

## **Brief Situation Analysis of CLC in Uzbekistan**

### **1. Efficient literacy programs in your country**

#### **1.1. Basic information of the program**

In Uzbekistan, the education sector is one of the priorities of government policy, and the system of education and personnel training have been developing harmoniously with ongoing reforms.

According to the World Bank, the literacy rate is 99.34% in Uzbekistan, which is considered one of the highest rates in the world.

The population who is under the age of 30 is 64% of the total population, the annual share of the state budget allocated to social sector – 57-60%, share in the gross domestic product – 12%.

The Constitution of the Republic of Uzbekistan guarantees the right to education. The state shall guarantee free and compulsory secondary and secondary specialized education. Schooling shall be under state supervision.

The basic ideas of the Convention on the Rights of the Child and the constitutional provisions on the right of children to education have been further developed in the Laws of the Republic of Uzbekistan “On Education”, “On the National Program for Personnel Training”, “On State Youth Policy in the Republic of Uzbekistan”, “On social protection of the disabled in the Republic of Uzbekistan”, “On Guarantees of the Rights of the Child”, “On the prevention of child neglect and juvenile delinquency”, Family Code and etc.

In 1997, the Law of the Republic of Uzbekistan “On Education” and the National program for personnel training were adopted and has been consistently implemented in life.

In Uzbekistan, the main components of the National Model of personnel training are the following:

- personality – the main object of the personnel training system, the consumer and producer of educational services;
- state and society – the guarantors of the personnel training who control over the functioning of the system of education and training;
- continuous education – the basis of qualified competitive training, covering all types of education and state standards on education;
- science – producer and consumer of high qualified specialists, a developer of advanced pedagogical and information technologies;
- production – the main customer, determines staffing requirements, and requirements to quality and their level of preparedness, participant in funding and support the system of personnel training.

Government policy in the area of training involves the formation of multiple personality-citizen through continuing education which is inextricably linked with the intellectual, spiritual and moral education of people.

The educational system of the Republic of Uzbekistan, according to the Law “On education” consists of public and private educational institutions. These institutions implement educational programs in accordance with state educational standards; scientific and educational institutions carry out research work required for the operation and develop the education system.

The education system of Uzbekistan is a single and continuous, and includes the following types of education:

- 6-7 years old – pre-school education;
- from 6-7 years to 15 years – general secondary education;
- from 14-15 years to 18 years – specialized secondary and vocational education;
- from 17-18 years to 23 years – higher education;
- above 23 years – post-graduate education, training and retraining.

Currently, the national education system of Uzbekistan comprises:

- 4978 pre-school educational institutions
- 9763 secondary schools
- 443 youth sport schools
- 306 children's music and art schools
- 211 children's centres "Barkamol avlod"
- 5 state high educational institutions and 16 institutions of training and retraining of teachers.

In order to provide the material base for implementation of the objectives in the Law of the Republic of Uzbekistan "On Education" and National Program for personnel training, the government adopted the National Program for Basic Education for 2004-2009, which was successfully completed. The program in secondary schools created all necessary conditions and opportunities for the education of the individual, deep, high-level mastered modern knowledge, independent thinking and high spirituality. Today there have been functioning 8501 schools nation-wide (351 new schools were built, in 2470 schools made capital reconstruction and 3608 schools were overhauled).

Percentage of schools' facilities with modern teaching and laboratory equipment, computers and sport equipment reached to 70% compared with 1990.

In secondary schools teaching is conducted in 7 languages – Uzbek, Karakalpak, Russian, Kazakh, Tajik, Turkmen and Kyrgyz.

**The Development Fund for Children's Sport operates under the Ministry of Public Education.** To date 240 sport centres, 80 swimming pools were built nation-wide. Besides 790 schools' sport halls, 249 schools' sport facilities were overhauled and repaired. Equipping them with the necessary equipment and supplies allowed young people to engage in 23 sport. In 2012, the Fund constructed and repaired 105 sport facilities (the 19 children's sport facilities, 16 swimming pools, gyms in 70 schools).

In 1991, 199 thousand children were engaged in sport (3.3%). Now the number of children who are engaged into sport under the age of 15 is 1.6 million (34.5%) (Girls share 700,000 (31.4%).

In addition, there are 40,529 schools extra-curricular sport classes in 9763 schools, where 229,427 students were attracted (102,115 of them are girls, representing 44% of the total).

Moreover, 443 youth sport schools organized 8650 sport classes on 55 kinds of sport, which gathered 2,259,064 pupils, 966,342 of whom are girls, representing 43% of the total number of students.

In 2008 the State program on strengthening material-technical base and further improvement of the performance of children's schools of music and art for 2009-2014 was adopted. The program focuses on the maintenance of building and renovation projects in 278 children's schools of music and art, equipping them with modern musical instruments.

It was aimed to organize the content of free time for more than 46,000 boys and girls in 301 schools of music and art, in order to develop their learning abilities and knowledge of world and national music.

**A fundamentally new kind of education – secondary special and vocational education was established in 1998 in the republic.** In the framework of education system new types of educational establishments– academic lyceums and professional colleges – were created

In order to obtain secondary special, professional education, everyone has the right to choose the direction of education in the academic lyceum or professional colleges.

Academic lyceums and professional colleges provide specialized secondary and vocational education. After secondary specialized education, students can work on their profession or continue their education at the next level.

Academic lyceum, a three-year secondary vocational school, provides an intensive development of intellectual abilities, differentiated and professionally-oriented education students.

Professional college, a three-year vocational school, provides an in-depth development of professional inclinations and skills of students receiving one or more specialties in selected occupations.

Speaking about the learning process in secondary special and vocational education, it should be noted that at present there were developed and implemented educational standards for 277 professions, as well as more than 3000 educational programs on general and specialized disciplines, the new curriculum model, characterized by mobility, flexibility and ability to adapt quickly to the needs of the labor market.

### **1.2. Innovative points of the program, particularly linking to lifelong learning**

In 27 January 2010 the President of Uzbekistan Islam Karimov signed a Decree on the State Program “Year of Harmoniously Developed Generation”. The document envisaged implementation of a wide range of measures aimed at creation of required conditions in the country for upbringing healthy and harmoniously developed generation, and realization of the young people’s potential. On the basis of this state program, out-of-school educational and cultural institutions “Barkamol Avlod” centres in all regions and cities were provided modern equipment.

Besides, Decree aimed at establishment of meaningful out-of-school time for students, promoting intellectual and spiritual development of the young generation, creation of appropriate conditions for further study of engineering and science, basic science and local history, identification and development of interests and abilities of minors.

This state program considers a logical continuation of the National Program for Personnel Training, National Program on School Education.

At present, the state has 563 out-of-school educational institutions where more than 45,730 different youth centres and clubs have been functioning. The number of students attending these institutions is more than 537 000 (11.2% of the total number of students).

As an outcome of the State program, the following aims will be achieved:

- organization of 563 “Barkamol avlod” centres in all areas (urban) (including 9 – in clubs and cultural institutions of the Ministry of Culture and Sport) as well as 103 branches in the educational institutions in remote and densely populated areas;
- organization of capital improvements and major repairs, provision of modern furniture, equipment, supplies and literature;
- introduction of effective system of training, professional development and incentives for them;
- development of local production to provide corresponding materials and spare parts to the centres.

As a result, by the intellectual and spiritual development of the young generation, training and enhancing experience in local crafts and modern professions, organization of meaningful leisure time of students will create all conditions necessary for revealing talents and potential, become useful members of society.

Currently, there are 211 children’s centres named “Barkamol Avlod”, which attracted over 94 thousand pupils. In addition, every centre includes 36 different centres and clubs.

In 2011-2012 educational programs for these centres were developed and approved, and introduced into their curriculum.

### **1.3. Challenge lesson learn from the program**

Results of certification held in extracurricular educational institutions showed that their current status, physical infrastructure do not meet modern requirements. In particular, only 60 non-formal educational institutions (10.7%) are housed in modern buildings, while 424 (75.3%) – in the adapted buildings and 79 (14%) – in building in emergency condition.

In non-formal educational institutions there is a shortage of qualified personnel. 9754 teachers out of the 14,287 (68%) are experts with specialized secondary education, 333 of them (4.6%) have secondary education.

There is a high need to develop and implement the modern educational technology into non-formal education.

## **2. New trends and Innovations to reduce poverty in your country**

### **2.1. Any innovative and remarkable projects/cases to reduce poverty**

“ICT application through non-formal education for community empowerment”.

Project attracted great interest from local community representatives and local branch of labor market, in particular special attention attracted the opportunities of ICT training for unemployed people. Innovative training programs implemented in CLCs have been introduced in formal education system. Several challenges were raised during project implementation, such as:

- ICT is weakly integrated into the social and professional activity of people and organizations;
- Extremely limited availability of Internet resources in the Uzbek language;
- Insufficient awareness of the population about the possibilities of ICT application;
- Limited availability of Internet advertisement sites, user groups based on interests and local news;
- Irregular development of Internet access infrastructure in regions, lack of telecommunication networks in rural areas;
- Insufficient utilization of the existing digital transport networks capacity.
- Insufficient knowledge on the advantages of information technologies and the Internet among decision-makers, although this situation is rapidly changing.

#### ***Cases: Use of ICT to improve CLC management, monitoring and its delivery***

Government of Uzbekistan identified that ICT development in education is one of the priorities. The goals and objectives of the ICT for education programs include the following: universal computer literacy; extensive use of ICT in education; establishing the regional and national networks with the access to global network; introducing innovative teaching practice and methods; reduction of education gap between regions; access to global network for use of additional learning materials; increase of software supply; use of ICT in management and monitoring of education system.

#### ***Cases: Use of ICT to improve learning of learners***

Under the project the ICT team comprising of makhalla (local community), CLC and school has been established in each selected CLC. Training courses for ICT team were organized within CLC as well as at the national level.

Project attracted great interest from local community representatives and local branch of labor market, in particular in terms of the opportunities of ICT training for unemployed people. During joint local training courses community educators/facilitators were involved as consultants or members of ICT team.

In order to reach sustainable follow-up of the project, CLCs will focus their activities on:

- Involving local partners and mobilizing additional resources from co-partners and local municipalities. Benefits from fundraising activities will be used for further maintaining of Internet connectivity, up-grading ICT technologies, and by using of learning materials which were prepared during the project,
- Capacity building of CLC staff.

### **2.2. Innovations and new approaches through CLC to reduce poverty**

Community Learning Centres in Uzbekistan has an objective to contribute for achieving goals of the “Education for All” Programme and United Nations Literacy Decade (UNLD, 2003-2012).

The CLCs are managed by the well-structured planning and management system. Every CLC holds the planning meeting every half a year, and different community members from various

specializations are invited to participate in the decision-making process such as the Ministry of Public Education, Ministry of Higher and Specialized Education, “Makhalla” Foundation (Community), “Kamolot” Social Movement of Youth of Uzbekistan and etc.

CLC is promoting the dialogue within community, between local community and representatives of municipalities and private sector, designing training programs based on the needs of local population, monitoring delivery and impact of training programs.

Due to the fact that most of population lives in rural social environment with strong community sense, CLCs provides opportunity for individuals to acquire knowledge and skills through structured activities and non-formal learning. CLCs environment also encourages all age groups living together in one community to make and follow their own educational plans and programs. It encompasses children, youth and women, unemployed and disabled people.

At present, non-formal education sector is being actively developed in Uzbekistan, a number of **Non-Governmental Educational Institutions (NGEI)**, which assist state agencies in the field of adult education and youth in demand of knowledge and skills labour market.

NGEI acquires right to carry out educational activities based on its state accreditation in accordance with established order of the Cabinet of Ministers of the Republic of Uzbekistan.

State Testing Centre under the Cabinet of Ministers is responsible for certification and licensing on conducting educational activities for various training programs according to the legislation.

NGEI functions based on the Regulations designed in accordance to legislation. NGEI has the right to associate in teaching and educational complexes and scientific-production associations.

An educational institution has the right to provide paid educational services, as well as to engage in other types of entrepreneurial activity in accordance with statutory tasks.

Recently, there has been an increased awareness of the need to unite efforts of all stakeholders in popularization and promotion of idea of additional education for all strata of the population as a means of improving the life quality. The result of such perception was establishment of the Association of Harmonious Development of Adult and Youth of Uzbekistan, which was registered in the Ministry of Justice on 30 September 2010 as a voluntary association of natural and legal persons of the Republic and has the status of NGO.

In less than two years of existence, more than 20 members from four regions of Uzbekistan and Tashkent entered the Association; also there were registered branches of the Association in two regions of the country.

The main goal of the Association is lobbying ideas of adult and youth education, assisting in development of continuous education in the country providing the opportunity to the general public to acquire additional knowledge and skills to improve their social status.

The Association enables us to strengthen the social impact on development of adult education, to promote dialogue and fruitful cooperation between all stakeholders of the process.

For the effectiveness of the Association one of the main directions of its activities is to contribute to strengthening of ties and developing cooperation between the non-governmental educational institutions of the country, dissemination of domestic and international experience in the sphere of non-formal education in order to improve the quality of services, as well as providing effective consultative services to members of the Association in improving the efficiency of their activities.

Study of the NGEI revealed a number of problems and difficulties that hinder the development of non-formal education sector. Among them: lack of knowledge and information, particularly in remote areas of the country, on certain issues related to organization of NGEI, insufficient equipping with teaching-methodological materials on development of adult education, the need in not only training, but also in ongoing re-training of teachers for adult learning programs. Issues related to registration or re-registration of educational centres in NGEI, state licensing of their activity, formation

of modern marketing policy on non-formal educational structures, organization of PR are topical issues.

To achieve these objectives, the Association organized round tables and working meetings with participation of all stakeholders, including international organizations, to discuss current issues and prospects for development of adult education in Uzbekistan and the role of the Association in this process. In addition, there was research of market of non-formal educational services in one of the regions of Uzbekistan and Tashkent, which resulted not only in identifying the available resources for development of adult education, but also in attracting the interest of stakeholders in activities of the Association and strengthening its institutional capacity. As a result of the wishes of participants of these events there was established a range of issues on which the Association identified a plan of actions. Administration of the Association partnered with relevant agencies, including government agencies in order to attract highly qualified professionals as consultants on explanation of current regulations for the organization and development of non-formal education services to representatives of non-formal educational sector.

Association organized consultations on urgent issues of the current tax legislation, formation of the marketing policy of non-formal education, order of preparation of registration documents for obtaining a license to organizing educational activities of NGEI. A round table discussion on the issues of motivation, promotion and forecasting of trends in adult education was organized in Qarshi (Qashqadaryo Region). The Association co-organized the National Forum on Adult Education with a number of interested partner organizations in November 2011 in Tashkent. Within the framework of the forum members of the Association and representatives of non-formal educational sector took part in master classes, round tables and workshops on strengthening the capacity of non-governmental educational institutions. The association contributed to development of the Final Document of the National Forum, which identified priorities of educational policy in Uzbekistan, along with the development of public sector. It outlined the need and role of non-governmental educational institutions in the further development of the education system in the country.

As the Association develops, interest of stakeholders, particularly in the regions, is rising. It is planned to organize Days of Adult Education in three regions of Uzbekistan, within the framework of which events on dissemination of ideas of adult education, role of the Association in supporting and promotion of NGEI of Uzbekistan will be carried out. It is also planned to increase the number of members of the Association and to strengthen its institutional capacity.

### **3. New Contents of Life Skills/Skill Development required for future in your country**

- Improving the efficiency of the national education policy and the quality of education;
- Broad introduction of advanced information and communication technologies applications for teaching process and management of educational organizations;
- Promotion of generic skills (active citizenship) within frame of the learning process;
- Improving the system of pre-service and in-service training and retraining of teachers and administration of the educational establishments;
- Development of contextual skills within IT-environment of the educational establishments;
- Internationalization of education through promotion of universal and local values.