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ADAPTING THE PREPARATION OF MAHALLA YOUTH LEADERS TO TERRITORIAL CONDITIONS IN NEW UZBEKISTAN

Abdulaziz Madjidovich Muminov

Deputy Director of the Youth Affairs Agency; independent researcher at the Institute for the Study of Youth Problems and Training of Prospective Personnel

Abstract. This paper examines how the preparation of mahalla youth leaders can address different territorial conditions while retaining common professional requirements. Using legal and strategic documents and the author's dissertation framework, it proposes a shared competence core, locally grounded case exercises and contextual interpretation of performance. Examples contrast an urban mahalla with high referral volume and a remote mahalla with limited access to services. The examples are instructional scenarios rather than measured territorial comparisons. The proposal requires testing with staff and service data from different types of mahallas.

Keywords: mahalla youth leader; state youth policy; territorial context; professional preparation; case-based learning; equitable assessment; Uzbekistan.

A youth leader working in a densely populated urban mahalla may handle many requests and have several nearby service providers. A colleague in a remote mahalla may face fewer providers, long travel times and less frequent specialist contact. Both carry the same public responsibility, yet identical examples in a training course may fail to show the decisions each must make. The issue is how to make preparation relevant to local work while preserving a fair common standard. This paper outlines a way to do that for mahalla youth leaders implementing state youth policy in New Uzbekistan.

Presidential Resolution No. PQ-92 of 19 January 2022 established the mahalla youth leader position [1]. The "Youth of New Uzbekistan — 2030" Strategy, approved by Presidential Decree No. PF-66 of 20 April 2026, describes target groups, implementation measures, resources, risks, monitoring and expected results [2]. These

national requirements give a common direction. Their application involves people with different needs and access to services across territories. Training should therefore distinguish the professional action expected everywhere from the conditions under which that action can produce an outcome.

The author's dissertation proposes a competence model covering legal judgment, social diagnosis, project planning, coordination, communication, data use and accountability [5]. Some requirements have a universal character: lawful decisions, respect for a young person, accurate records, protection of personal information and an explanation of the next step. Their minimum standard should not change because a mahalla has fewer resources. Other aspects of practice, such as available referral routes or the time required for a partner response, depend on local service supply. Treating those circumstances as identical may distort both training and assessment.

The Council of Europe Youth Work Portfolio recognises that the relevance of particular competences depends partly on the young people and context of the work, while teams and organisations also contribute to capability [3]. This does not imply that a national position can dispense with core duties in certain places. It supports a design in which all learners receive the same baseline principles, then apply them in cases reflecting local constraints. The OECD review of Uzbekistan likewise discusses the development of public service capability and local administration within a broader reform agenda [4]. Neither source evaluates the specific training arrangement proposed here.

A training programme can have two layers. The first covers duties shared across the position: clarifying a request, identifying legal authority, selecting an appropriate service, documenting the action and returning a comprehensible response. Every participant works through a common benchmark case. The second layer presents a small set of territorial variants. A variant changes service availability, travel time, the structure of youth needs or the capacity of a partner institution. The task remains to make a justified decision and communicate it honestly. This makes adaptation visible in the learner's

reasoning rather than replacing the professional standard with a different syllabus for each territory.

Consider a request for career advice and a short course. In an urban case, several providers exist but appointments fill rapidly; the leader must select a suitable route and agree on follow-up. In a remote case, the provider visits only on certain days and travel is difficult; the leader checks feasible alternatives with the responsible institution. The evaluator asks whether each route is lawful and realistic, rather than expecting the same named service in both cases. These are teaching scenarios, not observations of service coverage.

Assessment requires a clear division between action and outcome. A leader can demonstrate appropriate need analysis, referral and follow-up even when an external service is unavailable. Conversely, a high number of completed cases in a well-served area does not by itself establish stronger individual competence. The rubric can record the legal basis of the decision, the evidence used, clarity of communication and the steps taken after a delay. A separate context note can record partner capacity, geographic access and case complexity. Reviewers can then discuss the employee's controllable contribution alongside the conditions that influenced the result.

Territorial adaptation should be based on evidence rather than a permanent label such as "urban" or "rural." Two mahallas in the same district may differ in transport, population age structure, local organisations and employment opportunities. Trainers can obtain a modest profile of service access and recurring requests, then select cases from that information. Local case authors should remove identifying details and check the scenarios against current legal duties. The basic cases can be revised as services or rules change. This is a practical design recommendation, not a claim that such a system is already operating nationwide.

The proposed approach can be piloted in mahallas with varied access to services. Before and after the course, participants can complete equivalent tasks scored against the common rubric. Researchers should examine assessor agreement, the feasibility of local

cases and the time needed to prepare them. Follow-up at work could compare documented decision quality, while recording territorial resources and workload. Such a study would be needed before claiming that context-adapted training improves outcomes. The present paper derives a design from the dissertation and documentary sources; it does not estimate a causal effect.

In conclusion, mahalla youth leaders need a consistent professional core and practice with the constraints they are likely to encounter. Shared benchmark cases can protect common standards; territorial variants can test whether a leader applies them in a feasible way. Separating employee action from service availability makes feedback more useful and comparisons more defensible. Pilot assessment across contrasting mahallas should determine whether the proposed design improves practical decisions without creating excessive training or reporting work.

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