

THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND EDUCATION (ALE)

NATIONAL REPORT OF THE REPUBLIC OF UZBEKISTAN

1. Policy, Legislation and Financing

1.1. Legislative and policy frameworks of ALE

1.1.1. The legislative and policy environment of ALE

The education policy of the Government is based on the Constitution of Uzbekistan (adopted in 8th December 1992), the Constitution of Karakalpakstan (adopted in 9th April 1993), the Law of Uzbekistan on Education and the National Programme for Personnel Training (both adopted in 29th August 1997), Decrees of the President of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan.

The Article 41 of the Constitution of Uzbekistan stipulates: “All people shall have the right to education. The State provides guarantee for free compulsory general education for everyone. School education is under the control of the State.”

The Article 3 of the Law on Education: “Education is the highest priority of the Republic of Uzbekistan for social development. The guiding principles of State education policy are: humanization and democratization of education; continuity of education; compulsory general secondary and vocational education; voluntary selection of vocational education – academic lyceums and professional colleges; secular education system; universal state education provision within the framework of the educational standards; diversity of training programs; supervising from both government and society”.

The Article 4 of the Law on Education: “The right to receive education is given to all, irrespective of gender, language, age, race, nationality, politics, region, social origin, occupation class, social status, place of residence or length of residence in the Republic of Uzbekistan. The right to education is supplied by: 1) provisions of free public and private educational institutions; 2) provisions of part time and full time training; 3) equal right of graduates of all types of educational institutions while entering educational institutions of the next grade. Citizens of Uzbekistan educated at home or through self-learning programs have the right to certify their qualification at the accredited educational institutions. Citizens of other countries have a right to receive education in the Republic of Uzbekistan in accordance with international agreements. Persons without citizenship who are permanent residents of Uzbekistan have equal right with citizens of the Republic of Uzbekistan to receive education”.

The Article 10 of the Law on Education: “Education in the Republic of Uzbekistan is provided in following forms: pre-school education; secondary general education, vocational education; higher education; post-graduate education; professional improvement; personnel retraining; extra curriculum learning programs”.

The principal aim of the National Programme on Personnel Training is to provide legal framework for radical reforming of learning process in Uzbekistan, elaboration of a new national education system for training of qualified citizen of democratic society with high spirit and morals.

The National Programme for Personnel Training extends the duration of compulsory education to 12 years (4 years of basic education -5 years of secondary education – 3 years of vocational education) and restructures education programmes at the secondary and tertiary levels. A new three year programme focusing on “Academic Lyceum” attached to universities is to replace the previous two-year programme for completion of secondary education. In parallel with this, the countrywide network of vocational secondary institutions is to be transformed into a new network of “Professional Colleges”, which will have flexible curricula and are intended to respond more to

local employment needs. Higher education programs are being regrouped into Bachelor and Masters Degree courses, with an expansion of courses in computer science, business administration and economics, social sciences and foreign languages.

Adults could continue their education in the different types of educational organizations, extending their knowledge and experiences. The forms of education may be various: full-time training, training by correspondence, family and extensive education. Adult education, particularly in the transitional period plays important social role and provides possibilities to improve the potential of manpower.

1.1.2. The priority goals for ALE

The following priority goals are identified for ALE in Uzbekistan:

- Development of knowledge based society;
- Promotion of moral and values education within learning programs;
- Improving the quality of content and development the diversity of modalities of the educational programs with the view of lifelong learning;
- Increasing the capacity of the educators and teachers through system of regular training and qualification upgrading programs;
- Effective and efficient governance of the educational process.

1.1.3. The governance of ALE

In the Republic of Uzbekistan, governmental and non-governmental structures are dealing with the activity of adult education. In accordance with Education Law, both Ministry of Public Education and Ministry of Higher and Secondary Specialized Education of Uzbekistan considers systematically such questions, regulates development of network jointly with local executive authorities, strengthens technical equipment base, creates and recommends curriculums, programmes, textbooks, carries out the preparation of teachers. These programs give learning opportunity for adults to get recognized educational qualifications and enhance their empowerment in society.

During the next decade the getting both secondary and vocational education will become more significant trends. The main concern is getting the job by youth after completing vocational education. Transition to the new economic relations in country leading to the changes of requirements of the labor market. According to the changing in the economic structure the needs in the education is changing as well. The development and rational placement of new educational institutions within the system of secondary specialized and vocational training taking into account geographical and demographic conditions of the locations and local needs in specialists of the necessary profile.

New policy is promoting democratization of educational management by means of broadening autonomy of educational institutions, attracting private sector, NGO's and local community to the construction of learning society.

All these efforts are creating positive attitudes of youth towards lifelong education and professional career. Youth is in an unfavorable position to compete with working adults for long-existing jobs, but have more chances of getting new jobs created in private and informal sectors. In the period of profound social transformation in Uzbekistan, the young generation is increasingly pragmatic and active in the informal sector and self-employment. In accordance with sociological survey majority of youth try to improve their qualifications and find a job corresponding to their education.

These trends stimulated the creation of alternative non-governmental educational centers, which providing short-term training courses for upgrading professional qualifications of adults. In this regard, the example of support of UNESCO in creation of Community Learning Centers in

Uzbekistan accelerated the process of introducing new modes for adult and lifelong education, particularly in rural and remote areas.

As consequences, there is great demand in country for qualified educators in such educational centers. The Ministry of Public Education and the Ministry of Higher and Secondary Specialized Education are developed a concept of skills upgrading. The existing system of skills upgrading have two Academies, 22 institutes (retraining scientific-pedagogical institutions), 21 faculties at the various Universities, 4 nation-wide centers, 14 specialized courses and “ISTEDOD” National Foundation. These educational institutions serve 8 following areas of knowledge: education; humanitarian sciences and arts; social and economic sciences, business and law; natural sciences; engineering and building construction; agriculture and farming; health care and social welfare; public services.

In order to support lifelong learning system another innovative mode has been introduced as well – Information Centers within public educational institutes. The tasks of the Information Centers are following:

- rendering telecommunication services (distance education);
- duplicating, circulation of scientific literature and teaching aids and information;
- information marketing;
- wide utilization of small-scale publishing facilities for provision of learning materials;
- introduction of virtual library system;
- elaboration of teaching materials on the basis of ICT (multimedia CD-ROMs).

The Information Centers are an integral part of educational institutions, which provides lifelong learning programs, contributing to the elaboration of mechanism for establishing of “knowledge society”. The monitoring and evaluation of activities of such Information Centers are carried out by respective academic council of educational institution.

1.1.4. The relations of the strategy on ALE with policies in other sectors

Uzbekistan has established a tradition of devoting of each year to priority areas of reforms in social policy. Its aims at focusing the attention of society and consolidation of efforts of all stakeholders (government, private sector, civil society) to address particular challenges of development. In particularly, adopted annual action plans includes activities in the field of adult education. Since 1997 each year has been dedicated to a specific goal and annual program adopted and implemented:

1997 – The Year of Public Interest;
1998 – The Year of Family;
1999 – The Year of Girls and Women;
2000 – The Year of a Healthy Generation;
2001 – The Year of Mother and Child;
2002 – The Year of Elderly People;
2003 – The Year the Makhalla (local community) Empowerment;
2004 – The Year of Kindness and Mercy;
2005 – The Year of Health Care;
2006 – The Year of Charity and Medical Workers;
2007 – The Year of Social Protection;
2008 – The Year of Youth.

1.1.5. The challenges related with development of ALE

Elaboration of non-formal training courses and publication of learning materials for adults (both in printing and digital forms). In this respect higher priority should be given to the content and

quality of textbooks or manuals. The textbooks or manuals for adult education are developing in order to meet new requirements of the knowledge-based economy.

Another challenge related with development of ICT-based innovative learning programs for adults (e.g. distance learning) in order to support in-service training programs.

1.2. Financing of ALE

1.2.1. Public investment in ALE

There is no separate budget allocation for particularly adult education programs. All investments to the ALE are implemented through state budget allocated for education system in Uzbekistan. During 1997-2006, Uzbekistan annually spent an average 9-10% of its GDP and 23-39% of the state budget expenditures on its educational system.

1.2.2. Foreign bilateral/multilateral donor investment in ALE

The central and local education institutions in Uzbekistan are facing a need to collaborate with foreign lifelong education institutions, as well as industry and commerce in dealing with such issues as:

1. Development of a curriculums and training materials for the different levels and types of adult education, with more emphasis on practicalities and externalities of the initial period of economic activities, including informal sector and self-employment operations;
2. Designing in-science teacher training and retraining schemes to improve the competence of trainers and the quality of education together with qualitative market-oriented changes in the teacher training institutions;
3. Creation of the professional networks (professional associations) for lifelong and adult education for coordination of activities and better dissemination of “good practices”.

There are several on-going joint projects with donor agencies in Uzbekistan, such as:

- “Development of vocational training” (Government of the Republic of Korea), which is focused on support of learning programs on 60 specialties (engineering, electronics, services, etc.).

- “ICT applications in vocational training” (Development Bank of Germany), which is oriented on introduction of new information technologies in 32 specialties.

- “Construction and equipment of professional colleges” (Islamic Development Bank), which will be concentrated on support for building and providing equipment for 5 new type professional colleges of Uzbekistan.

- “Professional skills learning in Uzbekistan” (Swiss Agency for Development and Cooperation) provides learning programs on “Services for automated systems” for 20 colleges in cooperation with Ministry of Labour and Social Protection of Uzbekistan, Chamber of Commerce and Industry of Uzbekistan, Trade Union Association of Uzbekistan, Center for Vocational Training of Uzbekistan and other partners.

- “Social partnership in education system of Uzbekistan (TACIS project of the European Union), which are covering 10 pilot colleges in country.

- “Services in car industry” (German Organization for Upgrading of Qualification and International Development).

- “Cooperation between industry and professional colleges” (British Council) in the field of fashion design and handicrafts development.

- “Agricultural extension programs in Central Asia”, which is devoted for providing training programs for farmers.

- “Assistance for unemployed people by using facilities of the professional colleges” (IIZ/DVV, Germany).

Currently, many universities are involved into the programs of international quality assurances programs with European universities within European Union programs, such TEMPUS, ERASMUS MUNDUS and other North-South projects.

To name some of them: Tashkent Institute of Chemistry and Technology – “Computer Sciences with Applications in Chemistry”, Tashkent State Pedagogical University – “Modernization of University Management”, “Creation of Center for Retraining of Teachers of the Academic Lyceums and Professional Colleges”, Tashkent Institute of Irrigation and Melioration – “Quality Assurances in Masters Double Degree Programme”, Urgench State University – “Economic and Ecological Restructuring of Land and Water Use in Khorezm Region: Joint Masters and PhD Degree Programs”, Tashkent Automotive Road Institute and Jizzakh Polytechnic Institute – “Computer-Aided Engineering /Design/Manufacturing Computer Modeling Tools: Joint Bachelors, Masters and PhD Degrees”, Samarkand State University – “Maracanda - Universities Libraries in New Millennium”, National University of Uzbekistan – “ICT Learning Environment”, Tashkent State University of Economics – “Master’s Programme in Social Economics”, Namangan Engineering and Pedagogical Institute, Namangan State University and Kokand State Pedagogical Institute – “DESIRE: Joint Masters Degree Programme”, Bukhara State University – “Quality Assurance System in Education”, Tashkent State Agricultural University – “Joint Masters Degree Programme in Agricultural Management”.

1.2.3. Support to ALE from private/corporate sector

With support of UNESCO the Government of Uzbekistan realized during 2004-2005 the project on “Mobile Training Team in TVET”. The project was followed up by the TACIS programme “Social Partnership in Education and Training in Uzbekistan”, funded by the European Union. The objectives of the project were to support the development of TVET system within existing labor market of Uzbekistan and support of the model of territorial programs. The programme was started with skills needs analysis, study of existing curriculum, training of trainers, and elaboration of training manual on social partnership. Various stakeholders are contributed to the content of manual, which is considered as open-ended document.

Within pilot professional colleges of Uzbekistan the system of the Board of Trustees was created, which are consisted of representatives of stakeholders, such as governmental and non-governmental organizations, municipalities, local communities (makhalla), private sector and higher educational institutes. According to the decisions of the Board of Trustees, in addition to the existing three year formal education, various short-term non-formal educational programs with certification have been introduced. These innovations led to the increasing of capacity of the colleges, decentralization of management of the TVET and ICT-based approach for learning programs. As result, the professional colleges became entrepreneurial institutions.

1.2.4. Civil society support to ALE

Undoubtedly, many of the goals set by Uzbekistan depend on the acquisition and application of additional resources. It is abundantly clear that at least in the early years of the next decade, not all of these can be provided by the government and so other sources will have to found. This will require new kinds of partnerships to be forged between government and local community “Makhalla”. There are about 10,000 makhallas in Uzbekistan, which are covering all regions of country. This may not be an easy task as education system managers in Uzbekistan have little experience of working with local communities in a truly collaborative manner. Of course, it is true that local communities have little experience of working with senior education planners and project managers from central government

Compared with areas of primary, basic and secondary education, the areas of adult and lifelong education in Uzbekistan has also substantive organizational and institutional response to the

tremendous social demand for new knowledge and skills, corresponding to the challenges of emerging market economy and democracy

1.2.5. Learners'/individuals' contributions to ALE

Modalities of learning are became subject of conversation between educational institute, learners and labour market. Skills learning programme was designed in accordance with the needs of learners. Formal educational process has more strict rules and modalities of learning, while non-formal educational process provides more flexible modalities of learning for adults (part-time learning programs became available within formal TVET system).

1.2.6. Direct or indirect financial incentives in support of ALE

The Ministry of Public Education of Uzbekistan is implementing long-term programme on “School, Family and Community”, which provides indirect support to the programs in adult education.

2. Quality of Adult Learning and Education: Provision, Participation and Achievement

2.1. Provision of ALE and institutional frameworks

In order to anticipate the impact of globalization adult learning programs designed in a way to provide flexible and lifelong opportunities enabling learners to adapt to demands for new knowledge and skills. New educational standards were adopted by the Government of Uzbekistan in 2001. On the basis of the new standards respective educational institutes had elaborated their own curriculum and introduced new training facilities.

New educational standards are focusing on:

- expanding the labour market in the service sector, which is still small, to offset redundancies in manufacturing and farming;
- developing small-scale enterprises, which will provide most of the jobs in the economy;
- encouraging the emergence of a new productive class, which will strengthen the social pluralism that is the essence of democracies;
- restoring the values of merit, risk-taking, innovation and hard work which are then driving forces of a market economy.

Higher education system is playing important role for support of ALE. All kinds of innovative delivery methods of higher education are developing in Uzbekistan: e-learning, franchise operations, satellite or branch campuses, and joint degree programs. Taking into the account the demands of knowledge economy, higher education institutions of Uzbekistan are following to the recommendations of the Bologna Process and Lisbon Strategy. Together, the Bologna Process and Lisbon Strategy are promoting the reforms, which are making education and research more competitive in the context of global knowledge economy.

2.1.1. Institutions are responsible for managing and co-ordinating ALE at national level

Ministry of Public Education and Ministry of Higher and Secondary Specialized Education of Uzbekistan are key institutions for managing and coordinating ALE at national level.

Besides preparing students (in terms of skills, attitudes and generation of new knowledge), the educational institutions plays important social role by:

- bringing individuals from diverse backgrounds 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 broad market sector, and a more integrated and resilient society overall;

- development, improvement and management of compliance mechanisms used to assert social control (for example, nation-wide “Kamolot” youth social movement, creation of student’s municipalities, etc.);
- supporting a concept of citizenship, formation of shared values, such tolerance, pluralism and open-mindedness;
- promotion of value of teaching and research that is concerned with social issues (for example, sustainable development, preventive education on HIV/AIDS, healthy lifestyle education, world heritage education, etc.).

2.1.2. ALE programmes

Structure of students at vocational colleges by sectors in 2006 (as % of total number of learners):

Industry, construction, transport, communication	28.2
Agriculture	18.5
Education, sports	14.3
Healthcare	14.0
Economics, law	13.1
Service sector	9.5
Culture and art	2.4

In higher education, State Educational Standards has been elaborated on 149 specialties for Bachelors’ degree and on 650 specialties for Master’s degree. Main objective of the standards is to construct knowledge society based on higher competence and competitiveness of specialists. For example, content of curriculum on the level of Bachelor’s degree is consists of following groups of disciplines:

- Human and socio-economic sciences – 23-25%;
- Basic and natural sciences – 8-25%;
- General professional subjects – 33-50%;
- Special professional subjects – 9-10%;
- Extracurricular subjects (optional) – 5-7%.

2.1.3. Linkages between formal and non-formal approaches.

Every formal educational institute in Uzbekistan is also providing non-formal educational programs for adults. Community learning centers are operating with secondary schools, short-term vocational training courses are organizing within professional colleges, and tutoring programs are running within higher educational institutes.

2.1.4. Certification of ALE

Every formal adult training program is certified in accordance with state standards. Non-formal adult training program is also certified by respective agencies. The issue of equivalency of certificates of formal and non-formal training is currently subject for studies and interagency agreements.

2.2. Participation in ALE

2.2.1. Statistical data on participation

Enrolment in specialized secondary (vocational) and higher institutions

	2000	2001	2002	2003	2004	2005
Specialized secondary students (thousand)	324.1	446.1	545.9	684.0	788.0	890.7
of which women (%)	49.0	47.1	46.1	46.3	46.9	47.6

Number of students in higher education (thousands)	183.6	207.2	232.2	254.4	263.6	278.7
of which women (%)	37.8	38.7	38.9	38.8	40.7	40.9

Trends in higher education development 2000-2006 (in thousands of people)

	2000	2001	2002	2003	2004	2005	2006
Number of higher educational institutions (units)	61	61	62	62	63	62	62
Enrolment in higher educational institutions (learners)	44.7	50.6	54.6	61.0	59.3	59.6	61.1
Bachelor's degree studies	41.9	46.6	50.6	56.1	54.2	54.2	55.4
Master's degree studies	2.8	4.0	4.0	4.9	5.1	5.4	5.7
Number of students	183.6	207.2	232.2	254.4	263.6	278.7	286.3
Bachelor's degree studies	179.6	200.4	223.5	244.9	253.2	267.4	273.7
Master's degree studies	4.0	6.8	8.7	9.5	10.4	11.3	12.6
Graduates of higher educational institutions	31.6	36	39.8	45.5	52.8	57.8	60.7

2.3. Monitoring & evaluating programmes and assessing learning outcomes

Monitoring and evaluation of learning programs carried out in local and central levels.

Local monitoring and evaluation (current, mid-term and final assessments) 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 Programs, Attestation of Pedagogical Staff and Educational Institution under the State Test Centre of the Cabinet of Ministers of the Republic of Uzbekistan.

2.4. Adult educators/facilitators' status and training

In the meantime the Ministry of Higher and Secondary Specialized Education of Uzbekistan is working on introducing of the subject on "Androgogics" and respective legal documents on development of adult education. The activities are foreseen in the National Programme for 2009-2012. Adoption of such legal document will provide mechanism for state financing of programs in adult education.

3. Research, Innovation and Good Practice

3.1. Research studies in the field of adult learning

Research studies are implementing by the specialized institutions under the Ministry of Public Education (such as Republican Education Center, Avloni Teacher Training Institute, Tashkent State Pedagogical Institute and others) and Ministry of Higher and Secondary Specialized Education (such as Institute of Higher Education Research, Teacher Training Institute of Higher Education, Institute for Training in Vocational Education and others).

3.2. Innovations and examples of good practice

1. In order to support the ALE, the project Community Learning Centers (CLC) in Uzbekistan have started in 1998 with support of UNESCO. The objective of the project is to support "Education for All" strategy and promote lifelong education system with particularly focus on non-formal

education programmes. Non-formal education programs covering early childhood, adult education and etc. on the level and with support of local community, representatives of civil society. In the meantime there are ten functioning CLC in Uzbekistan. Adults participate in various activities of the CLC's. This is another dimension to the new kinds of partnerships that need to be built between government and communities are related to identification of the learning needs of individuals and communities, and in the collaborative design of modalities and mechanisms for service delivery.

2. The "ISTEDOD" Teacher Training National Foundation, created in 2003, carries out systematic retraining and improvement of professional skill of adults (students, educators, etc.) in the areas of their specialization according to 28 priorities identified within country and abroad.

3. Mobile Training Team (MTT) in vocational education was initiated with support of UNESCO in 2004. The objectives of the MTT are to disseminate nation-wide new learning materials and develop professional skills of population, to provide updated retraining facilities for educators, to establish close collaboration networks with potential partners. MTT is contributed to the community empowerment through organization of training seminars on new educational technologies and methodologies, organization of retraining courses on the priority specialties, organization of virtual libraries on various subjects of education.

4. Center for Adult Education (CAE) was created in 2005 with support of UNESCO and Center "Rahbar" of the Academy for State and Society Construction under the President of the Republic of Uzbekistan. CAE is organized short-term training programs on "Latin Script Literacy", "Community Management", "Management Psychology" and "Basics of Entrepreneurship" for public at large. Respective training manuals with multimedia have been published.

3.2.1. Policy formulation, financing, teaching/learning methods

As follow up activity of the CONFINTEA V, the First Regional Conference on "Education for All – Lifelong Learning in Central Asia" was organized in Tashkent (Uzbekistan, 4- June 2003). The recommendations for policy in ALE were adopted (herewith attached in Annex).

3.2.2. Mobilization of learners, involvement of learners in programme design, emergence of learners as partners.

The main idea in developing ALE in Uzbekistan is ownership of training programs by learners. Therefore, adult learning programs are designed in accordance with needs of learners. Such approach was introduced to reflect the rapidly changing labor market conditions and to encourage bottom-up improvements in the structure of the education cycle, as well as pedagogical contents.

3.2.3. ALE as innovation in Uzbekistan

The transition to a market economy caused a strong demand for new curricula, new teaching methods and new interpretations of literacy, competence, practical knowledge, professional qualifications and employable skills. The essence and distinguished peculiarity of the new education model however is the integrated system approach in corporation with such basic components like: personality, state and community, continuous education, science and production. Reforms are not only related with modification of continues education structure and development of learning standards, but as well with introduction of new learning approach, such as multilingual and multicultural education.

ALE 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;
- switch from centralized to largely decentralized making decision process.

Democratization and decentralization of learning process leads to the emergence of various forms of non-formal education. 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 mostly oriented for personal development and empowerment.

The principal goal of government's policy on adult education as well as on whole lifelong learning process is to promote learning culture within society. Learning culture will have to lead to a changing canon of education. New canon of education should create conditions for new society, that can move and nurture plural citizenships, citizenships that are aware of diversity and can welcome diversity, that can live together in a multicultural global village, will celebrate diversity and learning environments.

4. Adult Literacy

Uzbekistan is a multi-ethnic society: more than 130 ethnic groups live on its territory. The native inhabitants are Uzbeks, which consist of about 80% population. The official language is Uzbek, although the Russian, Karakalpak, Kazakh, Tajik, Kyrgyz and Turkmen languages are used as teaching language in secondary schools of Uzbekistan. Within formal education system government provides textbooks in above mentioned seven languages. In order to create optimal conditions for integration in the international community, since 1996 the long-term transfer programme from Cyrillic to the Latin alphabet has been under way. Due to the intensive demographic growth rate, children, adolescents and young adults up to the age of 25 years comprise 60% of the total population. More than half of the population of Uzbekistan is rural and is engaged in agriculture.

Citizens of the country, independently on their age, have all necessary conditions to be trained at the different kind of educational establishments such as: secondary schools, vocational institutions (academic lyceums and professional colleges), higher educational institutes (universities etc.), advanced training courses, skills development centers, cultural houses, studios and etc. The literacy rate is practically universal for both men and women and constitutes almost 100 %.

Taking into the account the fact that the Government of Uzbekistan is implementing of long-term programme of transition from Cyrillic to Latin script, the short-term training courses on functional literacy (Latin script literacy) of adults have been organized within various educational institutes.

5. Expectations of CONFINTEA VI and Future Perspectives for ALE

5.1. Expectation from CONFINTEA VI

- Implementation of the Tashkent Call to Action (herewith attached).
- Development of the national legal documents framework in the field of ALE, which will supplement the National Programme on Personnel Training.
- Introduction of degree studies in Uzbekistan in the field of "Education Management".
- Establishment of the network of cooperation with international institutions in the field of ALE.

5.2. Main issues that adult education will have to address and describe future perspectives for the development of policies and practices in adult education and adult learning. United Nations Literacy Decade (2003-2012)

- Multilingual Adult Learning Programs
- Education for International Understanding
- Education for Sustainable Development

TASHKENT CALL TO ACTION

First Regional Conference “EDUCATION FOR ALL – LIFELONG LEARNING IN CENTRAL ASIA” (4-5 June 2003, Tashkent, Uzbekistan)

More than hundred and fifty delegates from Central Asia, Europe and Asia participated in a regional conference on *Education for All – Lifelong Learning in Central Asia* in Tashkent, Uzbekistan, 4th - 5th June 2003. Participants consists of officials from ministries, members of Parliaments, representatives of non-governmental organizations, researchers and adult education practitioners. Ministry of Higher and Specified Secondary Education of the Republic of Uzbekistan, UNESCO, National Commission of Uzbekistan for UNESCO, the Konrad-Adenauer-Foundation and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV) supported the Conference.

The Conference fully supported the Dakar Framework for Action on Education for All (EFA), the Hamburg Declaration and the Agenda for the Future of the CONFINTEA V (1997), recommendations of the World Conference on Higher Education (1998) and the actions of the Central Asian countries for implementation above mentioned recommendations.

A Call to Action

The “Tashkent Call to Action” is being adopted in order to express support for the work done to date on EFA in terms of developing strategies of proper Lifelong Learning Policies (LLL) in Central Asia. While expressing appreciation with efforts to reach the goals of EFA and LLL, participants highlighted the inadequate attention being given to non-formal education and the learning needs of adults in many countries. Participants believe that access to learning is a fundamental human right that must be extended to all, regardless of age or social status. However, there is a tendency that the realization of EFA and LLL goals leads to less attention for the adult population, which may result in a limited understanding of LLL. This is not acceptable for the Central Asia region in a period of transition, where there is higher educational needs of all groups of the population.

The participants of the Conference,

Recognizing that LLL and Adult Education (AE) are key issues for Central Asian countries in the period of transition, including formal as well as non-formal education, which are supporting adults in searching new directions of their professional activities and personal life,

Understanding that LLL should include vocational education and training as well as civic education focused on democratization of society and development of the personality,

Expressing concerns that all so EFA stresses the importance of AE, countries of the region give no sufficient attention to this issue,

Noting that there is no AE mechanism in Central Asian countries, which includes legal aspects, adequate financial support, appropriate institutional structures, effective management systems,

quality assessment and the conditions required to support the EFA ideas. Additionally, some positive experiences in the concrete work were notified,

Stressing that in the theory and practice of AE learner-centered approaches and active participation in the learning process are not always present,

Emphasizing the deficits in recognition and accreditation of non-formal education,

All interested stakeholders are called upon:

1. To put high priority to the efforts being undertaken by UNESCO and National Governments to achieve EFA and LLL goals.
2. To give equal emphasis on the delivery of learning opportunities through formal and non-formal education. Partnerships between governmental, international and non-governmental organizations must be fostered.
3. To promote EFA as explicit and integrated element in LLL policies and practices. Governmental institutions, responsible for education, should give higher priority to the creation of the local, regional and national networks (professional associations) and structures that are required for the development, co-ordination, funding, quality management and evaluation of AE needs.
4. To include into the system of basic education the skills development programs, which are necessary to advance each person's ability to participate fully in the social, cultural, political and economic life of their communities.
5. To allocate additional resources to support adult learning programs for active citizenship and self-fulfillment.
6. To give priority to the elaboration of educational programs based on needs and interest of learners, and to encourage the active participation of learners in the learning process from planning to evaluation of education quality.
7. To setup comprehensive local, regional and national statistical data collection systems for the purpose of needs analyses, planning, monitoring, reporting and assessment of performances, as well as for international comparative studies.
8. To develop quantitative and qualitative measures to monitor the application of gender sensitive policies in the provision of LLL.
9. To elaborate comprehensive system for the certification and recognition of formal and non-formal AE programs. Procedure for accrediting prior learning should be considered as basis for new system.
10. To extend international co-operation and exchange in the field of values education for the development of tolerance and cultural of peace as well as multilingual learning programs.
11. To use more intensively AE and LLL in order to overcome existing social problems, especially such as unemployment and poverty.
12. To use more effectively the potentials of higher education and science in the region for support LLL policy and practice.
13. To invite donor's organization to give higher priority to the needs of LLL process.

The Call to Action was adopted in Tashkent (Uzbekistan) on 5th June 2003 orally in Russian language at the First Regional Conference on «Education for All – Lifelong Learning in Central Asia». Participants from the following countries attended the Conference: Armenia, Azerbaijan, Denmark, Georgia, Germany, India, Indonesia, Kazakhstan, Kyrgyzstan, Pakistan, Philippines, Russian Federation, Tajikistan, Ukraine, Uzbekistan.