Section 1: Background and overview

Introduction

The Republic of Uzbekistan is situated in the Central Asia and it has the largest population within sub-region (about 25 million people). About 60% of the populations are living in rural areas. Half of the total population is under 25 years of age. Almost 99% of the population is literate.

There are two ministries of education in Uzbekistan: the Ministry of Higher and Secondary Specialized Education and the Ministry of Public Education. The Ministry of Public Education is responsible for preschool, primary, secondary, special and out of school education. The Ministry of Higher Education and Secondary Specialized Education is responsible for professional and higher education. There are several higher educational institutions within both ministries, where there is facilities for retraining of specialists.

There are more 9,000 general secondary schools, 55 high educational and 268 technical vocational institutions in the Republic of Uzbekistan. About 5,592,461 pupils are studying at the secondary schools and 519,175 students are studying at the different high and vocational educational institutions. To finance educational reforms in country the government provided 36% of the national budget, or 11% of GNP (2000).

Uzbekistan is actively participating in different international programs in the field of education, particularly within Action Plan of Dakar Forum on “Education for All” (EFA). EFA National working and assessment group have been created at the Ministry of Public Education.

Education reforms in Uzbekistan has been started in 1997 since adoption new Law on Education and National Programme on Personnel Training. One of the most important innovation of the new reforms is introduction of continuous and lifelong education.

Continuous education is the main basic system in personnel training, the priority providing the social-economic development of the Republic of Uzbekistan. Continuous education satisfies the economic, social, scientific-technical and cultural requirements of personality, society and state. Continuous education creates the necessary conditions of creative, socially active, spiritually rich personality and overcoming the training of skilled, competitive staff.

The concept of lifelong education was introduced in Uzbekistan since 1999 and it was started with pilot project on establishing and development of Community Learning Centres (CLC). The project was supported from UNESCO within the framework of Asia - Pacific Programme Education for ALL (APPEAL). In the meantime there are ten CLC’s and one CLC Resources Centre created under the initiative of the National Commission of Uzbekistan for UNESCO. Moreover, UNESCO Office in Tashkent had initiated creation of the two CLC’s on skills development (carpet weaving) - in Khiva, Bukhara, and three CLC’s under the creation - in Samarkand (traditional paper), Shakhrisabz (Suzanne) and Tashkent (traditional music instruments).

Due to the fact that most of population lives in rural social environment with strong community sense, CLC provides opportunity for individuals to acquire knowledge and skills through structured activities and non-formal learning. CLC environment also is encouraging all age groups living together in one community to make and follow their own educational plans and programs.
During last five years the CLC programs in Uzbekistan has been developed and the concept of CLC changed accordingly to the needs of society. The assessment of community needs has shown that the most urgent demands of people are computer and foreign language skills. That is why National Commission initiated the creation of three Community Multimedia Centers in Uzbekistan in July 2003. Moreover, the concept of CLC on life skills learning has been elaborated and new project is currently under the consideration of UNESCO. Thus, there are several modalities of CLC in Uzbekistan:

- CLC based in UNESCO Associated schools - for all members of community
- CLC on handicrafts skills development - for marginal and unemployed youth
- CMC (Community Multimedia Centers) – for all members of community
- CLC on life skills learning – for all members of community

Introduction: Arrangement for the report preparation
1. The composition of the country report preparation team (Annex 1)
2. Main information sources and methods of collecting information:
   - reports on activities of each CLC
   - outcome of group meeting and discussion with members of working team, representatives of communities, which will be held at local (each region) and national level
   - interviews and sociological studies
   - data base on ‘Mahalla’ (Community)

Section 1: Background and overview on CLCs

1) Brief overview on socio-economic and cultural situation in the country

   The socio-economic development of the country proceeded along the following lines. In 1996-97 began the macroeconomic stabilization, economic growth and improvement of living standards. 1996-97 represents a breakthrough in reforming the economy. Positive growth was achieved: in the economy -1.6% in 1996 and 5.2 in 1997; in capital investment-7% and 17%; in production -6% and 6.5; services-10% and 22.3%. Inflation was reduced and the budget deficit controlled.

   Despite these positive tendencies of socio-economic development, there were some problems that slowed down reform. Management principles were weakly observed. Internal economic mechanisms were not well worked out. The education system didn’t satisfy the demands and requirements of society, the government or of the individual. These problems are to a large extent due to the lack of qualified specialists to conduct the transformations. In short, economic reforms were not accompanied by the necessary transformations in the education system. With the further deepening of economic reforms, the demand for qualified competitive specialist continues to grow.

   The new branches of production were founded in Uzbekistan: oil, gas, automobiles and etc. The transition from a cotton-based raw material economy to a manufacturing one has begun. In 2000 GNP growth was 4.2% as a result of the growth of manufacturing (8.5%), consumer goods (11.8 %), retail trade turnover, services and agriculture (6.1%).

2) Educational situation (reference to literacy and continuing education)

   When Uzbekistan achieved independence on September 1, 1991, the choice of its own path of development allowed for conditions of reorganizing and improving the structure and content of education. In August 1997 at the Ninth session of the Oliy Majlis (Parliament) of the Republic of Uzbekistan the new “Law on Education” and the “National Program of the Personal Training” has been adopted. The main aim of the present program is the fundamental reforming
of the educational system and to realize lifelong, continuous education (formal, non-formal and informal). The priority directions of the reforms are the following:

1) **Guaranteeing continuous education.** Building a new continuous and acceptable system of education includes the following types of education:

- preschool education (up to 6-7 years of age)
- general secondary education (9 years)
- secondary special, professional education (3 years)
- higher education (BA-4 years, MA-2 years)
- post graduated education (PhD)
- higher qualification and retraining
- extra curricular education
- family and independent education

2) **Use of New Information Technology**

3) **Social guarantees and state support**

4) **International Cooperation**

   The policy of the Government is to provide everyone, in addition to the basic education, skills on various subjects such as computer literacy, economic information, foreign languages, life skills learning and etc. Such policy is necessary during the transitional period to the social-oriented market economy with new democratic institutions.

Community Learning Centers are regarded as an important and effective delivery mechanism for literacy and lifelong education in the region. Community learning center (CLC) is defined as a local educational institution outside the formal education system, for villagers or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people’s quality of life.

### 3) Locations of Community Learning Centers in Uzbekistan

Following to the modalities and target groups CLC’s in Uzbekistan have various option of location. CLC on handicrafts skills development are situated either within existing premises of cultural monuments (Bukhara, Khiva and Shakhrisabz) or within independent premises (Tashkent, Samarkand).

Other types of CLC’s are located within community school’s buildings (member of UNESCO ASP net school). Schools are providing sustainable facilities and local resource persons. The list of schools is following:

<table>
<thead>
<tr>
<th>No</th>
<th>Location</th>
<th>CLC/CMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tashkent Region, Chirchik Town, school № 12</td>
<td>CMC</td>
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<tr>
<td>2.</td>
<td>Samarkand, Syob District, school № 5</td>
<td>CLC</td>
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<tr>
<td>3.</td>
<td>Kashkadarya Region, Shakhrisabz District, school № 32</td>
<td>CMC</td>
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<td>4.</td>
<td>Bukhara, Textile District, school № 8</td>
<td>CLC</td>
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<td>5.</td>
<td>Namangan Educational Regional Branch</td>
<td>CLC</td>
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<td>6.</td>
<td>Andijan Region, Izboskan District, Poytug village, school № 12</td>
<td>CLC</td>
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<td>7.</td>
<td>Khorezm Region, Shovot District, Ataniyazov Farm, school № 39</td>
<td>CLC</td>
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<td>8.</td>
<td>Fergana Region, Margilan, school № 27</td>
<td>CMC</td>
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<tr>
<td>9.</td>
<td>Syrdarya Region, Mirzoabad District, Dekhkonobod Farm, school № 21</td>
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<td>10.</td>
<td>Karakalpakstan, Nukus District, Village Akmangyt, school № 21</td>
<td>CLC</td>
</tr>
<tr>
<td>11.</td>
<td>Tashkent, National CLC Resources Center at the Republican Education Center</td>
<td>CLC</td>
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</table>
Section 2: Policy and legislation for CLCs

The National Action Plan on Education for All are foreseen measures to ensure equitable access for all young people and adults to appropriate for non-formal education. One of the priority directions of the EFA NAP includes policy development and support to non-formal education as a means contributing to better quality of life of individuals and the community, provision to all adults of equal access to continuous education.

CLC’s on handicrafts skills development have been established under the legal framework of local municipalities, district branches of state inspection for preservation of cultural monuments and handicrafts associations. CLC’s, at the educational institutions, have been established within legal framework of respective secondary schools.

Local municipalities adopted legal provisions for partnership with CLC and extending the number of such institutions within provinces.

Governors of every provinces took decisions on proclaiming of one day of every week as a day of education and local stakeholders were invited to support and participate in the activities of CLC. Heads of CLC were appointed as education advisors to the Regional Branch for Public Education at the respective municipalities. Municipality supported extending the number of satellite-CLC’s within other districts of the provinces.

New policy had created positive image of CLC and established favourable and stable conditions for long-term cooperation with other local stakeholders and even with international agencies.

The policy on CLC is covering following measures:
1. To use achievements of formal and non-formal learning process for improving living standards of community people.
2. To give equal emphasis on the delivery of learning opportunities through formal and non-formal education by establishing partnerships links between governmental, international, non-governmental and private organizations.
3. To include into the system of basic education the skills development programs, which are necessary to advance each person's ability to participate fully in the social, cultural, political and economic life of their communities.
4. To allocate additional resources to support adult learning programs for active citizenship and self-fulfillment.
5. To give priority to the elaboration of educational programs based on needs and interest of learners, and to encourage the active participation of learners in the learning process from planning to evaluation of education quality.
6. To setup comprehensive local, regional and national statistical data collection systems for the purpose of needs analyses, planning, monitoring, reporting and assessment of performances.
7. To elaborate comprehensive system for the certification and recognition of non-formal educational programs.
8. To extend international co-operation and exchange in the field of multilingual learning programs for the development of intercultural dialogue and global citizenship.
9. To use more intensively CLC facilities in order to overcome existing social problems, especially such as unemployment and poverty.
10. To use more effectively the potentials of higher education and science in the region for improving training component CLC activities.

Section 3: Main activities of CLCs

- Long-term and short-term training (skills development, life skills learning, functional literacy, ICT literacy, etc.)
- Community information and learning materials dissemination center
• Coordination of learning programs within community and networking with partner and donor organizations

The objectives and functions of the CLC are elaborated by the Advisory Board of CLC in consultation with the local authorities of the regions, Ministry of Public Education of Uzbekistan and the National Commission of Uzbekistan for UNESCO.

The main function of the CLCs is to provide access to continuing education for life-long learning. The CLC emphasizes community participation in alleviating poverty through the promotion of quality of life programs; promote cultural, physical and spiritual development among communities through various continuing programs and make every individual to be self-reliant, productive and independent member of the society, who could acquire new skills and capabilities to manage themselves in the rapidly changing world.

Each CLC prepared an action plan based on their needs and the CLC project coordinator, the National Commission for UNESCO, local municipality assist and support all their activities. The CLC’s cover aspects of literacy, life skills, vocational training (dressmaking, sewing, knitting, handicrafts, and carpentry), environmental education and human rights awareness, food processing, agriculture, improving computer literacy skills, using of new information communication technologies, health education, healthy lifestyle, reproductive health, HIV/AIDS prevention and drug abuse.

After the creation of CLCs in Uzbekistan different activities were implemented to meet the needs of the community. The programmes of the CLCs were focused on the training and income generating activities among the community.

• Education and training:
  ✓ Preparing children for elementary school
  ✓ Providing basic computer courses
  ✓ Furnishing courses of foreign languages
  ✓ Functional literacy (transition process from Cyrillic alphabet to Latin alphabet)

• Community information and distribution of resources:
  ✓ Information and library services
  ✓ Advisory and counseling services
  ✓ Distribution of educational materials
  ✓ Video, audio information

• Community development:
  ✓ Participating in on-going activities
  ✓ Recreational activities (sport, cultural events)

• Coordination and networking:
  ✓ Linkage between government and NGOs

• Organization of social events:
  ✓ Celebration of different International dates
  ✓ Organization of concerts, cultural evenings, concourses
  ✓ Sport events and completions

• Informational technology in the system of education

• Internet and creation of Web pages
The training of CLC staff is the key element in the strengthening of the capacity building. The CLC Resource Center in Tashkent, Ministry of Education and National Commission of Uzbekistan for UNESCO organized regular training seminars and workshops for the CLC staff on different subjects. They are following:

- Training seminar ‘Innovative Educational Approach to CLC strategy and community development’ for the staff on management of CLC (Namangan, December 2000)
- Training workshop on new educational technologies (Tashkent, January, 2001)
- National Training workshop on New Pedagogical Technologies in Non-Formal and Informal Education (Bukhara, March, 2001)
- National seminar ‘Development of preventive and reproductive education on non-formal education for youth, parents, women and adults (Samarkand, May, 2001)
- Training Seminar on Small-Scale Enterprise in CLC (Andijan, 2001, December)
- Training seminar on the handbook “Non-Formal Adult Education Facilitators” (Tashkent, 2002 May-June)
- The National training seminar on utilization of ICT in Community Learning Centers in Uzbekistan has been organized in 2-3 July 2003 in Tashkent. On the basis of the training seminar outcomes the digital and printing materials on ‘Utilization of ICT in Community Multimedia Centers in Uzbekistan’ (bouth in Uzbek launguage) have been prepared. During the training seminar partisipants (representatives from CLCs) had an opportunity to learn theory and practice of utilization of ICT in community in accordance with local needs.
- Second Training seminar on ICT application for community empowerment through NFE has been organized in 9-10 January 2004 in Tashkent.
- National Recources Center has elaborated software for data base ‘Mahalla’ (Community). On basis of this data base three training workshops for personel of CLC have been organized (11 February 2004, in Samarkand; 12 February 2004, in Bukhara; 20 February 2004 in Andijan).

The training courses were conducted in cooperation with different partner organizations such as “Ustoz” (Teacher) National Foundation, “Kamolot” Youth Social Movement, “Oila” (Family) National Association, “Mahalla” (Community) National Foundation and others. Partner organizations had provided their facilitators during the training courses. International agencies and NGOs also were very supportive in the preparation of CLC staff and teachers. UNICEF, UNFPA, UNESCO, UN Information Center, Open Society Institute, British Council sent experts and provided training with the necessary training documents.

1. CLC in Namangan was established in the region where the level of population was higher and ethnically homogeneous habitants. This CLC implemented several activities such as Income generating programme, training of women, adults, and unemployed youth. The center organized basic computer courses, the courses of learning foreign languages, child to child educational programme, debate club for youth, small scale enterprise for women, preparation of civic educational programmes, created the information data base.

2. CLC in Syrdarya province was establishe d in the region where the population are multiethnic and spread out in several remote areas. From the beginning of its activity the main task of the center was to produce training materials, development of methodological brochures for CLCs of the region. During the activity the Syrdarya CLC published several prospects, and training materials for coordinators, staff, volunteers-educators of CLCs. This CLC also is involved into IGP activities. Several training was carried out for the community members on different subjects. The following activities implemented in this CLC such as basic computer courses, English language, child-care for 4-6 years old children to prepare them for the elementary schools, support to children who have shown the special abilities (gifted children).
3. The CLC in Izboskan District of Andijan Region (Eastern part of Uzbekistan, Fergana Valley) developed training programmes focused on parents education and preschool education, particularly early childhood education. Since Andijan Region has highest density of population in Uzbekistan, special work-oriented training programs (for unemployment youth) could be considered as second priority of CLC. In order to develop non-formal education for international understanding, CLC elaborated new innovative curriculums in cooperation with UNESCO, UNICEF and NGO’s. The project of UNESCO on IGP was introduced in Andijan.. Different training programmes was carried out during 2003, they are followings: child care development, healthcare activities for school children, computer courses, language courses, vocational training (handicraft, dress-designing, hair care), sport competitions, dancing, singing.

4. The CLC in Shovot District of Khorezm Region (Western part of Uzbekistan) developed training programmes on informational technologies, particularly developing of skills of utilization of computer and informational technologies by the members of local community. CLC also is focusing on development of training programmes on preventive (Drug abuse, HIV/AIDS.) and reproductive health education. Some NGOs, like “Ustoz” (teacher) foundation and “For healthy generation” foundation in cooperation with Republican Educational Center organized number of training seminars on teaching of ecology for children. The training courses such as foreign languages, historical and cultural heritage of the region, child-care and health care development for mothers has been organized.

5. The CLC in Bukhara Region (Southern part of Uzbekistan) held training programme for streets children and out-of-school youth. Special attention given to the training courses for girls (teenagers). Training courses on computer, foreign languages, and business very popular among community people. In addition, CLC organized fundraising activities among international NGO’s for future training programmes of CLC and extending of CLC actions into the rural areas of Bukhara region. This center is also involved to income generating programme. In the framework of IGP the center organized several activities in the development of small scale enterprise such as accounting, management, small business and etc, vocational training (handicraft, dress-designing, hair care), flower decoration.

6. The CLC in Nukus District of Karakalpak Republic (North-West of Uzbekistan) developed environmental programs in CLC. Karakalpak Republic situated in the zone of environmental disaster – Aral Sea region. CLC bring together (as focal educational point) the efforts of various international agencies working on Aral Sea region. Within the programme on ecology the center provided training seminar for teachers in the region. In addition, the activities of CLC is devoted to the public awareness programs as well as the development of life skills, computer and language skills.

7. National CLC Information Resources Center in Republican Education Center was established in November 2000 in Tashkent. The Resource Center was equipped with multimedia computer, laser printer, fax-modem, photocopy machine for implementation of action plan which was adopted in the beginning of this year. The main purposes of this center from the beginning was pointed out the following: coordination of activity of all CLC in Uzbekistan, provide technical assistance such as training personnel, different professional specialists, publication of training manuals on different subjects, establishment of contacts between international organizations, foundations, NGOs and GOs. After the establishment of CLC Resource Center it was carried out several activities which were directed to the development of CLCs. The specialists of CLC Resource Center were translated into Uzbek and adapted for local conditions Manual on CLC, the Manual on Small Scale Enterprise for Neo-literates. At the present time software for data base ‘Mahalla’ (Community) has been created. Digital and printing materials on “Utilization of ICT in Community Multimedia Centers in Uzbekistan” have been prepared.
The Center also made necessary arrangements for organization of different workshops, training seminars and etc. In cooperation with the CLCs the Resource Center has the coordination meeting with the coordinators in every 3 month where it is discussed the overall strategy, action plan and on-going projects and outcomes of activities.

8. CLC in Samarkand (north-east part of Uzbekistan) was established in 2001, on the base of the school 5. Close cooperation of schools with village heads and local community is very helpful and CLC to resolve own problems, find additional sources of funding for CLC needs. CLC organizing activities in the field of health care, disease prevention, basic hygiene and better nutrition, handicraft, protection of environment, using of ICT.

9. In 2003 the National Commission for UNESCO introduced new types of CLC-Community Multimedia Centers (CMCs) and three CMC were established in Chirchik Town of Tashkent region, in Margilan town of Fergana region and in village Shavkan of Shakhrisabz district of Kashkadarya region.

10. At the end of September 2001 initiated new types of CLC focused on skill training (handicrafts) has been introduced. UNESCO Tashkent office in cooperation with Ministry of Culture of Uzbekistan established new CLCs in Bukhara and Khiva cities which focused on the vocational training and revival of ancient tradition of carpet weaving. And three others in Samarkand (production of paper), Shakhrisabz (suzane weaving) and Tashkent (creation of music instruments) are under the establishment. In the future such initiatives will be developed in close cooperation of different partners from various sides such as NGOs, GO, and international agencies.

**Target Groups:**
- Children
- Youth
- Out of school children
- Women
- Adults
- Disadvantage people
- Unemployed

**Section 4: Effective implementation of CLCs**

**Monitoring and evaluation**

During the on-going activities at any CLC of the country the external and internal monitoring were conducted regularly by the CLC resource center and CLC staff itself. The main method which was used for the monitoring was questionairing, interviewing, discussions between participants of the training courses and facilitators, teachers, staff of CLC. One of the major achievements of the face to face meeting was to find out the positive and weak sides of the activities in CLC.

External monitoring is carrying out by CLC Resources Center at the Republican Education Center. Experts from respective sectors (ECCD, Special Needs Education, Adult Education, ICT Applications and others fields) are visiting and collecting information on CLC’s activities every year.

Monitoring is covering such issues as:
- learning achievements of community representatives
- contents and forms of training programs
- quality control of education
- qualification of teaching staff
- links between science and learning programs
- integration of education and production (ability to create an enterprise)
- management of training process
- developing of a market for educational services
- ICT applications
- material-technical supplies
- financing
- local and international cooperation

Monitoring of daily life application is conducting by local manager and he can see and collect information that acts as feedback for the program implementers and participants.

Section 5: Strengths and future challenges

1. **Impact of the CLC at the grassroots and national levels**
   - Increasing awareness of people of the importance of lifelong learning as a means to improve the quality of life.
   - Increasing capability of communities to face the issue and challenges of development.
   - Improved techniques and skills relevant to everyday life such as improvement in the preventive health practices.
   - Development of a sense of ownership and a change in the attitude of local people, manifested in greater involvement in decision making which directly contributes to their empowerment in society, along with awareness of their own needs and the ability to initiate measures to address them.
   - Self-confidence and self-reliance amongst community members as well as positive influence on nearby communities that come forward to undertake similar types of programmes for their people.

The following activities are planning to implement in order to further development of the CLCs in Uzbekistan:
1. Further implementation of the project on ‘ICT application for Non-Formal Education Programme: Community Empowerment in Uzbekistan’.
2. The project on “Life skills learning through CLC”
3. CLC networking for the sharing of information, consultation, presentation of examples and experiences.

On macro level:
- To connect every CLC to the Internet
- Extending of number of CLC’s in the country
- To make the CLC as a center for the non-formal education (in village, district, region)
- To provide systematically with training materials and experts;
- Development of different training manuals for various levels learners
- Regular training programmes for the staff, facilitators and volunteers
- Establishment of better network between CLCs inside and outside of country

On micro level:
- Expansion of programmes and activities;
- Broad involvement of community members
- Creation of the groups for disadvantaged group of population on different vocational training
- Development of new life skills programmes
- Publication of training materials
- More cooperation with private companies and donor agencies
• Improvement of writing the project proposals
• Development of networking with other CLC’s, NGOs and international organizations

Focus of CLC activities should be oriented for the development of local learning capacities, particularly for youth, women and disadvantaged persons. CLC centers should be perform as resource centers with higher qualified staff with training capacities in informatics, foreign language and new pedagogical innovations. Activities of CLCs should be more focused for searching of new partners like “Association of Business Women of Uzbekistan”, “Mahalla” (“Community”) Foundation, “Oila” (“Family”) Foundation and other NGO’s and private sector in order to fundraise its activities and made broad involvement of different NGO’s for formal, non-formal and informal educational process. In the nearest future the activities of CLCs are expected to increase.

Suggestions on the role of UNESCO and other UN agencies, NGOs and bilateral agencies in the promotion of the CLC and its inclusion into the long-term strategy focused on the development programs for community:

♦ Assistance in holding of regular learning programmes with focus on additional skills training courses, which are relevant to market demands and the needs of the community
♦ Capacity building of CLC staff and technical assistance (equipment, fellowships programs)
♦ Extending the number of CLC’s

Main challenges/obstacles

• Lack of regular financial sources for the sustainable development of CLC activities
• Shortage of printing user-friendly training materials oriented for community representatives
• Lack of Internet connectivity in most of CLC due to the weak of communication infrastructure
• Certification of specialists to be broadly recognized in labor market
• Weak network among professional associations and communities

Good practices

1. Andijan CLC-In the context of globalization, the degree of vulnerability of agriculture and therefore of rural labor market to economic change is greater. Traditionally, agriculture has been considered as the main sector for employment creation in rural areas. Policy makers realize that the job creation potential in the farm sector is limited and that new sources of rural employment will be required. The rapid and deep transformation of jobs and skills is most powerful motivation to change training provision. Raising the knowledge and skills of a person of working age, as a form of capital , can improve their well-being since improving their production and productivity allows them greater returns from their activities and thus a higher income and in general a higher level of social and economic development. In the Andijan’s CLC a lot of attention has been given to the ICT. The CLC received computers from the project and has managed the ICT programme. The CLC trains the knowledge of the people by using IT such as e-mail and Internet. Available information shows that non-farm employment (creation of Internet café first time in rural area) and income are significant.

2. In Bukhara CLC the activities have been developed around income generation programs, such as tailoring of national clothing, embroidery, knitting and weaving. The weaving
skill is one of the most popular handicraft activities for women and girls in Bukhara. Training on the traditional weaving in CLC are now the main sources to get qualified skills and get additional income of their family. This led to an improvement of women’s socio-economic status, create better living conditions and help women to have a more important position in the family.

3. The CLC in Namangan city serves as the central CLC. In order to deliver the programme effectively, 14 satellite CLCs were established and operating at the district level. Both the central CLC and satellite CLCs have been supported by the National Commission for UNESCO directly. The main role of the central CLC is to coordinate the activities of different satellite CLCs to fully utilize the local resources for community development. The central CLC organized a planning meeting with satellite CLCs to develop various programmes for community education, income generation through traditional arts. Among satellite CLCs a partnership has been established to share the resources and personnel to advise each other.

4. The CLC in Shovot District of Khorezm Region - one of activities focused on preventive education (STI, HIV/AIDS, drug abuse) and reproductive health. People receiving this knowledge and training also became responsible for transmitting practical knowledge and skills to others.

5. Samarkand CLC-teaching the local people how to use a PC, how to use software and how to use the Internet for the purpose of community development. A large amount of information is only available in English and international communication such as via e-mail, usually takes place in English. Since English is the international language of communication on the Internet, the learning of English are promoting on the base of this CLC.
### Annex 1

**WORKING TEAM**

on preparation of country report on CLC in Uzbekistan

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Location/organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mrs. Dilorom Saidbaeva</td>
<td>Tashkent Region, Chirchik Town, school № 12</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>2.</td>
<td>Mrs. Mukharam Rakhmanova</td>
<td>Samarkand, school № 5</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>3.</td>
<td>Mrs. Gulbibi Tosheva</td>
<td>Kashkadarya Region, Shakhrisabz District, school № 32</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>4.</td>
<td>Mr. Rustam Astanov</td>
<td>Bukhara, Textile District, school № 8</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>5.</td>
<td>Mr. Oqboy Bakhriev</td>
<td>Namangan</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>6.</td>
<td>Mrs. Saodat Gozieva</td>
<td>Andijan Region, Izboskan District, Poytug village, school № 12</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>7.</td>
<td>Mr. Nazar Sadullaev</td>
<td>Khorezm Region, Shovot District, Ataniyazov Farm, school № 39</td>
<td>Head of CLC</td>
</tr>
<tr>
<td>8.</td>
<td>Mrs. Makhbuba Madrakhimova</td>
<td>Fergana Region, Margilan, school № 27</td>
<td>Head of CLC</td>
</tr>
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<td>9.</td>
<td>Mr. Oybek Rozikov</td>
<td>Syrdarya Region, Mirzoabad District, Dekhqonobod Farm, school № 21</td>
<td>Educator of CLC</td>
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<tr>
<td>10.</td>
<td>Mrs. Tamara Umarova</td>
<td>Karakalpakstan, Nukus District, Village Akmangyt, school № 21</td>
<td>Educator of CLC</td>
</tr>
<tr>
<td>11.</td>
<td>Mrs. Karina Musabaeva</td>
<td>Tashkent, National Commission of Uzbekistan for UNESCO</td>
<td>CLC National Coordinator</td>
</tr>
<tr>
<td>12.</td>
<td>Mr. Bakhodir Baltaev</td>
<td>Tashkent, National CLC Resources Center</td>
<td>Head of Informatics Department</td>
</tr>
</tbody>
</table>

### Annex 2

**Work schedule for preparation of country report on CLC’s:**

1) Selection of the working team - 10 January 2004
2) Preparation of reports on activity of each CLC in Uzbekistan - 1 February 2004
3) Group meeting with members of the working team - 1 February 2004
4) Design of data base “Mahalla/Community” - 12 February 2004
5) Preparation of the country report - 20 February 2004
6) Planning meeting of CLC’s leaders - 30-31 March 2004

(follow up of the Bangkok Regional Seminar on CLC)