

**GUIDELINES ON
ESTABLISHMENT OF LOCAL
DEVELOPMENT CENTERS
BASED ON THE EXPERIENCE
OF THE “SABR” NATIONAL
CENTER FOR SOCIO-
ECONOMIC DEVELOPMENT**



Samarkand

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Glossary

CS	Civil society
UN	The United Nations Organization
DVV International	The Branch of the German Association of Peoples' Universities in Uzbekistan
EU	European Union
CSI	Civil society institutions
ICT	Information and communication technology
RT	Round table
MoJ	Ministry of Justice of the Republic of Uzbekistan
NANOUZ	National Association of Non-Governmental Non-Profit Organizations of Uzbekistan
IIMFCS	Independent Institute for Monitoring the Formation of Civil Society
NGO	Non-governmental non-profit organization
NEO	Non-governmental educational establishment
LDC	Local Development Center
ALE	Adult Learning and Education
““SABR” Microcredit organization”	“SABR Microcredit organization” Limited Liability Company
LLL	Lifelong learning
IAOCPO	Initial assessment of the organizational capacity of public organization
ESD	Education sustainable development
NCSED	National Center for Socio-Economic Development
Mass Media	Mass Media
PCNGO	People centered non-governmental non-profit organization
TVET	Technical and vocational education and training
CSSVE	Center for secondary specialized vocational education (renamed to The Center for vocational education of the Ministry of Higher and Secondary specialized education of the Republic of Uzbekistan on February 03, 2018)
CLC	Community Learning Center
SDG	Sustainable Development Goal

Introduction

Over the past two years, important changes have taken place in the social life of Uzbekistan, that have influenced the development of the activities of non-governmental non-profit organizations (NGOs). New Laws, Decrees of the President and Government Resolutions have been adopted. The Decree of the President of the Republic of Uzbekistan "On measures to fundamental enhancement of the role of civil society institutions in the process of democratic renewal of the country" dated May 4, 2018 allowed strengthening the interaction of NGOs with government bodies. The development and implementation of specific mechanisms in practice will allow NGOs to actually engage in business activities in accordance with statutory objectives. "The adoption of effective steps by the state to support and promote the idea of social entrepreneurship of NGOs will ultimately help to ensure the financial stability of NGOs, and also to eliminate unemployment, solve critical social problems on the grassroots, and provide real measurable support to socially vulnerable groups of the population."¹

Creating of an extensive network of Local Development Centers (LDCs) across the country on the basis of people centered NGOs would, in our opinion, contribute to their sustainable development, since the LDC, along with delivering of free-of-charge social services, could provide paid services for a certain part of the population, thereby supporting themselves and ensuring the sustainability of the NGOs within which they are created. Interaction with the state through such mechanisms as subsidies and social programs will be able to assist with solving financial problems of NGOs, and also in disseminating the experience gained in the sector, thereby helping to change the priorities of social policy. At the same time, application of business technologies and involvement in entrepreneurship will increase the degree of financial independence of NGOs and will stimulate their focus on the needs of specific groups of the population. Creation of pilot people centered NGOs carrying out the functions of the LDC will strengthen their organizational and institutional structure, will allow addressing the problems of target groups, raise the status and improve the image of civil society (CS) representatives in providing quality social services to the population, including educational services.

By the LDC in this publication, we understand the analogue of the Community Learning Centers (CLC)² in the context of foreign experience in development of non-formal education institutions, including the German People's University (VHS). The title of "Local Development Center" in the context of Uzbekistan emphasizes the focus of these centers both on educational tasks, and on other People centered functions (counseling, cultural, recreational activities and other services of the center that are important for development of the specific communities).

The LDC in Uzbekistan or CLC in other countries are a resource and training center in field of non-formal education, that provides the necessary information and carries out various activities (short-term courses on professional skills, interactive seminars and trainings), as well as provides social and economic support and other services for urban and rural population. All events organized by the LDC are aimed at developing the local community in accordance with the needs of members of this community. The LDCs provide services (improvement of educational level, qualifications, income generation, psychological and social adaptation, improving health conditions, preserving the environment, developing national traditions, art and culture) to people of different ages, increasing their knowledge and practical skills that are necessary to enhance the living standards in a new socio-economic situation.

¹ The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report of IIMFCS. 2018.

² Abbreviation of CLC in English text is referred to the phrase "Community Learning Center".



Over the past years the "SABR" NGO has been developing the idea of introduction of LDC into practice. To date, several pilot LDCs have been established and are successfully functioning. Created centers can be considered as one of the forms of dissemination of self-government and self-realization principles among the population, especially the vulnerable. Scaling up of such centers throughout Uzbekistan, that are able to develop various skills and provide necessary knowledge mainly to adults, will allow local communities, first of all, to solve

issues of unemployment and improve the quality of livelihood of poor target groups. Among these groups there are large families with low incomes; women who have been engaged in housekeeping and caring for minors or elderly family members for a long time; unengaged youth; returning migrants; unemployed population, etc. The opening of short-term professional skills training courses on the basis of the LDC for income generation will improve the socio-economic situation of the above-mentioned target groups and increase their engagement in the life of local communities.

The cooperation of the "SABR" National Center for Socio-economic Development with DVV International helped to reconsider the strategy of establishing the LDCs based on international experience, to further explore the concept of lifelong education (LLL), taking into account the principles of Adult Learning and Education (ALE) in the non-formal sphere, in order to adapt the gained knowledge to local conditions. The work done allows to summarize and systematize the accumulated experience, formulate practical advice on the establishment of Local Development Centers. The new status of the "SABR" NGO after re-registration in 2016 allows the implementation of projects throughout the country and the continuation of establishment of the LDC with the involvement of NGOs from different regions to form a common database of good practices and distribute it nationwide.

It is important to note the significant contribution of the English partners from "The Haven Wolverhampton", "URU Connect" and the British Embassy in Uzbekistan, the Public Fund for the Support of NGOs and other civil society institutions under the Oliy Majlis of the Republic of Uzbekistan in establishment of the LDCs.

The proposed publication describes the activities of the "SABR" NGO on how the establishment of pilot centers for local development was conducted and how to address some of the problems encountered in the implementation of projects in this sphere. Recommendations may be applied by people centered NGOs when creating LDC on their own basis.

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1. Development of local communities– modern trends

Development of local communities and the role of education in improving the quality of livelihood of the population

The development of the civil society is associated primarily with the citizens' engagement at their place of residence. Recognition of local governments and non-governmental organizations of common interests is of particular importance, which allows to combine efforts and coordinate their activities in order to maximize the results of joint activities to the needs of community, to the needs of people living in a particular territory.

In many countries, after unsuccessful attempts to solve problems by “top-bottom” reforming, it is now considered that the real path of development lies in increasing the social capital of local communities. Employment, income, living conditions directly depend on the degree of development of the local community in which a person lives. Along with globalization, other processes began to emerge that ensure the revival of local communities. In many developed countries, identifying the link between strengthening the local communities and the quality of life of members of these communities became an important ideological direction in the second half of the 20th century. Since then, a variety of approaches and mechanisms for development of local communities have been tested in worldwide. One of the directions is a qualitative approach, based primarily on the quality of life of community members and the social microclimate (housing, condition of schools, accessibility and quality of education, etc.). The main result of the development of the local community is an increase in the well-being of the population, and development goals are determined on the basis of the identified needs of the local community.

The most important characteristic of a modern person is his/her competence and professionalism. These qualities provide relevance and competitiveness in the society. Agenda 2030³, which has ambitious goals to transform the modern world and encompasses all aspects of life, implies that learning, if it should contribute to this agenda, should be considered as lifelong learning (LLL). Therefore, at the present stage, one of the most acute needs of people, society as a whole and individual communities is education and learning throughout life, accessibility, flexibility and diversity of educational services. At the same time, “the relevance of non-formal education at the community level, the education of young girls, women, unemployed youth and adults, especially those who are not enrolled in education, are representatives of vulnerable groups of society or are in difficult life situations, should be recognized and encouraged in all countries of the world to achieve all 17 sustainable development goals.”⁴

“Learning allows people to make justified decisions that can lead to transformational actions. By developing a sense of co-ownership, they can participate in learning to develop their communities while simultaneously responding to global issues.”⁵

Community Learning Centers (CLC)

Various international declarations, framework programs and other documents emphasize that lifelong learning (LLL) and Adult learning and education (ALE) are becoming a new paradigm that cannot be ignored when reforming national education systems if they are oriented towards a

³ The Sustainable Development Agenda 2030, adopted by the world leaders in September 2015 at the United Nations Summit. Includes 17 targets (SDGs).

⁴ Bulletin UIL № 8 UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000247569>

⁵ Bulletin UIL № 8 UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000247569>

promising development course, leading to the "knowledge society", "information society". At the same time, in various discussions in the context of LLL and ALE, Community Learning Centers (CLCs) have recently become frequently mentioned.

CLC as a concept was mentioned back in 2009 in the Belem Framework for Action, which calls to "create multi-purpose learning spaces and centers to improve access to education and increase trainees' participation". Similar statements can be found in later key documents, such as documents from the International Conference in Okayama (2014), the updated UNESCO's "Recommendations on Adult Learning and Education" (2015), "The Incheon Declaration and the corresponding action framework". The latter document recommended "making learning spaces and environments widely accessible for non-formal learning and for adult learning and education, including networks of learning centers and community spaces".

The creation of the CLC is relevant now in many countries, both with advanced and less developed economies. The reason for this increased attention to the CLC is its role and potential in addressing the UN Global Agenda – "Agenda for Sustainable Development 2030". In modern conditions there is a need to explore for new models of education, filling in the shortcomings and gaps of the existing ones, caused by the requirement of maximum flexibility of education, the importance of developing various key (super professional) competencies, taking into account the educational needs of socially vulnerable groups, increasing accessibility and quality of education. All this greatly enhances the role of non-formal education for young people and adults, as the most flexible and mobile in comparison with formal education and therefore able to complement it. In many countries, CLCs exist with the support of the state, NGOs, various projects, and also independently.

The CLC - is a resource and training center for non-formal education that provides knowledge and conducts various activities (educational, cultural, recreational, environmental, etc.) for the local (urban or rural) population, aimed at developing the local community in accordance with the needs of its members. The centers provide the services of continuous general and vocational education to people of different ages so that they have the knowledge and practical skills necessary to improve the quality of life in a changing socio-economic situation. First of all, such aspects of life activity as raising the educational level, qualifications, income, psychological and social adaptation, improving health, preserving the environment, developing arts and culture are considered. World experience shows that Community Learning Centers operate successfully in different cultures and societies and play a key role in expanding access to lifelong learning for adults, youth and children.

Variety of models of community learning centers, based on the foreign experience

Community Learning Centers in different countries represent various models of education space. They may differ in the platform where they are established (new, particularly constructed building or university, college, school, library, museum, public organization, etc.), or financing — municipal, private, combined, or on grants and social program investment. At the same time, all CLCs are united in formation in the customers of their services of the qualities of a practical individual through integration of the resources of the center and local society based on cooperation and interaction. Another important feature of all CLCs is the participation of the local community at all stages of decision making. A socially active learning organization provides educational services, promotes community development and may be called differently - community center, cultural and sports center, Local Development Center, resource center or otherwise.

Dissemination of foreign experience in the implementation of educational programs for local communities can contribute to promotion and improvement of this activity in other countries. Below is a description of some foreign models of educational platforms for local communities.

England and the United States. The history of "community centers" dates back to America and England at the beginning of the 20th century, when social activists began to use schools during out-of-school time for various needs, including adult education, organizing various types of recreation. In 1916, the National Association of Centers for the Local Community was created in the USA. In England, it all started with local social clubs, where unemployed people from local areas came and joined in search of work for the benefit of the community. Gradually, educational

courses and cultural events were added to this. In 1960-1970 community development activities have become a part of government policy in these countries.

Currently, community centers continue to operate and carry out such functions as adult education, support for the elderly, educational work with preschoolers or schoolchildren. In the USA, in addition to such areas of activity as community development, vocational training and employment assistance, etc., a program for prevention of recidivism is being implemented, i.e. support of people in society after leaving prison. Representatives of the nonprofit sector, and later the commercial sector, quickly got involved in to the development of local communities. In the United States, for example, the Financial Institutions for Development of Local Communities (type of private financial institutions) specializing in issuance of loans at the local level within the framework of the development of local communities are spread around.

Germany. Non-formal education of high quality is provided in Germany at public universities (Volkshochschule), which also have a long (more than 100 years) history. People's University is a well-established model of European non-formal education that is accessible to all. For the first time People's universities appeared in the era of the Weimar Republic after the World War I. Currently, there are about a thousand People's Universities in the country, not counting their branches, hosting up to 600,000 different courses annually. Each municipality of Germany is obliged to maintain such an institution of non-formal education. More than 10 million people receive additional education in the Volkshochschule every year. The people's universities of the country are part of the German Association of People's Universities, which was founded in 1953. The model of people's universities works to improve the quality of life of citizens and is very demanded in the country.

Vietnam. Since 1997, when the growing importance of lifelong education was recognized, for individuals, and also for communities and for the development of the country, the Government of Vietnam decided to develop a concept for adult education and non-formal education both for disadvantaged and socially vulnerable people, as well as "for each and for everyone." The number of Community Learning Centers immediately began to increase rapidly - from 125 in 2001 to 9010 in 2008 (almost 70 times). In 2008, almost 82% of all communities had their own training centers. By 2015, this figure reached 90%. Community Learning Centers are appreciated in Vietnam very highly, as they are effective "Education for All" model, and "Everything for Education" model as well, which is an important factor in the success of any society.

Finland. In Finland, there is also an Adult Education Center in every municipality, where any citizen is welcomed. All Centers of the country are united in a non-governmental Association KTOL. This form of working with the local community ensures educational and cultural equality. A significant part of the funding of these centers is carried out by public organizations.

Japan. Educational support for local development in Japan is carried out in organizations known as "Kominkan" - institutions that conduct various activities related to education, skills, and culture directly related to the community. Many of them were created immediately after the World War II in accordance with the Law on Social Education and were, at that time, completely unique in the world. The Government clarified the position and the role of the Kominkan in the Basic Law on Education and the Law on Social Education, and therefore the Kominkan became an integral part of the wider system. In addition, the Government encouraged the development of organizations that used the Kominkan as a base for their activities. The number of Kominkan in Japan is about one and a half times the number of primary schools. Educational activities in the Kominkan can be divided into the ones that initiated by the Kominkans, and by those initiated by groups or individuals.

Uzbekistan. In Uzbekistan, the idea of establishing centers for training of local communities is being tested in some pilot centers with the support of international, foreign organizations and the state. In addition to the "SABR" NGO some other NGOs are involved into this field of actions. In particular, the National Information and Education Center "INTILISH", which, in the framework of the project "The Road Home to a Full Life" with funding from the European Union and co-financing of DVV International, launched the Center for Social Support for Vulnerable Groups in Tashkent in 2017.

To some extent, the functions of the Local Development Centers are also performed by the cultural and leisure Centers, located in all regions of the country and carrying out educational activities along with cultural programs with the support of DVV International in some regions.

The above-mentioned models may not always be attributed to the classical format of the CLC in the understanding of the international community, but the first experience in the country is available, and this can be the basis for discussion and proposals for further improvement in this direction. For example, in September 2017, the Central Asian Adult Education Forum "Community Learning Centers: International Trends and Best Practices" was held in Issyk-Kul (Kyrgyzstan). Call for Action of the participants of this Forum can be found as an annex to this publication. Also in December of the same year, the first International Conference was held in Tashkent, with the support of UNESCO and DVV International that covered the topic: "Support of the Community Learning Centers: international trends, context and experience of Uzbekistan".

2. The experience of the “SABR” NGO in establishment of Local Development Centers

“SABR” NCSED – mission, activities and target groups

The "SABR" National Center for Socio-Economic Development was initially established as the first Trust Center for women and children in crisis (November 1996). Over time, due to the expansion of the fields of activity, the organization was re-registered at the Ministry of Justice of the Republic of Uzbekistan as the "SABR" Center for Socio-Economic Development (March 2005). In August 2016, the organization was scaled up as again re-registered as the "SABR" National Center for Socio-Economic Development.



The mission of the organization - is to assist in improving the socio-economic situation of vulnerable groups of the population, enhancing their civic position, developing capabilities and opportunities through introducing social innovations based on democratic values and social partnership.

Priority activities directed to:

- Social programs of different topics;
- Creation and development of Local Development Centers;
- Microfinance program to support socially vulnerable groups;
- Information resource program.

Social programs include psychological, legal and medical counseling support for adults and children in difficult life situations. Initially, only psychological and legal support was provided to the target group, but this was not enough. At the time of the universal acceptance of the "telephone trust hot-line" it was clear that more effective measures are needed to develop private entrepreneurship. It was a pilot microfinance program, which was later registered as the "SABR Microcredit Organization" LLC. The LDC activities in Samarkand and Samarkand district apply an integrated approach that combines interactive trainings that help representatives of target groups to raise awareness on healthy lifestyle, reducing the level of domestic violence against women, increase their social participation and engagement in community affairs, as well as measures to coach them professions skills that in combination help the poor to improve their quality of life.

The main activities are:

- Rendering psychological, social and legal, medical support to women and children in a crisis situation (field meetings with the population, in-person counseling and telephone hotlines, etc.);
- introducing professional skills to women and girls from vulnerable groups;
- implementation of a microloan program for low-income and economically active groups of population for improving their socio-economic status;
- preparation of publications and methodological manuals;
- conducting informative and educational activities (trainings, forums, round tables, media campaigns);
- providing methodological and practical assistance to NGOs

Center staff conduct seminars, trainings and informational meetings with the public. Charity actions are conducted to orphanages and boarding schools.

In 2017/18, the “SABR” National Center for Socio-economic development, implemented a project within the framework of a state program financed by the Public Fund for Support of NGOs and Other Institutions of Civil Society under the Oliy Majlis, which was called "Assistance in obtaining additional professional skills of students, unengaged youth, college students to ensure their self-employment".

Target groups of "SABR" NGO

- young women and girls;
- unengaged unemployed youth from low-income families;
- farmers;
- students of colleges, lyceums and secondary schools;
- Older people who want to expand their knowledge and skills in IT, finance, other popular professions and entrepreneurship.

The determined perspective **goal of the “SABR” NCSED**, is further improvement of the experimental models of socio-economic support for the poor and vulnerable segments of the population, in particular, using the example of the pilot Local Development Centers (LDC).

Establishment of the Local Development Centers

The "SABR" National Center for Socio-Economic Development is constantly looking for the best ways of providing quality services to its target groups. Many projects and programs implemented during the last 22 years have been based on the needs and requirements of the target groups - residents the city of Samarkand and of rural areas of the Samarkand province. Over the past eight years, the “SABR” NCSED has developed activities to create pilot Local Development Centers - as one of the forms of introduction of the population, especially the vulnerable groups, to self-management and self-realization, and as one of the educational structure models designed to promote sustainability both to the target groups and to the NGOs themselves.



The experience in the city and districts of the Samarkand province has shown that in the communities of both rural and urban areas there is an unemployed population that needs to obtain professional skills to find jobs. Among them are large families with low income, young women/girls, unengaged youth, that is the part of the population that needs free services. The beneficiaries of the social program, as well as the

clients of the microfinance program of "SABR", expressed their readiness to open a short-term vocational skills training courses. Thus, in order to ensure continuous access of socially vulnerable urban and rural residents to the professional skills and knowledge necessary for their active participation in the life of the local community, employment and self-employment, the first pilot CLC were opened.

In 2011 the Center of SED "SABR" started the Local Development Center in **Urgut district** for realization of the tasks, defined by the State Program "Year of Small Business and Private Entrepreneurship" with the support of local authorities and business entities.

In 2013 the Local Development Center was opened in **Akdarya district**, for realization of the tasks defined by the State Program "Year of Welfare and Prosperity", in partnership with Haven Wolverhampton (UK) with the support of the European Union and the Public Fund for the Support of NGOs and Other Civil Society Institutions under Oliy Majlis of the Republic of Uzbekistan, as well as the Hokimiyat of Akdarya district and the Province Department of Secondary Specialized Vocational Education.

In 2014, the Local Development Center was opened on the basis of the Pedagogical College in the **city of Samarkand**, within the frames of the program of IBPP of the European Union administered by Haven Wolverhampton (United Kingdom), DVV International (Germany) in partnership with the Province Department of Secondary Specialized Vocational Education.

Local Development Centers function within the framework of social partnership and with the support of local Khokimiyats, the Province Department for secondary specialized and vocational education, the European Union project administered by the Haven Wolverhampton NGO (UK), and the Branch of the German Association of Peoples' Universities (DVV) in Uzbekistan. From 2011 to 2018, over 2,600 people have been trained at the LDC. In addition, since 2001, the "SABR" Center has been implementing a microloans program for low-income and economically active citizens. Microfinance and social programs harmoniously complement each other, helping to improve the lives of vulnerable people, expand their legal and economic horizons, and intensify engagement of people in rural areas.



Since the start of the microfinance program (2001–2018), more than 26 thousand microloans have been issued, more than 800 informational meetings, social and business trainings on the basics of entrepreneurship and financial literacy have been conducted. "SABR Microcredit organization" LLC works in 28 villages of Urgut, Ishtykhan, Taylyak, Payaryk and Akdarya districts. For the entire time of the pilot CLC, more than 2,600 people from vulnerable groups have obtained skills in demanded professions. More than 100 seminars and trainings were held.

Now on the basis of pilot LDC, "SABR" offers training in nine areas:

- art ceramics;
- art painting on fabric (batik);
- national creativity (national dolls, soft toys, beadwork, patchwork);
- cutting and sewing;

- pastry business;
- hairdressing business;
- computer literacy;
- Web design;
- carpet weaving.

Partner support of foreign organizations in establishment of Local Development Centers

✓ Haven Wolverhampton (United Kingdom)

In 2013-2015 in Samarkand province, a project titled “Supporting development of the local community for sustainable livelihoods and improving living standards in rural areas” was implemented. The project was administered by the Heaven Wolverhampton NGO (UK) in partnership with the “SABR” Center for socio-economic development in Samarkand province (Uzbekistan) and supported by the Institution Building and Partnership Program (IBPP) of the EU Commission. Within the framework of this project, in 2013-2014, Local Development Centers were opened in the Akdarya district and the city of Samarkand on the basis of the Polytechnic and Pedagogical Vocational Colleges.

Within the project 596 young women and girls received training and skills in pastry, hairdressing and sewing, carpet weaving and computer literacy. 125 informational meetings and trainings on the basics of business and marketing, financial literacy and other topics were conducted. 1670 microloans were issued to people in targeted rural areas. 39 volunteers were trained to work in 3 Local Development Centers.

Established in 1973, The Haven Wolverhempton is a charity organization that provides safe, emergency shelters and support for women and their children that homeless and affected by domestic violence. The Haven Wolverhampton is one of the largest independent charity organizations in the UK providing shelters.

For more than 45 years of knowledge and experience, and a professional team of staff and volunteers The Haven provides an individual package of services to every woman and child who apply to them. The organization is committed to providing high quality support for women and children in order to enable them to make their own correct decisions about their lives.

URU Connect (United Kingdom)

In April 2018, in accordance with the partnership agreement between the “SABR” NCSED and URU Connect (United Kingdom), a joint project aimed at strengthening the potential of people centered NGOs was launched for the economic empowerment of women, mainly women and girls from vulnerable families, and assisting in their employment, self-employment and entrepreneurial development.

Within the framework of partnership activities, trainings were held on organizational and institutional development of regional NGOs - partners of SABR, where a Local Development Center was launched in the premises of Andijan Province Department of Association of Women Entrepreneurs of Uzbekistan. Also series of round table meetings and trainings were conducted for stakeholders in order to share the experience of the “SABR” NGO in establishment of the LDCs in other provinces of the country.

Set up in 2009, URU Connect, United Kingdom, is a non-governmental non-profit organization, which provides and/or assists in the provision of services and development opportunities for the advancement of women in social life, to ensure their human rights are recognised.

URU Connect work in partnership with international NGOs to support vulnerable women and children and promote women’s development focusing on Russia, Uzbekistan and Nigeria. We do this through training and development which is bespoke and tailored to the organisations or individuals need. Members of URU Connect have experience of delivering a broad range of interpersonal skills, leadership, business and people management and have over 30 years’ experience grass roots experience of working with those with multiple and complex problems.

Since URU Connect delivered a number of successful international projects and have contributed to a range of policy and legislative changes to improve the lives of families, women and children.

✓ **DVV International (Germany)**

The partnership activities of the "SABR" NCSED and DVV International have been carried out for the last 6 years (since 2013). During this period, several projects and big events have been implemented with a total budget of about 150 thousand euros. In Urgut, Akdarya districts and the city of Samarkand, projects were aimed at supporting the organizational and institutional development of the "SABR" NCSED; improving the well-being and quality of life of mainly young women and girls from low-income families.

Chart 1. Projects implemented with the support of DVV International in 2013 – 2018.

Project title	Project Period	Outcomes
Supporting the development of sustainable livelihoods for the local community and improving living standards in rural areas	July– November 2013	57 women and young girls obtained professional skills
Supporting the development of sustainable livelihoods for the local community and improving living standards in rural areas trough activity of LDCs	July– November 2014	40 women and young girls obtained professional skills
Support of the organizational development of the SABR Center for SED and the development of professional skills for socially vulnerable people with an emphasis on girls and women	August 2015 – January 2018	618 women and young girls obtained professional skills.
Social innovations to increase the competitiveness of vulnerable groups	October 2018 – January 2019	24 persons from 5 provinces participated in the master classes on 6 directions. 18 staff members of NGOs have taken the trainings on establishment of LDC.

Brief information about the DVV International

The activity of “DVV International” is carried out in various countries of the world (about 35) (Europe, Asia, Africa and Latin America). In Uzbekistan DVV International has been operating for more than 15 years and has the legal status of the foreign non-governmental organization registered by Ministry of Justice, carrying out its activities on the basis of the Intergovernmental Agreement between the Republic of Uzbekistan and the Federal Republic of Germany.

All these years, the focus of activity in the Republic has been directed at promoting adult education and lifelong learning in Uzbekistan; capacity building of partner organizations; capacity building of educational specialists working in state and non-state organizations; networking development; creating of new educational programs to improve the quality of life of vulnerable groups of the population. The essence of programs is their implementation at three levels (micro, meso and macro). The micro level implies assistance in expanding the range of educational services in education sector for adults and young people from socially vulnerable groups. Activity on meso-level includes activities aimed at institutional support of educational organizations, strengthening and building their capacity, development of network contacts. Work at the macro level is related to lobbying and promoting the idea of an adult education, promoting the idea of the lifelong learning, sharing experience and policy advice in field of education.

DVV International in Uzbekistan cooperates with state, non-state and international organizations. Important state partners are the Ministry of Culture and Sports of the Republic of Uzbekistan, the Institute of Teachers’ Training and retraining of the Center for Secondary Specialized Vocational Education of the Republic of Uzbekistan (SSVE). Non-state partners are “SABR” NGO, “INTILISH” NGO and other NGOs and NEO. The international partners are the UNESCO Office in Uzbekistan, the Delegation of the European Union to Uzbekistan, Konrad Adenauer Foundation and some others

The main idea of the activities in the framework of a joint partnership with DVV International (Germany) was to improve the quality of development of professional skills and educational services for socially vulnerable groups of the population. The idea of a complex action completely coincided with the National Programs and procedures carried out by the Government of the Republic of Uzbekistan, which are aimed at supporting the needy segments of the population.

In the course of the implementation of the complex of actions, the following measures were taken:

- organizational and institutional development of the "SABR" NCSED was supported;
- trainings with project implementers (mentors of the LDC, staff of the "SABR" NCSED) on the «Organization and methods of adult education»,
- training modules on professions with the involvement of specialists (including from Tashkent), were developed.
- informational meetings of educational character, lectures, seminars, trainings and consultations with interested stakeholders of the «SABR» NGO.
- Assistance was provided to improve the skills of managerial staff and mentors;
- LDCs are equipped with necessary equipment;
- Introduction trips for staff members of the «SABR» NGO for experience share were organized to foreign states.

Feedback from mentors and course trainees on the activity of the Local Development Centers

Rasulova Mashkhura Mentor of the LDC of Urgut district

My cooperation with "SABR" Centre started 4 years ago. During this period, I have impressively enhanced my experience. Implemented projects allowed me to get closer to this organization. In the training rooms of the LDC of Urgut district all the necessary conditions have been created for development of one's pastry skills. In August 2015 with the implementation of a joint project with DVV International conditions have improved significantly. I took part in a training for mentors, which was conducted with the assistance of DVV International. Together with specialists from Tashkent, we have developed training programs - modules. All this helped me to improve my professionalism, to enrich my knowledge. Now I have a lot of trainees and share my experience with other mentors from various areas of our country, and I host master classes. My impressions are excellent.



Pulatova Gulchehra Mentor of the LDC of Akdarya district

Prior to cooperation with the "SABR" center, I worked in "Mashkhura" center. But the experience gained at

Guzal trainee of LDC of Akdarya district

I learned from my father about the "SABR" organization and that the Local Development Center was opened in Akdarya in the building of the Polytechnic College. My father received a loan from the Affiliated enterprise "SABR Microcredit organization" LLC. At the LDC of "SABR" I obtained the skills of cutting and sewing of outerwear and curtains. Participating in the trainings gave me the opportunity to believe in myself, I realized that I could start a personal business. Now I have received a loan at affiliated company "SABR Microcredit organization". I will buy curtain fabrics and tulle and will sew curtains for clients.

Shohsanam trainee of the LDC in Samarkand city

For several years I wanted to take courses, but either there was not enough time, or the financial situation did not allow me to do so. This time "by magic", there was enough time, and there was no need to pay for trainings. Most importantly, they teachers are gentle and flexible. Since I had stressful situations in my life, I was not sure that I would be able to learn at all, but the attitude of the mentors and members of "SABR" was more and more attracting and helped me to overcome the difficulties of life. Participation in trainings taught to avoid sharp corners. I learned to bake at courses, I met new people. I gained confidence and peace. Earlier I was always worried about how I will live. But these lessons were not in vain. I know that at any moment I can bake cakes and pies, and distribute it to shopping centers, and this is not only additional capital, but also joy. I thank everyone for that support.

Kimyo Rakhmatovna (trainee of the LDC in Samarkand)

I am a pensioner, disabled person of the second group. After a long illness and rehabilitation, I decided to write a

“Mashhura” was not enough for me, and to improve my skills I met Oyshirin, the mentor from the “SABR” center. I learned various tricks on sewing and cutting out. Then, unexpectedly, I was invited to work as mentor for LDC in the Akdarya district and I delightedly agreed. I am proud that I was able to teach many of my students some useful sewing trades. Some of my students started their business, work in the studio and sew at home. Of course, everyone has different abilities, someone can quickly learn, for some I can master sewing skills with great effort. Basically, we create women's clothes: European-cut outfits are sewn and decorated in the national style. Thanks to the LDC, not only has the number of students and clients increased, but also the circle of contacts has expanded. The conditions created in the center are excellent and therefore, I am happy to work there daily.

Kobilova Zarina Trainee of the courses in Akdarya district

After graduating from the Akdarya professional services college, I gained hairdressing skills at “Elegant” training center in the city of Samarkand. From the coordinator of the “SABR Microcredit Organization” I learned that the LDC of Akdarya district is seeking for a mentor on hairdressing. I proposed my services. Thus, I began to train girls and women on hairdressing. And now the residents of our area do not have to travel far in order to bring beauty, fix their hair in a beautiful style, my students will help their friends and relatives to do it. As a mentor of the LDC, I myself, gained computer skills at our LDC. The knowledge and skills of communication obtained at the courses and trainings of the “SABR” center help me a lot in life.

Ibragimova Rushana, 23 years old trainee of the LDC of Samarkand city

I'm a new kelin (bride) in the family of my husband. My mother-in-law was always dissatisfied with me. She and her son called me a freeloader, despite the fact that all things at home were on me. I couldn't go work because I got married too early, and I was not allowed to study. I learned about “SABR” from a friend. I thought about joining the courses, but my husband never provided me with some personal funds, not to mention about the fees for courses. Then my friend assured me that it was all completely for free of charge and I agreed. In “SABR”, I began to open up, I saw women in similar conditions, we shared, gave advice to each other, and I realized that I was not alone in this situation. I participated in the seminars - trainings, which have taught to avoid conflict in the family. Having learned a craft, I became more confident in myself. Now I am doing a manicure for my neighbors and relatives, and even my mother-in-law constantly asks me to make her a fashionable manicure. In the family, everyone is happy, I stopped asking my husband for personal money, because now I have the ability to earn the amount I need.

book in the memory of my father, a participant of the World War II of 1941-1945. I needed to search for information, I needed to type the text on my own. I did not have those skills. But thanks to the DVV International project and the “SABR” center I have mastered completely the whole module on computer studies. I am very grateful to the administration and management of the “SABR” Center for such a pleasant labor organization. Thanks to the mentors for their patience, for the nobility, that they could pass on their knowledge to us so politely and accessibly

Nasiba Isirgapova, Mentor of LDC of Payaryk district

My family relationships did not form up well. I returned with her two children to her parents' house, but it was difficult there. My parent's had financial difficulties as well: family father is disabled, my mother is engaged in needlework - she makes national dolls, and the main revenue was coming from my mothers' activities. My father's pension was spent mostly for payment of communal service fees. I learned about “SABR” at the training, where I was invited to by the coordinator. I signed up for courses of national craftsmanship. As a result, my self-confidence has changed, my self-esteem increased. I started to earn. A year later, I began to recruit students for courses on production of national dolls. After that, I participated on a television show broadcasted by Samarkand and Tashkent television several times.



Laktionova Liana, 27 years old from Juma village of Pastdargom district

I am from Pastdargom district, Juma village. I heard about “SABR” from a friend - Alisa. For a family reasons, I needed to work, but I was not qualified for anything. There was no job, and my husband left me with a child. My friend convinced me to go “SABR” and she was even paying my transportation fee. Thanks to these activities, I learned how to make manicures and pedicures and began to earn for a living. Now I am an assistant in the beauty salon at my area. My goal is to become a good manicurist to raise my child well

3. Opportunities for scaling up of the experience of the “SABR” NCSED

Analysis of organizational potential of NGOs in Uzbekistan

To identify the opportunities for multiplication of the experience on establishment of LDCs all over the country for establishing conditions for self-employment and improve the quality of life of urban,

and mainly of rural population, a survey was conducted among the NGOs of Uzbekistan participating in the training sessions of the "SABR" NGO. The results were further processed and filled with the results of other surveys of other organizations, that conducted such analysis. In analyzing the data, analytical reports from IIFMFCS were also used.⁶

The following objectives were identified:

- what target groups are covered by the NGOs
- determine the main need of the target group
- define the need of the population for training to new modules.
- assess the resource potential of NGOs.
- finding out if the organization has partners
- define the sources of financing of the organization.

All this should have allowed to assess the potential of NGOs in general, to find out the possibilities for them to implement social programs in the relevant region based on the experience of the "SABR" NGO. A total of 50 NGO workers from 6 provinces and the Republic of Karakalpakstan were interviewed. The number of respondents by provinces was distributed evenly (Chart 2).

Chart 2. The structure of sampling of respondents.

Provinces	%
Republic of Karakalpakstan	10,2
Namangan	14,3
Andijan	12,2
Kashkadarya	18,4
Navoi	12,2
Syrdarya	6,1
Jizzakh	16,3

Target groups. In most cases, the main target groups of surveyed NGOs are people who for various reasons do not have the opportunity to obtain professional skills (women, young girls, unengaged unemployed youth from low income families, people with disabilities) to ensure their self-employment and improve the quality of life. Therefore, education and health promotion programs are developed. At the same time, obtaining professional skills is available for a limited number of NGOs surveyed. In addition, self-employment requires certain conditions for the target groups, namely knowledge of business matters and financial capabilities. Accordingly, the developed skills do not always lead to social change, as well as to an increase in the welfare of target groups. Realizing that to the question on which programs they would like to develop the respondents answered in a following way (Chart 3):

Chart 3. Types of programs that NGOs would like to promote

Programs	%
Improving professional skills	73,3
Microfinance	44,9
Other programs	24,3

Most of the respondents (73,3 %) want to strengthen and diversify their professional skills that are in demand in the regions. Half of the respondents (44,9 %) noted that to run an independent business, funds are needed that microfinance programs can provide. The remaining part is highly interested in programs related to health (Chart 4).

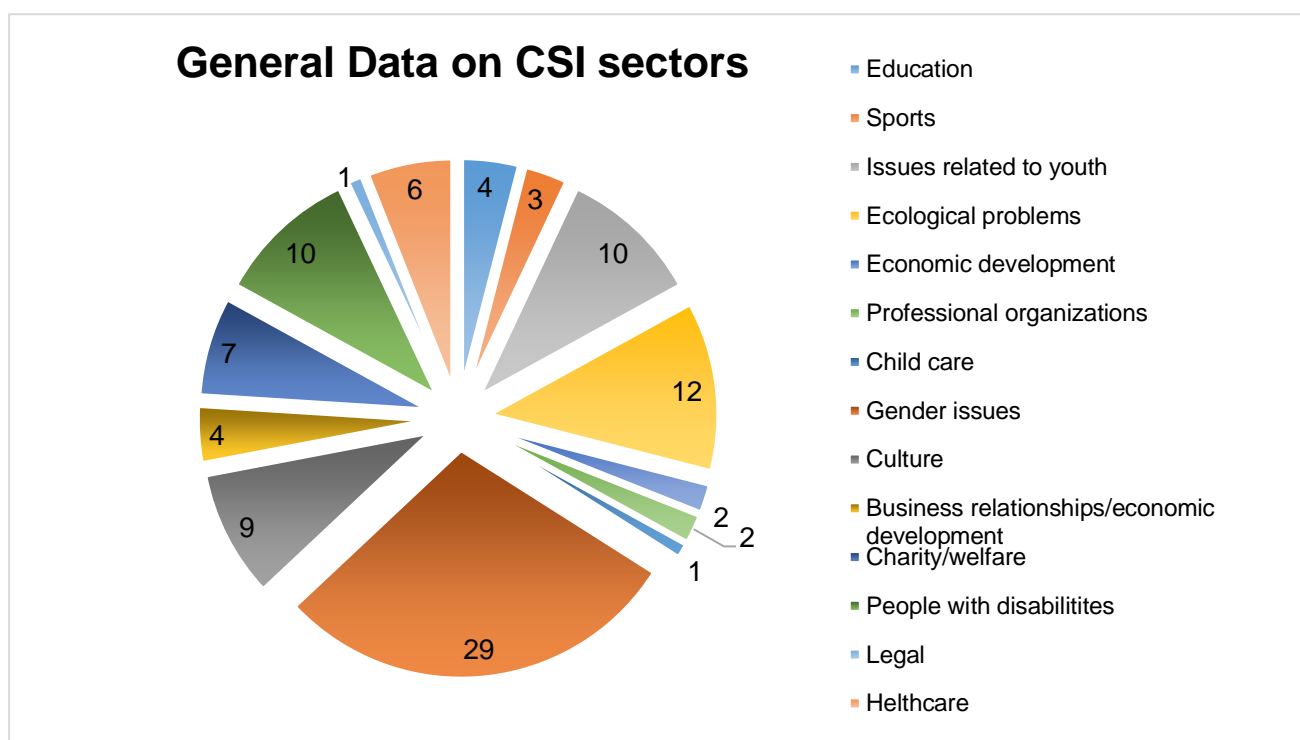
Chart 4. Other programs

⁶ Initial assessment of the organizational capacity of public organizations (OCPO). Analytical report. 2017. Page 35. The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report IIFMFCS. 2018. Page 53.

Программы	%
Healthcare and primary medical skills	18,3
Fundraising	2,0
Social adaptation	2,0
Business management	2,0

According to general data on the sector of Civil society institutions in Uzbekistan (Diagram 1), “gender issue” is the most common sector of activity among the surveyed CSIs. 29 organizations out of 100 indicated a “gender issues sector”, which includes such areas as women, youth and women, women and minors, women and families, and then “Environmental issues” (12 CSIs), “Youth Problems” and “People with disabilities” (10 CSI), “Culture” (9 CSI), “Charity and welfare” (7 CSI). As conclusion, the above-mentioned sectors are the most popular areas of the activity of the CSI in Uzbekistan.⁷

Diagram 1. General data on the sectors of CSI.



Resource base. Most NGOs have up to 3-4 staff members. This is due to the fact that it is not possible to maintain a larger permanent staff, therefore, in the implementation of projects, specialists of specific areas are involved. The respondents had difficulties in answering the question on functional responsibilities. In regards to technical equipment, most NGOs are only equipped with computers and printers. Only one organization mentioned that it has a multimedia device. Usually this equipment was not purchased for the budget means of these organizations.

Another problem is office availability in the organization. One third of the respondents did not have a room as office. But, those who have their own offices have discounted rent fee. In addition, most NGOs have only 1 room to implement their activities. For trainings, seminars, etc. they have to temporarily rent additional suitable room for a certain period. The most organizations would like to provide vocational skills trainings. They need both space and technical equipment to implement these activities.

Chart 5. Renting premises

⁷ Initial assessment of the organizational capacity of public organizations (OCPO). Analytical report. 2017. Pages 15-16. ACTED

Rent	%	Exempted (%)	Private (%)
Yes	65,3	51	10,2
No	34,7		

The main activity of organizations is carried out in province centers – in the cities. Only one-fourth of respondents have branches in rural areas.

Chart 6. Branches in rural areas.

Availability of branches	%
Yes	24,5
No	63,3
No answer	12,2

The most of the organizations surveyed have partners, but joint activities are carried out very seldom and reflected mainly in implementing a single joint event.

Chart 7. Partnership

Are there partners	%
Yes	83,3
No	16,7

Sources of economic activity. Searching for grants and availability of a permanent budget of organizations are also part of guarantees for sustainability of the organization and implementation of full-fledged activities. By the time of the survey in September-November of 2018, financing was available for only two-thirds of the respondents. However, this budget did not mean that organizations had projects. Available budget in most of the cases is the salary of the permanent staff of NGOs. Often the organizations received wages in the regions from the head office which was located in the capital.

Chart 8. Are there any funding opportunities?

Source of funding	%
Available	70,2
Not available	29,8

There are various sources of funding. The first source are khokimiyats and sponsor organizations at the local level. The second sources, as respondents noted, are contributions of members of their organizations and support of the head office. The grants allocated by the Public Fund of Oliy Majlis of the Republic of Uzbekistan are important for many organizations. However, there are problems in obtaining them associated with the definition of NGOs relevant tasks for the target groups. The lack of fundraising skills leads to the fact that only 3 NGOs (6%) implement international project (Chart 9).

Chart 9. The structure of sources of funding

Sources	%
Contributions	18,4

Head organization	18,4
Public Fund under the Oliy Majlis of RUz	16,3
Local grants	24,5
Form other activities	8,2
International grants	6,1

The report on OCPO also provides evaluation by 5-point scale on the state of financial management. (Chart 10).

Chart 10. The average score of 100 CSIs evaluated by the OCPO ⁸

OCPO components	Average score	Percentage
Financial management	3,78	75,6%
Project Cycle Management	3,67	72,6%
International affairs	1,98	39,6%
Average score of all components	3,48	69,6%

According to the survey, international affairs are graded very low. Further, the researchers explain the reason of this problem. The low level of interest of NGOs in such cooperation is related to several motives: the language barrier, bureaucracy (multi-page applications), and the current availability of projects through government grant funds.⁹

In the IIMFCS report there is an explanation, as well as the results of a study on the issue of receiving grants. Necessary to note that there is a significantly low level of professional knowledge and skills in preparation of project applications. Thus, the results of a sociological survey indicate that the majority of respondents, i.e. proposals of **37%** of NGOs never were selected for a grant by Public Fund, while, proposals of **24%** of respondents were selected for the first time, proposals of **18%** were selected for the second time, and proposals of **10%** were selected three times.

In general, lack of self-financing mechanisms of the organization has led to the fact that the most of the NGOs of the country today are on the verge of survival, working exclusively on enthusiasm¹⁰. At the same time, the greatest partnership activity was performed by The Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation (Rossotrudnichestvo), United States Agency for International Development (USAID), the Goethe Institute in Tashkent, Representative office of Friedrich Ebert Foundation. F. Ebert, Delegation of the European Union, UNDP Office, UNICEF, Project HOPE Branch Office, OSCE's Mission in Uzbekistan¹¹.

The main areas of activity of foreign and international organizations in 2017 were conducting charity campaigns for children from low-income families, strengthening the capacity of health workers to provide quality family planning services, introduction of farmers and other stakeholders to promotion of innovative technologies in agricultural sector, expanding legal and economic opportunities for women in developing entrepreneurship, combating child labor, trafficking, environmental protection, capacity building of NGO leaders.¹²

Needs of the target groups. The need of the target groups of the NGOs is high, but their limitations in financial and technical means does not allow them to be developed in all regions. The lack of such activities in NGOs in rural areas was especially felt. The population often applies to them for professional skills development, therefore there is a demand for their services in the

⁸ Initial assessment of the organizational capacity of public organizations (OCPO). Analytical report.

⁹ Initial assessment of the organizational capacity of public organizations (OCPO). Analytical report. 2017. Pages 18.

¹⁰ The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report IIMFCS. 2018. Page 24,26.

¹¹ The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report IIMFCS. 2018. Page 28

¹² The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report IIMFCS. 2018. Page 29.

provinces. In addition, majority representatives of the target groups would like to be self-employed, but there is no relevant knowledge on doing business and access to finance. There is a high willingness of all respondents to develop new programs. This is relevant particularly for the development of skills that will enable training of target groups in the fields. Another need is to implement microfinance programs, for increasing self-employment opportunity for target groups. In both cases here the needs of NGOs and target groups are cross related.

At the same time the lack of premises for full-fledged activities leads to a lack of trust of target groups to NGOs. In addition, poor presence of branches in rural areas leads to the fact that most of the target group does not have access to organizations.

Serious problem is the limited sources of funding. It is also associated with the remoteness of NGOs from the center and lack of knowledge of the respondents on the preparation of project proposals.

The need to strengthen the resource base of NGOs lies primarily in equipping the staff with new knowledge in various areas: strategic planning, clear definition of functional duties of employees, professional skills, business plans, etc.

Perspectives of participation of NGOs in Uzbekistan in establishment and development of the LDC

The analysis of the organizational capacity of NGOs in Uzbekistan allows us to conclude that, in general, the "third sector" in the country still does not have sustainable development and continues to face many problems of a different nature, as a result of which it cannot always carry out activities that meet the needs of its target groups. In this situation, the introduction into practice of mechanisms allowing NGOs to engage in entrepreneurial activity could significantly improve the situation. Creating Local Development Centers based on socially oriented NGOs could be one of these mechanisms. Measures "on support and promotion of the idea of social entrepreneurship of NGOs would ultimately contribute not only to ensuring the financial stability of NGOs, but also to eliminate unemployment, solve acute social problems on the grassroots, and provide real material support to socially vulnerable groups of the population".¹³

The experience of the "SABR" NGO shows that it is possible to adjust the work in such a way that local communities will be interested in development of such centers, since the activities of these centers will respond to the specific needs of the local population in training and other LDC's activities. In addition, with a well-established partnership with representatives of government agencies, local authorities and communities, many of the problems of NGOs can be solved partially or completely (the provision of premises and equipment, bills for communal services, building security, ensuring the safety of course participants, etc.).

Based on a thorough study of the needs of the local community, for successful operation of NGOs as Local Development Centers, they will need to raise the level of awareness and motivation of representatives of potential target groups, providing them with complete information about the possibilities of raising educational standards and developing skills to improve the quality of life.

Under certain conditions, the dissemination of the experience of the "SABR" NGO throughout the country is realistic and achievable. One of the prerequisites is the recognition of the legal status of the LDC (the issues of registration of the LDC are not yet resolved - as Non-governmental Educational Establishment or as an affiliated social enterprise). Another important condition is to increase the financial sustainability of NGOs and the qualifications of their employees, and to introduce the basics of strategic and operational planning into the activities of organizations.

As the main risks and threats to the work of the LDC on the basis of NGOs, there may be problems related to:

- lack of stable funding and, as a result, staff turnover;
- moral and physical deterioration of existing equipment;
- lack of trainers with high qualifications;
- insufficient level of knowledge and skills of working with adults;
- the absence of an organization (network) protecting the interests of the LDC

¹³ The state of the "third sector" in Uzbekistan: realities and development prospects. Analytical report IIMFCS. 2018. Page 42.

To resolve problems related to ensuring the independent development of the LDC in the future, the following possibilities can be applied:

- participating in a state program to replicate the LDC in all provinces of the country;
- further capacity building of managers, employees, trainers and mentors, including their self-education and exchange of experience between people centered NGOs and the LDC;
- introducing (launching) more diverse, multi-level training programs based on studied demands of the local community (poultry farming, growing, collecting and processing agricultural products, harvesting products for winter, etc.);
- expanding the coverage of the target groups;
- use of internal human resources of the local community, specialists of different profiles, masters of their work, creation of clubs of active citizens;
- using the resources of other NGOs, commercial organizations located both in the local community and outside it, searching for sponsors;
- strengthening communication with state organizations and institutions, conducting PR campaigns.

Within the framework of disseminating the gained experience and facilitating the opening of similar Centers in other regions of the country, the “SABR” NGO hosted a number of events in Samarkand and Tashkent in 2018 — a round table, a training seminar with members of a network of people targeted NGOs from several regions (Djizzakh, Kashkadarya, Andijan, Surkhandarya and Navoi) and master classes with mentors of the LDC in those provinces. One of the results of this work was the opening of the Local Development Center in the city of Andijan in October 2018.

4. Recommendations on establishment of LDC on the basis of the people centered NGOs

Main principles of establishment and activities of LDC

Foreign experience, as well as the experience of the “SABR” NGO in Uzbekistan in the establishment and development of the Community Learning Centers (CLC/LDC) shows that for their sustainable and effective functioning it is necessary to be guided by certain principles. The UNESCO Institute for Lifelong Learning (Brussels) has formulated the following 6 principles of action for learning organizations of local communities for sustainable development that can be implemented in the activities of the LDC: ¹⁴

1. **Responding:** Providers of community-based learning are often at the forefront in responding to emerging issues experienced by local communities. Education that responds only to symptoms can be described as reactive, while education that attempts to establish links and identify holistic and comprehensive solutions can be characterized as responsive.
2. **Engaging:** Community-based ESD acknowledges that the complex nature of the issues at stake requires engagement with different disciplines and knowledge systems in order to identify comprehensive, long-term solutions. Engaging with these different approaches productively requires working in partnership with different players both within and outside the immediate communities.
3. **Enabling:** This holistic, partnership-based approach to learning requires ongoing capacity-building of both local communities and the institutions that enable and conduct community-based learning.
4. **Embedding:** It is not sufficient for organizations that facilitate community-based learning merely to respond to problems by engaging across generations, sectors or disciplines. The ESD approach needs to be embedded within all aspects of education and work. ESD is not just another subject, but rather another way of learning and living that recognizes the

¹⁴ UIL Policy Brief 8. Community-based learning for sustainable development. 2017

complexity and interrelatedness of issues and the need to work together to contribute to attaining the vision of an equitable and sustainable future.

5. **Sustaining:** Community-based learning providers need to survive and flourish for the long-term change process of sustainable development to bear fruit. However, it is not only the projects or institutions that need to be sustained but also the communities that host these institutions. These communities have both material needs, such as physical infrastructure and human and financial resources, and less tangible needs concerning, for example, relationships and the spiritual properties some communities attribute to nature, which need to be supported.
6. **Transforming:** The challenge of ESD for community-based learning providers involves not just changes to the way we learn or the way we live. It also demands a complete transformation of the social, economic, political and cultural systems that have contributed to the issues this agenda is trying to address. Part of this transformation will require that we embrace new ways of teaching and learning made possible by new technologies; part will involve changes to the way we work.

The "SABR" NGO in the course of its work on the creation of the LDC also highlighted several principles that guide its work:

Priority needs of target groups. This is the principle of focusing all activities on the needs and requirements of target groups. The principle of the relative financial independence of NGOs, based on what the LDC is created and operates, is also important.

Partnerships. Another important principle of successful activities of the LDC is the establishment of partnerships with the stakeholders, constant information exchange between sectoral NGOs (national and international), the use of modern means of communication.

A complex approach. The principle of polyfunctional activity (an integrated approach) means a combination of educational, social and cultural programs. One of the components of an integrated approach is to conduct social and business trainings with students in order to increase their self-esteem, identify leadership qualities, readiness to create their own business, and ability to manage available resources (material and financial). Subjects of trainings include: "Leadership", "Effective communication", "I choose a new life", "How to start a business". An integrated approach to working with students involves providing self-employment, the possibility of real employment, a willingness to embark on entrepreneurial activity, and starting a small business. If necessary, listeners are provided with consultations of a psychologist, a medical consultant, a lawyer at a convenient time.

The principles of the educational activities of the LDC are the variability and differentiation of training programs (modules), increase in the package of services to target groups, the continuous improvement of the quality of these services, and introduction of management based on results tracking.

Focus on trainees. This is the central principle of adult education. Orientation towards participants should take into account such aspects as conformity of reality and relevance of the content and methods under study, consideration of experience and existing knowledge of participants, as well as relations between mentors and trainees based on equality and mutual respect. At the implementation stage, these principles imply constructive and motivating communication, flexible course organization and a variety of methods that will help to take consider different needs and requirements of each course participant.

Image of the organization. It is necessary to remember about the continuous improvement of the public image of the organization among citizens, in the media through positive publications, information campaigns, and dialogues on the most pressing needs of citizens of the local community.

Sustainable financial security. One of the important components in the organization of the LDC is a stable financial support. Sustainability can be achieved through microfinance programs, grants from state and international organizations, paid services, charitable donations, etc. At the same time, it is necessary to seek an increase in the political and financial support of the state, local authorities and philanthropists.

Constant search for sources of funding should be one of the most important activities. Such sources can be grant funds from national and foreign foundations, support of partners, including business partners, who, in the case of the "SABR" Center, provided space for hosting the LDC. However, given the relatively unstable nature of such sources, there is a need to find a more reliable source of funding. The experience of creating a subsidiary company "SABR Microcredit Organization" LLC shows that this practice makes it possible to carry out continuous activities of the LDC.

The sequence of stages and specific objectives in establishment of the LDC

Stage 1. Studying the problems of the local community and determining the needs of the population for training.

The result of this stage is identified and formulated community problems and a list of training needs of target groups (vulnerable groups). The "SABR" center used questionnaires and their subsequent analysis for these purposes, and also held several round-table meetings with all interested stakeholders. Among the most demanded areas of activity of the LDC, respondents indicated - computer skills training, financial literacy and the basics of doing business, legal knowledge, professional advice (a lawyer, a psychologist, a doctor) to solve personal growth issues, resolving family conflicts, etc. Also a high interest was given to obtaining professional skills of an applied crafts - cutting and sewing, hairdressing, manicure, pedicure, making folk art products (suzane, batik, dolls, carpet weaving, etc.).

At this stage, an important factor was the support and provision of premises in the dormitories of the vocational colleges of Akdarya, Urgut districts and the city of Samarkand for the opening of the LDC. The Samarkand Province Department of Secondary Specialized Vocational Education has contributed by covering the communal services for the maintenance of the LDC, rental and security fees, as well as free for accommodation of students from distant rural areas. Makhalla committees and women's committees at the province and district levels have provided support to the attraction and provision of social services to vulnerable groups.

Stage 2. Acquaintance with the existing experience, including foreign, on the creation of the LDC/CLC.

At this stage, international partners and donors, The Haven Wolverhampton, URU Connect (United Kingdom) and DVV International (Germany), who organized study trips to the UK, India, South Korea, Georgia, and Kyrgyzstan for employees, made an invaluable contribution to the development of the "SABR" NGO. An important role was played by participation in various international conferences organized by DVV International. The experience of foreign countries, among other things, has shown that Adult Learning and Education covers education and training opportunities in order to form an active citizenship, participate in community activities, allows people to lead a decent lifestyle in terms of health and well-being, cultural and spiritual development, which contributes to personal growth and self-esteem.

Stage 3. Creating a pilot LDC. This stage involves several tasks, sometimes sequential, and sometimes solved in parallel: choosing a room, equipping it with the necessary equipment, forming a team of competent actors, which consists of mentors, NGO workers, partners and representatives of other stakeholder organizations. Another task is the development of relevant modules for free training of vulnerable groups to the professions in demand, as well as the provision of advice, seminars and trainings on business and social issues. In the case of the

“SABR” NGO, the target group was mainly college students, unengaged youth, women and girls from low-income families.

Preparation of the relevant space. Rooms should be prepared to be used for the training activities with the adults, have the participants feel free, have enough space to work with the relevant equipment (depending on the profession). All conditions for effective educational process should be considered and created. Mentors should have all necessary tools, information and technical means for adult education.

Selection of mentors. This is one of the most important components, since experience has shown that the level of public demand for their services, and thus the degree of impact on the local community, depends on the quality and nature of mentor training programs, especially in rural areas. As a rule, selection of mentors is carried out on a competitive basis. The search for candidates is conducted in all available ways (public announcements in media, Internet, consideration of candidates from successful graduates of the trainings of LDCs, etc.). The absolute majority of mentors are successful participants of the trainings by DVV International on approaches, methods, essence of adult education. The main criteria for selection are: professional qualification, teaching skills, ability to work with adult participants. Knowledge in field of adult education and personal experience in this area are considered as privileges for the candidates.

Capacity building of mentors. A special attention at LDCs is given to building the capacity of mentors. They regularly participate in methodological seminars where teachers share experiences, give advices on organization of educational process, discuss new trends in professional training in order to increase awareness and their knowledge. Master classes are usually initiative by mentors, craftsmen, as part of some projects. Guidelines with recommendations on preparation of relevant documentation, including rules and requirements are elaborated.

NGO staff members (managers). The following components were included in the process of training of the managers: the basics of management, planning, human resource management, search for financial resources, etc.

Partner structures. These are various organizations, the interaction with which largely determines the success of the activities of the LDC - representatives of state and public organizations (Department of the CSSVE, mahalla communities, committees of women of all levels, the Youth Union, City and Regional divisions of employment and labor relations Department, Department of Culture, etc.). The Law of the Republic of Uzbekistan "On Social Partnership" provides new opportunities for more fruitful implementation of partnerships. With the Mahalla committees, the “SABR” Center has developed a strong relationship system, through which joint informational meetings and other events were held on an ongoing basis. Thanks to this partnership, target groups were identified and groups of course participants were formed.

Development of the training module. This task is crucial since directly affects the quality of trainings. The training modules prepared by the mentors with the participation of invited specialists are taken as a basis. Subjects of training modules were also developed taking into account the needs of the target group. As a rule, in the modules, goals, objectives of the course are formulated, competences and subject content are defined. Work plan and structure of the course is developed. Theoretical material is being formed, material for practical classes is selected, visual materials, quizzes and tests are being prepared. Taking into account the needs of the trainees and features of the location, modules can be adapted. This also applies to the modules of the main part of the curriculum. More opportunities for flexibility and adjustments in accordance with individual needs are provided by those parts of the curriculum that assume free processing in accordance with local characteristics and needs of the target group.

Stage 4. The organization of the educational process of pilot courses as a final stage of launching the LDC is designed to ensure optimal balance of theoretical and practical training, creation of the necessary conditions for achieving of planned results on mastering the course programs within the time provided. Personal responsibility for the organization of the educational process in the courses is assigned to each of its mentor and is determined by the Terms of References of mentors and trainees. Violation of labor discipline, improper performance of labor, educational duties entail imposition of organizational penalty. Violations of discipline of the trainees

are: being late for training sessions; skipping classes without justified reason; non-completion of tasks; irresponsible attitude to the equipment.

The main documents regulating the educational process are the main educational programs in professional areas of training, which include training modules, course timings, Work plans, Schedule of classes. Course timing corresponds to the scope and content of the curriculum, according to the terms of training which is the work plan, ensuring the systematic, logical, continuity of the educational process.

It should be particularly noted that the vocational training system and teaching methods are pilot and experimental, since they are developed based on the needs of the target groups and in many areas (suzani, chapans and national costumes, etc.) there are no ready-made training materials, moreover, each separately taken region has its own originality and identity.

Planning of educational process. The main condition for organization of the educational process is planning, that aims to ensure logical consistency in obtaining knowledge, practical skills, and promoting effective use of teaching and methodological and material-technical means.

Training groups of trainees are formed in a quantitative composition of no more than 10-12 people. Documents submitted to the LDC by the participants are kept with mentors with further transfer to the responsible officer of the "SABR" Center. The educational process in the LDC is carried out in Uzbek and Russian. An academic hour of 45 minutes is set for all types of classes. Course duration is 2 months.

Monitoring of classes is carried out by staff, program performers. The task here is to identify how efficient is the training period, attendance of classes, assistance is provided in preparation of handouts for trainees, conversations with trainees are conducted, their wishes are taken into account, issues related to activities are resolved. Mentors created virtual database containing videos, photos, assignments completed by the trainees, which are used during the courses. These materials allow to monitor the educational process objectively.

Final testing is carried out upon completion of the course. The goal is evaluating the skills of trainees, correlation of the obtained results with expected results. The type of evaluation is chosen by the mentor.

Graduation. Preparation and organization of the graduation event, which is attended by trainees and mentors is of particular interest. Preparation includes development of the scenario, assignment of tasks (roles), rehearsals, preparation process. The most active participants are identified, they are encouraged, as well as they are recruited as volunteers into the activities of the "SABR" NCSED. At the graduation party, achievements of participants are demonstrated, future trainees, interested people, and media representatives are invited. Practice shows that such events contribute to the cohesion of the audience, and is an effective way to disseminate information among the stakeholders and motivate future trainees.

Post training services. "SABR Microcredit organization" LLC provides microloans at preferential interest rates to the successful graduates of the LDCs and plans to start business. Business consultations are provided, assistance is provided for preparation of set of documents necessary for the state registration of the business entity, if needed.

"Mentor-trainee" communication. One of the important rules in organization of activities at the Local Development Center is implementation of the permanent communication "Mentor - Trainee". The goal is to track the "success stories" and to know how gained skills have contributed to the achievement of the objectives. This communication is supported by creating Telegram messenger groups, publication of information on social networks, e-mails, telephone calls, and other available means.

Strategy of the LDC. In the case of the "SABR" NGO, the strategy for further organizing the activities of the LDC is to create a sustainable platform for providing better educational services,

training qualified mentors, adapting training modules to the needs of the target group, expanding the audience and professional areas, shaping the appropriate image on the market of educational services, with the further creation of a non-governmental educational establishment (NEE).



Central Asian Adult Education Forum '2017



CALL FOR ACTION Promotion of lifelong learning through Community Learning Centers

1. **We**, the participants of the Adult Education Forum in Central Asia "Community Learning Centers: International Trends and Best Practices", came together to Issyk-Kul Lake, the Kyrgyz Republic on September 7 - 9, 2017 to help strengthening the role of Community Learning Centers¹⁵ (CLC) in order to expand access to quality education for all and thus contribute to improving the well-being of local communities;
2. **Recognize** that every person today has to cope with a variety of challenges, such as fighting poverty and conflict, promoting diversity and equality, ensuring sustainable economic growth and decent work, climate change, urbanization, violence, and others. All this requires continuous learning, readiness and decent response. CLCs, through flexible curriculum models, are intended to play an increasingly important role in solving these problems by assessing individual needs and creating a structured learning environment throughout the life span of the communities;
3. **Confirm** that flexible education models (including adult education and non-formal education) contribute to addressing gaps in lifelong learning, thereby ensuring the implementation of the Sustainable Development Goal 4 (SDG-4) on the availability of quality education and lifelong learning for all and contributing to the achievement of the remaining sixteen SDGs;
4. **Emphasize** that CLCs are multipurpose learning spaces of local communities that promote the large-scale participation of all stakeholders in adult education, as integral components of the lifelong learning system;
5. **Join the calls of the international community** for the need to critically analyze and evaluate existing national education systems to develop comprehensive models and to promote flexible approaches to providing education / lifelong learning as they approach their place of residence, taking into account the principles of quality, justice and equality;
6. **Considering** the above, we call for the following actions:
 - Improve existing national legislation by including special sections and paragraphs for creating CLCs or expanding their potential, where they already exist, for providing lifelong learning opportunities for everyone and obtaining the skills and competencies of the 21st century, including global citizenship and sustainable development;

¹⁵ The Community Learning Center is a local educational institution, usually created and run by local communities to provide various learning opportunities with the support of government, NGOs and the private sector. Literacy, post-literacy, income generation, life skills programs and basic education are usually offered in such centers. Training programs vary according to local needs and community conditions.

- Revise the legislative framework for harmonizing the terms used and recognizing the importance of Adult learning and education and lifelong learning based on the UNESCO recommendations on adult learning and education;
- Create a state governing body/structure with maximum involvement of stakeholders to encourage the development of the adult education sector;
- Raise the awareness of policy makers, representatives of local authorities, the private sector and civil society about the important role of the CLCs in the sustainable development of local communities and to attract state, public and other means to support and develop them;
- To contribute to the improvement of the quality of the CLC activities through the provision of sufficient resources, including support for continuous training of their staff;
- To support socially vulnerable groups in order to ensure their right to education, social adaptation and improvement of living standards, including through the CLCs;
- Initiate the implementation of programs and activities that promote social partnership, and develop different approaches and models for partnerships;
- Increase knowledge sharing and collaboration between CLCs and various governmental, non-governmental, private, and international organizations through networking, the creation of public/advisory boards, and other forms of partnership.

Issyk-Kul, Kyrgyz Republic, September 9, 2017