OF THE COURT OF MINISTERS OF THE REPUBLIC OF UZBEKISTAN

DECISION

ON MEASURES TO ORGANIZE THE ACTIVITY OF THE NATIONAL SYSTEM OF DEVELOPMENT OF PROFESSIONAL SKILLS, KNOWLEDGE AND SKILLS IN THE REPUBLIC OF UZBEKISTAN

In order to implement the Decree No. PF-5812 of September 6, 2019 of the President of the Republic of Uzbekistan "On additional measures to improve the system of professional education" and to organize the activities of the national system for the development of professional qualifications, knowledge and skills in the Republic of Uzbekistan, the Cabinet of Ministers decides:

1. The following:

The National Qualifications Framework of the Republic of Uzbekistan is in accordance with Appendix 1;

The regulation on the national system of development of professional qualifications, knowledge and skills of the Republic of Uzbekistan should be approved in accordance with Appendix 2.

2. Ministry of Employment and Labor Relations of the Republic of Uzbekistan:

a) within two weeks:

Develop and approve the regulations of the Republican Council for the Development of Professional Skills under the Ministry of Employment and Labor Relations of the Republic of Uzbekistan;

Develop and approve the model regulation on network councils for the development of professional knowledge and skills at state administration bodies and business associations, as well as methodological recommendations on the formation and implementation of Networks qualification frameworks and professional standards, and ensure that they are sent to all ministries and agencies;

b) within one month, together with the Ministry of Information Technologies and Communications Development of the Republic of Uzbekistan, develop and implement information systems, including the register of legal entities engaged in competence assessment activities, the national register of professional standards, and the national register of persons with approved qualifications;

v) To ensure the systematic introduction of current changes directly related to the implementation of education sector reform measures, national and branch qualification frameworks, the classification of higher education directions and specialties, and the classification of professional education directions, specialties and professions into the classification of the main positions and occupations of employees.

3. State administration bodies and economic associations should organize the work of branch councils for the development of professional knowledge and skills within one month, specifying the types of professional activities.

4. Let the Ministry of Employment and Labor Relations, together with other interested ministries and agencies, harmonize the normative legal documents they have adopted with this decision.

5. Control of the implementation of this decision is the Deputy Prime Minister of the Republic of Uzbekistan for finance, economy and poverty alleviation - Minister of Economic Development and Poverty Alleviation D.A. Kuchkarov, Minister of Employment and Labor Relations of the Republic of Uzbekistan N.B. Khusanov and the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan I.U. Let Madjidov be responsible.

Prime Minister of the Republic of Uzbekistan A. ARIPOV

Tashkent city,

May 15, 2020

No. 287

**National qualifications framework of the Republic of Uzbekistan**

**Chapter 1. General rules**

1. The National Qualifications Framework of the Republic of Uzbekistan (hereinafter referred to as the National Qualifications Framework) is a competence assessment system that provides for sectoral competence frameworks, professional and educational standards, unified mechanisms for recognition of qualifications at the national and international level for all levels of professional education, and provides inter-sectoral and international comparison of qualifications It is the institutional component and basis of the national system of professional qualifications, knowledge and skills development.

2. The National Qualifications Framework serves as a tool for integrating the labor market and the education sector.

3. National Qualifications Framework:

harmonizing the results of vocational training and the knowledge, skills, abilities and competencies obtained as a result of training;

formation of a strong system of interrelationship between vocational training and the labor market's skills needs;

to carry out the process of evaluating the results of vocational training and work experience in accordance with qualification requirements and professional standards;

provides recognition of qualifications at national and international levels.

4. Implementation of the National Qualifications Framework:

in the development of professional standards - in the development of staff qualifications, in the development of educational standards - to clarify the requirements for the educational levels of graduates from a single point of view;

determination of qualification requirements for recruitment of employees, vertical and horizontal movement within the organization and between organizations;

development of materials and procedures for determining the qualifications of employees and job applicants;

planning activities on personnel training at the republican, regional and branch levels, as well as in organizations;

provides an opportunity to monitor the development of skills and perform statistical analysis.

**Chapter 2. Structure of the National Qualifications Framework**

5. The National Qualifications Framework includes eight qualification levels in accordance with the European Qualifications Framework and the Law of the Republic of Uzbekistan "On Education", as well as the main ways to achieve the corresponding qualification levels in accordance with the annex.

6. The National Qualifications Framework is a tabular structure that defines the knowledge, skills and abilities, personal and professional competencies required to perform professional activities at each qualification level, as well as the ways to acquire the relevant qualification level, namely:

1) knowledge — reflects the following characteristics of professional activity:

a) volume and complexity of the information being used;

b) innovativeness of knowledge;

c) ratio of theoretical and practical knowledge.

2) skills and abilities — expressed by the following indicators:

a) variant performance of professional tasks, the need to choose options for solving tasks and develop ways to do it;

b) the uncertainty of the work situation and the impossibility of determining its development in advance;

3) competencies are represented by the following indicators:

a) activity under the leadership;

b) independent execution discipline;

c) leadership activity;

g) scope of activity - breadth of authority and responsibility, consequences of a possible error in professional activity;

4) the ways of obtaining qualifications are represented by the levels of education established by the legislation of the Republic of Uzbekistan.

7. On the basis of the national qualifications framework, state management bodies and business associations in cooperation with employers' associations develop and approve sector qualification frameworks, develop professional standards that reflect the specific characteristics of relevant qualification levels.

8. A qualification is the result of a specific educational program and/or practical experience. The change and increase in the level of qualification is usually the result of training in the training programs of the additional training system of the system of further training and retraining of personnel in institutions with the appropriate license.

Different aspects of education and training are taken into account in networks, qualification systems.

**Chapter 3. Final Provisions**

9. If necessary, changes will be made to the National Qualifications Framework based on the experience of its practical application.

10. The framework of national qualifications is based on the following principles typical of framework structures of the countries of the European Union, the Republic of Korea, the Russian Federation and other countries with such experience:

the continuity and consistency of the bottom-up development of skill levels;

transparency of the description of qualification levels for all users;

compatibility of the hierarchy of skill levels with the structure of the division of labor and the national education system;

Global experience in developing the structure and content of the National Qualifications Framework.

National Qualifications

Framework of the Republic of Uzbekistan

APPENDIX

National qualifications framework of the Republic of Uzbekistan

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| --- | --- | --- | --- | --- |
| Qualification level | Knowledge  (scientific capacity of professional activity) | Skills and abilities  (complexity of professional activity) | Competencies  (scope of authority, responsibility and independence) | To the appropriate level of qualification  ways to achieve |
| 1 | General knowledge in the field of work or study | Perform standard and simple tasks | Working and learning under supervision | Practical experience and/or short-term on-the-job training (guidance) and/or short-term courses in education at least at elementary level |
| 2 | Special knowledge in the field of work or study | Performing standard and simple tasks using simple rules and instruments, choosing a method of action according to instructions | Ability to understand assigned tasks, work and learn partially independently under guidance | Practical experience and/or professional education and/or professional education (short-term courses on the basis of training in an educational organization or enterprise) |
| 3 | General specialized knowledge of principles, processes and general concepts in the field of work or study | Perform tasks required to select and apply basic methods, instruments, materials, and data, demonstrating independence | Responsibility, situational decision-making, including self-employment | Primary professional education (secondary special, professional education). Vocational training (up to one year of vocational training courses at educational institutions or training at the enterprise) and practical experience of at least general secondary education |
| 4 | Extensive practical and theoretical knowledge covering the general field of work or study | Practical skills needed to solve specific problems. Choosing the optimal one among known actions | Independent determination of the tasks that need to be performed to solve the set goal.  The ability to predict the outcome of work and adjust one's actions accordingly | Secondary professional education or professional training on the basis of secondary (full) general education or primary professional education (up to one year of courses in educational institutions and additional professional education programs for vocational training programs), practical experience |
| 5 | Comprehensive specialized and theoretical knowledge in the field of work or study, as well as understanding the limits of this knowledge | The comprehensive range of understanding and practical skills required to solve abstract problems creatively. Ability to independently search for information necessary to solve professional tasks. | The ability to independently manage and control the work process to fulfill the internal tasks of the organization. Analyzing and improving the performance of oneself and others. | Secondary (full) general education or primary professional education or secondary specialized professional education on the basis of secondary professional education, practical experience, or higher education |
| 6 | Advanced professional or academic knowledge that includes a critical understanding of theory and key principles | Advanced skills that demonstrate mastery of the innovations required to solve complex and unexpected problems in a specialized field of work or study. Evaluation of activities, methods and their results. | Management of complex technical and professional activities requiring responsibility at the level of decision-making in the unexpected context of work or study.  Accepting responsibility for individual and team development. | Higher education, practical experience. |
| 7 | Highly specialized knowledge, some of which is relevant in the field of work or study, and which provides the basis for original and critical reasoning and/or research in mixed fields | Ability to perform specific research that requires innovation in research and/or activities conducted to develop new knowledge, procedures, and integrate knowledge from different fields.  Critical evaluation of activities, methods and outcomes and short-term and long-term implications for the field of professional activity and beyond. | Managing and transforming professional or learning contexts that require complex, unexpected and novel strategic approaches. Contribute professional knowledge and practice and/or have responsibility for strategic performance review of teams. | Higher education, practical experience. Post-graduate education, practical experience |
| 8 | Highly specialized knowledge in an advanced field of work or study and interdisciplinary | Advanced and specialized skills and methods, including synthesis and evaluation, required to solve pressing problems in scientific research and/or innovation and to revise existing knowledge or professional practice. Critically evaluate activities, methods and results and their short-term and long-term consequences. | Demonstrate a high level of reputation, innovation, independence and professional excellence in the production of new ideas or processes in work or study, including research. | Higher education, practical experience. Higher education, practical experience and/or post-graduate education, practical experience. |