 679.6
As % of GDP	7.5	7.7	7.7	7.7	–

The number of students is expected to decline in the period between 2013 and 2017. However, the cost of SSVE will increase during this period due to quality enhancement measures (e.g. school upgrading). Student numbers will begin to increase again after 2017.

**TABLE 15 TREND IN STUDENTS IN SECONDARY SPECIALISED VOCATIONAL EDUCATION<sup>13</sup> (2012=100)**

Year	2012	2013	2014	2015	2016	2017
All students	100	98.6	94.4	90.2	87.4	86
VET students	100	99	94.4	90.8	87.6	86.5

**TABLE 16 TREND IN EXPENDITURE ON SECONDARY SPECIALISED VOCATIONAL EDUCATION<sup>14</sup> (2012=100)**

Year	2012	2013	2014	2015	2016	2017
Expenditure levels	100	1.2	1.4	1.6	1.84	2.1

## 5.5 Assessment of progress since 2010

Progress in policy development has been coherent. It combines an approach that maintains the existing policy direction while introducing further changes that support policy implementation or enhance its effectiveness. Key areas of progress have been the extension of the SSVE system across the country and the increased support for the quality of schools and teachers. A further area has been the emergence of employability of vocational graduates as an area for further enhancement.

<sup>13</sup> Estimates based on data from Education Sector Plan, p. 153

<sup>14</sup> Estimates based on data from Education Sector Plan, p. 151

## ACRONYMS

<b>CVT</b>	Continuing vocational training
<b>ETF</b>	European Training Foundation
<b>GDP</b>	Gross domestic product
<b>ICT</b>	Information and communication technology
<b>SSVE</b>	Secondary specialised vocational education
<b>TVET</b>	Technical and vocational education and training
<b>UZS</b>	Uzbekistani som
<b>VET</b>	Vocational education and training

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