

Vocational education, practical work & more opportunities

Modernising dual education for improved training quality, gender equality and labour market relevance

The challenge

Mukhabbat Tashmukhammedova, a medium-sized business owner in Tashkent, was among the first to introduce dual education principles in her company. For 15 years, she hosted students for pre-graduation practical training and internships. However, these were short-term placements, and students often returned a year later having forgotten much of what they had learned. After piloting a dual training approach, students began working continuously as apprentices across the design, technology, and marketing departments. Within a year, they became productive employees, received salaries, and helped the company address staff shortages. While these positive results have attracted interest from other TVET institutions, such examples remain the exception rather than the rule.

Uzbekistan has made significant progress in modernizing its technical and vocational education and training (TVET) system. However, several structural challenges continue to limit the quality and relevance of training. Many curricula, teaching methods, and pedagogical approaches remain outdated, and TVET institutions often lack the modern equipment required for hands-on, practice

oriented learning. Although the number of companies participating in dual training is increasing, genuine in-company training remains limited.

There are no clear criteria for selecting and motivating in-company trainers, and enterprises often lack staff with the qualifications needed to manage training processes. Professional associations (e.g. the Chamber of Commerce and Industry, CCI) and the newly established Skills Councils (SSCs) are not yet fully equipped to mobilize employers and support dual training in a systematic way, despite welcoming new regulations and funding instruments.

In the field of career guidance, women and girls tend to enroll primarily in traditional, gender-stereotypical occupations, largely due to prevailing social norms and stereotypes. As a result, their career prospects and opportunities in the labour market are limited, which in turn constrains the country's economic development.

In addition, people with disabilities face multiple barriers to accessing vocational training and employment. Finally, TVET continues to suffer from a low-prestige public image, which reduces its attractiveness among young people and their families.

Our approach

The Uzbek-German project TexVET II builds on the achievements and lessons learned from TexVET I and continues its multi-level, multi-stakeholder approach to supporting comprehensive TVET reform in Uzbekistan. It aims to strengthen effective cooperation among all relevant TVET actors, facilitated through interactive formats.

Project name	Support of the Reform and Modernization Process in the Vocational Education System of Uzbekistan (TexVET II)
Commissioned by	Federal Ministry for Economic Cooperation and Development (BMZ)
Project region	Uzbekistan
Lead executing agency	Ministry of Higher Education, Science and Innovation (MHESI), National Agency for VET
Duration	01.2026 –12.2028



Right: photos from Summer School for pupils on Career Guidance, Uzbekistan

Left: Apprentice in the metal working industry, Germany



The project provides training for decision-makers from the Ministry of Higher Education, Science and Innovation, the Institute for the Development of Vocational Education, as well as professional associations and the Chamber of Commerce and Industry (CCI). Participants develop expertise in dual training, modern TVET governance, and education management.

Twelve occupational standards (six of which were developed under TexVET I), including those for social workers and motor vehicle mechatronics technicians, along with their related curricula, will be updated and piloted in up to 23 TVET institutions. Selected institutions will be equipped with modern training equipment to improve the quality of practical training.

Two dual study programs in cooperation with German universities of applied sciences will be developed and piloted. In collaboration with the Uzbek Ministry of Preschool and School Education (MPSE), the project also supports the development of career guidance services.

The benefits / Success factors

Building on the experience of TexVET I and GIZ's global expertise, the TexVET II project expands beyond the textile and leather sectors to include five additional sectors (four industrial and one agricultural). This expansion will increase outreach and enhance public visibility.

The 15 career guidance measures piloted under TexVET I provide a solid foundation for scaling their implementation in both secondary schools and TVET institutions.

Companies like Mukhabbat's now train future specialists directly and establish strong partnerships with vocational schools. Improved skills, higher-quality training, and new career opportunities for employees contribute to company growth. These experiences demonstrate that dual education is a practical, long-term solution to addressing the skills gap in Uzbekistan. They also highlight how cooperation between the private sector, education providers, government institutions, and international partners such as GIZ can strengthen industries, improve employment prospects, and enhance livelihoods.

Expected results

- ✓ Private companies and TVET institutions are capacitated to introduce, further develop and expand dual training formats and to implement modernized occupations.



Mukhabbat Tashmukhammedova, a medium-sized business owner: *"At first, we didn't know what dual education was, so we faced some difficulties. It took us some time to figure everything out. Then, after about 2-3 months, we realized how important dual education is."*

- ✓ Inclusive approaches are piloted. Some TVET institutions received new equipment.
- ✓ Strengthened capacity of the MHESI and of TVET steering groups while further developing and implementing the normative framework for dual education
- ✓ The systemic framework conditions for dual vocational education and training are improved through better normative framework conditions for companies and VET institutions active in dual education, by strengthened social partnerships and the introduction of sustainable financing models for dual education.
- ✓ Implementation of an awareness raising campaign for TVET
- ✓ Governmental educational institutions have strengthened institutional and technical capacities, leading to increased quality of training and thus improved competences of trained VET personnel and in-company trainers. A partnership of the TVET Institute with the German Federal TVET Institute (BIBB) is envisioned.
- ✓ Sector Skills Councils (SSC) and the national TVET Institute are capacitated to modernize training occupations and curriculums taking into consideration digital teaching and learning methods.
- ✓ MPSE anchored successfully piloted career guidance measures from the first project phase into the secondary school system. The MHESI anchored career planning approaches in TVET institutions. 6 additional secondary schools and TVET institutions will be involved.
- ✓ Gender-responsive approaches of career guidance with a focus on young women are developed. The offer of further trainings for career advisors is expanded

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