Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of the Republic of Uzbekistan

This report is submitted on behalf of the Government of the Republic of Uzbekistan in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	The National Commission of the Republic of Uzbekistan for UNESCO
Submission date	10 April 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	
Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐
Civil society organisations	☐
National non-governmental organisations	☒
International non-governmental organisations	☒
Educational or research institutions/Universities	☒
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The following organizations contributed for the preparation of the report:

1) The State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan; 12, Bog'ishamol Str., Tashkent,100202, Uzbekistan; Tel: (+998-71) 2344260, Fax: (+998-71) 2347184; e-mail: eltest@rambler.ru; website: www.dtm.uz.

2) Representative Office of dvv international in Uzbekistan; 33, Zarbog Str., Tashkent, 100031. Uzbekistan; Tel/Fax: (+998-71) 2562218, 1206057; e-mail: lehns@dvv-international.uz; website: www.dvv-international.uz.

3) Association of Harmonious Development of Adults and Youth of Uzbekistan; 12, Usmon Nosir Str., Tashkent, 100070, Uzbekistan; Tel./Fax: (+998-71) 2156956, 2156910; e-mail: office@aday.uz, office@mbm.uz; website: www.aday.uz.

4) Institute for Retraining and Qualification Upgrade of TVET Specialists (UNEVOC Center); 76, Ziyo Str., Tashkent, 100095, Uzbekistan; Tel./Fax: (+998-71) 2468150, 2468170.

Constitution of the Republic of Uzbekistan, Law on Education of the Republic of Uzbekistan (1997), National Programme for Personnel Training (1997), Recommendations of the Adult Education National Forum (Tashkent, Uzbekistan, 15-17 November 2011) were used as references. Adult Education National Forum were organized jointly with National Commission of Uzbekistan for UNESCO, UNESCO Tashkent

Office, dvv international, UNDP Representative Office in Uzbekistan, Ministry of Public Education, Ministry of Higher and Secondary Specialized Education, Ministry of Labour and Social Protection, State Test Center, Academy for State and Society Construction and NGO "Association of Harmonious Development of Adults and Youth of Uzbekistan" – Adult Education Association of Uzbekistan. Moreover, output of the International Conference "Fostering a Well Educated and Intellectually Advanced Generation – Critical Prerequisite for Sustainable Development and Modernization of Country" (Tashkent, Uzbekistan, 16-17 February 2012) was also used as a reference.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of adult education? *If Yes, please provide it in the space below:* There are provisions in the Law on Education related with adult education in both formal and non-formal system of learning. In formal system there are provisions for state educational standards in adult learning process (secondary, vocational and higher education systems), while non-formal system contains provisions for state educational requirements in adult learning programs. However, the term "Adult Education" is not used in legal documents.	☐	☒
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* The adult education is reflected in the term "Continious Education", which covers formal and non-formal learning process. Within formal system adult learning programs exist in secondary education, secondary specialized professional education and higher education. Non-formal system covers out-of-school educational programs, in-service retraining and qualification upgrade programs, and personal development programs (through Non-Governmental Educational Organizations – NGEO). Constitution of Uzbekistan and Law on Education underlines the right to education for all through 12 years of free compulsory education (9 years of secondary education and three years of secondary specialized professional education). Personal development programs, as part of continuous education, carried out via governmental, private and non-governmental educational establishments. Non-governmental educational establishments, operating in the field of non-formal system, provides short-term trainings for adults on the basis of state educational requirements.	☒	☐
1.2 Has your country adopted or developed an official definition of literacy? *If Yes, please provide it in the space below:* The official definition of literacy adopted in the National Programme for Personnel Training based on state educational standards: reading and writing according to grammatical norms of mother tongue, numeracy, contextual and generic life skills. Literacy term is continuously being developed in accordance with socio-economic and cultural development of society. Nowadays new specific terms of functional literacy are being developed, such as "Computer literacy", "Ecological literacy", "Law literacy", etc. Together with "literacy" the term "competency" and "qualification" are well defined in all levels of education of Uzbekistan.	☒	☐

1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* In practice, following terms are also used in education system of Uzbekistan: "norm of orphography", "norm of punctuation", "rule of orphograpy", "rule of punctuation", "orfography and punctuation ability".	☒	☐

1.3 How is literacy data obtained in your country?	
Please select the option(s) below	
National census	☒
School administrative data (years of schooling completed/primary certificate)	☒
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☒
Household surveys	☐
Other methodology (*please describe below*):	☐

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☒	☐
If Yes, please select the option(s) below that best describe the change(s)		
New conceptual definition on literacy in place (for policy)	☒	
New conceptual definition on literacy in place (for data collection only)	☒	
New assessment of youth and/or adults' literacy skills	☒	
Increase in the periodicity without significant conceptual changes	☒	
Other changes (*please provide details below*):	☒	
Conducting of monitoring on quality of education, quality of knowledge of learners		

1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:*	☐	☒

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
The concept of literacy is on-going process. Government of Uzbekistan is developing multilingual education policy which leads to the comprehensive definition of the literacy. In addition, development of democratic institutions and civil society makes impact on further elaboration of the generic life skills of learners, such as citizenship.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	*No*	*If Yes: name of legal/policy instrument and references (add as many lines as needed)*	*Year*
Lifelong learning	☒	☐	Constitution of Uzbekistan	1992
			Law on Education, National Programme on Personnel Training	1997
Adult education	☒	☐	Law on Education, National Programme on Personnel Training	1997
Adult literacy	☒	☐	State Educational Standards and State Educational Requirements	2010

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	*Total number of individuals in the group*
Adult education	Youth, adults, women, unemployed and disadvantaged people	
Adult literacy	Individuals with disabilities	

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	*No*	*Specify goal*	*Specify timeframe*
Adult education	☒	☐	Quality education	2015
Adult literacy	☒	☐	Quality education	2015

2.4 Does your country have a policy on the language of instruction in adult education?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The procedure of organization of learning language in educational establishments based on the Law of the Republic of Uzbekistan "On State Language". Reforms in the field of continuous education foresee creation of organizational and pedagogical conditions for acquisition of education by non-indigenous individuals in mother tongue in their domicile ("National Programme on Personnel Training"). While the Uzbek language is compulsory in education system, secondary education programs are delivered in 7 languages (Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik, Turkmen), secondary specialized and

higher education programs are also based on multilingual approach (depends on avaiability of multilingual teachers).

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
Through procedure of licensing on the basis of Regulation of «On Licensing Acitivities of Non-Governmental Educational Establishments», approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 100 of 1 March 2004. Recognition procedure is based on flexible state requirements.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide a brief explanation and references:
Recommendations of the National Adult Education Forum, 15-17 November 2011, Tashkent, Uzbekistan

	Yes	*No*
Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
Recommendations of the National Adult Education Forum, 15-17 November 2011, Tashkent, Uzbekistan

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	1997-2015	National Programme on Personnel Training
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	1997-2015	National Programme on Personnel Training
Skills development (including vocational education and training) strategy	☒	1997-2015	National Programme on Personnel Training
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	1997-2015	National Programme on Personnel Training
Sustainable development strategy	☒	1997-2015	National Programme on Personnel Training

Adult literacy:	Mark all that apply	Timeframe	References
Other (specify in the space below)	☐		
National Development Plan	☒	1997-2015	National Programme on Personnel Training
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	1997-2015	National Programme on Personnel Training
Skills development (including vocational education and training) strategy	☒	1997-2015	National Programme on Personnel Training
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒	1997-2015	National Programme on Personnel Training
Sustainable development strategy	☒	1997-2015	National Programme on Personnel Training
Other (specify in the space below)	☐		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	☒	☐		
Adult literacy	☒	☐		

If Yes, please elaborate how they have been involved.

Recent example is National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan).

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Formal education system covering continuous learning process from pre-school to university level. Non-formal education provides additional learning opportunity for adults. Since the literacy rate in Uzbekistan is about 100%, adult learning programs are mostly oriented for personal development and empowerment. These programs are stimulating establishment of professional associations and development of civil society, promoting the concept and practice of human development.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Ministry of Public Education of the Republic of Uzbekistan	☒	☐	☒	☐
Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan	☒	☐	☒	☐
Ministry of Labour and Social Protection of Population of Uzbekistan	☒	☐	☒	☐
State Testing Center of Uzbekistan	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Association of Harmonious Development of Adults and Youth of Uzbekistan	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide name and contact details:
The State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan; 12, Bog'ishamol Str., Tashkent,100202, Uzbekistan; Tel: (+998-71) 2344260, Fax: (+998-71) 2347184; e-mail: eltest@rambler.ru; website: www.dtm.uz.

Adult literacy	☒	☐

If Yes, please provide name and contact details:
The State Testing Center under the Cabinet of Ministers of the Republic of Uzbekistan; 12, Bog'ishamol Str., Tashkent,100202, Uzbekistan; Tel: (+998-71) 2344260, Fax: (+998-71) 2347184; e-mail: eltest@rambler.ru; website: www.dtm.uz.

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan)

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan)

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan)

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan)

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☒	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

RECOMMENDATIONS OF THE NATIONAL ADULT EDUCATION FORUM (15-17 November 2011, Tashkent, Uzbekistan)

We, the representatives of the governmental, non-governmental and international organizations, participants of the National Adult Education Forum (15-17 November 2011, Tashkent),

Acknowledging the important role of lifelong learning formulated in the International Conference of Adult Education (CONFINTEA VI),

Recognizing that adult education should be wider discussion subject of civil society institutions, scientific evaluation of specialists and pedagogue-practitioners,

Declaring the necessity of coordinated development of adult education and emphasizing that interests of technological, socio-economical and cultural development of country could not be achieved successfully without partnership of governmental organizations and non-governmental institutions,

Recommends following proposals to the governmental organizations, non-governmental institutions and international organizations:

In the field of State Policy

• To elaborate the National Strategy of Lifelong Learning, which include adult education and coherent with internationally agreed programs such as Millennium Development Goals (2000-2015), "Education for All" Framework of Actions (2000-2015), United Nations Decade of Education for Sustainable Development (2005-2014) and CONFINTEA VI (2005-2020).

• To introduce the national qualification framework of education for recognizing certification and accreditation of all form of learning: formal, non-formal and in-formal system.

• Further develop legal framework in the field of education and to elaborate Regulation on Adult Education both in formal and non-formal education system of Uzbekistan.

• To consider possibility of integration of activities of the non-governmental organizations into the system of formal education trough placing of state order for training of specialists and elaboration of learning programs.

• To indentify post-2015 perspectives in the field of adult education.

In the field of Governance

• To improve coordination and cooperation of governmental and non-governmental organization on development of adult education.

• To elaborate decentralized model of governing of adult education.

• To elaborate and introduce mechanism of participation of governmental bodies, civil society institutions, social partners, private sector and unions of adult learners and pedagogues for preparation and implementation of adult education policy and programme assessment.

• Further develop the procedure of licensing of non-governmental organization and assessment of learning programs by involving Association of Harmonious Development of Adults and Youth of Uzbekistan and other professional associations as advisory bodies.

In the field of Financing

• To encourage different form of financing of adult education programs.

• To increase direct and alternative investment into the adult education programme oriented to

marginalized groups of population (socio-vulnerable groups of population).

In the field of Participation

•   To elaborate measures on increasing of motivation and ensuring of universal access to adult education.

•   To ensure access of socio-vulnerable groups of population to the adult education programs.

•   To contribute to the promotion of inclusive education.

•   To encourage different forms and programs of adult education for the purpose of preparation of competitive, harmoniously developed specialists and their adaptation into condition of market economy.

•   To introduce principles of andragogy into the programme of training and retraining of specialists.

In the field of Quality of Education

•   Further develop the system indicators of quality learning for result based management adult education.

•   To develop cooperation of governmental organization with various partners for conducting scientific researches oriented to policy development in the field of quality education and adult learning.

•   To encourage sharing of international experience and innovation achievements in the field of ICT applications for formation and reinforcing of knowledge and skills of adults required to the XXI century labor market.

In the field of Monitoring

•   To elaborate and introduce the system of monitoring of learning achievements of learners of non-formal adult education programs.

•   To foresee scientific researches on the basis of realized monitoring studies.

•   To increase effectiveness and efficiency of administrative decisions by territorial bodies of education on the basis of carried out monitoring and results of scientific studies.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	*Budget allocation*
☐	☐

4.2 Please indicate the name of the currency used for reporting:

4.3 Please indicate the monetary unit used in the following tables:

Units	*Hundreds*	*Thousands*	*Millions*
	☐	☐	☐

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government			
Sub-national governments[5]			
Total			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief description:
Recommendations of the National Adult Education Forum (15-17 November 2011, Tashkent, Uzbekistan) in the field of financing non-formal adult education establishments:

•   To encourage various norms of financing of adult education programs.

•   To increase direct and alternative investment in adult education programs oriented to marginalized (socially vulnerable) groups of population.

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Individuals with disabilities, pupils, students, public at large	☒
Vocational (technical, income-generation-related)	☒	Pupils, students, adult learners	☒
Life skills and/or health issues	☒	Pupils, students, adult leaners	☒
Use of information and communication technologies	☒	Pupils, students, adult leaners	☒
Official/local languages	☒	Pupils, students, adult leaners	☒
Foreign languages	☒	Pupils, students, adult leaners	☒
Human rights/civic education	☒	Pupils, students, adult leaners	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	Pupils, students, adult leaners	☒
Other (please provide a brief description below:) functuonal literacy (for example, ecological knowledge)	☒	Pupils, students, adult leaners	☒

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Pupils, students, adult leaners	☒
Vocational (technical, income-generation-related)	☒	Pupils, students, adult leaners	☒
Life skills and/or health issues	☒	Pupils, students, adult leaners	☒
Use of information and communication technologies	☒	Pupils, students, adult leaners	☒
Official/local languages	☒	Pupils, students, adult leaners	☒
Foreign languages	☒	Pupils, students, adult leaners	☒
Human rights/civic education	☒	Pupils, students, adult leaners	☒
Liberal education/personal growth (i.e. artistic,	☒	Pupils, students, adult	☒

cultural)		leaners	
Other *(please provide a brief description below:)* functional literacy (for example, ecological knowledge)	☒	Pupils, students, adult leaners	☒

Civil society or non-governmental organisations	*Mark all that apply*	*Target group(s)*	*Use of ICT*
Literacy (reading, writing, numeracy)	☒	Pupils, students, adult leaners	☒
Vocational (technical, income-generation-related)	☒	Pupils, students, adult leaners	☒
Life skills and/or health issues	☒	Pupils, students, adult leaners	☒
Use of information and communication technologies	☒	Pupils, students, adult leaners	☒
Official/local languages	☒	Pupils, students, adult leaners	☒
Foreign languages	☒	Pupils, students, adult leaners	☒
Human rights/civic education	☒	Pupils, students, adult leaners	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	Pupils, students, adult leaners	☒
Other *(please provide a brief description below:)* functional literacy (for example, ecological knowledge)	☒	Pupils, students, adult leaners	☒

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☐	☒
On adult literacy	☐	☒
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
Uzbek (state language)	☒
Russian	☒
Karakalpak	☒
Kazakh	☒
Kyrgyz	☒
Tajik, Turkmen	☒

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

Availability of multilingual teachers

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☒	☐
Sub-national level	☒	☒	☐

Please provide references or attach documents on local community participation:
National Programme on Personal Training, Concept Paper "School, Family and Makhalla (Local Community)"

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☒
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☒
Completion of literacy programmes	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Annual Reports of the State Testing Center of the Republic of Uzbekistan

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☐	☒	☒	☒
Adult literacy programmes	☐	☒	☒	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Annual Reports of the State Testing Center of the Republic of Uzbekistan.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☐	☒
Adult literacy	☐	☒

	Adult education	Adult literacy
If yes: Who participates more?		
Women	☐	☐
Men	☐	☐

If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☐	☐
Adult literacy	☐	☐

If measures have been undertaken please provide a brief description and references:

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5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	1997, 2010	State educational standards and requirements for all levels and forms of education
Learning materials	☒	As necessary	State educational standards and requirements for all levels and forms of education
Facilitators' training	☒	As necessary	State educational standards and requirements for all levels and forms of education
Teaching/ learning methods	☒	As necessary	State educational standards and requirements for all levels and forms of education
Assessment of learning outcomes	☒	from 1993	Testing Methodology

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	1997, 2010	State educational standards and requirements for all levels and forms of education
Learning materials	☒	As necessary	State educational standards and requirements for all levels and forms of education
Facilitators' training	☒	As necessary	State educational standards and requirements for all levels and forms of education
Teaching/ learning methods	☒	As necessary	State educational standards and requierements for all levels and forms of education
Assessment of learning outcomes	☒	from 1993	Testing methodology

| 6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme. |

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	144 hours	☒	144 hours
University	☒	144 hours	☒	144 hours
Private company	☒		☒	
Non-governmental organisation	☒		☒	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	144 hours	☒	144 hours
University	☒	144 hours	☒	144 hours
Private company	☒		☒	
Non-governmental organisation	☒		☒	

| 6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? *(academic year ending in 2010)* |

Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
Adult literacy		

| 6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes. |

	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☒
Adult literacy	☒	☒

Please provide a brief description and references:
Monitoring Team of the Cabinet of Ministers on realization of State National Programme of School Development

State Testing Center under the Cabinet of Ministers is State authorized body on certification and accreditation of educational establishments, assessment of governing and pedagogical personnel, conducting of monitoring and evaluation of quality of training of personnel in the system of continuous education.

Ministry of Public Education of the Republic of Uzbekistan and Ministry of Higher and Secondary Specialized Education (via its territorial subdivisions) provides methodological assistance and organization of periodical monitoring of activities of educational establishments.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
Lifelong learning	☒
Adult education	☒
Adult literacy	☒

If one or more of the boxes is marked, please provide a brief description and references:
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6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*

	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☒
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☒
Adult Learners Week/Learning festivals	☒
Creation of learners' networks and/or fora	☒
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☒
Elaboration of a funding plan	☒
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☒
Other (*please specify below*)	☒
National Forum on Adult Education (15-16 November 2011, Tashkent)	

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Cooperation between Governmental and Non-Governmental Educational Organizations in promotion of quality education

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7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☒	☐	☐	☒	☐	☐	☐
Media campaigns	☐	☒	☐	☐	☐	☒	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☒	☐	☐	☐	☒	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?	*Yes*	*No*
... women and girls?	☒	☐
If yes, please provide a brief description and references: National Programme for Personnel Training		
... other excluded/ under-represented/underprivileged groups?	☒	☐
If yes, please provide a brief description and reference: National Programme for Personnel Training		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☒	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☒	☐
If yes, please specify how they have changed below and provide evidence. State Educational Standards and Requirements adopted in 2010		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	☒	☐

If yes, please provide below a brief explanation:

State Educational Standards and Requirements adopted in 2010

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
Capacity building activities for teachers on quality education

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8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Quality assurances

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
Research on quality management and education

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
Development of Post-2015 Strategy on Education