Expanding Technical and Vocational Education and Training at the Secondary Education Level in Uzbekistan

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Uzbekistan: context and development trends

Demographic situation

Dynamics of Economic Growth and Investment (%)

- Young and rapidly growing population.
- Accelerated economic growth and investments.
- Increase in the share of industry and services while reducing the share of agriculture in GDP.
Pre-reform system of secondary and vocational education

• Lack of continuity between general and professional curricula;
• Graduates of general schools didn’t have specific skills required at the labour market;
• A number of young people joined a labour market having completed just 9 years of school without any professional training.
The new edition of the Law on Education and introduction of the National Program for Personnel Training (1997). It provides:
- Life-long learning from preschool to retirement age.
- A new stage that connected the general secondary education and professional training - Secondary specialized professional education.
Secondary specialized and professional education

The objective of secondary professional education is not only intensive intellectual development of the students, but preparing them to join the labor market by providing with professional skills.

Main achievements:

- 3-years of mandatory and free secondary professional education;
- 100% enrollment of the graduates of grade 9 either to academic lyceum or professional colleges;
- New infrastructure.
Expenditure on Education

Expenditure on Education: International experience

<table>
<thead>
<tr>
<th>Country</th>
<th>In % of government expenditure</th>
<th>In % of GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-middle income countries</td>
<td>15.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Upper-middle income countries</td>
<td>14</td>
<td>4.8</td>
</tr>
<tr>
<td>OECD</td>
<td>12.7</td>
<td>5.3</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>33.3</td>
<td>8.9</td>
</tr>
</tbody>
</table>

Structure of Government Expenditure on Education, %

- Gov. exp. on SSPE accounts for 1.7% of GDP
- Secondary education 55.3
- Higher education 4.3
- SSPE 18.6
- Preschool 9.0
- Other 12.8

Recurrent expenditures of Professional colleges: Structure and Growth (2005=100%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital</th>
<th>Non-teaching personnel</th>
<th>Other recurrent expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>100</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>129.1</td>
<td>99.8</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>185.6</td>
<td>166.7</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>272.7</td>
<td>179.8</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>474.7</td>
<td>241.9</td>
<td>0</td>
</tr>
</tbody>
</table>

*2011 data is not available.
Challenges of secondary professional education:

- Weak linkage of professional colleges with business associations and companies;
- Lack of mechanisms for conducting continuous labor market needs assessments;
- Limited inclusion of agencies responsible for design and implementation of industrial policy to coordination of professional education;
- As a result limited awareness of professional colleges about the skills needed on the specific economic sectors;
- In 2008 only 50% of graduates could find the job according to the specialization.

### Distribution of SSP education by sectoral specialization (as a % of the total number of students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Agriculture</th>
<th>Industries and buildings</th>
<th>Transport and communication</th>
<th>Education</th>
<th>Economy and law</th>
<th>Health care, physical culture and sports</th>
<th>Culture and art</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/1996</td>
<td>17.5</td>
<td>24.9</td>
<td>5.4</td>
<td>7.4</td>
<td>4.4</td>
<td>11.6</td>
<td>10.1</td>
<td>27.3</td>
</tr>
<tr>
<td>2000/2001</td>
<td>18.3</td>
<td>26.5</td>
<td>5.4</td>
<td>7.2</td>
<td>4.4</td>
<td>11.6</td>
<td>10.1</td>
<td>27.3</td>
</tr>
<tr>
<td>2005/2006</td>
<td>18.9</td>
<td>21.9</td>
<td>7.2</td>
<td>7.2</td>
<td>4.4</td>
<td>11.6</td>
<td>10.1</td>
<td>27.3</td>
</tr>
<tr>
<td>2010/2011</td>
<td>20.3</td>
<td>21.3</td>
<td>8.2</td>
<td>8.2</td>
<td>4.4</td>
<td>11.6</td>
<td>10.1</td>
<td>27.3</td>
</tr>
</tbody>
</table>

### Employment of Professional college graduates

- Share of Employed (%)
- Share of Employed by specialization (%)
Key lessons learned and recommendations

- Uzbekistan achieved a lot in expansion of secondary professional education.

- At the same time the current model of managing and regulating the sector may lead to the imbalances on the labour market.

- Huge modernization program and further structural transformation of the economy increases demand for more skilled and diversified labour force.

- In order for secondary professional education was aligned with the needs of economy it is essential to apply a new approach to institutional arrangement of the sector.
Thank You!