

CONCEPT

**"LEARNING TERRITORIES"
FOR IMPROVING THE WELL-BEING OF CITIZENS OF UZBEKISTAN**



ABSTRACT

The concept “Learning Territories” for improving the welfare of citizens of Uzbekistan” was prepared by the Office of the German Adult Education Association (DVV) in Uzbekistan (DVV International Uzbekistan) with the financial support of the German Federal Ministry for Economic Cooperation and Development (BMZ) within the framework of strategic planning of the activities of DVV International Uzbekistan in the republic.

The concept of “learning territories” (regions, cities, villages, towns, individual organizations, etc.) is developed on the basis of international experience and is addressed to decision-makers on the development of formal and informal education and training of the population - senators, deputies, representatives of local authorities, employees of ministries, departments, industry research centers and institutes, heads of educational institutions at all levels, as well as interested representatives of civil society - heads of citizens’ assemblies of mahallas (CAM), NGOs, etc.

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The activities of the National Commission of the Republic of Uzbekistan for UNESCO are aimed at the broader cooperation with UNESCO in all aspects of culture and art, education and science, as well as coordination with UNESCO on all projects and programmes.

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ABBREVIATIONS

PPP	Public-private partnership
ICT	Information and communication technologies
LL	lifelong learning transition towns cities in transition (towards a more sustainable lifestyle) cohousing cohabitation (within the community) mahalla Neighborhood in Central Asia

PREAMBLE

Modern society requires people to constantly learn and adapt to rapidly changing conditions. The traditional model of education, limited by the walls of an educational institution, no longer meets the challenges of the time. A learning territory, integrating the educational process into everyday life, is becoming a key factor in the successful development of people and communities around the world.

The concept examines the terminological aspects of such a concept as “learning territories”, describes the model of a “learning territory” and the stages of its creation - planning, participation, accessibility, financing, monitoring, evaluation, population involvement and popularization. Practical recommendations are provided for transforming territories into learning ones, and the possibilities of applying this model in Uzbekistan are considered.

The creation of learning territories will ensure conditions for their sustainable development by improving the quality of life of the population and improving educational opportunities. To achieve this goal, certain conditions are necessary. First of all, it is the political will and commitment of local authorities to the idea

of a “learning territory”, the presence of a collective subject for managing the development of the “learning territory”, including representatives of local authorities; business; management structures responsible for providing education and training; direct training organizations (formal and informal); scientific structures, representatives of the civil sector. It is also necessary to create a unified educational and information space that includes all forms, types and kinds of education and training, from basic education to higher and postgraduate education (formal, non-formal, informal, inclusive, learning in families and communities, vocational training and on-the-job training). It is important for the civil sector to participate in all processes, to develop a culture of lifelong learning among the population, to constantly improve the quality of education and to constantly expand the use of modern educational technologies.

The creation of learning areas is a complex task that requires the coordination of efforts by the government, local authorities, the private sector and civil society. However, investments in learning areas are investments in the future and can bring significant benefits to all members of society, including delayed effects (improving the standard of living of future generations, developing an innovative culture, improving the environmental situation, etc.)

KEY CONCEPTS AND TERMS

The concept of “Learning Territory” can be applied at various levels: from entire countries to small communities. This term is not strictly defined and can have different meanings depending on the context. You can find the following definitions of learning territories:

Learning territories are not just a set of educational institutions and programs, but a holistic system in which learning and knowledge become accessible and useful to all residents, regardless of their

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status and age. It is a model of sustainable development that supports not only economic growth, but also social well-being, inclusiveness and environmental responsibility.

“Learning territories” (cities, districts, communities), where learning and knowledge development become an integral part of everyday life. In such an environment, every resident, regardless of age, social status or level of education, has access to continuous learning, which contributes not only to personal but also to collective growth and improvement of the quality of life.”

The concept of “Learning Territories” is based on the idea that education should be accessible and useful for all categories of the population and become part of the urban and regional infrastructure. In this context, learning becomes a process that occurs everywhere and always, and learning territories represent a system in which educational institutions, cultural and public organizations, businesses, local governments and the residents themselves interact.

Since there is no single or generally accepted definition of a learning territory (as well as a learning region, city), various authors try to highlight some common features dedicated to this phenomenon.

For example:

“The first characteristic is that these regions have a clear commitment, supported by all partners (public authorities, private enterprises, educational institutions, civil society organizations and key individuals), to focus on learning and knowledge dissemination as the main factor of development. The second characteristic is the intention to create a globally competitive, knowledge-based industrial potential and to develop the local community’s ability to change under the influence of innovation. The principle of lifelong learning is laid down here as the basis for formal and informal learning at all ages and at all levels. The third characteristic is a

common desire for social community, increased trust between people and sustainable development. Despite some common characteristics, sociological research shows that each city or region builds its own development model and becomes competitive in the knowledge-based economy through innovation¹.

Some authors give their own definition. For example: “The concept of “learning regions”, “learning cities” integrates the objective global trend of development of the information society and local efforts to match this trend with the real situation in the country, region, company or organization. An obvious progressive trend of the global educational process is the targeted creation of an environment that stimulates adult education on the territory of a municipality, city, region, country as a whole. It is this direction of territorial integration of all subjects of the economy, education, culture, science, non-governmental organizations with the support of local authorities that is most often called a “learning region”, “learning city”, “learning community”². A very general formulation is also encountered, for example, N. Longworth asserts that “a learning city is a community that has a strategy for encouraging the creation of wealth, personal growth and social unity through the development of the human potential of all citizens.”³

The neural network provides a detailed formulation: “The learning area is not just a physical space, but a dynamic, developing environment where the learning process takes place not only within the walls of the educational institution, but also beyond its borders, integrating into everyday life.”

¹«Regional Integration: Experience of Learning Regions». V. V. Stroyev (2008) <http://cyberleninka.ru/article/n/regionalnayaintegratsiya-opyt-obuchayuschih-sya-regionov> (Accessed: 22.11.2024)

²«Learning Regions, Learning Cities» (2007) - N. Litvinova, S. Kirsanov, O. Ivanova, S. Polkina, O. Balazhi https://www.znanie.org/journal/n2_07/Andr.pdf (Accessed: 22.11.2024)

³«Creating and Building Learning Communities» (1996., p.9) – N. Longworth. *European Lifelong Learning Initiative: France.* (Accessed: 22.11.2024).

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Key characteristics of the learning space:

- Integration: learning takes place at school, at home, on the street, in cafes, museums, libraries, cinemas, in nature.
- Active participation: students actively participate in the learning process, becoming co-authors of their own education.
- Technology: digital technologies are used to personalize learning, access information, communication and collaboration.
- Openness: the learning space is open to everyone - children, adults, teachers, parents, community representatives.
- Collaboration: educational institutions work closely with other organizations and institutions, creating a network for the exchange of experiences and resources.

Examples:

- A school yard transformed into an open-air laboratory.
- A museum offering interactive exhibitions and educational programs.
- A city library organizing lectures, workshops, and online courses.
- A park where ecology and natural history classes are held.
- An online platform that brings together students, teachers, and experts from different countries.

A learning territory is not just a place, but a concept that focuses on lifelong learning and development, integrating education into people's lives. The idea of learning territories has evolved from different concepts and is implemented in different forms around the world. The origins of the idea can be found in the following educational concepts:

- Education for all: the idea of providing education to all people dates back to the 18th century, during the Age of Enlightenment. However, the idea became widespread in the 20th century, with the development of general education systems and the increase in literacy rates.

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- **Skills development:** in the 20th century, the importance of skills development increased due to the rapid development of technologies and changes in the labor market. This led to the creation of vocational training and retraining systems.
- **Sustainable development:** at the end of the 20th century and the beginning of the 21st century, the importance of sustainable development increased. This led to the emergence of the idea of “green” territories and learning territories, which strive to preserve the environment and develop green technologies.
- **Information and communication technologies:** the development of information and communication technologies (ICT) has provided new opportunities for education. Online courses, mobile applications and other ICT tools have made education more accessible and flexible.

The modern concept of learning territories reflects the following trends:

- **Global interconnectedness:** with the development of globalization and international cooperation, the importance of international exchange of experience and knowledge has increased.
- **Lifelong learning:** continuous learning has become a necessity in the modern world, where changes occur rapidly, and skills also quickly become obsolete.
- **Sustainable development:** this trend has become a key priority for many countries and international organizations.

The concept of “learning territories” continues to develop and has already attracted the attention of many countries and international organizations that see it as a key to solving various global problems.

The term **“territory” in the context of “learning territory”** has several meanings, which can mean both a geographical space and concepts that go beyond it.

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For example:

- Geographic space. This can be a city, region, region, village, or even a small area. But in the context of “learning territory” it is not just an area of land with its borders, but a space in which various social, economic and cultural processes take place.
- Social system. “Territory” includes not only physical space, but also the people living on it, their relationships, culture, history, infrastructure and institutions. It is a social system that is capable of learning and change.
- System of interaction. “Learning territory” is not just a passive space, but a system of interaction between different participants: the state and local authorities, residents, businesses, educational institutions and public organizations. The interaction of these participants and their joint work on solving problems and achieving common goals creates the conditions for learning and development of the territory.
- Space for experiments. “Learning territory” is a space where you can experiment with new approaches, technologies and practices. It is an opportunity to learn from mistakes, adapt to changes and create a sustainable future.

Thus, “territory” in the context of “learning territory” is not just a physical space, but a complex system in which different participants interact, which facilitates learning and development.

The term **“learning” in the context of “learning territory”** also has a meaning that goes beyond its usual meaning - simply acquiring knowledge. It implies that the territory not only uses other people’s knowledge, but also “produces new knowledge” itself.

A learning territory has the ability to:

- Adapt to change. The world is constantly changing, and territories must be ready for change in order to survive and prosper. A “learning territory” is able to analyze changes, assess

their impact and adapt to new conditions. This can manifest itself in a change in the economic model, the introduction of new technologies, the development of new industries, etc.

- Learn from experience. A “learning territory” is not afraid to make mistakes but uses them as an opportunity to learn. It analyzes its experience, studies the experience of other territories and implements best practices. It allows it to avoid mistakes in the future and solve problems more effectively.
- Develop innovations. A “learning territory” is not only a consumer of knowledge, but also a source of new ideas and solutions. It is able to generate innovations, develop new products and services, implement new technologies. It allows it to create new opportunities for development and competitiveness.
- Interact with the outside world. A “learning territory” does not isolate itself from the outside world, but actively interacts with it. It studies the experience of other territories, attracts investments, develops international relations. This allows to obtain new knowledge, technologies and resources necessary for development.
- Create conditions for learning. The “learning territory” creates conditions for the education of its residents, from school education to lifelong learning. It provides access to educational resources, develops information infrastructure, creates retraining and advanced training programs. Thanks to this, a high level of human capital is maintained, and sustainable development is ensured.

In general, a “learning territory” is a dynamic system that is constantly evolving, adapting to changes, learning from mistakes and creating conditions for the learning of its residents. A learning territory may coincide with the boundaries of an administrative geographical unit (region, city, district, village, etc.), or it may be within the framework of a separate enterprise, educational

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institution or organization. The term “learning territory” reflects the idea that not only people, but also geographical spaces, as well as various organizations, institutions, communities can learn and develop.

THE GOAL, OBJECTIVES AND NECESSARY ACTIVITIES IN THE CREATION OF LEARNING TERRITORIES

The main goal of transforming territories (cities, villages, communities, etc.) into learning territories is to create an environment that promotes continuous learning, development of skills to improve the well-being and quality of life of residents. When creating learning territories, changes affect not only educational aspects, but also social, economic and cultural spheres. The main objectives of such transformation are:

- Improving the level of education (ensuring accessible and high-quality education for all age groups).
- Developing skills (preparing residents for changes in the labor market and introducing new technologies).
- Creating sustainable communities (forming active citizens capable of participating in solving local problems).
- Stimulating economic development (supporting local businesses and creating new jobs through education and innovation).
- Improving the quality of life (improving the well-being of citizens through fair access to education, culture and social services).

To solve these problems, it is necessary to implement a number of specific activities:

- Conduct an analysis and assessment of the educational needs and expectations of residents, including taking into account the needs of the labor market.
- Study all existing resources and opportunities for the implementation of these expectations.

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- If necessary, create additional educational infrastructure.
- Develop educational programs and courses that meet the identified needs.
- Strengthen cooperation between educational institutions, businesses and local authorities.
- Involve the local population in decision-making processes and the implementation of initiatives
- Conduct information campaigns to raise awareness of the importance of education.
- Create conditions for the development of start-ups and new directions in entrepreneurship.
- Train the population interested in education not only in professional skills, but also in entrepreneurship skills, as well as innovative thinking.
- Support the formation of local communities ready for cooperation and mutual assistance.
- Promote the strengthening of social ties and interactions between residents.
- Establish a system for monitoring and evaluating the effectiveness of educational initiatives.
- Adjust the strategy based on the data received and feedback from residents.
- Establish cooperation with NGOs, private companies and government agencies to implement joint projects.

The implementation of goals, objectives and activities will help create a sustainable model of a learning territory, which in turn will lead to an improvement in the well-being of its citizens and the development of the entire territory.

MODELS OF LEARNING TERRITORIES

The concept of learning territories (cities, villages, communities) is specified in the form of specific models. Each model, using the general ideas and principles of the concept, is implemented in

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unique formats, relying on continuous training and development of skills among residents, as well as on the integration of various educational resources and initiatives in each specific territory.

If the concept is a fundamental idea, an abstract representation of “learning territories” without a detailed description of the mechanisms for its implementation, then the model is a concretized representation of the concept, a kind of template that allows the territory to effectively learn, adapt and develop. But this template does not set a rigid framework, it is rather a flexible tool that can be adapted to the specific conditions and needs of each territory. The model is more detailed than the concept and may have, albeit small, differences for territories of different types (city, village, community). For example, in the city, education in museums, theaters will be relevant, and in the village something else, for example, holding master classes on growing vegetables, in the mahalla - craft skills, etc. The models below are very rough. Territories should refine them themselves taking into account their needs. Examples of learning territory models show how to move from a concept to its actual implementation.

The learning territory model can also be described using its key elements:

Goals and Values

- Vision. What kind of future does the learning area want to create? What changes does it want to see in its life?
- Mission. How will the learning area achieve its vision? What actions will it take?
- Values. What principles and beliefs underlie the learning area? What characteristics are important for its development?

Structure and Governance

- Management. How is the learning area governed? Who makes decisions? How are citizens involved?
- Partnerships. What organizations and institutions does the

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learning area collaborate with? How do these partnerships contribute to its development?

- Funding. How is the learning area funded? What sources of funding are used?

Educational Resources and Programs

- Access. What access to education is provided in the learning area? What educational institutions exist?
- Diversity. What types of educational programs are offered? For what age groups and areas of activity?
- Quality. How is the quality of education ensured in the learning area? What criteria are used to assess quality?

Innovation and Development

- Technology. How is technology used to develop education in the learning area? What innovative platforms and resources are used?
- Entrepreneurship. How is entrepreneurship stimulated in the learning area? What programs and initiatives exist?
- Social responsibility. How does the learning area promote social responsibility among the population? What programs and initiatives exist?

Measurement and evaluation

- Indicators. What indicators are used to evaluate the success of the learning area? How is its impact on people's lives measured?
- Monitoring. How is the progress of the learning area tracked? What mechanisms are used to monitor and evaluate its activities?

EXAMPLES OF “LEARNING TERRITORIES” MODELS

The Learning Mahalla Model

A mahalla (neighborhood in Central Asia) that strives to create conditions for lifelong learning by providing access to education for all ages and groups of the population. It uses traditional teaching methods, modern technologies and innovative approaches to skills development. A learning mahalla is not just a territory where people live. It is a community that actively develops its educational environment and strives to create conditions for learning and skills development for all residents, regardless of age, education, profession, interests or opportunities.

Key features of a learning mahalla

- Active participation of residents. A learning mahalla is built on the principle of joint participation of all residents in the learning and development process. People share knowledge, experience, organize master classes, participate in projects and training programs.
- Availability of educational resources. A learning mahalla has access to various educational resources, both traditional (schools, libraries, clubs) and modern (online platforms, mobile applications, information centers).
- Various forms of training. Training in a learning mahalla can take place in various forms: courses, trainings, master classes, seminars, discussions, project activities, volunteering, etc.
- Focus on relevant skills. Training is aimed at developing the skills necessary for successful life and work in the modern world. These can be computer skills, language courses, financial literacy, entrepreneurial skills, creative master classes, etc.
- Social inclusion. The learning mahalla strives to ensure that learning is accessible to all, regardless of their age, education, social status and capabilities.
- Sustainable development. The learning mahalla takes into

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account the principles of sustainable development and strives to ensure that learning contributes to the preservation of the environment, the development of the local economy and the creation of a more just and equal society.

Examples of initiatives in a learning mahalla

- Organizing computer literacy courses for pensioners.
- Creating a hobby club for children and teenagers.
- Conducting master classes on growing vegetables in home gardens.
- Organizing seminars on financial literacy for adults.
- Creating an online platform for sharing knowledge and experiences between residents.

Benefits of a learning mahalla

- Improving quality of life: learning and skill development contribute to improving the quality of life of people, increasing their independence and self-confidence.
- Social integration: a learning mahalla promotes social integration of residents, strengthening ties between them and creating a more cohesive community.
- Economic development: skill development increases people's competitiveness in the labor market and contributes to the development of the local economy.
- Creating a fairer and more equal society: a learning mahalla strives to ensure that education is accessible to everyone, regardless of their social status and capabilities.
- A learning community is an innovative approach to community development that can bring many positive changes to people's lives.

“Learning City” Model

A city that strives to develop an innovative economy and create conditions for entrepreneurship. It provides access to quality

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education and vocational training and develops the infrastructure necessary for technological progress.

Key features of a learning city

- Focus on relevant skills: training is aimed at developing the skills necessary for successful life and work in the modern world. These can be skills in IT, entrepreneurship, creativity, culture, ecology, health, sustainable development, etc.
- Innovative approaches to learning: a learning city uses modern teaching methods, including online platforms, mobile applications, interactive teaching materials, master classes from specialists, etc.
- Availability of educational resources: a learning city has access to various educational resources, both traditional (schools, libraries, museums, theaters, universities) and modern (online platforms, mobile applications, information centers).
- Active participation of residents: a learning city is built on the principle of joint participation of all residents in the process of learning and development. People share knowledge, experience, organize master classes, participate in projects and training programs.
- Sustainable development: a learning city takes into account the principles of sustainable development and strives to ensure that learning contributes to the preservation of the environment, the development of the local economy and the creation of a more just and equal society.
- Social inclusion: a learning city strives to ensure that learning is accessible to everyone, regardless of their age, education, social status and capabilities.

Examples of initiatives in a learning city

- Organizing computer literacy courses for pensioners in community centers.
- Creating interest clubs for children and teenagers in parks and libraries.

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- Conducting master classes in various creative areas in museums and galleries.
- Organizing seminars on financial literacy and entrepreneurship for adults in business incubators.
- Creating an online platform for exchanging knowledge and experience between city residents and professionals.
- Developing a mobile application that helps city residents find educational resources and events.

Benefits of a learning city

- Training and skills development make city residents more competitive in the labor market and contribute to the development of the local economy.
- Skills development and entrepreneurship contribute to the creation of new jobs in the city.
- Improving the quality of life of people, increasing their independence and self-confidence.
- Social integration of residents, strengthening ties between them and creating a more cohesive community.
- Preserving traditions and cultural heritage by incorporating the study of the city's traditions and cultural heritage into educational programs to preserve them for future generations.
- Promoting sustainable development, as the learning city strives to ensure that learning contributes to the preservation of the environment and the creation of a more just and equal society.

Creating models of different learning areas is an innovative approach that can bring many positive changes to people's lives.

BASIC PRINCIPLES OF DEVELOPMENT OF LEARNING TERRITORIES

- Integration of politics, education, science, business and public institutions of a specific “learning territory” in order to create an accessible, effective and efficient educational infrastructure in this territory.
- Determination of priority areas of professional training and instillation of professional skills taking into account their demand in the labor market.
- Discussion with experts and representatives of the civil sector of the list of priority “soft” skills for the population.
- Discussion with the public of the priority list of desired individual needs of the population in education and training.
- Annually developed (by representatives of government, business, science, educational and public organizations) strategy for the development of education and training in a specific territory (mahalla, district, village, etc.).
- Publicly discussed strategy for the development of the learning territory.
- Wide informing of the population (websites, social networks, special mobile applications) about all educational opportunities and available vacancies in the labor market.
- Open institutional boundaries in education and training (knowledge and experience flow freely between educational institutions of different levels, forms and types).
- Introduction of informal methods and directions in formal educational institutions.
- Shared resources. For example, the use of platforms and specialists/experts of formal educational institutions for events of informal educational organizations (and vice versa).
- Exchange of experience and wide coverage of innovative directions in education and lifelong learning (domestic and foreign).
- Use of digital technologies in popularizing the territorial

approach in the development of education and lifelong learning.

- Involvement of people of creative professions (artists, musicians, designers, etc.) in covering the concept of a “learning territory”.
- Organization of periodic holidays, festivals, fairs dedicated to the idea of a “learning territory” in order to widely inform the population.
- Quarterly and annual transparent financial reporting on the events held to the public.
- Periodically discuss achievements online with other remote territories implementing this approach.
- Conduct small express studies and surveys informing experts and the public about the progress of the territorial approach implementation.

NECESSARY CONDITIONS FOR TRANSFORMING A TERRITORY INTO A “LEARNING TERRITORY”

- Political will and commitment of local authorities to the idea of a “learning territory”.
- The presence of a collective subject for managing the development of a “learning territory”, including representatives of local authorities; business; management structures responsible for providing education and training, directly training organizations (formal and informal); scientific structures.
- Requests from customers of educational services should really reflect the needs of both organizations and individuals and therefore should be formed on the basis of qualified, substantiated research of both the labor market and the individual needs of citizens.
- Creation of a single educational space that includes all forms, types and kinds of education and training, from basic education to university and postgraduate education (formal, non-formal, informal, including inclusive, learning in families

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and communities, work training and training in the workplace). A single space is understood as the unity of the philosophy of education, legislative framework, common values, goals, and in some cases a common physical space, common educational resources.

- Creation of a single information space that ensures the exchange of knowledge, experience, continuous dialogue, feedback and awareness of all stakeholders, including the general public.
- Participation of the civil sector in all processes as a public examination of management decisions and the results obtained.
- Formation of a culture of lifelong learning among the population.
- Continuous activities to improve the quality of education.
- Continuous expansion of the use of modern educational technologies

SUCCESS CRITERIA FOR THE FORMATION AND DEVELOPMENT OF “LEARNING TERRITORIES”

The experience of some countries allows us to name the following criteria for the successful creation and development of “learning territories”:

- Trusting interaction of the main subjects of the territory
- Government support
- Satisfaction of the needs of the target groups of the territory
- Accessible communication structures
- Availability of scientific potential to support the development of the “learning territory”
- Effective educational marketing
- Availability of a process leader
- Stakeholders

STAKEHOLDERS

When creating a learning territory, many stakeholders are involved, each with their own interests and expectations:

Government bodies

- National government: develops strategies, policies, allocates budgets, regulates activities, creates a favorable environment.
- Regional and local authorities: implement strategies, coordinate projects, are responsible for infrastructure, interact with local communities.
- Ministries of education and science: develop curricula, standards, finance education, support research and development.
- Ministries of economy, labor and social policy: promote economic development, create jobs, support entrepreneurship.

Educational institutions

- Schools, colleges, universities: develop curricula, provide educational services, train specialists, participate in education development projects.
- Vocational training centers: train workers, provide advanced training courses, participate in personnel retraining programs.
- Research institutes: conduct research, develop new technologies, participate in educational projects.

Business

- Companies operating in the region: invest in education, create jobs, provide internships, participate in the development of curricula.
- Startups and innovative companies: develop new technologies, create products and services that contribute to the development of education.
- Financial institutions: provide funding for educational projects, support innovation.

Civil society

- Non-governmental organizations: develop educational programs, provide assistance to students, protect the rights to education, participate in public projects.

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- Public movements: defend the interests of citizens in the field of education, participate in decision-making, organize public discussions.
- Parent committees: protect the interests of children, participate in school management, support educational projects.

Local residents

- Students: receive an education, use educational resources, participate in projects, create demand for new educational services.
- Workers: look for work, improve their qualifications, participate in retraining programs, receive new educational services.
- Parents: ensure that their children receive a quality education, participate in the life of schools, colleges and other educational institutions, support educational projects.

Experts

- Teachers, scientists, specialists in the field of education: provide expert assessment, develop curricula, participate in projects, consult government agencies and businesses.
- Innovation and technology specialists: develop new technologies, products and services that promote education development, consult government agencies and businesses.
- Economics, sociology and demography specialists: analyze economic and social factors that influence education development, provide forecasts.

Media

- Newspapers, magazines, TV channels, online publications: cover activities to create a learning territory, inform society, shape public opinion, criticize shortcomings, stimulate development.

International organizations

- International educational organizations: provide expert knowledge, finance projects, exchange experiences, promote best practices.
- International development organizations: provide financial and technical assistance, support education development projects, promote innovation.

All stakeholders are interconnected, and it is necessary to ensure their effective interaction to achieve success in creating a learning territory.

MECHANISMS FOR IMPLEMENTING THE CONCEPT OF LEARNING TERRITORIES

Creating an integrated educational environment

- Pooling resources, for example, an educational institution cooperates with libraries, museums, cultural centers, uses public spaces to conduct classes and educational events.
- Using digital tools: online platforms, mobile applications, virtual excursions expand access to educational resources and make learning more interactive and accessible.
- Creating a single platform: combining data on resources, curricula, events into a single system for convenience and transparency.

Increasing the role and activity of students

- Developing project-based learning: projects allow you to apply the knowledge you have acquired in practice, develop teamwork skills, and solve real problems.
- Creating study groups with a diverse composition, including students of different ages and representatives of the local community.
- Involving students in the decision-making process, allowing them to choose areas of study, participate in planning events.

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Developing professional competencies of teachers, educators, and trainers

- Conducting seminars and trainings on the use of digital technologies, organizing project-based learning, and working with different types of students.
- Creating a network of teachers, educators, and trainers to share experiences, develop new curricula and joint projects.
- Stimulating the continuous professional development of educators and andragogues, allowing them to acquire new knowledge and skills.

Integration into the local community

- Creating partnerships with businesses, public organizations, and volunteers to implement educational projects.
- Conducting public events, open lessons, lectures, exhibitions, and competitions, involving the local population in the educational process.
- Developing civic engagement among students, involving them in solving pressing problems in the local community.

Using digital technologies

- Developing online courses, virtual laboratories, and interactive educational materials that complement traditional forms of learning.
- Using distance learning systems that allow students to acquire knowledge at a time and place convenient for them.
- Using collaboration platforms that allow teachers and students to exchange information and implement joint projects.

Continuous learning

- Creating lifelong learning programs that allow adults to acquire new knowledge and skills at any age.
- Developing modular programs that allow students to choose

areas of study that match their interests and professional goals.

- Creating a system for monitoring and evaluating the effectiveness of the learning area, allowing for the necessary adjustments to be made to the educational process.

It should be noted that there is no single recipe for implementing the concept of learning areas; each region and each educational institution, community must develop its own model taking into account specific conditions and needs.

RELEVANCE OF THE LEARNING TERRITORIES CONCEPT FOR UZBEKISTAN

The “Learning Territories” concept is becoming increasingly relevant for Uzbekistan in the context of accelerated economic, social and environmental changes, as it implies the creation of a space where education, skills development and joint learning become part of the life of local communities, contributing to their sustainable development. The key aspects of the relevance of this concept are:

- **State strategies and programs:** Uzbekistan implements various state strategies and programs aimed at developing education and the social sphere. The “Learning Territories” model can be integrated into these programs, which will increase their effectiveness.
- **Support for sustainable development:** Learning Territories can focus on issues of sustainable development, ecology and social responsibility. This is important for the formation of conscious citizens capable of participating in solving urgent problems.
- **Need to improve the quality of education:** Uzbekistan is actively working on reforms in the educational system. The creation of learning territories can help improve access to quality education, as well as increase the level of knowledge and skills of

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the population, which is important for the development of the country.

- **Adapting to changes in the labor market:** Given globalization and technological changes, it is necessary to prepare the population for new labor market requirements. Learning territories can offer vocational education and training programs that will enable citizens to successfully adapt to changes.
- **Stimulating innovation and entrepreneurship:** Creating an environment conducive to learning and development can stimulate innovation and entrepreneurial initiatives. This is especially relevant for young people who want to realize their ideas and start their own businesses.
- **Developing local communities:** Learning territories promote the active participation of citizens in the life of their communities, which is important for social cohesion and sustainable development. These territories can become hubs for the exchange of knowledge, skills and experience, which will have a positive impact on the quality of life.
- **Promoting cultural exchange:** In multi-ethnic Uzbekistan, the learning territories approach can help strengthen cultural ties and mutual understanding between different ethnic groups, which is especially important for social harmony.

POTENTIAL FOR CREATING LEARNING TERRITORIES IN UZBEKISTAN

Uzbekistan does not have a separate law in on lifelong learning, but the concept of lifelong learning is reflected in the Law of the Republic of Uzbekistan “On Education” dated August 7, 2020⁴. The country is implementing a number of initiatives that can be interpreted as steps towards creating learning territories:

- Comprehensive measures are being taken to actively develop

⁴The Law of the Republic of Uzbekistan «On Education», adopted by the Legislative Chamber on May 19, 2020 and approved by the Senate on August 7, 2020. <https://lex.uz/ru/docs/5013009> (Accessed: 22.11.2024).

the digital economy, as well as the widespread introduction of modern information and communication technologies in all sectors and areas, primarily in public administration, education, healthcare and agriculture. The “Digital Uzbekistan-2030” Strategy has been developed and approved.

- A comprehensive “Digital Tashkent” program is being implemented, which provides for the launch of a geoportal integrated with more than 40 information systems, the creation of an information system for managing public transport and communal infrastructure, digitalization of the social sphere, and the subsequent dissemination of this experience to other regions⁵. In accordance with this strategy, online learning platforms are being introduced in some schools and universities, and digital laboratories and centers are being created.
- Starting in 2025, Uzbekistan plans to open 100 new schools annually on the basis of public-private partnerships (PPP). It is planned to allocate \$ 2 billion for these purposes in the coming years. At the same time, it is planned to expand the coverage of preschool education in the republic to 80% (currently 74%) in the next 3-4 years. Kindergartens for 240 thousand children will be built under PPP conditions⁶. The President of the country proposed to define projects in the field of education as a new promising area of cooperation with international financial organizations.
- At the state level, a decision was made to introduce distance learning in universities. Thus, from the 2023-24 academic year, public and private universities are allowed to train personnel for the distance education system. Thanks to online learning, the participation rate of women in the labor market increases,

⁵ Decree of the President of the Republic of Uzbekistan on approval of the Strategy «Digital Uzbekistan-2030» and measures for its effective implementation dated October 5, 2020 <https://lex.uz/docs/5031048> (Accessed: 11/22/2024).

⁶In Uzbekistan, 100 new schools will be opened annually on the basis of PPP <https://m.kun.uz/ru/news/2024/09/25/v-uzbekistane-budut-otkryvat-po-100-novyx-shkol-na-osnove-gchp-yejyegodno> (Accessed: 22.11.2024).

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there is an opportunity for people with disabilities to obtain higher education, and the level of coverage of higher education in the country is growing in general ⁷.

- The government is actively working on developing vocational training programs to prepare people for work in modern conditions; technology parks are being created where young people can gain practical skills and develop their entrepreneurial ideas.
- Uzbekistan is actively cooperating with international organizations to gain access to experience and resources in the field of education. In particular, the World Bank, the Asian Development Bank and the German Society for International Cooperation support the development of vocational education, UNESCO and DVV International support the aspirations of Uzbek cities to join the UNESCO World Network of Learning Cities. Tashkent joined this network in 2019, and Fergana in 2020.
- The “Obod Qishloq” (Prosperous village) and “Obod Mahalla” (Prosperous neighborhood) projects, implemented by the Government of Uzbekistan, are aimed at developing rural areas and mahallas through improving infrastructure, social services and housing conditions. The project provides training in modern agricultural technologies, financial support for start-ups and employment opportunities.
- The nationwide project “Yashil Makon” (Green Space) is being implemented, aimed at radically expanding the area of green spaces.

RESULTS OF IMPLEMENTING LEARNING TERRITORIES

Experience from other countries shows that the creation of learning territories (villages, cities, towns, mahallas) leads to the following results:

⁷Results: How Uzbekistan is switching to online education and why the popularity of private universities is growing <https://www.spot.uz/ru/2023/12/25/private-education/> (Accessed: 22.11.2024).

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- The standard of living of the population increases due to expanded access to education, skills development, improved employment and economic well-being.
- New opportunities for personal and professional growth arise.
- Innovation, entrepreneurship and local community development are stimulated.
- Civil society develops and strengthens, the level of citizen participation in community life increases.
- Learning territories contribute to sustainable development, as they focus on environmental issues, the use of renewable energy sources, the introduction of green technologies and the preservation of cultural heritage.
- Inequality is reduced, access to quality education and resources is ensured for all residents, regardless of their geographic location, age, gender or social status.
- Economic growth occurs due to increased labor productivity, the creation of new jobs, the development of entrepreneurship and the attraction of investment.
- The standard of living is improved, poverty is reduced and access to health care and other social services is increased.
- Learning areas contribute to the preservation of cultural heritage, the development of traditions and arts, and the strengthening of ties between generations.
- Learning areas incorporate the principles of sustainable development into their concept, which helps to conserve natural resources and provide for future generations.

When considering the results in the context of long-term and short-term effects, it can be noted that the creation of learning territories brings immediate short-term results already during the first year of their creation:

- Increased civic engagement: learning territories stimulate civic engagement by involving residents in the planning and implementation of projects, in educational initiatives, in the

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discussion of topics important to the community. This leads to a more active and responsible society.

- Development of local initiatives: learning territories encourage the development of local initiatives by providing platforms for the exchange of ideas, resources for the implementation of projects, as well as support from local authorities. This contributes to the development of innovation and a creative approach to solving problems in the region.
- Creation of new educational opportunities: learning territories lead to the creation of new educational opportunities through the opening of new courses, programs, vocational training centers, as well as through the use of online platforms and digital resources. This makes education more accessible and attractive to different groups of the population.
- Increased importance of education: learning territories increase the importance of education in society, making it a central element of the region's development. This leads to a higher valuation of education and an increased motivation for learning among the population.
- Improved communication: Learning territories improve communication between different groups of the population, between educational institutions, businesses, government bodies and civil society. This creates a more open and transparent environment for interaction and solving common problems.
- Attracting external investment: Learning territories attract external investment through demonstration of innovation, human capital development and sustainable development. This contributes to economic growth and the creation of new jobs.

Short-term results are the basis for further development of learning territories and the achievement of long-term goals.

Long-term outcomes include:

- Improved quality of education: Learning territories focus on improving the quality of education through innovation, human capital development, attracting qualified teachers and using modern technologies. This leads to a better prepared and competitive population in the long term.
- Economic growth: Learning territories contribute to economic growth through the development of new industries and businesses, the creation of new jobs, increased productivity and innovation. This leads to a more developed and prosperous economy in the long term.
- Social well-being: Learning territories contribute to social well-being through the creation of an inclusive environment, access to quality health care, culture and social protection. This leads to a fairer and happier society in the long term.
- Sustainable development: Learning territories contribute to sustainable development through the promotion of environmental and social values, the use of green technologies and sustainable practices. This leads to a more resilient and healthier region in the long term.

The delayed effect of Learning Territories can be more significant than the immediate results. It may include changes in the mentality of the population, in culture and in attitudes towards education and development.

Here are some examples of the delayed effects:

- Improved living standards for future generations: Children who receive a quality education in the learning area will have a higher standard of living and greater opportunities in the future.
- Development of an innovative culture: Learning areas contribute to the development of an innovative culture and the training of specialists in the field of technology and innovation.

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This can lead to the emergence of new technological solutions and businesses in the future.

- Improved environmental situation: Learning areas can contribute to the improvement of the environmental situation through the use of green technologies and sustainable practices. This can lead to a healthier and more favorable environment in the future.

FACTORS THAT CONTRIBUTE TO THE FORMATION OF A “LEARNING TERRITORY”

Which territory is the best place to start implementing the idea of learning territories?

Choosing a territory to implement the idea of learning territories in Uzbekistan is an important decision. It is necessary to take into account certain factors that can help determine the most suitable territory:

- Political will and support: the territory must have support from the local legislative and executive authorities, as well as from civil society.
- Human capital (readiness for innovation and change).
- Availability of infrastructure (educational institutions, libraries, vocational training centers, Internet access).

This concept suggests a more preferable approach based on the “bottom-up” principle. First, the “learning territories” schemes are tested and implemented at the grassroots levels (second and third order) - in cities, districts, villages, mahallas, and after successful implementation, the experience gained can be applied to the territories of republican subordination, gradually covering the entire republic with a new approach. Implementation of the proposed approach in each territory may take 5-10 years. The smaller the territory, the easier it is to manage, so it is possible to focus on small territories at the first stage and then cover larger territories.

However, it is important to start with one or more pilot territories to demonstrate the effectiveness of the learning territory concept and to gain valuable experience.

Who should initiate the creation of a learning territory?

The creation of a learning territory is a complex task that requires the participation of many stakeholders. The initiator can be:

Government/local authorities

- Advantages: has resources, power and the ability to coordinate the actions of different participants (schools, universities, businesses).
- Role: Developing a strategy, financial support, creating implementation plans/programs for the development of a learning territory.

Citizens' initiative group

- Advantages: have enthusiasm, can offer fresh ideas and approaches.
- Role: Conducting research, developing a concept for a learning territory, mobilizing the public.

Educational institutions

- Advantages: have knowledge and experience in education, can offer innovative programs and projects.
- Role: Developing educational programs, creating vocational training centers, collaborating with businesses and public organizations.

Business

- Advantages: has financial resources, needs for qualified personnel, can offer practical assignments and internships.
- Role: investing in educational projects, creating conditions for on-the-job training, collaborating with educational institutions.

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Civil society organizations

- Advantages: have connections with the local population, can organize events and promote the idea of a learning territory.
- Role: creating information campaigns, holding forums and discussions, organizing educational events.

Cultural institutions

- Advantages: have connections with the local population, provide opportunities for informal adult education and cultural education
- Role: holding various public mass cultural and educational events, festivals

International/foreign organizations/projects

- Advantages: can share international experience, provide methodological and technical support.
- Role: jointly with local partners, implement projects aimed at developing adult education, including basic skills training, vocational education, educational programs and support for programs for vulnerable groups that contribute to increasing human potential.

The most effective initiatives will be those that combine the efforts of all stakeholders. Joint projects and cooperation will help create a strong and sustainable learning area.

The first step in creating a learning territory

The first step in creating a learning territory is to define the vision and goals. This is the basis of the entire project, on which further work will be built.

What needs to be done?

- Formulate a vision: what do you want to see in the future of your territory? What kind of lifestyle do you want to create?

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- Define goals: what specific results do you want to achieve? What should change as a result of creating a learning territory?
- Conduct a situation analysis: what are the current strengths and weaknesses of your territory? What opportunities and threats exist?
- Identify key participants: who should be involved in the process of creating a learning territory? What interest groups should be taken into account?

Examples of goals

- Improve the quality of life - improve healthcare, education, infrastructure.
- Develop the economy: create new jobs, attract investment, support small and medium-sized businesses.
- Improve the environmental situation: preserve natural resources, develop environmentally friendly technologies.
- Create conditions for self-realization and creativity: develop culture, art, sports.
- Increased civic engagement: encouraging citizens to participate in society.

The vision and goals should be realistic, measurable, achievable, relevant and time-bound.

Further recommendations for the implementation of specific stages of the formation of a “learning territory” are based on the “Guidelines for the creation of learning cities”, UNESCO⁸.

STAGES OF CREATING A LEARNING TERRITORY

Planning

Strong political leadership and commitment to creating a learning territory are essential at all stages, but particularly important at the

⁸UNESCO Recommendations «Guidelines for Building Learning Cities» <https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/learning-cities/guidelines-for-building-learning-cities-ru.pdf> (Accessed: 22.11.2024).

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stage of creating a concrete plan. It is necessary to:

- Establish a coordinating body and ensure that government officials participate in drawing up a plan for creating and developing a “learning territory”, defining the range of key issues that should be addressed, taking into account the specific problems and priorities of a particular territory.
- Assess what has already been achieved by collecting information on activities carried out within a given sector with the participation of various stakeholders.
- Conduct an information campaign to explain the concept of a “learning territory”.
- Develop a plan with medium- and long-term objectives, which should also define the tools for assessing the achieved results.
- Develop a memorandum of cooperation between the parties, clearly defining the roles and responsibilities of the stakeholders in the development and implementation of the “learning territory” plan.

Participation

All organizations and citizens of the “learning territory” are stakeholders. To this end, it is necessary to provide for:

- Creation of a discussion platform through which people could participate in this process and exchange experiences.
- Maintaining close interaction with the governing bodies of education and other relevant ministries (Ministry of Employment and Poverty Reduction, Ministry of Higher Education, Science and Innovation, Ministry of Preschool and School Education, Ministry of Digital Technologies, etc.) in order to align local efforts with national development plans.

Accessibility

Learning should be accessible to all citizens and enhance their opportunities for further lifelong learning.

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- Providing all citizens with relevant information, guidance and support, including on available education providers.
- Identifying the educational needs and interests of citizens and taking measures to meet them.
- Creating, supporting and encouraging the development of local educational spaces, providing resources for organizing learning in families and mahallas.
- Developing procedures for assessing learning outcomes, including in the framework of non-formal education, as well as their recognition and validation.
- Providing additional support and opportunities for obtaining education for representatives of vulnerable groups of the population, including persons with special needs, returned migrant workers, the unemployed, women in difficult situations, etc.
- Facilitating public and private organizations to become learning organizations.
- Creating a learning environment that is conducive to learning in all learning areas and in open spaces (free Wi-Fi zones, information boards, educational posters, monitors, etc.).

Monitoring and evaluation

To understand the progress made by the territory, it is important to have a mechanism for continuous monitoring and evaluation of the effectiveness of activities in this area. This requires the creation of monitoring and evaluation mechanisms, namely:

- Developing performance and progress indicators based on an appropriate action plan.
- Documenting the process of creating a learning territory taking into account the interests and needs of citizens, as well as collecting relevant data.
- Preparing regular reports that record the accumulated experience and formulate proposals for improving performance.

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- Developing collective strategies for informing all stakeholders and studying the collected materials.

Funding

For the successful functioning of the learning territory, it is necessary to ensure the availability of several sources of sustainable financing and distribution of funds.

- Developing co-financing mechanisms through multilateral partnership agreements with companies, foundations, charities, international partners, local authorities, national governments and supranational organizations.
- Conducting cost-benefit analyses to gather evidence of the benefits of learning.
- Developing special provisions for disadvantaged groups and individuals.

Community involvement and promotion

The more people and organizations respond positively to the idea of a learning territory and are willing to participate in the process, the greater the chances of success. It is necessary to plan:

- Holding a celebratory event (festival, fair or other format) dedicated to promoting the concept of a learning territory. This should be a major event involving all interested organizations, which would have the opportunity to present their educational programs, relevant products, teaching materials and practical opportunities that stimulate citizens to participate in the creation of a learning territory.
- Using the potential of the media to promote the value of learning.
- Maintaining the interest of all stakeholders in the topic of creating learning areas through the organization of regular events dedicated to this topic (conferences, seminars, trainings, etc.).

CONCLUSION

Lifelong education through “learning territories” is the key to the well-being of both an individual and the entire population. It is a necessary condition for everyone to:

- find a job that brings income
- achieve success in life
- engage in self-development
- lead a healthy lifestyle
- manage finances correctly
- have online banking skills
- be able to handle equipment based on digital technologies
- live in step with the times
- protect the environment
- improve the level of gender culture
- be able to communicate without conflict in the family and work team
- enjoy life, be an active and responsible citizen

The introduction of the “learning territory” concept can lead to significant positive changes in the life of cities, regions and communities: improve the quality of life of residents, stimulate economic growth and development, strengthen social cohesion, a sustainable future and ensure the achievement of the Sustainable Development Goals⁹.

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Appendix

EXAMPLES OF LEARNING TERRITORIES IN DIFFERENT COUNTRIES

The concept of “learning territories” can be applied to many different levels, from entire countries to individual organizations. There are many learning territories (geographical areas, organizations, institutions, communities, etc.) around the world that are actively learning, developing and innovating. Here are a few examples:

COUNTRIES

Germany

In Germany, there are many projects aimed at creating learning territories at different levels, from cities to schools. The key principles are:

- Integrating education into community life. Education is seen as an integral part of community life and is provided in various forms and contexts, including formal, non-formal and informal education.
- Access to various types of education is provided, from vocational training to personal development.
- Learning territories in Germany are based on partnerships between educational institutions, businesses, government bodies and civil society.
- Innovative approaches and technologies are used to improve the quality of education. This includes the use of digital technologies, online platforms, new teaching methods, etc.
- Learning areas in Germany take into account the principles of sustainable development to preserve the environment, social justice and economic growth.

Overall, learning areas in Germany are an important part of the country’s development strategy aimed at improving the quality of

life of the population, improving education and training qualified specialists.

Finland

The country is known for its success in education focused on lifelong learning. Finland actively invests in education, develops innovative teaching methods and creates conditions for continuous self-development of citizens.

Estonia

Since the 2010s and to the present, Estonia has been the most “digital” country in the European Union. Up to 10% of the entire working population works in the IT sector, and knowledge and skills in computer competencies, including programming and robotics, are integrated into the school curriculum from grades 1-2.

Regions

- **Catalonia (Spain)** – Known for its successful regional development model based on innovation, education and technology, Catalonia attracts investment, develops new industries and creates conditions for business growth.

Cities

- **Berlin**, where education is accessible to everyone at any age, and educational institutions closely interact with business and civil society.
- **Copenhagen** (Denmark). Is one of the leaders in the field of sustainable development and “smart cities”. Copenhagen introduces innovative solutions in the fields of energy supply, transport, waste management and creates conditions for improving the quality of life of citizens.
- **Amsterdam** (Netherlands). Known for its bicycle transport system, innovative projects in the field of energy efficiency and green technologies. Amsterdam is also actively developing

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educational programs and creates conditions for lifelong learning.

- **San Francisco** (USA). Recognized as the world capital of modern technology. San Francisco attracts talent from all over the world, develops new industries and introduces innovative solutions in various areas of life. The city's economy grew rapidly when Silicon Valley appeared in the southwest. This innovative cluster is home to many large international companies engaged in the development of computers, microprocessors, software, mobile devices and biotechnology. The offices of Apple, Google, Facebook, HP, Intel, Amazon, Netflix, Tesla and other giants are located here.

Villages

- **Findhorn Eco-Village** (Scotland). Known for its eco-friendly lifestyle and sustainable development. Residents of the village are actively involved in solving environmental problems, introducing green technologies and creating conditions for a sustainable life cycle.

Enterprises

- **The “Learning Factory”** in Düsseldorf, Germany, provides training and development opportunities for its employees and collaborates with local educational institutions to prepare future professionals for the industry.

- **Google**. The company is known for its culture of learning and innovation. Google actively invests in the training of its employees, creates conditions for continuous self-development and supports projects aimed at improving the quality of people's lives.

- **Tesla**. The company is an example of how innovation can be used to solve global problems such as climate change. Tesla actively invests in research and development, introduces

new technologies and creates conditions for sustainable development.

Organizations

- **World Bank.** The organization is actively involved in country development projects that aim to improve education, health, infrastructure, and the economy. The World Bank also supports programs to train local specialists and introduce new technologies.
- **UN.** The organization plays an important role in solving global problems such as climate change, poverty, and inequality. The UN is actively involved in sustainable development projects, using education as a tool to achieve sustainable development goals.

Educational institutions

- **MIT** (Massachusetts Institute of Technology), USA. Known for its innovative programs of study and research, which are aimed at training specialists in the fields of science, technology, engineering and mathematics. MIT also actively introduces new technologies in education and creates conditions for continuous learning.
- **Stanford University**, USA. Known for its education system, which is aimed at developing the creative potential of students and training leaders in various fields. Stanford University is also actively involved in projects to solve global problems, using education as a tool for achieving sustainable development goals.

Communities

- **“Transition Towns”** (towns in transition to a more sustainable lifestyle) is a movement that emerged in the UK in 2005 that focuses on preparing for climate change and creating more resilient communities. Transition Towns are not specific towns,

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but rather communities that voluntarily decide to make changes to their lifestyles to become more sustainable. Members of these communities actively engage in solving environmental problems, implement green technologies and create conditions for self-sufficiency. Transition towns are not necessarily located in specific cities, they can be villages, city districts, etc. The movement is not a formal organisation, but rather a network of independent groups.

- **“Cohousing”** (shared living). Communities that live in the same place and share resources, responsibilities and decisions. Members of these communities actively participate in the development of their territory, implement innovative solutions and create conditions for a better quality of life.

Concepts and projects

- **“Smart Cities”**. A smart city is an urban planning concept for integrating multiple information and communication technologies (ICT), including Internet of Things (IoT) systems for managing urban infrastructure: transport, education, healthcare, housing and communal services, security, etc. The goal of creating a “smart city” is to improve the quality of life of residents using urban informatics technology to increase the efficiency of services and meet the needs of citizens. “Smart Cities” projects include the introduction of innovative solutions in various areas of urban life, such as transport, energy supply, waste management, security. “Smart Cities” projects are being implemented all over the world, and their number is constantly growing (Amsterdam, Barcelona, Copenhagen, London, Stockholm, Singapore, Seoul, Tokyo, New York, San Francisco, Toronto, Mexico City, Santiago, Buenos Aires, Sydney, Melbourne and many others).

- **“Learning Cities”**. Projects in various cities of different countries aimed at developing educational infrastructure,

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improving the quality of education, creating conditions for continuous learning and developing human capital and joining the UNESCO World Network of Learning Cities.

There are many other places, organizations, and institutions around the world that are actively learning, developing, innovating, and therefore can be called “learning places.”