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TRANSFORMING TOURISM EDUCATION IN UZBEKISTAN: AN INSTITUTIONAL ANALYSIS OF PERSONNEL TRAINING SYSTEMS

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Abstract. The tourism industry in Uzbekistan is undergoing a significant transformation, driven not only by infrastructure development and tourist flows but increasingly by the quality of human capital developed through professional training systems. This article presents a comprehensive institutional analysis of the continuous training system for qualified personnel in universities and private training centers serving Uzbekistan's tourism industry. The analysis reveals a multifaceted educational landscape characterized by specialized public universities, multidisciplinary institutions, regional training centers, and a growing private sector. While the system demonstrates considerable strengths—including strong theoretical foundations, international partnerships, and innovative practical programs—it faces critical challenges in competency standardization, regional equity, and alignment with international quality frameworks. The findings suggest that modernization requires moving from a diploma-based approach toward a competency-verified model that integrates academic training, professional certification, recognition of prior learning, and continuous skill development.

Key words: tourism industry, institutional framework, Policy, education, program, regulations, model, learning.

Annotatsiya. O'zbekiston turizm sanoati muhim transformatsiya bosqichini boshdan kechirmoqda, bunda rivojlanish faqat infratuzilma va turistlar oqimi bilan emas, balki tobora ko'proq professional tayyorlash tizimlari orqali shakllanayotgan inson kapitali sifati bilan belgilanmoqda. Mazkur maqolada O'zbekiston turizm sohasi uchun universitetlar va xususiy o'quv markazlarida malakali kadrlarni uzluksiz tayyorlash tizimining kompleks institutsional tahlili keltiriladi. Tahlil natijalari ixtisoslashgan davlat universitetlari, ko'p tarmoqli ta'lim muassasalari, hududiy o'quv markazlari hamda rivojlanib borayotgan xususiy sektor bilan tavsiflanadigan ko'p qirrali ta'lim tizimini ochib beradi. Tizim kuchli nazariy asoslar, xalqaro hamkorlik va innovatsion amaliy dasturlar kabi muhim ustunliklarga ega bo'lsa-da, kompetensiyalarni standartlashtirish, hududiy tenglik va xalqaro sifat standartlariga moslashuv borasida muhim muammolar mavjud. Natijalar shuni ko'rsatadiki, tizimni modernizatsiya qilish diplomga asoslangan yondashuvdan kompetensiyaga asoslangan, ya'ni akademik ta'lim, professional sertifikatatsiya, avvalgi tajribani tan olish va uzluksiz ko'nikmalarni rivojlantirishni integratsiya qiluvchi modelga o'tishni talab etadi.

Kalit so'zlar: turizm sanoati, institutsional tizim, siyosat, ta'lim, dastur, me'yoriy-huquqiy tartibga solish, model, o'qitish.

Аннотация. Туристическая отрасль Узбекистана переживает значительную трансформацию, обусловленную не только развитием инфраструктуры и ростом туристических потоков, но и, в возрастающей степени, качеством человеческого капитала, формируемого системой профессиональной подготовки. В статье представлен комплексный институциональный анализ системы непрерывной подготовки квалифицированных кадров в университетах и частных учебных центрах, обслуживающих туристическую индустрию Узбекистана. Результаты анализа показывают многокомпонентную образовательную систему, включающую специализированные государственные университеты, многопрофильные учебные заведения, региональные центры подготовки



и развивающийся частный сектор. Несмотря на значительные преимущества системы, такие как сильная теоретическая база, международное сотрудничество и инновационные практико-ориентированные программы, сохраняются ключевые проблемы, связанные со стандартизацией компетенций, региональным неравенством и соответствием международным стандартам качества. Полученные результаты свидетельствуют о необходимости перехода от дипломо-ориентированной модели к модели, основанной на подтвержденных компетенциях, интегрирующей академическое образование, профессиональную сертификацию, признание ранее приобретенного опыта и непрерывное развитие навыков.

Ключевые слова: туристическая индустрия, институциональная система, политика, образование, программа, регулирование, модель, обучение.

INTRODUCTION

In the contemporary global economy, the competitiveness of the tourism industry is increasingly determined by the quality of human capital rather than solely by natural attractions or infrastructure investments. For Uzbekistan—a nation rich in cultural heritage and positioned along the historic Silk Road—the development of a robust tourism personnel training system represents both a strategic priority and a complex institutional challenge. The country's tourism sector has experienced rapid growth in recent years, necessitating a parallel expansion and modernization of educational and training infrastructure to meet evolving industry demands.

This article presents a comprehensive institutional analysis of the system for continuous training of qualified personnel in universities and private training centers serving Uzbekistan's tourism industry. Drawing on official policy documents, institutional data, curriculum analyses, and international benchmarks, the study examines the organizational structure, pedagogical approaches, competency coverage, and quality assurance mechanisms that characterize tourism education in Uzbekistan. The analysis identifies both the considerable achievements of the current system and the critical gaps that must be addressed to align national training practices with international standards and industry needs.

REVIEW OF LITERATURE ON THE SUBJECT

The institutional framework for tourism personnel training in Uzbekistan operates within a dual regulatory structure: general education legislation and sector-specific policy measures (Turaev & Kim, 2019; Usmanova, 2022). The Law of the Republic of Uzbekistan «On Education» (No. ZRU-637, dated September 23, 2020) establishes the foundational system of educational forms and state powers in regulating educational activities (Azgarov, 2020). This legislation provides the overarching legal framework within which all educational institutions, including those focused on tourism, must operate. More specifically, Resolution of the President of the Republic of Uzbekistan No. PP-269 (dated July 18, 2024) focuses explicitly on improving tourism personnel training and supporting tourism development in the regions through higher education institutions (Mukumova, 2020; Sobirov & Alimova, 2020; Turaev & Patterson, 2020). This presidential resolution represents a significant policy shift: tourism personnel training is no longer viewed as a narrowly departmental task for individual universities but as an element of state policy intersecting with service quality, regional development, and the enhancement of industry competitiveness (Eshmurodov, 2023; Rakhmatov, 2020). This dual-level regulatory approach — combining general educational governance with sector-specific strategic directives — creates both opportunities and challenges, requiring careful institutional coordination to ensure that general educational standards and tourism-specific competency requirements are effectively integrated in practice (Ochilova, 2023; Khamrayev & Yorkulov, 2021).

At the apex of Uzbekistan's tourism education system stands the Silk Road International University of Tourism and Cultural Heritage, which occupies a central position in specialized personnel training (Mukumova, 2020; Rakhmatov, 2020a). The university's official mission emphasizes training highly qualified personnel in the fields of tourism and cultural heritage, and it is recognized as a key provider of higher tourism education in Samarkand (Rakhmatov, 2020a; Eshmurodov, 2023). Notably, it positions itself as the first public university to offer instruction entirely in English and boasts a practical HoReCa (Hotel, Restaurant, and Catering) Academy, while actively participating in international projects and partnerships (Rakhmatov, 2020a; Yusupova & Turakulova, 2023). The availability of both bachelor's and master's programs in tourism and hospitality allows the institution to be considered an institutional center for industry specialization (Mukumova, 2020; Khamrayev & Yorkulov, 2021).

From a scientific and analytical perspective, this means that a core university has already been established within the national system, potentially capable of fulfilling not only educational but also methodological, coordinating, and innovative functions in the field of tourism personnel training (Rakhmatov, 2020a; Khamrayev



& Yorkulov, 2021). The existence of such a specialized institution provides a focal point for curriculum development, research, and the establishment of industry partnerships that can benefit the broader ecosystem of tourism education (Mukumova, 2020; John et al., 2021).

RESEARCH METHODOLOGY

The study employs a mixed-methods approach based on the analysis of official policy documents, institutional reports, university curricula, and data from non-governmental training providers. Comparative and content analysis techniques are applied to assess structural features, competency coverage, and regional distribution, while benchmarking against international frameworks enables evaluation of alignment with global standards and identification of systemic gaps.

ANALYSIS AND RESULTS

Large multidisciplinary universities, where tourism is integrated into economics and management training systems, play a significant complementary role. The Tashkent State University of Economics (TSUE) exemplifies this model, with a Faculty of Tourism that includes the Departments of Tourism and Hotel Business, as well as Tourism and Service. Particularly noteworthy is the opening of a branch of the Department of Tourism and Hotel Business at TSUE under the Tourism Committee of the Republic of Uzbekistan in January 2025. This development demonstrates the desire to institutionally align academic training with the needs of industry management and practice.

Regional universities constitute an important element of the system, ensuring the territorial alignment of personnel training with specific tourist destinations. Bukhara State University has a Faculty of Economics and Tourism, reflecting the combination of industry-specific training with an economics focus. At Urgench State University, the Department of Tourism, in its current form, has been operating since August 2023, with its official website highlighting the number of faculty members, research activities, and international contacts. Furthermore, English-language teaching materials for the International Tourism discipline have been published for the «61010400-Tourism» program. These data suggest that the regional component of the personnel training system in Uzbekistan is not limited to the formal availability of study areas but is gradually acquiring its own academic and methodological foundation.

Differences in institutional maturity, personnel composition, and the scale of international integration between universities contribute to a diverse landscape of training quality across the country. This regional diversity not only highlights the dynamic nature of the system but also creates valuable opportunities for developing context-specific curricula that reflect local tourism characteristics and regional specialization. A particularly innovative training model is demonstrated by the Tashkent State University of Oriental Studies (TSUOS), where tourism education is integrated into the Institute of Foreign Policy and International Economic Relations. Through its Department of Tourism, offering bachelor's and master's programs in «Tourism and Hospitality» and «International Tourism,» the university successfully implements an interdisciplinary approach that combines economics, language training, regional studies, and international communication. From an institutional perspective, this model plays an important role in preparing specialists for inbound tourism, intercultural interaction, foreign tourist support, and the international economic dimensions of tourism.

The analysis of the non-governmental educational sector reveals a well-developed and expanding network of 27 organizations specializing in tourism and hospitality training. The regional distribution of these institutions reflects the concentration of tourism activity and demand: Tashkent hosts 12 organizations, while Samarkand and Bukhara regions—key tourist destinations—accommodate 6 and 4 organizations respectively. Other regions, including Khorezm (2 organizations) and the Republic of Karakalpakstan, Navoi, and Surkhandarya (1 organization each), also contribute to the overall structure of the system, indicating the gradual expansion of training opportunities across the country.

This distribution demonstrates a market-responsive development of non-governmental training infrastructure, where educational providers are actively aligned with tourism flows and regional economic priorities. At the same time, it creates a foundation for further expansion of access to specialized training in emerging and peripheral tourist areas, supporting balanced regional development in the long term.

In terms of content, the non-governmental sector plays a crucial role in strengthening practice-oriented education. Training programs are closely aligned with industry needs, focusing on key operational areas such as excursion services, guide and guide-interpreter training, tour operator and travel agency activities, hotel and restaurant services, as well as managerial functions in tourism and hospitality. For instance, MONOLIT SAM in the Samarkand region provides comprehensive training in guest reception and accommodation, administrative services, excursion organization, and tour operations. In Tashkent, MEXMONDO'STLIK AKADEMIYASI



offers advanced training and retraining programs covering hotel and restaurant services, marketing, security, and management. Similarly, TRAVEL STUDY and TRAVEL SKILLS specialize in hotel business operations, management, reservation systems, and customer service.

Overall, the non-governmental sector serves as a flexible and adaptive component of the national training system, effectively complementing formal education by delivering practical skills, industry-relevant competencies, and continuous professional development opportunities.

Of particular importance is the fact that several organizations go beyond basic vocational training and offer advanced training and retraining, which aligns with the concept of continuous vocational education. Organizations such as NUKUS ZIYODA NUR, MONOLIT SAM, and the Samarkand Center for Retraining Personnel in Tourism and Economics emphasize updating practical skills and adapting personnel to modern industry requirements. Consequently, the non-governmental sector not only serves a compensatory function in relation to the formal education system but also creates an additional mechanism for flexible response to the current needs of the tourism market.

The current state of the personnel training system indicates increased integration of higher education institutions into the practical tourism sector. According to official data from the Tourism Committee of the Republic of Uzbekistan, a continuous applied learning model has been implemented in territories assigned to specialized universities. Within this model, educational institutions have organized 70 short-term targeted courses and 180 internship programs at existing tourist sites, reaching 1,536 students. The institutional participation of universities in practical training demonstrates several innovative approaches:

- **Specialized Service Training:** TSUOS implemented a specialized training course in “Service Standards and Customer Service» for 600 service industry employees in the Rishtan District in 2025, demonstrating the extension of university expertise beyond traditional student populations to serve industry practitioners.
- **Sector-Specific Specialization:** The diversification of training programs in highly specialized areas is particularly noteworthy. Tashkent State Transport University, in collaboration with JSC «Uztemiryulyovchi,» trained and certified 368 specialists in railway tourism, addressing the specific needs of transport logistics in the tourism sector. The Termez State University of Engineering and Agricultural Technology implemented two-week summer internships at the Darband base in the Baysun district, contributing to the development of competencies in ecological and rural tourism.
- **Youth Talent Development:** The introduction of four-week «Young Guides School» programs at seven universities across the country has reached 378 students, laying the foundation for a talent pool for the industry. This early-career intervention represents a strategic approach to building long-term human capital.
- **International Partnerships:** International institutional support from the Swiss Federal University for Vocational Education and Training (SFUVET) within the framework of the VET4UZ project enabled the introduction of advanced European teaching methods in entrepreneurship and hotel business fundamentals in the Bukhara region (Kagan and Romitan districts). Such partnerships facilitate technology transfer and the adoption of international best practices.
- **Research and Event Marketing:** The research component of the personnel training system in 2025 was characterized by a high level of event marketing. Eleven leading universities organized over 300 events (symposiums, forums, and ethnic festivals) aimed at attracting foreign tourists. Key initiatives include the Zaamin Forum and the Arnasai Shining Festival organized by the National University of Uzbekistan, festivals in the ancient complex of Mizdakhkan and the Ellikkala region, and intercultural platforms such as the event at the International Islamic Academy of Uzbekistan aimed at strengthening scientific and cultural ties with target markets like Indonesia.
- **Academic and Tourism Mobility:** Academic and tourism mobility programs have proven highly effective in stimulating domestic and inbound tourism. During 2025, implementation of measures in «30 pilot districts and cities of the republic» resulted in an influx of 7,310 foreign and 147,594 domestic tourists, confirming a direct correlation between the activity of educational institutions and the growth of local tourism. The Talaba Travel project organized interregional student trips, promoting the development of a culture of domestic tourism among young people. The Travel Uzbekistan! program’s large-scale participation (283,191 students and 69,498 schoolchildren in January–November 2025) demonstrates the emergence of a sustainable domestic market focused on the youth segment.
- **International Internships:** In 2025, 578 talented students majoring in the service industry and fluent in foreign languages completed internships in leading tourist destinations around the world. This mechanism allows for the direct import of advanced service standards and management technologies into the operations of domestic enterprises.
- **Investment in Research:** Human resource development is supported by significant investment resources: 16 research projects are currently underway to study historical and cultural sites, with a total value



of 12.72 billion soums. This confirms the shift from theoretical education to a project-oriented approach, where faculty and students are directly involved in shaping the country's tourism product.

A detailed comparative analysis reveals that two distinct educational models effectively coexist in Uzbekistan's tourism training system. The public sector is primarily focused on academic and industry-based training, with a stronger emphasis on theoretical, economic, and regulatory components. The standard state program (qualification code 61010100) encompasses 5,400 hours and 180 credits, producing graduates with the qualification «Economist in Tourism and Hotel Business.» The curriculum includes strong coverage of tourism as an industry, the international tourism market, planning, marketing, digital technologies, as well as standardization and certification.

The private sector, exemplified by institutions such as the Korean International University of Tashkent (KIUT), demonstrates a more applied and functionally oriented model. The KIUT B.Sc. Tourism program comprises 7,020 hours with a different credit system, producing graduates with a broad applied profile in tourism and hospitality. This model places significant emphasis on hotel operations, service, communication, customer experience management, leadership, and digital marketing. The curriculum includes disciplines such as Customer Service in Tourism and Hospitality, Business Communication in Tourism, Hotel Management, Human Resource Management in Hotels, Rooms Division Management, and Digital Marketing in Tourism and Hospitality. Consequently, the main difference between the two models lies not in the formal comprehensiveness of the curriculum but in the different logic of specialist training: the public university fosters a more systemic, industry-specific approach, while the private university is closer to the practical structure of job functions in tourism and the hotel industry. At the same time, both models share a common limitation: neither is yet integrated into a comprehensive system of external validation of professional competencies, which reduces the degree of institutional connection between education, graduates' practical readiness, and employer requirements.

The regional distribution of training infrastructure reveals significant disparities in access to tourism education. While Tashkent dominates with the highest concentration of both public universities and private training organizations, regional centers such as Samarkand, Bukhara, and Urgench have developed their own institutional capacity. However, several regions remain underserved, with limited access to specialized tourism training. The concentration of non-governmental educational organizations illustrates this pattern clearly: Tashkent hosts 12 organizations (44% of the total), Samarkand region has 6 (22%), Bukhara region has 4 (15%), while Khorezm has 2, and the Republic of Karakalpakstan, Navoi, and Surkhandarya each have only 1 organization. This uneven distribution indicates that individuals in peripheral regions face significant barriers to accessing quality tourism training, potentially limiting the development of tourism in areas with considerable potential but limited educational infrastructure.

The regional variation in university capacity also affects quality and specialization. While regional universities such as Bukhara State University and Urgench State University have established tourism departments and are developing their academic and methodological foundations, differences in institutional maturity, faculty composition, international partnerships, and resource availability likely result in uneven training quality across the country.

A comparison of national practices with international benchmarks reveals that modern tourism training is evolving toward program quality assurance, continuous learning, qualification frameworks, and professional certification. Several international frameworks provide relevant models for Uzbekistan's consideration:

- UN Tourism TedQual: This program recognizes the need for external assessment of the quality of tourism educational programs and allows for the certification of education, training, and research programs in tourism. While individual programs in Uzbekistan may meet quality standards, there is no broad linkage to international accreditation systems.
- ASEAN Common Competency Standards for Tourism Professionals (ACCSTP+): The ASEAN model presents a more developed framework that includes common competency standards, qualification levels, Recognition of Prior Learning (RPL) mechanisms, and a system of certification bodies issuing confirmation of compliance with established competency standards. Uzbekistan has curricula in place but lacks a unified industry competency-based framework comparable to the ASEAN model.
- Recognition of Prior Learning (RPL): ASEAN and other international frameworks emphasize mechanisms for recognizing previously acquired skills and experience. While Uzbekistan has practice-based learning components, the mechanism for formally recognizing prior experience remains limited.
- ILO Lifelong Learning and Micro-Credentials: International Labour Organization documents, including the Goa Roadmap, emphasize the need to develop lifelong learning, national accreditation mechanisms, as well as micro-credentials and short modular courses to continually update the skills of industry workers. While Uzbekistan has separate courses and retraining programs, a comprehensive system of micro-credentials and continuous upskilling/reskilling is not yet fully developed.



- ISO 22483:2020: This international standard establishes requirements and recommendations for the quality of hotel services, including staff competencies, service standards, safety, and guest satisfaction. It reinforces the idea that working with tourists should be based on verifiable professional requirements, not just formal training. While individual disciplines in Uzbekistan address these topics, there is weak connection with external competency assessment based on ISO standards.

- Competency Clearance for Client-Contact Work: International best practice emphasizes that not only the diploma is important but also confirmed readiness for client-contact activities. In Uzbekistan, the diploma logic currently prevails, suggesting the need to introduce step-by-step certification of personnel by specific job functions.

Thus, international practice is shifting its emphasis from traditional disciplinary training to a model of verified competencies, where education, internships, short-term training, recognition of experience, and professional certification form a unified system. For Uzbekistan, this means a need to move from a predominantly diploma-based approach to a multi-tiered model of admission and personnel development, in which personnel training for the tourism and hotel industry will be complemented by industry standards, micro-qualifications, RPL/RVA mechanisms, and mandatory external assessment of practical competencies.

CONCLUSIONS AND SUGGESTIONS

The institutional analysis of Uzbekistan's tourism personnel training system reveals a complex and evolving landscape characterized by both significant achievements and critical challenges (Mukumova, 2020; Ochilova, 2023). The country has established a multifaceted educational infrastructure that includes specialized universities, multidisciplinary institutions, regional training centers, and a growing private sector, supported by high-level policy attention to tourism and human capital development (Rakhmatov, 2020; Eshmurodov, 2023; Djumaev et al., 2020). Innovative practical programs, new centers, and expanding international partnerships with UNWTO and other bodies demonstrate strong commitment to developing human resources for tourism (Mukumova, 2020; Azgarov, 2020; Safaeva, 2021).

International benchmarks — UNWTO TedQual, ASEAN competency standards, ILO lifelong learning principles, and ISO-type service quality approaches — are widely recommended as reference points for aligning Uzbekistan's system with global practice. Global and comparative work on tourism and hospitality education argues for moving from diploma-centered to competency-based, lifelong learning models with recognition of prior learning, micro-credentials, and stronger links between education, industry, and quality assurance (Yefremtseva et al., 2020; Bitter, 2020; Jarianto & Junaid, 2025).

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