This action is funded by the European Union

**ANNEX I**

of the Commission Implementing Decision on the financing of the annual action programme in favour of Uzbekistan for 2019

**Action Document for "Skills Development for Employability in Rural Areas of Uzbekistan"**

<table>
<thead>
<tr>
<th><strong>ANNUAL PROGRAMME/MEASURE</strong></th>
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</thead>
<tbody>
<tr>
<td>This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation and action programme/measure in the sense of Articles 2 and 3 of Regulation No 236/2014.</td>
</tr>
</tbody>
</table>

| **1. Title/basic act/CRIS number** | Skills Development for Employability in Rural Areas of Uzbekistan  
CRIS number: ACA/2019/039-905  
Financed under the Development Cooperation Instrument |
|-----------------------------------|
| **2. Zone benefiting from the action/location** | The Republic of Uzbekistan  
The action shall be carried out at the following location: the entire country |
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<tbody>
<tr>
<td><strong>3. Programming document</strong></td>
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</tbody>
</table>
| **4. SDGs** | SDG 4 (quality education) including  
• 4.3 (Vocational Education), 4.4. (youth with appropriate skills for labour market),  
• 4.5. (gender equality in education)  
SDG 5 (achieve gender equality and empower all women and girls)  
• 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life  
SDG 8 (economic growth and employment) including  
• 8.5.(full employment)  
• 8.6. (reduce employment of youth) |
|-----------------------------------|
| **5. Sector of intervention/thematic area** | Rural Development / Technical Vocational Education and Training (TVET)  
Dev. Assistance: YES |

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\(^1\) C(2018)4741 of 20 July 2018
| 6. Amounts concerned | Total estimated cost: EUR 10 000 000  
|                       | Total amount of EU budget contribution EUR 10 000 000 |

| 7. Aid modality(ies) and implementation modality(ies) | Project Modality  
|                                                      | Indirect management with United Nation’s Educational, Scientific and Cultural Organization (UNESCO) |

| 8 a) DAC code(s) | Main DAC code: 11330 Vocational Training - 100%  
|                  | Sub-code 1: 31181 Agricultural education/training – 80%  
|                  | Sub-code 2: 32130 - Small and medium-sized enterprises (SME) development – 10%  
|                  | Sub-code 3: 11430 Advanced technical and managerial training – 10% |

| 8 b) Main Delivery Channel | United Nations agency, fund or commission: UNESCO – 41304 |

<table>
<thead>
<tr>
<th>9. Markers (from CRIS DAC form)</th>
<th>General policy objective</th>
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<th>Significant objective</th>
<th>Principal objective</th>
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<tr>
<td>Participation development/good governance</td>
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<td>☐</td>
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<td>Aid to environment</td>
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<td>☐</td>
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<tr>
<td>Gender equality and Women’s and Girl’s Empowerment</td>
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<td>X</td>
<td>☐</td>
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<td>Trade Development</td>
<td>☐</td>
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<tr>
<td>Reproductive, Maternal, New born and child health</td>
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<td>☐</td>
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<table>
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<tr>
<th>9. Markers (from CRIS DAC form)</th>
<th>RIO Convention markers</th>
<th>Not targeted</th>
<th>Significant objective</th>
<th>Principal objective</th>
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<tbody>
<tr>
<td>Biological diversity</td>
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<tr>
<td>Combat desertification</td>
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<td>☐</td>
<td></td>
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<tr>
<td>Climate change mitigation</td>
<td>☐</td>
<td>X</td>
<td>☐</td>
<td></td>
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<tr>
<td>Climate change adaptation</td>
<td>☐</td>
<td>X</td>
<td>☐</td>
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</table>

| 10. Global Public Goods and Challenges (GPGC) thematic flagships | N/A |

**Summary**

Agriculture in Uzbekistan plays a critical economic and social role in the country’s rural areas. Agriculture Gross Domestic Product (GDP) continued growth will intensify in the coming years, with private investment in the sector amounting to more than USD 2 billion, the diversification of production for exports, and the large job creation perspective. This industry will develop and the return to intensive financial investments will materialise only if the Vocational Education System is able to reform itself and adapt to massively and quickly supply skilled workers with diversified skills. The proposed Action will support the Government of Uzbekistan to upgrade the delivery of Vocational Education and Training (VET) learning, with the purpose of making it responsive to the real needs of the labour market and women and men learners and workers in the Agriculture and Irrigation sectors.

The general objective of the ‘Skills Development for Employability in Rural Areas of Uzbekistan’ project is to ‘enhance the living standards in rural areas through better employability’, while the specific objective is to ‘equip Uzbek women and men with relevant skills to supply to the needs of a sustainable, diversified and modernised agriculture’. The project will contribute to improve the quality, efficiency and effectiveness of the VET system in the agriculture sector and support
reforms initiated by the Government.

The activities of the project will contribute to the following results:

Result 1: **VET policy implementation supported and governance arrangements modernised, strengthened and adapted** to the evolution of the agriculture and irrigation sectors.

Result 2: **VET qualifications and delivery methodology modernised** to serve the needs of the labour market and female and male learners and workers in the agriculture sector.

Result 3: **Efficient VET colleges with competent management and teaching staff** able to use modern equipment, technologies and learning methods.

The total amount of the project is **EUR 10 million**. It will be implemented through **Indirect management with United Nations Educational, Scientific and Cultural Organization (UNESCO)**, which has already done a Policy Review and proposed policy options for the Technical VET (TVET) sector reform and development in Uzbekistan.
1 Context Analysis

1.1 Context Description

**Socio-economic situation**

Uzbekistan is a lower middle income, resource rich, and doubly-landlocked country. Economic growth has been robust, averaging about 8% annually since 2000, as a result of: (i) high world market prices for copper, gold and natural gas, which account for 50% of exports; (ii) macroeconomic management including a 2008 stimulus package; and (iii) limited exposure to international financial markets, which shielded the country from contagion effects. Rapid growth, along with the creation of small businesses and jobs, public investments in social services, increased public sector salaries and remittances, contributed to a decline in poverty from 27.5% of the population in 2001 to 12.5% in 2016.

The total population of Uzbekistan is 32.1 million, with 49.4% of the total population and 75% of the low-income population residing in rural areas (2017). Uzbekistan is a country with high birth rate (16.8%) and correspondingly a labour force surplus. People under 25 years of age account for 34% of the population and 56% of the population is under 30 years of age. Thus, a constant creation of new jobs is required to absorb the growing labour force.

The regional economic slowdown, as a result of the collapse of oil prices, means that job creation for returning migrants (also taking into account the phenomenon of circular migration) and for about half a million youth joining the job market annually is an important priority for the government. The government’s long-term vision is to transform Uzbekistan into an industrialized upper-middle income country by 2030. This is to be achieved through a dual approach, involving the gradual transition to a more market-oriented economy through the investment in infrastructure, private sector, services, skills and institution building, alongside the continued state regulation in strategic sectors.

Regarding gender relations in the economic sector, the following challenges remain for the Government: (i) the persistent gender pay gap; (ii) the list of occupations that are prohibited for women (see Labour Code); (iii) the continued occupational segregation between women and men in the labour market and women’s concentration in low-paid jobs in the formal and informal economy; (iv) the lack of information on legislation prohibiting sexual harassment in the workplace, on the number of prosecutions and convictions and on the sentences imposed on perpetrators.

**Agriculture**

Two important principles of the Government of Uzbekistan’s vision are: (i) economic diversification and value added production out of commodity exports; and (ii) ensuring food security and a more equitable distribution of the benefits of growth across regions and income groups. Development of agriculture, including timely investments into less water-intensive and higher value horticulture and livestock sectors and creation of jobs in rural areas in associated upstream and downstream agribusinesses is seen as contributing to both. This is embedded in the Goal 3.3, modernisation and intensive development of agriculture, of the **Uzbekistan’s Development Strategy’s five priority areas for 2017-2021.**

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3 The total fertility rate in 2016 was 2.46.

Although the share of agriculture in total GDP declined, from 34.4% in 2000 to 17.6% in 2016, and the share of employment decreased from 39% in 2005 to 29% in 2017\(^5\), the agricultural GDP grew by 65.5% from 2010-2016 with about 60% of output generated from crops and 40% from livestock.

Increase in agricultural production and the development of market-driven value chains require the adoption of international food standards to meet an ambitious increase in exports that the Government is promoting, and which the private sector wishes to achieve in order to obtain higher and sustainable revenues.

Currently, more than 170,000 farming enterprises operate in the country, leasing 5.8 million hectares of land. Average land area per farm is 76.1 hectares. At the same time, roughly 2.2 million dehkan farms, have 480 thousand hectares of land available and produce more than 150 species of crops. More than 90% of agricultural output is grown on dehkan farms.

**Climate Change**

Uzbekistan is one of the most vulnerable countries to climate change globally. Without additional resource saving measures, the country may face deficiency of water resources, growth in land desertification and degradation, increase in occurrence of droughts, and other dangerous phenomena leading to instability in the agricultural production and threatening the country’s food security. Since the early 1950s, the average rates of air temperature growth throughout the territory of Uzbekistan were 0.29°C for each ten years, which is two times higher than the global warming rates.

**Vocational education and training (VET)**

After nine years of primary and basic general education, students in Uzbekistan used to continue either in academic lyceums to get secondary specialised education or in vocational colleges to get secondary specialised vocational education. Starting from the academic year 2018/2019, young people are now spending eleven years in general education, after which they can enrol in vocational education.

About 90% of students enrol in VET (vocational colleges), while 10% have accessed academic lyceums through competitive entrance exams. VET is provided for 240 occupations (sub-divided into 672 specialties) in around six broad sectors.

In 2018 there were 1,592 VET providers, out of which 1,318 vocational colleges. In the academic year 2016-2017 1.6 million students studied in vocational colleges. 456,800 students graduated, out of which 23,170 (i.e. 5%) people graduated in agriculture and water management.

Further reforms of the Ministry of Higher and Secondary Specialised Education and possible restructuring of the Centre for Professional Education are under review by the Cabinet of Ministers, with the issuing of new resolutions are expected in 2019.

While parity is achieved in primary and secondary education, women and girls continue to choose traditionally female-dominated fields of education and career paths, such as health, education and the service industries. They also remain underrepresented in the natural sciences and technological education.

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1.2 Policy Framework (Global, EU)

The Vision 2030 Strategy of the Government intends to increase the gross national income per capita from USD 1,700 to over USD 4,000 by 2030. It relies on creating quality jobs and boosting rural incomes.

The proposed Action is in line with Uzbekistan's Development Strategy for 2017-2021 priorities numbers: 3) development and liberalization of the economy and 4) development of the social sphere and following specific objectives:

- Creating new jobs and ensuring the decent employment of the population;
- Expansion of training, retraining and skills upgrading of persons in need of employment;
- Further improving the system of continuing education;
- Training and employment of students of professional colleges on specialisation that meet the requirements of the market economy and the needs of employers;
- Introduction of international standards of training and assessment of the quality of teaching in higher education.

Although Uzbekistan has not developed a national action plan on gender equality, the country’s Development Strategy for 2017-2021 directly addresses employment for women and female graduates of vocational colleges.

The United Nations (UN) Human Rights Treaty Committees and the International Labour Organisation supervisory bodies have raised several concerns regarding labour rights and economic participation, particularly of women and people living in vulnerable situation. The Committee on Economic, Social and Cultural Rights (Universal Periodic Review, UN Compilation on Uzbekistan, 2018) remained concerned about underemployment - particularly among nomadic people and in the agricultural sector - high unemployment among women, gender wage gap and widespread employment in the informal economy. The Committee on the Elimination of Discrimination against Women noted with concern the disadvantaged status of women in rural areas and regretted the lack of measures to address their poverty, ensure their ownership and use of land, as well as their access to a number of rights.

In the same review, the International Labour Organisation (ILO) Committee of Experts on the Application of Conventions and Recommendations strongly encouraged Uzbekistan to continue to take effective and time-bound measures to strengthen safeguards against the use of forced labour in the cotton harvest, including by strengthening a functioning labour relations system for cotton pickers.

1.3 Public Policy Analysis of the partner country

The Action is in line with the Government of Uzbekistan’s objective ‘to enhance labour efficiency in rural areas and income generation based on agrarian development’.

UNESCO has prepared a comprehensive review of Uzbekistan’s TVET sector in 2018, which includes policy options and recommendations for the Government. For the development of this review, UNESCO consulted the national and development partners, including the EU Delegation in Uzbekistan.

The Decree7 and the Resolution of the President of Uzbekistan on TVET8 published in January and February 2018 respectively established a new organization of the system of general,

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6 http://strategy.uz/about-strategy
7 Decree of the President No UP-5313 “On measures to radically improve the system of general secondary, secondary specialized and vocational education” issued on 25/01/18;
8 Resolution of the President No PP-3504 “On the improvement of the activity of the Center for Secondary Specialised and Vocational Education of the Ministry of Higher and Secondary Specialised Education” issued on 03/02/18.
secondary specialised and vocational education. This reform aims at increasing the labour market relevance of VET, improving the employment of VET graduates, and contributing to the Development Strategy priorities. The decrees stipulates that, starting from the academic year 2018-2019, young people will study eleven years in general education instead of nine years, as required in the past after which they can enrol in vocational education. The previously compulsory three-years VET programmes will be shortened to either six months or two years, and will focus primarily on the provision of professional skills.

A presidential decree is being prepared to establish a National VET Council (NVETC), which will include all relevant line ministries, employers’ representatives and the Chamber of Commerce and Industry. Under the NVETC, sector councils for the main economic sectors will be held. The decree is expected to be adopted in 2019.

The decree defines four types of colleges: 1) linked or subordinate to higher education institutions, 2) subordinate to line ministries, 3) multi-profile colleges subordinate to the Centre for Vocational Education (CVE) or the regional authorities, and 4) international technical training centres subordinate to the Ministry of Employment and Labour Relations (MELR).

The Ministries of Agriculture and Water Resources will be in charge of a number of secondary specialized colleges for agriculture (currently 132 for agriculture and irrigation). The government plans to keep in each region, at least one college specifically dedicated to horticulture, one to livestock production and one to irrigation, while at national level two colleges will specialise in fish-farming. The precise number of sector specific and multi-profile colleges that will be transferred to line ministries, regional authorities or other entities will be defined by mid-2019 in a Presidential decree.

The Government has adopted a wide corpus of decrees and legislation for natural resources saving, limitation of emission of Greenhouse gases and strategies for adaptation and mitigation of climate. This is currently being strengthened and fully integrated in the Agriculture Sector Strategy 2020-2030 currently being developed.

The Action is in line with the policy priorities of the New European Consensus on Development, namely People (education), and Prosperity (revenue). It contributes to Sustainable Development Goal (SDG) 4 to ensure inclusive and quality education and lifelong learning opportunity for all, to SDG 8 on economic growth and productive employment and decent work, and to SDG 5 to achieve gender equality.

The Action will contribute to the realisation of several human rights commitments. The right to education is established in several international Human Rights treaties signed and ratified by most states. The Convention on the Rights of the Child, articles 28 and 29, is the most important. Women’s rights have been recognised and guaranteed notably in the Universal Declaration of Human Rights and in the Convention on the Elimination of all forms of Discrimination Against Women. Right to decent work for all has been guaranteed in the International Covenant on Economic, Social and Cultural Rights. Uzbekistan has ratified all of them.

The Action will also contribute to the EU’s Gender Action Plan II (2016-2020) and particularly its objectives 14) access to decent work for women of all ages, and 13) equal access for girls and women to all levels of quality education and VET free from discrimination.

The EU’s Multiannual Indicative Programme 2014-2020 for Uzbekistan has defined rural development as the core sector for cooperation. Reforming the agriculture sector from a centrally administered cotton and wheat producing sector to a diversified and liberalised one would require deep reforms where skills development is an essential factor.
1.4 Stakeholder analysis

The CVE of the Ministry of Higher and Secondary Specialized Education (MoHSSE) will have the overall coordination role for national VET policy and strategy, as well as the responsibility for the methodology and curriculum development in all vocational colleges. The First Deputy Minister of Higher and Secondary Specialised Education is the Director of the Centre. The Centre has territorial VET departments overseeing the implementation of VET policy throughout the country. The Centre employs approximately forty managers and professionals. Under the CVE, the Institute for Innovative Development and In-service and Retraining of VET teachers (with around ninety staff members) will particularly focus on the development of innovations in VET, and have two main functions: 1) methodological support and development of new curricula and training programmes and their organisation in learning process, and 2) implementation of new learning forms and methods for in-service training and overall management and organisation of in-service and retraining of teachers. The CVE and the Institute will in particular be in charge of the new quality assurance system, as well as the design and implementation of the National Qualification Framework. The MoHSSE and CVE will involve other line ministries, such as the Ministry of Economy or Ministry of Finance, in relevant activities and task forces to support the project implementation.

The State Inspection for Quality Assurance of Education under the Cabinet of Ministers of Uzbekistan was established on 18 July 2017, by the Decree No 515 of the Cabinet of Ministers. Its main purpose is to ensure a high level of educational process in accordance with the requirements of reforms carried out in socio-economic areas, as well as to further improve the quality control of education in the system of lifelong learning. It will as well support a state policy in the field of monitoring the quality of personnel training and objectively assess the effectiveness of the educational process. The role of this entity in the Action will be key to ensure that planned activities are in line with the government’s priorities and that the quality of education is closely overseen.

The Ministries of Agriculture and Water Resources will be in charge of managing the vocational colleges for agriculture and irrigation, together with other line ministries and organisations to which they will be transferred. Both Ministries will lead the work on identifying the skills demand in the sector and organising the cooperation with employers and businesses. The Ministries are expected to establish a sector skills council (see above National VET Council) to engage with key stakeholders in developing new occupational standards and qualifications for the sector. The Ministries will involve also agrarian universities and other relevant agencies in this work. In the Ministries, two units are expected to carry out the tasks related to VET: the Personnel Unit and the Division on Innovation Technologies and Education. Other newly created institutions like the State Veterinarian Committee, or the State Forest Committee will be involved in the sector specific activities when relevant. Moreover, it is important to establish ‘subsector skills councils’ as the agriculture sector has significantly diverse subsectors, whose requirements in terms of skills differ very much from one another.

Through the Action, stakeholders will benefit from technical expertise in the following areas: VET sector governance and institutional set-up (including management); financing and human resources of the Colleges; links with the labour market and the agriculture industry organisations, as well as with higher education (Agrarian Institutes) and research institutions. They will be able to develop systems to identify the labour market skills demand in the agriculture sector.

The Ministry of Employment and Labour Relations (MELR) plays the role of a Public Employment Service and manages the network of Training Centres for the unemployed, which is currently undergoing heavy reforms. The MELR and its subordinate structures will be involved
in analysing sectoral skills demand and coordinating the training provision of adult learners with line ministries and VET providers. The MELR can be also involved in using its Public Employment Service Centres to bridge up employers and job seekers, namely on providing job market services.

The Women’s Committee, designed as the national vehicle for the advancement of women, has the status of a Non-Governmental Organization (NGO) and in principle does not receive funding from the State, which limits its effective functioning in promoting women’s rights and gender equality. The Committee thus lacks the status, the authority, and human, technical and financial resources that are necessary to effectively promote the implementation of the Convention.

The Chamber of Commerce and Industry (CCI) and the newly established employers’ organisation as well as the Confederation of Trade Unions will be involved in developing private-public partnerships and sector councils. Coordination and involvement of the CCI and its territorial offices will be ensured when relevant.

Entrepreneurship development stakeholder(s): the Action will also engage with stakeholders on entrepreneurship development, small business advisory and incubation services in the country for agriculture sector.

The VET colleges profiled as ‘agricultural colleges’ and their staff will benefit from the renewed approach for vocational training, learn to develop competence-based curricula, as well as use modern teaching and learning methods to organise a client oriented learning process. The project will identify a number of selected pilot schools (maximum fifteen) in consultation with the Ministry of Agriculture, which will be the main target group for capacity building. They will be reference schools and ‘centres of excellence’ for other colleges and providers, which will benefit from government and project activities through networking and participation in dissemination activities.

The farming community and businesses in the agriculture value chains will benefit from adequately trained farmers and staff, as well as Colleges acting as resource centres to support access to technology and innovation for agriculture production, management of water resources and other activities of the agriculture value chains. They will be involved in the skills needs assessment, as well as in the labour market needs analyses. They will participate by providing on-the-job training and internships, as well as pilot alternate training modalities.

Finally young people and rural men and women throughout the country will benefit from the project results by having a better access to high quality VET and learning new skills relevant for the labour market.

1.5 Problem analysis/priority areas for support

VET Governance and Policy

The Uzbekistan Education Sector Plan 2013–2017 revealed that quality, efficiency and effectiveness of the VET system were not answering to the current challenges of demographic growth and changing economy, as showed by the European Training Foundation’s (ETF) Torino Process report. The training system is still based on the former Soviet system, which provides specialised professions and skills that are out-of-date or not required by modern companies.

The presidential decrees on the reform of VET raise many new challenges for policy implementation. New governance structures need to be established and made operational, and require new competences and skills from both government officials and VET specialists. The

coordination and management of VET colleges will be a new task for Ministries of Agriculture and Water Resources, as well as the development of new demand-driven VET qualifications. However, the MHSSE will remain the authority approving any new qualification. New financing schemes are required to ensure a sustainable funding of VET institutions, and national authorities have to analyse the future gender-differentiated skills needs on the labour market. VET programmes in colleges will be only partially financed by the state budget, as it is for the upper secondary education. It is estimated that the share of public financing will be reduced to 60-70% of the total expenditure of colleges while they will be expected to generate additional income for fee based training services. The line ministries and organisations responsible for colleges will have to attract funding from employers and business community in order to develop industry-led VET programmes. The network of VET providers is likely to be optimised for a more efficient provision without compromising the access of rural population to quality VET. Creating new opportunities for skills upgrading and retraining of workforce as part of lifelong learning will be an additional challenge for VET providers, as well as college managers and teachers.

The ambitious reform agenda will require an implementation strategy that builds on existing good practice and capacity of VET providers and practitioners, while at the same time modernising the content, teaching and learning methods, cooperation with enterprises and business community. While implementing its reform agenda the government emphasises the importance of using international experience, expertise and peer learning.

Skills and Qualifications

A key change in the reform is a shift to decentralising the articulation of the skills demand, which will be done by line ministries and business associations such as the CCI. The training courses run by the VET colleges were considered inflexible, with a typical standard length of three years for all the professions. In terms of duration and provision, the standardised VET programmes do not meet the gender-differentiated needs of students and the labour market. The content of the training programmes has to be modernised and the overall VET provisions have to be made more flexible, to adapt to current and future needs of the labour market. Identifying skills and needs and developing new qualifications requires a coordinated action at the sectoral level, reinforcing the urgency to establish sector skills councils.

The occupational profiles in the agriculture sector have up to now slowly evolved from the former Soviet collective farm system, which required narrow specialisms. The current reform of the agriculture sector through liberalization, diversification and export orientation will require a large number of skilled farmers and workforce who will be entrepreneurial, master a diverse range of knowledge and skills, and be able to use new technologies and production processes. There is a need to increase the role and engagement of the business community in shaping the content and delivery of vocational programmes according to business needs.

Provision of vocational education and training

Based on the VET reform, VET providers will have to re-organise the learning process with adaptable duration of programmes and modular training courses, as well as to serve a wide range of clients including young students and adults. Teachers will need to upgrade their teaching skills and knowledge on how to deliver new competence based modular programmes and how to integrate key competences in the learning process. VET Teachers and managers will have to establish regular links with employers and business community to ensure work-based learning opportunities and practice for their students. College managers and staff will have to generate additional revenues for fee-based training services and offer flexible training courses and modules on the market. They will need to liaise with upper secondary general education schools in terms of career guidance and create relevant networks with other stakeholders.
The Action will support the government’s capacity to implement the national VET reform and rearrange the governance and provision as envisaged in recent decrees. Besides policy advice, coaching and technical expertise to the national policy implementation, the project will specifically work to develop, test and pilot new initiatives and approaches in the agriculture sector with a view to scaling up transversal methods and approaches throughout the country.

Climate change adaptation and mitigation

The Government of Uzbekistan is pursuing an active strategy to deploy specific measures for the adaptation of agriculture and water management including: (i) the improvement of the climate resilience of the agriculture through the diversification of food crops production pattern, the conservation of germplasm and indigenous plant species and agricultural crops resistant to droughts pests and diseases, the development of biotechnologies and the breeding of new crop varieties adapted to conditions of changing climate; (ii) the improvement of irrigated lands affected by desertification, soil degradation and drought, and the increase of the soil fertility of irrigated and rain-fed lands; (iii) the further improvement of water management practice in irrigated agriculture, with wide use of integrated resource management approaches and innovative technologies for water saving, including broad introduction of drip irrigation systems; (iv) the improvement of pasture productivity and fodder production in desert and piedmont areas.

2 RISKS AND ASSUMPTIONS

<table>
<thead>
<tr>
<th>Risks</th>
<th>Risk level (H/M/L)</th>
<th>Mitigating measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic instability or fiscal constraints, which divert government efforts to other priorities</td>
<td>M</td>
<td>Regular monitoring and assessment of policy implementation, identification of key supportive measures, development of enabling policies and remedial actions.</td>
</tr>
<tr>
<td>Staff turnover and/or low capacity in implementing partner agencies</td>
<td>M</td>
<td>Commitment from key stakeholders in government to maintain and support a permanent core team throughout the project life. Engaging a larger community of stakeholders involved in project implementation.</td>
</tr>
<tr>
<td>Resistance to change by TVET staff (especially trainers)</td>
<td>M</td>
<td>Capacity building through training and marketing and communications plan to ensure long-term buy in from TVET staff.</td>
</tr>
<tr>
<td>Persistence of forced and child labour in the agriculture sector</td>
<td>L</td>
<td>Ongoing ILO monitors confirm that the scope of forced labour during cotton harvests in Uzbekistan has been significantly reduced. Furthermore, child labour is no longer considered an issue of concern.</td>
</tr>
</tbody>
</table>

Assumptions

The Government continues commitment to implement VET reform and skills development policies as initiated in 2018.
The political and socio-economic situation remains stable for implementation.
Relevant local stakeholders are actively involved, and efficient coordination established.
Government Ministries work together collaboratively.
Employers are motivated to collaborate as required.
3 LESONS LEARNT AND COMPLEMENTARITY

3.1 Lessons learnt

The EU has direct experience in the VET through the European Training Foundation (ETF), which has been working in Central Asia and Uzbekistan over many years. From the ETF experience, it can be learnt that the use of a collaborative approach based on a professional-to-professional relationship between international and local experts is essential in further development and piloting of the National Qualifications Framework (NQF). Therefore, as far as possible, projects should make use of local expertise and give local stakeholders a key role for ownership sake. The EU has a track record of contributing to VET reforms in partner countries by using a holistic approach integrating social cohesion, labour demand, and inclusion of vulnerable group into the labour market. Actions to foster a better matching between supply and demand span over a range of policies and domains including education, lifelong learning, and labour market policies.

The TVET Review conducted by UNESCO (2018) highlighted that Sector skills councils or similar bodies are lacking at sectoral, local and national levels in Uzbekistan.

Linkages between VET system and industry are essential for matching needs from the labour market with offers of the VET system. For example countries such as Belarus and Ukraine have established successful private-public partnerships within industries where companies, (often international companies) have established their training centres and facilities within VET institutions. They supply teaching aids to VET providers, train teachers and facilitate school to work transitions of learners. Such experience of other countries in Eastern Europe could be beneficial for Uzbekistan.

The Skills Development Project in Uzbekistan (SDP) was implemented by Swiss Development Cooperation during 2004-2018 in four phases. The Project was a strong trigger to promote and reform VET system through development of cooperation models between enterprises and professional colleges. Regional Vocational Training Centres (RVTCs) were established on the basis of 20 pilot colleges and equipped in order to serve as centres of excellences and provide training, retraining and advanced training courses for temporarily unemployed persons, enterprise specialists, as well as for VET teachers and masters of practical training. Special training modules on water management and water supply were designed and number of people were trained through the RVTCs.

3.2 Complementarity, synergy and donor coordination

A limited number of projects on skills development are currently implemented or under preparation in Uzbekistan. The EU Action will cover expertise support and capacity building for overall VET policy implementation with a specific focus on developing and piloting new programmes, learning methods and provision of VET in the Agriculture sector, thus complementing the action by other donors and international organisations in other economic sectors.

The EU Delegation has conducted an active dialogue with the UNESCO, World Bank, the Asian Development Bank, the GIZ, KOICA, Swiss Development Cooperation and the British Council, which have been active in the past, or are in the process of supporting TVET. The objective is to conduct a joint or highly coordinated policy dialogue with Government institutions involved in the sector, achieve coordination and synergies, and develop possible joint operations when possible.

A Memorandum of Understanding between the CVE and GIZ was signed for the inclusion of Uzbekistan in the regional programme “Professional Education in Central Asia” which has covered Kazakhstan, Kyrgyzstan, and Tajikistan. GIZ is currently preparing a new phase of the
programme "Professional Education in Central Asia II" with the intention to cover TVET in the food-processing sector and possibly logistics related to agriculture and food sector. Project is expected to start in 2020.

The UNESCO review of the Uzbek TVET sector includes a number of policy options: i) Building strong public-private partnerships, ii) Reforms to TVET governance and institutional architecture, iii) The development of a quality and attractive TVET system, iv) Diversification of funding modalities and an incremental shift to outcome-based funding, v) Support leadership and incrementally increase of autonom for colleges and training centres and an expansion of private training provision, vi) Managing equity and gender equality risks, vii) strengthen in-service training and lifelong learning opportunities for workers, viii) Supporting decent work and entrepreneurship. Most of this policy options are in line with the proposed project.

The Asian Development Bank (ADB) is currently implementing a $900,000 TA programme initiated in December 2016 covering the following areas: 1) skills demand and supply studies in three geographic areas covering an establishment survey and analyses, 2) skills monitoring system to address emerging jobs and pilot programmes; this work outlines recommendations for future models for skills monitoring and labour market information systems, 3) design of new large scale intervention (a concessional loan for around 100-125 million USD) to support the TVET reform in Uzbekistan.

The new ADB programme will cover the scopes of linking labour market intervention with skilling labour market entrants (through TVET colleges under MOHSSE) and upskilling labour forces (through the Professional Training Centers under MELR).

The Action activities will be closely coordinated with other EU funded rural development programmes, as well as the "Empowering local authorities for enhanced governance and improved service delivery project" to be implemented by UNDP.


The Skills Development Project, with additional funding is planning to finalise all project products developed during the last 14 years and share with state and international partners as best practice and replication. New EU Action can closely work with SDP and find synergies in agriculture VET sector.

The European Training Foundation (ETF) will support Uzbekistan in conducting the next round of the Torino Process assessment in Uzbekistan starting in 2019. This process, which has already been conducted at national level in Uzbekistan in 2016-2017 could look specifically at the agriculture sector issues at a sub-national level and enhance the cooperation among the key stakeholders brought together under the new sector governance of VET. The new round of the Torino Process assessment will continue to inform on the overall VET reform progress during the programme implementation.

10 Horticulture Development Project (HDP), Livestock Sector Development Project (LSDP), Sustainable Development in Rural Areas (SDRA).

11 The Torino Process (TRP) is a participatory process leading to an evidence-based analysis of the vocational education and training (VET) policies in a country. Introduced in 2010 and carried out every two years, the Torino Process provides a snapshot of the state of development of VET systems in the ETF’s partner countries, an overview of progress made and priorities for the future.
4 DESCRIPTION OF THE ACTION

4.1 Overall objective, specific objective(s), expected outputs and indicative activities

Overall objective: To enhance the living standards in rural areas through better employability contributing to equal access to decent work for women and men.

Specific objective: To equip Uzbek women and men with relevant skills for the needs of a sustainable, diversified and modernised agriculture.

The Action has the following main expected outputs:

Expected Output 1 - VET policy implementation supported and governance arrangements modernised, strengthened and adapted to the evolution of the agriculture and irrigation sectors.

Expected Output 2 - VET qualifications and methodology modernised to serve the needs of the labour market and women and men learners and workers in the agriculture sector.

Expected Output 3 - Efficient VET colleges with competent management and teaching staff able to use modern equipment, technologies and learning methods.

Main activities

For each of the expected outputs, the following main activities will be implemented:

Expected Output 1: VET policy implementation supported and governance arrangements modernised, strengthened and adapted to the evolution of the agriculture and irrigation sectors:

- A clear governance and management structure (coordination mechanisms, functions, accountability, financing of providers etc.) as well as quality assurance developed for the entire VET system for the Agriculture and irrigation sector
- A gender-responsive VET strategy and action plans defined and costed for a midterm perspective in a close cooperation with government (for the preparation of a possible Sector Reform Performance Contract in VET or agriculture in the future) with participation of civil society organisations representing
- Legal framework (incl. regulations and bylaws) governing the VET system revised and strengthened,
- An evidence based approach to optimise the network of VET providers developed and implemented at the national level
- Model for demand driven qualifications and provision at sector level developed with the CVE and presented for a national adoption and dissemination
- Development of a NQF with a proposal on level descriptors, governance structure and underpinning quality assurance of qualifications,
- A concept on public private partnerships between the private sector and colleges developed including work based learning arrangements as well as direct funding, provision of equipment and other cooperation options;

Expected Output 2: VET qualifications and methodology modernised to serve the needs of the labour market and female and male learners and workers in the agriculture sector:

- A sector skills council in agriculture established and operational, including the regulatory framework
- A sectoral skills needs analysis in agriculture carried out with a nationally representative sample through an establishment survey;
- A specific sectoral qualifications framework is developed and aligned with the national NQF;
Demand driven qualifications and training programmes incorporating green skills and environmental awareness developed and piloted catering the needs of various types of learners (youth, adults, those from groups in vulnerable situations such as persons with disabilities, etc.) and employers;

A specific work-based learning approach for VET provision is developed and piloted in agriculture with a component of apprenticeship, company internships and school based workplace simulation;

A concept of a College Based Service Centre providing extension services for the needs of the local agriculture sector and value chain enterprises developed and piloted

A concept on social inclusion including gender-responsive rights-based approach developed and piloted through grant scheme to engage women, disadvantaged students and other vulnerable groups from local communities

Awareness raising and branding campaign on TVET and jobs in agriculture developed and implemented including gender sensitive career guidance, labour rights and counselling activities

Technologies and management approaches will under this programme will promote approaches for climate change mitigation and adaptation including specific skills in: crop rotation; precision farming (water, pesticide, fertiliser consumption); soil management (including carbon storage); Sanitary and Phytosanitary Measures (SPS) for exports; environmental standards necessary for EU market; etc.

**Expected Output 3: Efficient VET colleges with competent management and teaching staff able to use modern equipment, technologies and learning methods:**

- In-service training programme developed and piloted jointly with the Agrarian institutes to train college teachers and trainers as well as managers (delivery of new competence based modular programmes, integration of key competences in the learning process, establishing links with employers and business community, ensuring work-based learning opportunities, generation of additional revenues etc.)
- Integration of gender equality and human rights (incl. labour standards, and business and human rights) component in the curricula,
- A retraining programme rolled out for teachers in agriculture colleges, paying attention on gender balance
- Specific programmes developed and piloted to train apprenticeship/internship mentors/tutors to support work based learning arrangements;
- Teaching materials developed and simulation equipment and aids provided to support teaching and learning in selected pilot colleges (limited contribution);
- Need assessment for modernising equipment and facilities of the Colleges to implement the renovated training approach identified for the entire sector;
- Innovative grass-roots initiatives targeting rural population, women, and vulnerable groups developed to increase their awareness on labour rights and to support their access to decent work, employment, entrepreneurship & self-employment.

### 4.2 Intervention logic

The intervention logic of this programme is driven by the objective of better employability of women and men in Uzbekistan. It is based on the Uzbekistan's Development Strategy for 2017-2021 priorities number 3) development and liberalization of the economy and 4) development

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12 [http://strategy.uz/about-strategy](http://strategy.uz/about-strategy)
of the social sphere as well as the commitments of the Government of Uzbekistan towards UN SDGs.

The proposed Action will support the Government of Uzbekistan to upgrade the delivery of VET learning, with the purpose to making it responsive to the real needs of the labour market and women and men learners and workers.

The interest and ownership Uzbek government to initiate cooperation in this sector is seen as an excellent opportunity to have an impact on the VET and labour sector, and on economic development. This intervention is also complementary to other ongoing EU and EU MS supported reforms.

The proposed set of interventions is based on a joint work with a task force including the MHSSE, MELR, the Ministry of Agriculture and Ministry of Water Resources, consultations with other donors and the preparatory work carried out by the ETF and the EU Delegation.

Expertise and capacity building will be deployed to assist the national authorities and main stakeholders to develop and implement strategic documents, to implement measures targeting quality, qualifications, labour market policies, career guidance, the optimisation of VET networks, VET governance and VET funding at national and regional level.

4.3 Mainstreaming

Gender equality in education at educational institutions of the Secondary Specialized and Vocational Education system 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 education and choice of profession. There is no evidence of gender inequality in the system of continuous education in the Republic of Uzbekistan, as the state focuses on the coverage of girls’ training at Academic Lyceums and Vocational Colleges. However in 2015, there was a 60% proportion of boys compared to 40% of girls in the vocational college system. Although Uzbekistan has reached gender parity for primary and secondary education, these scores are tempered by the limited progress made in women’s access to economic opportunities and political empowerment. The share of economically active women remains lower than that of men. Although overall employment rates are increasing, the rate of increase for men has been almost double to that for women (10.8% increase for men; but only 5.5% for women). From 2010 to 2016, the share of women in employment increased from 44% to 45.7% of the total number of people employed. Women headed 40.4% of small enterprises and 13.7% of micro-enterprises.

Women’s economic opportunities still focus in the informal sector and women are more likely to earn income through small family-based businesses such as farming (most of the work in livestock and fruit and vegetables) or handicrafts. Gender mainstreaming will be ensured throughout the programme and the Action will specifically improve young women’s access to technical training and will contribute to increase women’s employment opportunities in diversified jobs in agriculture and in decent and qualified jobs in other sectors.

According to Uzbekistan’s Second National Communication on Climate Change (2010), intensive warming has been observed over the entire country. Variability in climate is expected to generate important socioeconomic and environmental consequences, especially for water resources. Average annual temperature has already increased by 0.29°C since 1951. Significant increases in the frequency of record high temperatures have been observed during the last decade. With further acute water scarcity (assessment for extremely warm and dry years), flows in the Syr Darya and Amu Darya Rivers Basins might decrease by 25-50 percent.

It is anticipated that climate change will have a significant impact in Uzbekistan, with most likely higher temperatures and more variable precipitation. Overall average precipitation is likely
to increase, rainfall variability could, however, impact water availability for irrigation, while irrigation needs may increase due to higher temperatures. Changes will be occurring gradually and farmers will have to progressively adapt their farming systems, accessing heat and drought technologies and management practices.

Under the project innovative technology will be introduced with mitigating or positive impact on climate change like regeneration of pasture and green cover, waters saving or circular use of natural resources. The Project will give priority to technologies that promote climate resilience and emission reduction, such as climate smart technologies and practices, and renewable energy supply (bio and solar energy) systems.

The environmental principles guiding the Common Agriculture Policy 2014-2020 will be mainstreamed at the extent possible by ensuring the EU added value to the project, by reinforcing the environmental and climate change components and especially diversification of production and measures that are beneficial for the environment and climate change.

4.4 Contribution to SDGs

This intervention is relevant for the 2030 Agenda and policy priorities People (education), and Prosperity (revenue).

The programme contributes to the following SDGs:

**Goal 4**: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”; and to the progressive achievement of the following secondary SDGs, such as:

- 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
- 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

**Goal 5**: Achieve gender equality and empower all women and girls

- 5.5. Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

**Goal 8**: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”; and to the progressive achievement of the following secondary SDGs, such as:

- 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value;
- 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training (NEET).

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the Republic of Uzbekistan.
5.2 **Indicative implementation period**

The indicative operational implementation period of this action, during which the activities described in section 4 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission’s responsible authorising officer by amending this Decision and the relevant contracts and agreements.

5.3 **Implementation of the budget support component**

N/A

5.4 **Implementation modalities**

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures.\(^\text{13}\)

5.4.1 **Indirect management with an international organisation**

This action may be implemented in indirect management with UNESCO.

This implementation entails the management of implementation of all activities under expected outputs 1, 2 and 3.

The envisaged entity has been selected using the following criteria:

- Effective presence in Uzbekistan or in Central Asia,
- Active in the VET sector or secondary education in Uzbekistan or any Central Asia or CIS country,
- Recognized competence and experience in the gender equality and rights-based approach governance, organisation and implementation on VET, secondary education, higher education, and extension related to a specific economic sector.

The international organisation identified above, is currently undergoing an ex-ante assessment of its systems and procedures. Based on its compliance with the conditions in force at the time previously other indirect management actions were awarded to the organisation and based on a long-lasting problem-free cooperation, the international organisation can also now implement this action under indirect management, pending the finalisation of the ex-ante assessment, and, where necessary, subject to appropriate supervisory measures in accordance with Article 154(5) of the Financial Regulation.

In case the envisaged entity would need to be replaced, the Commission’s services may select another replacement entity using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

5.5 **Scope of geographical eligibility for procurement and grants**

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply subject to the following provisions.

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\(^{13}\) \[www.sanctionsmap.eu\] Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.
The Commission’s authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 **Indicative budget**

<table>
<thead>
<tr>
<th>Indirect Management with UNESCO (cfr. section 5.4.1)</th>
<th>EU contribution (amount in EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation (cfr. section 5.9), Audit (cfr. section 5.10)</td>
<td>9 600 000</td>
</tr>
<tr>
<td>Communication and visibility (cfr. section 5.11)</td>
<td>200 000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>10 000 000</strong></td>
</tr>
</tbody>
</table>

5.7 **Organisational set-up and responsibilities**

The EU Delegation will maintain the overall coordination and management of the Action and be in charge with the interaction with the government.

It will, in particular, ensure strong links between this Action and other EU-funded projects in related fields.

The Steering Committee (SC) of the project represents the implementing agencies, EU Delegation and UNESCO, the main beneficiaries (MHSSE, MELR, MoA, MoWR and Women's Committee). It monitors achievements and takes strategic decisions.

UNESCO will be in charge and total implementation of the programme. It will establish the appropriate working and institutional relations with the institutions in charge of the sector as well as other programmes supporting the TVET sector across all sectors and in related sectors like food processing. UNESCO will determine the best modality for implementation, using as much as possible the existing structure in the public and private sector. UNESCO will seek to build capacities of private structures or government bodies active in the sector. UNESCO will propose the modalities for project implantation during the inception period. UNESCO will design workplans, provide advice, training and other inputs, including through external resources (i.e. identify, contract and guide consultants and companies), undertake monitoring, and provide requested reporting.

5.8 **Performance and Results monitoring and reporting**

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner’s responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

SDGs indicators and, if applicable, any jointly agreed indicators as for instance per Joint Programming document should be taken into account.
Any monitoring and evaluation will be gender-sensitive, assess gender equality results and implementation of rights-based approach working method principles (participation, non-discrimination, accountability and transparency) in terms of implementation of the project and project outcomes. Monitoring and evaluation will be based on indicators that are disaggregated by a minimum sex and age and even further (including disability, location urban/rural, group etc.) when applicable. Key stakeholders will be involved in the monitoring process.

The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.9 Evaluation

Having regard to the nature of the action, mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to the need of eventual corrective measures.

The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the implementation of reform of the VET sector in Agriculture could serve as an example to follow for other VET sectors.

The Commission shall inform the implementing partner at least one month in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Evaluation services may be contracted under a framework contract.

5.10 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

It is foreseen that audit services may be contracted under a framework contract.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures, which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.
In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Requirements for European Union External Action (or any succeeding document) shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations. UNESCO shall also contribute to communication and visibility within its allocation.

It is foreseen that a separate contract for communication and visibility may be contracted under the framework contract.
### APPENDIX I - INDICATIVE LOGFRAME MATRIX\(^{14}\)

<table>
<thead>
<tr>
<th>Results chain: Main expected results</th>
<th>Indicators</th>
<th>Sources of data</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| To enhance the living standards in rural areas through better employability contributing to equal access to decent work for women and men. | • Poverty rate (** EU RF Level 1 Indicator 1)  
• Poverty rate in rural areas by sex  
• % increase of revenues in rural households*  
• Income share held by women in the lowest 40% of income distribution in the agriculture sector (EURF Level 1) | Monitoring reports  
Central Statistics  
Office's Oblast Reports  
IMF/WB reports  
Farm surveys | Political stability  
Reform agenda remains valid |
| To equip Uzbek women and men with relevant skills for the needs of a sustainable, diversified and modernised agriculture | • Employment rate by sex, age, location, urban/rural, disability  
• Employment rate 15+ by sex in rural areas  
• Youth unemployment rates by gender (aged 15-24) (%)  
• Youth unemployment rates in rural areas by gender (aged 15-24) (%)  
• Number of people who have benefitted from VET/skills development and other active labour market programmes with EU support, by sex, age, disability (** EU RF Level 2 Indicator 28)  
• Employment rate of recent graduates from agriculture VET colleges that benefitted from the EU project support, by sex, age, disability | Central Statistics  
Office's Oblast Reports  
IMF/WB reports  
Ministry of Higher and Secondary Specialised Education Reports  
Ministry of Agriculture Reports | Region remains politically stable,  
Liberalization of Agriculture remains a priority |

\(^{14}\) Mark indicators aligned with the relevant programming document mark with '*' and indicators aligned to the EU Results Framework with '***'.

[22]
| Result 1: VET policy implementation supported and governance arrangements modernised, strengthened and adapted to the evolution of the agriculture and irrigation sectors : | - Government documents and regulations on VET for agriculture and irrigation project revised/adopted  
- Government documents and regulations with a significant gender equality and human rights perspective on VET for agriculture and irrigation project revised/adopted  
- Costed strategy and actions plans available  
- An evidenced based proposal for a network of vet providers for the sector available  
- Draft NQF and model on sector qualifications available  
- Model for demand driven qualification available  
- A concept for PPP with Private sector negotiated with partners available | UNESCO’s reports  
UNESCO statistical indicators including if relevant, sex-disaggregate indicators for water management |
|---|---|---|
| Result 2: VET qualifications and methodology modernised to serve the needs of the labour market and women and men learners and workers in the agriculture sector | - Agriculture Sector skills council operational with gender approach incorporated in its decision making and women and men representation  
- Sectoral skills needs analysed and translated into new qualifications and programmes with a gender sensitive approach  
- NQF is piloted in Agricultural sector among women and men  
- Number of public private partnerships established  
- Demand driven qualifications including green skills, environment developed  
- A specific work-based learning approach developed and piloted,  
- Concepts on extension services, social inclusion and gender equality adopted  
- Increase in the share of enrolment in VET programmes in agriculture  
- Increase in the share of women and girls enrolled in VET programmes in agriculture | Ministry of Agriculture, Ministry of Education, UNESCO reports |
| Result 3 : Efficient VET colleges with competent management and teaching staff able to use modern equipment, | - Number of women and men receiving rural advisory services with EU support (** EU RF Level 2 Indicator 7) | Ministry of Agriculture, Ministry of |

[23]
| technologies and learning methods | - Number of women and men trained WBL mentors  
- Number of modernised and equipped VET providers  
- Needs assessment on equipment and facilities available  
- Number of women and men beneficiaries of work based learning in agriculture  
- Number of women and men teachers trained with EU support (**EU RF Level 2 Indicator 17)  
- Number of Initiatives targeting women and vulnerable groups implemented, disaggregated by group  
- Ratio of female to male who have benefitted from Vocational Education and Training / Skills development and other active labour market programmes with EU support (EURF)  
- Ratio of female to male who have benefitted from Vocational Education and Training / Skills development and were employed after the training | Education, UNESCO reports |