

Adult Education and International Cooperation in Post-Soviet Uzbekistan: A Case Study of DVV International Activities and Network

Asuka Kawano*

Introduction

In the world where continue to change every day such as the end of the Cold War and development of globalization, the importance and urgency of not only the diffusion and expansion of basic education, but also of lifelong education and lifelong learning for individuals throughout life is increasing further. The 1st International Conference on Adult Education (hereinafter referred as CONFINTEA) was held in Elsinore, Denmark in 1949 and “lifelong education” was suggested by P. Lengrand at the Conference on Adult Education in 1965. Ever since then, effort of aiming toward the development of adult education is promoted in the governmental level and private level in every part of the world.

As it shows, while the construction or development of unique adult education is a goal for each country, nations are connecting to examine the current situation and challenges of adult education worldwide, and the development in the world scale is continued to be aimed at. For example, activities such as CONFINTEA, which has been held 6 times, and International Council of Adult Education (ICAE) are prominent. The adult education in the world has the particular feature of having two aspects, the promotion based on the tradition, history, religions, and culture of each country as well as raising the standard of adult education based on the international standard.

In this paper, I will examine how the adult education was created and developed not only by the government institutions of each country, but also by international institutions and non-governmental organizations and how the adult education and lifelong learning has changed and became how it is now by organizing and clarifying

the flow of CONFINTEA and examine how they continue to develop now. Next, I will examine how the development of worldwide international adult education and creation of international network effect the adult education in the developing nation. Based on the relationship between The Republic of Uzbekistan (hereinafter referred as Uzbekistan), a former Soviet Union nation located in Central Asia, and CONFINTEA, I will examine the example of DVV International (German Adult Education Association, hereinafter referred as DVV) activities in Uzbekistan and examine what kind of adult education activities are created in that project, how the network of adult education is formed, and their challenges.

1. International Network and International Support of Adult Education

(1) International Solidarity for Adult Education Seen in CONFINTEA

CONFINTEA is an intergovernmental conference held among nations to grasp the current situation of adult education in every country of the world and discuss the strategy to overcome the problems that current adult education in the world faces. It is not held very often. It is only held every 12 years hosted by UNESCO. Although it is held in a long span of 12 years, conferences and regional conferences such as in Asia and Africa are held during the 12 years and periodical monitoring and its results are reported.

The conference is a place where governments of the member nations report the current situation of adult education and discuss their results and problems. Recently, it has been an open conference where not only the government representatives, but also various civil society organizations such as private organizations, research institutions, and NGO who

research and support adult education activities participate as observers. UNESCO recommends the representatives of each nation to include civil society organizations as members. They recommended to include civil society organization members in the representatives of each nation at the CONFINTEA VI held in Belem, a town located in the Amazon basin in Brazil in December 2009. The fact that there are nations that respond to the policy of UNESCO shows that international institution, government representatives, and civil social organization as a whole is aiming to have conference that has no barrier between governments and private sector

The history of UNESCO International Conference on Adult Education started right after the end of the World War II in 1949. The first conference was held in Elsinore, Denmark and government representative from 27 nations and representative of 21 NGOs, a total of 106 people participated. The necessity for the tolerant spirit in human society was discussed in the conference in Elsinore and how much the reconciliation between the east and west is necessary in the Cold War. Also, the fact that NGO participated from the first conference shows the attitude of UNESCO that they would discuss the matter from various perspectives, not just by governments.

Furthermore, the role of adult education to promote international understanding was emphasized. Especially, it was proposed that adult education has a role to promote interaction and communication among people such as “communication should be widely liberalized internationally and constant method of contacts and interactions among people in adult education and others in the field of adult education should be established through conferences, dispatch of representatives, observation, and summer school.”¹

The second conference was held in Montreal, Canada in 1960. Similar to the conference in Elsinore, international understanding and international cooperation was continued to be a great concern in this conference. In the practical aspect rather than the theory, the sub school project where they composed and distributed the material that was planned to teach international understanding

to people was evaluated highly. Also, international literacy fund to eliminate illiteracy was proposed. As it was advised in the result document in CONFINTEA VI, it is a problem that still exists now. Although it is not considered as a large problem in many of the advanced nations,² but it is still a serious problem for the developing nations. The reason it is often mentioned in the result document is that it reflects the voices of these developing nations.

As it was mentioned, CONFINTEA is the largest international conference to discuss about adult education internationally but it has been held in Japan already. The third conference held in Tokyo in 1972. Participation of NGOs was continuing after the first conference, but the number of NGO participant grew drastically in the third conference. In the third conference, “the role of adult education in lifelong learning” was the main topic and especially the issue of North and South Opposition and disparity in social class was discussed.

The North and South Opposition and the North-South Problem influenced the change in viewpoint in the adult education in the world. What was considered traditional and typical adult education was the adult education in the advanced nations in the west such as expansion of university for workers in the UK. The standard view of adult education in the world was in a narrow sense of adult education centering on refinement. However, as they have more CONFINTEA conferences and more representatives from various countries such as Asia, Africa, and South America participate in the discussion not just from the western nations, many of them share the recognition of the adult education that the narrow sense of adult education cannot correspond to the adult education in the world nor expect the development of adult education in the world.

The change in the view of adult education formed a view of adult education that includes the whole world not the view of adult education that targets a certain region. This movement in the world greatly influenced the social education in Japan. For the movement inside and outside of Japan, Kazufusa Morooka mentioned in his book “Social Education, East and West” the idea that made a large shift from

the paradigm of “East and West” which has been the main idea in the area of international cooperation for adult education as well as education to the idea of “from east and west to south and north”. This change from the east (Japan) following the development of adult education of western society to the concept of discussion and development of adult education for the whole world without the limitation of eastern or western society including south and north. This exactly shows that change in the view of adult education that occurred along with the development of CONFINTEA is happening in Japan.

This outlook for the adult education leads to the cooperation and solidarity of international adult education that is developed by UNESCO presently. As they have more CONFINTEA conferences, the initiative to adopt presence and agenda from the developing nations such as Asia, Africa, and South America is higher. In 2009, CONFINTEA was held for the first time in the southern hemisphere in Brazil so the viewpoint of “from east and west to south and north” is emphasized more.

In the 4th conference held in Paris, France in 1985, UNESCO “Recognition of the Right to Learn”, which gave an extremely and great impact, was adopted. The right to learn is one of the fundamental human rights and defined as “the right to read and write, the right of question and analyze, the right to imagine and create, the right to read one's own world and to write history, the right to have access to educational resources, the right to develop individual and collective skills.” After the conference in Paris, this right to learn is cited in many situations. It is an important ground for warranting the right to learn for people such are adults who are older than school age for school education and people who could not sufficient education when they were in school age, and it is a great support for people’s learning.

The following fifth conference is held in Hamburg, Germany in 1997. On the last day of conference, “The Hamburg Declaration on Adult Education” and “Agenda for the Future of Adult Education” were adopted. The biggest characteristics for the fifth conference was that regional conferences were held in Asia and the Pacific, Africa, Latin America

and Caribbean, Arab countries, and European countries prior to the main conference in Hamburg. In the regional conference, the “regional” trend and results of adult education and common challenges were discussed as a preliminary step before the worldwide discussion. For example, in the regional conference for Asia and the Pacific, issues that are unique in Asia and the Pacific and cooperation and coordination within the same region were discussed. Based on the issues and results of adult education in the Asia and the Pacific region discussed in the regional conference, the main conference was held based on the regional characteristics. As it shows, discussing the regional issues in each region prior to the main conference will clarify the current situation of each region in the world. This also allows them to recognize their own nation among the world as well as their nation in their region.

After having 5 conferences, the 6th conference (CONFINTEA VI) was held in Belem, Brazil in December 2009. There were 1600 participate for the conference so it was a great conference. Similar to the conference in Hamburg, regional conference was held in each region. The regional conference for Asia and the Pacific was held in Seoul, Korea in 2008. In the conference in Seoul, they had panel discussion that had unique themes from each region and re-examination of the national report from each nation. The regional conference had discussion for each subcommittee and the results are summarized in “the current situation and development of adult learning and education in Asia and the Pacific”.³

In the main conference in Belem, they had enthusiastic discussion on adult education in the world for 4 days, and on the last day, “The Belem Framework for Action” was adopted as the result document. The “Framework” was large and was divided into “preamble”, “toward lifelong learning”, “recommendation”, “literacy in adults”, “government policy”, “governance”, “finance”, “participation, inclusion, and equality”, “quality”, and “monitoring for the implementation of “The Belem Framework for Action” and the practical emphasis is on literacy in adults.⁴ This means that many developing nations such as from Africa and South America participated

the discussion in CONFINTEA VI in Belem and it clearly showed that the most important issue in those nations is literacy in adults. We can understand that the range of adult learning expanded from the western view of adult education centering on refinement and liberal studies to adult education that includes more practical and useful knowledge and skills.

However, even though “Belem Framework” was adopted as a result of CONFINTEA VI, there is an opinion that this conference did not have impact, epoch making point, or repercussion for the adult education scene in the world as “the declaration of right to learn” in the 4th conference in Paris, and “the declaration of Hamburg” in the 5th conference in Hamburg. However, the new 12 years for the adult education based on the “Belem Framework” has just started, so it is too early to conclude whether there was any impact of effect at this point. As they had more conferences, the number of nations that participate in the international adult education conference and submission rate of national report is increasing. However, it is optimal to have international cooperation that anticipate the next 12 years and further while always keeping in mind how difficult it is to draw up the agenda that summarize the consensus of many participating nations and regions.

As the cooperation of adult education progresses in the world, the network for the international adult education in the world is expanding. As NGOs and NPOs in a nation cooperate with adult education group and make effort in developing the adult education that nation, the connection among the NGOs, NPOs, adult education, and organization inside and outside the country is expanding. Also there are region where intra-region cooperation with “region” as a core that has intra-national cooperation, international cooperation, and shares certain history and cultural similarities is getting started.

At the present time when cooperation from various situation is created, how to construct regional cooperation with the core of the region that has common culture and history, and international network that supports it is a great interest

internationally and for policy. Especially, the viewpoint of the interlock of “regional cooperation” and “international network for adult education is starting to be emphasized for the system that promotes the development of adult education in the new century.

(2) Expansion of Worldwide and Regional-wide International Adult Education Organizations

Firstly, the representative network for international adult education is international institutions and International Council for Adult Education (hereinafter referred as ICAE). Since the establishment of ICAE in 1973, they played a large role in the development and activities of adult education in the world. They currently have the office in Uruguay in South America and have various projects for adult education.

According to Arai’s researches, the characteristics of ICAE is that they do not have detailed objective such as literacy education, artistic education, or small group learning, but they are an organization of various adult education activity groups that are in a larger framework of “adult education, and is an inclusive network”.⁵ The network is still expanding now but the one of the opportunities for the expansion is ICAE general assembly.

ICAE general assembly is held every 3 years. They divide into multiple working groups such as “gender” and “climate change” and the representatives from each region and specialists discuss the current situation and plans for the next 3 years, and policy toward the next CONFINTEA. Similar to CONFINTEA, future activity policies and proposal for the next CONFINTEA is adopted on the last day of the conference with the common consent of the general assembly participants.

The general assembly is held in various languages such as English, Spanish, French, and the language of the hosting nation. They are considerate of the languages so many people can participate actively. Also, they do not only have discussions in subcommittees, but also utilize the time to introduce the local adult education organizations, have dance

performance from adult education group, and have observation of adult education facilities. In the room where they provide tea and snacks during the break, they have booths to introduce the activity of the adult education organization by the staffs using pamphlets and posters so they make it easier for the participants of the general assembly and the local adult education organizations to interact.⁶

Also, ICAE put effort in training the specialists for adult education in the world. Every year, they hold 2 to 3 weeks of ICAE academy in various parts of the world such as Africa, Europe, and South America and provide various training related to adult education. The ICAE academy (IALLA) held in Jordan in September 2013 was implemented with the cooperation of DVV, who is mentioned in this paper.

ICAE leads the adult education promotion in the world, and The Asia South Pacific Association for Basic and Adult Education (hereinafter referred as ASPBAE) is the Asia version of the organization. The main office of ASPBAE is located in Mumbai, India. As the organization name shows, they develop promotion and activity for the diffusion and development of adult education in Asia and the Pacific region.

They do not only support the implementation and plan for adult education in Asia and the Pacific Region, but also adopt international agenda such as “Belem Framework” that was determined in the regional conference of UNESCO regional international adult education conference and main conference. We can see their policy of that although their core is Asia and South Pacific, they try to expand their activities to the world and considering Asia and South Pacific based on the trend of the world.

ASPBAE has been targeting their support and activities in Southeastern Asia and the Pacific, but they have been exploring to expand their target to Central Asia recently. In Central Asia, DVV mentioned below is actively developing their activity. ASPBAE and DVV has been in cooperating relationship for 30 years and since they are partner of support activities and its promotion in Asian country, where DVV is targeting, the development of

the effort to Central Asia is examined.

In the next chapter, the adult education in Uzbekistan and international support of DVV is examined with multiple examples and their actual and current situation is discussed.

2. Uzbekistan after the Independence and Adult Education

After the independence after the collapse of the Soviet Union, Central Asian region has been rapidly reforming the education system of the Soviet Union period, expanding education infrastructure, and establishing law related to education. These education reforms have been consistently prioritizing the school education so reform in adult education and lifelong learning system and establishment of the law have been left behind. Old Soviet Union and 5 nations in Central Asia (Kazakhstan, Uzbekistan, Kyrgyz, Tajikistan, and Turkmenistan) each promoted their own education reform after the independence and their degree of development are different. However, generally speaking, there is no nation that has adult education system and establishment of the law so they are still in development.

In the nations in Central Asia, the factor interfering the cooperation within the region for promoting of adult education is the different positioning of adult education in each nation. In the national report submitted to CONFINTEA VI in Central Asia shows a large difference in the definition and activity content of adult education in each nation. It shows the significant difference in how they understand as adult education in Central Asia.

Uzbekistan is one of the nations in Central Asia with such situation. It is a double landlocked nation surrounded by 4 nations in Old Soviet Union and Central Asia, Kazakhstan, Kyrgyz, Tajikistan, and Turkmenistan, that became independent after the collapse of the Soviet Union in 1991. During the Soviet period, the main industry of cotton was monoculture so the main industry that still supports the nation is cotton and they are one of the top nations that produce cotton in the world. However, during the harvest season, they have not only

adults, but also children picking cotton so they were criticized as being the hotbed for child labor from the international society and some multinational corporation refused the purchase of cotton from Uzbekistan.⁷

During the Soviet period, they had various educational institutions to provide opportunities for adult to receive various educations. The representative institutions were secondary vocational education, night course and correspondence for higher education, parents college, liberal arts college, and library. According to Tomiak, the objective of adult education is that “the general goal for education and cultural activities for adult is to enhance the consensus of communism and political costiveness in general public, to raise the level of general culture and education, and to promote the spirit of collectivism and love for labor”.⁸ In other words, the adult education during the Soviet period was considered to be a place to convey the Soviet communism ideology for the adults who did not receive school education and had a goal to raise the education level for the general population outside the school.

On the other hand, when we focus on the connection between the adult education in Uzbekistan and Central Asia and the world, their relationship started at CONFINTEA V held in Hamburg, Germany in 1997. It is because Uzbekistan and Central Asia became independent one after another after 1991 so the involvement in CONFINTEA as an independent government started after the 1990s. They participated in the fifth conference and the sixth conference in 2009 and the situation continues up to today. The participation of Central Asian nations for the sixth conference in 2009 was that 4 nations except for Turkmenistan submitted the national report that summarized the current situation of adult education and government representatives were sent to the main conference in Brazil. As the representative of Uzbekistan, the member of the Uzbekistan national commission for UNESCO is sent to the conference.

After the fifth conference in Hamburg, the first regional conference for lifelong learning in the

Central Asian nations, “Education for All-Lifelong learning in Central Asia” was held in Tashkent, the capital of Uzbekistan, in June 2003. This conference has the objective of making the activity framework based on the declaration of “Education For ALL”, enforcing the “The Hamburg Declaration on Adult Education” and “Agenda for the Future of Adult Learning” adopted in the fifth conference, and world conference for higher education in 1998, and supporting the activities of Central Asia to implement the recommendation from those conferences. At the end of the conference, proposal of “Tashkent Call to Action” was adopted and the development of plans and aims for lifelong learning policy for nations in Central Asia was aimed at.

Although it has been 25 years since the independence from the collapse of the Soviet Union, it is difficult to say that laws related to adult education and lifelong learning and policy of lifelong learning and adult education is expanding sufficiently. In the current situation where concept of adult education and lifelong learning is not rooted in people, having the regional conference for “Education for All-Lifelong Learning in Central Asia” adoption of the proposal “Tashkent Call to Action” was extremely epoch making and it has the possibility of being the first step toward the development of adult education in Central Asia in the future.

Also, the participant of this conference consist of people in various positions such as government representatives from 15 nations, Uzbekistan, Kazakhstan, Kyrgyz, Tajikistan, Russia, Ukraine, Armenia, Azerbaidjan, Georgia, Denmark, Germany, India, Indonesia, Pakistan, the Philippines, UNESCO headquarters, UNESCO Uzbekistan office, representative of each NGO, and DVV. The discussion was held not only with government representatives, but also with people from wide perspectives so it is evaluated highly that it has a structure of providing opportunity to construct regional cooperation and coordination for adult education and it is a great result of the main conference and the proposal.

On the other hand, issue of “Tashkent Call to Action” is that the specific activity aims and evaluation standard for the current situation and

issue of lifelong learning and adult education in the region of Central Asian and nations in Central Asia is not clear. For example, six points were pointed out to be improved in the future by the conference participants, but all six points do not truly express the issue of Central Asia.

To be specific, items such as “1. To recognize that lifelong learning and learning for adult including formal education that support the exploration of specialized activity and new direction for individual life and non-formal education is a key issue in the turning point of nations in Central Asia”, “3. To clarify that ALL EFA are emphasizing the importance of adult education and these regions and nations are not paying sufficient attention to adult education”, and “4. To focus that legal aspect and financial assistance, appropriate system structure, efficient management system, mechanism of adult education that is the environment necessary to support high quality evaluation and principle of EFA do not exist in the nations of Central Asia” are mentioned in the current situation of Central Asia, but it can be said that they are also common in various regions in the world, not just in Central Asia so these are not issues specific to the current situation of Central Asia.⁹

As it was mentioned, there were various places and opportunities that provided adult education during the Soviet period. However, in the effort of freeing from the old Soviet system after the independence, the flow of utilizing the strong point of the old framework and establishing the law and system for adult education in the new nation is stagnating.

In such situation in Uzbekistan, how do international support groups provide support and develop cooperation with the local partner institutions? In the next chapter, I will examine what kind of effort is made and what the results an issues are using the example of practice of DDV, who is an adult education support group active in Uzbekistan from Germany.

3. International Support for Adult Education in Uzbekistan and Development of International Network – Based on the

Example of DVV

DVV is developing their activity in Central Asia, currently in Uzbekistan, Kyrgyz, and Tajikistan. DVV office in Uzbekistan has the role of having jurisdiction over the whole Central Asia. In Uzbekistan, they support occupational techniques such as handicrafts as well as support in constructing the base and developing the adult education association that makes contribution to the development of adult education for the whole nation. The support activities are implemented with the cooperation of local NGO and related organization and they have the system to promote the cooperation among the adult education organizations in the nation by developing the activities. Also, DVV is deeply involved in the composition of national report of Tajikistan that was submitted at CONFINTEA VI. The core of DVV's activity is at the Uzbekistan office but they can grasp the activities and results in the three nations from there, and they can interact and exchange information among the three nations. It can be seen that this system is an element in promoting the regional cooperation in Central Asia region.

One of the activities that DVV is putting effort in is the training program of Uzbekistan adult education association. The organization is formally called Association for Congruous Development of Youth and Adults of Uzbekistan and it is currently the only organization related to adult education in Uzbekistan. The reason for supporting and cooperating with this organization is that they consider that in order to establish the adult education in Uzbekistan and make it develop, it is necessary to have an adult education organization by the local people who lead it. To be specific, they aim to do the capacity building for the Uzbekistan Adult Education Association, give advice or instruction, if necessary, to various NGOs and organizations related to adult education, for local people to have initiative, and train organizations and staffs to support adult education.

Periodically, they have staff training for the association and other adult education organization and plan and hold roundtable with invited lecturers and specialists in and outside of Uzbekistan to aim for the skill formation for the staffs. Furthermore, they

periodically have projects to send staffs from adult education organization in Uzbekistan to international conferences, seminars, and international roundtables that are held in abroad. For example, they send local staffs from Uzbekistan to the general assembly for DVV that are held periodically and ensure them the opportunity to learn about adult education, the newest trend of DVV's support activity.

Also, it is reported in Uzbekistan that the head of the adult education organization mentioned earlier participated in a conference called "Lifelong Learning for All through Community Learning Centers (CLCs)" in Bangkok, Thailand in 2012 and talked about the characteristics and history so far of adult education organization in Uzbekistan and the government program.

In this conference, they not only transmitted the current adult education situation in Uzbekistan, but also brought back and examined the examples of other nations to Uzbekistan. DVV's newsletter showed report of the head of the association who participated in the conference and also introduced the learning example of women in the framing area of Pakistan and example of "Bamboo School" in Thailand where they learn agricultural techniques and practical knowledge. As it was in the theme of the conference, it shows the examples of CLC in each nation, but it also mentions CLC in Uzbekistan and shows that after CLC was established in 1999, 10 CLCs and one national learning center were established with the cooperation of UNESCO, and example of many NGOs is providing education to people in Tashkent.¹⁰

Such dispatch project to international conferences mentioned above is considered to promote internationalization of the adult education organizations in Uzbekistan and construct international network. By knowing the current situation of adult education in other nations and understanding the pioneering examples they can know the newest trend of adult education in the world and also by interacting with many people in the adult education, they can create international network.

Even when international support organization

provides support for the effort of individual adult education organization in financial, technical, and staffing aspect, it is still necessary to continue and develop non-governmental and non-profit organization that can support the adult education of the nation other than the government and local government. In this point, DVV's dispatch project forms skills for individual staffs and internationalize them as well as promoting the international network structure of adult education in Central Asia.

In Uzbekistan, what DVV is emphasizing with the cooperation of the local partner is preserving and inheriting the history communicated via oral tradition. They partner with the organization that support people with the knowledge of the history told in oral tradition in Uzbekistan and record the history told in oral tradition in a video to convey it to the later generation as well as training people who can tell the history in oral tradition.¹¹ This type of activities is also promoted in various nations other than Uzbekistan by DVV. In other words, the support activity related to the memories and oral tradition in the world is brought to Uzbekistan and developed in Uzbekistan while changing its form.

What kind of impact does the effort of international support organization involving in the memory of people, ideology, and internal belief give to the local people? How can the support that is based on the international standard commit to the activity that truly expresses the old tradition, history, and culture of the local area. Not just the technical aspect, but how can they provide support that step inside of human mind such as culture that arouse the love for their hometown and religion, or should the support even provided?

What is important here is that the support activity is implemented with the local partner institution, not just by DVV. Cooperation with people who know the local tradition, history, and cultural climate is one of the ways to protect the local originality from the "outside pressure" of the international standard of adult education. The activity of DVV is a support that the important point in international support such as having the international standard as well as maintaining the locality of the country with the

partnership with the local institution.

Conclusion

This paper discussed how the development of worldwide development of international adult education and creation of international network such as CONFINTEA and ICAE influence the adult education in the developing nation by examining the DVV's activity in Uzbekistan and examine what kind of adult education is starting from the effort and how the network of adult education is created and issues created from there.

The proposal of CONFINTEA and effort of international network with ICAE and DVV is developed worldwide and Central Asia where practice and accumulation of adult education and lifelong learning is deprived and what adult education is supposed to be is not established is a subject of support and expansion of network.

Through the activities of DVV, the result of CONFINTEA and newest trend of adult education is implemented in Uzbekistan with the dispatch project and DVV activities in Uzbekistan.

To summarize this, international support organization like DVV is between the world and Uzbekistan in the field of adult education. They communicate the world trend to Uzbekistan and by bringing Uzbekistan to international conferences in the world and scene of adult education, they have the role to communicate the current situation of Uzbekistan to the world. It is clear from the fact that the publication composed by DVV has article of the project in Uzbekistan. Through the medium such as people and publication, the opportunity for Uzbekistan to interact with the world is created and this is developing into international network that connects the world and Uzbekistan.

Although adult education and lifelong learning in Central Asian region including Uzbekistan is still in the stage of sprouting, the traditional education that has been done for a long time in mosque in this region and education in local community called Mahalla is still the root of adult education and local social education in this nation. In the future, the most important issue is how they should make an

international approach for education subjecting adults and children in the local society that has been existing in Uzbekistan for a long time.

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[Note]

- 1 H.S.Bhola, *Kokusai Seijin Kyoikuron- UNESCO, Kaihatsu, Seijin no Gakushu (International Adult Education Theory-UNESCO, Development, and Adult Learning)*, Toshindo, 1997, p.175.
- 2 It does not mean that developed countries have no literacy problem. For example, evening junior high school estimated that there are million and a few hundred thousand people who has not completed the compulsory education in Japan. People who have not completed compulsory education often have problem of literacy where they cannot sufficiently read and write Japanese. Evening school in public junior high school and independent night junior high school by volunteers and NPO is trying to solve this issue.
- 3 Manzoor Ahmed, “The State and Development of Adult Learning and Education in Asia and the Pacific”, 2009.
- 4 Belem Framework for Action 2009, Japan Association for Promotion of Social Education eds., *Shakai Kyoiku Shogai Gakushu Handbook (Handbook for Social Education and Lifelong Learning 8th edition)*, 2011, pp.179-182.
- 5 Yoko Arai, “The developing process of conscious challenges for International Council for Adult Education (ICAE): a study of international movements on adult education (1) “, *Hosei Journal of Sociology and Social Sciences*, Hosei University, *Shakai-Shirin*, 54(3), 2007, pp.55-74.
- 6 In the 8th general assembly of ICAE held in Malmo, Seden in 2011, they introduced the

- activities of the local adult education organizations such as performance by young hip hop dance group and traditional dance by senior citizens. Also, booths of adult education organizations are set up to interact with participants and they provided many opportunities to interact with Sweden and adult education in the world from various aspect.
- 7 International NGO organization, Cotton Campaign boycotts purchase of cotton produced in Uzbekistan for global corporation to oppose the forceful child labor of cotton picking by the government. From this, sports brand, Nike, Marimekko from Finland, Walmart of US, and Tesco of UK determined to stop the transaction of linens made with cotton produced in Uzbekistan. <http://www.cottoncampaign.org/Viewed> on August, 29th, 2013.
- 8 J • J • Tomiak, *School in Soviet*, 1975, p.122.
- 9 For detail, refer to Asuka Kawano, “International Adult Education and Lifelong Learning in Developing Countries”, Takeo Matsuda eds., *Present Social Education and Lifelong Learning (New Edition)*, Kyushu University, 2015, pp.221-244.
- 10 DVV International, Информационный бюллетень, No.26, 2012, pp.12-14.
- 11 Alisher Sabirov, “Oral History and How Youth and Adults Learn from the Past Experiences from Uzbekistan”, DVV International, *International Perspectives in Adult Education-IPE66, Closing the Books or Keeping them Open?*, 2011, pp.75-84.
- * Associate Professor, Graduate School of Education and Human Development, Nagoya University
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