Brief Situation Analysis of CLC in Uzbekistan

1. Establishment and expansion of CLCs in the country
   1.1. National policies and strategies of CLCs

   The concept of lifelong education was introduced in Uzbekistan since 1999 and it was started with pilot project on establishing and development of Community Learning Centres (CLC). The project was supported from UNESCO within the framework of Asia-Pacific Programme Education for ALL (APPEAL). In the meantime there are ten CLC’s created under the initiative of the National Commission of Uzbekistan for UNESCO. Moreover, UNESCO Office in Tashkent had initiated creation of number of CLCs to provide essential skills training and market economy approaches to establish private small business enterprises and to create income-earning opportunities to reduce poverty, and preserve an important part of the country's intangible cultural heritage.

   Non-formal education in Uzbekistan has several roles to play:
   • helps people understand differences in relations with themselves, neighbors and the whole world arising from cultural identity or people diverse nature in a continuously accelerating globalization process;
   • supports the formation of an individual’s co-responsibility for his/her own community and for the entire society;
   • supports initiatives and interest is one’s surroundings;
   • supports people’s self confidence and faith in themselves as well as in the potential of their society.

   There are many important aspects for the development of the whole society concerning non-formal education such as:
   1) political: preparedness for active participation, cooperation in decision-making, development of civil society, formation of loyalty and tolerance;
   2) social: supporting social coherence, creating equal possibilities to study, supporting social and cultural identity;
   3) economic: formation of preparedness for reasonable consumption, supporting small business enterprises, supporting economic subsistence, creating a saving lifestyle;
   4) cultural: preserving the national culture and learning traditions (indigenous knowledge), formation of values and norms, formation of a creative individual with cultural identity.

   Therefore, education policy of Uzbekistan in the field of non-formal education is focusing on providing favorable environment for linking literacy with life chances and life skills, creation of dynamic literate environment and network, supporting diverse modalities of knowledge acquisition (context, languages), developing
partnership links with potential stakeholders and mobilization of efforts for neglected areas.

1.2. **Objectives and target groups of CLCs**

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

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 is encouraging all age groups living together in one community to make and follow their own educational plans and programs.

All community members especially: children, youth, women, unemployed and disadvantage people.

1.3. **Number of CLCs**

<table>
<thead>
<tr>
<th>Total number of CLCs in Uzbekistan</th>
<th>10750</th>
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<tbody>
<tr>
<td>- Government supported CLCs</td>
<td>587 (independent institutions in the form of extra curriculum training programs)</td>
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<tr>
<td>- UNESCO supported CLCs</td>
<td>10 (based within UNESCO ASPnet schools)</td>
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<tr>
<td>- NGO supported CLCs</td>
<td>10146 (based within local community – makhalla in the form of educational consultancy services)</td>
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<tr>
<td>- Private company supported CLCs</td>
<td>–</td>
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<tr>
<td>- Other (please specify)</td>
<td>7 (created by UNESCO Tashkent as Handicrafts Skills Development Centers)</td>
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</tbody>
</table>
1.4. Types of activities taking places at CLC (if you have government/NGO supported CLCs in your country)

<table>
<thead>
<tr>
<th>#</th>
<th>Lesson, Training, Activities at CLC</th>
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<tbody>
<tr>
<td>1</td>
<td>Literacy</td>
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<tr>
<td>2</td>
<td>Post literacy</td>
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<tr>
<td>3</td>
<td>Non formal Basic Education</td>
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<tr>
<td>4</td>
<td>Technical, Vocational, Income Generation</td>
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<tr>
<td>5</td>
<td>Early Childhood Care and Education</td>
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<tr>
<td>6</td>
<td>Equivalency Programme (Primary)</td>
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<tr>
<td>7</td>
<td>Equivalency Programme (Lower/junior secondary)</td>
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<tr>
<td>8</td>
<td>Equivalency Programme (Secondary)</td>
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<tr>
<td>9</td>
<td>Community Dialogue and Meeting</td>
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<td>10</td>
<td>Others (Extension Learning Programs)</td>
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2. Quality Assurance of programme delivery and learning achievements

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

Monitoring and evaluation of learning programs is carried out in local and central levels. Local monitoring and evaluation (current, mid-term and final assessments) is carried out by institution itself in accordance with the Regulations on Rating System, approved by the supervising administration. Final monitoring includes state attestation on disciplines and assessment of graduate studies in accordance with the state educational standards. External (central) monitoring and evaluation carried out by the Department for the Control of the Quality of Training Programms, Attestation on Pedagogical Staff and Educational institution under the State Test Center of the Cabinet of Ministers of the Republic of Uzbekistan.

2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

State Test Center (independent state agency under the Cabinet of Ministers of Uzbekistan) is principal organization of assessment of learner’s competency (both formal and non-formal), monitoring of quality assurances of the formal and non-formal educational programs. State Test Centre is in charge for licensing and certification of the institutions in the field of non-formal education as well. Regulation concerning non-formal education was adopted in 2010. Educational centers (licensed by the State Test Center), provide recognized non-formal education programs to support youth, adults and unemployed people.
3. **Decentralization and Management of CLC**

3.1. **Organization charts from the Ministry/district government to CLC**

Ministry of Public Education, Ministry of Higher and Secondary Specialized Education of Uzbekistan are key institutions for managing and coordinating non-formal education activities at national level:
- bringing individuals from diverse background into close contact with one another so that they may begin to bridge community divides;
- creation of a more diverse national leadership (through programs of individual advancement), development market broad sector, and more integrated and resilient society overall;
- development, improvement and management of compliance mechanisms used to assert social control (for example, national wide “Kamolot” Youth social movement, creation of students municipalities;
- supporting a concept of citizenship, formation of shared values, such as tolerance;
- promotion of teaching that is concerned with social issues (sustainable development, HIV/AIDS preventive education, healthy life style etc);

3.2. **Decentralization of programme delivery and curriculum development**

Literacy rate in Uzbekistan is about 100%, non-formal 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. In term of social implications and transformation of mentality, there are, at least, two important outcomes of the adult education in Uzbekistan:
- the replacement of public ownership by private ownership;
- shift from centralized to largely decentralized decision-making process.

In particular, it is important to outline that there is financially supported governmental programme on development of extracurricular music, arts and sport education within every educational establishments (in addition to existing learning programs on similar subjects within curriculum).

3.3. **Management of CLC**

The CLCs are managed by the well-structured planning and management system. Every CLC holds the planning meeting every half year, and different community members from various specialization are invited to participated in the decision making process such as Ministry of Public education, Ministry of Higher and specialized education, “Makhalla” (Community), “Kamolot” Youth social movement and etc.
4. ICT and NFE

“ICT application through NFE for community empowerment”.

Project had attracted great interest from the side of local community representatives and local branch of labor market, in particularly 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 the Internet access infrastructure by 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.

4.1. 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 are including 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 the use of additional learning materials; increase of software supply; use of ICT in management and monitoring of education system.

4.2. Cases: Use of ICT to improve learning of learners

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

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1 Any projects already implemented/to be implemented by the governments/NGO/private sector.
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, CLC’s will focus their activities on:

• Involving local partners and mobilizing additional resources from co-partners and local municipalities. Benefits from fund raising 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

5. **Literacy Survey and Assessment**

Citizens of the country, independently on their age, have all necessary conditions to be trained at the different kind of educational establishment such as: advanced training courses, skills development centers, CLCs, cultural houses. The literacy rate in Uzbekistan is 100%. Taking into account the fact that the Government of Uzbekistan is implementing long-term programme of transition from Cyrillic into Latin script, the short-term training courses on functional literacy (Latin script literacy) of adult learning have been organized various educational establishments, centers.

5.1. **Literacy survey and assessment at regular intervals**

During the last years the CLC programmes in Uzbekistan have developed and the concept of the CLC has changed accordingly to suit the needs of society in the areas of poverty reduction, life skills, ICT and etc.

5.2. **Literacy survey and assessment at ad-hoc base (recently done or to be done in near future)**

Literacy survey and assessment done by the National Commission of Uzbekistan for UNESCO, Ministry of Public Education, National UNEVOC Center, Adult Education Association in Uzbekistan and partners organizations in order to study needs of population.

In response to the State Programme of Uzbekistan devoted to the year 2011 – Year of small scale business and private entrepreneurship the National Commission of Uzbekistan and Adult Education Association translated and adapted into Uzbek UNESCO Publication on “Starting my small business”.

6. **Issues and challenges**

The challenges faced by CLCs are: cooperation with local government, training of community leaders on effective utilization of CLCs, lack of local resources and staff training on local resource management, community mobilization to educational programmes, and networking between CLCs.