



*Registered at the Ministry of
Justice of the Republic of
Uzbekistan on 17 December
2025, Registration No. 3726*

ORDER
OF THE DIRECTOR OF THE NATIONAL QUALITY ASSURANCE
AGENCY FOR EDUCATION UNDER THE ADMINISTRATION OF THE
PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

**On approval of indicators under the evaluation criteria for conducting
institutional state accreditation of educational programs of vocational
education institutions**

Pursuant to Presidential Decree of the Republic of Uzbekistan No. PD-76 dated 5 May 2025 “On Additional Measures to Ensure the Quality of Education and Improve the System of Educational Service Provision”, as well as Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 498 dated 6 August 2025 “On the Introduction of a System of Institutional (Complex) State and Program State Accreditation of Institutions of Secondary Specialized, Vocational, Higher and Postgraduate Education, as well as Institutions for Personnel Retraining and Advanced Training”, I hereby **order**:

1. To approve the indicators under the evaluation criteria for conducting institutional state accreditation of educational programs of vocational education institutions in accordance with the annex.

2. This Order has been agreed with the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

3. This Order shall enter into force from the date of its official publication.

Director
December 2, 2025
No.4

YULDASHEV BAXTIYOR
GAYRADJANOVICH

Minister
13 November 2025

Agreed upon by:

SHARIPOV KONGRATBAY
AVEZIMBETOVICH

Indicators according to the evaluation criteria for conducting institutional state accreditation of Vocational Education Institutions

No.	Criterion	Indicator
Section 1. Area of Organizational and Management Activities		
1.	Development and implementation of the education institution's development plan, availability of resources for its implementation, as well as its openness to the public and monitoring	A development plan of the vocational education institution (strategic plan, mission, strategy) (hereinafter referred to in the text as the development plan) has been developed and approved, and the objectives and tasks of the vocational education institution's development, mechanisms for their implementation, implementation timelines, and responsible executors are defined*
		In order to effectively implement the development plan, all structural units (departments, divisions) of the vocational education institution have systematically developed annual work plans
		To ensure the effective implementation of the development plan, material and technical infrastructure, financial and human resources have been allocated, and their distribution is aligned with the objectives and tasks set out in the development plan
		The monitoring and analysis results of the implementation of the development plan, as well as proposals and feedback from teachers, students, graduates, employers, sector specialists, as well as parents and persons substituting them (hereinafter referred to in the text as stakeholders), have been studied, and measures to improve the development plan have been taken based on them
		The implementation and results of the development plan have been publicly disclosed in an open and transparent manner
2.	Effective organization and planning of the education institution's activities, and targeted allocation of financial	In order to effectively organize the activities of the vocational education institution and ensure the quality of education, a system for targeted management and allocation of financial resources in accordance with the development plan has been established
		Financial resources are allocated in accordance with the objectives of planning and organizing the educational

	resources to ensure the quality of education	<p>process, as well as developing the material and technical base and infrastructure</p> <p>The financial management process has been established, and the annual financial plan has been approved and implemented</p> <p>Funds allocated in the annual financial plan for ensuring the quality of education are spent in a targeted and efficient manner</p> <p>Regular monitoring and analysis of the use of financial resources and the implementation of the annual financial plan are carried out, and decisions are made based on the results of such monitoring and analysis</p>
3.	Activities of the pedagogical (supervisory) council of the educational institution and its effectiveness	<p>The work plan and regulations of the pedagogical (supervisory) council, including its powers, functions, and procedures for operation, have been approved</p> <p>Meetings of the pedagogical (supervisory) council are held regularly, and based on the decisions of the meetings, action plans are developed and their implementation is monitored</p> <p>In adopting decisions of the pedagogical (supervisory) council, proposals and feedback from stakeholders are taken into account</p> <p>Decisions adopted by the pedagogical (supervisory) council are aimed at improving the quality of education, supporting teachers, ensuring efficient and targeted use of financial resources, and achieving the objectives of developing the vocational education institution</p> <p>Information on the activities of the pedagogical (supervisory) council is presented to the public in accordance with the principles of openness, accountability, and transparency</p>
4.	Availability of an information system for managing educational processes and monitoring the quality of education (hereinafter referred to in the text as the information system), and integration of this system with the information systems of authorized state bodies in the education sector	<p>An information system (EMIS PT, LMS, electronic journal, management platform, or others) has been implemented in the vocational education institution*</p> <p>The information system provides the capability to maintain data on students and teachers, as well as information on class schedules (lesson timetables), assessment, and student attendance</p> <p>For the purpose of establishing mutual data exchange, the information system has been integrated with the information systems of the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan, the Ministry of Higher Education, Science and Innovation, and the Vocational Education Agency under the Ministry</p>

		<p>Measures to ensure technical support of the information system and information security have been systematically implemented, and effective and user-friendly operation of the information system for users has been ensured</p> <p>The accuracy and reliability of data contained in the information system are ensured, the information system is updated in a timely manner and monitored, and annual analytical reports are prepared based on these data</p> <p>The prepared reports are discussed at meetings of the pedagogical (supervisory) council, and measures are taken to address identified problems and shortcomings</p>
Section 2. Area of Quality Assurance of Education		
5.	Establishment of internal quality assurance of education in cooperation with stakeholders	<p>Participation of stakeholders in the internal quality assurance process of education is ensured, and regular activities (meetings, seminars and trainings, discussions, conferences, surveys, interviews, focus groups, or others) are conducted with their participation</p> <p>Based on proposals and feedback from stakeholders, an action plan for improving the internal quality assurance system of education has been developed</p> <p>Taking into account stakeholders' proposals and feedback, and based on the developed action plan, the internal quality assurance system of education is regularly improved</p> <p>Information on the improvement of the internal quality assurance system of education is publicly disclosed on the website of the vocational education institution and (or) on social media platforms</p>
6.	Regular analysis of the effectiveness of the internal quality assurance system of education and implementation of improvement measures based on the analysis results	<p>In the vocational education institution, the internal quality assurance system of education has been formalized (an internal evaluation procedure has been developed), and an internal quality assurance unit has been established or responsible staff member(s) have been designated*</p> <p>The internal evaluation procedure of the internal quality assurance system of education has been put into practice</p> <p>The effectiveness of the internal quality assurance system of education is continuously monitored and assessed based on periodic (semi-annual and annual) analyses</p> <p>Based on the results of monitoring and analysis, an action plan has been developed to eliminate identified</p>

		<p>problems and shortcomings and to improve the internal quality assurance system of education</p> <p>Identified problems and shortcomings are eliminated in a timely manner in accordance with the action plan</p> <p>The internal quality assurance system of education is continuously subjected to internal evaluation; the results of internal evaluation are discussed at meetings of the pedagogical (supervisory) council and are submitted in a timely and complete manner to the National Quality Assurance Agency for Education under the Administration of the President of the Republic of Uzbekistan</p>
7.	Implementation of student assessment in accordance with established procedures and its compliance with learning outcomes	<p>Procedures, rules, criteria, and methods for assessing students' knowledge, skills, and competencies (hereinafter referred to in the text as the assessment procedure) have been developed, and their compliance with the expected learning outcomes (learning outcomes) of educational programs and the objectives of subjects (modules) has been ensured</p> <p>The assessment procedure is communicated to students prior to the commencement of the educational process</p> <p>During the assessment process, digital technologies are used effectively and continuously, and impartiality, transparency, and academic integrity are ensured in assessing students' knowledge, skills, and competencies</p> <p>Assessment results are systematically recorded, maintained, and stored in digital platforms, students' practical training logs, and the assessment records of the Final State Attestation Commission (hereinafter referred to in the text as the FSAC)</p> <p>Students' complaints regarding the assessment process and results are reviewed by the appeal commission of the vocational education institution and are systematically analyzed</p> <p>Based on the analysis of complaints, reports are regularly prepared and an action plan to improve the assessment process is developed, and necessary changes are introduced to the assessment procedure and criteria</p>
8.	Monitoring of graduate employment and regular analysis of employers' feedback regarding graduates	<p>A career center or a unit for working with graduates operates, and the implementation of the tasks specified in its annual work plan is ensured</p> <p>Based on labor market trends, proposals and recommendations for developing students' knowledge, skills, and competencies have been developed</p>

		<p>A system for collecting proposals and feedback from employers regarding graduates' professional training, practical skills, and workplace performance has been established</p>
		<p>A unified database on graduate employment is available, and monitoring of graduate employment is carried out on a regular basis</p>
		<p>The results of monitoring of graduate employment are analyzed, discussed at meetings of the pedagogical (supervisory) council, decisions are adopted, and based on these analyses the development plan is improved</p>
		<p>Based on the results of monitoring of graduate employment and employers' proposals and feedback, the educational process is systematically improved and admission parameters are reviewed</p>
Section 3. Area of Student Activities		
9.	Compliance of admission parameters with the resources and capacities of the education institution	<p>Admission parameters are determined in accordance with the infrastructure, financial capacities, classrooms and laboratory facilities, practical training bases, state educational standards, and vocational education training areas, occupations and specialties classifier of the vocational education institution*</p>
		<p>Admission parameters are aligned with the labor market of the relevant region, the development plan, the number and composition of teachers, and their teaching (work) load</p>
		<p>Annual analyses of the implementation status of admission parameters are carried out, and based on the analysis results, necessary changes are introduced to the admission parameters</p>
10.	Proper organization of student admission in accordance with established procedures and rules, and its transparent and fair implementation	<p>The procedure for admission to study, admission criteria, assessment methods, and the activities of the admission commission have been defined</p>
		<p>Openness of information related to the admission procedure, admission criteria, and assessment methods is ensured</p>
		<p>Equal opportunities for applicants are created during the admission process, and all stages of the admission process (submission of documents, conducting entrance examinations, announcement of results, publication of the list of applicants recommended or not recommended for admission based on selection, and others) are carried out in an open and transparent manner</p>
		<p>Applications and complaints submitted to the appeal commission regarding admission results are formally</p>

		<p>registered, reviewed, and their implementation is monitored</p> <p>A digital system aimed at preventing corruption, reducing the risk of conflicts of interest, and ensuring impartiality in the admission process has been introduced</p> <p>The admission process is continuously subject to internal control and analysis, and based on the results of internal control and analysis, measures are taken to improve the admission process</p>
11.	<p>Implementation of student mobility processes (transfer, progression from course to course (retention), suspension from study, and reinstatement) in accordance with established procedures</p>	<p>Student mobility in vocational education institutions—admission to study, transfer, reinstatement, and suspension from study—is carried out in accordance with the procedures established in regulatory legal documents, and a responsible commission (or working group) for implementing student mobility has been established*</p> <p>Orders, commission minutes, and other relevant documents on student mobility are adopted in a fair and transparent manner, properly formalized, and their reporting and monitoring are carried out on a regular basis</p> <p>Clear criteria for progression from course to course or retention have been established, and academic performance indicators are taken into account when making decisions on progression from course to course or retention</p> <p>Within student mobility processes, students’ rights are ensured, students and their parents are informed about the processes, and all changes related to student mobility are timely and fully reflected in education process management information systems (EMIS PT)</p> <p>An open and convenient system for submitting complaints regarding student mobility has been established, and procedures for reviewing complaints are effectively organized</p>
12.	<p>Participation of students in republican and international Olympiads, competitions and contests (hereinafter referred to as contests),</p>	<p>An action plan is available to ensure students’ participation in contests</p> <p>A unit has been established or responsible staff member(s) have been designated to coordinate students’ participation in contests</p> <p>Clubs or special courses for preparing students for contests have been organized</p>

	and encouragement of students who have achieved winning places	<p>Monitoring of students' participation in contests is carried out, and lists of students who have participated in contests and their results are recorded</p> <p>Based on contest results, measures for material and moral encouragement of teachers and students are implemented</p> <p>Students' contest results are systematically analyzed, and proposals are developed to improve the processes of preparation for contests</p>
13.	Organization of career guidance activities for students and provision of reliable information on existing opportunities in the labor market and the next stage of education	<p>An action plan for career guidance activities for students has been developed in the vocational education institution</p> <p>Students are provided with information on labor market vacancies, career days, potential employers, and other matters related to career guidance</p> <p>Cooperation with employers and higher education institutions on career guidance for students has been established</p> <p>The vocational education institution has established a system for conducting career guidance activities involving students (seminars, meetings, consultations, roundtable discussions, or others)</p> <p>Information related to the labor market and the education sector is regularly posted and updated on the website of the vocational education institution and (or) on social media platforms</p>
Section 4. Area of Organization of the Educational Process		
14.	Development and approval of educational process planning documents in accordance with the established procedure	<p>Based on model curricula and programs, working curricula and the educational process schedule have been developed in compliance with the requirements of state educational standards and agreed with employers in the regions*</p> <p>Educational process planning documents (working curricula, working educational programs, educational process schedule, and class (lesson) timetables) have been approved following discussion at the pedagogical (methodological) council</p> <p>Class (lesson) timetables have been developed in accordance with the working curricula and the educational process schedule</p> <p>To organize the educational process, teaching and methodological resources and information and communication technologies (hereinafter referred to in the text as ICT) are used effectively and purposefully</p>

15.	Allocation of teaching (work) loads to teachers in accordance with established standards	Teaching (work) loads of teachers have been developed in vocational education institutions in accordance with the time norms of teachers' work activities (teaching and pedagogical workload) and the staffing schedule
		In distributing teaching (work) loads, teachers' specialization, the subjects (modules) they teach, types of work, and time norms (hours) are taken into account*
		The implementation status of teaching (work) loads is continuously monitored, and periodic (monthly, semi-annual, and annual) analyses are carried out, with relevant records maintained
		Based on monitoring and analysis, an action plan to eliminate identified problems and shortcomings has been developed and its implementation is ensured
		Information on the monitoring and analysis processes being carried out in an open and fair manner, as well as on ensuring the implementation of the action plan, is submitted to and discussed at the pedagogical (methodological) council
16.	Development and implementation of teachers' instructional and methodological documents in accordance with established requirements	Discussions and seminars-trainings have been organized on the development and implementation of teachers' instructional and methodological documents (working curricula, teaching materials)
		Teachers' instructional and methodological documents have been developed in compliance with education legislation and have been formalized following discussion at the pedagogical council (methodological council)
		The developed instructional and methodological documents have been put into practice, and the application of these documents in practice is continuously monitored and analyzed
		Based on the results of monitoring and analysis, measures to eliminate problems and shortcomings identified in the application of instructional and methodological documents have been determined and implemented, and on this basis the instructional and methodological documents have been improved
17.	Application of advanced pedagogical technologies in the educational process and achievement of	Advanced pedagogical technologies and innovative teaching methods aimed at achieving the expected learning outcomes are continuously applied in the teaching of subjects (modules) and practical training
		The scope and level of complexity of advanced pedagogical technologies and innovative teaching

	appropriate effectiveness	<p>methods are determined in accordance with the level of the educational program, the form of education, and students' needs</p> <p>The effectiveness of applying advanced pedagogical technologies and innovative teaching methods is regularly monitored and analyzed, and based on the identified problems and shortcomings, measures to enhance teachers' professional capacity are implemented</p> <p>Based on the results of monitoring, analysis, and enhancement of teachers' professional capacity, the advanced pedagogical technologies applied in the vocational education institution are continuously updated and improved</p> <p>An annual analytical report on the effectiveness of applying advanced pedagogical technologies and innovative teaching methods is prepared and reviewed at the pedagogical (methodological) council</p>
18.	Conduct of lesson observations in the education institution and discussion of their results	<p>A schedule-plan for conducting lesson observations has been developed by the management and teaching staff</p> <p>In lesson observations, advanced pedagogical technologies, innovative teaching methods, and assessment tools are taken into account, and the observation process is carried out using various methods (special forms, checklists, rubrics, or others)</p> <p>The results of lesson observations are discussed with teachers individually or in group formats</p> <p>The results of lesson observations are included in internal quality assurance reports and reviewed at the pedagogical (methodological) council</p> <p>The implementation of decisions adopted at the pedagogical (methodological) council is monitored, and measures to eliminate identified problems and shortcomings are defined, with their implementation being supervised</p>
19.	Organization of practical training in cooperation with employers, enterprises and organizations in accordance with the forms of education	<p>Cooperation agreements (contracts, memoranda) with employers are available for organizing practical training in accordance with the forms of education</p> <p>Practical training programs appropriate to the form of education (educational and industrial internships as well as laboratory practical classes) have been approved</p> <p>Practical training is organized in accordance with the working curricula and the educational process schedule</p> <p>Students participating in practical training are provided with briefings on labor protection, road traffic</p>

		<p>safety, and occupational safety rules, and compliance with these rules is ensured</p> <p>Reports on practical training are maintained and recorded in electronic systems or journals</p> <p>In cooperation with employers, practical training is analyzed, and based on the analysis results, educational programs, including practical training, are improved*</p>
20.	<p>Conduct of the Final State Attestation (hereinafter referred to as FSA) in accordance with learning outcomes with the participation of employers</p>	<p>A procedure for conducting the Final State Attestation is in place, and the composition of the FSA commission and the appeal commission is determined in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 836 dated December 13, 2024, “On measures to organize the final state attestation of graduates of higher and vocational education institutions”</p> <p>Within the framework of the FSA, examinations are conducted in classrooms as well as through demonstration and practical examinations at specially organized sites of enterprises and organizations (simulation laboratories) and at practical training bases</p> <p>Test assignments within the FSA, the conditions for demonstration and practical examinations, and assessment criteria have been developed and approved based on the expected learning outcomes defined in educational programs</p> <p>Assessment processes are organized in accordance with the principles of impartiality, transparency, and academic integrity</p> <p>FSA results are formally documented in records, and analytical reports on FSA results are reviewed at the pedagogical (methodological) council</p> <p>Examination records and examination materials related to the FSA are stored at the vocational education institution, and reporting and disposal measures are implemented in relation to them</p> <p>Complaints related to the FSA are reviewed by the appeal commission, and minutes are prepared based on the review results</p>
Section 5. Area of Human Resources		
21.	<p>Compliance of teachers’ qualifications, specialization, and educational</p>	<p>Subjects (modules) and practical training are delivered by full-time teachers, and the diplomas (certificates), qualification categories, and sector-specific experience of these teachers correspond to the field of education*</p>

	background with the subjects (modules) they teach	<p>To ensure effective organization of the educational process, teachers with higher education and masters of industrial training possessing practical skills are available</p> <p>Teachers have completed retraining and/or professional development courses in their specialization and hold relevant diplomas (certificates)</p> <p>In the vocational education institution, teachers are informed in advance about the requirement to undergo attestation, and assessment of their pedagogical competence and psychological preparedness is organized</p> <p>Monitoring is conducted regarding the alignment between teachers' specialization and the subjects (modules) and practical training they deliver</p> <p>Based on monitoring results, it is ensured that subjects (modules) and practical training corresponding to teachers' diplomas (certificates), qualification categories, and sector-specific experience are delivered</p>
22.	Proper organization of recruitment and dismissal of teaching staff in accordance with established procedures, and implementation of measures to prevent staff turnover	<p>The processes of recruiting teaching staff and terminating employment contracts are carried out in accordance with labor legislation and the internal documents of the vocational education institution, and relevant documents related to these processes (selection documents, interview minutes, applications, orders, or others) are available</p> <p>The recruitment of teaching staff is carried out based on the principles of openness and fairness and through selection procedures (examinations, interviews)</p> <p>Electronic or paper-based personal portfolios (files) for teaching staff have been established</p> <p>Monitoring and analysis of teaching staff turnover are carried out on a continuous basis, including analysis of the dynamics of changes in the composition of teaching staff and the reasons for termination of employment contracts</p> <p>Based on the results of monitoring and analysis, an action plan and an annual report are developed, and the implementation of the action plan is ensured</p> <p>Requests regarding the need for teaching staff have been submitted to higher education institutions and to the territorial divisions of the Ministry of Poverty Reduction and Employment of the Republic of Uzbekistan</p> <p>A reserve pool of personnel has been formed in order to prevent teaching staff turnover</p>

23.	Establishment of a system for assessing the performance effectiveness of management and teaching staff and their material and moral incentivization	Based on the results of assessing the performance effectiveness of management and teaching staff, a mechanism for their material and moral incentivization has been developed and is implemented by the vocational education institution
		The processes for assessing the performance effectiveness of management and teaching staff are conducted at intervals determined by the vocational education institution
		Based on the assessment results, rankings (performance indicators) of management and teaching staff are formed and formally documented
		In the processes of assessing management and teaching staff and providing material and moral incentives, the principles of transparency and fairness are observed
24.	Creation of conditions for the professional development of teaching staff, dissemination of experience, and improvement of qualifications	Monitoring is conducted to identify the needs for the professional development of teaching staff
		Based on the monitoring results, schedules are developed for teaching staff to participate in professional development courses and to undertake internships at employing enterprises and organizations
		Participation in professional development and retraining courses, as well as internships, is ensured, and teaching staff are sent for professional development, retraining, and internships in accordance with the approved schedule*
		Measures are taken to send teaching staff, in accordance with the vocational education institution's professional development system, to scientific-practical conferences, webinars, seminars-trainings, and forums (ensuring participation and organizing attendance)
		Within the framework of professional development and retraining courses, as well as internships and the professional development system, seminars-trainings, master classes, and open lessons are organized to disseminate competencies and advanced experience acquired by teaching staff, and "mentor-mentee" and mentoring systems are introduced
Section 6. Area of Students Support		
25.	Implementation of club activities to ensure the effective organization of	An annual plan-schedule for organizing club activities is available, club leaders are appointed, and club programs are developed
		Club activities are conducted in accordance with the annual plan-schedule, and attendance records are

	students' free time and their effectiveness	<p>maintained either through a register or recorded via an electronic system</p> <p>Continuous monitoring is carried out regarding the level of students coverage by clubs within the vocational education institution and the participation of enrolled students in club activities</p> <p>Within the framework of club activities (competitions, exhibitions, contests, projects, or others), students' achieved results are recognized and such students are encouraged</p> <p>Students', parents', and teachers' proposals and feedback regarding club activities are reviewed, and the effectiveness of the clubs is analyzed</p> <p>Based on the analysis results, measures are taken to improve the quality of clubs, expand coverage, or introduce new directions</p>
26.	Organization of counseling and career services to ensure learners' access to quality education and psychological support	<p>Psychological services and a career center for working with students are regularly organized and operate on a systematic basis</p> <p>Interviews and trainings are conducted with students on psychological support, personal development, and overcoming difficulties</p> <p>Individual counseling sessions are conducted with students experiencing difficulties in learning or requiring additional support</p> <p>Counseling services aimed at creating equal opportunities for students are organized and operate on a continuous basis</p> <p>Seminars on career services, job fairs, and meetings with employers are organized</p> <p>Proposals to improve the effectiveness of psychological and career services are developed, and practical measures are implemented</p>
27.	Monitoring of students' feedback on educational services and implementation of improvement measures based on the results	<p>Surveys, interviews, electronic questionnaires, interviews, and focus groups on educational services provided by a vocational education institution (hereinafter referred to in the text as survey) are conducted, and the survey topics, list of questions (issues), survey timelines, and responsible executors are defined by the institution</p> <p>Students are regularly informed about surveys conducted to assess the quality of educational services, and measures are taken to systematically ensure their participation</p>

		<p>Survey processes are organized in accordance with the principles of openness, equality, and impartiality</p> <p>The results of the conducted surveys are analyzed by responsible executors, and students' proposals and feedback aimed at improving educational services are regularly collected</p> <p>Analytical reports based on survey results are prepared and submitted to the pedagogical (methodological) council</p> <p>Based on the proposals and feedback expressed within the framework of the surveys, as well as the prepared analytical reports, measures to improve educational services are implemented</p> <p>Information on survey results and changes implemented based on these results is publicly disclosed on the vocational education institution's website and/or social media platforms</p>
28.	<p>Introduction of mechanisms for creating conditions for and supporting (assisting) learners in need of social protection, learners with limited opportunities, and gifted learners</p>	<p>Mechanisms for identifying and supporting (encouraging) learners in need of social protection, students with limited opportunities, and gifted students have been developed</p> <p>Lists of students in need of social protection, students with limited opportunities, and gifted students have been compiled, and individual learning trajectories have been developed for them</p> <p>Social assistance, psychological support, benefits, and material and moral support services are available</p> <p>Inclusive education conditions have been created for students with limited opportunities (adapted premises, special learning materials and visual aids, books in Braille, special equipment, and assistive technical devices)</p> <p>Conditions have been created for students to demonstrate their abilities, and the principles of openness and transparency are observed in the identification, selection, support, and recognition of gifted students</p> <p>The effectiveness of mechanisms for identifying and supporting students in need of social protection, students with limited opportunities, and gifted students is monitored, and these mechanisms are continuously improved</p>
29.	<p>Effectiveness of work with youth and implementation of</p>	<p>A structural unit responsible for work with youth, prevention of offences, and crime prevention has been established, or responsible staff member(s) have been</p>

	<p>measures aimed at preventing offences and crimes</p>	<p>designated, and an action plan has been developed for these areas</p> <p>In accordance with the action plan, educational talks, preventive meetings, roundtable discussions, and psychological trainings have been conducted with students</p> <p>The effectiveness of the action plan has been monitored, problematic situations have been identified, and additional measures have been taken to eliminate them</p> <p>Preventive measures have been implemented in cooperation with law enforcement agencies, members of the “Mahalla Seven” (“Mahalla yettiligi”), and other partner organizations</p> <p>Individual preventive work has been carried out and documented with learners prone to offences or belonging to socially vulnerable risk groups</p> <p>Efforts have been put in place to promote a healthy lifestyle among youth and to meaningfully organize their leisure time through sports competitions and cultural-educational activities</p>
<p>30.</p>	<p>Availability of procedures for protecting students’ rights and for reviewing complaints</p>	<p>Internal regulations for protecting students’ rights and for reviewing their applications and complaints have been approved</p> <p>A structural unit responsible for reviewing applications and complaints has been established and/or responsible officers have been designated, and reports on their activities have been maintained</p> <p>Applications and complaints have been accepted under convenient conditions for students and through formats appropriate to their needs (complaint boxes, online forms, psychologist, responsible officer, helpline, or others)</p> <p>A register of applications and complaints has been maintained, deadlines for their review have been established, and review procedures have been documented</p> <p>The process of reviewing applications and complaints has been carried out in accordance with the principles of openness, accountability, and prevention of conflicts of interest</p> <p>Based on the analysis of applications and complaints, an action plan to improve the system for protecting students’ rights has been developed and implemented</p>
<p>Section 7. Material and Technical Support Direction</p>		

31.	Provision of necessary buildings and facilities, modern material and technical resources, reagents, raw materials, and instructional support in accordance with the characteristics of education programmes/forms and the contingent of students, to ensure the organisation of the educational process	<p>Buildings and facilities appropriate to education forms, the contingent of students, and education programmes, including classrooms and laboratories or practical workshops (training grounds), are available*</p> <p>The necessary reagents, raw materials, and fuels and lubricants for practical training sessions and laboratory work are available and are stored in compliance with safety requirements</p> <p>Software appropriate to the educational process, simulators, learning platforms, and computer equipment are operational and in working condition</p> <p>Regular monitoring of the condition of the material and technical base is conducted, and based on the monitoring results, measures are taken to eliminate identified problems and shortcomings</p> <p>Appropriate measures are implemented to update existing equipment, tools, and laboratory resources in accordance with education forms, the contingent of students, and education programmes</p>
32.	Availability of practical training bases, laboratories and workshops (training grounds) necessary for the educational process, or the establishment of the use of bases of industry partners and other educational organizations	<p>Practical training bases, laboratories and (or) workshops (training grounds) appropriate for the educational process are available</p> <p>Practical training sessions, laboratory work and the practical components of subjects (modules) are provided with the necessary material and technical base, equipment and tools</p> <p>An action plan for the modernization of the material and technical base, equipment and tools of practical training bases, laboratories and workshops required for the educational process, or for the introduction of new technologies, has been developed and implemented</p> <p>Cooperation agreements are in place with partner organizations in the fields of industry, production and service provision, as well as with other educational organizations, for the conduct of practical training sessions</p> <p>In cooperation with partner organizations in the fields of industry, production and service provision, compliance with labor protection rules, occupational safety rules, technical safety rules, and sanitary rules, standards and hygiene regulations at practical training bases is ensured, and relevant journals (records) are maintained</p>
33.	The Information and Resource Center	The IRC has textbooks, educational and fiction literature appropriate to the contingent of students*

	(library) (hereinafter referred to in the text as the IRC) is provided with educational and fiction literature aligned with the needs of the contingent of students, as well as information and communication tools, and is equipped with a reading room and an electronic library.	The IRC is equipped with modern ICT and electronic devices, and learners are regularly provided with guidance on their use
		Conditions have been created in the IRC for the use of the reading room, the electronic library, and access to the Internet network
		In the information and library collection of the electronic library, textbooks, educational literature, collections of teaching materials, electronic learning resources and multimedia content are placed in digital format
		The procedure for using the IRC and electronic learning resources is convenient and open, and free access to electronic databases is ensured
		Monitoring of the effectiveness of the use of IRC services is carried out, and user statistics are maintained and analyzed
		The results of the IRC's activities are regularly discussed at meetings of the pedagogical (methodological) council; furthermore, action plans for improving the IRC's activities and ensuring the provision of necessary educational-methodological and financial resources are developed, their implementation is ensured, and reporting is conducted
		The library collection is regularly updated
34.	Adaptation of buildings and equipment for inclusive education, availability of special learning materials, and creation of opportunities to use information and communication tools	<p>The buildings and classrooms of the vocational education institution, including corridors, ramps, doors, and sanitary facilities (toilets), are adapted for persons with disabilities (learners)</p> <p>Special learning materials under educational programs (including textbooks in Braille, visual materials), special equipment, and assistive technical devices are available</p> <p>Opportunities have been created for the use of ICT, electronic learning resources, and software for inclusive education (audio and video resources, Braille alphabet, subtitles, and others)</p> <p>Pedagogical staff trained in inclusive education methodology and possessing the necessary competencies, and/or psychologists, are available</p> <p>A system of pedagogical and psychological support aimed at supporting inclusive education during the learning process is in place</p>

		Monitoring of the practical application and effectiveness of inclusive education conditions is carried out
35.	Placement of equipment in classrooms, laboratories, and workshops in compliance with safety requirements and taking into account learning needs	The placement of equipment and tools in classrooms, laboratories, and workshops (training grounds) corresponds to the content of training sessions and practical processes
		Equipment and tools in classrooms, laboratories, and workshops (training grounds) are placed in accordance with occupational safety, technical safety, fire safety rules, as well as sanitary rules, standards, and hygiene regulations
		Free movement is ensured in classrooms, laboratories, and workshops (training grounds), and evacuation routes for emergency situations are clearly designated
		When placing equipment and tools, learners' age characteristics, physical capabilities, and types of training activities are taken into account
		The placement of equipment and tools in classrooms, laboratories, and workshops (training grounds) corresponds to the content of training sessions and practical processes
36.	Equipping classrooms with information and communication technologies and establishment of a digital learning environment	Classrooms are equipped with information and communication technology (ICT) tools (computers, interactive whiteboards, projectors, or other devices)
		Internet connectivity, Wi-Fi zones, and local networks necessary for creating a digital learning environment operate in a stable working condition
		Opportunities are provided for teachers and learners to use electronic platforms
		Safety rules and procedures for the use of ICT tools have been developed
		Monitoring of the condition of ICT tools is conducted, and maintenance, upgrading, and repair works are carried out
		Analyses of the effectiveness of using the digital learning environment are conducted, and action plans aimed at improving the learning process are developed
37.	Availability of a canteen/buffet, seating areas, and sports facilities appropriate to the contingent of	A canteen (buffet) appropriate to the contingent of students is available at the vocational education institution and is operated in compliance with sanitary rules, standards, and hygiene regulations; furthermore, recommendations on healthy nutrition and a rational menu have been introduced in the canteen (buffet)

students at the education institution	Seating areas (benches) and shaded resting areas are available for learners' rest
	Based on the size and characteristics of the contingent of students, sports halls, sports grounds, and wellness facilities for physical education and sports activities are available at the vocational education institution
	Sports halls, sports grounds, and wellness facilities are operational, their equipment is maintained in proper technical condition, and is regularly updated
	A fully equipped activity hall is available at the vocational education institution

Notes:

1) *The classification of criteria into mandatory and general types is carried out in accordance with Resolution No. 498 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 6, 2025, "On the introduction of a system for complex and special state accreditation of secondary specialized, vocational, higher and postgraduate education institutions, as well as institutions for retraining and advanced training of personnel";*

2) *Mandatory and general indicators are assessed as "compliant" or "non-compliant";*

3) *Assessment of a criterion based on mandatory and general indicators is determined in the following manner, taking into account the requirements of subparagraph 4 of these notes:*

if 60 percent or more of the indicators are assessed as "compliant" – the criterion is assessed as "compliant";

if from 50 percent to 60 percent of the indicators are assessed as "compliant" – the criterion is assessed as "partially compliant";

if less than 50 percent of the indicators are assessed as "compliant" – the criterion is assessed as "non-compliant";

4) *If any mandatory indicator included in a criterion (one of the mandatory indicators) is found to be "non-compliant," regardless of the overall result, the criterion shall be assessed as "non-compliant";*

5) *The internal documents of a vocational education institution envisaged by the indicators (procedures, regulations, rules, action plans, monitoring and analysis results) may be unified (consolidated);*

6) **mandatory indicators.*