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Needs Assessment – Final Report

Life Skills of Children in Residential Institutions Bishkek, Kara Balta, Osh, and Jalal-Abad

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1. Introduction

1.1 Description of the objectives of the study

The needs assessment study aimed to examine the situation of the institutions in terms of: age of children, number of children who reside in each orphanage, education provided and the life skills needs of children aged 14-17 to allow them into mainstream society.

1. To identify the life skills needs of the youth allowing them to transition out of the residential facilities at the State mandated age (18);
2. To determine the most appropriate methods and specific PTS lessons that best respond to the needs of children living in orphanages;
3. To identify how the proposed project will be successfully implemented in the local context
4. To explore the motivation of children to participate in the program which aims at improving their life skills;
5. To determine if orphanages possess the appropriate facilities to implement the program (e.g., teaching staff, classrooms)

1.2 Literature review

1.2.1 Introduction

The lack of published research available regarding life skills development in orphanages and boarding schools among vulnerable children in Kyrgyzstan as well as Central Asia as a whole is unfortunate, yet at the same time provides an opportunity for initial research in the field. Despite the lack of specific literature written on the issue, a great amount of valuable information is available to provide the basis for the study and an understanding of the environment.

1.2.2 Definitions

The following definitions are offered as a reference for a common understanding of the potentially ambiguous terminology:

Orphan – According to UNICEF an orphan is a child who has lost either one or both parents.[1]

Social Orphan – Orphans whose parents have officially given up parental rights as they are either unable or unwilling "to care for their children, for a variety of reasons: sickness, child abandonment, incarceration, neglect of parental duties, doing harm by improper upbringing, and so on."[2]

Vulnerable Children - Children who fall into this category are those whose safety, development potential or general well-being is at risk.[3]

Life Skills - A certain amount of ambiguity exists around the definition of life skills, as there is no definitive list as to what constitutes life skills; however, the generalized concept remains the same from definition to definition. The World Health Organization defines life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life"; whereas, UNICEF defines life skills as "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills".[4] Furthermore,

1 UNICEF - Press Centre. "Orphans." *UNICEF*. Web. 28 Oct. 2011. <http://www.unicef.org/media/media_45279.html>.

2 UNICEF. "System, in Support of Children without Parental Care in Kyrgyzstan." Web. 28 Oct. 2011. <http://www.unicef-irc.org/research/ESP/CountryReports2006/kyrgyzstan_care_rep2006.pdf>.

3 USAID. "Education Programming for Orphans and Vulnerable Children Affected by or Vulnerable to HIV." Web. 28 Oct. 2011. <http://pdf.usaid.gov/pdf_docs/PNADP105.pdf>.

4 Priyadarshini, Hema A. "Life Skills Building in Orphan and Vulnerable Children." Web. 28 Oct. 2011. <http://www.unesco.org/culture/en/artseducation/pdf/fp204hemapriyadarshini.pdf>.

life skills are categorized by UNICEF, UNESCO and WHO into ten areas: "problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self awareness building skills, empathy, and coping with stress and emotions."[3] While these areas may appear to be distinct from one another, UNICEF explains that the definitions are often used simultaneously.

1.2.3 Orphanages in Kyrgyzstan

According to the U.S. Department of State's 2008 Human Rights report for Kyrgyzstan, there are 39 state operated orphanages in Kyrgyzstan with over 5,000 orphans residing in public institutions. However, according to UNICEF, the actual number of orphans is closer to 6,000[5] with approximately 80% of the children being social orphans.[6] The upward estimates of the number of social orphans not in state institutions is over 23,000 according to 24.kg, a local news agency.[7]

Although the economy has been growing in Kyrgyzstan and there was a sharp decline in birth rate in the early 1990s, the number of children in state institutions and on the street has been increasing. The number of orphans in the early 1990s was 2,500, a significantly lower figure than today's 6,000. To further illustrate the increase, the number of orphanages themselves increased by 100% in a six-year period—reaching 18 by 2007, up from the 9 operating in 2000[8].

Other children's institutions in Kyrgyzstan, including boarding schools and centers for children with special needs, total 62 with 80% of the children having either one or both parents. The causes of child institutionalization may be explained and classified as: "single parents – 45%, neglect – 21%, abandonment – 22%, biological orphans – 12%".[9]

1.2.4 The Need for Life Skills Development

There are numerous consequences which may occur as a result of having a lack of life skills, especially when exiting the state system. Orphans who are not adopted remain in the orphanage until the age of 18, at which time they must leave and live on their own, often resulting in homelessness. These orphans will also find difficulty in acquiring adequate food and shelter and finding work without appropriate skills and education, as well as live without a support system while facing the stigma of being an orphan.[10] According to Musaeva of the My Family NGO, "Children that leave orphanages […] can be easily tricked into […] involvement in organized crime. And this is a great threat to the state."[11] Proper life skills training could help alleviate a number of these potential issues and provide the foundation for a successful life and career.

In addition to the positive effect that life skills development has on post-orphanage life, data also suggests that life skills development is a necessary tool in alleviating problems of life inside orphanages.

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5 Grebennikova, Olga. "Every Child Has the Right to Live in a Family Campaign." *Unicef.org*. 4 Apr. 2008. Web. 28 Oct. 2011. <http://www.unicef.org/ceecis/media_8562.html>.

6 Integrated Regional Information Networks (IRIN). "Move to Keep Orphans out of Institutions." *Unhcr.org*. 29 July 2008. Web. 28 Oct. 2011. <http://www.unhcr.org/refworld/docid/4896c4711e.html>.

7 Tolkaneva, Ksenia. "Number of social orphans exceeds 23 thousands in Kyrgyzstan." *24. kg.* 17 Nov. 2009. Web. 28 Oct. 2011. < http://eng.24.kg/community/2009/11/17/9661.html>

8 Kutueva, Aizada. "Child Abandonment Is on Increase in Kyrgyzstan." *24.kg*. 25 Mar. 2008. Web. 28 Oct. 2011. <http://eng.24.kg/community/2008/03/25/4957.html>.

9 UNICEF Innocenti Research Centre. "System, in Support of Children without Parental Care in Kyrgyzstan." Nov. 2006. Web. 28 Oct. 2011. <http://pdf.usaid.gov/pdf_docs/PNADP105.pdf>.

10 Avert.org. "AIDS Orphans." Avert.org. Web. 28 Oct. 2011. <http://www.avert.org/aids-orphans.htm>.

1.2.5 Review of Research and Programs

In general, studies conducted on the effects of life skills development on orphans and vulnerable children tend to be primarily concerned with their potential involvement in terrorist organizations, crime, and HIV infection as a result of poor life skills development.[11]

It has been shown that prolonged institutionalization among children often results in negative consequences. Following the Bucharest Early Intervention Study (2000), it was determined that, "Due to the lack of brain stimulation, institutionalized children suffer from greatly diminished development. For every three months a child spends in an institution, a month of growth is lost." [10] Even prior to this study, Goldfarb (1945), Bowlby (1951), Provence & Lipton (1962), and Spitz (1965) all documented the negative effects that occurred as a result of long-term institutional care in terms of children's cognitive, emotional, and social development.[12] According to Frank, Klass, Earls, and Eisenberg (1996), "In the long term, institutionalization in early childhood increases the likelihood that impoverished children will grow into psychiatrically impaired and economically unproductive adults." [13]

Programs which work towards developing life skills have been credited with numerous beneficial effects, including the following: "lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems and improved self-image, self-awareness, social and emotional adjustment. […] increased acquisition of knowledge; improved classroom behavior; gains in self control and handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity."[13]

In terms of determining an appropriate curriculum for life skills development, as each orphan and vulnerable child has unique needs, the curriculum should be reviewed and adjusted as necessary. In order to help evaluate the relevance of various life skills, UNICEF has developed a checklist to assist in adapting materials to the specific needs of each situation.[14] Potential areas to consider include basic education, health, survival skills, numerical and literacy skills, as well as vocational subjects. Finally, according to Gachuhi (1999), it is strongly recommended to include participatory student centered activities, as her research suggested these provide the best learning results. [16]

1.2.6 Conclusions

While no studies have been published on the effects of life skills development in Kyrgyzstan, much is already known about the positive effects, the negative consequences of prolonged institutionalization, and life skills curriculum development. With the sharp rise in the number of orphans and vulnerable children in Kyrgyzstan and their increasingly dire needs, never before has there been such an imperative to adopt the practice of life skills development in orphanages, boarding schools, and other state sponsored child institutions to help alleviate a number of issues Kyrgyzstan faces as a result of such negligence.

2. Methodology of the study

The study team developed the methodology of the study prior to its commencement and it was agreed upon by the International Youth Foundation (IYF). To the greatest extent possible, the team adhered to the methodology. However, there were minor adjustments to the actual process of the

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11 Priyadarshini, Hema A. "Life Skills Building in Orphan and Vulnerable Children." Web. 28 Oct. 2011. <http://www.unesco.org/culture/en/artseducation/pdf/fp204hemapriyadarshini.pdf>.

12 North American Council on Adoptable Children. "Research on Institutional Care of Vulnerable Children." Web. 28 Oct. 2011. <http://www.nacac.org/policy/researchchart.html>.

13 Priyadarshini, Hema A. "Life Skills Building in Orphan and Vulnerable Children." Web. 28 Oct. 2011. <http://www.unesco.org/culture/en/artseducation/pdf/fp204hemapriyadarshini.pdf>.

14 USAID. "Education Programming for Orphans and Vulnerable Children Affected by or Vulnerable to HIV." Dec. 2008. Web. 28 Oct. 2011. <http://pdf.usaid.gov/pdf_docs/PNADP105.pdf>.

fieldwork which had to be done due to unforeseen factors in the field. All of these minor changes together with general data collection process are discussed below.

According to the methodology of the study, the research sites included four cities: Osh, Jalal-Abad, Kara Balta, Bishkek and villages located close to Bishkek. It was identified through communication with agencies working on children's issues that there were 27 residential institutions that met the requirements for the needs assessment study. Requirements included: institutions with children of 14-17 years old without physical, developmental, or mental disorders and are based in the provinces of Chui, Osh, and Jalal-Abad. Prior to the fieldwork, the sample included 11 out of 27 institutions with a geographical breakdown as shown in Table 1. It should also be noted that a quota was given to each site in order to ensure their representativeness in the sample and feasibility of the study within given time and budget. Based on convenience and judgemental methods of sampling, the study team chose institutions that are located either in the cities of the study or close to them. The team also ensured that private, state, and municipal residential institutions were included in the sample. It should be noted here that the difference between the state and municipal residential institutions is that the former is financed by the national government; while, the latter is financed by the local authority.

Table 1

Needs Assessment Sites and Quota to Each Site

Study site	**Quota**
Bishkek including villages located close to it	5 institutions (out of 12)
Osh	3 institutions (out of 7)
Jalal-Abad	2 institutions (out of 4)
Kara Balta	1 institution (out of 4)

During the fieldwork, 12 institutions were involved in the study. The sample size for Kara Balta was changed. Two institutions were visited instead of one as planned in the methodology. The team came across a Christian School, "Nariste" which is run by a Chinese administration whereas the school building was given by the local authority of Kara Balta.

Overall the quota of residential institutions for other research sites was reached. The final list of institutions, which were involved in the study, is different from the initial one since the team had to visit other institutions on the site due to unexpected factors. For example, some of the institutions from the list did not satisfy a quota for survey with children. Others did not meet the criteria fully. Therefore, the team recruited/selected other institutions as needed. As a result, the final de-facto sample of the study had 12 institutions, out of which four were private and eight were either municipal or governmental as shown in Table 2.

Table 2

Number and Type of Institutions Involved in the Needs Assessment

Study site	**Number of institutions involved in the study**	**Type of institutions**
Bishkek including villages located close to it	5 institutions	2 – private 3 – governmental or municipal
Osh	3 institutions	3 – governmental or municipal
Jalal-Abad	2 institutions	2 – governmental or municipal
Kara Balta	2 institutions	2 – private

The study used data collection tools including the initial literature review on program-related documents, a database of orphanages and boarding schools in Kyrgyzstan, program-related key conceptualizations, and a review of previous research and programs emphasizing life skills of children in orphanages.

The second data collection tool was semi-structured interviews with the administrations of residential institutions to collect quantitative and qualitative data such as the number of children, the age structure, information about education, and facilities and their quality as well as explore possible future collaborations with IYF. Thirteen interviews were conducted; 12 with the administrations of the residential institutions involved in the study as discussed above. One interview was conducted with the administration of a residential institution 'Uchkun'; however, it was later discovered that this institution did not have children of 14-17 years of age.

The third data collection tool was multidisciplinary focus groups with representatives of state institutions, pedagogues, NGO leaders, and a child-psychologist to collect qualitative data assessing the current situation in residential institutions and identifying the needs of children in relation to life skills. As per previously agreed methodology, it was planned to have one focus group per site - four focus groups in total. During the fieldwork, the team adhered to the sampling method stated in the methodology, meaning representatives of the above mentioned organisations were invited based on their unique/expert knowledge of issues being studied. The number of participants in focus groups was within in the range that was planned in the methodology (i.e. from 5 to 8) as shown in Table 3. Nonetheless, it should be noted that the team had two focus groups in Osh with six participants in total. Furthermore, in Kara Balta, the team did not have a focus group as it had more interviews than planned which provided in-depth qualitative account on the issues of the study and it was concluded not to have an additional focus group.

Table 3

Number of Focus Groups Conducted

Study site	Number of focus groups	Number of participants in focus groups
Bishkek	1	5
Jalal-Abad	1	4
Osh	2	1st FG – 4 participants; 2nd FG – 2 participants
Kara Balta	0 (instead 2 ad-hoc interviews with 3 people in 2 residential institutions were conducted)	

The methodology indicated that the team would conduct focus groups with children of 14-17 years old in order to learn their perception and experience in relation to life skills. It was planned to have a focus group in each residential institution with eight children chosen through stratified and random sampling where gender and ethnicity were the key strata so that needs of both girls and boys as well as of children of different ethnic backgrounds were heard. For the time being, nine focus groups have been conducted: Osh – 3, Jalal-Abad – 2, Bishkek/Chui – 3, and Kara Balta – 1. Only one of the planned focus groups was not held in Bishkek due to the fact that the conducted focus groups represented residential institutions in Bishkek that are funded differently (private, municipal, governmental) and have saturated data, especially in conjunction with data from focus groups in other residential institutions.

It was also planned to have up to eight participants in each focus group. Table 4 shows that overall focus groups had eight or more children. The exceptions were two focus groups that had 3 and 2 participants respectively due to the fact that these were the total number of children of 14-17 years old in these institutions.

The gender and ethnic compositions of focus groups with children is shown in Table 4. It is evident that the team made an effort to have participants of both genders and different ethnicities. However, the

final composition of focus groups depended on the general composition of children in residential institutions. Therefore, focus groups in some institutions had more boys since there were more boys in these institutions. Meanwhile, focus groups in other institutions had many Kyrgyz or only Kyrgyz or Uzbeks due to the fact that these institutions were based in predominantly Kyrgyz or Uzbek communities.

Table 4

Number of Focus Groups and Participants' Gender and Ethnicity Distribution

# of Focus Group (FG)	Gender of Participants	Ethnicity of Participants
Osh		
FG 1 (Razzakov)	4 boys and 4 girls	All Kyrgyz
FG 2 (Aravan)	10 boys and 4 girls	All Uzbeks
FG 3 (Boorukerdik)	2 girls and 1 boy	2 Russians, 1 Kyrgyz
Jalal-Abad		
FG 1 (Bokonbaev)	10 boys and 2 girls;	2 Tajiks, 6 Kyrgyz, 4 Uzbeks
FG 2 (Ak-Bermet)	1 girl and 1 boy	Mixed (Kazakh/Kyrgyz) and Russian
Bishkek		
FG 1 (Dzhal)	5 boys and 3 girls	7 Kyrgyz and 1 Tatar
FG 2 (SOS Children's Villages)	4 boys and 4 girls	All Kyrgyz
FG 3 (Internat #1)	4 boys and 4 girls	All Kyrgyz
FG 4 (to be held)		
Kara Balta		
FG 1 (Christian school)	4 boys and 4 girls	2 Russians and 6 Kyrgyz

The fourth data collection tool was a survey of potential project beneficiaries that had questions in relation to the needs of children in developing life skills, life skills challenges, and suggestions. The sample size of the survey was calculated based on the assumption about the number of children in residential care institutions drawn from the previous research experience of study team members. (Please see the study methodology for the detailed calculations.) It is important to note here that the team assumed that the average number of children of 14-17 years old in the residential areas was 30 and was taken as a basis of all the calculations. However, during the fieldwork, it was identified that the average number of children of 14-17 years old in residential institutions was lower than assumed by the study team. Based on the collected data, the mode score was 15 demonstrating that most residential institutions have around 15 children of 14-17 years old. As a result, new calculations were made using the same formula stated in the methodology. The quotas shown in Table 4 were given to each research site. For the time being, the number of surveyed beneficiaries is as follows: Osh and Jalal-Abad – 57, Bishkek/Chui – 53, and Kara Balta – 11.

Table 5

Number of Survey Participants and Number of Study Institutions by Sites

Study site	**Institutions to participate in the study as per initial methodology**	**Orphans to participate in the survey**
Bishkek	5	68
Osh	3	50
Jalal-Abad	2	14
Kara Balta	1	11
Total	**6**	**143**

Survey and interview guides were piloted in the south and necessary revisions were made to the data collection tools.

3. Discussion of the results of the assessment study

3.1 *Objective 1. To identify the life skills needs of the youth allowing them to transition out of the residential facilities at the State mandated age (18)*

3.1.1 Children's understanding of life skills is close to the life skills conceptualization of IYF, but not as comprehensive. Children in one of the focus groups chose to define life skills as:

- Ability to communicate with others
- Talent
- Education
- Ability to behave appropriately in public
- Time management
- Ability to earn money
- Preparation for an independent life
- Ability to maintain psychological/emotional balance
- Preparation for different reactions
- Preparation for a family life
- Ability to lead healthy lifestyle
- Hygiene
- Physical and moral preparation
- Upbringing
- Health
- Ability to live

Children participating in the focus groups were asked to prioritize the most important life skills. According to their opinion, the following life skills are considered as important ones:

- Leading healthy lifestyle
- Communicating with people
- Conducting oneself ethically in public
- Independence
- Hygiene
- Good education
- Moral and physical preparation for an independent life
- Time management
- Nutrition
- Knowledge of different languages

3.1.2 Children have different levels of life skills preparation depending on what type of residential institutions they live in: Private residential institutions have a wider range of life skills development programs for their children compared to the state institutions.

***Private Institutions**:* Focus groups revealed that participants from SOS Children's Village are well prepared for leading an independent life by both the SOS school and SOS Children's village. Trainings on hygiene, doing housework, cooking, communicating with peers and elders inside and outside of the residence, and 'mothers' (caregivers), are conducted. Children stated that they know how to cook, wash, do housework, etc. The focus group with children of the Christian school, Nariste (Kara Balta) discovered that the unique feature of the institution was a provision of music classes to its children. Most of the children could play musical instruments, sing, and perform in public outside their orphanage. Children in Sharlotta (Kara Balta) are mostly taught through helping caregivers to do house chores, to cook, and take care of younger children. Not only do the children have opportunities to gain social skills through their lifestyle in the institutions, but also through

national educational curriculum of Kyrgyzstan where they have classes on Ethics, Civic Rights, and Home Education (cooking, sewing, wood-working, etc.), which the children from governmental residential boarding schools and orphanages have as well.

Governmental institutions: Children of the state institutions take life skills-related classes utilizing theoretical approaches with weak practical applications. Students of the government-run school gymnasium #1 stated that their institution prepares them for leading an independent life through classes on civil rights and communication skills. The boarding schools (Bokonbaev, Razzakov, etc.) conduct classes called "Adep" (similar to classes on manners) or "Ethics" and/or "Emgek/Trud" (Home education) for grades 5-11 once a week. These classes are intended to prepare children to gain at least an idea of specific life skills such as sewing, cooking, wood-working, etc. In Aravan Boarding School in Osh oblast "Life Essentials", class is conducted six hours a week for grades 1-6; for 14-17 year olds the classes aimed at improving the upbringing of children are conducted twice a week. Topics of this class for one semester include:

- Kyrgyzstan is my Homeland
- Kyrgyz and Uzbek friendship
- Friendship
- Greetings
- Attitude towards nature
- Labor
- Public behavior
- Protecting nature
- Upbringing on labor
- Minor criminal activities
- Clothing
- Strength in oneself

Focus groups with children revealed that life skills are gained through Ethics classes and extracurricular activities or clubs; everyone however, expressed that if the PTS program incorporated a practical section, it would be highly appreciated. In boarding schools, children who have nuclear or extended families usually go home on weekends or holidays, where they do house chores. Based on the findings of the focus groups, the research team inferred that the main sources that the children gain their life skills from are life skills related classes and visits to families.

Overall, children receive life skills classes in their institutions. However, there is a crucial difference between state-run and private institutions. Children in private institutions have opportunities to practice their life skills and, as a result, can be better adjusted to lead an independent life when leaving their institutions. While the state-run institutions limit their classes to theory while children need practice. Furthermore, there is a difference between how children understand life skills, how residential institutions perceive life skills, and IYF life skills. The perception of residential institutions is important to consider here. It is clear from the above that the emphasis is more on producing a civic individual with emphasis on patriotic feeling, civic duties, ethics, and nature. The residential institution classes especially in state-run institutions do not have classes on time management, confidence, and planning which are crucial life skills to bring up an individual capable to lead an independent life. Even though the private institutions have a wider range of life skills development programs than governmental institutions, both lack structured programs for developing life skills in practice.

3.2 ***Objective 2. To determine the most appropriate methods and specific PTS lessons that best respond to the needs of children living in orphanages*****.**

Methods:

3.2.1 Practice-based approach. Due to a lack of structured programs for developing life skills in the institutions, it is imperative to incorporate activities in the PTS program that will imply practice in gaining life skills. For instance, in the multidisciplinary focus group in Bishkek, the participants shared specific examples of difficulties that children encounter in everyday life such as not being able to fill out governmental and official documentation in the process of passport applications, writing statements, filling out papers from the social protection department and banks, dealing with hospital regulations, and communicating with state structures.

Focus groups with children also discovered the desire of the children to include more activities in practice because they realize the lack of this opportunity. For example, the children of Bokonbaev boarding school shared that even though they have sewing classes, there are not enough fabrics and other necessary materials. As a result, the children are limited in their practice of their knowledge. However, the children of "Svetlyi Put" are engaged in handicraft clubs where they make products from wool such as toys, hair accessories, and others. As a result of this club, the children are involved not only in producing, but also in selling their hand-made products on the market.

3.2.2 Comprehensive approach with visual-aid tools. Children in the focus groups expressed that the PTS trainings would be more interesting if they learned from videos and illustrations, preferably using projectors. Additionally, participants of multidisciplinary focus groups in Osh from "Kosh Araket" recommended IYF use more visual tools in delivering trainings. In their past experience, children were not interested in the content of their trainings as much as they were interested in what trainers were wearing, holding, giving, and showing. Afterwards, the psychologist of the school, Razzakov suggested leaving the program content in CD format for the children, so that they will have a chance to go back and learn if needed. Participants of multidisciplinary focus groups and interviews recommended using flip charts and colourful papers and pencils.

According to the observations of the research team, the boarding schools as well as orphanages possess visual aids that are related mostly to the content of the academic course in classes and corridors of the institutions, but they lack visual aids that convey life skills guidelines and information.

3.2.3 Personalized approach. Utilization of a personalized approach is essential in working with children in residential institutions, particularly of various regions of the country. This approach will allow IYF and PTS staff to view the situation of the children from the perspective of a child living in a complex environment and his/her relation to different systems such as peers, school, institution, and society. Every IYF targeted child has his/her own environment, depending on the activities involved and people/institutions interacted with. Applying a personalized approach would require PTS staff to be mindful about transactions between child and environmental systems and acknowledge complex environments of a person and his/her relation to community structures and resources. Accordingly, identification of possible interventions should be a harmonized process of analyzing specific child systems and his/her relation to community resources and structures.
A school psychologist of Razzakov assumed that the literacy level of the school's students is lower than students of similar urban institutions. This suggests that an individual approach towards working with the children, based on their environment should be developed. Children come from different socio-economic backgrounds. For example, students of Bishkek especially in school #1 and SOS Children's Village are more outspoken and opinionated. Thus, it is necessary for the program to utilize an individual approach, including selection of words and language of training.

According to the survey, most of respondents (64.3%) pointed Kyrgyz as a language of their school/institution, Russian was chosen by 34.3% and other languages – 1,4%. Thereafter 61% of children use Kyrgyz as everyday language, 36 % – Russian and 3% - other languages (Uzbek, Tajik, and Tatar).

3.2.4 Inclusive approach. Among the 143 respondents of the survey, 142 children attend school. Most questionnaire participants (84 out of 143) mentioned that they attend school isolated from other children. 55 children have a greater opportunity to integrate into mainstream society studying in a school situated in a village and open for other children as well. In addition, 43% of the children noted that they permanently live in children's homes or boarding schools (supposedly these children don't have any relatives). 49% of children spend time in the institution only during study-- during vacations they are taken home. Vacation time is approximately distributed as follows: winter – 2 weeks, spring and fall – 1 week, summer – 3 months. It is important to mention that children living in municipal or private orphanages go to public schools where they study together with other children living in families; whereas, children of state orphanages and boarding schools have less chance to interact with other children.

Children from non-residential institutions together with children of orphanages and boarding schools need encouragement to interact with the external world. A multidisciplinary focus group participant and director of the NGO "Kosh Araket", noted the importance of interaction between children of residential institutions with children of regular schools in order to build an inclusive society. The ability to interact with peers outside of residential institutions is a life skill needed for building communication chains and relationships. The director of the orphanage "Ak Bermet" in Jalal-Abad also emphasized the necessity of engaging children of non-residential institutions in some form of IYF trainings. The research team has found that this necessity was expressed by interviewed adults as confirmed by the desire of children to interact with children in other residential institutions, regular schools, and universities as stated during a focus group with children in school gymnasium #1 after Kanimetov and Boorukerdik orphanage.

3.2.5 Incremental approach. From previous work experience in residential institutions, participants of multidisciplinary focus groups encountered difficulties in opening up children and involving them in different activities in the first stage. For resolving this, requesting the gradual involvement of children, with an increasing percentage of child involvement and interaction with others on daily or weekly basis is recommended. If trainers are recruited among people without an existent affiliation with residential institutions, it is advised to commit time and efforts for building relationships with children before conducting trainings. This may include team building activities such as picnics outside of residential institutions, trips to mountains, ice-skating, and so on. The administrator and counsellor of Nariste suggested involving someone in the institution whom children know and trust in the first few days of trainings. All the interviewed representatives of residential institutions did not mind and preferred that trainings be conducted by an external party.

3.2.6 Peer education approach. The research team has found that peer education would be an effective approach for empowering adolescents to become masters of both processes of gaining life skills and its consequent results. In this situation, a peer is a person who belongs to the same social groups as another person in the group. For the age group of 14-17, peers tend to have more influence than adults or authority figures such as parents and teachers. Multidisciplinary focus group participants noted that trainings on life skills run by well-trained and motivated peer facilitators is better accepted in the peer group than those passed by others. If the peer education approach is not an option for IYF, preparing peer assistants for certain PTS lessons for only 10-15 minute segments will be a valuable contribution to building the capacity of the children in co-leading part of the session. This also enables children to practice and demonstrate informed and responsible behaviour and act as good role models. Involving children in facilitation of PTS encourages a child-led and -shared learning for skills, creating opportunities for child leadership, promoting ownership of beneficiaries, and enhancing program responsiveness to needs of children.

3.2.7 Socialization-based approach. Participants of multidisciplinary focus group emphasized the importance of developing a socialization program for every child as a part of the PTS activities. They shared their concerns regarding a lack of socialization among children in boarding schools and orphanages. Often, after leaving residential institutions, children are immersed in a social world that they do not have the ability to comprehend and successfully engage in. Utilizing individual approaches for every child, a safe environment should be built in residential institutions, engaging children in social learning through games and role-playing and teaching skills needed to navigate a full range of social situations and become more open and socially competent. Profile of children can be found in Appendix D.2. According to the table, approximately 68% of children have positive sentiments and 70% of the survey participants assessed their level of self-confidence as neutral/average. The majority of children constituting 30.8% expressed that they have problems related to their studies, 23.1% - have family problems, 7.7% - with peers/friends/roommates, 7% - with tutors/teachers, and 5.6% - everyday life problems. When encountering such problems, children indicated people whom they ask for help: majority of children (37.8%) seek help from parents/relatives, 28% - from tutors/teachers, and 16.8% - from friends/classmates (see Appendix D.3). This profile information should be taken into consideration in developing socialization program for each child within each institution.

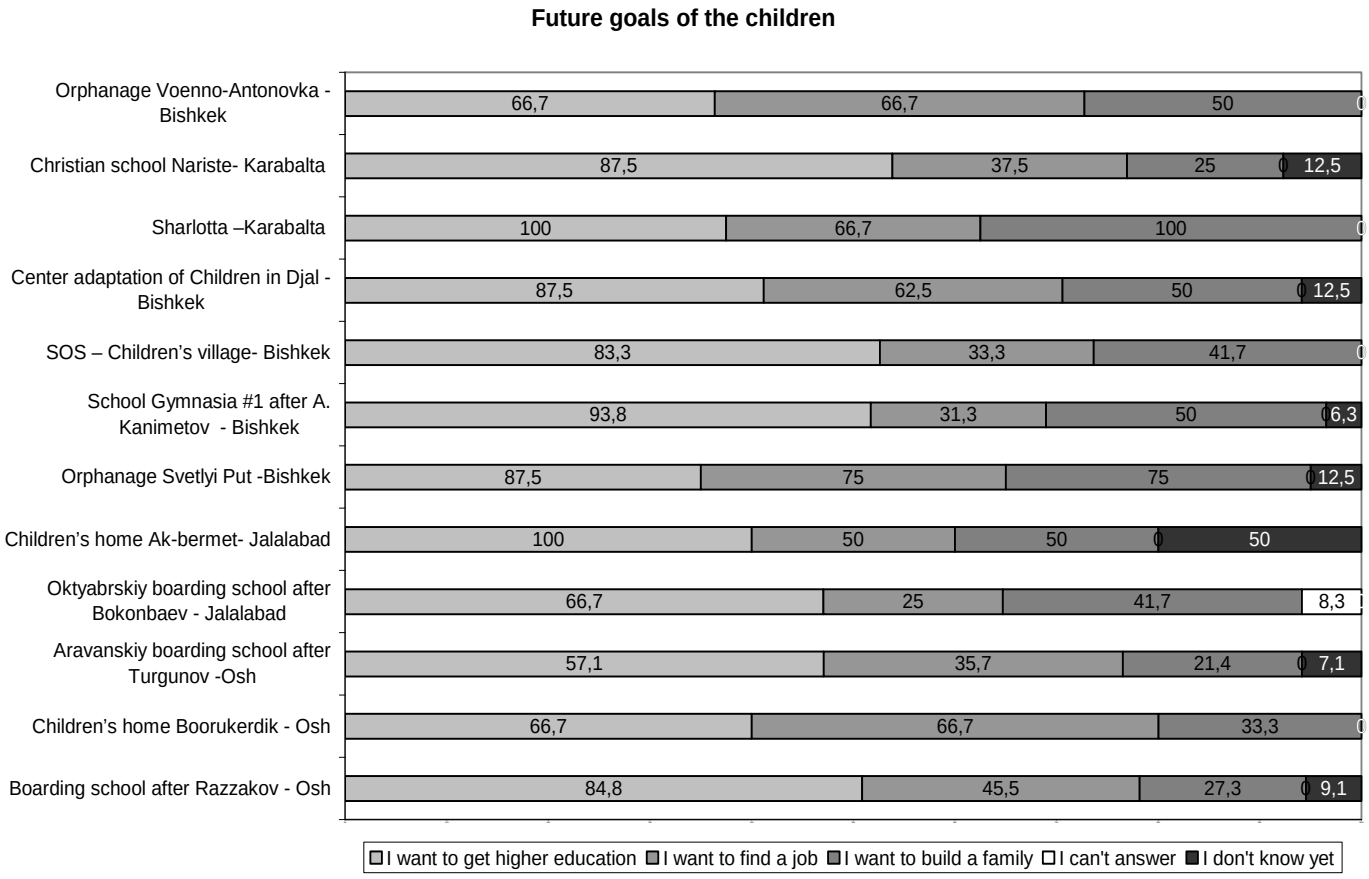
Table 6

PTS Units and Specific PTS Lessons Needed for Young People in the Institutions.

PTS Units	Specific PTS Lessons Suited to Needs of the Children
1. Personal Competencies	a. Assertiveness: Speaking directly, honestly, and respectfully
	b. Responding to stressful situations, stress management, dealing effectively with criticism, refusal skills, standing up for oneself
	c. Developing confidence in self and others
	d. Asking questions to clarify task
	e. The power of a positive attitude
	f. Listening – a key to positive relationships
	g. Responsibility
	h. Managing strong emotions
	i. Understanding emotions
	j. Effective study skills
	k. Goal setting; making it happen
2. Problem Solving and Managing Conflict	a. Solving problems
	b. Managing conflicts
	c. Reducing intimidation and bullying
3. Healthy Behaviors	a. Gender roles and stereotypes
	b. Gender based violence and sexual abuse
	c. Substance abuse
	d. Changes in my body and in myself
	e. Teenage pregnancy
4. Effective Work Habits	a. Money management (now and future)*
	b. Work place protocol
	c. Time management
	d. Being a good team player
	e. Three keys of being a good employee
	f. Interview for a job
	g. Career assessment tools
	h. Worker harassment and abuse
	i. Job performance evaluation
	j. Workers' rights
5. Service Learning Module	a. Making personal connections: community service
	b. Identifying a service need within the community
	c. Planning a community service project
	d. Solving tasks: team problems
	e. Conducting community service projects
	f. Why volunteer?

***** While using a practice-based approach, distributing money directly to the children might cause a dependency syndrome. In order to prevent this, residential institutions in conjunction with IYF can issue symbolic money that will function only within the institution between the students. *Note*. It is important to adapt the PTS lessons to the features of Kyrgyzstan's culture, region, and specific institution type. In addition, the socialization program should be developed also in accordance to children's future goals (See Figure 1). Most of the children in 12 residential institutions indicated that building family, receiving higher education, and building career go along together in their vision of their future. However, there were children that did not know about their perspectives. For example, some of the children residing in Ak-Bermet, Svetlyi-Put, Center Adaptation, Nariste, Aravanskiy, and Kanimetov were not sure about their future plans.

Figure 1.
Children's Future Goals by Institutions



In addition to the above PTS lesson topics, multidisciplinary focus group participants suggested to add topics on private space, developing relationships in society and with the opposite sex, personality development, tolerance, and ethics within the community. The survey revealed that 9% of children asked for the possibility to provide training on civil rights and responsibilities, 21% on communication skills and 10% on self-confidence and emotional, psychological personal development. 12% of children need conflict management trainings, 17.5% health behaviour, 24% of children marked the necessity of conducting goal-setting skills development trainings and 13% on development decision-making skills. This was also confirmed during the conduction of focus groups with children. The children expressed their desire to develop communication, decision-making, goal setting, task prioritizing, and career building skills. Interestingly, children residing in Bishkek noted about the necessity of learning culturally relevant skills such as slaughtering sheep, distributing meat, etc., which are used on frequent occasions in Kyrgyzstani culture. These types of skills allow children to function socially within the family and community. Since Kyrgyzstan is a multinational country, the researchers encourage PTS not to impose

culture-related skills to all the children enrolled in the program. Although children easily identified areas for improving their skills, it was difficult for them to determine with confidence the skills that they had. Only when they were given examples by the researchers, children shared that some of them managed their studies well, one of them could write articles for online publishing (SOS Children's Village - Bishkek), another of them could lead trainings for peers (Boorukerdik - Osh), and the rest had skills of reading, writing, cooking, and cleaning.

3.3 ***Objective 3. To identify how the proposed project will be successfully implemented in the local context***

3.3.1 Integration of PTS elements on life skills into national curriculum. It is important to collaborate with the Ministry of Education of Kyrgyzstan on integrating PTS elements on life skills into the national educational curriculum for both public and private boarding schools, orphanages and regular schools.

3.3.2 Piloting the program with a representative sample and scaling up this initiative to other regions with coverage of more children. Preliminary PTS training sessions before the main trainings are necessary. For example, the administrator of Christian School Nariste, during an interview stated that they are willing to allow the participation of 8 students in the IYF program at the beginning. Depending on the outcomes, the administration of Nariste will consider further involvement of children in the program.

3.3.3 Participation of beneficiaries in all program stages. One of the interviewed school administrators highlighted the importance of sharing the same vision in teaching and raising children in residential institutions. All interviewed administrators of residential institutions expressed their interest and the necessity of participating in program planning, monitoring, implementing, and evaluating. Participation of beneficiaries in all program stages decreases the chance of an outbreak of conflicts.

3.3.4 Development of strategy for overcoming perceived obstacles. In the words of participants of the multidisciplinary groups, the IYF program staff needs to be ready to face corruption, emotional burnout, and a lack of moral and financial commitment of personnel of residential institutions, especially governmental ones, to program goals. Conducting preventive trainings on emotional burnout for trainers, periodic supervision sessions, incorporating rigid monitoring mechanisms, and arranging empowerment activities increasing moral commitment of participants are recommended to overcome possible obstacles. To increase the interest of institutions in program participation and to deal with the weakly developed infrastructures of some institutions, the provision of a need-based motivation package is recommended.

Table 7

Needed Support per Institution

Institution	Needed support
Boarding School after Razzakov (governmental)	-computers -textbooks -materials for practicing carpeting and sewing skills -modern sewing machines -methodological support (developing teaching materials, teaching approach, and teaching skills).
Aravanskiy Boarding School (governmental)	-textbooks -construction of sport facility -mini bus for transportation of children -national costumes -music player -water containers -methodological support (developing teaching materials,

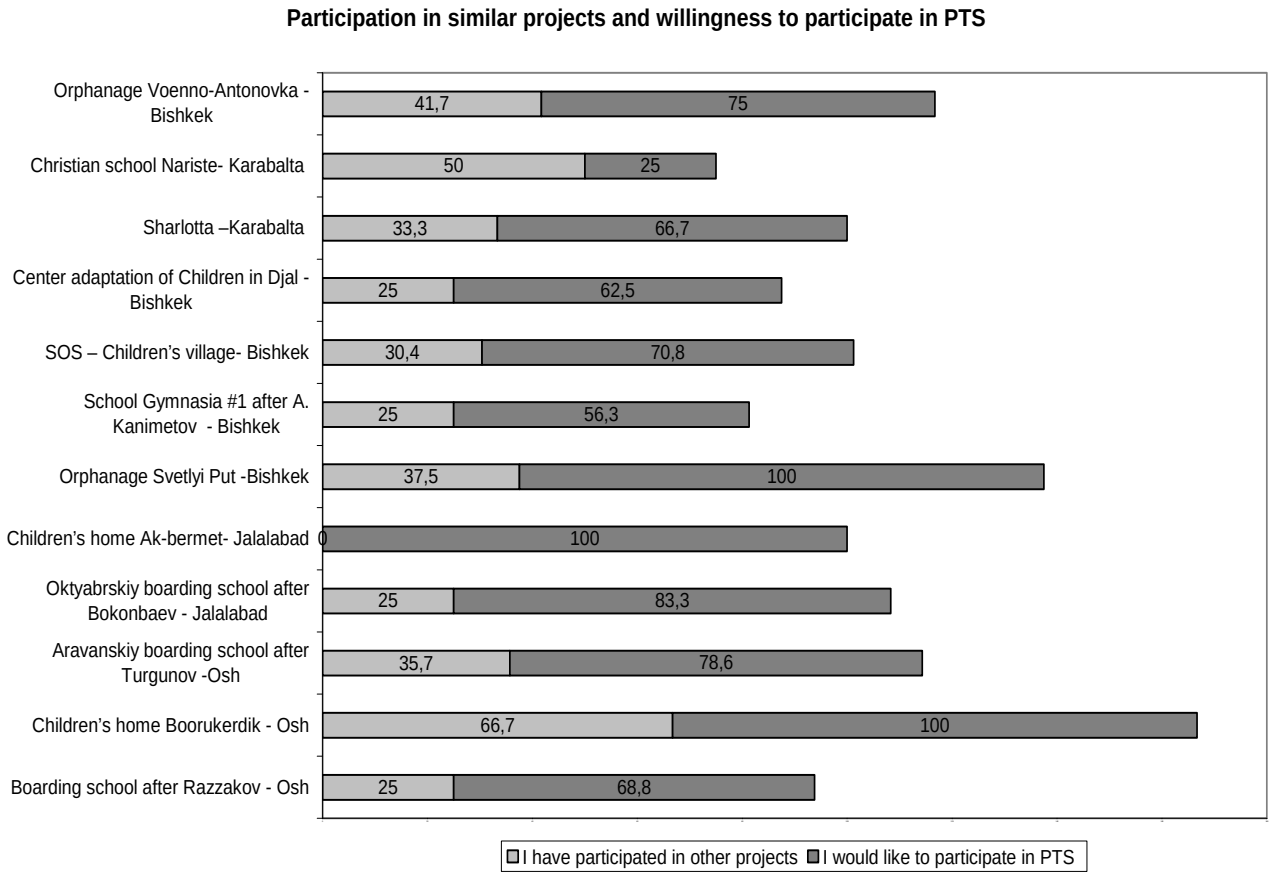
	teaching approach, and teaching skills).
Orphanage «Boorukerdik» (municipal)	-clothes -methodological support -playground -computers -methodological support (developing teaching materials, teaching approach, and teaching skills).
Boarding School after Bokonbaev (governmental)	-methodological support (developing teaching materials, teaching approach, and teaching skills). -chairs -desks -computers -textbooks
Family type orphanage "Ak Bermet" (municipal)	-chairs -beds -carpets -tables -benches -age-relevant toys -books -DVD players -educational DVDs -construction of sport hall
Family type orphanage "Sharlota" (semi-governmental and private)	-food packages -books
Christian school and orphanage "Nariste" (private)	-encyclopaedia -organization of chess/tennis tournaments -different card game sets -methodological support (developing teaching materials, teaching approach, and teaching skills).
International SOS Children's Village (private)	-methodological support (developing teaching materials, teaching approach, and teaching skills).
Charity Children's Center "Svetliy Put" (private)	
Center for Social Adaptation (municipal)	
School Gymnasium #1 after Kanimetov (governmental; semi-boarding school and gymnasium)	-methodological support (developing teaching materials, teaching approach, and teaching skills). -textbooks -computer software
Children's House in Voenno Antonovka (governmental)	-encyclopaedia books -fiction books -projector -puzzles or other educational materials with pictures -updated catalogue of universities

3.4 *Objective 4. To explore motivation of children to participate in the program which aim at improving their life skills.*

3.4.1 Children shared their interest in expanding their life-skill knowledge and skills.

According to the findings of the focus groups with children, most of the children shared their willingness to participate in a PTS program on life skills. Children were asked about their experience in participating in similar projects or trainings. In Bishkek, Osh city and Kara Balta, the majority of children participated in similar programs related to mostly health issues such as HIV prevention, harm of drug use, alcohol, and smoking, in addition to which children of Voenno-Antonovka received vocational trainings. However, in Jalal-Abad the percentage of children receiving similar trainings was less and topics of trainings were not as diverse as in other sites. For example, children of Ak-Bermet orphanage in Jalal-Abad were not exposed to any similar programs; whereas, in Bishkek, Kara Balta, and Osh cities on average 50 percent of the children have undergone trainings related to life necessities. Nevertheless, all of the children are highly motivated to participate in the IYF activities. The survey revealed that 70% of children would like to participate in the project of life skills development, which shows a very high interest. 26 children cannot answer yet, perhaps due to lack of detailed information. 31% of children mentioned that they already have experience in participation in life skills development training (See figure 2).

Figure 2.
Participation in Similar Projects and Willingness of Children to Participate in PTS by Institutions



Jalal-Abad region: Children in a family-type orphanage - "Ak-Bermet" - reported that they are aware of the necessity to gain skills and knowledge on life skills for their future. Children of Bokonbaev orphanage said they would love to participate in such programs since based on their experience they enjoy participating in extracurricular programs (computer classes, dance, sewing, crafting, and chess clubs).

Osh region: Children of Myrzake orphanage after Razzakov also expressed their eagerness to participate in the PTS program if they were offered to them. However, their understanding of life skills was broad. Thus, the children justified their motivation to participate in the program by readiness to gain in-depth knowledge on life skills. Children of a family-type orphanage, Boorukerdik explained their interest by a desire to be able to address and solve any difficulties that they would encounter in the future. It is important to emphasize that these children mentioned an eagerness to learn from the program and be able to share their gained knowledge with other children.

Bishkek and Chui region: Children representing the institutions of Bishkek and Chui region stated their interests in the PTS program. They also contributed valuable recommendations on how to make the program more interesting: Children of the center of social adaptation in Dzhal said that they were eager to participate in trainings with themes such as: Stop violence and child trafficking, Puberty Development, Healthy life-style, and Appropriate nutrition. The children provided specific suggestions focused on helping maintain their motivation. These suggestions included making the sections 20-30 minutes long and taught by an external person. They also suggested including videos, games, rewards, etc. Additionally, children from boarding school #1 after Kanimetova and SOS Children's Village orphanage shared that the trainer should be external and possess skills of public speech in order to make the trainings interesting.

3.4.2 Children of Osh and Jalal-Abad institutions speak Kyrgyz well in addition to their native language if they are representatives of other nationalities. For example, children of Aravan boarding school speak Kyrgyz, though they have difficulties in perceiving written text in Kyrgyz and Russian. Children of Aravan orphanage would not resist participating in the program. Despite the fact that a majority of the students are Uzbek, they freely spoke Kyrgyz and shared that studying in PTS program in Kyrgyz would not bring about any barriers. However, it should be noted that according to this observation, these children possess an upper intermediate level of spoken Kyrgyz, but have difficulties in perceiving written Kyrgyz text. One of the participants spoke Russian freely, but the other students preferred either Kyrgyz or Uzbek. It implies that PTS trainers should run trainings in both Kyrgyz and Uzbek, if possible predominantly in Uzbek. More elaborated information on nationalities and languages spoken are given in appendix D.1. The table in the appendix shows languages of instruction, nationalities of the children by institutions, and permanence of residing at institutions. According to the table, of the twelve institutions participating in the research five of them have the language of instruction as Kyrgyz, and another five of them – Russian; two residential institutions have both Kyrgyz and Russian as languages of instruction. In terms of nationalities, five institutions have over fifty percent of residents who are of Kyrgyz ethnicity; another two residential institutions have 100 percent representing Russian ethnicity, and one institution – with over 90 percent of representatives of Uzbek ethnicity. Regarding the permanent stay at the institutions, more than 60 percent of children in four residential institutions reside there on a permanent basis; whereas, in other four residential institutions children visit their family/relative homes during holidays and breaks.

3.4.3 Factors that disturb children's meal routine make them less motivated in other activities. *Kara Balta region:* Children of Christian school of Nariste partially showed their interest in expanding their knowledge on life skills. Since the times of the focus group was overlapping with their dinner time, the research team believed that it impacted on children's poor engagement in the focus group, particularly during its end.

Children were also observed during the procedures of focus groups, which revealed the dynamics of the groups. Children, whose institutions were informed and had arranged a meeting time, were fully concentrated on discussions of the focus group compared to those, where it was an ad hoc event such as at Christian school of Nariste.

3.5 ***Objective 5. Determine if orphanages posses appropriate facilities to implement the program (e.g., teaching staff, classrooms, and etc.).***

All institutions can provide IYF with classroom facilities. However, if IYF needs computers and other technology, it is important for the program to arrange these matters beforehand since the institutions for the most part do not possess enough technology. With regard to teaching staff, the institutions prefer involvement of the local representatives of school/house administration especially in the initial period of the program inception. They also welcome trainers recruited from outside of the residential institution as they can bring novelty into the program implementation and provide methodological support. It is advisable to motivate the involved local representatives with financial compensation. It is also important to take into consideration the schedule of the children in the institutions since some of them provide children with school and out-school activities for the whole day.

Table 8
Available Facility and Staff per Institution

Name of the institution	Staff Information	Facility information	Class Schedule and Afterschool activities	Collaboration
Osh				
Boarding School after Razzakov (governmental)	There are 31 teachers hired by the Director. Majority of them are at the age of 45-60. Young teachers constitute 10-15%. Teachers with 31-year work experience started receiving 5,500-7,000 KGS since the Government has increased salary last year. Young teachers receive 4,000 KGS. There is no social compensation for teachers. Teachers attend courses for increasing their qualification once in five years. Current staff has worked for 15-20 years. Although staff turnover is not identified as a major problem, young teachers burn out faster and leave the institution.	Available facilities include bedrooms, library, gym, activity hall, and computer labs. New reading hall is being built now with the support of school alumni. Activity hall and gym are in good conditions. There are 13 computers in a computer lab. Textbooks provided by the Government are in an insufficient quantity and published during the Soviet Union time.	Students have access to the following afterschool activities: volleyball, drawing, tennis, computer, and handicraft lessons. These lessons are conducted once a week and last for two hours. Children sign up to such activities based on their desire	Ready to collaborate and provide needed support for IYF upon agreement
Aravanskiy Boarding School (governmental)	There are 40 teachers and 40 technical workers; 39 teachers have higher education. They attend courses increasing qualifications every five years.	Dormitory can accommodate 220 children. The institution building has 3 floors and 74 rooms. There is one educational facility. Sport facilities and computers are not available. Textbooks, dishes, desks, and chairs are not in sufficient quantity	Classes are conducted from 8.30 am-1.25 pm. Children do their home works from 4-6pm. Music classes are conducted on Thursdays; Fridays are cleaning-up days, and on Saturdays, children who have families leave go to visit their families.	Mr. Mamanazarov, a Director of the Aravanskiy Boarding School, expressed his willingness to collaborate during the interview. He is ready to send children for trainings if needed upon agreement of time in a planned manner and arrangement of transportation and supervision for children. Mr. Mamanazarov is

				willing to provide classrooms and teaching staff if needed.
Orphanage «Boorukerdik» (municipal)	There are 4 employees, including director and caretakers. A social worker and psychologist work on a part time basis. Cleaners and cooks come on requested times.	No educational facility available within the orphanage territory. It was observed that the orphanage has living room/lounge, bedrooms, homework prep room and hall, kitchen, and restroom. Elderly house is in the territory of an orphanage facility.	Classes are conducted from 8.30 am-1pm. Afternoon activities are conducted outside of the institution.	Mrs. Bermet Toktosunova, a Director of Boorukerdik, is open for collaboration with the IYF. She is ready to provide necessary halls for conduction of trainings and also allow children to attend trainings outside of the institution.
Jalal-Abad				
Boarding School after Bokonbaev (governmental)	There are 22 teachers, 1 psychologist, and social pedagogue hired on a part time basis. Seven of employed teachers are in pension. Teachers are older than 30 years and their salary range from 6,000 to 15,000 KGS.	Available facilities in the boarding school include medical unit, library, sport hall, computer lab, activity hall, 3 rooms for resting, and 12 bedrooms. Desks and chairs are in insufficient quantity.	Classes are conducted from 8 am-3 pm; afterschool activities-after 3 pm. Children do their home works from 3-5pm.	Mrs. Begay Mamatova, a Director of the Boarding School after Bokonbaev, expressed her willingness to support the IYF activities in case of release of decree by the Ministry of Education. Necessary classrooms and teaching facilities will be arranged upon request of the IYF. It should be noted that teachers and social pedagogues at school have undergone trainings of international organizations such as Mercy Co, Counterpart, Asian Development Bank, Save the Children, and World Bank, and thus have the capacity for delivering the IYF trainings for children if needed.

Family type orphanage "Ak Bermet" (municipal)	There are 4 staff members with high education, including director and caretakers. Caretakers perform the role of cleaners and cookers as well.	Available facilities include one bedroom, prep room, kitchen, restroom, and living room/lounge. Prep room is equipped with insufficient number of chairs and tables. Restroom is being repaired. Library consists of couple shelves with insufficient number of educational books.	Children attend school outside of the institution in a proximate location. Attended afterschool activities are sports, drawing, and language classes.	Mrs. Alima Tashbaeva, a Director of the family type orphanage "Ak Bermet," is willing to provide necessary rooms for conduction of trainings and let children attend the IYF activities organized outside of the institutions. Due to few number of employees, the research teams assumes that the IYF project will not have a chance to rely much on personnel support.
Kara Balta				
Family type orphanage "Sharlota" (semi-governmental and private)	There are 3 caretakers with high education. Director works under Red Crescent Society as the institution was established under the support of the organization.	This is a family-type residential institution. Available facilities: observed 2 bedrooms, activity hall/lounge, prep room. Children attend school outside of orphanage, but within a proximate location.	Not observed	Ready to collaborate and provide needed support for IYF upon agreement
Christian school and orphanage "Nariste" (private)	There are 17 staff members in total: 8 nannies, 2 guard men, cook, cleaners, nurse, counsellor, coordinator, tutor, music teacher, at the ages of 27-60 with high education.	Available facilities: activity hall, library, prep room, sport hall, and computer lab. Nariste has separate educational facility for children living in Nariste orphanage as well as for other children in Kara Balta.	After-school activities include folk dancing, volleyball, music, science classes, etc. Music instruments are available at the institution.	Interviewed administrator Richard Ng and counsellor Yatling Chan stated that they are willing to allow participation of 8 students in the IYF program at the beginning. Depending on outcomes, the administration of Nariste will consider further involvement of children in the program. The administration is ready to provide on-site facility and stationeries, including coloured pencils, and computer labs at school. The IYF

				activities will have to be conducted under supervision of Nariste staff representative. They would prefer for trainings to be conducted within their facility, expressing concern for children leaving the institution.
Bishkek and villages located close to it				
International SOS Children's Village (private)	Teachers are very qualified and friendly, at the age of 25-45.	This is a family type residential institution, called children's village. The school is outside of the village, but in a proximate location.	This is a family type residential institution, called children's village. The school is outside of the village, but in a proximate location.	Upon necessity, the International SOS Children's Village is wiling to arrange transportation and upon prior agreement provide possible to support to IYF program.
Charity Children's Center "Svetliy Put" (private)	Teachers are qualified, but not very friendly. They are at the age of 35-60.	There are no computer labs, library or assembly hall. One restroom is available at the institution.	Available activities for children: music classes;	Ready to collaborate and provide needed support for IYF upon agreement
Center for Social Adaptation (municipal)	The qualification of teachers is average, not very friendly, at the age of 25-60.	The school building is in a good condition. Every room has carpets, toys for little children. However, there is a problem of lack of books.	Children have music classes and attend workshops on handicrafts.	Ready to collaborate and provide needed support for IYF upon agreement
School Gymnasium #1 after Kanimetov (governmental; semi-boarding school and gymnasium)	Teachers are with high education and relatively friendly.	This is a semi-boarding school and gymnasium. Social orphans and orphans live in a school dormitory and study with other children living with their own families.	This is a semi-boarding school and gymnasium. Social orphans and orphans live in a school dormitory and study with other children living with their own families.	The School Gynmasium is willing to provide support in planning of the project. The institution can agree for taking out children for trainings to another location, but in a company of a social worker only.

V. Antonovka	60 employees; 18 teachers (16 teachers with higher education 6 – are newly recruited young teachers; others – 40 and above years old); 1 psychologist on a full time; 8 caretakers; 7 assistants of caretakers; other - technical workers (cook, accountant, cleaner, gardener, and carpenter)	2 store building for dormitory with 32 rooms; onsite boarding school with 13 rooms (with Russian language of instructions), library, sport hall, and methodological room. No activity hall available.	8.00 – 13.00 – school classes; 14.00 – 18.00 – professional education classes.	They are ready to collaborate. Possibility for PTS training – Saturdays.

4. Recommendations and Implementation Actors

Findings	Recommendations	Implementation actors
Objective 1. To identify the life skills needs of the youth allowing them to transition out of the residential facilities at the State mandated age (18)		
Children's understanding of life skills is close to the life skills conceptualization of IYF, but not very comprehensive.	Raising awareness among children about life skills in general and why they are important through training.	IYF
Children have different levels of life skills preparation depending on which type of residential institutions they live: Private residential institutions have a wider range of life skills development programs for their children compare to the state ones.	Working with governmental residential institutions more, especially in terms of their curriculum so that it includes teaching life skills and increasing capacity of staff on life skills. Providing methodological support to private residential institutions in developing further life skills program.	IYF, governmental and private residential institutions.

***Objective 2. To determine the most appropriate methods and specific PTS lessons can respond to the needs of children living in orphanages*;**		
Practice-based approach	Organizing guided “practice labs” as well as independent studies as part of the PTS trainings. Arranging a practicum in the mid of the PTS. Guiding performance of children in the practicum and monitoring their independent work. Arranging tours to different facilities such as hospitals, museums, banks, Department of Social Defense, and other relevant structures depending on topics of the PTS lessons and creating opportunities for children to practice their skills in different settings.	IYF, residential institutions.
Comprehensive approach with visual aid tools	Using colorful pens, pencils, papers, flipcharts, pictures, projector, and other means of modern technology that allows effective utilization of visual aid tools.	IYF
Person-in-environment approach	Learning case of each child participating in the PTS. Developing a strategy to work with every child and adjusting the program content and delivery techniques of training (using simple language, explaining terminology, conducting trainings on topics prioritized by children) together with a psychologist and/or social worker, representative of the institution, and children Analyzing applied methods based on its responsiveness to needs of children in mid-program evaluation.	IYF, trainers, children, staff and administration of residential institutions, psychologist
Inclusive approach	Involving children from regular schools in IYF trainings as well as families and relatives, if there are any, administration of residential institutions, and communities.	IYF, administration of residential institutions, communities
Incremental approach	Requesting the gradual involvement of children with an increasing percentage of child involvement and interaction with others on daily or weekly basis. Committing time and efforts to build relationships with the children before conducting trainings through organizing picnics outside of residential institutions, trips to mountains, ice-skating. Involving someone in the institution whom children know and trust in first few days of trainings and gradually introducing trainers recruited from outside of residential institutions. In order to determine who the children trust on the first place, it is recommended to interact with children in an informal setting (abovementioned picnic, trips, etc.) and ask them with whom they are comfortable in communicating. Administration can be also involved in identifying this person.	IYF, administration and staff of residential institutions

Peer education approach	Organizing a competition for peer educators or identifying potential peer educators in orientation sessions. Recruiting peers and training them to conduct trainings to their peers. Guiding, monitoring, and evaluating performance of peer trainers with consequent provision of feedback and methodological support. Arranging for a self-evaluation of peer educators through taping one of the conducted sessions and giving them a chance to analyze his/her work with planning next steps. Assessing the work of peer educators with the participation of other peers. Establishing a network of peer trainers in different residential institutions and promoting the exchange of experience and practice in different settings with different peers through inviting as guest speakers to other boarding schools and orphanages in the same and different regions. Linking peer educators to other youth organizations and field experts for ensuring their professional development. *Note*. If peer education approach is not an option for IYF, preparing peer assistant for certain PTS lessons only for 10-15 minute performance will be valuable contribution to building capacity of the children in co-leading part of the session.	IYF, children
Socialization-based approach	Developing a socialization program* for every child as a part of the PTS activities. Building a safe environment for children to practice socialization skills with the help of a program psychologist. Engaging children in social learning through games and role-playing. Fostering the socialization of children with children from other residential institutions, residing in the same region or different and regular schools through organizing brain rings, KVNs, and other competitions. *- socialization program implies improving social skills of children in direct interaction with society through conversations and activities (going to movie theatres, public cafeterias, public transportation, etc.)	IYF, residential institutions
In addition to the PTS lessons, trainings should be conducted on private space, developing relationships in society with the opposite sex, personality development, tolerance, and ethics.	Adapting the PTS lessons to the features of Kyrgyzstan's culture, region, and specific institution type. Conducting break up sessions according to age within institution children. Later, conduct training sessions involving neighboring institutions. Working with staff of residential institutions so that they create conditions in their institutions allowing children to have private space.	IYF, residential institutions

Objective 3. To identify how the proposed project will be successfully implemented in the local context		
Integration of the PTS elements on life skills into national curriculum	Collaborating with the Ministry of Education of Kyrgyzstan on integrating PTS elements on life skills into national educational curriculum for both public and private boarding schools, orphanages and regular schools.	IYF, the Ministry of Education, residential institutions
Piloting the program with a representative sample and scaling up this initiative to other regions with coverage of more children.	Piloting the PTS trainings involving less number of children. Analyzing the conducting of the pilot program, adjusting the program content and strategies, sharing results with residential institutions, and upon success scaling up the initiative to other regions and residential institutions.	IYF, residential institutions
Participation of beneficiaries in all program stages	Encouraging participation of the direct and indirect program beneficiaries and partners in all program stages: planning, implementing, monitoring, developing/adjusting, evaluating.	IYF, residential institutions, partners, children
Development of strategy for overcoming perceived obstacles	Conducting preventive trainings on emotional burnout for trainers, periodic supervision sessions, incorporating rigid monitoring mechanisms, and arranging empowerment activities increasing moral commitment of participants are recommended to overcome possible obstacles. To increase the interest of institutions in program participation and to deal with weakly developed infrastructure of some institutions, provision of need-based motivation packages is recommended. Agency that can provide quality trainings on a range of topics: “Studio AKME” http://www.akme.kg	IYF, residential institutions
Objective 4. To explore motivation of children to participate in the program which aims at improving their life skills		
Children are motivated in expanding their life-skill knowledge and skills	Incorporate music, sports, games, and other interactive methods of teaching.	IYF, residential institutions
	Usage of additional materials: DVDs, CDs, handouts on color papers, etc.	IYF, residential institutions
Children of Osh and Jalal-Abad institutions speak Kyrgyz well in addition to their native language if they are representatives of other nationalities. For example, orphanages in Aravan region speak Kyrgyz, though they have difficulties in perceiving written text in Kyrgyz and Russian.	It is preferable to provide PTS program materials in Kyrgyz to the children of Osh and Jalal-Abad. However, if a majority of an institution are Uzbeks, ideally materials should be delivered in Uzbek, at least handouts. The trainer should be bilingual.	IYF, residential institutions

Factors that disturb children's meal routine make them less motivated in other activities.	Adjust time of PTS program according to the routine of children. Provide the program after and prior to meal times. In case of disturbance and a provision of meals by the program, make sure that children are well informed about it so that they will not be distracted.	IYF, residential institutions
Objective 5. To determine if orphanages possess appropriate facilities to implement the program (e.g., teaching staff, classrooms, and etc.).		
Each residential institution had a sufficient number of staff and facilities to run their institutions. However, there are a number of problems. The staff needs capacity development.	Liaising with other governmental and non-governmental organizations to arrange training for teachers to raise their qualifications. Provide TOT to teachers on life skills.	IYF and residential institutions.
Some residential institutions lack equipment, furniture, books, and other learning materials.	Providing some support, especially with books.	IYF and residential institutions.
Most organisations provide afterschool activities such as sport, art, science and others.	IYF can draw on experience of residential institutions in provision of afterschool activities and introduce life-skills classes as afterschool activities to institutions' curriculum.	IYF and residential institutions.
Administration of most residential institutions expressed their willingness to cooperate with IYF. They said that they could provide IYF with premises in their institutions for training. They will also allow their children to participate in the IYF's training.	Welcome the willingness of residential institutions to collaborate. IYF can build effective partnerships with them by using their resources such as premises, stationery, and staff and providing support and training to them.	IYF and residential institutions.
Staff of some residential institutions already have experience of being involved in programmes and training of international organisations.	The previous experience of staff can help the IYF to start and maintain collaboration.	IYF and residential institutions.

APPENDICES

Appendix A. **Database of residential institutions-participants in the IYF Needs Assessment Study**

#	Residential Institution	Type	Address	Contact Person Interviewed, position	Total # of children	# of children 14-17
1	Aravan School after Turgunov	Governmental	Ayil okmotu Chek Abat Kuchubaev Village Aravan Region Osh oblast 0552 290962	Ilham Mamanazarov Director	207	33
2	Director, Boorukerdik Children's Center	Municipal boarding school	9 Ferganskaya Osh city 0550 020083	Bermet Toktosunova Director	29	3
3	Boarding School after Razzakov	Governmental boarding school	District Mirzakinskiy Mirzakinskiy village Ozgen region Osh oblast 0773 106227	Omurzakov Adilbek Psychologist	184	
4	Orphanage "Ak Bermet"	Municipal orphanage	5/13 Barpi Seyil street Jalal-Abad city 0777 763003 0559 160657	Alima Tashbaeva Director	13	2
5	October Boarding School after Bokonbaev	Governmental	Suzakskiy District Safarova Village 0772 240712	Begayim Mamatova Director	168	16
6	Family orphanage «Sharlota»	Semi governmental and private orphanage	Kara Balta city, Kojomberdieva 106 street 03133 33784 0552 423858	Radchenko Irina Ivanovna Teacher	13	2
7	Christian School "Nariste"	Private	Kara Balta, #18 Sorok Let 0313361926 0556097177	Maria Darinovina, Coordinator Richard Ng, Administrator	38	17
8	«Svetlyi Put» Charity Children's Center	private orphanage	Bishkek city Micro district 7 Jukeeva Pudovkina 14 A street 0312 572970	Kochetkova Valentina Stepanovna Director	40	14
9	International Found «SOS Children's Village»	private orphanage	Bishkek city Dushenbiyskaya 137 A street 0312 542542 0555 728852	Verbludova Kseniya Psychologist	82	25

10	School Gymnasia #1 after A. Kanimetov	governmental	Bishkek city Jibek Jolu 625 street 0312 65 8604 0312 654245 0772 305374	Baymatov Nurkalyi Baymatovich Director	513	187
11	Center of social adaptation	municipal orphanage	Bishkek city micro district Djal 0312 259280	Atamyrzaeva Mukaram Atamyrzaevna Director	66	15
12	Orphanage V. Antanovka	governmental	V. Antanovka Village Street Frunze 118 0772 347542	Masylov Askar Director	109	40
	Total 12					

Appendix B. Database of Multidisciplinary Focus Group Participants

#	Name	Position	Contact
Osh region **Multidisciplinary Focus Group #1**			
1.	Karabaev Jorobek	Children and Family Support Department under the Mayor's Office of Osh city	0559 515818 (03222) 23663 -work
2.	Abisheva Aigul	Psychologist, Children's Center "Buchur" and Public Foundation "Family for Every Child"	94/25 Masalieva Osh City 0553 886288 osh_888@mail.ru
3.	Sherbaeva Janargul	Pedagogue-psychologist Public Foundation "Family for Every Child"	94/25 Masalieva Osh City 0772 753354 zhipara71@mail.ru
4.	Eshmuratova Zeinep	Director Public Foundation "Family for Every Child"	94/25 Masalieva Osh City 0773 447343 zeinepe@yahoo.com
Multidisciplinary Focus Group #2			
1.	Erkingul Karakozueva	Director NGO "Kosh Araket"	341 Lenin str. Kosh Araket (03222) 49104 0555 963832 kosh_araket@mail.ru
2.	Mariya Toktobaeva	Psychologist NGO "Kosh Araket"	341 Lenin str. Kosh Araket (03222) 49104 0555 822667
Jalal-Abad			
1.	Mamatalieva Burulkan	Head of Educational Unit, Oktyabr Boarding School after J. Bokonbaev	Safarova village Suzakskiy district Oktyabr Boarding School after J. Bokonbaev 0773 027975
2.	Jabirova Chinara	Starshiy vospitatel Psychologist Oktyabr Boarding School after J. Bokonbaev	Safarova village Suzakskiy district Oktyabr Boarding School after J. Bokonbaev 0772 912966
3.	Turdukulova Chynara	Responsible Secretary, Ayil Okmotu/Local Government of Safarova village	Local Government of Safarova Village, Suzakskiy district 0770 302478
4.	Chopova Shamshykumar	Social Defense Specialist Ayil Okmotu/Local Government of Safarova village	Ayil Okmotu/Local Government of Safarova village 0772705669
Bishkek/Chui			
1.	Verbludova Kseniya	Psychologist of International Fund «SOS Children's Village»	Bishkek city SOS Children's Village Dushenbiyskaya 137 A street 0312 542542

			0555 728852
2.	Musaeva Jenishgul	Pedagogue-psychologist, School Gymnasia #1 after A. Kanimetov »	Bishkek city School Gymnasia #1 after A. Jibek Jolu 625 street 0312 65 8604 0312 654245 0778 765309
3.	Satybaldieva Asel Mamatova	Director of Studies, Shelter for homeless children of Sverdlovskiy district, Bishkek city	Micro district Uchkun Street Chymyndyk 97 0550 879752
4.	Nyrjamal Ibraevna	Director, Institute of childhood	Biskek city 0772 670312
5.	Volochina Larisa Nikalaevna	Social worker- Teacher, Charity Children's Center «Svetlyi Put»	Bishkek city Micro district 7 Jukeeva Pudovkina 14 A street 0312 572970 0554 565649
Kara Balta City			
1.	Radchenko Irina Ivanovna	Educator, Family orphanage «Sharlota»	Kara Balta city, Kojomberdieva 106 street 03133 33784 0552 423858
2.	Yatling Chan	Counsellor, Christian School "Nariste"	Kara Balta, #18 Sorok Let 0313361926 0556097177

Appendix C. Instruments for Needs Assessment for IYF

GUIDELINES FOR FOCUS GROUP WITH CHILDREN

Introduction:

Good morning and welcome!

Thank you for coming. We are grateful that you came here to be part of this focus group.

My name is _____, and I will serve as the moderator for today's focus group discussion. The purpose of today's discussion is to lean about you, your dreams, needs, abilities, and skills.

This discussion is confidential—we will not be associating your names with what you say here. I do ask that we all keep each other's identities, participation, and remarks private. I hope you will feel free to speak openly and honestly.

As we have agreed, I am recording the discussion in order not to miss any of your comments and to ensure accuracy. [Informed consents will be obtained prior to focus group conduction]

There are no right or wrong answers. If you do not understand a question, please let me know.

I am interested in hearing from each of you and thus will make sure everyone has a chance to share. If you are not saying much, I may call on you directly. If I do this, please do not feel bad; it is a way of ensuring that everyone's opinion is included.

There is no need to raise hands. Speak right up. But please respect others when they are talking. We have number of topics to cover in a limited amount of time, so I will try to keep things moving.

This focus group will last approximately 60 -90 minutes. After the first 45 minutes of focus group, we will have a break for 5 minutes. Please feel free to use this break time for going to restrooms and making phone calls if you need to. During the focus group, I would ask to turn off your cell phones. Thank you.

General note: extremely important to have ground rules. No right or wrong answers. All answers should be heard. No interrupting other people. Show respect to yourself by respecting others. Everyone should have a chance to say his or her opinion.

Opening

- Now, let's begin by having each person in the room tell us his/her name.

Exploring children's perception of life skills

- How do you understand life skills? What are they? (it can be written on the flip chart).
- If children's answers coincide with the IYF vision of life skills, make a list of it, praise them, and make some additions if something is omitted.
- If children's answers collide with the IYF's vision, make a note, praise children anyway, and try to introduce a perspective of IYF saying that children's perspective is not wrong but different from IYFs and today's discussion will focus on IYFs vision.
- Do you think we need these skills to live? Yes/No. Why?
- Which skills would you say is the most needed? And why? Let's prioritise them in accordance with the importance. You can again write it down on the flip chart. This question is good because it will show you what skills they think will be needed for them which means that most likely they lack it. By doing this exercise, you will not make children feel bad about themselves or uncomfortable.
- You can ask more improvised questions to see the level of life skills that children have now as long as they feel ok about this. See the dynamic in the group. If there are children who voluntarily share their experience, welcome it and listen to it. Alternatively, if no one shares their experiences or examples, you can ask them to do so only on a voluntary basis.

Exploring what they like about their current education and what they do not like (objectives 2 and 5 - Determine the most appropriate methods and specific PTS lessons can respond to the needs of children living in orphanages and To determine if orphanages possess appropriate facilities to implement the program (e.g., teaching staff, classrooms, and etc.))

- Do you currently receive education? For those who answer yes, follow the following questions.
- Can you talk about education that you receive at the moment? Where do you study? What do you study?
- What do you like about your school and study programme?
- What do you not like about your school and study programme?

- What would you want to see improved in your school and study programme?
- Do you like how your teachers run classes? If yes, no, Why? What could be improved?
- Invite children on a voluntary basis to talk about their favourite subject and teacher? Most importantly find out why their like that particular subject and teacher? Limit volunteers to 2-3 people.
- How do you like facilities (clarify what it means) in your residential institution/school?
- What are the weaknesses?
- What should be improved?
- Does your school/residential institution prepare you to the independent life and becoming a member of the society?
- If yes, how and what have you learned so far?

For those who do not receive education:

1. Would you like to receive education? How many classes did you receive, or when did you drop from school?
2. If it is ok with you, can you tell us the reasons of why you dropped from school?
3. If you want to continue education, what subjects are you interested in? How do you want your study program be?

Discussing future and what skills they would like to have (*Objective 1*
To identify the life skills needs of the youth allowing them to transition out of the residential facilities at the State mandated age (18)

- What dreams and goals do you have for your future?
- What skills do you think you for achieving your goals now?
- What skills you should improve? What would you like to learn?

Identifying interest in the IYF project (Objectives 3 & 4 To identify how the proposed project will be successfully implemented in the local context; To explore motivation of children to participate in the program which aims at improving their life skills)

- Would you be interested in taking part in the IYF project and learn more about life skills? If yes/no, why?
- Have you had any training before? If yes, could you please elaborate?
- What kind of training was it? What did you do? What did you learn from it? Was it useful?
- How would you like to learn life skills? Training/courses/provision of books/practice based?

Thank you very much for coming. Your time is very much appreciated and your comments have been very helpful. If you are interested in needs assessment results, please contact IYF after one month.

GUIDELINES FOR MULTIDISCIPLINARY FOCUS GROUP

Opening

1. Now, let's begin by having each person in the room tell us his/her name, specialty.
2. What organization do you represent, where do you work, and how is it related to children in orphanages?
3. What does your organization do in the field of provision of any type of education/training to children in orphanages aged 14-17?

[Here it is important to find out what each organization does or have done to provide any form of education/training to children. If NGOs talk about a project, ask where they work/ed, who their partners are/were, what the project activities are/were, what happened to the project (if it has finished).]

Questions based on the concept note and methodology

Objective 1: **To identify the life skills needs of the youth allowing them to transition out of the residential facilities at the State mandated age (18)**

4. What kind of life skills do you think young people will need to make a smooth transition from their life in residential facilities to their independent life and to integrate into the mainstream society? Please address financial necessities and social skills that children need for succeeding in integrating into mainstream.

5. How would you assess the current preparedness of children's in orphanages of 14-17 years old (can be substituted with a phrase 'target group' but its meaning should be explained to the group in the beginning) to leave their residential facilities and start their lives?

Objective 2: **To determine the most appropriate methods and specific PTS lessons can respond to the needs of children living in orphanages**

6. What skills should be taught to children to make sure that children have necessary life skills to start their lives and integrate into the mainstream society?

7. How do you think this should be done? Training, courses, individual work, group work, any other methods?

8. Based on your experience what was the most useful methods and approach to work with the target group, especially in terms of teaching?

Objective 3: **To identify how the proposed project will be successfully implemented in the local context**

9. In your opinion, what are the factors that will contribute to the successful implementation of the project in the locality (mestnost)?
10. Would the factors vary by locality? If yes, please explain.

11. What are the factors that can impede its successful implementation?

12. How can these challenges be dealt with?

Objective 4: **To explore motivation of children to participate in the program which aims at improving their life skills**

13. Do you think children would be motivated to participate in the programme? Please could you elaborate on your answer?

14. Based on your experience of work with children, what aspects of the programme do you think will interest children most?

15. Will the children participate in the programme on a voluntary basis? If yes, how can they be introduced to the programme? If not, what can be done in order to make it appealing to them?

Objective 5: **To determine if orphanages possess appropriate facilities to implement the program (e.g., teaching staff, classrooms, and etc.).**

16. If you ever implemented a project on education in orphanages, how would you assess availability of facilities (study room, library, activity room, etc.) in them to implement the project? Did they allow you to implement your education project well, or were their any restrictions in terms of facilities?

17. What aspects of facilities should be improved to carry out the project successfully?

Objective 6: **Identifying whether the proposed interventions will be continued after the program ends, i.e. whether key individuals will promote continuation**

18. Will you/your organization be interested in promoting continuation of the project when it is over? Will you have necessary resources (financial, human, material) and commitment to do this?

19. In your opinion in what ways can the project become sustainable?

20. Would your organisation be interested in assisting IYF in the launch, development, and implementation of its programmes? How?

21. Do you think the local government is interested in investing in PST?

22. If No/Yes. Why do you think so? Can you elaborate on your answer a bit more?

What investment do you think they can/should make in a life skills program?

Closure

23. What suggestions and recommendations do you have to implement the project successfully?

24. Is there anything else we have not discussed that you think is important to address?

Thank you very much for coming. Your time is very much appreciated and your comments have been very helpful. If you are interested in needs assessment results, please contact IYF after one month.

GUIDELINES FOR INTERVIEW WITH ADMINISTRATION

Introduction:

Thank you very much for agreeing to meet with me. My name is ….. I am conducting research in …. for …… The aim of the research is identify children's needs in life skills in order to implement PTS program appropriately. I have some questions for you with regard to the above mentioned research aim.

I would like to note that our interview can last up to one hour.

General information about children:

- How many children reside in your institution?
- What are their ages?
- How many are of 14-17 years old?
- How many of these children (14-17) are boys and girls?
- What is their ethnic composition?
- How many of them are full orphans and social orphans?

General information about the institution:

- What is the juridical status of your organisation?
- Where does your funding come from?
- Can you tell us about your management structure and staff?
- Do you work with other organisations (partnerships)? Are they state institutions or private or NGOs? How do you work with them?

Education

- Where do your children get their education? In your institution? Or outside of it?

<u>If it is in their institution:</u>

- Do you have a building that is a school?
- How many rooms are there? Is this number sufficient?
- How many children are in each classroom?
- How do you divide the children? By age or by ability? Or by another factor
- Do you have a library? Is it big?
- Do you have a sport hall? Do you have aktovyi zal?
- Is the school equipped and furnished appropriately?
- What equipment do you have?
- Do you have a computer class? How many computers do you have?
- Who provides educational materials to you? Do you have sufficient amount of educational materials?
- Is the curriculum that you use the same as in mainstream schools? If yes, please elaborate? If not, why is it not the same?
- Do you offer extra-curricular activities for children? If yes, please elaborate? If not, why do not you have them?
- How many teachers work in your schools?

- What are their backgrounds? Is it appropriate for the lesson they teach?
- Do they attend courses to raise their qualifications?
- How long does a teacher work for usually?
- How about staff turnover? If it low or high? Why?
- How do you employ teachers?
- What is their salary? At least the average one?
- Are they paid by the institution or by the government?
- Do they get any social compensation?

If the school is not within the institution:

- Where do your children go to study? Is it a local school?
- Do you have a contract with schools?
- Does it provide the same service to your children that to children living with parents? If yes, what is it the same? If not, what is different?
- Does the school provide any extra-curricular activities for your children?
- How would you evaluate facilities in the school?
- How do you think do your children like the school?
- Do they provide courses on life skills?

Activities similar to PTS

- Do you offer children classes on life skills? If yes, what do you teach them?
- If not, how do you prepare children for their life after they leave the institution and become a member of the society?
- What courses on life skills do you think should be provided to children?
- Do you know whether children are provided with psychological service in your school/school outside the institution?
- Have children participated in similar to PTS trainings? If yes, who organized them? What did children learn from the trainings? How long did they participate in them?

Potential for program success and willingness to support the PTS initiative

- Do you think children would be motivated to participate in the programme? Please could you elaborate your answer?
- Based on your experience of work with children, what aspects of the programme do you think will interest children most?
- In your opinion, what are the factors that will contribute to the successful implementation of the project in the locality (mestnost)?
- What are the factors that can impede its successful implementation?
- How can these impediments dealt with?
- What aspects of your facilities should be improved to carry out the project successfully?
- Would your organisation be interested in assisting IYF in the launch, development, and implementation of its programmes? How? Will you/your organisation be interested in promoting continuation of the project when it is over? Will you have necessary resources (financial, human, and material) and commitment to do this?
- In your opinion in what ways the project can become sustainable?
- What skills should be taught to children to make sure that children have necessary life skills to start their lives and integrate into the mainstream society?
- What would you recommend IYF to do within their project?

Thank you very much for coming. Your time is very much appreciated and your comments have been very helpful. If you are interested in needs assessment results, please contact IYF after one month.

QUESTIONNARE

Locality	Class
Institution	Language of study in school
School	Date
	Interviewer

Good morning! We are conducting a research in the framework of life-skills development project of the International Youth Fund. The goal of this research is to assess how the program of life-skills development could be implemented in children's homes and boarding schools of Kyrgyzstan. You are welcomed to take part in this survey by giving us answers on suggested questions anonymously –your name and surname will be not alluded to in the results of this research. Please, feel free and honestly while you are answering our questions. Your answers will help us to identify which of life skills are needed to be developed by children in children's homes and boarding schools of Kyrgyzstan. We thank you very much for taking part in this research and we hope that this program of life-skills development will help to make the life of children in Kyrgyzstan better.

Please carefully read each question and mark tick **√** selected by you answer from suggested options, located under each question. If you cannot choose from any suggested answers, please give us your own detailed answer in the item "other". There are not correct or incorrect answers. We need in exactly your opinion. It is required about 40-50 minutes for completing this questionnaire. If you have questions please ask the person who gave you this questionnaire (interviewer).

Good luck!

1. How old are you?
   - ☐ 14 years
   - ☐ 15 years
   - ☐ 16 years
   - ☐ 17 years

2. What language do you speak in your everyday life?
   - ☐ Kyrgyz
   - ☐ Russian
   - ☐ Uzbek
   - ☐ Other (which?) _____

3. What is your gender?
   - ☐ Male
   - ☐ Female

4. What is your nationality?
   - ☐ Kyrgyz
   - ☐ Russian
   - ☐ Uzbek
   - ☐ Other (Which?)_____
   - ☐ Don't know

5. Do you study in school?
   - ☐ Yes
   - ☐ No
   - ☐ Other_____

   If no, why? _____
   _____
   _____

6. If yes, in which school?
   - ☐ In the children's home/boarding school
   - ☐ In the local school outside of children's home/boarding school
   - ☐ I cannot answer
   - ☐ Other (explain where do you study?) _____

7. Do you like to study in school?
   - ☐ Yes
   - ☐ No
   - ☐ Don't know
   - ☐ Other_____

   If no, why? _____

8. What school subjects would you like to study more? Please, list them
   1._____
   2._____
   3._____
   4._____
   5._____

9. How many years do you live in the children's home or boarding school?
   - ☐ 1 year
   - ☐ 2 – 5 year
   - ☐ 6-10 year
   - ☐ 11 and more years
   - ☐ Don't know
   - ☐ Cannot answer

10. What time do you live in the children's home or boarding school?
    - ☐ I live here whole the time (permanently)
    - ☐ I live here only during study time, on vacation I am taken to home/family
    - ☐ I cannot answer
    - ☐ Other (please explain) _____
    _____
    _____

Communication skills

11. When I communicate with other people I feel:
    - ☐ It is very difficult to me to communicate with other people
    - ☐ I don't know how to assess, I don't have rich experience of communication with people outside of children's home or boarding school
    - ☐ I normally communicate with other people, I don't have any problems in communication
    - ☐ I communicate with people around me very good
    - ☐ I cannot answer
    - ☐ Other (please explain)

_____
_____

12. If you have problems in communication with other people what are they?

    - ☐ I am afraid to communicate with other people as I communicate with other people very seldom
    - ☐ It is very difficult to me to communicate with other people, I feel a fear when I am communicating with other people
    - ☐ I simply don't want communicate with other people
    - ☐ I don't know what problems I have in communication with other people
    - ☐ I don't have enough experience in communication with other people, I would like to communicate more with people outside of children's home or boarding school
    - ☐ I don't meet any problem in communication with other people
    - ☐ I don't know
    - ☐ Other (please, explain what problems)

_____
_____

13. What do you think is necessary for development of your good communication skills?
    - ☐ I would like to get knowledge on the development of good communication skills
    - ☐ I need more communication with other people, then I'll learn how correctly communicate with people around me
    - ☐ I am already learning to develop communication skills
    - ☐ I cannot answer
    - ☐ Other_____

Self-confidence

14. Do you think your self-confidence is:

    - ☐ Low: I assess myself worse as I am in reality
    - ☐ Neutral: I assess myself normally as I am in reality
    - ☐ High: I am always proud of me, people often praise me
    - ☐ I cannot answer
    - ☐ Other (please explain how do you see yourself, your personality?) _____
    _____

15. How do you feel yourself most of the time?
    - ☐ I am always in good mood
    - ☐ I am often in good mood
    - ☐ I am often in neutral mood
    - ☐ I often feel a sadness
    - ☐ I always feel uncertainty
    - ☐ I am often in bad mood
    - ☐ I cannot answer
    - ☐ Other_____

Why? Please explain why do you often feel yourself so?

_____
_____

Decision making skills

16. Do you make important decisions in your life self-consistently?
    - ☐ Yes, I myself make decisions in my life
    - ☐ No, I don't make decisions in my life
    - ☐ I cannot answer
    - ☐ Other (please explain your answer)

_____
_____

If yes, what decisions? Related to what?

_____
_____

17. Whom do you apply for help, if you need to make an important decision in your life?
    - ☐ Tutor or Teacher
    - ☐ Friend or Classmate
    - ☐ Parents or relatives
    - ☐ Specialist (head of children's home/boarding school, social worker, psychologist)
    - ☐ Unknown (extraneous) person
    - ☐ I don't apply to anybody
    - ☐ I don't know who can help me
    - ☐ I cannot answer
    - ☐ Other_____

Effective work skills

18. Do you have any work habits, such as completing tasks on time, working in groups, time management, etc?
    - ☐ Yes, I have
    - ☐ I try to learn
    - ☐ No, I don't have
    - ☐ I don't know
    - ☐ I cannot answer
    - ☐ Other_____

Goal-setting skills

19. Do you have goals in life?
    - ☐ Yes
    - ☐ No
    - ☐ Cannot answer
    - ☐ Other

_____
_____

20. Do you accomplish what you plan?

    - ☐ Yes
    - ☐ No
    - ☐ Don't know
    - ☐ Other (please explain your answer)

_____
_____

Problem solving and conflict management

21. If you have problems, what often are they? (you could tick several answers)

- ☐ Family problems
- ☐ Problems in study
- ☐ Life problems (related to everyday living in children's home or boarding school
- ☐ Problems related to tutors and teachers
- ☐ Problems related to peers/friends/roommates
- ☐ No any problems
- ☐ I cannot answer
- ☐ Other (please explain what problems?)

_____

_____

What do you think why you have these problems?

_____

_____

22. If you have conflict do you always solve it?
    - ☐ Yes, always
    - ☐ Often yes
    - ☐ Often no
    - ☐ No never
    - ☐ Cannot answer
    - ☐ other (please explain your answer)

_____

_____

Healthy life

23. What do you usually do if you feel that you are ill?

    - ☐ I am applying to the tutor on duty /teacher
    - ☐ I am applying to the doctor or medical point
    - ☐ I am applying to parents/relatives
    - ☐ I am usually trying to get over by myself
    - ☐ I am simply waiting when my illness/unhealthiness passes over
    - ☐ I do nothing with it
    - ☐ I practically don't ill
    - ☐ Other_____
24. Do you know how to follow healthy life-style?
    - ☐ Yes, I know
    - ☐ I know a little
    - ☐ No, I know nothing
    - ☐ I cannot answer
    - ☐ Other_____
25. Do you know about harm from alcohol drinking?
    - ☐ Yes, I know well
    - ☐ I know a little
    - ☐ No, I know nothing
    - ☐ I cannot answer
    - ☐ Other_____

If yes, where have you learned about it?

_____

_____

26. Do you know about harm from smoking?
    - ☐ Yes, I know well
    - ☐ I know a little
    - ☐ No, I know nothing
    - ☐ I cannot answer
    - ☐ Other_____

If yes, where have you learned about it?
_____
_____

27. Do you know about harm from drug using?
- ☐ Yes, I know well
- ☐ I know a little
- ☐ No, I know nothing
- ☐ I cannot answer
- ☐ Other_____

If yes, where have you learned about it?
_____
_____

28. Do you know about HIV/AIDS prevention?
- ☐ Yes, I know well
- ☐ I know a little
- ☐ No, I know nothing
- ☐ I cannot answer
- ☐ Other_____

If yes, where have you learned about it?
_____
_____

Service-learning

29. Have you ever participated in any projects conducted by other organizations?
- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ I cannot answer
- ☐ Other_____

If yes, what projects? Please tell us in detail about it and your participation in this project?

_____
_____

What useful thing have you got from this project?
_____
_____

Civil rights and responsibilities

30. Do you know your civil rights?
- ☐ Yes
- ☐ No
- ☐ I cannot answer
- ☐ Other_____

If yes, where have you learned about it?
_____
_____

31. Do you know your responsibilities in society?
- ☐ Yes
- ☐ No
- ☐ Cannot answer
- ☐ Other_____

If yes, where have you learned it?
_____
_____
_____

32. Do you apply your knowledge on your rights and responsibilities in your daily life?

- ☐ Yes
- ☐ No
- ☐ I cannot answer
- ☐ Other_____

If no, why?

_____

_____

Independent life

33. Do you get necessary knowledge and skills for your further an independent life outside of children's home or boarding school?

- ☐ Yes
- ☐ No
- ☐ Cannot answer
- ☐ Other_____

If yes, what skills are developing for your preparation for an independent life?

_____

_____

34. What trainings on your preparation for your further an independent life after graduations from school do you need in? (You could check several points)

- ☐ How to find a job
- ☐ How to get further education (higher/professional)
- ☐ How to settle down an everyday life (hygiene/sanitaria, cooking, budget and etc.)
- ☐ Civic rights and responsibilities
- ☐ Communication skills
- ☐ Self-confidence and personal development (psychological, emotional)
- ☐ Managing conflict
- ☐ Health behavior
- ☐ Goal-setting skills
- ☐ Decision-making skills
- ☐ Family budget
- ☐ Cannot answer
- ☐ Other_____

35. What plans do you have for a future? (Please, prioritize your choice by rank 1, 2, 3 etc)

- ☐ I want to get special education
- ☐ I want to get higher education
- ☐ I want to find a job
- ☐ I want to build a family
- ☐ I don't know yet
- ☐ I cannot answer
- ☐ Other_____

36. Who do you want to be in a future?

_____

Life-skills development project of the International Youth Fund

This project is directed on development of such life-skills as strengthening personal characteristics, problem-solving and conflict management, healthy behavior and life-style, effective work skills, service-learning skills, harm reduction (alcohol, smiling, and drug), HIV/AIDS prevention and other. Training will be provided out of school program and assumed an active participation of project's participants.

37. Would you like to participate in the project of development life-skills implemented by the IYF?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Other _____

Why? Please explain your answer

_____

_____

38. Have you participated in any other projects related to life-skills development?

- ☐ Yes
- ☐ No
- ☐ Cannot answer
- ☐ Other_____

If yes, please describe you experience? What project? What was your role, responsibility in this project?

_____

_____

What have you learned from this project?

_____

_____

Thank you very much for your honest answers!

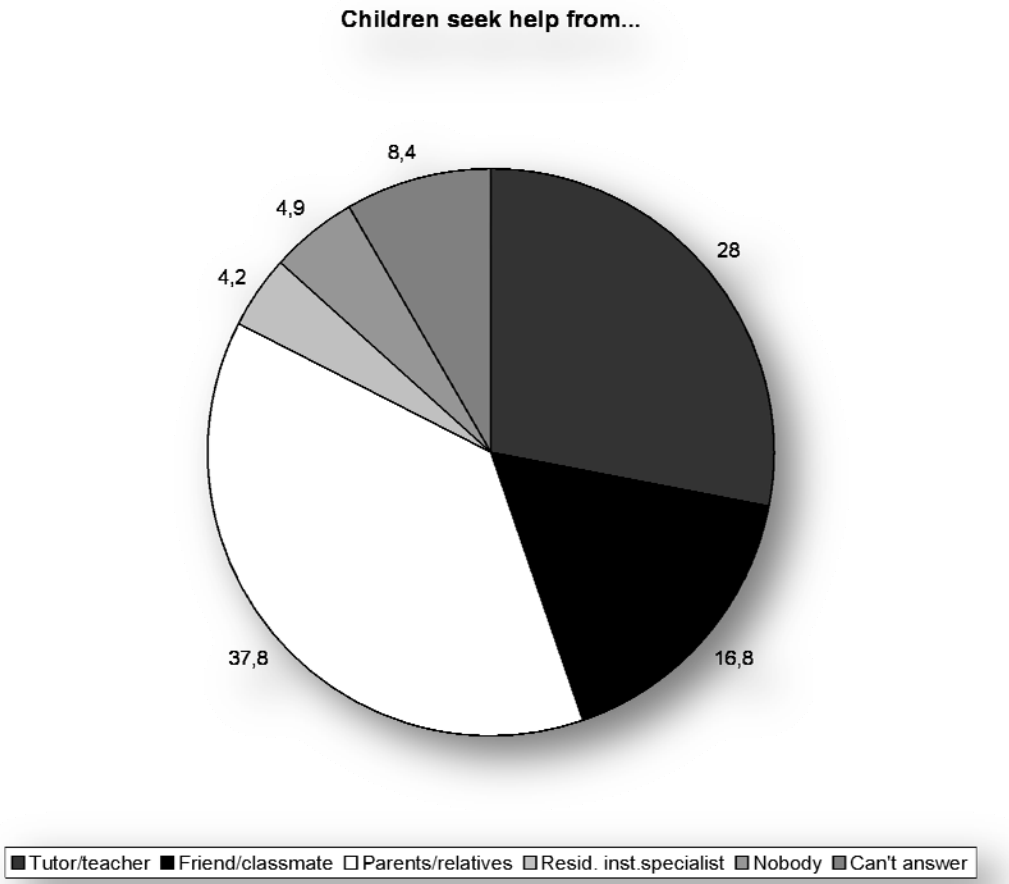
Appendix D SPSS Tables

Appendix D. 1. Profile by institutions in %

	Myrzakinskiy boarding school	*Orphanage Boorukerdik*	*Aravanskayboarding school*	*Orphanage Bokonbaev*	*Orphanage Ak-Bermet*	*Svetlyi Put'*	*Boarding school #1*	*SOS children village*	*Sharlotta*	*Christian orphanage Nariste*	***Voenno-Antonovka ophanage***
1. In what language do you study at school?											
Kyrgyz	100	66.7	92.2	16.7	0	0	100	70.8	33.3	12.5	0
Russian	0	33.3	7.1	83.3	100	100	0	20.8	66.7	87.5	100
2. Nationality of the children by institutions											
Kyrgyz	100	33.3	7.1	75	0	0	93.8	95.8	87.5	0	25
Russian	0	33.3	0	0	50	100	0	0	12.5	100	62.5
Uzbek	0	0	92.9	16.7	0	0	0	0	0	0	13.5
Other	0	33.3		8.3	50	0	6.3	4.2	0	0	0
3. Is institution your permanent residence?											
Yes	39.4	33.3	21.4	41.7	100	75	0	66.7	25	100	12.5
No	60.6	33.3	78.6	50	0	25	75	12.5	62.5	0	87.5
No answer	0	33.3	0	0	0	0	25	16.7	12.5	0	0

Appendix D.2 Profile of children in residential institutions

Children's mood	
Good	67.9
Neutral	8.4
Bad	18.2
No answer	5.6
Children's self-confidence	
Low	9.1
Neutral	69.2
High	11.2
No answer	10.5
Types of children's problems	
Family problems	23.1
Study problems	30.8
Everyday life problems	5.6
Problems with tutors and teachers	7
Problems with peers/friends/roommates	7.7
No problems	14.7
No answer	11.2

Self-report on knowing about …	
Healthy life-style	97.2
Harm of alcohol	88.1
Harm of smoking	92.3
Harm of drugs	78.3
HIV/AIDS	75.6

Appendix D.3 People whom children seek help if they have problems (in percentage)