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EVIDENCE PORTFOLIOS FOR THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF MAHALLA YOUTH LEADERS IN NEW UZBEKISTAN

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Abstract. This paper proposes an evidence portfolio for the continuous professional development of mahalla youth leaders who implement state youth policy in New Uzbekistan. It distinguishes certificates and activity counts from anonymized work samples that show how a leader identifies a need, makes a lawful decision, coordinates a referral and explains an outcome. A cycle of self-assessment, mentor review, a focused learning goal and reassessment is outlined using the author’s dissertation and public guidance on youth work and public service capability. The portfolio is a proposed developmental instrument, not an evaluated programme or a substitute for administrative performance records.

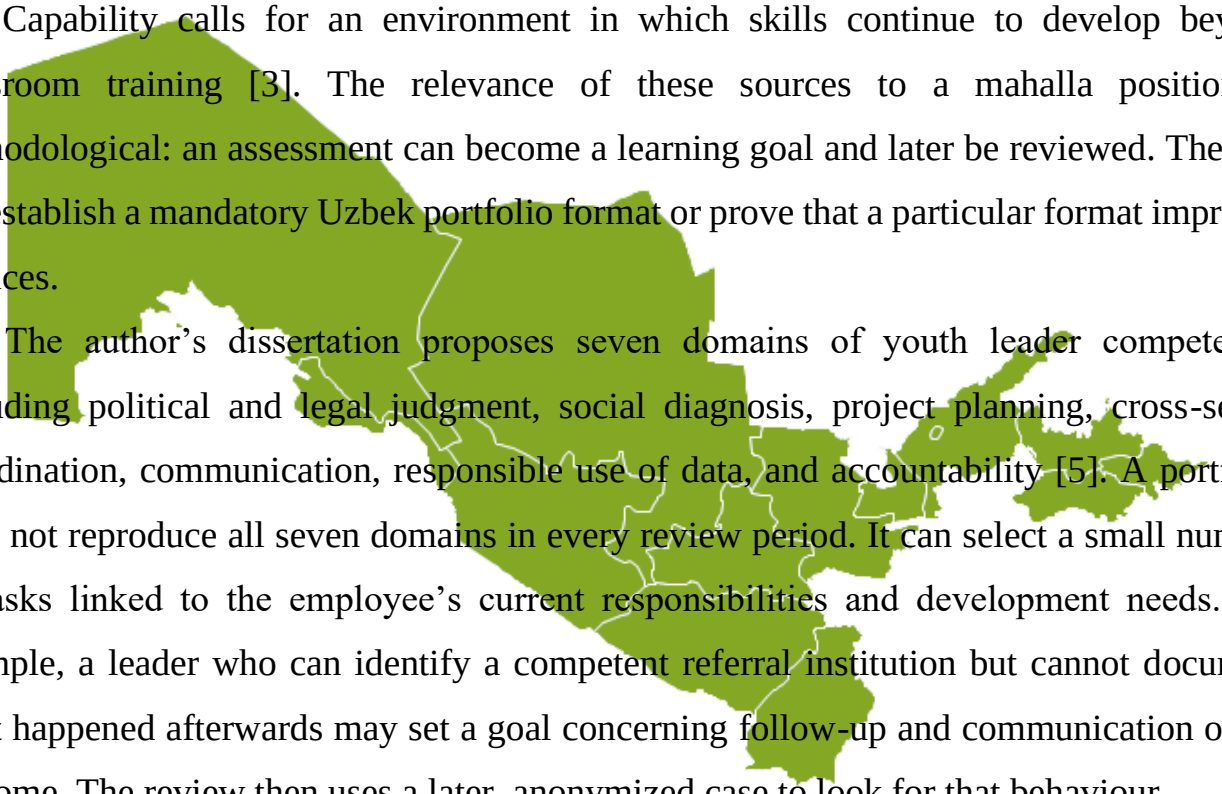
Keywords: mahalla youth leader; state youth policy; professional development; evidence portfolio; competence assessment; mentoring; Uzbekistan.

Mahalla youth leaders connect state youth policy with the circumstances of young people in their neighbourhoods. Presidential Resolution No. PQ-92 of 19 January 2022 established the position and its main tasks [1]. A newly appointed leader must learn the rules of the role, but professional demands continue to change as cases, services and local conditions change. The problem for a development system is to identify what the employee can do in practice, what support is needed next, and whether later work shows improvement. This paper proposes a small portfolio of work evidence as one way to organise that process.

An attendance certificate shows that a person completed a course. A performance indicator may show how many activities or referrals were recorded. Neither, on its own, shows the reasoning behind a decision. An evidence portfolio can hold a short, anonymized

case analysis, a map of a young person’s needs, a project plan, a referral follow-up record, a data quality exercise, and a reflection on a decision. These items should be chosen for their relation to the leader’s duties. A large collection of forms would increase reporting without making competence easier to judge.

The Council of Europe Youth Work Portfolio links self-assessment to evidence and a learning development plan [2]. The OECD Recommendation on Public Service Leadership and Capability calls for an environment in which skills continue to develop beyond classroom training [3]. The relevance of these sources to a mahalla position is methodological: an assessment can become a learning goal and later be reviewed. They do not establish a mandatory Uzbek portfolio format or prove that a particular format improves services.



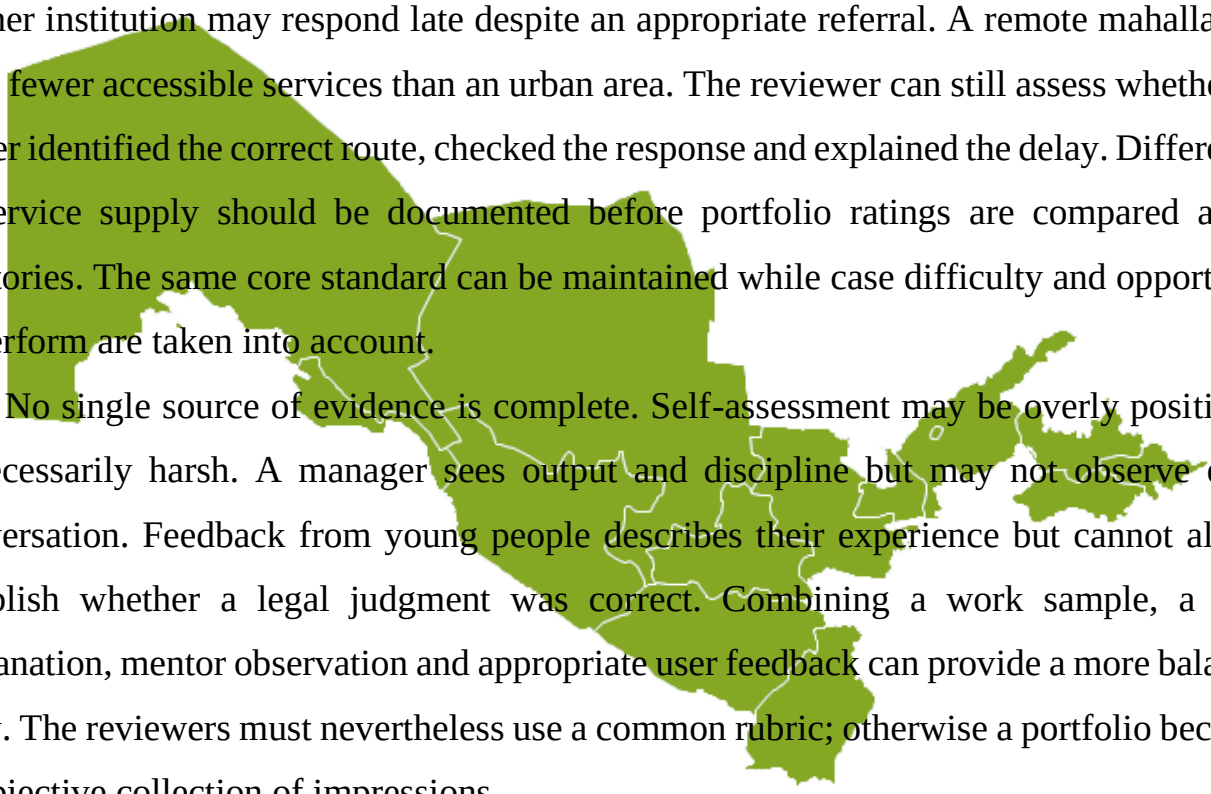
The author’s dissertation proposes seven domains of youth leader competence, including political and legal judgment, social diagnosis, project planning, cross-sector coordination, communication, responsible use of data, and accountability [5]. A portfolio need not reproduce all seven domains in every review period. It can select a small number of tasks linked to the employee’s current responsibilities and development needs. For example, a leader who can identify a competent referral institution but cannot document what happened afterwards may set a goal concerning follow-up and communication of the outcome. The review then uses a later, anonymized case to look for that behaviour.

A practical review cycle has four stages. First, the leader selects a work sample and explains the decision, the available information and its limits. Second, a mentor or trained reviewer comments against an announced rubric, recording observed strengths and one or two specific gaps. Third, the employee agrees on a learning task, such as a supervised case, a short legal exercise or a data verification exercise. Fourth, a new sample is reviewed to determine whether the intended behaviour appeared under comparable conditions. A revised goal follows if the evidence remains weak or the work context changes.

The quality of the evidence matters more than its appearance. In a referral case, the portfolio might record the need, the reason for choosing a partner, the agreed next step and

the message given to the young person. It should also state whether a final outcome was verified or remained unknown. In a project case, it should distinguish a meeting held from a change experienced by participants. A reflective note can identify what the leader would do differently and why. This encourages justified decisions while allowing reviewers to see uncertainty instead of rewarding confident but unsupported claims.

Reviewers should separate the leader’s action from conditions beyond their control. A partner institution may respond late despite an appropriate referral. A remote mahalla may have fewer accessible services than an urban area. The reviewer can still assess whether the leader identified the correct route, checked the response and explained the delay. Differences in service supply should be documented before portfolio ratings are compared across territories. The same core standard can be maintained while case difficulty and opportunity to perform are taken into account.



No single source of evidence is complete. Self-assessment may be overly positive or unnecessarily harsh. A manager sees output and discipline but may not observe every conversation. Feedback from young people describes their experience but cannot always establish whether a legal judgment was correct. Combining a work sample, a short explanation, mentor observation and appropriate user feedback can provide a more balanced view. The reviewers must nevertheless use a common rubric; otherwise a portfolio becomes a subjective collection of impressions.

Privacy is a condition of the model. Uzbekistan’s Law No. O‘RQ-547 of 2 July 2019 regulates personal data processing and protection [4]. Real cases should be used in professional review only within lawful access and approved organisational procedures. Where a sample is shared beyond the staff who are authorised to see the case, identifying details should be removed and the necessity of each field checked. A portfolio should not become a parallel database of young people’s sensitive information. Its access rules, retention and review procedure require separate institutional definition.

The proposed instrument should first be piloted on a manageable group of leaders. Specialists can check whether the selected samples represent actual duties. Two reviewers

can independently rate the same anonymized cases to test agreement. Participants can report the time needed to prepare and discuss an entry. Later reviews can examine whether a stated learning goal is visible in a new work sample. Service outcomes may be explored alongside these results, but improvements cannot be attributed to the portfolio without accounting for tenure, territorial resources and other changes.

In conclusion, an evidence portfolio can connect assessment with the next professional learning task of a mahalla youth leader. Its value lies in a small number of justified work samples, specific mentor feedback and reassessment, not in collecting more paperwork. The proposed cycle requires piloting for reliability, workload and lawful handling of case information before it can be adopted as an operational standard.

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