NATIONAL QUALITY ASSURANCE AGENCY FOR EDUCATION

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UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN

NATIONAL SURVEY

Open minds – strong education!

QUALITY OF THE LEARNING ENVIRONMENT,

EDUCATIONAL PROCESS AND OPERATING CONDITIONS IN TECHNICAL COLLEGES



QUALITY OF THE LEARNING ENVIRONMENT, EDUCATIONAL PROCESS AND OPERATING CONDITIONS IN TECHNICAL COLLEGES

(results of a nationwide sociological survey of students and teachers)

Tashkent – 2026

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I. INTRODUCTION

1.1. Relevance of the analysis

The 2026 nationwide survey conducted in technical colleges revealed significant differences between regions and educational organisations in terms of the learning environment, the educational process and operating conditions. The results point to the need for targeted development of technical colleges in the areas of vocational training quality, provision of resources and cooperation with employers.

In evaluating the quality of vocational education in technical colleges, key factors include the alignment of curricula with labour market requirements, opportunities to acquire practical skills, the professional capacity of teachers, and the condition of workshops and laboratories. A systematic study of the views of students and teachers helps to identify existing problems. The survey results should be interpreted together with data on graduate employment and students' practical competences.

A 2023 study by the Organisation for Economic Co-operation and Development (OECD) on the development of vocational education and training systems emphasises that work-based learning enables students to work with modern technologies, learn from experienced professionals and acquire vocational skills in real production settings[1].

From this perspective, in evaluating the quality of practical training in technical colleges, it is important to look beyond students' completion of placements at enterprises and also to take into account whether they perform tasks relevant to their occupation and are able to demonstrate in practice the competences they have acquired.

A systematic study of the views of students and teachers in technical colleges, the identification of problems hidden behind overall ratings and their analysis at institutional level are therefore particularly relevant. Using the survey results to examine the assessment of practical skills, the use of equipment and graduate employment data will support the development of management decisions on technical college development that are based not on general assumptions but on specific needs.

[1] Organisation for Economic Co-operation and Development.
URL: https://www.oecd.org/en/publications/building-future-ready-vocational-education-and-training-systems_28551a79-en/full-report/component (16.06.2026)

1.2. Purpose and scope of the study

The purpose of the study is to analyse the learning environment, the educational process, students' vocational training and teachers' working conditions in technical colleges on the basis of respondents' ratings, to identify regional and sectoral differences, and to develop practical proposals.

The survey was conducted from 21 March to 9 April 2026 at **657** technical colleges in all **14** regions of the country. A total of **327,249** respondents took part, including **301,600** students and **25,649** teachers.

The survey was administered in Uzbek, Karakalpak, Russian and English.

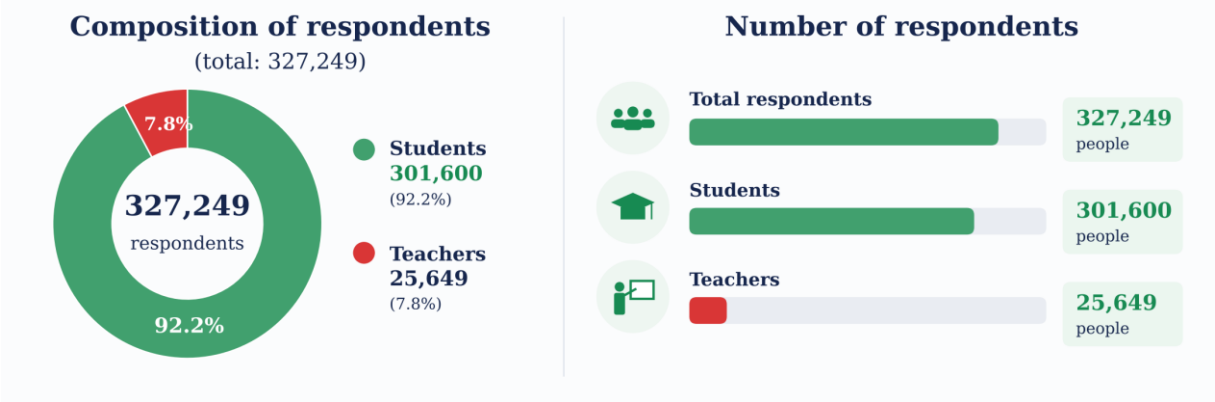


Figure 1. General information on the study methodology.

Source: calculations based on the results of the 2026 nationwide survey.

The object of the study comprises the students enrolled in and the teachers working at technical colleges. The subject of the study covers the organisation of the educational process, the development of vocational skills, teaching activities, resources, digital opportunities and the conditions for supporting students.

The analysis examined respondents' satisfaction with the learning environment and the educational process, socio-psychological conditions, teachers' professional activities, the use of digital tools and the development needs of technical colleges. The results are intended to be used for monitoring the quality of education, improving the feedback mechanism and directing resources towards priority problems.

The results were evaluated using descriptive statistics, the calculation of shares of positive responses and comparative analysis by region, technical college and field of specialisation. The open-ended responses of students and teachers were subjected to a separate content analysis, and the proposals, complaints and priority needs recorded in them were systematised.

The findings of the study provide an empirical basis for improving the quality of education in technical colleges, developing targeted development programmes for organisations with low results, allocating resources efficiently, improving curricula and adopting evidence-based management decisions.

1.3. Summary of key findings

The findings of the study showed that **students rated the quality of education in technical colleges positively overall**. In particular, **78 per cent** of student respondents gave the quality of education a high rating.

At the same time, the views expressed on individual areas **indicate that the overall level of satisfaction does not mean that all conditions created for vocational training are equally well developed**.

By region, the share of students who gave the quality of education a high rating ranged **from 72.7 per cent to 83 per cent**. The difference of **10.3 per cent** between the highest and lowest regional indicators shows **the existence of regional disparities** in the ratings given to the educational process.

At the same time, the results for individual technical colleges show that it is not sufficient to assess their **needs relating to practical classes and material and technical resources** solely on the basis of regional averages.

Practical training emerged as one of the areas of the study requiring particular attention. **29.3 per cent** of students reported that the volume of practical classes is insufficient. In addition, **3.2 per cent** of respondents stated that practical classes **exist only on paper**.

These results show that, in addition to organising placements in the prescribed volume, it is **also necessary to monitor whether they actually take place and whether they help students to acquire vocational skills**.

Regarding the **material and technical resources** of technical colleges, **33.3 per cent** of students **reported that equipment is outdated**.

Ratings of the quality of education also varied according to the condition of equipment: the share of high ratings was **88.4 per cent** where modern equipment was considered sufficient, **69.2 per cent** where equipment was outdated, and **37.9 per cent** where equipment was lacking or not working.

These results show **a relationship between material and technical conditions and ratings of the quality of education**; however, they do not mean that the condition of equipment is the sole reason for the differences in ratings.

The responses on **work placements** showed that merely assigning students to enterprises is not sufficient.

In particular, **44.9 per cent of teachers reported that employers use students only as assistants**. This points to the need to pay greater attention, during work placements, to **assigning students tasks that match their specialism, providing them with mentoring and assessing the skills they acquire**.

The results relating to **teachers' work** also made it possible to identify a number of organisational issues.

In particular, **52.2 per cent of teachers identified excessive paperwork as the main problem in their work**. The share of teachers who clearly confirmed that they had completed an internship at a production enterprise during the last two years was **25 per cent**.

These results point to the need to examine ways of **expanding opportunities for teachers to update their professional experience and directing their time towards the educational process itself**.

In the analysis of **expectations regarding graduates' future employment**, **56.6 per cent** of students stated that they are fully confident of finding a job after completing their studies, while **31.4 per cent** expect to find a job, albeit with some difficulties.

These indicators **reflect students' personal expectations and cannot be interpreted as the actual employment rate of graduates.**

Overall, alongside the generally positive ratings of the quality of education in technical colleges, the nationwide survey revealed **issues relating to the volume and content of practical classes, the condition of equipment, the effectiveness of work placements and the professional development of teachers**.

An **in-depth study of the identified problems by technical college and vocational field, the allocation of resources according to actual needs and an evaluation of the practical results of cooperation with employers** will provide a basis for further measures aimed at improving the quality of vocational education.

II. METHODOLOGICAL APPROACH AND KEY CONCEPTS

2.1. Data source and scope of the analysis

The main empirical data source for this analysis is the results of the Nationwide Survey conducted among technical college students and teachers **from 21 March to 9 April 2026**.

The study covered **657** technical colleges in all **14** regions of the country. A total of **327,249** respondents took part in the survey, including **301,600 students** and **25,649 teachers**. The survey was administered in Uzbek, Karakalpak, Russian and English, enabling respondents to express their views in the language most convenient for them.

2.2. Composition of respondents and key concepts

The study covered two main groups of respondents: technical college students and teachers.

Students evaluated the conditions created for the educational process and vocational training as direct users, while teachers evaluated them as professionals involved in organising the educational process and developing practical skills. This approach made it possible to examine the quality of education and existing problems from the perspective of both groups.

The following key concepts were used in interpreting the findings of the study.

Student respondent – a person enrolled at a technical college during the study period who answered the survey questions.

Teacher respondent – an employee engaged in teaching at a technical college who answered survey questions on the educational process, practical training or his or her own working conditions.

Technical college – a professional educational organisation that enables students to acquire theoretical knowledge and practical skills in a chosen occupation and specialism.

Share of positive responses – the percentage of respondents who selected response options with positive content for a given question, relative to the total number of respondents who gave a valid response to that question. The options regarded as positive are determined according to the content of each question.

Practical training – the process by which students acquire knowledge and skills by performing occupation-related tasks in a workshop, laboratory or production setting.

Work placement – a part of the educational process aimed at enabling students to become familiar with the activities of an enterprise or organisation, perform practical tasks relevant to their specialism and gain professional experience.

Material and technical resources – the availability and condition of use of the workshops and laboratories, equipment, tools, consumables and other learning resources required to deliver vocational education.

Regional indicator – a result derived from the responses of respondents from the technical colleges of a region to the relevant question.

Institutional indicator – a result calculated for an individual technical college on the basis of the responses of its respondents.

Sectoral indicator – a result of responses grouped according to the economic sectors to which the occupations and specialisms taught in technical colleges belong.

Open-ended response – a respondent's free-text statement of a problem, need or proposal, not limited to predefined options.

These concepts were applied in order to interpret the survey results on a uniform basis, compare the views of students and teachers, and identify existing differences by region and technical college.

2.3. Survey structure and areas of evaluation

The survey consisted of closed and open-ended questions. Closed questions were used to examine quantitatively the ratings given to the educational process and the conditions for vocational training in technical colleges. Open-ended questions served to identify respondents' views on existing problems and on ways of resolving them.

In terms of content, the survey questions were analysed under the following main areas.

Area 1 – quality of education and the educational process.

The study examined students' overall ratings of the quality of education at their technical college, the alignment between theoretical knowledge and

practical classes, the adequacy of practical training and issues relating to the organisation of the educational process.

Area 2 – practical classes and material and technical resources.

The analysis covered the availability, modernity and working condition of equipment in workshops and laboratories, the organisation of practical classes, the provision of necessary tools, equipment and consumables, and the relationship between these conditions and the ratings given to the quality of education.

Area 3 – work placements and cooperation with employers.

The study examined students' completion of placements at enterprises, the assignment to them of tasks relevant to their occupation, mentoring, the skills acquired during placements and employers' involvement in training students.

Area 4 – vocational training and employment expectations.

The analysis covered students' confidence in finding employment in the future, their views on the difficulties they may face in finding a job, and aspects of vocational training related to working life. Respondents' employment expectations were interpreted separately from graduates' actual employment indicators.

Area 5 – use of modern and digital technologies.

The study examined the results of questions relating to the use of modern technologies in vocational education, the development of digital skills and the application of international approaches in certain educational programmes.

Area 6 – teachers' working conditions and professional development.

The analysis covered teachers' views on the difficulties they face in organising the educational process, the workload associated with paperwork, opportunities for internships at production enterprises, updating their practical experience and cooperation with employers.

Area 7 – open comments and proposals.

The content of respondents' free-text views on improving the quality of education, practical classes, material and technical conditions and vocational training in technical colleges was examined.

The questions for students and teachers were designed according to their role and experience in the educational process. Where questions with similar content existed, the ratings of the two groups were compared. Indicators for which the question wording, response options or respondent composition differed were not interpreted directly as the same measure.

2.4. Key concepts and calculation approach

The analysis used methods of data systematisation, grouping, descriptive statistics, calculation of shares of positive responses, comparative analysis, content analysis and statistical generalisation.

At the initial stage, the number of responses to each question and their percentage share were calculated. The following general approach was used to determine the percentage indicator:

$$\mathbf{P = N_i / N \times 100}$$

where:

P – the share of a given response option or the share of positive responses;

N_i – the number of respondents who selected the relevant response option;

N – the total number of respondents who gave a valid response to the question.

In calculating the share of positive responses, response options expressing a high rating or satisfaction, according to the content of the question, were aggregated. Responses relating to a lack of practical classes, outdated equipment and other problems were analysed as separate indicators.

The results were examined at national, regional and individual technical college level, as well as by the groups of students and teachers. The comparative analysis took into account the highest and lowest percentage indicators and the percentage differences between them.

Open-ended responses were grouped by content, and recurring problems and proposals were identified. Given that the survey results reflect respondents' opinions and ratings, employment expectations were interpreted separately from graduates' actual employment indicators.

The share of **positive responses** is the ratio of the number of respondents who selected responses with positive content for a given question to the number of those who gave a valid response to that question.

The share of **negative responses** is calculated in the same way for responses with negative content.

Where **neutral or partially positive responses** are placed in a separate category, the sum of the positive and negative shares need not equal **100 per cent**.

The regional indicator denotes the aggregated result for a region, the institutional indicator for an individual technical college, and the sectoral indicator for the relevant group of fields of study.

Points and percentages are not used as the same measure; they are distinguished according to the relevant calculation method.

2.5. Categorisation of results and preliminary evaluation criteria

For the purpose of systematic interpretation, the findings of the study were categorised by result levels formed on a **100-point** scale.

Accordingly:

a result of **80 points** and above – high level;

from 70 points to 80 points – stable level;

from 60 points to 70 points – medium level;

from 50 points to 60 points – low level;

a result below **50 points** was interpreted as a very low level.

A high-level result indicates that positive practices and stable institutional capacity have been established in the relevant area.

The stable level shows that the main processes are organised satisfactorily, although some scope for development remains.

The medium level means that, alongside positive results, there are also significant shortcomings in the area concerned.

Low and very low results indicate that systemic problems persist and that targeted development measures are needed.

The results of the categorisation were used not to give a final legal or administrative assessment of the performance of a region or technical college,

but to diagnose the current situation, identify relatively strong and weak areas and direct resources towards priority tasks.

The interpretation of indicators on the quality of education was not limited to overall averages. It was taken into account that the same average score may conceal significant differences between regions, technical colleges or evaluation components. For this reason, each thematic indicator was analysed together with its components and comparative context.

2.6. Open-ended responses and data quality checks

The open-ended questions of the survey served to explore the views of students and teachers that were not limited to predefined response options. The open-ended responses were analysed for content, divided into proposals and complaints, and grouped by recurring topics.

The analysis of students' open-ended responses used a database compiled through Google Docs. Data on a total of **301,600** students were recorded for the relevant question. Of these, **48,256** students did not answer the question.

Of the responses submitted, **253,344 were found to be meaningful**. Of these, **232,800 were categorised as proposals** and **1,337 as complaints**.

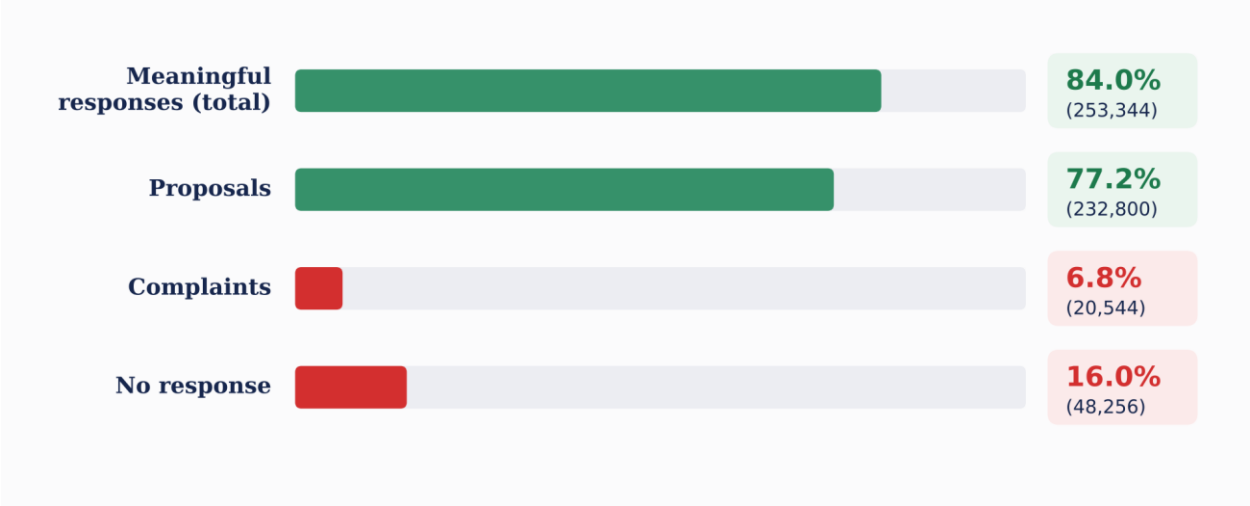


Figure 2. Analysis of students' open-ended responses.

Source: calculations based on the results of the 2026 nationwide survey.

Students' open-ended responses were grouped under the following main topics: **improving the educational process and vocational education programmes** in technical colleges, **expanding work placements**, **improving buildings and infrastructure**, **equipping workshops and laboratories with modern equipment**, **the work of teaching staff**, **the examination and**

assessment system, **sports and catering facilities**, **vocational clubs** and **assistance with graduate employment**.

Teachers' open-ended responses were also divided into **19,799** proposals and **1,746** complaints and grouped under areas such as **financial incentives**, **the material and technical resources of training workshops and laboratories**, **internships at production enterprises**, **professional development**, **textbooks and vocational learning materials**, **alignment of curricula with labour market requirements** and **cooperation with employers**.

Since some open-ended responses raised several issues at once, they were grouped separately under the relevant topics. For this reason, the sum of the shares calculated by topic may not equal **100 per cent**.

This approach makes it possible to reflect the content of respondents' views more fully and to identify interrelated problems.

The results of the open-ended responses were used to explain the quantitative indicators derived from the closed questions, to clarify problems in vocational training and learning conditions, and to develop practical proposals aimed at improving the work of technical colleges.

Conclusion to Chapter II

This chapter set out the informational and methodological basis of the nationwide survey conducted in technical colleges, the scope of the study, the composition of respondents, the areas of evaluation, and the methods of data processing and indicator calculation.

It also described the content analysis of students' and teachers' open-ended responses, the grouping of proposals and complaints by topic, and the limitations that should be taken into account when interpreting the results.

This methodological approach provides a basis for a systematic study of the quality of education, practical training, material and technical resources and teachers' working conditions in technical colleges, for identifying disparities between regions and educational organisations, and for developing evidence-based practical proposals.

The following chapters analyse the results of the nationwide survey in detail on the basis of these approaches.

III. STRUCTURAL ANALYSIS OF THE LEARNING ENVIRONMENT AND OPERATING CONDITIONS IN TECHNICAL COLLEGES

3.1. Participation of technical college students in the survey

301,600 students from **657** technical colleges in all **14** regions of the Republic took part in the nationwide survey.

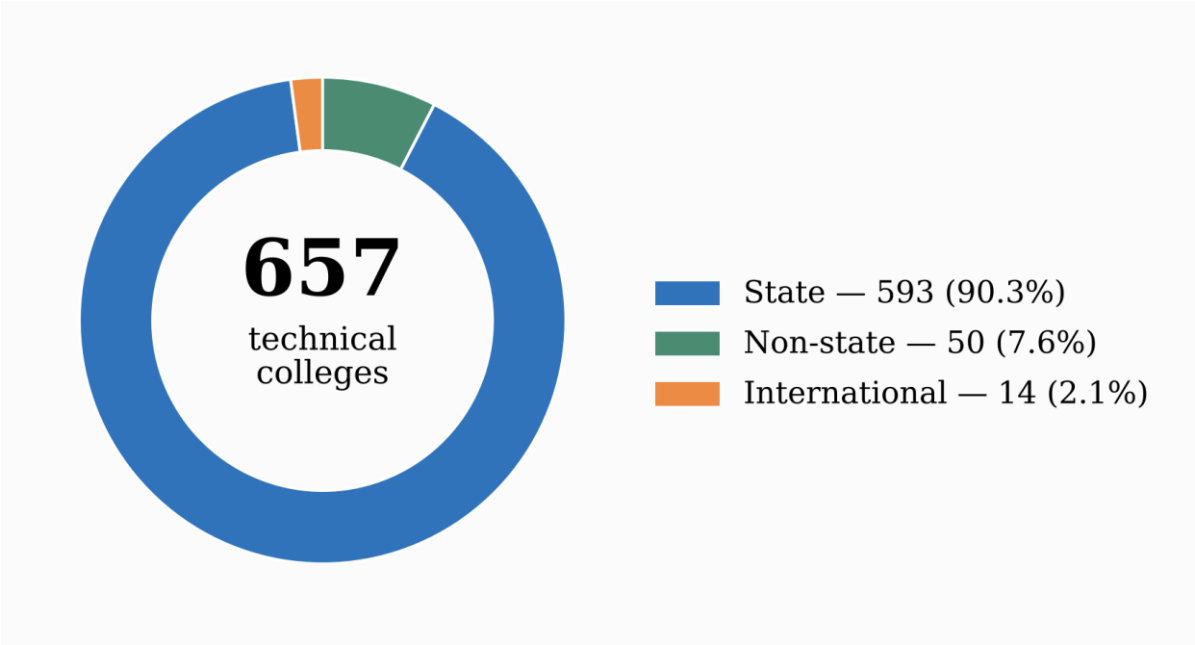


Figure 3. Composition of technical colleges by form of ownership

Source: calculations based on the results of the 2026 nationwide survey.

Of the technical colleges, **593** are state, **50** non-state and **14** technical colleges providing education at international level.

These data show that a sufficient information base has been formed to study students' attitudes towards the vocational education process, practical training and existing conditions by region.

By region, the largest shares of respondents were accounted for by **Samarkand region** (13.2 per cent) and **Fergana region** (11.9 per cent).

In the regional distribution of survey participants, **Syrdarya region** (2.4 per cent) and **Navoi region** (2.8 per cent) had the smallest shares. The share of respondents was also relatively low in **Tashkent city** (4.8 per cent) and **Khorezm region** (4.9 per cent).

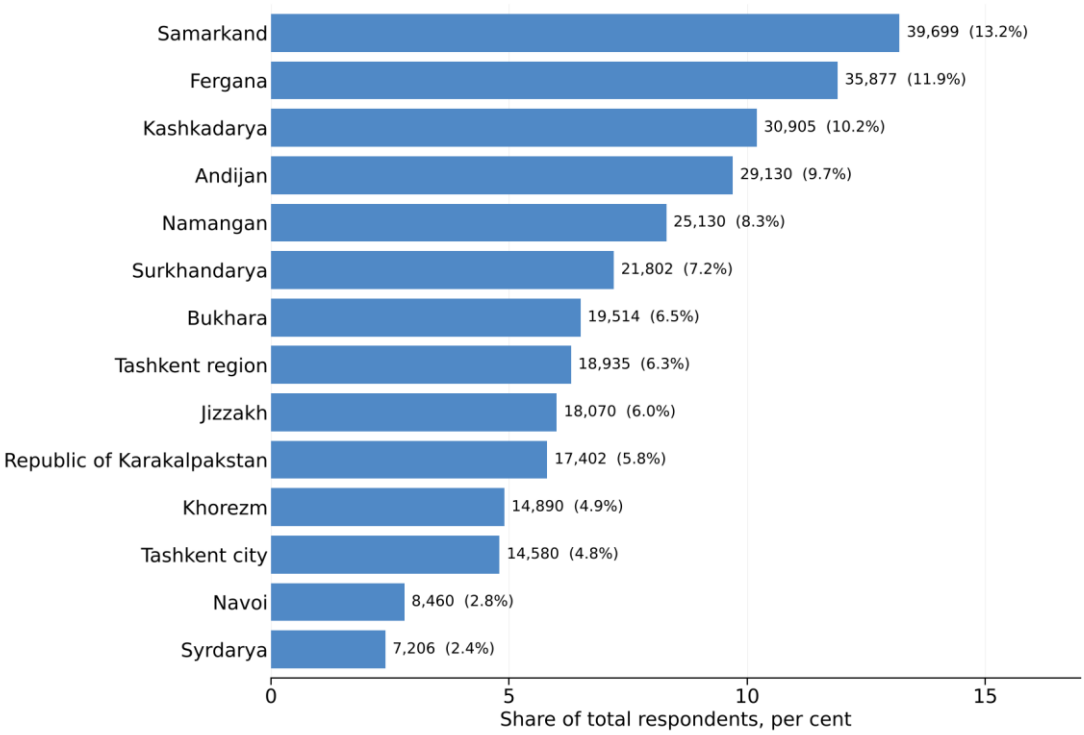


Figure 4. Distribution of technical college students participating in the survey by region, 2026 (number of respondents)

Source: calculations based on the results of the 2026 nationwide survey.

By year of study, **first-year students accounted for 58.2 per cent**, **second-year students for 35.7 per cent** and **third-year students for 6.1 per cent**.

The gender composition was almost balanced, with **women at 50.3 per cent** and men at **49.7 per cent**.

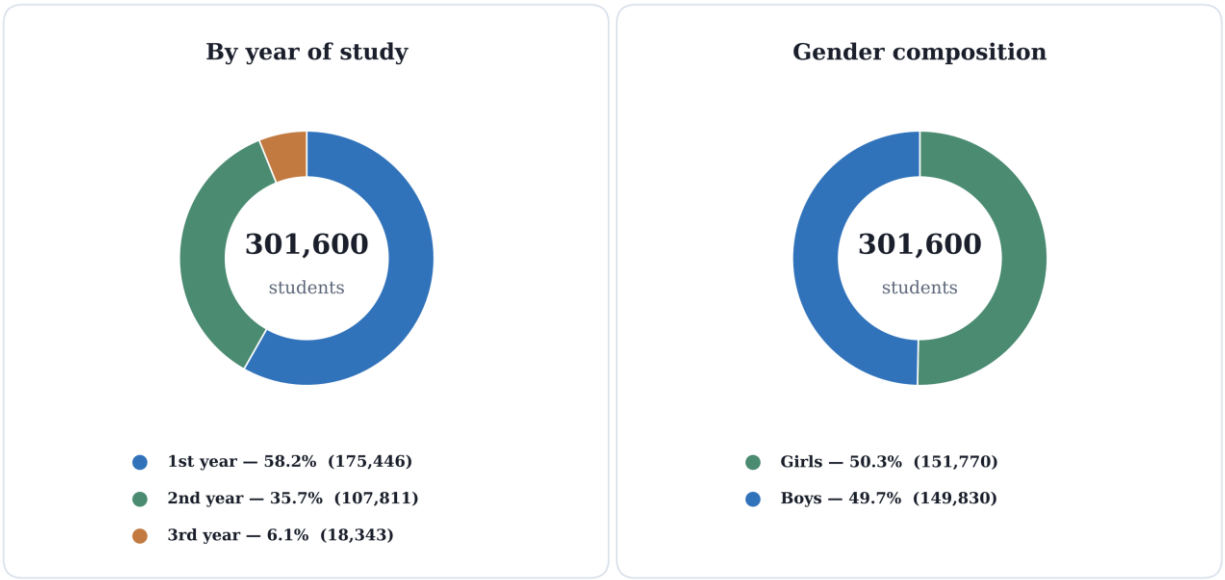


Figure 5. Composition of students by year of study and gender.

Source: calculations based on the results of the 2026 nationwide survey.

According to the analysis by educational organisation, the highest shares of participation were recorded at **Technical College No. 1 of Zomin District** (0.61 per cent), **Sozangaron Public Health Technical College** (0.6 per cent), **Margilan Public Health Technical College No. 1** (0.59 per cent), **Siyob Public Health Technical College** (0.57 per cent) and **Technical College No. 1 of Urgut District** (0.52 per cent).

In addition, **Tashkent Transport Technical College**, **International Innovative Medicine Technical College** and **Technical College No. 2 of Koson District** also ranked high in terms of the number of respondents.

The combined participation share of the five technical colleges with the largest number of respondents was **2.89 per cent**. This shows that these technical colleges do not occupy a dominant position in the composition of participants.

According to the analysis of age composition, the majority of respondents were **aged 17–18** (**147,728** respondents, or 49 per cent). They were followed by those **aged 15–16** (**71,224**, or 23.6 per cent). The combined share of these two age groups among all respondents reached **72.6 per cent**.

In addition, **37,962 respondents were aged 19–20** (12.6 per cent) and **27,875 were aged 21–30** (9.2 per cent). **Respondents aged 31 and over (16,811)** (5.6 per cent) had the smallest share. This distribution showed that the survey results mainly reflect **the views of students aged 15–18**.

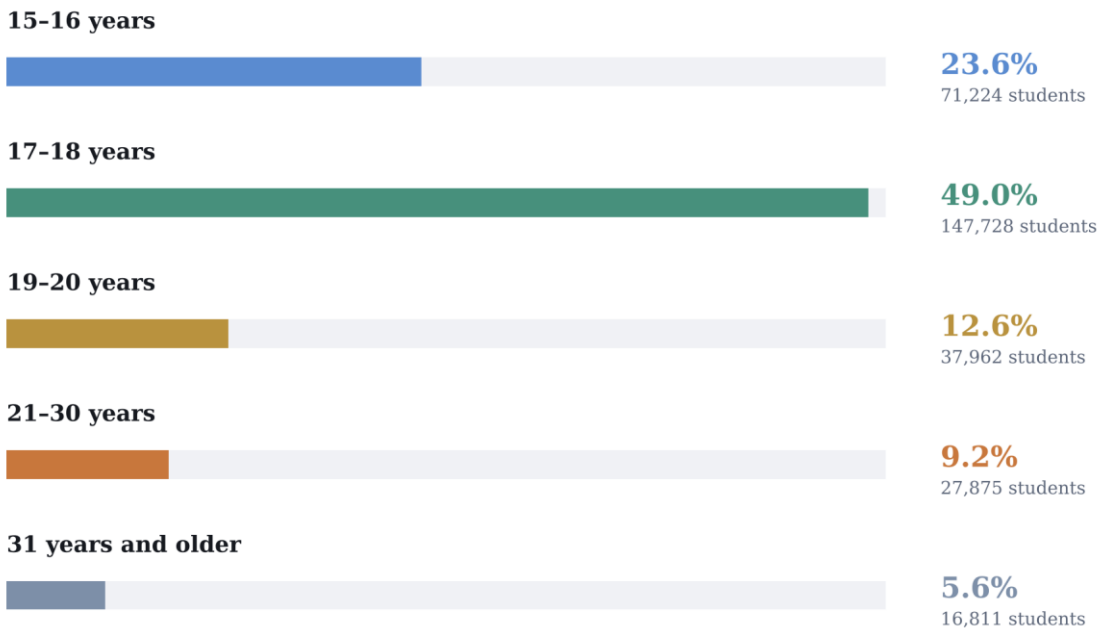


Figure 6. Distribution of technical college students participating in the survey by age, 2026 (number of respondents).

Source: calculations based on the results of the 2026 nationwide survey.

By location, **42.6 per cent of technical colleges are located in district centres, 33.6 per cent in cities** and **23.7 per cent in rural** areas.

This distribution shows that district centres account for a high share of the technical college network.

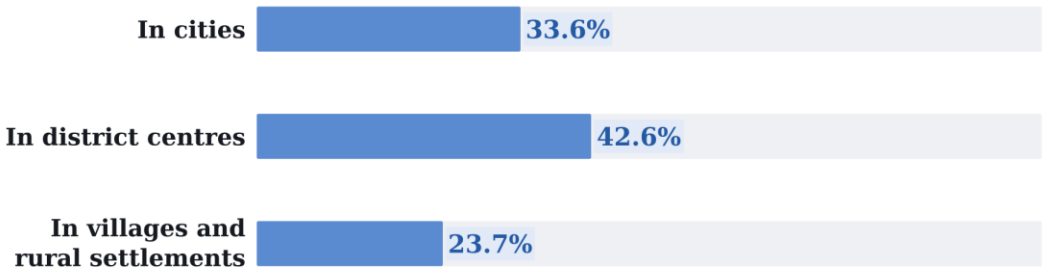


Figure 7. Distribution of technical colleges by type of location.

Source: calculations based on the results of the 2026 nationwide survey.

3.2. Participation of technical college teachers in the survey

25,649 teachers from **14** regions took part in the survey.

The largest numbers of respondents were recorded in **Samarkand region** (**2,933**, or 11.4 per cent) and **Fergana region** (**2,903**, or 11.3 per cent). These two regions account for **5,836** teachers, or **22.8 per cent** of the total.

Kashkadarya region accounted for 2,477 teachers (9.7 per cent), **Andijan region for 2,179** (8.5 per cent), **Surkhandarya region for 2,100** (8.2 per cent) and **Namangan region for 2,080** (8.1 per cent). The number of respondents in the **Republic of Karakalpakstan** was **1,787** (7.0 per cent), in **Bukhara region 1,702** (6.6 per cent) and in **Tashkent region 1,665** (6.5 per cent).

1,425 teachers from Tashkent city (5.6 per cent), **1,369 from Jizzakh region** (5.3 per cent), **1,347 from Khorezm region** (5.3 per cent), **969 from Navoi region** (3.8 per cent) and **713 from Syrdarya region** (2.8 per cent) took part. Thus, among teacher respondents, too, **Samarkand** and **Fergana regions** held the leading positions.

It should be noted that the regional composition of the respondent groups differs. In particular, the share of **Samarkand region** was **13.2 per cent** among students and **11.4 per cent** among teachers, while in **Surkhandarya region** these indicators were **7.2** and **8.2 per cent** respectively.

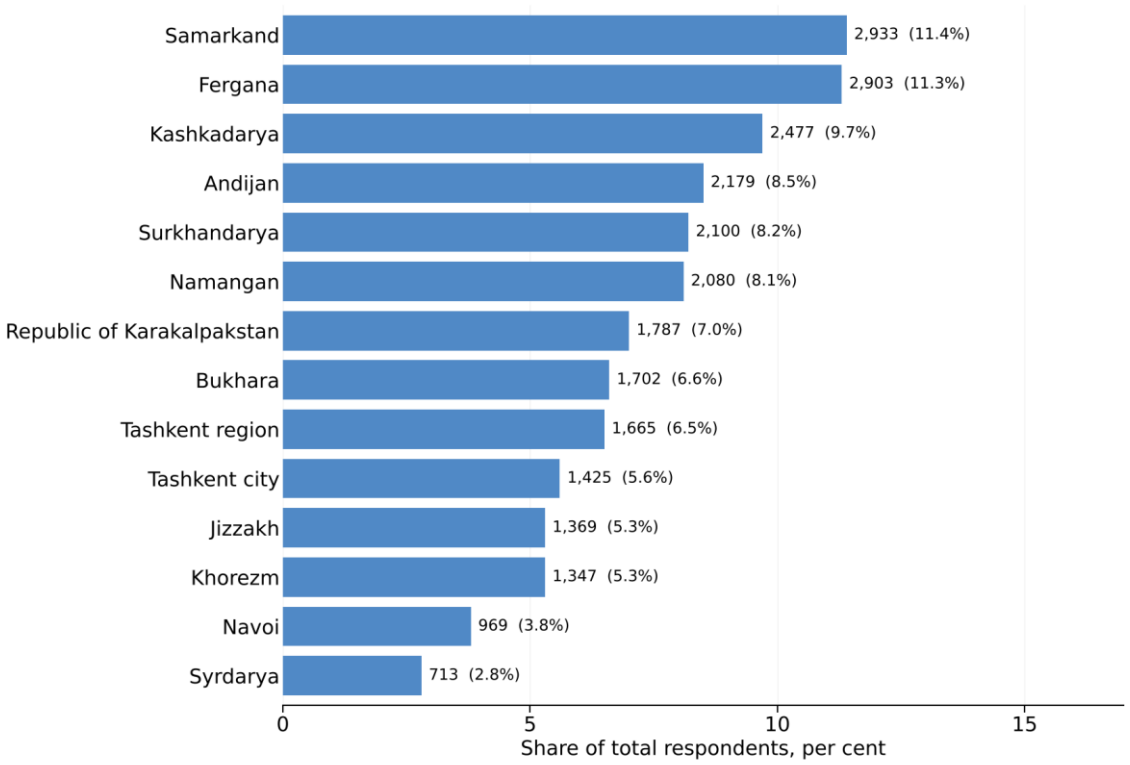


Figure 8. Distribution of technical college teachers participating in the survey by region, 2026 (number of respondents)

Source: calculations based on the results of the 2026 nationwide survey.

According to the analysis, the highest shares of teacher participation were recorded at the **Republican Music and Art Technical College** (0.81 per cent), **Technical College No. 1 of Guzar District** (0.62 per cent) and **Technical College No. 2 of Bagdad District** (0.60 per cent).

Technical College No. 2 of Besharik District, **Technical College No. 1 of Pastdargom District**, **International Innovative Medicine Technical College**, **Technical College No. 1 of Bekabad City** and **Technical College No. 1 of Shofirkon District** also ranked high in terms of the number of teachers.



Figure 9. Technical colleges with the highest teacher participation.

Source: calculations based on the results of the 2026 nationwide survey.

79 per cent of teachers reported that subject programmes and teaching materials fully or largely meet the requirements of the labour market and employers, while **57.5 per cent** reported that a practical examination system similar to international assessment systems is in place for assessing practical skills.

However, **50.8 per cent** of respondents, while rating the provision of laboratories and workshops as satisfactory, stated that **technical upgrades are needed**. In addition, **20.2 per cent** noted **excessive paperwork and the large volume of reporting**, and **20.3 per cent** stated that during the last two years they **had no opportunity to undertake professional development or an internship** at production enterprises.

These results point to the need to upgrade the material and technical base, reduce teachers' reporting burden and expand opportunities for practical professional development at enterprises.

Within the framework of this analysis, **the quality of education, the learning environment and the conditions created for vocational training** in technical colleges are evaluated. In particular, the analysis covers the alignment of curricula with labour market requirements, the quality of practical classes and work placements, the transparency of the assessment system, the provision of workshops and laboratories, and opportunities to use digital resources.

On the basis of the ratings of students and teachers, regional disparities and the proposals and problems expressed in the open-ended responses, **practical proposals for improving the technical college system and strengthening graduates' vocational training** are developed.

3.3. Overall analysis of participants

The distribution of respondents by region showed that the technical college survey covered all **14 regions**. The highest shares of participation were accounted for by **Samarkand** (13.2 per cent), **Fergana** (11.9 per cent) and **Kashkadarya** (10.2 per cent) regions. These three regions accounted for **35.3 per cent** of all respondents.

They were followed by **Andijan** (9.7 per cent) and **Namangan** (8.3 per cent). The shares of **Surkhandarya** (7.2 per cent), **Bukhara** (6.5 per cent), **Tashkent region** (6.3 per cent), **Jizzakh** (6.0 per cent) and the **Republic of Karakalpakstan** (5.8 per cent) were relatively close to one another. Lower

indicators were recorded in **Khorezm** (4.9 per cent), **Tashkent city** (4.8 per cent), **Navoi** (2.8 per cent) and **Syrdarya** (2.4 per cent).

These differences reflected the regional composition of respondents. However, a low share for a region did not confirm that survey coverage or the quality of education there was low. Such conclusions would require comparing the number of participants with the total student population of the region and evaluating the responses on the quality of education separately.

By technical college, the highest shares in the list provided were observed at **Technical College No. 1 of Zomin District** (0.61 per cent), **Sozangaron Public Health Technical College** (0.6 per cent) and **Margilan Public Health Technical College No. 1** (0.59 per cent). **Siyob Public Health Technical College** (0.57 per cent) and **Technical College No. 1 of Urgut District** (0.52 per cent) also ranked high. The combined share of these five organisations was **2.89 per cent**, showing that the numerical predominance of individual technical colleges was limited.

In the analysis of foreign experience, **inter-company vocational training centres in Germany** stand out as a means of supplementing practical training. These centres serve to develop, with the help of modern equipment, skills that small and medium-sized enterprises are unable to teach[2].

This experience is considered as a basis for establishing shared regional workshops and laboratories to address the equipment shortages of technical colleges.

In the Swiss experience, responsibility for the quality of vocational education is shared between the state, regional authorities and professional organisations. Educational organisations are responsible for quality management, while state and regional bodies are responsible for its oversight within their respective competences[3].

Based on these approaches, linking survey results with indicators of **practical training, material and technical resources, cooperation with employers and graduate employment** when evaluating the performance of technical colleges was noted as a proposal. At the same time, it was recommended that effective practices be disseminated and that **targeted**

[2]Federal Institute for Vocational Education and Training. Inter-company vocational training centres. URL: https://www.bibb.de/en/12303.php (14.06.2026).

[3] Schweizerische Eidgenossenschaft. VPET system governance. URL: https://www.sbfi.admin.ch/en/vpet-system-governance (14.06.2026)

development programmes be developed for technical colleges with identified problems, specifying responsible persons, deadlines and expected results.

3.4. Grouping of regions by level of results

The survey results showed that students rated most aspects of the educational process and vocational training in technical colleges positively. In **14 of the 18 indicators** analysed, the share of positive responses was **92.1–98.1 per cent**. The highest ratings were given to **the quality of practical classes** (98.1 per cent), **teachers' professional skills** (98 per cent) and **conditions for learning modern technologies** (97.9 per cent).

The share of positive responses was lower than in other areas for the ratio of theory to practice (70.7 per cent), the **credit-module system** (71.4 per cent), **information about and participation in dual education** (74.5 per cent) and **placements at enterprises and their usefulness** (82.7 per cent).

These differences point to the need for a more in-depth study of **the organisation of practical training**, **informing students about forms of education** and **the effectiveness of cooperation with enterprises**.

In response to the question on **the overall quality of vocational education**, **93.9 per cent** of responses were classified as positive. This indicator reflected students' subjective assessment, whereas determining the extent to which vocational skills have actually been developed required a separate assessment.

The technical college system can be conditionally divided into **3 groups**:

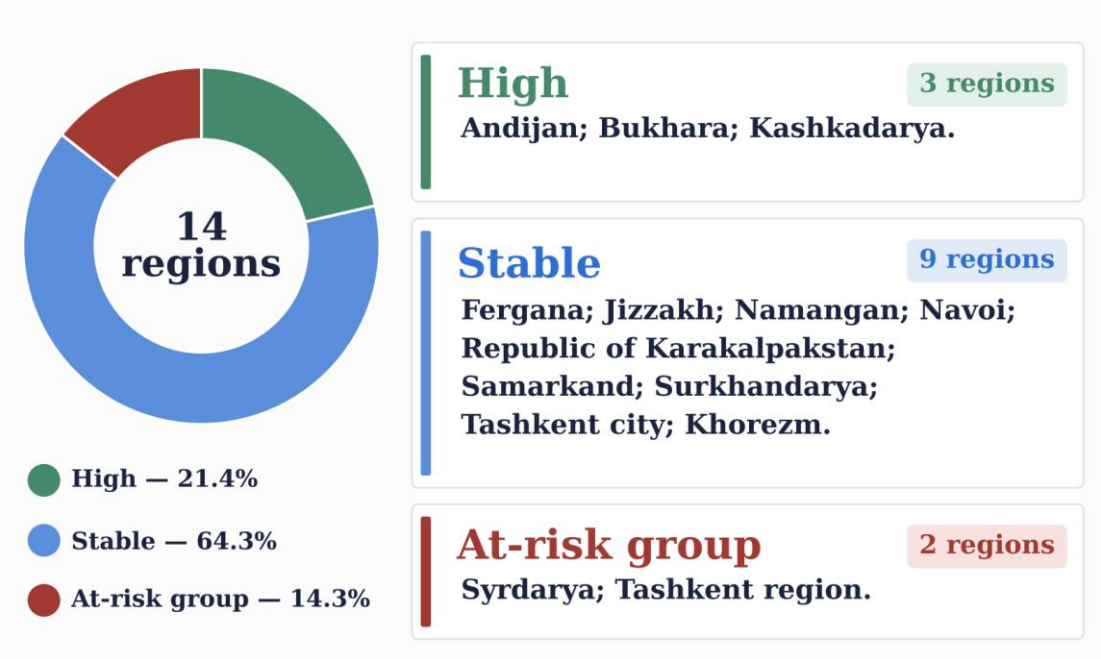


Figure 10. Categorisation of regions by level of results.

Source: calculations based on the results of the 2026 nationwide survey.

According to the analysis, **21.4 per cent** of regions (3 regions) fell into the high-performing group. This group consisted of **Andijan, Bukhara** and **Kashkadarya regions**. These regions recorded relatively high results according to the grouping criterion applied.

64.3 per cent of regions (9 regions) belonged to the stable group. This group comprised **Fergana, Jizzakh, Namangan, Navoi, Samarkand, Surkhandarya and Khorezm regions, the Republic of Karakalpakstan and Tashkent city**. Consolidating existing results and identifying the development needs of individual technical colleges in these regions were identified as important areas.

At the same time, **14.3 per cent** of regions (2 regions) formed the conditional **at-risk group**. This group comprised **Syrdarya** and **Tashkent regions**. It was recommended that the reasons for the relatively low ratings in these regions be studied in more depth by technical college and that **targeted development measures be defined** for the problems identified.

Overall, **85.7 per cent** of regions fell into the high or stable group. The results pointed to the need to study the effective practices of technical colleges in the high group, to continue development in the stable regions and to provide targeted support to the regions in the at-risk group.

3.5. Results on the quality of education and the educational process

The index analysis by region revealed significant regional disparities in the quality of education and the educational process. The **national average was 78.5 points**.

The highest results were recorded in **Bukhara – 81.6 points**, **Andijan – 81.5 points** and **Kashkadarya – 81.4 points** regions. They were followed by the **Republic of Karakalpakstan – 79.1 points**, **Surkhandarya – 78.8 points** and **Fergana – 78.7 points**.

In these regions, the indicators for teaching quality, teachers' capacity and the organisation of the educational process were rated above the national average.

Relatively low results were observed in **Tashkent region – 74.2 points** and **Syrdarya region – 74.5 points**. In addition, **Samarkand – 76.6 points**, **Navoi – 77.2 points** and **Tashkent city – 77.7 points** were recorded, with indicators below the national level.

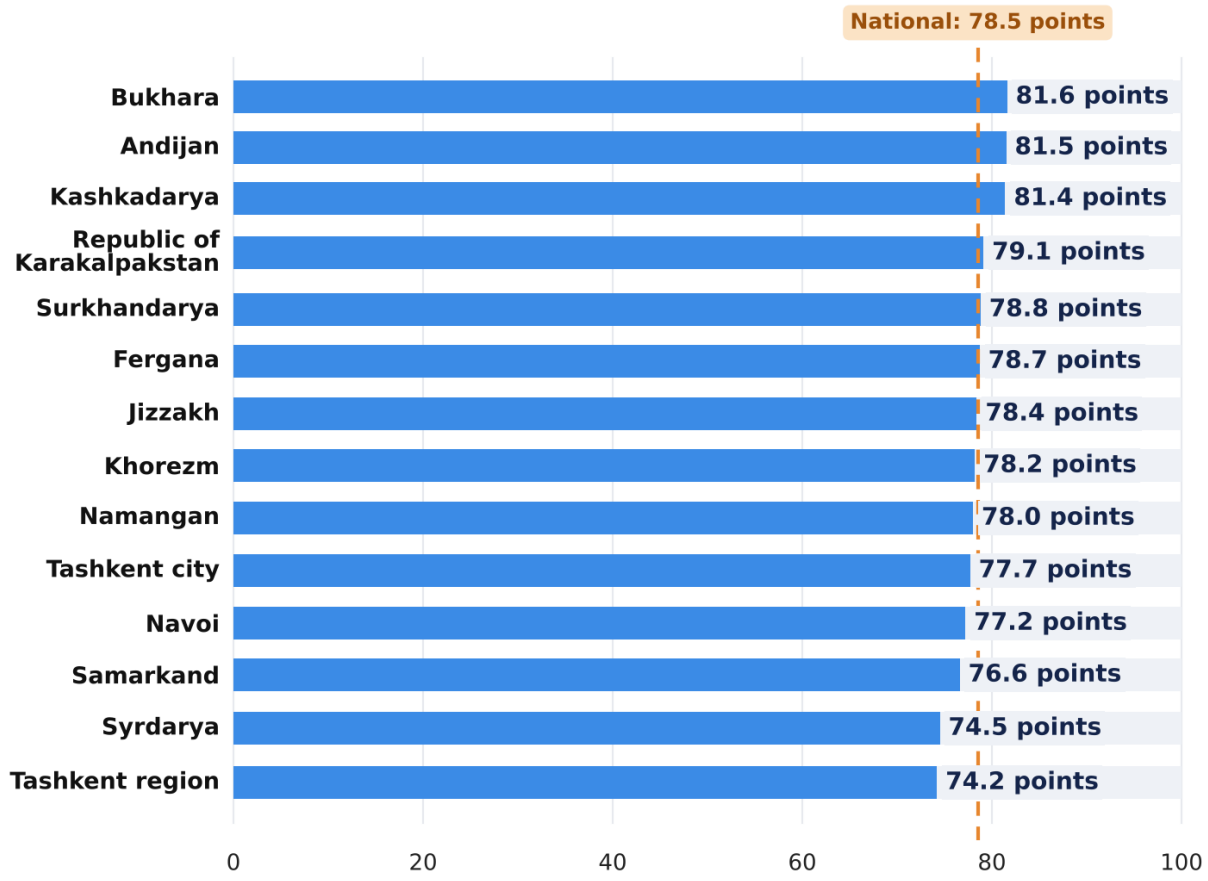


Figure 11. Results on the quality of education and the educational process by region.

Source: calculations based on the results of the 2026 nationwide survey.

According to the distribution of regions by indicator level:

3 regions (21.4 per cent) – **80 points and above** (high level);

11 regions (78.6 per cent) – **70–79 points** (stable level);

A **gap of 7.4 points** was observed between the highest and lowest regional indicators. The results pointed to the need for a more in-depth study, by technical college, of the factors affecting the quality of education in regions with relatively low indicators, and for the development of targeted measures to align curricula with employers' needs.

When the results of the student and teacher surveys were analysed together, the aggregated average indicator for **technical colleges** was **88.9 points**. By technical college, the **national average was 92.8 points**.

The highest result was recorded at **"Sharq Medical Technical College" with 98.3 points**. It was followed by **Technical College No. 2 of Vobkent District with 97.6 points**, **Technical College No. 3 of Chust District with 97.2 points**, **Namangan International Medical Technical College with 97 points** and the **"AYLIM" non-state educational institution with 97 points**.

Relatively low indicators were observed at **Syrdarya Law Technical College with 71.2 points**, **Andijan Law Technical College with 74.9 points**, **Technical College No. 1 of Yangiyul City with 75.3 points**, **Technical College No. 1 of Kuyi Chirchik District with 76 points** and **Jarkurgan Construction and Transport Technical College with 76.3 points**. The gap between the highest and lowest results was **27.1 points**.

96.1 per cent (618) of the technical colleges analysed fell into the high level with a result of **80 points and above**, while **3.9 per cent** (25) fell into the stable level with a result **from 70 points to 80 points**. No aggregated indicators **below 70 points** were recorded.

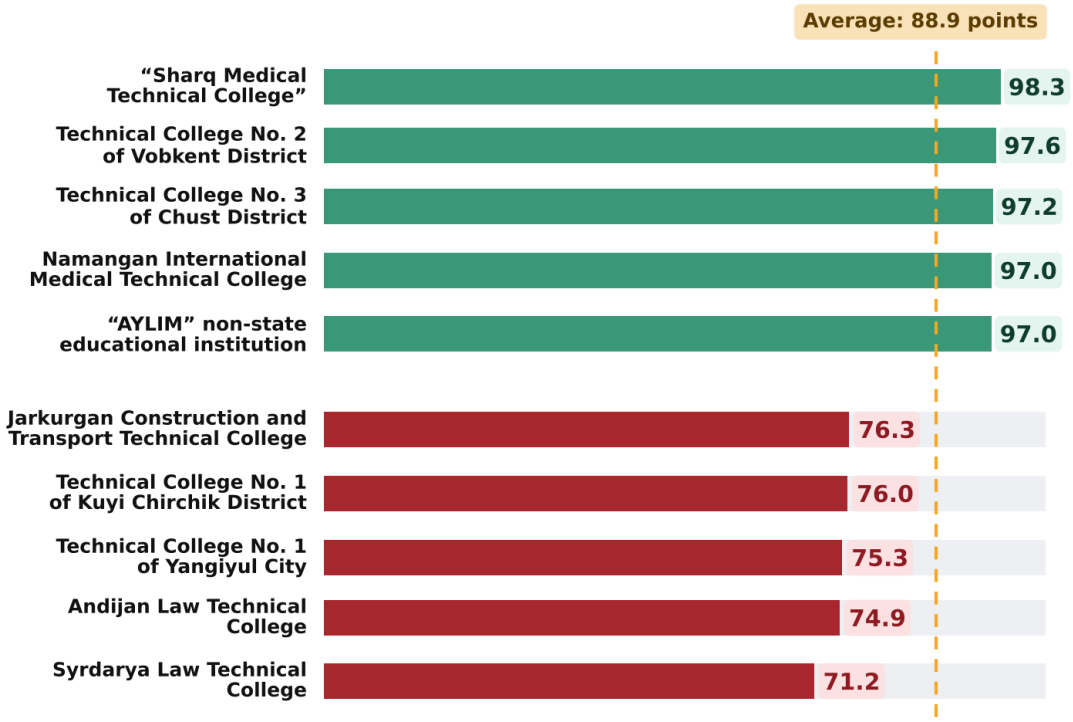


Figure 12. Results on the quality of education and the educational process by technical college.

Source: calculations based on the results of the 2026 nationwide survey.

According to the analysis by sector, **medicine, pharmaceutics and social services** recorded the highest average indicator at **94.7 points**. They were followed by **economics and services with 94.2 points**, **pedagogy and humanities with 93.8 points** and **applied technical and multidisciplinary fields with 92.2 points**.

Although average ratings were high in all groups, significant disparities were observed between the results of individual technical colleges. A comparison of the highest and lowest indicators revealed the following differences:

Applied technical and multidisciplinary fields: 99.7–76.9 points, (22.8-point difference);

Pedagogy and humanities: 97.7–81.0 points, (16.7-point difference)

Medicine, pharmaceutics and social services: 100–87.6 points, (12.4-point difference);

Economics and services: 97.7–91.7 points, (5.9-point difference);

The largest disparity was recorded in the applied technical and multidisciplinary group. Owing to the diversity of fields within this group, a need was identified to study the differences in more depth by occupation and

technical college. **In the economics and services group**, by contrast, results were relatively close to one another.

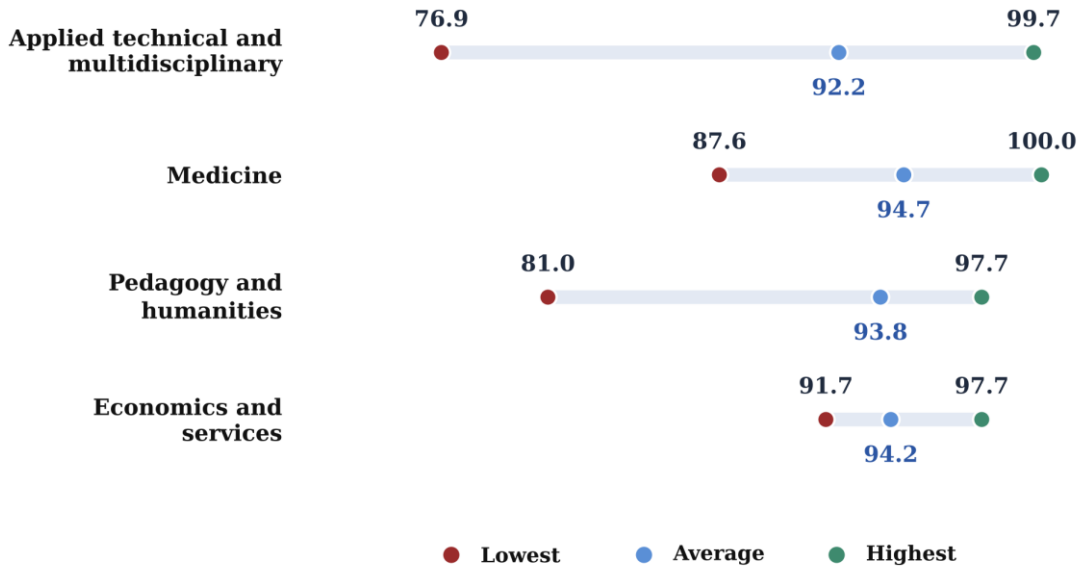


Figure 13. Results of quality-of-education indicators by field of specialisation.

Source: calculations based on the results of the 2026 nationwide survey.

3.6. Analysis of educational resources and infrastructure

According to the indicator calculated on the basis of students' ratings, the national average for technical colleges regarding educational resources and infrastructure was **95.5 points**.

Among the component indicators, **provision of textbooks and library resources, at 96.8 per cent**, received the highest positive rating. It was followed by **provision of raw materials and supplies for practical classes at 96.5 per cent**, **equipment of workshops and laboratories at 94.6 per cent** and **conditions created for sport at 94.2 per cent**.

These results showed that positive ratings predominated in these areas. At the same time, **sports facilities and workshop and laboratory equipment** were rated somewhat lower than the other component indicators.



Figure 14. Component indicators of educational resources and infrastructure.

Source: calculations based on the results of the 2026 nationwide survey.

By region, **Bukhara region recorded the highest result with 97.4 points**. In addition, **Andijan and Surkhandarya regions and the Republic of Karakalpakstan each recorded 96.1 points**. Relatively low indicators were recorded in **Tashkent city with 92.7 points**, **Syrdarya region with 93.6 points** and **Tashkent region with 93.7 points**.

Among the component areas, the highest positive rating was given **in Bukhara region to the provision of textbooks and library resources, at 98.1 per cent**, and the lowest **in Tashkent city to the conditions created for sport, at 89 per cent**. These results pointed to the need for a separate study of the reasons for negative responses regarding sports facilities in the capital's technical colleges.

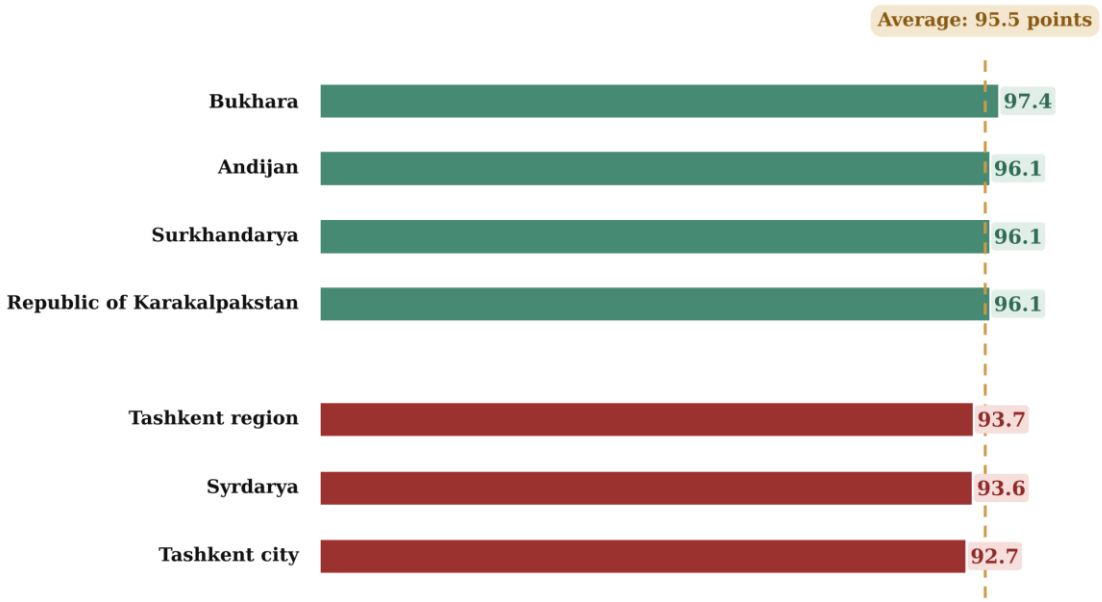


Figure 15. Results on educational resources and infrastructure by region.

Source: calculations based on the results of the 2026 nationwide survey.

By technical college specialisation, the highest share of positive ratings for educational resources and infrastructure, **95.7 per cent**, was recorded in the **applied technical** and **multidisciplinary field**.

It was followed by **medicine at 95 per cent**, **pedagogy and humanities at 94.9 per cent** and **economics and services at 94.6 per cent**. The difference between the highest and lowest indicators was **1.1 percentage points**, showing that ratings across sectors were close to one another.

In the national analysis of **students' ratings**, **textbooks and library resources (96.8 per cent)** and **provision of materials for practical classes (96.5 per cent)** received high ratings. **Laboratory and workshop equipment (94.6 per cent)** and **sports infrastructure (94.2 per cent)** recorded relatively lower results. The **average share of positive ratings across these 4** areas **was 95.5 per cent**.

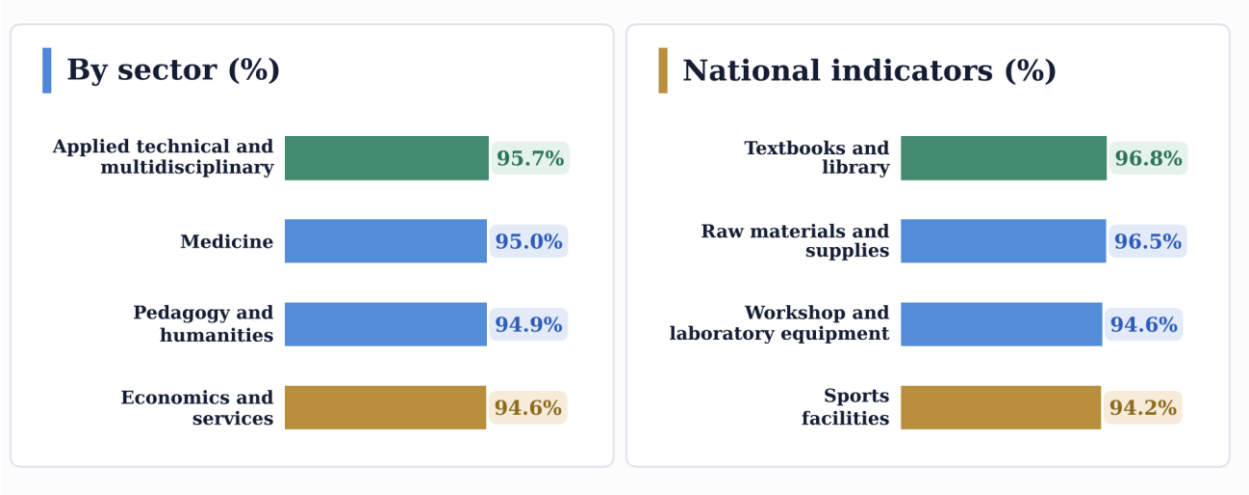


Figure 16. Results of infrastructure indicators by field of specialisation and at national level.

Source: calculations based on the results of the 2026 nationwide survey.

In addition, for educational resources and infrastructure, **the highest result, 100 per cent, was recorded at Technical College No. 3 of Gurlan District**, and the lowest **at Syrdarya Law Technical College, 61.4 per cent**. The gap between the highest and lowest results was **38.6 per cent**.

3.7. Analysis of additional opportunities in the education system

According to the analysis, the additional opportunities created for students in technical colleges were evaluated through **the work of clubs, spiritual and educational events, and confidence in finding a job in one's specialism**.

Across these **3** indicators, the **national average share of positive ratings was 94.7 per cent**.

For additional opportunities, the highest results were recorded in **Bukhara (96.5 per cent)**, **Surkhandarya (95.8 per cent)** and **Khorezm (95.3 per cent)**. Relatively low indicators were recorded in **Syrdarya (93 per cent)**, **Tashkent region (92.4 per cent)** and **Tashkent city (90.7 per cent)**. The national average was **94.7 per cent**, and the largest gap between regions was **5.8 percentage points**.



Figure 17. Results on additional opportunities in the education system by region.

Source: calculations based on the results of the 2026 nationwide survey.

The highest indicator was recorded for **confidence in finding a job in one's specialism, at 96.4 per cent**. **The appeal of spiritual and educational events was rated at 95.4 per cent** and **the match between clubs and students' interests at 92.3 per cent**.

The results showed that these opportunities were rated positively by most respondents. The relatively lower result for clubs pointed to the need to align their focus more closely with students' interests.

In addition, **the share of positive responses regarding the practical assistance provided by technical colleges in finding employment was 92.1 per cent**. The **gap of 4.3 percentage points** between confidence in finding employment and practical assistance provided a basis for developing career counselling, job fairs and meetings with employers.

The survey results on the additional opportunities created for students in technical colleges showed that **most respondents expressed positive views**. In particular, **92.3 per cent of students rated positively the match between clubs and their interests**, and **95.4 per cent the appeal of spiritual and educational events**.

The share of positive responses regarding confidence in finding a job in one's own specialism after completing studies **was 96.4 per cent**. In addition, **92.1 per cent of students** rated positively **the practical assistance provided by their technical college in finding employment**. The **gap of 4.3 per cent** between these indicators showed that it would be advisable to further develop meetings with employers, career counselling and employment support activities.



Figure 18. Component indicators of additional opportunities in the education system.

Source: calculations based on the results of the 2026 nationwide survey.

These results showed that **the opportunities created in technical colleges for students' extracurricular development, participation in spiritual and educational events** and **preparation for professional activity were rated positively by most respondents**.

For the match between clubs and students' interests, positive ratings of **100 per cent were each recorded at Technical College No. 3 of Chust District**, **Technical College No. 4 of Namangan District** and **Gozgon City Technical College**. In addition, results of **99.8 per cent were observed at Technical College No. 4 of Denov District** and **99.6 per cent at Technical College No. 4 of Guzar District**.

These indicators showed that club activities at these technical colleges closely matched respondents' interests.

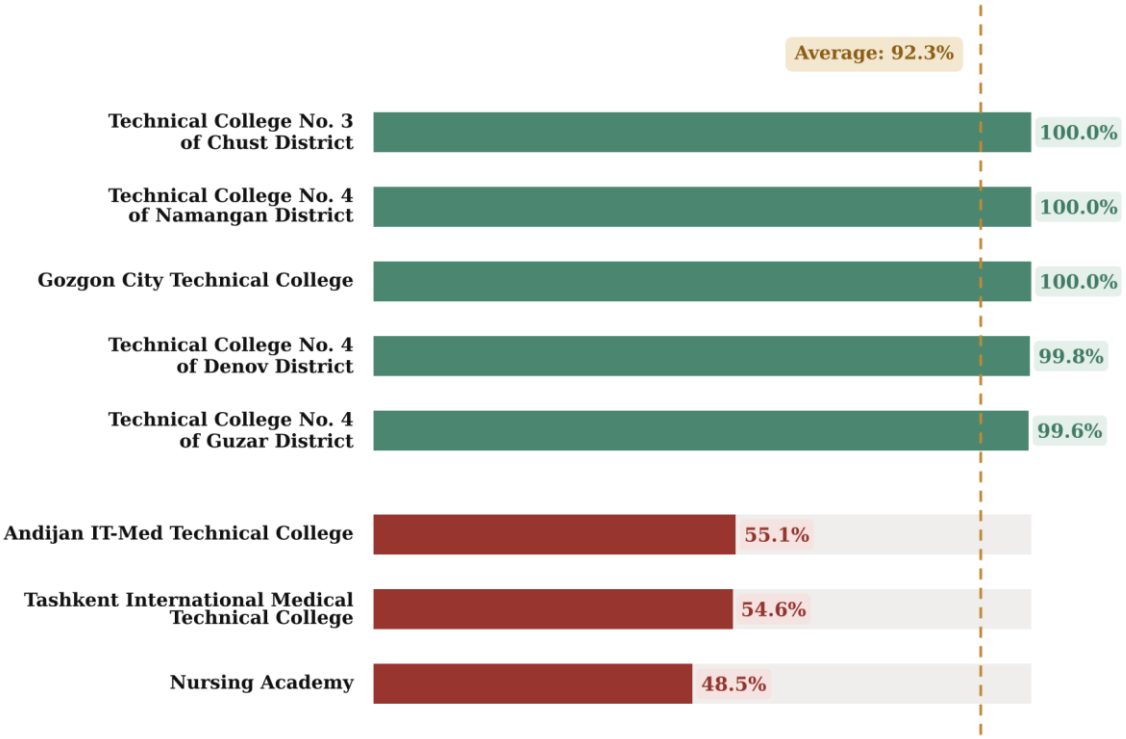


Figure 19. Results on additional opportunities in the education system by technical college.

Source: calculations based on the results of the 2026 nationwide survey.

At the same time, **the highest share of negative responses regarding the match between clubs and students' interests was recorded at the Nursing Academy, at 51.5 per cent**. It was followed by **Tashkent International Medical Technical College (45.4 per cent)**, **Andijan IT-Med Technical College (44.9 per cent)**, **Technical College No. 2 of Chirchik City (42.5 per cent)** and **Koson Medical Technical College (35.3 per cent)**.

These results pointed to the need to align the focus of clubs and the content of their sessions with students' needs at these institutions.

Nationally, **positive ratings of club activities were 92.3 per cent** and **positive ratings of the appeal of spiritual and educational events 95.4 per cent**. **The share of positive responses regarding confidence in finding a job in one's specialism, at 96.4 per cent**, was the highest result. However, this indicator reflected respondents' confidence in finding a job in the future rather than the actual employment rate of graduates.

Positive ratings of the practical assistance provided by technical colleges in finding employment were 92.1 per cent. The **gap of 4.3 per cent** between ratings of confidence in finding employment and of practical

assistance showed the need to further develop employment support services and cooperation with employers.

3.8. Analysis of students' open-ended responses

Within the framework of the survey, **142,491 meaningful open-ended responses were received from 301,600 students**. Of these, **141,899** (99.6 per cent) were proposals and **592** (0.4 per cent) complaints; students mainly expressed constructive views aimed at improving the quality of education.

The largest numbers of proposals concerned **strengthening placements and practical classes** (56,575), **developing knowledge, education and skills** (38,122) and **expanding cooperation with enterprises** (30,051).

These views showed that students focus on strengthening vocational training and linking education with the real working environment.

Among the complaints, too, the main problems were found to concern **placements and practical classes** (**183**), **knowledge, education and skills** (**70**) and **cooperation with enterprises** (**47**).

This shows that these areas remain the most pressing issues for students.

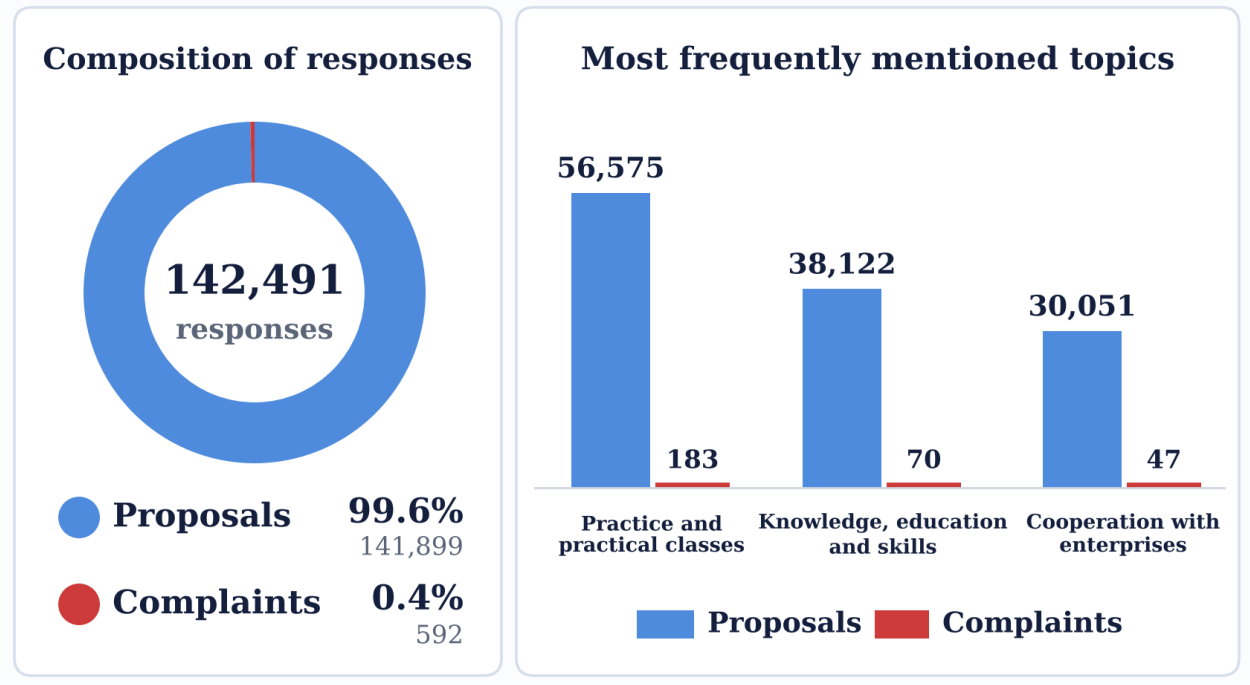


Figure 20. Composition and main areas of students' open-ended responses.

Source: calculations based on the results of the 2026 nationwide survey.

The analysis of open-ended responses showed that students' main proposals related to **strengthening practical training, developing**

vocational knowledge and skills, and assistance with finding employment.

In the "word cloud" compiled from students' responses, concepts such as **"practice"**, **"knowledge and skills"**, **"cooperation with enterprises"**, **"employment"** and **"quality of education"** occupied a central place.

They reflected the need to link the educational process with practical activity and to improve graduates' readiness for the labour market.

In addition, concepts such as **"modern equipment"**, **"dual education"**, **"job vacancies"**, **"career guidance"** and **"student interest"** expressed proposals relating to improving learning conditions, expanding links with employers and taking students' interests and abilities into account.



Figure 21. Word cloud of students' open-ended responses.

Source: calculations based on the results of the 2026 nationwide survey.

3.9. The educational process and conditions as seen by technical college teachers

According to the survey, teachers' ratings of the main areas determining the quality of education were positive overall.

Regarding **the assessment of students' practical skills**, **57.6 per cent** of respondents stated that a practical examination system similar to

international assessment systems is in place. However, **38.6 per cent** reported that assessment is carried out only through theoretical tests and oral questioning.

Regarding the **material and technical base**, **68.7 per cent** of respondents stated that their educational organisations are fully or adequately equipped. **22.6 per cent** rated the provision as partial, and **8.7 per cent** as insufficient or entirely absent. This showed that some technical colleges need to improve their material and technical conditions.

The share of respondents fully or largely satisfied with **IT and internet provision** was **71.2 per cent**. The highest results were recorded in **Bukhara** (77.7 per cent) and **Andijan** (76 per cent) regions. In **Tashkent city** (63.1 per cent) and **Tashkent region** (64.5 per cent), however, this indicator was below the national average.

Regarding **teachers' workload**, **54.5 per cent** of respondents stated that their workload is within the norm, **19.1 per cent** that it is somewhat high but manageable, and **4 per cent** that it is very high.

In addition, **20.1 per cent** noted excessive paperwork and the large volume of reporting, and **2.3 per cent** found it difficult to answer. The results pointed to the need to review teaching workloads and reporting requirements in some technical colleges.

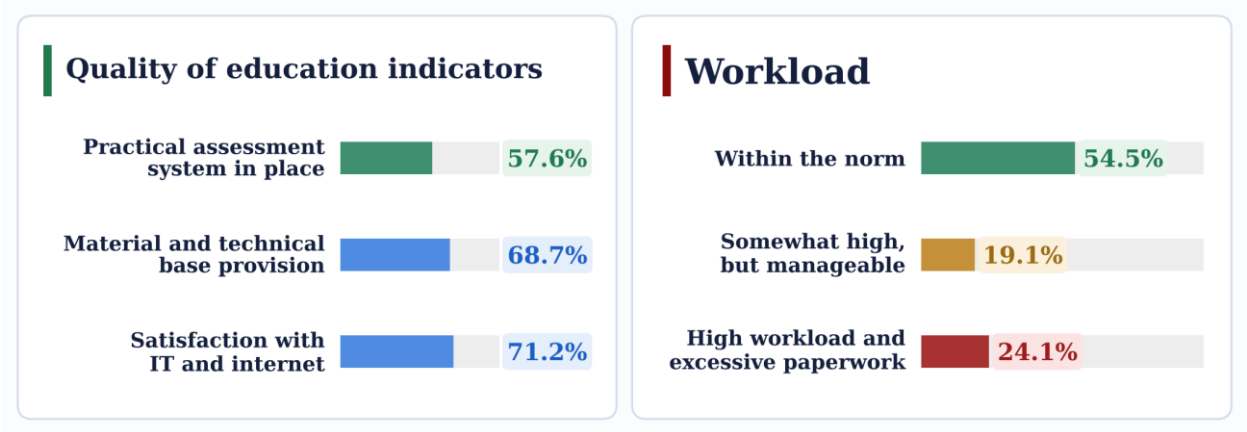


Figure 22. Quality of education and workload as seen by teachers.

Source: calculations based on the results of the 2026 nationwide survey.

3.10. Quality of vocational training and priority areas for improving education as assessed by teachers

According to the analysis, teachers' ratings of the main areas affecting the quality of education in technical colleges were positive overall. At the same

time, regional disparities were observed in **material and technical resources**, **digital infrastructure**, **the assessment of practical skills** and **workload**.

Regarding **the assessment of practical skills**, **57.6 per cent** of respondents stated that a practical examination system similar to international assessment systems is in place. This indicator was highest in **Kashkadarya** (63.8 per cent), **Bukhara** (61.7 per cent) and **Namangan** (60.4 per cent) regions. Relatively low results were recorded in the **Republic of Karakalpakstan** (52.1 per cent), **Navoi** (52.6 per cent) and **Tashkent** (53.6 per cent) regions. Nationally, **38.6 per cent** of teachers stated that **assessment is carried out only through theoretical tests and oral questioning**.

Regarding the **material and technical base**, **68.7 per cent** of teachers stated that their educational organisations are fully or adequately equipped. **Andijan** (75.6 per cent), **Kashkadarya** (72.6 per cent) and **Khorezm** (72.4 per cent) regions were in the lead. The lowest results were observed in **Syrdarya** (58.1 per cent), **Namangan** (63.3 per cent) and **Navoi** (63.5 per cent) regions. The difference between the highest and lowest indicators was **17.5 per cent**.

The share of teachers fully or largely satisfied with **IT and internet provision** was **71.2 per cent**. The highest indicators were recorded in **Bukhara** (77.7 per cent), **Andijan** (76 per cent) and **Kashkadarya** (75.7 per cent) regions. In **Tashkent city** (63.1 per cent), **Tashkent region** (64.5 per cent) and **Samarkand region** (67.2 per cent), however, results were below the national average. This showed that these regions need to improve conditions for digital learning.

Regarding **teachers' workload**, **54.5 per cent** of respondents stated that their workload is within the norm and **19.1 per cent** that it is somewhat high but manageable. **4 per cent** reported that their workload is very high, and **20.1 per cent** noted excessive paperwork and the large volume of reporting. The remaining **2.3 per cent** found it difficult to answer.

The combined share of teachers who reported a very high workload or excessive paperwork was **24.1 per cent**. This indicator was highest in **Tashkent region** (30.2 per cent), **Namangan** (28.9 per cent) and **Andijan** (27.1 per cent). Relatively low shares were observed in **Surkhandarya** (18.6 per cent), **Kashkadarya** (20.6 per cent) and **Khorezm** (20.8 per cent) regions.

The results pointed to the need to improve material, technical and digital provision in technical colleges according to regional needs, to expand the

system for assessing practical skills, and to review teachers' workload and reporting requirements.

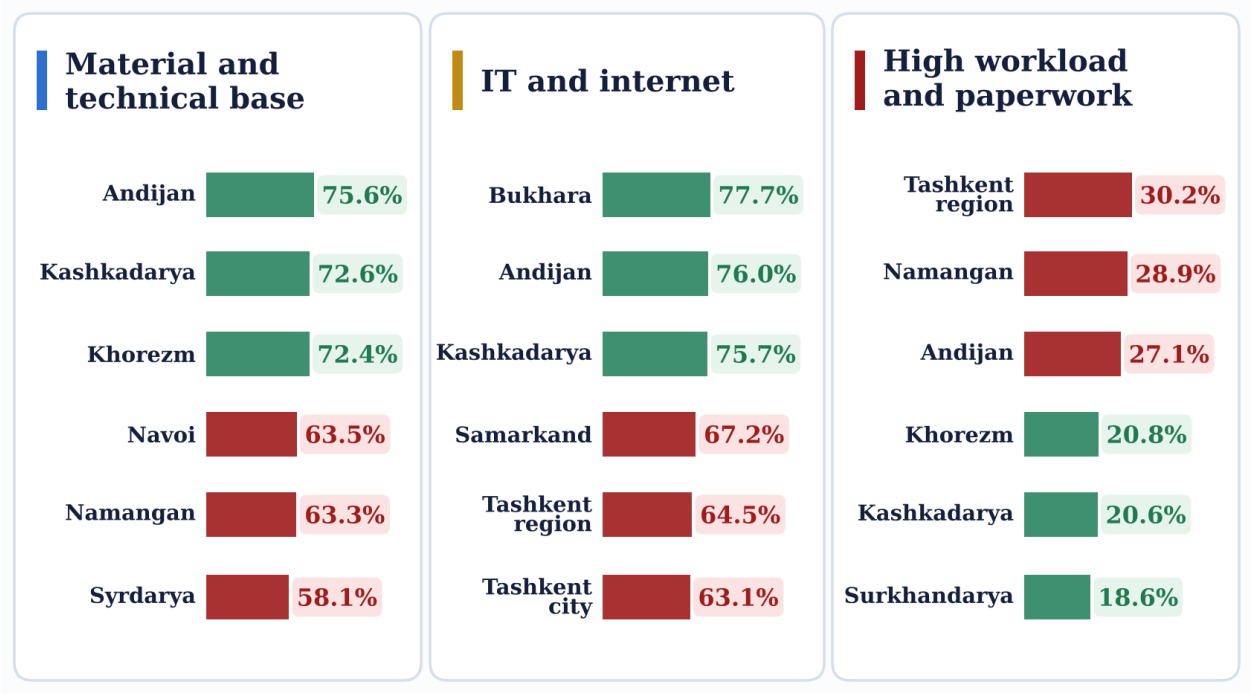


Figure 23. Regional disparities in teachers' ratings.

Source: calculations based on the results of the 2026 nationwide survey.

According to teachers' ratings, **upgrading the material and technical base**, **increasing salaries and incentives** and **modernising curricula** were identified as priority areas for improving the work of technical colleges.

These areas accounted for **9,666** (37.7 per cent), **9,331** (36.4 per cent) and **5,240** respondents (20.4 per cent) respectively. Improving the spiritual and educational climate accounted for **831** (3.2 per cent), and changing the management style for **581** (2.3 per cent).

In addition, the number of those who rated positively the alignment of curricula and teaching materials with labour market requirements was **20,149** (78.6 per cent). Those who considered the conditions for dual education sufficient numbered **18,988** (74 per cent), and those who rated cooperation with employers positively numbered **17,503** (68.2 per cent).

The number of those who reported that foreign educational programmes are being actively applied was **11,532** (45 per cent). This result showed that there are opportunities to expand international educational elements and to apply them in the vocational training process.

The analysis showed that improving material and technical resources, providing incentives for teachers, updating curricula on the basis of modern

competences and developing links with enterprises and foreign partners were important areas.

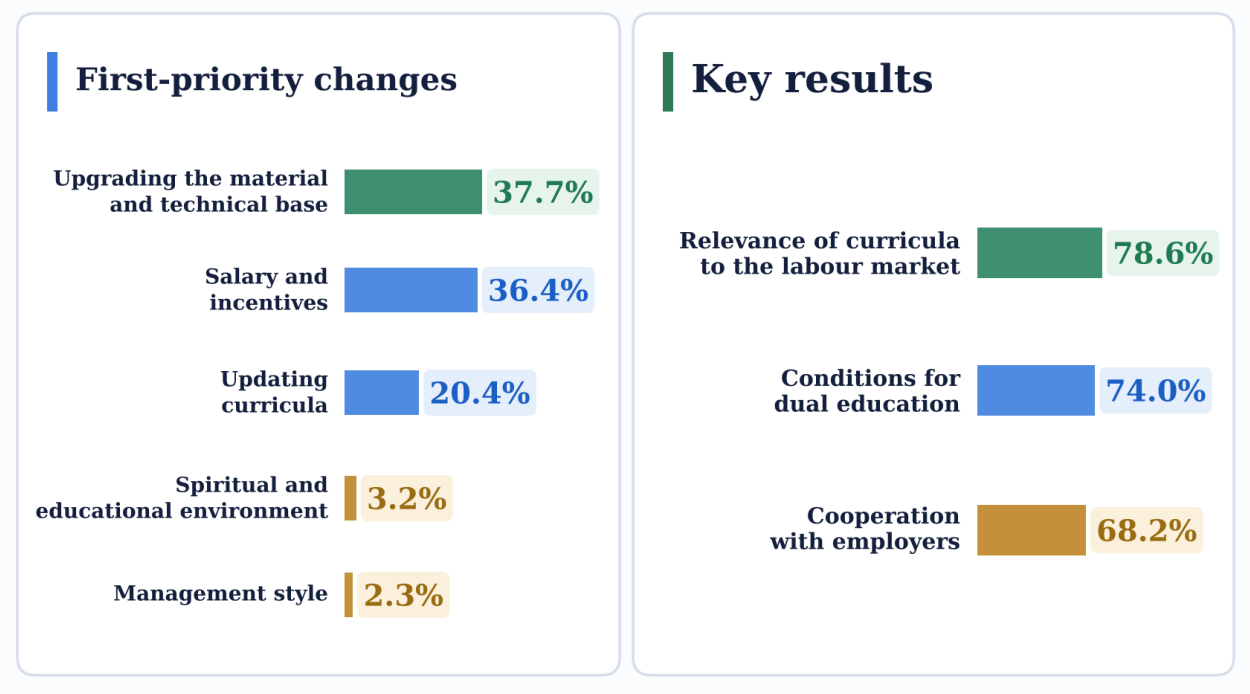


Figure 24. Quality of education and the level of preparation of students for higher education as assessed by teachers.

Source: calculations based on the results of the 2026 nationwide survey.

3.11. Analysis of teachers' open-ended responses

According to the survey results, teachers put forward **14,956 proposals** and **530 complaints**. This shows that teachers take an active civic stance on improving the work of technical colleges and that practical proposals aimed at solving problems predominate.

Among the proposals, **improving the material and technical base (41.1 per cent)** and **strengthening practical training (37.8 per cent)** stood out as the main areas. Teachers stated the need to equip laboratories and workshops with modern equipment, increase the number of practical classes and link theoretical knowledge with the production process.

In addition, proposals were recorded on **expanding cooperation with enterprises (19.9 per cent)**, **salaries and financial incentives (14.2 per cent)**, **professional development (5.9 per cent)**, **reducing paperwork and workload (4.7 per cent)**, **updating programmes and textbooks (4.6 per cent)** and **dual education (2.9 per cent)**.

Among the complaints, **paperwork and workload (53.4 per cent)**, **the material and technical base (41.9 per cent)** and **salaries and incentives**

(40.9 per cent) stood out. In addition, problems were recorded relating to **practical training (20.9 per cent)**, **cooperation with enterprises (9.1 per cent)**, **professional development (6.4 per cent)**, **programmes and textbooks (5.8 per cent)** and **dual education (2.5 per cent)**.

The results showed that creating modern conditions for practical training, providing incentives for teachers' work and reducing the excessive reporting burden were important areas.

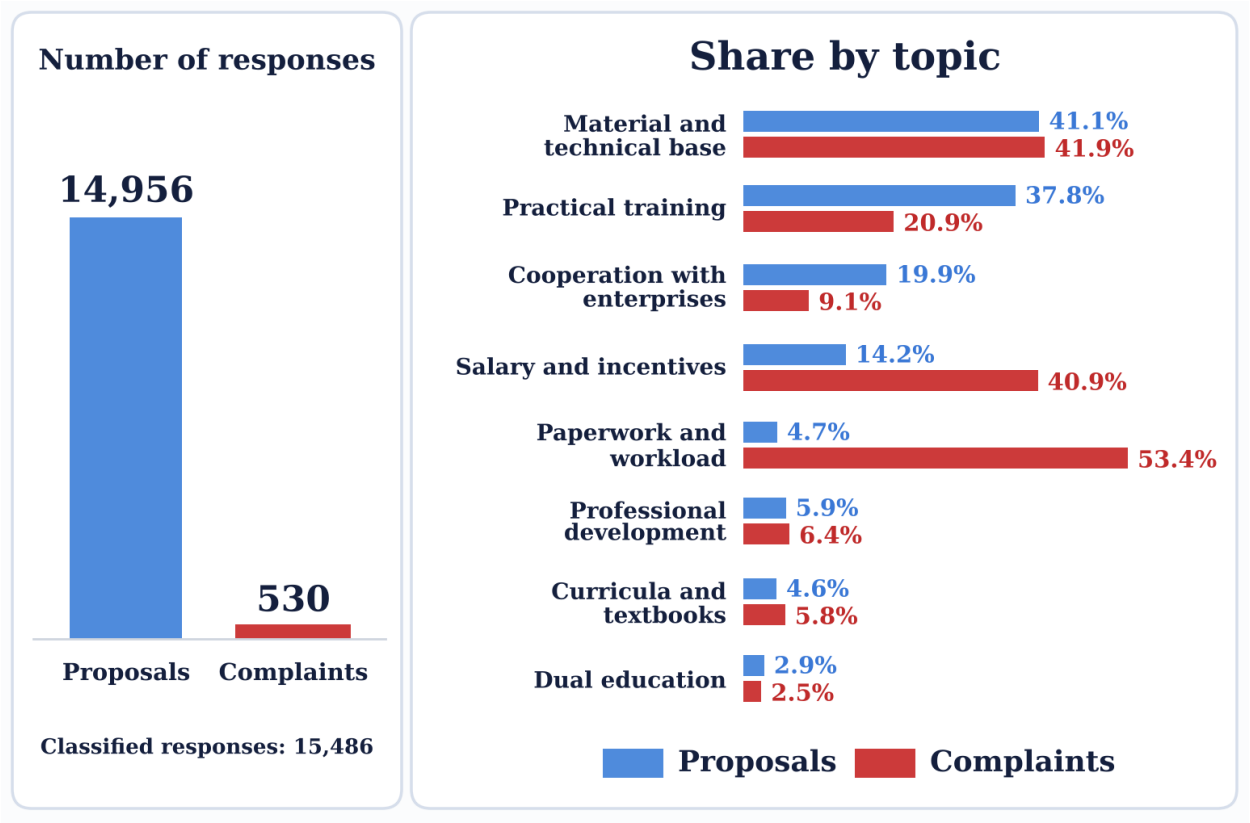


Figure 25. Distribution of survey results by topic.

Source: calculations based on the results of the 2026 nationwide survey.

The recurrence of certain topics in proposals and complaints indicated the areas requiring attention in order to improve the quality of education in technical colleges.

Strengthening the material and technical base, **strengthening practical training**, **providing incentives for teachers** and **reducing excessive paperwork and workload** stood out as important issues.

In the "word cloud" compiled from teachers' open-ended responses, the concepts **"equipment"**, **"practice"**, **"material and technical base"**, **"cooperation"** and **"enterprises"** appeared prominently. They expressed proposals relating to equipping laboratories and workshops with modern

equipment, strengthening practical classes and aligning the educational process with production.

In addition, the concepts **“salary”**, **“incentives”**, **“professional development”**, **“internship”**, **“paperwork”** and **“workload”** reflected needs relating to the fair recognition of teachers’ work, the expansion of professional development opportunities and the reduction of administrative burdens. The concepts **“curricula”**, **“textbooks”**, **“dual education”** and **“vocational skills”** expressed views aimed at updating the content of education and developing students’ practical training.

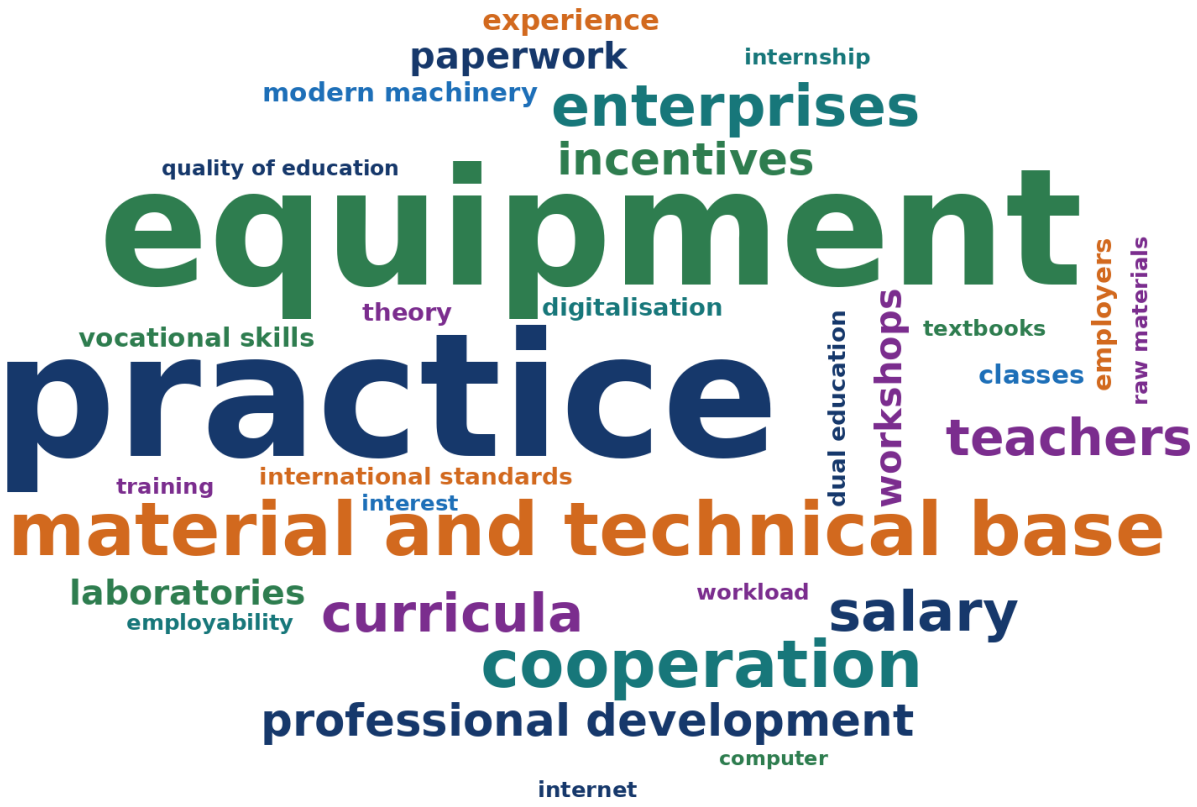


Figure 26. Word cloud based on teachers’ open-ended responses.

Source: calculations based on the results of the 2026 nationwide survey.

3.12. Comparative analysis of the quality of education in technical colleges implementing Pearson programmes and other technical colleges

The transition of technical colleges in Uzbekistan to international educational programmes was launched in order to align vocational training with the requirements of domestic and foreign labour markets.

Decree of the President of the Republic of Uzbekistan No. PF-158 of 16 October 2024 established the technical colleges in which international programmes are to be introduced and the procedure for organising their

activities[4]. Accordingly, cooperation was established with Pearson, and the integration of BTEC qualification modules into national programmes **at 14 technical colleges from the 2025/2026 academic year** was envisaged.

The distinctive feature of these technical colleges is therefore defined by the opportunity to apply international programme and assessment approaches within national vocational education[5].

No.	Region	Name of technical college
1	Republic of Karakalpakstan	Technical College No. 1 of Nukus City
2	Andijan region	Technical College No. 4 of Asaka District
3	Bukhara region	Technical College No. 1 of Bukhara City
4	Jizzakh region	Technical College No. 1 of Jizzakh City
5	Kashkadarya region	Technical College No. 3 of Guzar District
6	Navoi region	Technical College No. 2 of Navbahor District
7	Namangan region	Technical College No. 1 of Uychi District
8	Samarkand region	Technical College No. 1 of Samarkand City
9	Syrdarya region	Technical College No. 1 of Syrdarya District
10	Surkhandarya region	Technical College No. 2 of Termez City
11	Tashkent region	Technical College No. 1 of Chirchik City
12	Fergana region	Technical College No. 4 of Fergana City
13	Khorezm region	Technical College No. 1 of Urgench City
14	Tashkent city	Technical College No. 1 of Chilanzar District

Table 1. List of technical colleges implementing Pearson programmes.

Since Pearson programmes are designed to link learning content to employers' needs and to apply knowledge through practical tasks, their

[4] Decree of the President of the Republic of Uzbekistan No. PF-158 of 16 October 2024 "On measures to further improve the system of training qualified personnel in vocational education and to introduce international educational programmes".
URL: https://www.lex.uz/uz/docs/-7166588 (16.06.2026)

[5] World Education Forum: important agreements reached.
URL: https://gov.uz/oz/edu/news/view/56069 (18.06.2026)

introduction also requires updating teacher preparation and methodological support.

To this end, the cooperation provides for teacher training, recommendations on learning resources and methodological support in programme delivery. **The interconnection of international content, teacher preparation and practical teaching** constituted an additional opportunity for Pearson technical colleges[6]. However, whether this opportunity becomes an educational advantage depends on how effectively it is applied in classes.

The capacity to meet international requirements is formed through the learning outcomes, assessment criteria and quality verification mechanisms of BTEC programmes[7].

Pearson's quality assurance procedures are aimed at verifying that assessment complies with established standards. Therefore, to achieve the results expected from an international programme, **learning content, placement conditions and assessment criteria must be aligned with one another**. Examining this relationship through the ratings of students and teachers helps to determine in which areas the programme's potential has been realised and in which additional measures are needed.

According to the analysis, significant differences were recorded in some areas between the ratings of students and teachers in **technical colleges implementing Pearson international educational programmes and other technical colleges**.

Students' ratings of **the quality of practical classes** were **62 per cent** in Pearson technical colleges and **93 per cent** in other technical colleges.

A **difference of 31 per cent** was recorded in this area, the largest gap among the indicators compared. This result pointed to the need for a more in-depth study of the content of practical classes and the conditions for organising them in Pearson technical colleges.

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[6] Pearson and Uzbekistan Ministry of Higher Education, Science and Innovation Partner in Major Education Reform Push
URL: https://plc.pearson.com/en-GB/news-and-insights/news/pearson-and-uzbekistan-ministry-higher-education-science-and-innovation (18.06.2026)

[7] Centre Guide to Quality Assurance and International Standards Verification 2025-26
URL: https://qualifications.pearson.com/content/dam/pdf/btec-international-level-3/QADocs/centre-guide-to-quality-assurance-and-international-standards-verification-2025-26.pdf (18.06.2026)

Teachers' ratings of the **material and technical base** were **73 per cent** in Pearson technical colleges and **91 per cent** in other technical colleges.

The indicator for Pearson technical colleges was thus **18 per cent lower**. At the same time, the equipment of laboratories and workshops was rated at **93 per cent** in Pearson technical colleges and **80 per cent** in other technical colleges. This showed that ratings of overall material and technical conditions and of laboratory equipment did not follow the same pattern.

Teachers' ratings of **the transparency of practical skills assessment** were **76 per cent** in Pearson technical colleges. In other technical colleges the figure was **58 per cent**, a difference of **18 per cent** between the groups.

This showed that the process of assessing practical skills was rated as relatively more transparent in Pearson technical colleges.

Students' ratings of the **credit-module system** were **75 per cent** in Pearson technical colleges and **59 per cent** in other technical colleges.

In this area, Pearson technical colleges recorded **a result 16 per cent higher**. This indicator showed that students' ratings of the organisation of modular training were relatively higher in the Pearson group.

Teachers' ratings of the **international internship system** were **77 per cent** in Pearson technical colleges and **63 per cent** in other technical colleges.

This represents **a difference of 14 per cent** in favour of Pearson technical colleges. This result showed that the international internship system was rated more highly by teachers at these technical colleges.

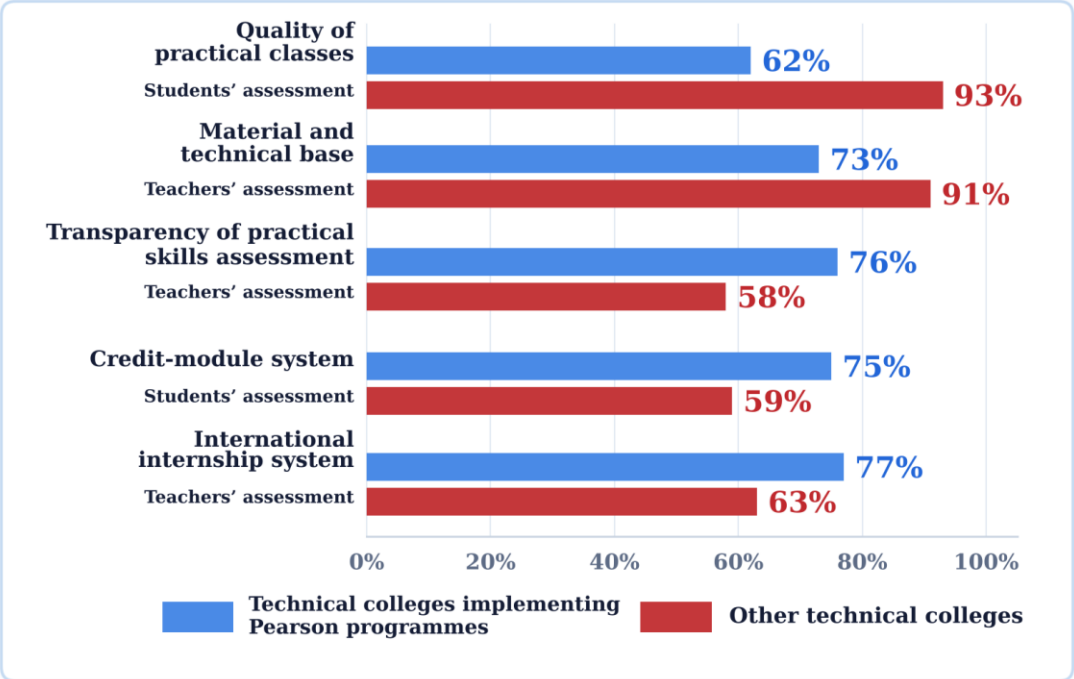


Figure 27. Comparative analysis of the quality of education in technical colleges implementing Pearson programmes and other technical colleges.

Source: calculations based on the results of the 2026 nationwide survey.

Overall, Pearson technical colleges recorded higher indicators for the modular organisation of training, the transparency of assessment and international internships.

However, the lower ratings for the quality of practical classes and overall material and technical conditions pointed to the need **to pay additional attention to improving the conditions for practical training when implementing international programmes**.

3.13. International experience: Germany, Switzerland, Finland, Singapore and Australia

In international experience, mechanisms for linking vocational training with workplace practice, involving employers in the educational process and regularly evaluating results play an important role.

This section analyses the experience of **Germany**, **Switzerland**, **Finland**, **Singapore** and **Australia** from the perspective of its potential adaptation to the sectoral tasks, available resources and governance conditions of technical colleges in Uzbekistan.

The German experience. In Germany's dual education system, practical training at the enterprise is combined with theoretical education at the vocational school. Final examinations are organised by the chambers, and the qualifications of in-company mentors and the preparation of vocational school teachers are regarded as important components of the quality of education[8].

In vocational education, the federal government, the federal states (Länder), the social partners and the chambers perform different functions[9].

In particular, the competent chambers supervise the suitability of enterprises for training and the qualifications of mentors, register apprenticeship contracts and monitor the training process at the enterprise[10].

[8] Federal Institute for Vocational Education and Training (BIBB). Competent Bodies in Germany
URL: https://www.bibb.de/en/77203.php (16.06.2026)
[9] Federal Institute for Vocational Education and Training (BIBB). Competent Bodies in Germany.
URL: https://www.bibb.de/en/146199.php (16.06.2026)
[10] BIBB. Quality assurance.
URL: https://www.bibb.de/en/77215.php (16.06.2026)

This shows that involving employers in education and independently assessing their capacity to provide training are closely interrelated processes.

In adapting this experience, it would be advisable to include enterprises in a register of dual education partners only after verifying the availability of a workshop, safety conditions, training tasks and a qualified mentor; to specify in the contract the competences to be taught; and to pilot the participation of an independent industry expert in the final practical assessment.

This implies not a direct transfer of the chambers' legal powers, but the adaptation of their quality assurance function to the national institutional system.

The Swiss experience. In Swiss vocational education, the enterprise, the vocational school and the industry training centre complement one another.

The enterprise provides real work experience, the vocational school theoretical preparation, and the industry centre basic practical skills that are difficult to teach fully at the enterprise. The system is governed jointly by the Confederation, the cantons and professional organisations.

The tasks of these three learning environments are allocated through the training plan for each occupation [11]. Rather than duplicating equipment purchases at each technical college, this model is based on joint planning of learning outcomes and equipment use schedules.

This experience could serve as a basis for establishing regional centres of practical excellence in which several technical colleges and enterprises share expensive or specialised equipment.

To this end, it would be advisable to inventory expensive equipment that is rarely used, to pilot a shared centre for the same occupations within a region, and to specify in an individual placement schedule which competences each student acquires at the technical college, at the enterprise or at the centre.

Results should be evaluated not by the availability of equipment but by the classes actually held and the skills acquired.

According to the Finnish experience, vocational qualifications are competence-based. Recognising a student's prior knowledge and skills, identifying missing competences and drawing up a personal development plan make it possible to tailor education to individual needs.

[11] Swiss Confederation. Training apprentices.
URL: https://www.kmu.admin.ch/en/training-apprentices (17.06.2026)

Quality assurance applies approaches of continuous improvement and inter-organisational expert evaluation (peer review).

Each student's personal development plan records the guidance needed during studies and career goals[12]. Quality evaluation covers the learning process, workplace learning and the demonstration of competence in practice[13].

In addition, the views of workplace instructors and enterprises are collected through separate surveys; these views focus not on the individual assessment of the student but on the quality of cooperation with the educational organisation[14].

For technical colleges, this experience makes it possible to record practical skills for each student and to assess acquired competences through tasks close to real work.

In particular, it would be advisable to maintain the student's initial skills, the competences to be acquired, the placement site and career goals in a single electronic development record, and to obtain separate feedback from the employer at the end of the placement. This will help to interpret overall satisfaction indicators together with actual practical skills.

The Singapore experience. The "Work-Study Diploma" programme of Singapore's Institute of Technical Education (ITE) is based on a **2.5-year** apprenticeship model, with **70–80 per cent** of training delivered in the workplace and **20–30 per cent** at the institute. Participants work as employees at a partner company and receive a salary. The programme combines work experience with a nationally recognised diploma[15].

The workplace training programme and the employer's involvement in training are coordinated with the institute. At the same time, the shares cited

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[12] Finnish National Agency for Education (EDUFI). Guidance and counselling in vocational education and training.
URL: https://www.oph.fi/en/education-and-qualifications/guidance-and-counselling-vocational-education-and-training (18.06.2026)

[13] EDUFI. Peer Review.
URL: https://www.oph.fi/en/education-system/finnish-vocational-education-and-training/quality-assurance-national-reference/peer-review (18.06.2026)

[14] EDUFI. Feedback from the working life.
URL: https://www.oph.fi/en/development/feedback-working-life (18.06.2026)

[15] Institute of Technical Education (ITE), Singapore. Admission for Work-Study Diploma.
URL: https://www.ite.edu.sg/current-full-time-students/progression/work-study-diploma/admission-for-work-study-diploma/ (18.06.2026)
ITE. Work-Study Diploma.
URL: https://www.ite.edu.sg/current-full-time-students/progression/work-study-diploma/ (18.06.2026)

apply specifically to this diploma programme, and it would not be appropriate to adopt them as a ready-made norm for all occupations or technical colleges.

To apply this experience, it is necessary to establish small pilot groups in occupations where workplace tasks are clearly defined, and to agree in advance on the workload of the in-company mentor, the student's occupational safety, payment terms and the procedure for assessing competences.

Before setting the share of placement hours, it is necessary to examine the actual training capacity of enterprises and the requirements of the curriculum.

The Australian experience. In Australia, quality management in vocational education and training organisations relies on regular monitoring, performance evaluation and the improvement of services on the basis of identified results.

The standards that entered into force on 1 July 2025 emphasise outcome-oriented quality management[16].

In particular, under **Standard 4.4**, the training organisation must systematically analyse feedback received from students, staff, employers and industry representatives, and document the measures taken and their results[17].

To apply this approach in technical colleges, it would be advisable to integrate complaints, completion outcomes and employers' feedback into a single analytical process.

In particular, it is recommended that each technical college maintain a chain of **"problem – supporting evidence – responsible officer – deadline – action taken – re-evaluation result"** and verify in the next survey which specific problem has been resolved.

This proposal implies not the automatic application of a foreign standard but the improvement of the national monitoring system. Combining the results of student and teacher surveys with employers' feedback and graduate

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[16] Australian Skills Quality Authority (ASQA). About the Standards.
URL: https://www.asqa.gov.au/for-providers/standards-for-RTOs/about-the-standards (18.06.2026)

[17] ASQA. Practice guide: Continuous improvement.
URL: https://legacy.asqa.gov.au/rtos/2025-standards-rtos/practice-guides/practice-guide-continuous-improvement (18.06.2026)
ASQA. Quality indicator annual summary.
URL: https://www.asqa.gov.au/for-providers/provider-obligations/data-collection-provision/quality-indicator-annual-summary (18.06.2026)

employment data makes it possible to manage the quality of education on a continuous basis rather than limiting it to a one-off check.

Conclusion to Chapter III

Overall, the findings of Chapter III show that, although overall ratings of the quality of education in technical colleges are positive, there are **significant disparities between regions, sectors and individual institutions**.

The analysis showed that **problems** relating to the volume and content of placements, the provision of equipment and consumables, teachers' production experience and workload **often occur together in the same institution**.

It is therefore advisable to define development measures for technical colleges not on the basis of overall averages but **according to the specific needs of each institution and educational programme**.

International experience shows that **employer involvement, workplace learning, competence-based assessment and continuous quality monitoring** produce effective results when applied in an interconnected manner. The following chapters set out the key conclusions and practical proposals based on the results of this analysis.

IV. KEY CONCLUSIONS AND SYSTEMIC PROBLEMS

According to the results of the teacher survey, the conditions for organising vocational training in technical colleges were rated positively overall.

In particular, **78.6 per cent** of respondents considered curricula and teaching materials to be aligned with labour market requirements, **74 per cent** considered the conditions for dual education sufficient, and **68.2 per cent** rated cooperation with employers positively.

However, the fact that the share of teachers reporting active use of foreign educational programmes was **45 per cent** showed a need to expand international educational elements.

Teachers identified the following as priority areas for improving the work of technical colleges: **upgrading the material and technical base (37.7 per cent)**, **increasing salaries and incentives (36.4 per cent)** and **modernising curricula (20.4 per cent)**.

These results showed the importance of updating the content of education together with the necessary resources and measures to support teachers.

Problem 1 – insufficient continuity between practical training and its assessment.

While **57.6 per cent** of teachers reported the existence of a practical examination system, **38.6 per cent** stated that assessment is carried out only through theoretical tests and oral questioning.

This showed the need, in some technical colleges, to pay greater attention to assessing students' ability to perform professional tasks independently.

Problem 2 – uneven provision of material and technical resources.

22.6 per cent of respondents rated provision as partial and **8.7 per cent** as insufficient or absent. As a shortage of necessary equipment and consumables may limit the possibility of organising practical classes, a need has arisen to allocate resources according to the needs of each occupation and institution.

Problem 3 – the need to orient cooperation with enterprises towards practical results.

Although the share of those rating cooperation positively was **68.2 per cent**, proposals to strengthen practical training and expand links with enterprises recurred in teachers' open-ended responses.

This showed the need to link cooperation with having students perform specific professional tasks, assigning qualified mentors and assessing the skills acquired.

Problem 4 – the need to regularly adapt curricula to changes in production.

Modernisation of curricula was identified as a priority area by **20.4 per cent** of teachers. It was therefore established that, when updating curricula, it is important to take into account employers' views, placement results and the requirements of modern technologies.

Problem 5 – teachers' administrative workload and need for incentives.

20.1 per cent of respondents reported excessive paperwork and the large volume of reporting, and **4 per cent** reported a very high workload.

The fact that increased incentives were also among the priority demands showed the need to create favourable working conditions for teachers to prepare for practical classes and develop professionally.

Problem 6 – limited application of international educational experience.

The fact that the share of those reporting active use of foreign programmes was **45 per cent** showed that there are opportunities to expand international content and methodologies. This requires the joint development of teacher preparation, learning resources and the conditions for practical classes.

Overall, the results showed the need to improve **practical training, resource provision, cooperation with enterprises and support for teachers in an interconnected manner** in technical colleges.

It is advisable to base measures on the specific needs of each institution and to evaluate results through students' vocational skills and graduate employment.

V. PRACTICAL PROPOSALS AND RECOMMENDATIONS

The following proposals were developed on the basis of the survey results and a content analysis of international practice. The scope and sequence of their implementation will be determined according to the results of verifying the primary data and assessing the specific needs of technical colleges.

1. Linking practical training and dual training with vocational competences

The disparities between technical colleges point to the need **to review practical training for each occupation and programme**. The link between theoretical education and work placements, the work tasks performed by students and the quality of supervision during placements should be evaluated together.

It is recommended that, for each occupation, **a list of practical competences agreed with employers be defined** and that dual training be organised on the basis of this list.

Approaches based on Germany's cooperation between enterprises and vocational schools and on Singapore's integration of workplace learning with institute-based education can provide a practical basis for this proposal.

Drawing on this experience, it is necessary **to develop a practical skills map** for each occupation, to specify which skills are taught at the technical college, at the enterprise or on a simulator, **to assign each student a mentor from the enterprise** and **to record completed work in an electronic portfolio**. At the end of the placement, each of the student's competences should be assessed jointly by the teacher and the employer.

In addition to attendance at the placement, the result is **assessed through the student's performance of the specified work tasks**. The joint assessment by the employer and the teacher makes it possible to identify missing skills before the student completes his or her studies.

Link with foreign experience: in Germany, the chambers verify the suitability of placement sites and mentors, while in Singapore's ITE programme workplace training is coordinated with institute-based education. Therefore, the technical college–enterprise contract should set out practical skills, the mentor, safety and the assessment procedure in separate clauses[18].

[18] BIBB: Competent Bodies in Germany
URL: https://www.bibb.de/en/146199.php (20.06.2026)

2. Upgrading laboratories and workshops on the basis of needs

The relatively low indicator of **89 points** in the field of digital technologies and the disparities between organisations provide a basis for a detailed study of material and technical capacity. Conclusions on the adequacy of equipment should be based on verification of its actual condition and level of use.

It is recommended that **laboratories and workshops** be **upgraded in a targeted manner** on the basis of the occupations taught, the number of students, the condition of existing equipment and the needs identified.

The experience of Switzerland's industry training centres shows the possibility of sharing specialised and expensive equipment for certain occupations. This mechanism could be applied in organising the activities of advanced vocational excellence technical colleges in the regions[19].

Drawing on this experience, it is necessary to carry out **a digital inventory** of equipment, internet, software, raw materials and safety conditions at each technical college.

A minimum equipment standard should be established for each occupation, and non-functioning and outdated equipment should be registered separately. For expensive equipment, it is necessary to create conditions at **advanced vocational excellence technical colleges** used by several technical colleges and enterprises, and to plan, alongside equipment purchases, the costs of teacher training, technical maintenance and consumables.

It is recommended that the effectiveness of the measures be evaluated through the share of equipment in working order, its use in classes and the number of students acquiring practical skills.

Link with foreign experience: in Switzerland, industry training centres complement training at the enterprise and the vocational school. The proposal for shared regional workshops should be based not simply on centralising equipment, but on allocating training tasks by occupation.

ITE. Admission for Work-Study Diploma
URL: https://www.ite.edu.sg/current-full-time-students/progression/work-study-diploma/admission-for-work-study-diploma/ (22.06.2026)

[19] Swiss Confederation.
URL: https://www.kmu.admin.ch/en/training-apprentices (22.06.2026)

3. Expanding employers' involvement in the educational process

To link vocational training with the labour market, **employers' actual involvement should also be examined**, in addition to the existence of cooperation agreements.

This takes into account their contribution to updating curricula, supervising placements and assessing graduates' competences.

In this regard, it is advisable **to establish employer councils** for each priority occupation and sectoral field and **to clearly define their tasks and responsibilities**.

In Germany and Switzerland, the involvement of social partners and professional organisations in vocational education is defined by function. This experience can be used to allocate responsibilities clearly between technical colleges and enterprises.

Drawing on this experience, the employer council should annually **identify occupations and skills in high demand on the labour market**, review curricula, allocate placement sites and mentors, and **participate in final practical examinations**.

Cooperation agreements should clearly specify the number of placement places, the use of equipment and raw materials, the mentor's duties, the student's work tasks, occupational safety and the possibility of employing graduates.

The effectiveness of cooperation is monitored through updated learning modules, high-quality placement places, mentor involvement and practical assessments with employer participation. **Graduate employment in their specialism is taken as one of the final outcome indicators**.

Link with foreign experience: in Finland, the views of workplace instructors and enterprises are collected separately, and the quality of the educational organisation's cooperation is evaluated. On this basis, it is recommended that monitoring focus not on the number of employer council meetings but on specific changes in learning modules and placement conditions[20].

[20] Finnish National Agency for Education.
URL: https://www.oph.fi/en/development/feedback-working-life (22.06.2026)

4. Defining separate development measures by sector

The **99 points** in medicine and pharmaceutics and **89 points** in digital technologies show that sectoral results vary. In the organisations cited, the maximum share of negative ratings reached **7.9 per cent** in medicine, **21.4 per cent** in pedagogy and humanities, **30.1 per cent** in economics and services, and **37.0 per cent** in multidisciplinary technical colleges.

The development of a development programme corresponding to the identified problems and professional tasks of each sectoral group is recommended.

Finland's competence-based approach to vocational education makes it possible to link assessment with the skills required in a particular occupation[21].

Drawing on this experience, it is necessary to strengthen attention to high-speed internet, modern software, cybersecurity, artificial intelligence and industry certification **in information technology technical colleges**.

In medical technical colleges, simulation classes, patient safety and the quality of clinical placements should be evaluated. **In economics and services**, service delivery to real customers, e-commerce and entrepreneurship projects should be increased.

In multidisciplinary technical colleges, equipment, teachers, placement bases and employers should be planned separately for each field.

The effectiveness of the programmes is determined on the basis of practical assessment in the relevant occupation, the use of resources, student coverage and employers' feedback. These criteria prevent the mechanical comparison of indicators that have the same name across sectors but different content.

5. Developing teachers' practical internships at enterprises

Teachers' experience of working with the equipment, software and technologies used in production is an important factor affecting the quality of practical training. Alongside the survey results, their existing experience and need to update their qualifications should be assessed separately.

It is recommended that **practical internships at enterprises for teachers of specialised subjects be included in the system of continuous professional development**. Their frequency is determined according to

[21] Finnish National Agency for Education.
URL: https://www.oph.fi/en/development/feedback-working-life (22.06.2026)

technological changes in the occupation, the teacher's needs and the capacity of the enterprise.

As an initial organisational criterion, it is proposed that each teacher of specialised subjects complete a practical internship at a relevant enterprise **at least once every three years**. This frequency is regarded **not as an existing mandatory requirement but as a development proposal**.

At the end of the internship, it would be advisable for the teacher to update at least one lesson module, laboratory exercise or practical task, place the material in the methodological repository and share the experience with colleagues.

The effectiveness of the internship is evaluated not only by the certificate obtained but also by updated classes and students' practical results. It is recommended that confirmed results be taken into account when providing incentives for teachers' work.

Link with foreign experience: in Germany, the professional and pedagogical preparation of the in-company mentor is considered part of quality assurance. For teachers' internships, too, in addition to the number of days spent at the enterprise, the technology mastered and the practical tasks introduced into classes should be recorded[22].

6. Strengthening career services and monitoring of graduate employment

Satisfaction indicators in the survey **do not fully reflect graduates' actual employment**. Assessing the transition from education to the labour market requires additional information on the time taken to find a job, the match between the job and the occupation acquired, and the employer's feedback.

In this regard, it is advisable to introduce in each technical college a system for **linking the work of career services with graduates' actual employment outcomes** and for monitoring these outcomes regularly.

Drawing on this experience, it is necessary to introduce short courses for students on CV writing, job interviews, labour law, entrepreneurship and job-search skills.

[22] Federal Institute for Vocational Education and Training
URL: https://www.bibb.de/en/77203.php (22.06.2026)

Placement sites and job vacancies should be consolidated in a single digital register, and graduates' employment after **6** and **12** months, the time taken to find a job, the match between the job and their specialism, and the employer's feedback should be studied. Graduates who have not found employment should be offered short-term retraining or additional qualification modules.

The data collected are used to discuss admission parameters, update curricula and assist graduates who have difficulty finding employment. The coverage of the data and the response rate should be reported for each follow-up.

Link with foreign experience: in Finland, career goals are also included in the personal competence development plan. It is recommended that career guidance at technical colleges begin not only at the graduation stage but from the start of studies, and that its results be linked with placement and employment data[23].

[23] Finnish National Agency for Education
URL: https://www.oph.fi/en/education-and-qualifications/guidance-and-counselling-vocational-education-and-training (22.06.2026)

VI. FINAL CONCLUSION

The results of the nationwide survey showed that the quality of education and the learning environment in technical colleges were rated positively overall.

In particular, positive ratings predominated for teachers' work, learning resources and the conditions for vocational training. At the same time, the disparities between regions, sectors and individual technical colleges showed the need for a targeted approach to improving the quality of education.

First, the link between theoretical education, practical classes and placements at enterprises must be strengthened. To this end, it is necessary to define the competences to be acquired in each occupation, assign each student a qualified mentor and assess practical skills through real work tasks.

Second, it was found that the equipment of laboratories and workshops and the provision of consumables and digital tools are not uniform across technical colleges. It is therefore necessary to upgrade the material and technical base according to the needs of each educational programme, taking into account the working condition of equipment and its use in classes.

Third, curricula need to be regularly adapted to the labour market and to technological changes in production. In this process, it is important to expand employers' involvement in updating curricula, organising placements and final assessment.

Fourth, it is necessary to develop teachers' practical internships at enterprises and opportunities for international professional development, to provide incentives for their work and to reduce excessive reporting burdens. Linking the results of professional development with updated lesson modules and practical tasks will help to enrich the content of education.

Fifth, career guidance should be organised from the early stages of study, taking into account students' individual preparation and career goals. Monitoring graduates' time to employment, employment in their specialism and employers' ratings will provide a basis for improving educational programmes.

Overall, consolidating the positive results achieved in technical colleges requires improving practical training, resource provision, cooperation with employers and teachers' professional development in an interconnected manner. Analysing the survey results together with practical competences and

graduate employment will help to increase the effectiveness of management decisions.

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URL: https://www.oecd.org/en/publications/building-future-ready-vocational-education-and-training-systems_28551a79-en.html

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URL: https://www.unesco.org/en/articles/unesco-strategy-technical-and-vocational-education-and-training-adopted-executive-board

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