

FINAL REPORT

FURTHER EDUCATION on GREEN TOPICS



Support of the Reform and Modernization Process
In the Vocational Education System of Uzbekistan
'TexVET'

Contract Number 81290032

Final Report

Further Education on Green Topics

Project number: 2019.2258.2-001.00

Contract number: 81290032

Support of the Reform and Modernization Process in the Vocational
Education System of Uzbekistan - TexVET

Prepared for:

Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)

Dag-Hammarskjöld-Weg 1-5

65760 Eschborn | Germany

Prepared by:

Joachim Lenz | Adviser Sustainable Agriculture and Standards

Holbeinstr. 14

04229 Leipzig

Phone +49 (0) 175 901 2699 | Mail j.ram.lenz@gmail.com

Inhalt

Executive Summary	3
1.1 Task to be performed by the contractor	4
1.2 Report on activities following period after inception report	4
May trainings Tashkent	4
School workshops with competition preparation	6
Preparation evaluation grid and briefing jury for the competition	7
Competition presentation and winner selection	8
Winner's workshop EcoVillage	10
PECA/TexVET regional conference Tashkent	11
1.3 Recommendations	13
1.3.1 Practical instruction for VET institution on how to introduce green topics into the teaching process	13
1.3.2 Proposal of at least three suitable measures that VET institutions can implement	14
1.4 Evaluation of the Competition as one Measure that has been implemented...	16
1.5 Elaboration of a Detailed Implementation Plan.....	17
1.5.1 For school management and teachers	17
1.5.2 For Institute for the Development of Professional Education	17
1.5.3 For Political Partner(s)	18
1.5.4 For TexVET Follow-Up Project.....	18
ANNEXES	0
Workshop training material May 2023.....	0
Competition documents	19
Peca/TexVET regional conference Tashkent.....	26
Winner's Workshop Eco Village, May 16-17, 2024.....	27

Executive Summary

- The chosen format, working with final beneficiaries (TVET students) and teachers of TVET institutions, turned out to be highly attractive according to the feedback received by participants and evaluation in Tracer Study. It served as a training on the job and confirmed that didactics and methodologies are equally important as content is!
- Although all presentation material was shared as open source in electronic form with partner TVET institutions, it seems not sufficient yet in terms of accessibility for teachers. Thus, the following suggestion is made: modules and handbooks together with electronic platform with log-in for teachers and possibly also for students (library) should be developed.
- A publication or journal, either in printed or digital version, on sustainability could be a support to raise awareness amongst the target group and final beneficiaries.
- It is recommended to have a stronger focus on steering structure in future – sector skills council (SSC) as a multi-stakeholder instrument is essential in a dual education system where good and close cooperation between public and private sector is so crucial for the quality and success.
- Integration of green topics as cross-cutting theme in all curricula should be targeted in future.
- Gender & Inclusion would need a stronger focus in future project activities
- Laws and regulations in regards to the educational system should be cross-checked for coherence and conformity with SDGs.
- Planning of the follow-up project should also include an evaluation and reassessment of the Strategy Workshop in 2022 with a focus on the GIZ handbook 'Capacity Development' tools 21 (Steering Structure) and 39 (Quality Improvements in Competencies).
- Future contracts with external consultants should include a paragraph on cooperation with other contracted parties to ensure coherence of training input.
- Green Buildings initiative for colleges – not only for environmental reasons, but also to keep school buildings operational during cold spells with gas supply shortages in order to ensure access to and good quality of education.

1.1 Task to be performed by the contractor

According to the consultant's ToR, the following task, specified as milestone 1 (p. 5 in the contract & chapter 2, point 8 on page 4) shall be performed:

Report with recommendations on how to further push the introduction of green topics into the Uzbek VET system:

- Practical instruction for VET institution on how to introduce green topics into the teaching process.
- Proposal of at least three suitable measures that VET institutions can implement (e.g. project day "Sustainability", etc.).
- Evaluation of the competition as one measure that has been implemented in the frame of this contract.
- Elaboration of a detailed implementation plan (for school management and teachers).

In addition to the above, this report also elaborates on implementation plans for pedagogical institutes, political partners and TexVET project.

1.2 Report on activities following period after inception report

During the first visit to colleges in order to assess capacity and readiness to cooperate with TexVET project, it was agreed with the GIZ project team to conduct an introductory training for selected colleges on green topics. This was decided to take place in Tashkent in the Institute for the Development of Professional Education as this institute also organises training courses for college teachers on a regular basis (every three years). After that, a series of further trainings in the regions with teachers to develop project ideas and concepts was planned. This was extended to workshops including students to create a live situation. Later the idea to add a competition for interested colleges was added.

May trainings Tashkent

The introductory training on green topics was scheduled for 2 days. Day 1 consisted of a general introduction of the history and context of the three dimensions of sustainability and gender & inclusion plus more detailed information on sustainability standards and certifications relevant to the Uzbek textile sector.



Joachim Lenz during training

Participants were teachers and management staff with both, technical and pedagogical/psychological backgrounds from colleges selected by the project. Aim of this first training day was to raise awareness amongst the participants and provide them with insights, facts and material to be used in their teaching environment. All material was translated by TexVET project into Uzbek language and shared in electronic format (English version in ANNEX).

Day 2 was organised as a workshop day in order to sow the seed and encourage teachers to think about project activities at their colleges together with cooperating companies. It was possible to think about shorter or bigger project ideas, e.g.: project day or week or an on-going activity during the college term. Important was to take up the concept and allow students to bring up own ideas and help them develop a product or business model focussing on the green topics. This was taken up well by participants but also made quite clear how new such concept was to them and how much more support from project side would be needed. As a consequence, not only facts and figures, but also didactics and methodologies should become part of any capacity building on green topics, but also in general for any capacity building.

Together with the TexVET project team responsible for the green topics, the idea came up during and after the training to not only add more training input on green topics to teachers, but also include classes / students together with teachers on project ideas and develop concepts together with them. To make it even more interesting for TVET institutions, a competition "Towards a sustainable future (Barqaror kelajak sari)" was designed and suggested which was taken up by participants very positively.



Active Participation

School workshops with competition preparation



Creative Students

These workshop sessions took place in October and November 2023 in the regions with usually two (three in one occasion) TVET institutions coming together in one place. Reason was to emulate a project day in a close to real life situation for students and teachers and at the same time economize on travel and working days for the consultant and the TexVET project team. As an unintended but positive side-effect, participants definitely appreciated the exchange and interaction between the colleges as they do not often have the opportunity to meet with other colleagues and see other TVET institutions.

6

Participants received input material via the project team and an online exchange together with the consultant was organized beforehand. The one-day workshop provided time and opportunity for group work with coaching by the consultant. The preparedness and readiness to work and interact in such setting was obviously ranging wide from not at all to very well prepared. The emulation of a workshop with students actively engaging in a group work was a new experience for all involved with very positive feedback given afterwards. It turned out to be the right decision to embark on this journey involving final beneficiaries (students). The teachers said that they did not expect such level of engagement and creativity thus gaining trust in student's capacity. At the same time, teachers learned new didactics besides familiarising themselves more with the green topics. The combination of facts and information on sustainability and gender & inclusion together with innovative didactics is highly attractive and can serve as a role model for other topics as well.

In addition to the workshop exercise, the consultant together with the TexVET project team provided information on the regulations and requirements for successful participation in the competition (all templates in ANNEX). This coaching support continued remotely during the rest of the year 2023 in order to ensure completion of the project work and successful submission of the required documentation.

According to a 'Tracer Study Baseline Assessment Report' prepared by Zerkalo Sociologic Servis LLC for GIZ TexVET, 48% of the interviewed teachers (n=60) attended trainings on 'Green Topics' out of which 65% were female participants. Second best topic in this survey was 'Adult Education and Training in the Textile Industry (Modul 1)' with 18,3% of interviewed teachers attending. The training

session "Green Topics" received high ratings on all evaluation criteria. More than 90% of the surveyed participants in this training session rated it highly across all criteria.

As a conclusion it can be said that the chosen methodology proved to be the right one but will need further input and continuation to ensure lasting impact. See also section 1.4 and 1.5 respectively.

Preparation evaluation grid and briefing jury for the competition

In order to help the jury of the competition assessing the incoming applications in a structured way, the consultant developed an evaluation grid which was then discussed with the TexVET team and adapted (template in ANNEX). The grid differentiates between several criteria:

- Relevance of chosen topics
- Cooperation with Companies in the Textile Sector
- Quality of the Project Strategy & Methodology
- Quality of the Project Implementation with active participation of students
- Project Pitch (performance)
- Quality of the Learning & Innovation

These criteria were weighted according to their importance based on an internal discussion process between the TexVET project team and the consultant.

Yet another award was added to the competition: loudest audience applause as indicator for the best and most convincing project presentation.

7

A preparation meeting with the jury took place in the TexVET office on February 29, 2024 in order to clarify any upcoming question in regards to the contest. Jury members were from the Institute for the Development of Professional Education, the Ministry of Higher Education, GIZ Global Program on Sustainable Value Chains and one representative from a textile company.

Competition presentation and winner selection



Student during presentation of project concept

The presentation of the submitted projects took place on March 1, 2024 in Tashkent. Each participating school had a 10 min time slot to present, mostly done by students, sometimes supported by teachers and only two TVET institutions represented by teacher/director. Products produced in the frame of the project were put on display. It was amazing to see the enthusiasm and professionalism amongst participants! Most presenters managed alright with the timekeeping so that the very well-organized event including award ceremony could be finished within the planned time. The consultant and TexVET project team, except for one, were available for questions only and not actively participating in the assessment. Each jury member had an evaluation template and reviewed and discussed their individual evaluation after the presentations in order to mutually agree on the first, second and third winner. First and second prize was an invitation to a two-day workshop in Rano Eco Village.



Group of students listening a presentation during competition presentation with winner selection

Winner's workshop EcoVillage



Winner colleges together with trainers and TexVET project team in Rano Eco Village

The winners' workshop took place in Rano Eco Village, a hotel in Krasnogorsk in the east of Tashkent on May 16 – 17, 2024. The underlying idea was to bring students with teachers together with trainers in an inspiring environment in order to strengthen their capacity and awareness of green topics. Besides the consultant, three Uzbek activists working in textile industry as designer and trainer on up- and recycling were present. The presentations and contributions aimed to get students actively involved in discussions and practically working. This, and the venue together with the accompanying programm including films and a tour in the surrounding landscape with farm visit, was very well received by them.

10



Workshop impressions



PECA/TexVET regional conference Tashkent

Sustainable development of vocational education in Central Asia:

Challenges and perspectives

Date and place: 24-25 October 2023, Tashkent, Uzbekistan

Organisers: Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan;
GIZ projects “Professional Education for Economic Growth Sectors in Central Asia”
and
“Support of the Reform and Modernization Process in the Vocational Education System
of Uzbekistan”

Goal: To promote the development of national systems of vocational education in Central Asia
through mutual learning, exchange of knowledge and experience between specialists,
providing the professional community with the opportunity of direct acquaintance with the
best European and Central Asian developments in the field of vocational education
reforms.

Target group: Representatives of the educational community and business community of Kazakhstan,
Kyrgyzstan, Tajikistan and Uzbekistan.



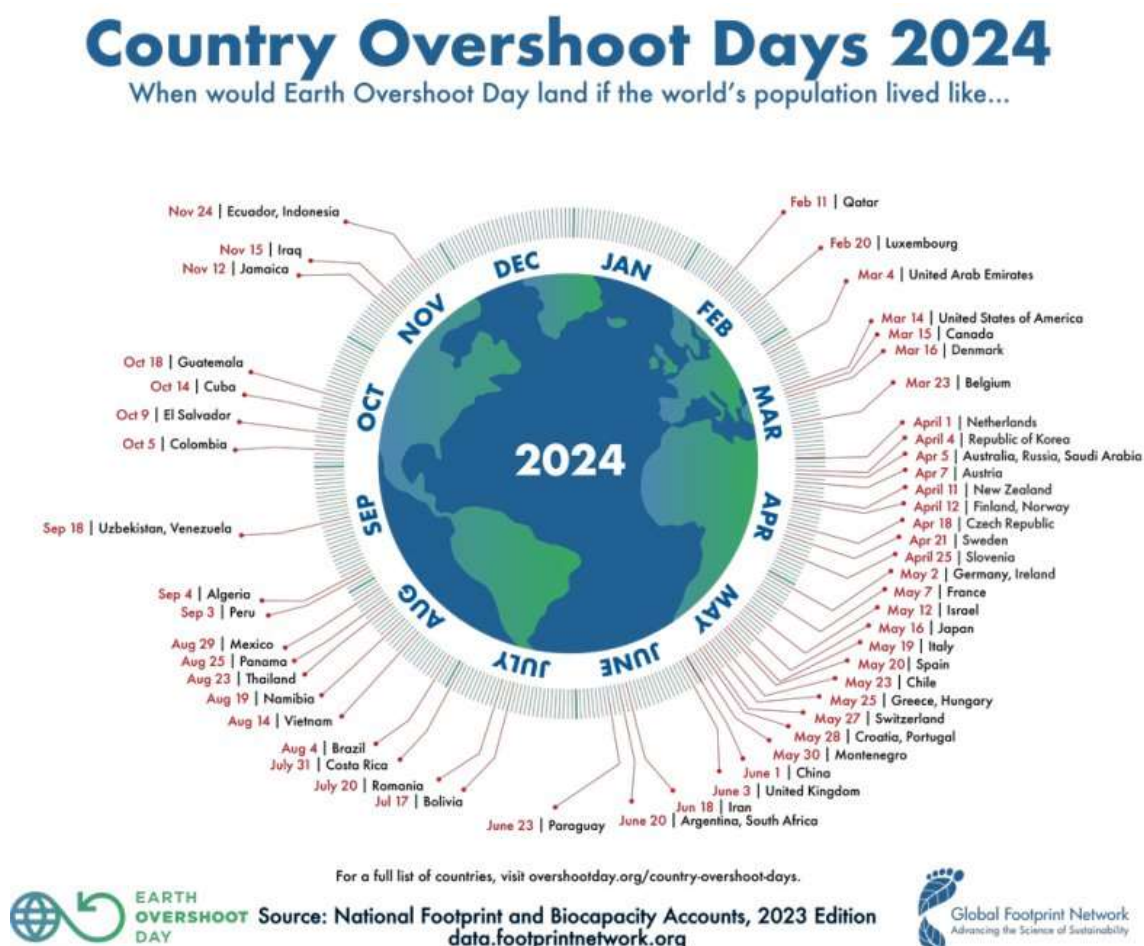
Key words and discussed topics during master class, drawn by an artist

The consultant was invited by the TexVET project to participate in the second regional scientific and practical conference on TVET in October 24–25, 2023 in Tashkent. His contribution was conducting two master classes on sustainability on day 2 of the conference. The consultant gave a brief introduction to the three dimensions of sustainability and presented the audience the concept of the ‘Earth Overshoot Day’ to start the exchange and discussion. The first master class in the morning had a very good attendance with lively discussions, whereas the second

class in the afternoon suffered from low numbers participating due to other options offered by the other conference organizer PECA.

The above image is a drawn summary of key words collected during the lively and fruitful discussion during the first class by a hired artist.

Below is the graph 'Earth Overshoot Day 2024' with up-dated data slightly but not much different from the 2023 graph presented and discussed during the master class.



Earth Overshoot Day is the day of the year on which humanity's demand on nature exceeds the Earth's annual biological capacity to regenerate.

Between January 1st and August 2nd, humanity's demand for biological regeneration is equivalent to the planet's entire annual regeneration.

The above graph indicates the earth overshoot day by the respective countries. This is for Uzbekistan September 18, 2024.

1.3 Recommendations

Core activity of the consultant's contract was input on green topics to teachers of participating colleges. As a take-away from the first visit to colleges and evaluation of suitable partner colleges was the need to add didactics and methodologies with it. Hence, a recommendation is combining didactics with content in future interventions.

The decision taken by the consultant together with the project manager responsible for the contract implementation was to combine content with practical exercises. The following workshops with teachers and students were highly appreciated by all participants as they made it possible to „learn on the job“ and gain confidence, both, in teachers' capacity as well as trust in students' creativity and motivation.

1.3.1 Practical instruction for VET institution on how to introduce green topics into the teaching process

The most important advice on how to introduce green topics into the teaching process is to build on the made experience. The project activity had received great interest and publicity not only in the colleges, but also in the wider public. This conducive environment must be used to add more activities on green topics to the educational content in colleges. Especially since communities also got to know about the project activities, this can be used to continue project days/weeks together with communities on malhalla level and companies. This very relevant element, so important to the dual education, could not be addressed during the workshops as much as was intended. Companies can and must play a vital role not only in regard to environmental sustainability, but also on topics related to social and economic sustainability plus gender and inclusion. It certainly is in their own interest to further develop their facilities and ecological footprint as this is also an economic factor with ever growing importance.

It is therefore advisable to c Institute for the TVET institutions' management and teachers to actively seek cooperation with community leaders and company owners and management in order to address green topics, find financial and technical as well as organisational support to implement activities on green topics and gender & inclusion.

It turned out that not all teachers used the provided material on green topics to a large extent in their teaching although all presentations were translated into Uzbek language and shared with them. The consultant interprets this as a lack of confidence and capacity to develop own teaching material, especially since this is a topic outside the regular curricula.

Here is the Institute for the Development of Professional Education, supported by the relevant political level, asked to develop the necessary teaching material. As other contractors of TexVET project have the task to revise and develop such curricula, it must be ensured that green topics are present in a suitable way.

It will be essential to include green topics together with teaching material into the trainings provided to teachers every three years. A combination of didactics and methodologies with green topic content with practical exercises is highly recommended.

If the necessary resources (financial and staff) are available at the pedagogical institute, regular visits with practical trainings in the regions would be very helpful. This can be combined with monitoring and evaluation of colleges which is essential to assess and improve the quality of the educational system in general.

The next chapter will elaborate on concrete measures that VET institutions can implement by themselves and/or in cooperation with companies, local government, and pedagogical institutions on a regional and national level. This may include other organisations like NGOs and media partners. Other suggested measures are in the realm of political partners and/or international donor support.

1.3.2 Proposal of at least three suitable measures that VET institutions can implement

- Project activities with competition – on school level, regional level and/or national level on the basis of the implemented contest seems a very obvious concept. Participating TVET institutions can build on the already made experience and others can copy that concept if they wish so. Low-threshold implementation without big barriers is certainly possible on school level where classes (not only from textile sector) or student groups can compete with each other. It can be designed, scheduled and implemented by TVET institutions anytime, ideally with support and in cooperation with private companies. This is helpful to strengthen the dual education system and companies can benefit when suggesting topics relevant to their situation (e.g.: water & energy saving; wastewater management; health & safety; workers' participation, motivation and engagement in company development; inclusion of people with disabilities). Designed and organised on a regional or national level, it creates much more awareness and publicity but needs a coordinated action. Initiative for it must be with the Institute for the Development of Professional Education or ministry, possibly supported by international donor organisations.
- Sustainability day (in cooperation with the local community and private companies) – this suggestion can be linked to the “Yashil makon (Green place/nation)”, initiated by the UN. Different from the usually happening tree planting, companies together with TVET institutions organize an open day event focussing on sustainability and gender & inclusion. This may include a market fair with products made by students in the framework of sustainability projects like recycled/upcycled material. Thus, it can be combined with the first measure in a way that students work on projects, possibly in the framework of a contest and present their results during the „sustainability day“. If not combined with project work, it may be used by companies to present their products as well as production with reference to sustainability topics and gender & inclusion. Such day can be initiated by TVET institutions and companies, but also by local communities as well as on a regional and national level by the respective official organs (hokimiyat, ministry).

- Awareness raising activities: Weatherkids (<https://www.weatherkids.org/>) is a project initiated by the United Nations Development Programme (UNDP), hence a concept which could be taken up by political partners, ministry and Institute for the Development of Professional Education, possibly together with international donor organizations. The suggestion is to not only use the website during lessons and signing the pledge, but also engaging students as moderators and video producers for an Uzbek weather forecast 2050. This may as well be designed as a competition on national level. Together with it, awareness raising material and other information material around climate change may be distributed at TVET institutions and beyond. Such action should always be complemented by activities on climate change adaption, such as energy saving projects in schools and companies and sustainable agricultural practices like regenerative and organic agriculture, which have the capacity to reduce CO2 emissions or even use soils as a carbon sink.
- Business activities by students supported by TVET institutions – some participants in the contest worked on concepts and business plans for a start-up. This was intended and encouraged by the consultant during workshops as it can develop the students' capacity on economic sustainability in addition to awareness on environmental aspects. These emulations and concept notes can be taken further when small workshops, run (and co-owned?!) by students can be established with support of TVET institutions and partnering companies. Some colleges already run workshops using students for contract work for textile companies. Students are employees and do not hold a stake nor participate in decision making. Therefore, it would help a lot to get them more involved as it prepares them much better for their future jobs in the textile industry. Even a small share in the company together with participation in organisational questions and decision making will make a huge difference!
The recommendation is, to encourage TVET institutions establishing small enterprises with students being stakeholders and use this to educate them not only on technical topics, but also the three dimensions of sustainability (environmental, social and economic) and organisational issues. It will also allow green topics to be integrated as a cross-cutting topic into the educational system (see also chapter 1.5.4).
- Greening of TVET buildings – this is a huge and very important task which will take up a lot of time and resources. Important not only for environmental reasons, but also because many buildings are not operational during cold spells when gas supply is scarce. State of the art insulation and diversification of energy systems to regenerative sources (photovoltaic, heat pumps, etc) can thus contribute to the quality of the educational system as well.

1.4 Evaluation of the Competition as one Measure that has been implemented

Let me be frank: the competition was a huge success with lasting impact for all involved.

The TexVET project management and consultant received already during the workshops and again at the presentation of projects very positive feedback from both, students and teachers, saying that this project was a one of a kind experience to them. For students, because they, for the first time, experienced empowerment, getting the chance to bring in their ideas and creativity. For teachers, because they encountered an interactive teaching situation, a new methodology needing trust in student's active and constructive participation.

It was a first of situation for the TexVET project as well, since so far, the final beneficiaries were not included in training activities. It meant more organisational and financial input, but was estimated worth the effort. This is also reflected in the „Tracer Study ...“ with big numbers of teachers reached as well as the project monitoring with a total of 264 participants out of which were 47 teachers/managers from 15 TVET institutions.

A further positive side effect was the involvement of a big portion of project staff in the course of the workshops and contest which contributed greatly to the TexVET team spirit.

The competition cannot be seen without the training input before, equally, the lasting impact of the workshops without it likely would not be the same.

The consultant realized that during the second day of the initial training, May 2023 in Tashkent. Yes, participants had gained better understanding of the green topics, but the majority did not yet have the necessary capacity to prepare themselves and the students for the initiated project work. It was confirmed in the online exchange to prepare the next round of workshops with students and teachers together in the regions. In working with students together with the teachers, the gained knowledge came into practise. The competition then made it possible to continue without external input (apart from one online exchange for Q&A). How much teachers and students have benefitted became visible during the presentation: excitement combined with confidence, shining eyes and lots of applause from competing classes for their fellow students!

The range of chosen topics for the competition included all three dimensions, the performance of the presenters came as a surprise to the consultant, the project team and the jury.

The jury, although with only one short briefing the day before the presentation, worked smoothly and did not take long to decide on the three winners.

The risk and hard work taken by the project to implement this competition was awarded by the presented projects and the very positive feedback received from participants.

A final statement on the impact of the contest (together with the trainings and workshops) cannot be made at this point. It is suggested to do another tracer study in

2025 which could be at the end of TexVET phase I or as a baseline at the beginning of the follow-up project.

1.5 Elaboration of a Detailed Implementation Plan

1.5.1 For school management and teachers

Chapter 1.3.2 describes 5 measures in more detail, out of which 3 can and should be implemented by the management of the partner colleges. The below graph suggests a timeframe and days needed by the target groups for preparation and implementation.

Measure Nr.	Training Topic / Format	Target group	Duration (days)	Suggested time period
1	Contest on green topic	TVET colleges + public and private sector	1 presentation day + 10 project days	01/2025 - 06/2025
2	Sustainability Day	TVET college + local and national public sector + private sector	1 + 5 days preparation	03/2025
3	Business activities with students	Students and school/college management + companies	Ongoing	09/2025 – 07/2027

17

1.5.2 For Institute for the Development of Professional Education

The institute in Tashkent should have a close look at the „Green Textile Production“ curriculum developed by DVVI as soon as it is available. Based on it, specific training courses on green topics should be elaborated in first half of 2025 and then offered to teachers from autumn 2025 onwards. It is recommended to make them compulsory for colleges with a certain percentage of teachers having to take part in the time period 2025 – 2027. This should ensure an introduction of green topics via multipliers to most, if not all, TVET institutions in Uzbekistan.

As a new measure suggested is working on an electronic knowledge platform.

Obviously, such platform must not be restricted to green topics only, but make materials and teaching modules available on all content relevant to TVET institutions. This could include a log-in access for students to an electronic library as well so that they can work on projects, prepare lectures, etc.

Such a centralised knowledge platform can be up-dated regularly and interactive elements be added so that a dynamic exchange between pedagogical institute and regional actors is possible. TVET institutions need the respective resources like computer room, internet access and possibly tablets for students.

This is a project needing digital infrastructure and suitable teaching materials. Hence, it will take time and effort not only from state bodies but also external sources like TexVET and similar follow-up projects. A realistic timeframe to implement such will be 2025 – 2027.

1.5.3 For Political Partner(s)

Ministry of Higher Education together with the respective political partners on national and regional level are asked to take the lead on further promoting and integrating green topics into the educational system in Uzbekistan.

One important measure should be support on development of guiding material, possibly together with advocacy campaigns. Publications on green topics, published regularly in printed or digital versions, could be a helpful product.

The ministry certainly also plays a vital role together with other partners to strengthen the Sector Skills Council (SSC). Such a multi-stakeholder structure has a vital role to play in dual education which depends on functioning cooperation and common goals and interest amongst private companies and public sector.

If possible at all, TexVET should make this a priority in the remaining time frame in order to prepare the ground for a follow-up project. An operational Sector Skills Council can and will greatly contribute to a successful project implementation with lasting impact.

1.5.4 For TexVET Follow-Up Project

Since it is now clear that a follow-up project is in the preparation, this report wants to draw attention once again to the Strategy Workshop dating back into 2022. It might be helpful for the planning process to compare, assess and up-date the 2022 project strategy with today's situation. Obviously, this is important for the project in general and not just in regards to green topics. Because of the relevance of green topics globally as well as for follow-up project, they should be considered a cross-cutting theme integrated in all project activities. It might be beneficial to do this process oriented exercise in addition to all other happening activities within the project as well as by external missions.

Steering structure and partners should be assessed whether or not they have the necessary capacity, decision making power and a well-balanced composition in case of multi-stakeholder structures (e.g.: Sector Skills Council). This could and should happen either in 2024 in order to provide input for any mission preparing the next phase; or in the first half of 2025 producing a list of priorities with roadmap for the follow-up project.

Below slides refer to some tools introduced in 2022 from the GIZ handbook 'Capacity Development' to assess the steering structure and partner's capacity.

Tool 21 – Quality Requirements of Steering Structure

Requirement	The Steering Structure....	++	+	-	--
Ownership	... strengthens ownership and active participation			-	
Transparency	... strengthens transparency through communication and understandable decision making processes		+		
Efficiency	... is simple with low transaction costs for coordination, negotiation and decision making		+		
Diversity	... allows diverse perspectives and perceptions. It combines hard facts as well as anecdotal evidence and diverse interpretation of data.		?		
Conflict Sensitivity	... enables to detect and deal with tensions and conflict potential at an early stage -> „DO-No-Harm“ concept		?		
Flexibility	... is open to adaptations if and when needed due to change in environment, staffing and/or financial restrictions			?	
Integration	... uses existing structures and processes.	++			
Take on role & responsibility	... supports stakeholders to take on (new) roles and communication patterns in decision making processes		+		
Role Model	... serves as a model for learning & innovation with participating organisations		+		

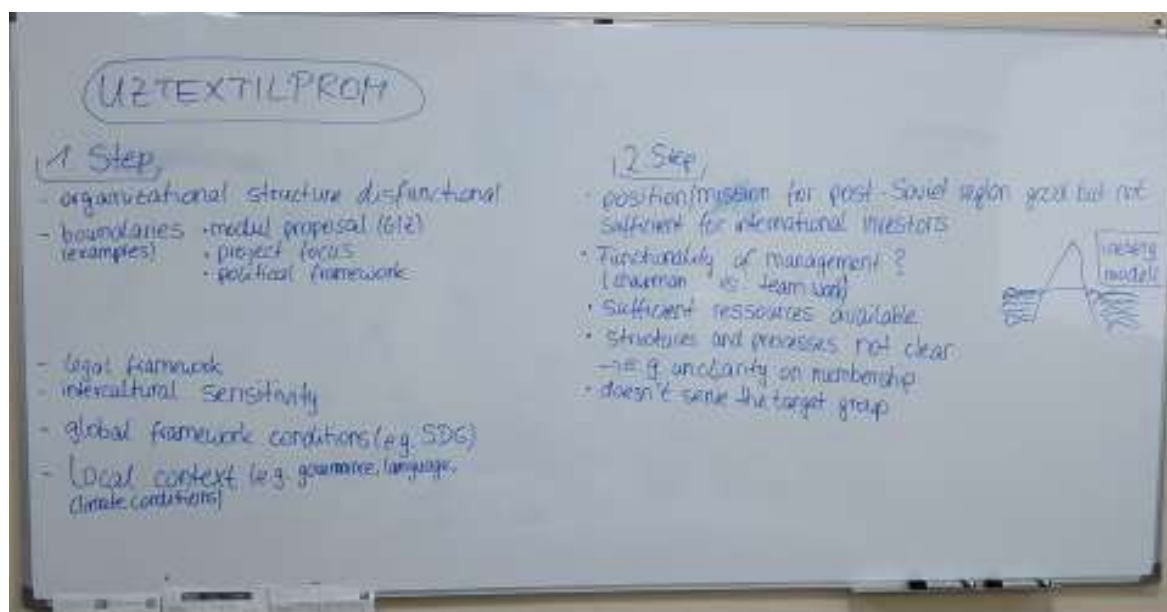
Seite 14 | 04.01.2024 | Joachim Lenz

giz

It is recommended to go through this, possibly adapt the requirements in regards to green topics and assess whether or not changes have happened. Then draw conclusions in which direction future interventions could happen.

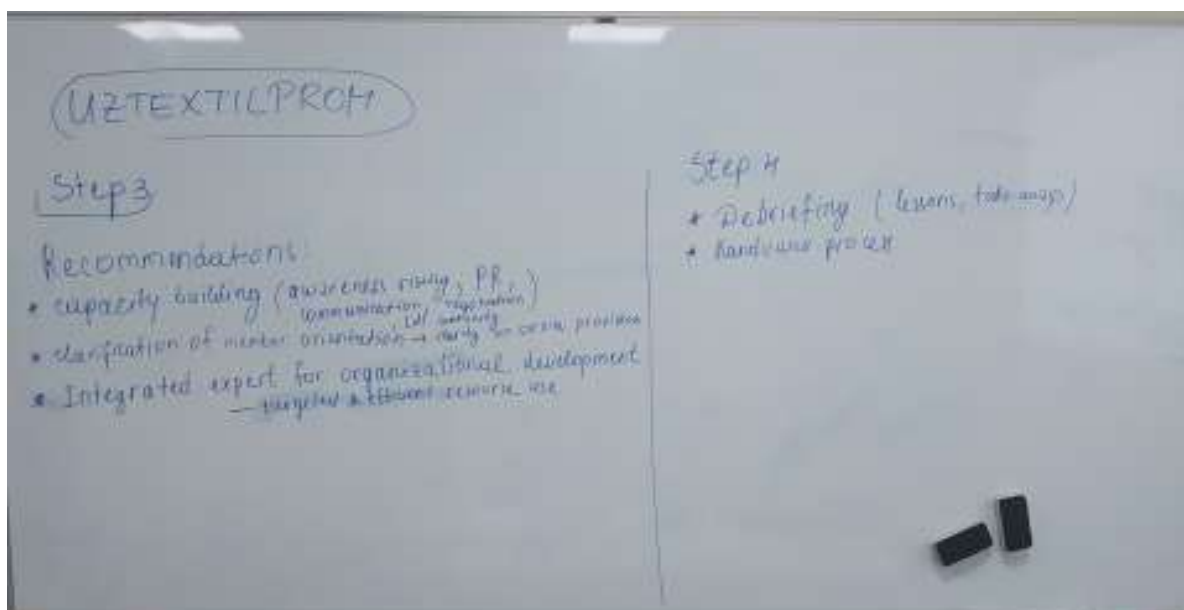
Partner Assessment as of May, 2022:

19



Seite 14 | 04.01.2024 | Joachim Lenz

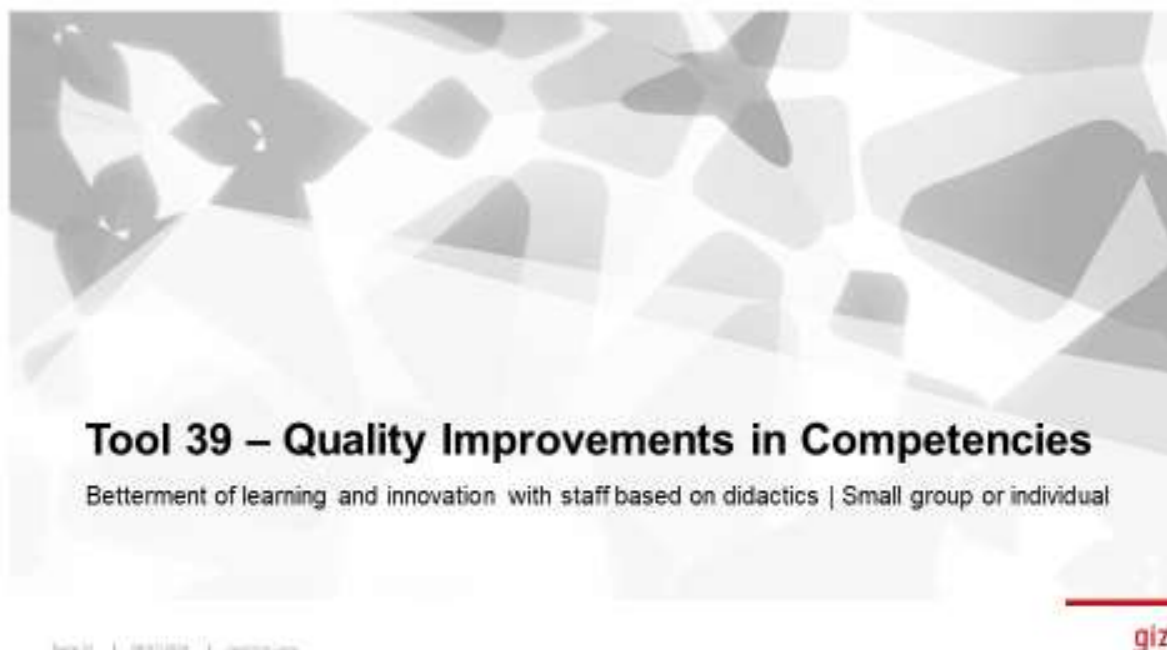
giz



Same as with steering structure and partners can and should be done for quality improvements gained in partner structures, e.g.: TVET institutions, Institute for the Development of Higher Education. Assessment of curricula and didactics & methodologies applied should be made at the end of TexVET or, as a baseline, beginning of the follow-up project.

Below slides from the strategy workshop in 2022 may be used as material with guiding questions:

20



Tool 39

Step 1 - 7 Didactic Principles:

- Ownership and self-organisation
- Assistance and advise in learning
- Diversity of perspectives
- Attitude
- Learning spaces allowing new experiences
- Reflection
- Learning in dialogue and cooperation

How much are these principles part of the learning processes?

Step 2 - 4 Spheres of Competence:

- Professional
- Methodological
- Social
- Personal

Does the learning process adress the 4 spheres of competence?

Seite 38 | 04.01.2024 | Joachim Lenz

giz

Tool 39

Step 3: Review the effects of individual learning on other levels

- Do the individual learning processes result in change in the civil society as well?
- Are the individuals reasonably anchored in institutions?
- Does the learning process empower multipliers?
- Is there a scaling-up potential?
- Do supporting networks (Peer-to-Peer) exist?
- Follow-up concept for sustainable learning process?

Step 4: Process orientation together with stakeholders

- Needs assessment according to priorities set by individual?
- Learning content relevant and context oriented?
- Selection of participants appropriate?
- Appropriate learning tools?
- Reflection and empowerment possible?

Seite 39 | 04.01.2024 | Joachim Lenz

giz

21

Such assessment ideally should happen in early 2025 with support of an external consultant moderating it. It must be seen in the context with other assessments and missions preparing the next project.

Bevor writing this report, the consultant asked for a feedback session with relevant project team members towards the end of his contract in order to collect learnings and discuss potential future project ideas (see also chapter 1.5.1 – 1.5.3).

One finding was that a manual/handbook on green topics for teachers should be developed. This should ideally be linked with the curriculum on green textile production, developed by another project partner (DVVI).

In addition, this could be supplemented with a magazine on green topics for all TVET institutions in Uzbekistan, published (bi-monthly or quarterly?) by a suitable national partner.

All necessary laws and regulations in the educational system should be cross-checked and, if and where necessary, be adapted with green topics integrated into them.

It was consensus in the feedback session that more project interventions should focus on gender & inclusion as this is still at an infant stage in the educational system in Uzbekistan.

The Sector Skills Council (SSC) should be included in project activities and capacity building on green topics as a cross-cutting theme.

It was suggested that any contract with external consultants in future should include a paragraph on cooperation between project partners and consultants into their ToR.

ANNEXES

Workshop training material May 2023



Agenda Day 1 (total time for input + Q&A 6 hrs max):

Simultaneous translation recommended

- Sustainability – An Introduction: Relevance and context of the topic; history & definition of the concept / term (1 h + 15 min Q & A)
- Exercise: Sustainability in your cultural and historical context (30 min)
- Sustainable Water Usage: Usage vs Consumption | Areas of Water Resource Management (1 h)
- Standards & Certification in Textile Sector (each ±20 min):
 - Better Cotton (BCI) in cotton production
 - Textile Exchange
 - Organic Agriculture
 - Global Organic Textile Standard (GOTS) in Textile Processing
 - Business Social Compliance Initiative (BSCI) in Processing & Trade (BEPI)
 - Fair Labour Association (FLA)
 - OEKO-TEX
 - Green Button | EU Supply Chain Law
- Gender & Inclusion: Definition and Context to raise awareness and sensitivity (45 min)
- Wrap-Up of the day (10 min)

Seite 2 | 31/05/2024 | Joachim Lenz

giz

Agenda Day 2 (total time for input & working groups + Q&A 6 hrs max):

Consecutive Translation English – Uzbek – English, 2 Interpreter needed

- Recap from Day 1 (30 min)
- Introduction to Day 2 (60 min):
 - Topics for activities in colleges / companies (Joachim, 30 min)
 - Methodologies & Instruments (Joachim, 30 min)
- Group Work (Cornelia, Joachim, Oyzoda, tbd):
 - Setting up 4 groups, placing and equipping with paper & pen (30 min)
 - Working Groups on project ideas and methodologies (1 h)
 - Presentation of working group results (15 min each = 1 h)
 - Second round of group work (7-8 groups: each group 2 colleges only) to define projects (content and methodologies) with timeline (1 h)
- Wrap-Up of the day & Feedback on Training (1 h)

Seite 2 | 31/05/2024 | Joachim Lenz

giz



Sustainability – an Introduction

Relevance and context of the topic; history & definition of the concept / term

Seite 4 | 3105/2024 | Joachim Lenz

giz

History

The term sustainability is derived from the Latin word *sustinere*. "To sustain" can mean to maintain, support, uphold, or endure. So sustainability is the ability to continue over a long period of time.

The concept of sustainability, or *Nachhaltigkeit* in German, goes back to **Hans Carl von Carlowitz (1645–1714)**, and applied to forestry. We would now call this sustainable forest management. He used this term to mean the long-term responsible use of a natural resource. In his 1713 work *Silvicultura oeconomica*, he wrote that "the highest art/science/industriousness [...] will consist in such a conservation and replanting of timber that there can be a continuous, ongoing and sustainable use".

The idea itself goes back a very long time: Communities have always worried about the capacity of their environment to sustain them in the long term. Many ancient cultures, traditional societies, and indigenous peoples have restricted the use of natural resources.

Quotation from: <https://en.wikipedia.org/wiki/Sustainability>



Seite 5 | 3105/2024 | Joachim Lenz

giz

Definition of Term

Sustainability is a societal goal that relates to the ability of people to safely co-exist on Earth over a long time.

Sustainability is commonly described as having **three dimensions** (or pillars): **environmental, economic, and social**.

Many publications state that the environmental dimension is the most important.

For this reason, in everyday use, *sustainability* is often focused on countering major environmental problems, such as **climate change, loss of biodiversity, loss of ecosystem services, land degradation, and air and water pollution**.

The concept of sustainability can be used to guide decisions at the global, national, and individual levels.

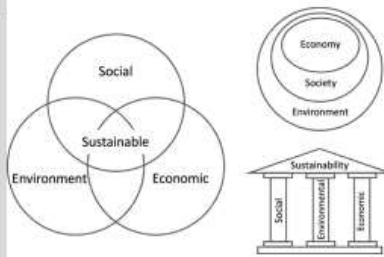
The 1983 UN Commission on Environment and Development (Brundtland Commission) had a big influence on how we use the term *sustainability* today. The commission's **1987 Brundtland Report** provided a definition of sustainable development.

The report, *Our Common Future*, defines it as development that **"meets the needs of the present without compromising the ability of future generations to meet their own needs"**.

Quotation: <https://en.wikipedia.org/wiki/Sustainability>

Seite 6 | 3105/2024 | Joachim Lenz

giz



Country Overshoot Days 2023

[illegible]

2

Relevance & Context: United Nations

Paris Declaration on Climate Change

giz

SUSTAINABLE DEVELOPMENT GOALS



Seite 10 |

giz

SDGs relevant for textile industry & cotton production in Uzbekistan



Seite 11 | 21/03/2024 | joachim.lenz

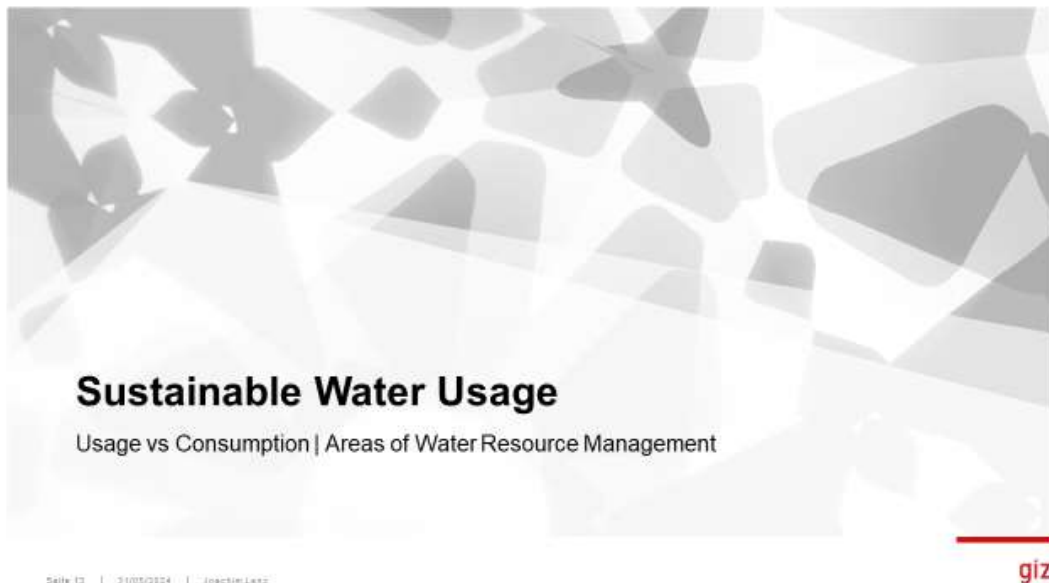
giz

Exercise

Sustainability in your cultural and historical context 30 min

Seite 12 | 21/03/2024 | joachim.lenz

giz



Sustainable Water Usage

Usage vs Consumption | Areas of Water Resource Management

Seite 13 | 31/03/2024 | Joachim Lenz

giz

Consumption	vs.	Usage
Fuel Consumption: Gas Oil Coal burning results in chemical destruction and energy release (heat & movement) → CO2 emission leads to global warming! → Non renewable energy!		Water Usage: Water can change it's aggregate → solid, liquid, gas (always H ₂ O) Water can change it's location → <u>Aral Sea</u> 1960 - 1970 → <u>Aral Sea</u> 1980 - 2000 → <u>Aral Sea</u> 2008 - 2016 Water can get polluted / contaminated → <u>Waste water</u> management needed!

Seite 14 | 31/03/2024 | Joachim Lenz

giz

Areas of Water Resource Management | Potential Conflict of Interest

Irrigation – Volumes used in cotton and other crops
water contamination with agro-chemicals, mineral fertilizer → where to get figures from?

Hydropower – Electricity vs Irrigation needs

Industry | Processing – Volumes used in textile sector; water contamination with chemicals and waste water management → where to get figures from?

Human Consumption – Volumes needed per capita and year and total in Uzbekistan 1950 – 2020 | Comparison with Germany today → where to get figures from?

Seite 15 | 31/03/2024 | Joachim Lenz

giz

Standards & Certification in Textile Sector

Seite 18 | 31/05/2024 | Joachim Lenz

giz

Better Cotton (BCI) in cotton production

Seite 19 | 31/05/2024 | Joachim Lenz

giz

A little bit of History | Facts & Figures

2005 – Multistakeholder Round Table
2006 – 2009 Preparation Phase of Standard
2010 – Implementation Phase starting
2011 – First Harvests in Brazil, Pakistan, India and Mali
2012 – First Harvest in China
2013 – Expansion to Turkey, Tajikistan and Mozambique
2014/15 – Australia, Senegal, Israel
2016 – Mainstreaming Phase starts
2017 – Kazakhstan, South Africa join
2020 – Greece

Today, Better Cotton is the world's largest cotton sustainability programme, helping cotton communities survive and thrive, while protecting and restoring the environment. **Over 20% of produced cotton is licensed as Better Cotton.**

More than **2,500 members** globally throughout the whole supply chain.

Seite 18 | 31/05/2024 | Joachim Lenz



7 Principles & Criteria

Crop Protection, 10 criteria

Water Stewardship, 5 Components

Soil Health, 4 Components

Biodiversity, 2 Criteria, 5 Components



Fibre Quality, 2 Criteria

Decent work, 22 criteria

Management System, 4 Criteria

Seite 18 | 31/05/2024 | joachim.lenz

giz

Better Cotton Principles & Criteria v3.0 (coming into force from 2024 onwards)

Principle 1: Management

- Criterion 1.1 – Producer-level activities are managed in a well-informed, effective and inclusive way.
- Criterion 1.2 – Effective and relevant data management supports improved decision-making.
- Criterion 1.3 – Continuous improvement is demonstrated in locally relevant sustainability areas.
- Criterion 1.4 – Capacities are strengthened through an inclusive and effective approach.
- Criterion 1.5 – There is equal participation and recognition of women.
- Criterion 1.6 – Locally relevant sustainability issues are addressed through collaborative action.
- Criterion 1.7 – Measures are taken to improve climate change adaptation and mitigation.

Principle 2: Natural Resources

- Criterion 2.1 – Soil health is improved.
- Criterion 2.2 – Quality and availability of water is optimised.
- Criterion 2.3 – Biodiversity and natural habitats are conserved and enhanced.
- Criterion 2.4 – Natural ecosystems and High Conservation Value areas are conserved.

Seite 20 | 31/05/2024 | joachim.lenz

giz

Principle 3: Crop Protection

- Criterion 3.1 – An Integrated Pest Management strategy is implemented.
- Criterion 3.2 – Pesticides are registered and appropriately labelled.
- Criterion 3.3 – Highly Hazardous Pesticides are actively phased out.
- Criterion 3.4 – Environmental hazards of Highly Hazardous Pesticides are mitigated.
- Criterion 3.5 – Pesticides are handled and stored responsibly.

Principle 4: Fibre Quality

- Criterion 4.1 – Fibre quality is protected and enhanced.

Principle 5: Decent Work

- Criterion 5.1 – An effective system identifies and addresses risks and incidents of labour rights violations.
- Criterion 5.2 – Farmers and workers understand their labour rights.
- Criterion 5.3 – There is no child labour, and the rights of children and young workers are protected.
- Criterion 5.4 – There is no forced labour, and workers are freely employed.
- Criterion 5.5 – Farmers and workers have the right to freedom of association and collective bargaining.
- Criterion 5.6 – There is no discrimination in labour practices.
- Criterion 5.7 – Workers are paid at least the minimum wage.
- Criterion 5.8 – Workers' health and safety are protected.
- Criterion 5.9 – Workers have the right to a fair workplace, free of violence or harassment.
- Criterion 5.10 – Workers have clear work-related agreements and expectations.

Seite 21 | 31/05/2024 | joachim.lenz

giz

Principle 6: Sustainable Livelihoods

Criterion 6.1 – Measures are taken to improve sustainable livelihoods and resilience.

Annex 1: Cross-cutting Priority: Gender Equality

Annex 2: Cross-cutting Priority: Climate Change

Seite 22 | 31/05/2024 | Joachim Lenz

giz

Textile Exchange

A NGO aiming at by positively impacting climate, soil health, water, and biodiversity.

Various Standards in textile sector including plant, animal and technical fibres

Seite 23 | 31/05/2024 | Joachim Lenz

giz



Seite 24 | 31/05/2024 | Joachim Lenz

giz



A little bit of history

8 lectures on Agriculture: Rudolf Steiner, Koberwitz 1924



8

Context: Modern agriculture based on Liebig's Law and Haber-Bosch Synthesis (and others)



Seite 26 | 31/05/2024 | Joachim Lenz

giz

A little bit of history

In **Switzerland**, Dr. Müller, his wife Maria and Dr. Rusch developed the principles of organic agriculture out of which the association **Bioland** was founded in 1979 in Germany.



IFOAM Organics International was founded 1972 in France. It is the international umbrella organization for organic movement, associations and NGOs.



Seite 27 | 31/05/2024 | Joachim Lenz

giz

EU 2018/848 first regulation on **Organic** was established in the 1990ties

Products covered by EU organic rules

Organic production rules

Rules on Livestock

Rules for the food chain

Permitted substances in organic production

Rules on wine, aquaculture and hydroponics

Organic plant reproductive material database



Seite 26 | 31/05/2024 | Joachim Lenz

giz

Products covered by EU Organic Rules

- Seeds and propagating material such as cuttings, rhizome etc. from which plants or crops are grown;
- Live or unprocessed agricultural products;
- Feed;
- Processed agricultural products for use as food.

Seite 28 | 31/05/2024 | Joachim Lenz

giz

Organic Production Rules

- Prohibition of the use of GMOs;
- Forbidding the use of ionising radiation;
- Limiting the use of artificial fertilisers, herbicides and pesticides;
- Prohibiting the use of hormones and restricting the use of antibiotics to only when necessary for animal health.
- Crop rotation;
- Cultivation of nitrogen fixing plants and other green manure crops to restore the fertility of the soil;
- Prohibition of use of mineral nitrogen fertilisers;
- Reduce the impact of weeds and pests, organic farmers choose resistant varieties and breeds and techniques encouraging natural pest control;
- Encourage the natural immunological defence of animals;
- In order to maintain animal welfare and health, organic producers need to prevent overstocking.

Seite 30 | 31/05/2024 | Joachim Lenz

giz

Rules for the Food Chain

- The separation of processed organic products in time and space from non-organic ones;
- A minimum organic content of 95% of organic agricultural ingredients and strict conditions for the remaining 5% to be labelled as organic using the organic logo;
- Clear rules on labelling and on which products can and cannot use the organic logo;
- Specific limits to the substances which can be added to food and feed and a limited list of approved additives and processing aids to be used in organic production.

Seite 21 | 31/05/2024 | Joachim Lenz

giz

Permitted Substances in Organic Production

One of the objectives in organic production is to reduce the use of external inputs. Any substance used in organic agriculture to fight pests or plant diseases must be pre-approved by the European Commission.

Additionally, specific principles guide the approval of external inputs such as fertilisers, pesticides, and food additives so that only substances and compounds listed as approved in specific legislation can be used in organic production.

Processed food shall be produced mainly from agricultural ingredients only (added water and cooking salt are not taken into account). They may also contain:

- preparations of micro-organisms and enzymes, mineral trace elements, additives, processing aids and flavourings, vitamins, as well as amino acids and other micronutrients added to foodstuffs for specific nutritional purposes can be used but only when authorised under organic rules;
- substances and techniques which reconstitute properties that are lost in processing or storage, that correct any negligence in the processing, or that otherwise may be misleading on the true nature of the products, shall not be used;
- non-organic agricultural ingredients can only be used if they are authorised within the annexes to the legislation or have been provisionally authorised by an EU country.

Positive lists of permitted substances, updated regularly as part of the Organic Regulation

Seite 22 | 31/05/2024 | Joachim Lenz

giz

Other National Standards

The National Organic Program of the U.S. Department of Agriculture **NOP**



The Japanese Organic Standard **JAS** was established in 2000



Seite 23 | 31/05/2024 | Joachim Lenz

giz

Global Organic Textile Standard (GOTS) in Textile Processing

Seite 24 | 31/05/2024 | Joachim Lenz

giz

Key Features of the Standard

- **Organic Fibres**

with GOTS Label: textiles must contain a minimum of 70% organic certified fibre
labelled „organic“: a minimum of 95% organic certified fibre required

- **Ecological Criteria**

Separation from conventional fibre products and identification of organic fibre products

Use of GOTS approved colourants and auxiliaries in wet-processing only

Processing units must demonstrate environment management, including wastewater treatment

Technical quality parameters for colour fastness and shrinkage for finished goods required

Restrictions on accessories

Restrictions on additional fibre materials

Environmentally hazardous substances prohibited in chemical inputs

Evaluation of toxicity and biodegradability for chemical inputs

Seite 25 | 31/05/2024 | Joachim Lenz

giz

Key Features of the Standard

- **Social Criteria**

Employment is freely chosen

Freedom of association and collective bargaining

Child labour shall not be used

No discrimination is practised

Occupational health and safety (OHS)

No harassment and violence

Remuneration and assessment of living wage gap

Working time

No precarious employment is provided

Migrant workers

- **All Processing Stages have to follow above criteria using a minimum content of 70 % organic certified fibre**

Seite 26 | 31/05/2024 | Joachim Lenz

giz

Key Features of the Standard

• Third Party Certification

GOTS certification covers processing, manufacturing and trading of organic textiles.

On-site inspection and certification of processors, manufacturers and traders is performed by independent Third-Party GOTS accredited Certification Bodies and forms the basis of the GOTS monitoring system. It serves to provide a credible assurance for the integrity of GOTS certified textiles.

GOTS has developed its own accreditation system for this approval process as well as for continuous monitoring of the approved Certification Bodies

- Certification of mechanical textile processing and manufacturing operations and their products (scope 1)
- Certification of wet processing and finishing operations and their products (scope 2)
- Certification of trading operations and related products (scope 3)
- Issue Letters of Approval for auxiliary chemical inputs (scope 4)

Seite 27 | 21/05/2024 | Joachim Lenz

giz

Business Social Compliance Initiative (BSCI) in Processing & Trade (BEPI)

Supply Chain Approach

Seite 28 | 21/05/2024 | Joachim Lenz

giz

Trade with Purpose

11 Principles

- The rights of Freedom of Association and Collective Bargaining
- No Discrimination
- Fair Remuneration
- Decent Working Hours
- Occupational Health and Safety
- No Child Labour
- Special Protection for Young Workers
- No Precarious Employment
- No Bonded Labour
- Protection of the Environment
- Ethical Business Behaviour

Seite 29 | 21/05/2024 | Joachim Lenz

giz

Fair Labour Association (FLA)

Seite 40 | 31/05/2024 | Joachim Lenz

giz

FLA Agriculture Standards

Farm Categories: Informal (family farm) and formal employment

Implementation process with **MINIMUM** and **PROGRESS** benchmarks for compliance:

1. Employment Relationship
2. Nondiscrimination
3. Harassment or Abuse
4. Forced Labor
5. Child Labor
6. Freedom of Association and Collective Bargaining
7. Health, Safety and Environment
8. Hours of Work
9. Compensation

Seite 41 | 31/05/2024 | Joachim Lenz

giz

FLA Manufacturing Standards

Top Management Commitment & Workplace Standards: Commitment to accountability and transparency through established workplace standards.

Responsible Purchasing Practices: Commitment to align planning and purchasing practices with workplace standards.

Responsibility & Head Office Training: Commitment to identify and train specific staff responsible for implementing workplace standards and responsible purchasing practices and provide training to all head office and regional staff.

Supplier Training: Commitment to train relevant supplier management on workplace standards and track effectiveness of supplier workforce training.

Monitoring: Commitment to conduct workplace standards compliance monitoring.

Functioning Grievance Mechanisms: Commitment to ensure workers have access to functioning grievance mechanisms, which include multiple reporting channels of which at least one is confidential.

Collection & Management of Compliance Information: Commitment to collect, manage, and analyze workplace standards compliance information.

Timely & Preventative Remediation: Commitment to work with suppliers to remediate in a timely and preventative manner.

Consultation with Civil Society: Commitment to identify, research, and engage with relevant labor non-governmental organizations, trade unions, and other civil society institution

Verification Requirements: Commitment to meet FLA verification and program requirements.

Seite 42 | 31/05/2024 | Joachim Lenz

giz



Standard 100

Strict criteria catalog

Every component of an article has to comply with the strict OEKO-TEX® test criteria: from the coating, the outer material and the stitching, to the application and zipper.

Globally standardised

The test criteria are globally standardised and are updated at least once a year on the basis of new scientific information or statutory requirements.

Independent test institutes

The tests are conducted and the certificates issued exclusively by neutral and independent OEKO-TEX® test institutes.

Label Check

Using the number on the label you can check the validity of the certification at any time.



Seite 44 | 31/05/2024 | Joachim Lenz

giz

Made in Green

Environmentally friendly production

- optimisation of chemical management (e.g., risk management during dyeing and printing, ban and substitution of hazardous chemicals)
- responsible handling of wastewater and emissions (e.g., reduction of carbon footprint and water usage)
- protection of resources (e.g., use of renewable energies and best-available technologies)
- waste management (e.g., recycling of textile waste)

Product and consumer safety

- health safety: testing of products for harmful substances (e.g., carcinogenic dyes, heavy metals, and pesticides)
- testing of all components of an article, i.e. every threads, buttons and other accessories
- testing of product quality (e.g., colourfastness)
- annual update of criteria in line with the most recent scientific findings and statutory requirements



Seite 45 | 31/05/2024 | Joachim Lenz

giz

Made in Green

Social responsibility

- fair working conditions (e.g. check working hours and wage payments)
- ban of forced and child labor
- occupational safety (e.g. through fire protection, building safety and protective equipment)
- health protection (e.g. inspection of working conditions for noise, dust and heat).

Traceability & transparent supply chains

- Transparent traceability using a unique product ID or QR code
- Information about the production facilities, the textile and leather article, the stage of production to which the facility belongs and the countries in which production took place.



Seite 46 | 31/05/2024 | Joachim Lenz

giz

Carbon & Water Footprint

The Business Need

Understanding and reporting carbon emissions and water usage across the various production stages will likely be a standard requirement of every business in the future.

The Reporting Challenge

The complexity and differences across global value chains and production processes in the textile industry make the task of gathering robust environmental data very challenging.

A New Solution

OEKO-TEX® is launching a Carbon and Water Footprint Tool to provide production facilities an initial estimate and assessment on the materials and process steps that contribute most to their overall environmental impact.

Seite 47 | 31/05/2024 | Joachim Lenz

giz

Organic Cotton

Tested for genetically modified cotton

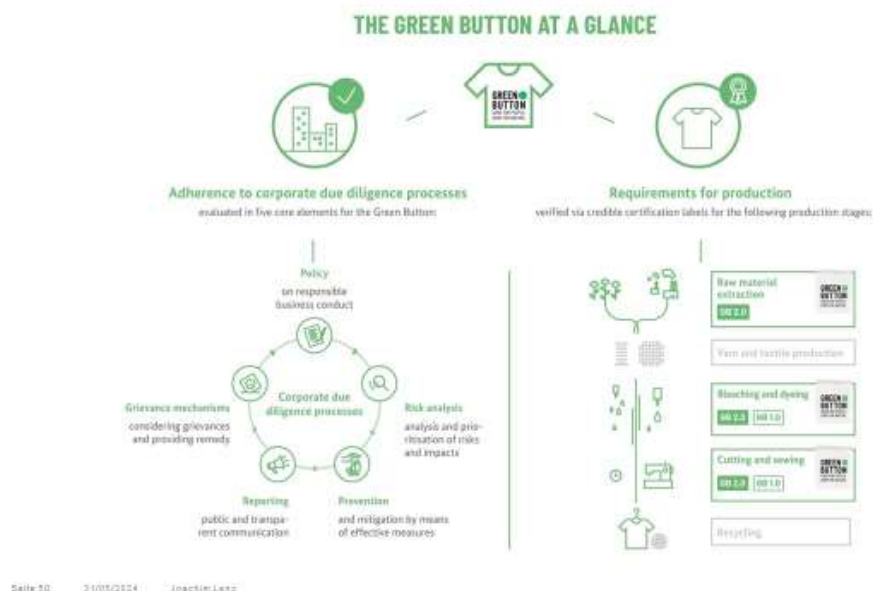
Safety ensured through testing for pesticides and other harmful substances

Reassurance through a verified chain of custody



Seite 48 | 31/05/2024 | Joachim Lenz

giz



16

Due Diligence

- ✓ Anchoring due diligence as a management process for continuous improvements
- ✓ Analysing and prioritising social, ecological, and compliance risks as the basis for planning measures
- ✓ Taking into account the whole supply chain
- ✓ Emphasising the significance of purchasing practices of brands and retailers
- ✓ Including stakeholders in production countries
- ✓ Implementation of remediation and grievance mechanisms
- ✓ Taking the requirements and expectations of enterprises into account and considering their specific situation, e.g. size or sourcing model
- ✓ Asking for sector-specific cooperation and collaboration with all stakeholders

Supply Chain Transparency

Creating transparency in one's own supply chain means understanding how the supply chain is structured and which actors are involved - this encompasses the entire supply chain and goes beyond direct contractual relationships.

Cooperation with the Open Supply Hub:

The [Open Supply Hub](#) is an open source tool which maps textile production facilities worldwide and assigns them a unique identification number. Therefore, it is a contact point for the identification of production facilities and their affiliations by combining supplier lists of different actors from the textile, shoe and clothing industry in a central, independent and publicly accessible database. The OS Hub thereby aims to improve the identification of production facilities and thus promote closer cooperation between different stakeholders.

Awareness raising: OS Hub and the Textiles Partnership are working together to increase knowledge about the OS Hub and the use of freely available data for the exchange of information.

Capacity Building: The two organisations want to convey to all stakeholders in the textile sector - especially trade unions and civil society organizations - how they can add OS Hub information and use it for their own work.

Seite 52 | 31/05/2024 | Joachim Lenz

giz

EU Supply Chain Law

Seite 53 | 31/05/2024 | Joachim Lenz

giz

EU Supply Chain Law Initiative

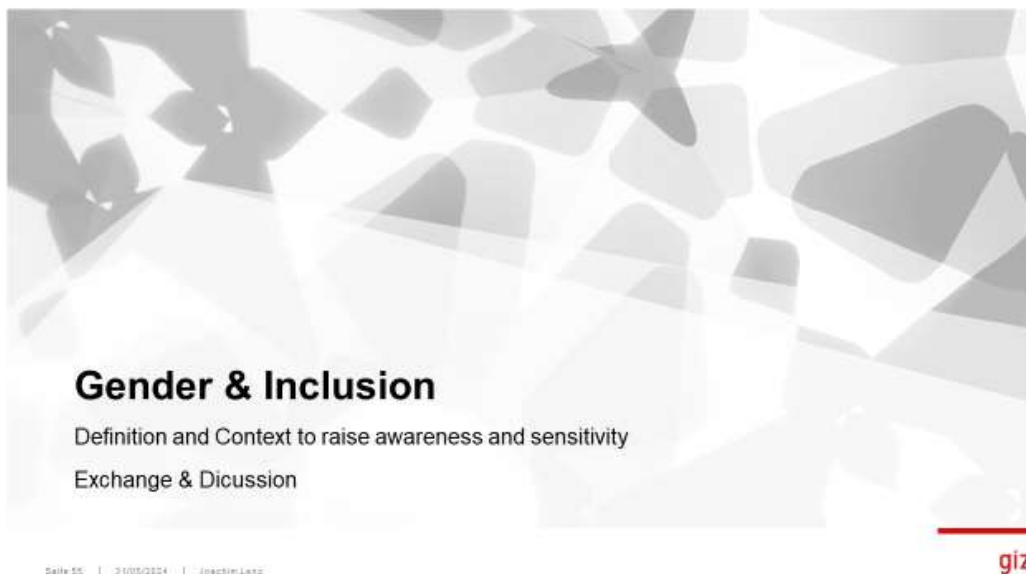
In a globalized economy it takes a European strategy to protect human rights and the environment in supply and value chains effectively

On 23 February 2022, the European Commission presented a Proposal for a Directive on Corporate Sustainability Due Diligence. The draft of the Corporate Sustainability Due Diligence Directive (CSDDD) contains human rights due diligence, but also environmental due diligence obligations and requirements for corporate social responsibility.

The aim is that companies operating in the EU implement certain due diligence obligations in order to prevent that their business activities have negative implications on human rights and the environment in their chains of activity within and outside Europe.

Seite 54 | 31/05/2024 | Joachim Lenz

giz



Gender & Inclusion

Definition and Context to raise awareness and sensitivity
Exchange & Discussion

Seite 55 | 31/05/2024 | Joachim Lenz

giz



Thank You !

Joachim Lenz | May, 2023



Competition documents

GREEN TOPICS

Project Planning Workshop

Organized by the GIZ project “Support for the process of reforming and modernizing the system of vocational education in Uzbekistan (TexVET)”

Date & Time	July – August 2023
Place	On site in participating colleges
Format	Offline / Internal planning: Selection of 1 – 3 project ideas by participating colleges without external input; email exchange / phone inquiries with TexVET possible
Language(s)	Uzbek
Target Group	Teachers and College Management
Purpose of the Activity	Preparation of Project Ideas (1-3 max) / Concept on Green Topics

Date & Time	September 2023
Place	On site in participating colleges or any place with good internet access
Format	Online exchange with explanations on provided supporting documents to structure and prepare for the project workshop in September
Language(s)	English / Uzbek / Russian
Target Group	Teachers and College Management
Purpose of the Activity	Preparation of Project Workshop on Green Topics

Date & Time	04/09/2023, All day
Place	Tashkent
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 1. Olmazor yengil sanoat kasb-hunar kolleji 2. Shaykhontohur tuman kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics

Date & Time	05/09/2023, All day
Place	Tashkent
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 3. Qibray tuman kasb-hunar maktabi 4. Hovos tumani 1-son kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics
Date & Time	06/09/2023, All day
Place	Tashkent or Margilan
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 5. Chortok tuman 1-son kasb-hunar maktabi 6. Qo'rg'ontepa tuman 1-son kasbhunar maktabi 7. Margilan Shahar 2-son kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics
Date & Time	08/09/2023, All day
Place	Jomboy
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 8. Sharof Rashidov tuman 2-son kasbhunar maktabi 9. Jomboy tumani 2-son kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics
Date & Time	11/09/2023, All day
Place	Quarshi
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 10. Qarshi Yengil Sanoat kasb-hunar kolleji 11. Boysun tuman 1-son kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics
Date & Time	13/09/2023, All day
Place	Vobkent
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 12. Navbahor tuman kasb-hunar maktabi 13. Vobkent tuman 2-son kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics
Date & Time	15/09/2023, All day

Place	Bo'got
Format	Offline
Language(s)	English / Uzbek
Target Group	Teachers & Students from: 14. Bagat tuman 1-son kasb-hunar maktabi 15. Xojeli tumani kasb-hunar maktabi
Purpose of the Event	Preparation of Project on Green Topics

Agenda:

Start time – End time	Agenda Item	Location
09.00 – 09.30	Participants' registration	Entrance Hall
09:30 – 09:45	Opening	xxx
09:45 – 10:00	Introduction to the Day	xxx
10:00 – 10:30	Setting up groups – Role distribution within the working group	xxx
10:30 – 11:00	Group work: Decision on topic for TVET school projects	xxx
11:00 – 11:30	Coffee Break	xxx
11:30 – 13:00	Group Work: Structure and planning of activities	Xxx
13:00 – 14:00	Lunch Break	xxx
14:00 – 16:00	Group Work: Structure and planning of activities	
16:00 – 16:30	Coffee Break	
16:30 – 17:30	Plenum: Q&A; Closing of Workshop; information about competition	

GREEN TOPICS

Competition 2023

Organized by the GIZ project “Support for the process of reforming and modernizing the system of vocational education in Uzbekistan (TexVET)”

Date & Time	August – November 2023
Individual Number (will be done by GIZ)	
Name and Address of college & responsible teacher	
Profession(s) and Classes	
Project Title	
Project Type & Product	e.g.: project day/week in school or partner company; video or social media/cotton bag/....

List of used materials /technical equipment

List of used training/teaching material and other methodological/didactical resources

Framework of project on basis of three pillars of sustainability

Details on participants	
Specifics on place of project implementation	e.g.: classroom xyz, equipped with abc or company indoor: sewing, equipped with ... / outdoor area
Specifics on date/time	
Addressed pillars of sustainability	e.g.: environmental only; environmental and social; environmental, social and economic; or
Motivation	

Project Goal	
Primary	
Secondary	
Learnings for participants	
Technical	
Soft Skills	

Details on project implementation	
Chosen Methodology	
Preparation phase (teachers only)	
Introduction to students by teachers	What and when?
Participation & feedback from students	

Project implementation plan in detail			
1	What will be done?	How will it be achieved?	Why is it the right way?
2			
3			
4			
5			

Assessment Criteria & Evaluation Grid:
„Towards a Sustainable Future Contest 2023-24”

Project Number					
Criteria	Area	“Indicator”	Measurement	Weighting	Explanations
Relevance of chosen topics (10%)	Green Topics / Gender / Inclusion	Rate the relevance of the project in the given context with TexVET indicators!	Scale (1-5) Not relevant (0 points) Little relevant (1 point) Relevant (3 points) Very relevant (5 points)	10%	
Cooperation with Companies in textile Sector (20%)	Private Sector Cooperation	How many partnering textile companies are involved into the project?	Scale (1-5) 0 cooperations (0 points) 1 cooperation (3 points) > 1 cooperation (5 points)	5%	24
		How do you rate the involvement and active participation of the partnering textile companies?	Scale (1-5) No involvement (0 points) Little involvement (1 point) Involvement (3 points) High involvement (5 points)	15%	
Quality of the Project Strategy & Methodology (25%)	Objectives	How many of the three dimensions of sustainability have been covered in the project?	Scale (1-5) 1 thematic area (1 point) 2 thematic areas (3 points) 3 thematic areas (5 points)	5%	
		To which extend have the target groups been involved into the project?	Scale 1-5 No involvement (0 points) Little involvement (1 point) Involvement (3 points) High involvement (5 points)	8%	
		How do you rate the quality of the product?	Scale 1-3 Low quality (1 point) Good quality (3 points) High quality (5 quality)	5%	e.g. (textile) product, awareness raising campaign, video tutorial

	Expected Results & Learnings described in the work template for the project	What do you think is the probability that the project results are achieved?	Scale (1-5) Not probable (0 point) Below 30% probable (1 point) Between 30-70% probable (3 points) More than 70% probable (5 points)	7%	
--	---	---	---	----	--

Quality of the Project Implementation with active participation of students (20%)	Project Group	How well are roles and responsibilities defined and distributed?	Scale (1-5) Not at all (0 points) Little (1 point) Well (3 points) Very well (5 points)	8%	
	Project Group	How do you rate the involvement and active participation of the students?	Scale (1-5) No involvement (0 points) Little involvement (1 point) Involvement (3 points) High involvement (5 points)	12%	
Project Pitch (performance) (10%)	Rate the professionalism of the project pitch	How professional was the project pitch?	Scale (1-5) Not professional (0 points) Little professional (1 point) Professional (3 points) Very professional (5 points)	5%	e. g. fluency of speech, presence at the stage, facial expression and gestures / body language, volume
	Rate the attractiveness of the project pitch	How attractive was the project pitch?	Scale (1-5) Not attractive (0 points) Little attractive (1 point) Attractive (3 points) Very attractive (5 points)	5%	e. g. presentation material, usage of media
Quality of the Learning & Innovation (15%)	Rate Innovation	How innovative is the project?	Scale (1-5) Not innovative (0 points) Little innovative (1 point) Innovative (3 points) Very innovative (5 points)	5%	
	Relevance of the learnings for the TVET school	Rate the likely long-lasting impact of the project work for the TVET school?	Scale (1-5) No impact (0 points) Little impact (1 point) Impact (3 points) High impact (5 points)	10%	
Audience Convincement		Applause of the audience	Loudest applause gets an audience award	/	
Total Points					

Total percentage must be:		100%	
Individual Project Score: points*xy% + points*yz% +			

Peca/TexVET regional conference Tashkent

Draft AGENDA

**OF THE SECOND REGIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
«REGIONAL ASPECTS OF SUSTAINABLE DEVELOPMENT OF VOCATIONAL
EDUCATION: CHALLENGES AND PROSPECTS»**

October 24–25, 2023 Tashkent

DAY 1	Tuesday, October 24, 2023
09:30 – 10:00	Registration of participants / Welcome coffee
10:00 – 10:40	Conference opening and welcome address Dr. Ibrokhim Abdurakhmanov , Minister of Higher Education, Science and Innovation of the Republic of Uzbekistan Dr. Tilo Klinner , Ambassador Extraordinary and Plenipotentiary of the Federal Republic of Germany to the Republic of Uzbekistan (tbc) Mr. Ilhom Khaydarov , Chairman of the Association "Uztekstilprom" Mr. Davron Vakhobov , Chairman of the Chamber of Commerce and Industry of the Republic of Uzbekistan
10:40 – 10:50	GIZ Input to Professional Education Development in Central Asia Ms. Sonya Kabbashi – Andjelkovic , Project Manager, Professional Education for Economic Growth Sectors in Central Asia (PECA) Mr. Matthias Klingenberg , Project Manager, Support of the Reform and Modernisation Process in the Vocational Education System of Uzbekistan
10:50 – 11:05	Reforms and prospective on professional education in Kazakhstan xxx , Ministry of Education/ Ministry of Higher Education and Science of the Republic of Kazakhstan
11:05 – 11:20	The current situation in the system of professional education of the Kyrgyz Republic xxx , Department xxx, Ministry of Education and Science of the Kyrgyz Republic
11:20 – 11:35	Professional Education in the Republic of Tajikistan: challenges and prospects xxx , Department xxx, Ministry of Education and Science of the Republic of Tajikistan
11:35 – 11:50	Reforms and prospects for the development of vocational education in the Republic of Uzbekistan

	Aziz Meliboev , Head of Department, Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan
11:50 – 12:30	Panel discussion
12:30 – 14:00	Group photo Lunch
14:00 – 15.45	5 Sections parallel Part 1

15.45 – 16.30	Coffee break Market places GIZ projects in Uzbekistan
16:30 – 18:00	5 Sections parallel Part 2
18:00 – 18:30	Leisure time
18:30 – 20:30	Dinner at Hotel Restaurant (accompanied by national concert program and/ or fashion show)

DAY 2	Wednesday, 25 October 2023	
09.00 – 10.30	In parallel: • 6 master classes (first round)	• 2 visits TVET (TexVET/ PECA) • 1 visit HE (Transport University Tashkent tbc)
10:30 – 11:00	Coffee break	
11:00 – 12:30	In parallel: • 6 master classes (second round)	
12.30 – 14:00	Lunch	
14.00 – 15.30	Reports on sessions work/ master classes Open panel discussion	
15.30 – 16.15	Gallery work/ Coffee break	
16:15 – 17:00	Closure	

Winner's Workshop Eco Village, May 16-17, 2024

Organized by the GIZ project "Support for the process of reforming and modernizing the system of vocational education in Uzbekistan (TexVET)"

Date & Time	16 th -17 th May 2024
Place	Rano ECO Village, Uzbekistan, Tashkent Region
Format	Workshops, discussion rounds, outdoor activities

Language(s)	Uzbek, Russian, German
Target Group	Teaching and management staff as well as students of partnering TVET institutions (2 classes): • 20 participants from Boysun tuman 1-son kasb-hunar maktabi (5 teachers + 1 company representative + 14 students) • 8 participants from Olmazor Yengil Sanoat Kolleji, Tashkent (2 teachers + 6 students)

The main Purpose of the Event is:

- Reward for the participation and winning of the contest “Barqaror kelajak sari”
- Deepening knowledge and exchange about the three dimensions of sustainability through interactive learning formats
- Networking between the TVET schools

AGENDA

15th May 2024

Time	Agenda Item	Who?
20:29 (14 th May 2024) – 09:05	Train ride from Boysun to Tashkent-South	Participants from Boysun
09:15	Pick-Up from the train station and bus drive to the “Art Regency Premium Hotel”, Yakkasaroy district, Bahodir street flat 4, 100100 Tashkent	
19:00-20:00	Dinner at “Art Regency Premium Hotel”	
After 20:00	Overnight stay at “Art Regency Premium Hotel”	

16th May 2024

Time	Agenda Item	Who?
08:00 – 08:45	Breakfast in “Art Regency Premium Hotel”	Participants from Boysun
09:00	Departure from “Art Regency Premium Hotel” in Tashkent and drive to Rano Eco Village by bus	Participants from Boysun and Olmazor, GIZ TexVET, Joachim Lenz, 2 interpreters, 2 eco influencers
10:30	Arrival at Rano Eco Village	all

10:30 – 12:30	Opening of the training; Recap of the contest; discussion about “World Overshoot Day” (Conference Room)	Cornelia Steinigen, Joachim Lenz
12:30 – 13:30	Lunch	all
14:00 – 14:30	Check-In	all
14:30 – 17:30	Workshop 1 (Conference Room): Upcycling and recycling of (textile) waste	Eco Influencer 1 & 2 (Liya Yangurazova & Mastura Khamro)
17:30 – 19:00	Free time	all
19:00 – 20:00	Dinner	all
From 20:00	Exhibition of products developed by TVET students in the frame of DVVI’s Green Marathon; discussion; maybe movie night	Dilshod Dadaboev (DVVI) / Joachim Lenz

17th May 2024

Time	Agenda Item	Who?
07:30 – 08:30	Breakfast	all
08:30 – 08:45	Check-Out	all
08:45 – 12:00	Guided hike in the surroundings of Rano Eco Village	Guide from Rano Eco Village
12:00 – 13:00	Lunch	all
13:00 – 16:00	Workshop 2 (Conference Room): slow fashion; fair work conditions; women empowerment; inclusion; set-up of a small business in the textile sector	Eco Influencer 3 (Elnora Rizaeva)
16:00 – 17:30	Travelling back to Tashkent by bus	all
19:39 – 07:12 (18 th May 2024)	Train ride from Tashkent- South to Boysun	Participants from Boysun



06/06/2024

Joachim Lenz

Seite 1

Country Overshoot Days 2023

When would Earth Overshoot Day land if the world's population lived like...



06/06/2024

Joachim Lenz

Seite 2

Country Overshoot Days 2024

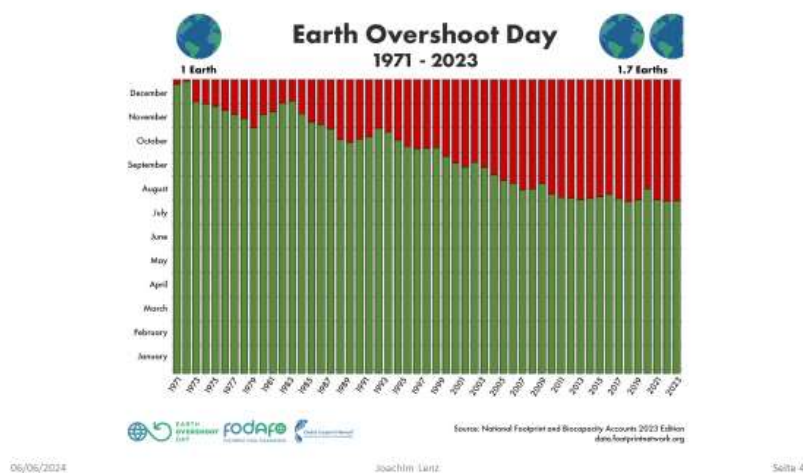
When would Earth Overshoot Day land if the world's population lived like...



06/06/2024

Joachim Lenz

Seite 3



Earth Overshoot Day Calculation

- Earth Overshoot Day is the day of the year on which humanity's demand on nature exceeds the Earth's annual biological capacity to regenerate.
- In 2023, Earth Overshoot Day falls on August 2nd , meaning that:
- between January 1st and August 2nd , humanity's demand for biological regeneration is equivalent to the planet's entire annual regeneration

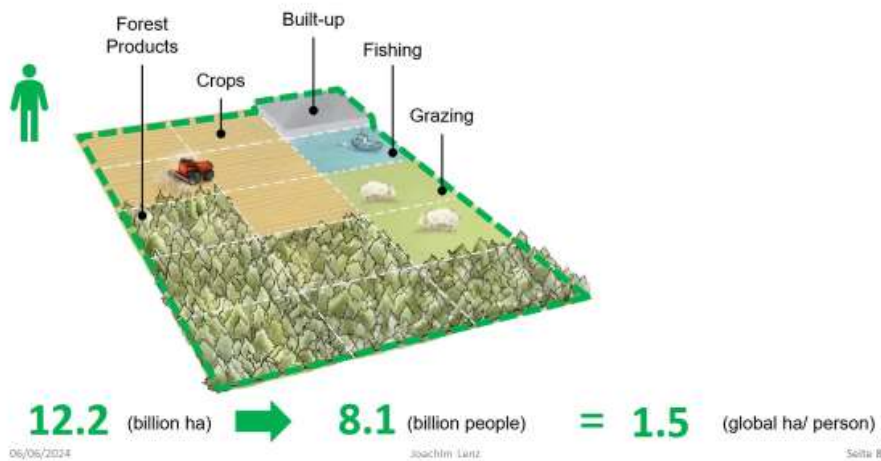
31

Useful Links

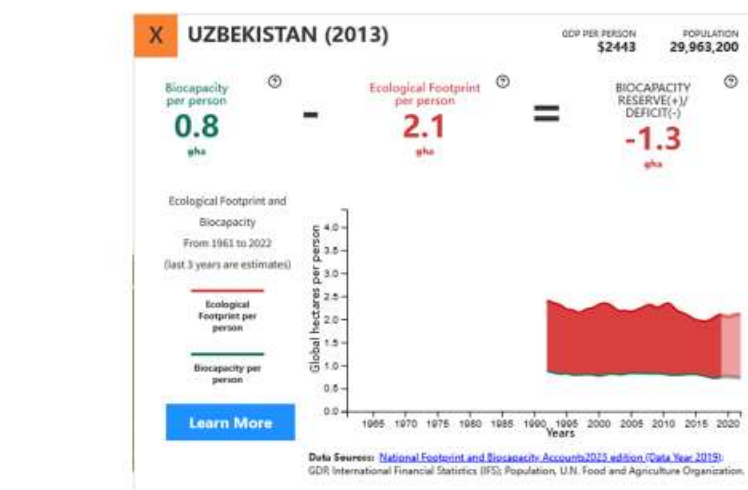
- <https://www.overshootday.org/content/uploads/2023/06/Earth-Overshoot-Day-2023-Nowcast-Report.pdf>
- <https://overshoot.footprintnetwork.org/kids-and-teachers-corner/lesson-what-day-is-earth-overshootday/>
- <https://www.footprintnetwork.org/our-work/ecological-footprint/>
- <https://data.footprintnetwork.org/#/countryTrends?cn=235&type=earth>
- <https://data.footprintnetwork.org/#/countryTrends?cn=235&type=BCtot,EFCtot>
- <https://data.footprintnetwork.org/#/countryTrends?cn=235&type=BCpc,EFCpc>
- <https://www.youtube.com/watch?v=CFJLm8Xo5Ps>
- <https://www.youtube.com/watch?v=VsZncNAdOq4>



Our biocapacity per person in the world (2023)



32



Discussion – Group Work

What can we do to reduce our ecological footprint?

How can Uzbekistan's biocapacity be increased?

06/06/2024

Joachim Lenz

Seite 13