TAJIKISTAN YOUNG LEADERS PROGRAM

FINAL REPORT

Reporting Period: April 29, 2011 – April 29, 2015

Submitted To: USAID/Central Asian Republics

Grantee: Counterpart International

Cooperative Agreement Number: DFD-A-00-09-00141-00
GCSS Associate Cooperative Agreement Number: AID-176-LA-11-00002
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TABLE OF CONTENTS:

I. EXECUTIVE SUMMARY 4

II. PROGRAM IMPACTS 8

III. RESULTS BY OBJECTIVES 20

Objective One: Increase youth activism and leadership promoting positive change at the community level 20

Objective Two: To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested youth programming framework. 37

IV. GENDER INTEGRATION 43

VI. BEST PRACTICES, CHALLENGES and LESSONS LEARNED 47

VII. RECOMMENDATIONS FOR FUTURE PROGRAMMING 53

VII. PROJECT EXPENDITURES 55

VII. LIST OF ANNEXES:

1. COMMUNITY SELECTION REPORT ……..……ANNEX A

2. CONSOLIDATED REPORT ON YOUTH LEADERSHIP AND CIVIC EDUCATION……..ANNEX B

3. INFORMAL CIVIC EDUCATION HANDBOOK…….ANNEX C

4. AFTER SCHOOL ACTIVITY LESSON PLAN…….....ANNEX D

5. REVISED INTRO MODULES 1-2 APPENDICES…… ANNEX E

6. FOCUS GROUP METHODOLOGY AND GUIDELINES……....ANNEX F

7. ENVIRONMENTAL COMPLIANCE MANUAL AND CHECKLIST…… ANNEX G

8. FY2012 KAP SURVEY ANALYSIS …….....ANNEX H

9. FY2013 KAP SURVEY ANALYSIS……..ANNEX I

10. FY2014 KAP SURVEY ANALYSIS……....ANNEX J

11.YOUTH CIVIC EDUCATION AND PROGRAMMING FRAMEWORK……. ANNEX K

12.YLP NATIONAL YOUTH CONFERENCE RESOLUTION……....ANNEX L

13. REPORT ON THE SECOND YOUTH CONFERENCE…….....ANNEX M

14. REPORT ON FOCUS GROUP DISCUSSIONS…….....ANNEX N

15. ORGANIZATIONAL DEVELOPMENT COMPARATIVE ANALYSIS OF THE ISI GRANTEES ……...ANNEX O

16. SUCCESS STORY…….ANNEX P

17. SUCCESS STORY…… ANNEX Q

List of Acronyms

AO	Agreement Officer
AOTR	Agreement Officer's Technical Representative
BA	Bookkeeper-Administrator
CBO	Community Based Organization
CSO	Civil Society Organization
DOFG	Director of Finance and Grants
DOS	US Department of State
FY	Fiscal Year
GoRT	Government of the Republic of Tajikistan
HQ	Headquarters
IEE	Initial Environmental Evaluation
INGOs	International Non- Government Organizations
ISI	Institutional Strengthening and Implementation
IT	Information Technology
KAP	Knowledge, Attitude, and Practice
KMS	Knowledge Management System
LOI	Letters of Interest
LOP	Life of the Program
MEO	Mission Environmental Officer
MIS	Management Information System
M&E	Monitoring and Evaluation
NGO	Non-governmental Organization
OD	Organizational Development
OSCE	Organization for Security and Cooperation in Europe
PD	Program Director
PMEP	Project Monitoring and Evaluation Plan
PWD	People with Disabilities
RFA	Request for Application
SELCOM	Selection Committee
SOW	Scope of Work
TA	Technical Activity
TOR	Terms of Reference
TOT	Training of Trainers
USAID	United States Agency for International Development
YAG	Youth Action Grants
YCB	Youth Coordinator-Badakhshan
YCD	Youth Coordinator-Dushanbe
YLP	Young Leaders Program

I. EXECUTIVE SUMMARY

The Tajikistan Young Leaders Program (YLP) is a four-year initiative implemented by Counterpart International under funding provided by the United States Agency for International Development (USAID). The goal of YLP was to build a pro-active, civically-engaged and socially-conscious generation of young people able to take ownership of their future and contribute to the development of their country. The program had two key objectives: (1) To increase youth activism and leadership promoting positive change at the community level; and (2) To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested Youth Programming Framework.

The YLP approach consisted of supporting Tajikistan civil society through partnership with three regional civil society organizations (CSOs), "Women of the Orient," Marifatnoki," and "Khirad" present in nine rural and district centers in the regions of Zerafshan Valley, Rasht Valley and Badakhshan.

The program officially began on April 29, 2011 and concluded on April 29, 2015. This is the final report on the project, covering the four-year period of performance. It is submitted in accordance with Section A.5 of the Cooperative Agreement for this project.

YLP Performance Highlights[1]:

Counterpart Tajikistan Young Leaders Program (YLP)
Program performance highlights, 2011-2015:

- **950** youth engaged over the course of the program;
- **206** Youth Action Grants provided to young people to improve clean water infrastructure; establish recreational centers; renovate run-down youth sports facilities, and organize vocational clubs to promote skill building for aspiring entrepreneurs;
- Over **13,601** beneficiaries, direct and indirect participants were reached through the YLP grants program;
- **$383,692** grant investment dedicated to the program;
- Two National Youth Conferences were organized with over **120** participants;
- **225** youth connected with their peers from neighboring villages and larger cities to share the knowledge and skills through six summer camps.

[1] *For a comparison of results and impact versus targets, please refer to section II. Program Impacts- Accomplishments against program objectives with relevant results indicators.*

During the program implementation period, the Young Leaders Program (YLP) reached over 13,601 (7,413 females and 6,188 males), direct and indirect beneficiaries, among whom 950 (532 girls and 418 boys) were direct participants of the program. The program`s achievements are attributable in part to the awarding of $383,692 in grants to local partners, who implemented various creative programs under YLP's aegis to address critical areas of youth civic education, such as volunteerism; human rights, community service and responsible citizenship, public speaking and debating skills. .

The majority of YLP participants resided in one of the three isolated regions with scarce resources and access to opportunities for development of youth assets. YLP opened nine youth centers in 2012 to serve as central venues for youth to engage in identifying and prioritizing the needs of the local youth. Each youth center was fully equipped for various intellectually stimulating learning and recreational activities such as sport games, competitions, and movie clubs. Some of the centers were created inside the buildings of local high schools, which created a very positive and sustainable relationship between YLP and the respective school administrations. One of the notable examples of this relationship is that in the YLP youth center in jamoat Navdi, Rasht Valley, the school administration included the YLP civic education program in its extracurricular activities, and the course is continuing to be taught at the youth center located in the school. These centers will remain functional after the completion of the program, with YLP "focal points"[2] along with youth alumni making full use of the centers to continue engaging local youth in meaningful undertakings and supporting community development.

Through the course of the program the participating youth received the necessary theoretical knowledge through a 10-week informal civic education course and after-school program. The youth was then given the opportunity to put the obtained knowledge and skills into practice by applying for Youth Action Grants (YA). These grants, in the amount of $150 up to $2000, allowed participating youth to implement small community projects and showcase the leadership skills they acquired through their participation in YLP. The civic education course and the after-school program enabled the participants to strengthen their understanding of good citizenry, gain a sense of responsibility and volunteerism, and developed leadership potential through community service. As a result, 13,601 (7,413 females and 6,188 males) direct and indirect beneficiaries benefited from YLP Youth Action Grants that provided clean water infrastructure, established recreational centers, renovated run-down youth sports facilities, and organized vocational clubs to promote skill building. Through the program nine regional charters and one National Youth Charter were developed by YLP participants that encouraged youth civic-participation, raised awareness among local communities on environmental issues and engaged local governments in tackling these challenges at the regional level.

Another major highlight of the YLP program is the development and promotion of the consolidated report on "Local and International Best Practices in Youth Leadership and Civic Participation". The report serves as a mapping document of interventions on youth and civic education in Tajikistan for all relevant stakeholders. The data collected for this report, also contributed to the development of YLP Civic Education and Youth Programming Framework. The Framework is a roadmap for how to conduct youth development activities in the country and represents an informal policy document that youth organizations, schools, policy makers and other major stakeholders can rely on while making important decisions on youth activation and mobilization approaches. The methods and approaches outlined in the Framework were fully tested throughout implementation of YLP. These two major

[2] "Focal Points" consist of youth who have been through the YLP program and serve as mentors and peer leaders for YLP legacy activities going forward after the program's end.

documents were broadly distributed among all interested parties and will remain in the country to serve as tools for further improvement and promotion of civic education and youth programs.

Key government partners:
Throughout the life of the program YLP ensured successful cooperation with relevant governmental structures such as the Ministry of Education, the State Committee on Youth, Sport and Tourism, the Academy of Education (Youth Committee), the Teachers Training Institute and the Center for Strategic Research under the President of Republic of Tajikistan. As a result of the collaborative partnership, YLP finalized and posted the YLP Civic Education materials on the AoE website, making the Framework available to local and international stakeholders. Upon posting the Civic Education materials on the AoE website, YLP received positive feedback on the document from the state educational departments at the regional and city levels, the Institution of Professional Development, and the Aga Khan Humanities Project. Additionally, the Teachers Training Institute and the Youth Committee expressed interest in using the document for their youth programming.

Key international and domestic stakeholders:
YLP collaboratively worked with a broad range of in-country stakeholders such as local CSOs "Youth of the 21st Century," the Center of Free Market in Tajikistan, the Public Organization "Nasli Navras," the Center of Information and Communication Technologies, the Association of Adults Education in Tajikistan, the Eurasia Foundation for Central Asia – Tajikistan (EFCA – Tajikistan), the Organization for Security and Cooperation in Europe's (OSCE) office in Tajikistan and the Center "Manija" with whom it collaborated in the development of program materials by utilizing existing youth leadership and civic engagement resources as well as tested civic education course material to better inform YLP interventions. Based on feedback provided by stakeholders, YLP prepared an informal 10-week course including student learning modules and after-school and summer camp initiatives as part of the Youth Civic Education and Programming Framework. Several donors, including the Department of State (DOS) and the OSCE as well as a number of local CSOs showed interest in utilizing the information compiled and developed by YLP to enhance their existing youth and or civic education programs. This collaboration further supported the program's efforts to serve as a central resource in youth development, uniting development professionals, youth practitioners, local and international organizations, government representatives and donors towards a common goal of empowering youth through active citizenship. In addition, fruitful cooperation was achieved with all members of the Youth Theme Group Meeting, a platform gathering local and international organizations working on youth-related issues in Tajikistan.

Some of the most effective cooperation and coordination were realized through partnerships with the following Civil Society Organizations through YLP grants:

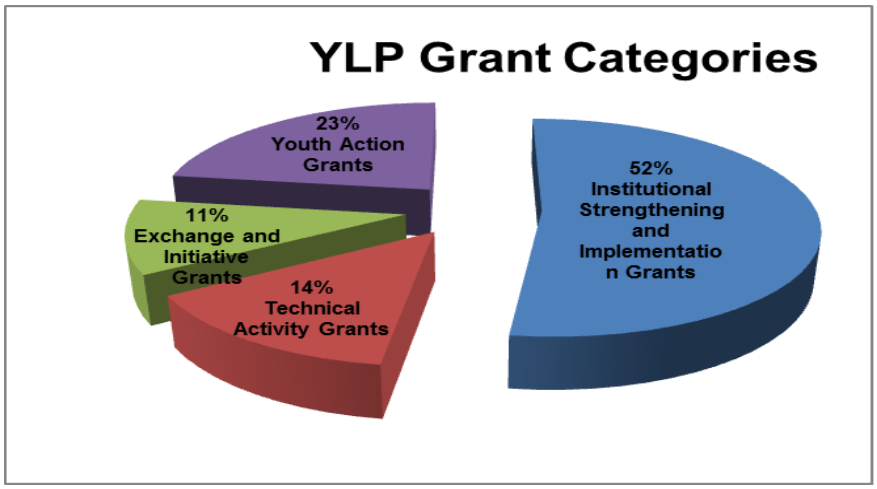
- The Public Organization (PO) "Marifatnoki" in the Rasht Valley, PO "Women of the Orient" in Zerafshan, and the PO "Khirad " in Badakhshan were among the main program implementation partners through the Institutional Strengthening and Implementation (ISI) Grants over the entirety of the program cycle. These organizations were able to improve their work and operation by participating in YLP-organized tailored trainings. The final organizational development assessment of the partners demonstrated progressive change in the capacity of these CSOs to design and implement programs for youth. The Organizational Development (OD) methodology developed by Counterpart and used throughout the program to assess the progress of the ISI grantees will remain

as a useful tool for them to further assess and modify their organizational performance for further improvement. *For additional information, see Section 3, Results by Objectives, Objective 1.2*;

- The Public Organizations "Khoma," "Madad," "Initiative Youth of Tajikistan," "Rohnamo," Civil Society Alumni Center of the University of Central Asia, "Devashtich" and the "Center of free market in Tajikistan" were engaged in the program through implementation of Technical Activity (TA) Grants sharing their experience and building the capacity of the three ISI grantees and the target youth on various aspects. Two of these organizations were also involved through the Exchange and Initiative (EI) grant in the program;

- The POs "Youth of the 21st Century" and "Subhi Kuhsor" were engaged in the program through the EI grant to organize and conduct summer camps for targeted youth both in the regions and on a national level. Due to the immense effort of these organizations, it became possible for YLP to organize six summer camps, connecting 225 young people with their peers. *For additional information, see Section 3, Results by Objectives, Objective 1.7*;

- YLP supported 206 (18 large grants and 188 small grants) Youth Action Grant projects developed by targeted youth groups and individuals from nine communities. The YA Grants values ranged from $150-$450 for small grants and between $1,500- $2,000 for large grants. The primary goal of the YA Grants was to give YLP youth an opportunity to be the primary stakeholder and guarantor of local development initiatives, designed and implemented by young people. Projects implemented with grant funds were diverse, from volunteer person-to-person initiatives to small reconstruction projects. YA Grants were awarded to key ISI grantees in the regions so that they could administer the projects directly, gaining experience in programmatic and financial management, improving their impact-oriented monitoring and evaluation, and building their overall capacity. *For additional information, see Section 3, Results by Objectives, Objective 1.8.*



The aforementioned activities demonstrate YLP's success in promoting the sustainability, replicability and scalability of youth program initiatives in Tajikistan. Counterpart hopes forfuture similar initiatives to l build upon these immediate impacts and further strengthen YLP's contribution to civic education and youth empowerment across Tajikistan.

II. PROGRAM IMPACTS

The Young Leaders Program in Tajikistan was aimed at building a pro-active, civically-engaged and socially-conscious generation of young people able to take ownership of their future and contribute to the development of their country. The program had two key objectives: (1) To increase youth activism and leadership promoting positive change at the community level; and (2) To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested Youth Programming Framework. Analysis of the program`s results based on the outlined goals demonstrates that YLP successfully achieved its objectives.

Objective One: Youth activism and leadership promoting positive change at the community level increased: Primarily, positive change in behavior was noted within target youth as a result of their participation in the program, evolution in their perception and understanding of their roles and responsibilities as active members of their communities and active citizens of their country. For instance, after participating in YLP programming, participants felt much more certain of their ability to work in a complex society. Sixty-six percent of participants indicated that they felt prepared to be a leader, with only 4% responding that they were unsure. Sixty percent of participants strongly agreed they could get along with people from other religious backgrounds, with 6% responding that they "don't know." In addition, 61% of participants in the final survey from the 2012 cohort thought of themselves as leaders, while 73% of participants in the final survey from the 2013 cohort indicated they thought of themselves as leaders after participating in YLP programming. This change was already prominent by the end of the second year of the program implementation during analysis of the Knowledge Attitudes and Practices (KAP) survey. *See Annexes H, I and J for the KAP Survey Reports.*

The positive change in behavior, knowledge and understanding of youth was noticed by the adult members of the target communities as well, who noted, in particular, the willingness of YLP target youth to be involved in community work, to support vulnerable groups of the population including the elderly, children and persons with disabilities.

Another positive change observed in target youth was the demonstration of improved leadership skills, which in combination with understanding of their role within society provided a significant motivation and initiative to youth for advocating and promoting the needs of their communities with key decision- makers. This was especially visible during advocacy work followed by the youth charter development process. Youth were able to identify some of the most urgent issues in their communities, outline plans for advocacy work through the youth charter tool and deliver their messages to key decision- makers.

One of the most important features of the YLP program was that, in addition to enhancing youth activism and leadership, they were also equipped with the necessary financial means to contribute to the improvement of their communities through Youth Action Grants. The latter further incentivized and enabled the target youth to directly apply the gained knowledge and skills ga to the development of their communities through designing and implementing small projects.

After participation in the civic education courses and after- school activities, the participating youth demonstrated increased civic and political knowledge, life skills and positive attitudes towards their community and country. In an attempt to measure change in understanding around democratic values

and principles, civic engagement, and leadership after completing the program, Counterpart International administered knowledge, aptitude, and practices (KAP) surveys over the life of the program. Participants were asked a number of questions which helped define awareness not only of their local decision-making institutions, but also understanding how decision-making should be participatory, inclusive and democratic. Between the baseline and the final surveys, participants showed an average increase of 70% in their demonstrated understanding of democratic values. Also, there were a series of questions asked about the importance of key institutions or ideas that are considered fundamental parts of democracy, including free and fair elections, separation of powers within the government, and equal rights for various groups. For example, among the baseline KAP survey participants, 83% of those surveyed in FY14 believed that free and fair elections were necessary in a democracy, which increased nearly ten percentage points in the final survey to 92%. Eighty percent of respondents in the baseline survey believed that women should have equal rights to men, while in the final 92% believed the same. Surprisingly, young men in the baseline were slightly more likely than young women to believe that women should hold equal rights to men, with 81% of boys indicating that compared to 78% of girls. In the final survey, however, the answers become slightly more predictable. Ninety-six percent of young women believed that women should hold equal rights to men, while 88% of young men believed the same. These figures indicate a solid increase in the awareness around women's rights and gender equality among both male and female cohorts. *For more information please see Annexes H, I and J for the KAP Survey Reports.*

In addition, these young people were able and willing to share their acquired knowledge and skills with peers who did not participate in the program through application of the Youth Action Grants and volunteering work. Target youth themselves became convinced that the results of their participation in the program has made a significant change in their lives and, as a result, many of them then volunteered to cascade components of the program, especially the civic education courses and after-school activities, to other young people within their communities.

A very important added value of the program was that the youth of the target communities within the three regions of Tajikistan became very close with each other, making long, lasting friendships. Regionalism, due to geographical isolation and other socio-economic factors, remains one of the most acute problems within Tajikistan which becomes an obstacle for formulation and strengthening a sense of Tajik citizenry. YLP activities, such as summer schools and conferences, made it possible for youth from very remote parts of the country to interact, make friends and appreciate the cultural and customary diversity of Tajikistan and at the same time to increase efforts for securing unity and peace in the country.

Objective Two: Enhance the capacity of local civil society organizations working with youth, thus improving services provided for youth in the country. In order to achieve this objective YLP engaged with civil society organizations through various schemes, including directly though ISI, TA, EI Grants and indirectly through Civic Education and Youth Programming Framework discussions, stakeholder meetings, focus group discussions, conferences, individual meetings and through the Youth Theme Group Platform. The ISI grantees were the key implementing partners, and building capacity of these organizations was a primary goal. The results of the final OD assessment revealed that the implementing partners demonstrated progress in building their capacity, particularly in the areas of financial management, reporting to governmental agencies (e.g. Tax departments, the Ministry of Justice), organizational structure, procurement and human resources operations, marketing

and use of media to promote their activities. By the end of the program all partner CSOs made noticeable progress compared to the results of the previous year's assessment. For example, the overall growth from the baseline to the end of the program – with both systems in place as well as the acceptance and practice of applying those systems – the organizations moved from a 1.36/4.0 overall score at baseline to a 1.99/4.0 overall score at the end of the program approach (*for more information please see Annex O- OD comparative analysis of the ISI Grantees)*. This increase reflects their evolution from modestly-developed organizations to the kind that are secure in their core skills and increasingly sophisticated in their management. This has been achieved through continuous capacity building of the key implementing partners via internal and external trainings. Apart from this, partner NGOs were equipped with subject knowledge through various training-of-trainers sessions on civic education and work with youth. Upon completion of the program, the civic education methodology, the developed YLP Framework and most importantly the knowledge and experience of work with youth will remain with the organizations for the foreseeable future.

At the country national level, with regards to other indirect partner CSOs and governmental agencies, YLP worked with stakeholders to elaborate, develop and test systems of informal civic education designed specifically for Tajik youth in the form of YLP Civic Education and Youth Programming Framework. In this Framework, YLP made significant efforts to analyze current methodologies used internationally, as well as nationally to better inform YLP interventions. Using this research and the feedback provided by stakeholders, YLP prepared twenty (20) hours of coursework and thirty (30) hours of complementary after-school activities. Numerous local and international NGOs displayed interest in utilizing the information compiled and developed by YLP to enhance their existing youth and or civic education programs. This foundation further supported the program's efforts to improve services provided for youth, and with the Framework serving as a central resource in youth development, uniting development professionals, youth practitioners, local and international organizations, government representatives and donors for the common good.

Additionally, as a result of the outcomes of the Youth Conference, recommendations were made to the existing youth-related legislation. In 2014, per these recommendations, amendments were made by the parliament to the Law on Youth and State Youth Policy in Tajikistan. The several changes to the law included articles on more effective inclusion of youth in the social, economic, cultural and political life of Tajikistan; development, coordination and promotion of volunteerism among youth; and encouraging youth participation in implementation of state youth policy.

Apart from increasing youth and stakeholder knowledge, experience, best practices and increased capacity YLP contributed to securing its program results for future potential interventions by other actors on the basis of existing outcomes through establishing and equipping nine youth centers across the three target regions. Youth centers served as the foundation of YLP's presence in each community and provide youth with the necessary space and physical resources to establish initiative groups and continue their learning beyond the program. Since October 2014, YLP youth centers are functioning without provision of financial support from YLP. YLP's selected focal points (key individuals within each community consisting of local partners and YLP alumni) use their respective youth centers to continue contributing to their community development with major focus on supporting youth initiatives in the three target regions. The demonstration of leadership skills of YLP alumni continues to be noticed within their communities. The selected focal points made efforts to ensure that the Youth Charter serves as a tool for change in each region.

ACCOMPLISHMENTS AGAINST PROGRAM OBJECTIVES WITH RELEVANT RESULTS INDICATORS

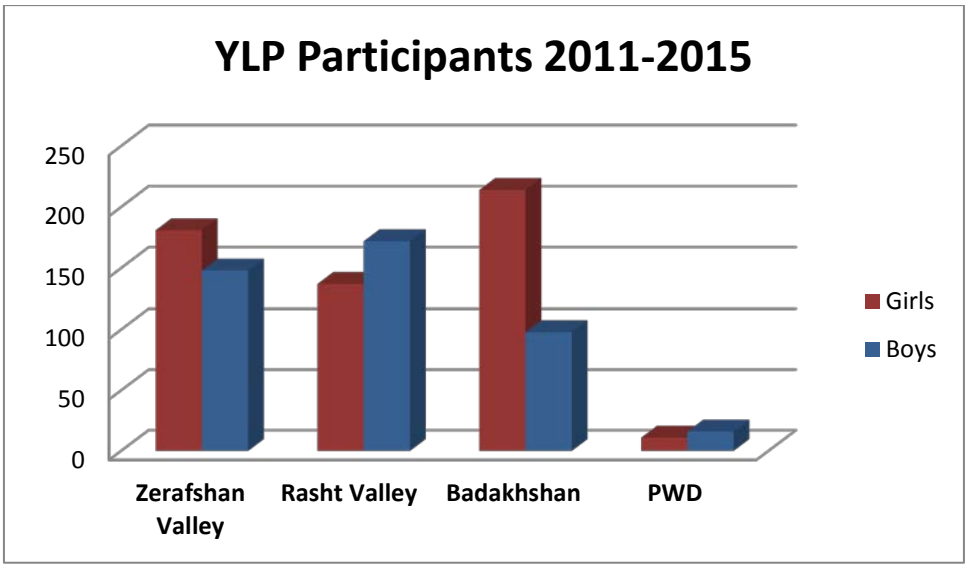
Objective One: Increase youth activism and leadership promoting positive change at the community level

Output Indicators:

Output indicator 1.1: Number of people who have completed USG-assisted civic education programs

Target: 900

Exceeded: 950 participants. Over the four years of the project Counterpart's Young Leaders Program (YLP), through partnership with three regional civil society organizations (CSOs) in nine rural and district centers in the regions of Zerafshan Valley, Rasht Valley and Badakhshan, engaged 950 youth (532 girls and 418 boys) in leadership programming and training to make them active and responsible citizens. The number of people with disabilities in the same program includes 11 girls and 16 boys. The overall number of participants for LOP exceeds the targeted indicator by 50. The overall number of participants for LOP exceeds the targeted indicator by 50.



Output indicator 1.2: Number of civic initiatives led by youth supported through the program

Target: 162 grants

Exceeded: During the performance period, YLP provided 206 competitively-awarded Youth Actions Grants aimed at youth learning and leadership skills; improving community service, and the understanding of the process for political and policy engagement. Youth Action Grants empowered

young people to disseminate the knowledge gained among their peers, raise environmental issues to protect nature and live a healthy lifestyle, improve clean water infrastructure, establish recreational centers, renovate rundown youth sports facilities, and organize vocational clubs to promote skill building for aspiring entrepreneurs.

Outcome Indicators:

Outcome Indicator 1.1: Percentage of change in the understanding and acceptance of the attributes of democratic governance by youth participants

Target: 70%

Achieved: 70% over LOP. Throughout each fiscal year YLP conducted Knowledge, Attitude and Practice (KAP) survey among its young participants to measures the impact of training and information provided to youth participants through civic education courses, afterschool and seasonal camp programs on the attributes of democratic governance. The results of KAP Survey among each of the YLP cohorts showed an average 70% (as targeted) increase in understanding of civic engagement and civic education principles including knowledge of voting habits, important institutions for democracy, and the rights and roles of women and persons living with disabilities. For more information please see Annexes H, I and J for the KAP Survey Reports.

Outcome Indicator 1.2: Improved organizational capacity of partner Civil Society Organizations

Target: 35%.

Exceeded: An average growth of 63.3% across the three organizations, exceeding the expected goal. Partner Civil Society Organizations improved their overall scores across six categories, comparing baseline data to final results, as indicated through the Organizational Development Assessments. The OD Assessment conducted by Counterpart in the first year served as the baseline, with the Year Four Assessment providing data for the final scores. Each partner conducted self-assessments in intervening years of the project.

When looking at individual organization scores there was progress achieved across all categories aside from "Human and Material Resources" in the case of two partners. The strongest growth was in "Program Management and Quality Control" and "Accounting and Financial Management," in which each partner achieved significant strides. Growth was nearly as impressive in "External Relations and Communication," "Financial Sustainability," and "Leadership and Strategic Planning." Local CI staff worked side-by-side with counterparts from each partner organization

throughout each project year to help develop their capacity in each of the categories. The only exception to the impressive growth seen in other categories was, for Khirad and Women of the Orient, a slight regression in the area of "Human and Material Resources" which, while disappointing, can possibly be explained through staff turnover, lack of or uneven application of sound personnel policies, and other local factors symptomatic of ongoing challenges in sound human resource management. In the case of Khirad and Women of the Orient, there was also a proclivity towards strong central leadership, with challenges in divesting authority to other responsible project coordinators. However, those results should not detract from the solid organizational development achieved across all three partners, each of whom became not only sound grant recipients but highly effective project implementers, achieving formal recognition by government partners and establishing major inroads with the local community and leadership. They each became proficient at conducting project monitoring versus established benchmarks and assessing impact-oriented results, which will serve their future programs well and continue to make them attractive to the donor community.

Please refer to the below chart for a general overview of functional area results across all three organizations. Individual organizational assessment results can be found in Annex O-
OD comparative analysis of the ISI grantees.

Average of all Three Organizations			
Summary / Overall Scores			
Functional Areas Under Review	**Baseline**	**Final**	**% Growth (final over baseline)**
1. Leadership and Strategic Planning	1.61	2.10	*50.3%*
2. Program Management and Quality Control	1.01	2.41	*157.0%*
3. Accounting and Financial Management	1.22	2.30	*94.5%*
4. Financial Sustainability	1.06	1.31	*50.7%*
5. Human and Material Resources	1.87	1.89	*8.7%*
6. External Relations / Communications	1.38	1.91	*52.3%*
Total	1.36	1.99	*63.3%*

Outcome Indicator 1.4: Increase in the number of female-led initiatives supported with USG funds

Target: 50%

Exceeded: 144% progress over the LOP. YLP placed special focus on providing opportunities to young girls by engaging them in the program and enabling them to apply their knowledge and skills

acquired during the program for the betterment of their communities. As a result of increased rate of participation of young women in the extra-curriculum activities and their desire to apply what they have learned into practice, the percentage of female-led initiatives supported with Youth Action Grants reached 144% by the end of the program as compared to 50% initially targeted of 162 YA grants. The overall number of grants awarded to girls exceeded the targeted indicator by 94%. Results of the intervention demonstrated an increased awareness and activity among youth participants on the topic of gender integration and youth involvement in program activities.

Impact Indicators:

Impact Indicator 1.1: Percentage of youth participants who have completed civic education programs that are applying the knowledge or skills gained after 6 months and 12 months

Target: 30%

Below the Target: 28%. YLP tracked participants' activities before and after program participation to see how the targeted youth are applying the knowledge and skills gained in the program in a manner that is seen as active, meaningful and bears potential to positively impact their community. YLP measured an average of 28% of youth participants (across four years of the program) who completed civic education programs applied their knowledge or skills gained thereafter. There were a higher number of participants in the baseline survey than in subsequent surveys, and not all original participants could be tracked down for interviews. This decrease is due to a number of factors including inclement weather, impassable roads, some participants graduating and attending university, migrating to other areas for work, and simply having to continue working in their home districts. For more information please see Annexes H, I and J for the KAP Survey Reports.

Impact Indicator 1.2: Number of policies, regulations or practices changed at the local level as a result of youth initiatives

Target: 10

Achieved: 10 Youth Charters developed. An important component of YLP was supporting youth to acquire a voice in their communities and in society in general, and helping them to ensure their continued civic and political participation. Achieving this required interaction with CSOs and local government, and to that end YLP worked with students to draft "Youth Charters," which are working documents outlining youth objectives for community action projects and how the goals of these

projects were to be achieved, with timelines, partners, and anticipated resources listed. The Youth Charters represented a semi-formal (though non-binding) agreement between groups of young persons and the CSOs and governmental representatives to support youth initiatives to undertake projects of community need and encourage youth civic engagement and participation in the process. All parties were signatories to the Charters, which promoted accountability and served as a necessary platform from which participating students could undertake their projects. The response of local governments was very positive, with the Charter concept encouraging buy-in by officials, and seen as a "win-win" for all sides. As a result, YLP youth, in coordination with civic educators, developed nine community-specific youth charters and one national charter.

Through development and realization of the Charters, participating youth were able to raise awareness, for example, of environmental issues among citizens of local communities, and through the Charters they engaged local government officials, compelling them to work collaboratively in addressing these challenges at the local and regional level. Another common community issue raised with help of the Youth Charters was the need to reduce solid waste destined for landfill deposits as opposed to being deposited on the streets. Garbage collection is a local government responsibility, and uncollected solid waste is one of the most visible environmental problems in three YLP target areas. Inadequate garbage disposal results in negative public attitudes, which contributes to general community deterioration. The National Youth Charter was presented at the YLP-sponsored Student Summer Camps organized at the regional level, which enabled participants from different regions to share result of community improvement projects governed by their Youth Charters from all three selected regions.

YLP anticipates that the Youth Charters will continue to serve as a tool for youth to forge working relationships and promote their agendas in influencing local and national policies and practices pertaining to young persons and community development. More importantly, the charters can continue to serve as an entry point to engage leaders of their communities to get actively involved in promoting a favorable environment for youth to grow and develop their leadership skills and knowledge.

Objective Two: To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested Youth Programming Framework.

Output Indicators:

Output Indicator 1.1: Number of people who have completed USG-assisted civic education programs.

Target: 900

Exceeded: 950 participants. To promote understanding of the democratic process and the role of civil society in this regard YLP designed a civic education course and after-school activities for the youth in its target regions. Since inception, YLP engaged 950 youth (532 girls and 418 boys) in leadership programming and training to make them active and responsible citizens. Of the 950 participants, there were 11 girls and 16 boys with disabilities.

Output Indicator 1.3: Number of youth trained to deliver civic education training to other youth.

Target: 80

Exceeded: 137 (81 girls and 56 boys) youth trained. In order to multiple the effect of the YLP civic education program and enhance youth activism within the communities YLP with the support from its ISI grantees organized Training of Trainers on the informal education course and afterschool teaching materials to 137 YLP alumni selected from among the 950 reached during the program's period of performance based on their overall level of engagement with the program and commitment to advancing youth initiatives in their own communities. For additional information, see Section 3, Results by Objectives, Objective 2.5.

Outcome Indicators:

Outcome Indicator 1.3: Strengthened capacity of Civil Society Organizations to deliver youth programs and services.

Target: 35%

Exceeded: 63%. Besides ISI grantees, YLP utilized other local CSOs to deliver youth programs and services by providing them with Technical Activity and Exchange and Initiative Grants. Using Counterpart's OD methodology and best practices Counterpart developed a self-assessment tool, the Youth Engagement Programming (YEP) checklist, to assess the CSOs' capacity in conducting youth needs assessment, program design, administration and evaluation of results and quality of services,

design and implementation of advocacy campaigns. The CSOs completed the self-administered checklist before (pre-) and after (post-) award of the YLP grants. The pre-award checklist revealed a number of areas for improvement such as but not limited to an inadequate mission statement for youth engagement; insufficient organizational policies and procedures; the lack of understanding of the importance of M&E; and the value of measuring results against planned program activities. Based on the identified needs, YLP provided grantees with targeted technical assistance (training, consultations, and resource materials). YLP exceeded the target indicator of 35% by 28% for a total of 63%.

Outcome Indicator 1.5: A Youth Program Framework is developed.

Target: "Yes" Result

Achieved: "Yes," the Youth Civic Education Program Framework was developed in collaboration with local and international stakeholders, including leading youth CSOs, USAID, relevant government agencies and INGOs. After the Framework had been finalized early in 2014 it was posted on the official website of the Academy of Education of the Republic of Tajikistan making it available to local and international stakeholders. In October 2014, the Youth Theme Group assisted YLP to post the Youth Civic Education materials on the website of the United Nations Development Program in Tajikistan. In addition, YLP distributed 50 copies of the Youth Civic Education Framework to the representatives of the local and international CSOs, government agencies and educational institutions in Dushanbe and the three target regions. For additional information, see Section 3, Results by Objectives, Objective 2.1.

Outcome Indicator 1.6: NGOs that provide services and programs to youth are using the Youth Program Framework and find it useful.

Target: "Yes" Result

Achieved: "Yes" as reported in Focus Group discussions and follow-on interviews with local CSO partners in three regions of focus. The focus groups discussions conducted in three targeted regions and in Dushanbe during the period from December 2014 through February 2015 demonstrated that expectations and experience from the Framework utilization are very positive among participants. The common ideas shared during the discussions included the necessity of similar approaches among key stakeholders in work with youth and integration of the Framework fully or partially into the existing initiatives. The idea of official approval of the Framework was one of the most repeated themes during

the discussions. A majority of the participants believe that Tajik youth are facing tremendous risks emanating from threats such as religious radicalization, extremism and other modern challenges. Therefore, multi-sectorial work with the involvement of youth is essential, and this is where the Framework can form a basis for further development. Majority of the participants feel the need to promote the document at the level of the Ministry of Education in order to receive official approval. Official approval would make it considerably easier for stakeholders to use the Framework both in the formal and informal systems of education. This also demonstrates that it is becoming more difficult for stakeholders to work on youth and education issues without permission and approval from the relevant governmental structures even if the initiatives officially do not require authorization. To ascertain the usefulness of the YLP Youth Program Framework, focus groups discussions were conducted in YLP three targeted regions and in Dushanbe during the final stage of the program. The results of the discussions revealed that expectations and experience from the Framework utilization are very positive among participants. The common ideas shared during the discussions included the necessity of similar approaches among key stakeholders in work with youth and integration of the Framework fully or partially into the existing initiatives. A majority of the participants believe that Tajik youth are facing tremendous risks emanating from threats such as religious radicalization, extremism and other modern challenges. Therefore, multi-sectorial work with the involvement of youth is essential, and this is where the Framework can form a basis for further development. Despite the Framework being used in some of the informal programs in local educational institutions, the majority of the participants deemed it important to present the document to the Ministry of Education in order to receive official approval. Official approval would make it considerably easier for stakeholders to use the Framework both in the formal and informal systems of education. Official approval of the Framework by the Ministry of Education was expected, though still pending at the time of completion of the award.

Impact Indicators:

Impact Indicator 1.1: Percentage of youth participants who have completed civic education programs that are applying the knowledge or skills gained after 6 months and 12 months.

Target: 30%

Below the Target: 28% over LOP. YLP conducted Knowledge, Attitude and Practice (KAP) survey each fiscal year among its young participants to record participant activities before and after program

attendance relating to civic education and civic engagement. The baseline set of respondents organized 3,702 activities prior to participating in YLP activities. On average, the participants organized over 408 activities, including subotniks (community cleaning), sports competitions, activities for nursing homes and orphanages, forming music bands, and tutoring fellow students.

Participants in the final survey conducted 4,569 total activities in the six months after completing the program. Respondents indicated a 23% increase in the total number of activities conducted. What makes this number even more compelling is that the baseline survey represents the full numbers of 835 participants while the final only captures 605, a 28% decrease in the total number of respondents. So effectively 72% of the participants in the YLP programming conducted 23% more activities after participation. For more information please see Annexes H, I and J for the KAP Survey Reports.

Baseline Activity Averages LOP	***Figures***
Total Activities Organized	*3,702*
Mean	*613*
Median	*343*
Most Common Activity	*Subotnik (Community Cleaning)*
Least Common Activity	*Activities for Nursing Homes and Orphanages*

Final Activity Averages LOP	***Figrures***
Total Activities	*4,569*
Mean	*645*
Median	*443*
Most Common Activity	*Subotnik (Community Cleaning)*
Least Common	*Music Band*

Please see as well Impact Indicator 1.1 under Objective 1, above.

III. RESULTS BY OBJECTIVES

Objective One: Increase youth activism and leadership promoting positive change at the community level

1.1- Initiate a Transparent Community Selection Process

In FY 2011, YLP initiated the community selection process that consisted of a demographic desk study ranking communities in each of the program's three regions against a set of criteria established in the project proposal. By targeting both rural and more densely populated communities, YLP ensured that its programming reached youth across both the political and socio-economic spectrum.

Following the completion of this preliminary desk study in October 2011, YLP staff traveled to the program's target regions to conduct community site visits designed to gauge interest of local stakeholders, residents, and youth, as well as to obtain initial community buy-in of the program and its objectives. Using the information from the desk study, YLP staff designed evaluation forms to capture additional qualitative and quantitative data to measure the size of communities and their overall willingness to support program activities. Following the on-site assessments and analysis of the community rankings, YLP selected two communities in each of the regions (for a total of six communities) in the beginning of November 2011 and proposed these communities to USAID for consideration and selection. Although many communities scored high in either of the quantitative or qualitative measurements, Counterpart selected only those communities that scored high in both areas. USAID approved Counterpart's recommendations of the selected communities on December 7, 2011-*See Annex A for the Community Selection Report*.

Below if the list of the selected communities in each reagion:

1) Zerafshan Valley:
    - Penjakent town;
    - Loiq-Sherali jamoat;
    - Khalifa Hasan jamoat.

2) Rasht Valley:
    - Garm Settlement;
    - Boki Rahim-zoda jamoat;
    - Navdi jamoat.

3) Badakshan:
    - Khorog Town;
    - Proshnev jamoat;
    - Pastkhuf jamoat.

1.2 - Strengthen Core Capacities of ISI Grantees in Three Target Regions

Selection of Three Target Organizations

Through its well-established, rigorous and transparent selection process, in October, 2011 Counterpart selected, with USAID's approval, three partner organizations: Khirad to cover Khorog, Marifatnoki to cover the Garm area, and Women of the Orient for cover Northern Tajikistan.

Functional Areas of Organizational Development

1. Leadership & Strategic Management
2. Program Management & Quality Control
3. Accounting & Financial Management
4. Financial Sustainability
5. Human & Material Resources
6. External Relations & Communications

Organizational Development

To assist the three ISOs in ensuring that they have the strongest financial and institutional capacity to provide technical assistance (TA) to communities and youth, Counterpart applied its organizational development framework. This process seeks to prepare organizations to meet the standards of international donors while maintaining organizational integrity around mission, beneficiaries, and strategic visioning. In order to prioritize the areas of organizational management requiring the greatest support, Counterpart conducted an OD assessment focused of each of the three organizations. Counterpart's model for developing new policies and procedures in six core functional areas of organizational development (see sidebar) split into two categories, each rated on a scale of 0-4[3].

Components of OD Work

1. Annual assessment of policies and procedures and their implementation for each CSO, which resulted in the detailed scoring of each CSO's achievements in all six functional areas as well as recommendations for further improvements;
2. Strategic action planning that involved development of annual OD action plans by CSOs based on annual assessment findings, recommendations and feedback from the YLP team;
3. Day-to-day assistance and consultancy by the Counterpart staff in developing new policies and procedures and effectively implementing them; and
4. Grant Support for implementation of program activities as well as OD-related interventions.

Counterpart worked within the framework of OD components (see sidebar) and began with an introduction to Counterpart's philosophy and approach to OD and baseline assessments that served to develop the first annual action plan and helped to document progress at the last stage of the process. This thorough introduction ensured buy-in from all three organizations and, as a result of the knowledge they gained, the CSOs understood the value of the tool for institutional development. The positive approach and attitude of the CSOs towards the process from the earliest stages resulted in their commitment to take it seriously rather than consider it an activity imposed by the donor organization.

In addition to the recommendations provided to the CSOs after assessments, Counterpart's staff provided ongoing

[3] Completed Score: (4) Completed w/ **NO** revisions necessary; (3) Completed w/ **Minimum** Revisions; (2) Completed, but **Significant** revisions necessary; (1) Incomplete with **Substantial** additions and revisions necessary; (0) **Not Completed**.
Understanding Score: (4) **Full** Understanding of Requirement; (3) **Partial** Understanding of Requirement; (2) **Partial** Understanding of Requirement with significant training and consultation needed; (1) **Minimal** Understanding of Requirement; (0) **No Understanding**.

consultation to the three organizations. This helped Counterpart provide comprehensive, day-to-day and institutional assistance to the CSOs in fulfilling the ambitious task of institutional development in a short period of time. To provide additional guidance, Counterpart offered specially-tailored trainings on governance, financial sustainability, social enterprise, fundraising and social marketing.

Limited travel funds necessitated a flexible approach for second and third year assessment cycles. During these years, the organizations applied an adjusted self-assessment tool to prioritize their organizational growth needs. The OD process concluded with a final assessment held in January 2015. Here again YLP applied the external assessment tool whereby a team conducted assessments of each of the three CSOs to determine their capacity to serve as implementing partners for the larger international donor community as well as their ability meet the needs of youth in their communities.

Along with assistance for institutional development, Counterpart provided the local partner CSOs with continuous support to develop the capacities and skills of their staff members. Such support took various forms, including in-house training and consultation, training provided by external and internal experts and financial support to attend trainings provided by professional organizations.

At the early stages of the program, the Counterpart team provided training and consultation on key areas of Counterpart's activity, such as advocacy and grants management, so the CSOs could successfully fulfill their responsibilities under grants from Counterpart. In particular, all three CSOs received training on proposal design and competitive proposal writing, introductory and advanced advocacy, training methodology and training module development, presentation and consulting skills, program evaluation and monitoring and the drafting of logical frameworks. In addition, the Counterpart team provided targeted and CSO-specific consultations for staff to further advance their skills to serve as Counterpart partners in youth programming.

Learning-by-doing proved to be the most effective method of developing CSO staff capacity. Counterpart staff provided the CSOs with on-the-job advice and practical knowledge while monitoring their management of local advocacy grants and election grants. Counterpart also imparted knowledge on the CSOs by providing them with the opportunity to learn by observing Counterpart team members during various service provision activities. The CSOs would then apply the acquired skills and receive feedback during pilot activities. This mentoring exercise proved to be essential in the long-term for the practical development of skills.

Along with capacity development in program-related areas, Counterpart also provided continuous assistance to the CSOs in their organizational development through trainings and individualized consultancy. By contracting external consultants and relying on the expertise of staff from Counterpart offices in other countries and their partners to provide trainings and consultations in several new areas, CSOs could further foster institutional development in areas including governance, change management and leadership, financial management, financial sustainability planning, fundraising, public relations and marketing, and copyright protection. Exchange of experiences with Counterpart and other civil society programs also proved to be indispensable for CSOs in their efforts toward professional development.

The customized technical assistance of the YLP staff theISI grantees went through several other trainings as follows:

Training on Local accounting software
In 2012, the ISI grantees participated in a 10- day intensive training on local accounting software "1-C Bukhgalteriya" provided by AT Consulting in Dushanbe. The training contributed to the improvement of financial reporting of ISI grantees.

Training on Civic Education Course hosted by YLP
Before the start of the civic education component during the FY 2012 ISI grantees participated in a five-day Training-of-Trainers (TOT) session hosted by YLP on the newly-established informal civic education course. In March, 2013 a second round of TOT for civic educators was conducted to ensure that educators are conveying information to target youth in a consistent manner across regions.

Organizational Development training
ISI grantees gained new comprehensive OD knowledge and skills from OD training in 2014 facilitated by Aida Kurbanova, Association of NGOs Support Centers, Kyrgyzstan, whom YLP hired as a trainer.

Training on Strategic Planning
In May, 2014 the ISI grantees conducted a three-day capacity building training on Strategic Planning in Qairokum, Soghd Region. Ten (10) participants representing ISI attended the training and developed their Organizational Strategic Plans. In addition, during the training the ISI grantees had the opportunity to exchange views and experiences on other aspects of organizational development such as proper completion of donor documents and learning about management and responsibilities of the board of directors. Upon completion, each of the ISI grantees conducted various activities such as staff evaluations and capacity-building workshops on financial sustainability, program management, and fundraising.

Training on Monitoring, Evaluation and Financial Management
In 2014, the ISI grantees "Marifatnoki" and "Women of the Orient" participated in external trainings provided by local consultants from Soghd region on "Monitoring and Evaluation" and "Financial Management". As a result of these trainings, YLP grantees developed financial and business plans for income-generating activities of their organizations, which will contribute to their financial sustainability outside of the Program Framework. In addition, during the training the ISI grantees had the opportunity to exchange views and experience on other aspects of organizational development such as grant-making mechanisms, developing reports, filing of documents and management and responsibilities of the board of directors. Upon completion each of the ISI grantees conducted various activities such as staff evaluations and capacity building workshops on financial sustainability, program management, and fundraising. The program also used the workshop tools to monitor and evaluate small Youth Action Grants to ensure successful implementation and outcome of the projects.

Training on Financial Management
During the final year of the program the ISI grantee "Khirad" participated in the trainings on Financial Management, Taxation, and Strategic Planning, where they improved their skills on working with funds, effective budget planning, tax reporting, as well as organizational sustainability.

Technical Assistance on Public Relations and Communication Strategy
In 2014,the Penjakent-based ISI grantee "Women of the Orient" received technical assistance on Public Relations and Communication Strategy of Organization, Fundraising, Marketing and Resource Mobilization. As a result of participation in those trainings, "Women of the Orient" developed its

marketing tools as well as a business plan on sustainability of the organization. In addition, "Women of the Orient" began applying the elements of effective marketing in their service provision, such as conducting information campaigns and using new templates of press-releases to promote commercial activities of the organization.

Gender mainstreaming training

In FY 2014 YLP, in partnership with ISI grantees, initiated a robust effort to examine and refine the course material for a new generation of YLP participants. Among other modifications and improvements, were simplifying the language used throughout the curriculum to reach youth with various educational backgrounds, and creation of a gender-based assessment of the informal civic education course handbook and after-school activity guide, which was provided by Counterpart Gender Specialist, Ms. Jenn Williamson, to ensure that the module captured gender components. Based on the results of the assessment in January 2015, Ms. Williamson conducted an online TOT session for the YLP civic-educators on inclusive learning and teaching methodologies including instructions on how to make activities more participatory and how to increase gender sensitivity in the classroom. Among other methodologies instructions on how to make activities more participatory and how to increase gender sensitivity in the classroom was introduced to the training participants.

1.3-Consolidate Local and International Practices in Youth Leadership and Civic Participation

One of the major highlights of the YLP is the development and promotion of the consolidated report on "Local and International Best Practices in Youth Leadership and Civic Participation", which serves as a roadmap for interventions on youth and civic education in Tajikistan and for all relevant stakeholders. Local and international youth experts from the Eurasia Foundation of Central Asia developed the resource in 2011 through an in-depth analysis of all youth-related training materials that had been developed and used by local and international partners in Tajikistan. The goal of the assignment was to create a written resource containing effective strategies and methodologies for youth outreach, engagement and training for YLP and other relevant stakeholders from which to draw when developing their youth activities. YLP staff used the materials and resources identified in the report as a guide for the development of the civic education course modules, afterschool activities, summer camp initiatives.

In FY2013 and FY2014 YLP updated and further systematized the catalogue with new information on available resources and programs related to youth and civic education in Tajikistan including YLP resources. *Please see Annex B-Consolidated Youth Leadership and Civic Education Resources.* The updated report was further used to formulate the Youth Civic Education and Programming Framework in FY14. Aiming to make the materials available to local and international stakeholders YLP incorporated the report into the YLP Framework as an attachment and posted it on the Academy of Education's (AoE) website. This effort was in line with YLP's intent to promote the replication of its interventions by like-minded organizations focused on youth development in Tajikistan and the greater Central Asia region. Partners found the catalogue useful towards deriving tools and methodologies to adapt to the local situation. For example, YLP partner in Rasht Valley "Marifatnoki" adopted and applied ideas and tools derived from Professional Youth Journalism in the Central Asia Program implemented by Eurasia Foundation of Central Asia to enhance their journalism club activities. In addition, YLP partners shared some ideas learned from the catalogue with program participants to feed the project development process.

1.4- Deliver Informal Civic Education Courses

Following the completion of the consolidated report on youth leadership and civic participation, in FY 2012, YLP hired two civic education consultants to develop a series of ten (10) informal civic education modules and afterschool activities. The goal of these courses was to increase the Knowledge, Attitude and Practice (KAP) of youth in the areas of citizenship, human rights, civic participation, and community service (or volunteerism) and apply the knowledge gained in a meaningful way through a series of youth-led activities (including book clubs, sports leagues, debate groups, etc.) and small grant opportunities. Further, YLP and its team of consultants hosted a series of review meetings with relevant stakeholders, ISI grantees and USAID representatives. These review sessions helped to obtain critical feedback needed both to validate the appropriateness of the modules and to identify any weakness in the material.

Examples of improvements made to the civic education materials and course based on recommendations and testing:

- Revised the module on "religion."
- Offered separate courses to youth between the ages of 13-15, and another for those in the 16-17 age range.
- Revised the language used to describe and define terminology .
- Added an explanation of a leader and leadership in the first module.
- Adapted the examples and role plays to local context .
- Integrated gender-sensitive and inclusive teaching methods.

Upon approval of the course and incorporation of USAID's final recommendations, YLP and the ISI grantees initiated a Tajik language translation of the handbook. Prior to start of the civic education course a TOT on Informal Civic Education was delivered for six ISI grantees including six Youth Educators. Each Youth Educator represented a local teacher from one of the target communities and provided assistance with the delivery of civic education courses and after-school activities throughout the program. Involvement of local teachers in the Program was also effective for the sustainability and further replication of YLP teaching methodologies in the school after program completion. On April 9, 2012, upon completion of the TOT workshop ISI Coordinators, along with civic education specialists initiated the implementation of a 10-week informal civic education course which continued in FY 2013 and FY 2014. The course was delivered to a total of four groups consisting of 20-30 participants in each region. Courses included 20 hours of informal civic education training and minimum of 30 hours of teaching materials for after-school activities. *Please see Annex C- Informal Civic Education Handbook and Annex D-After School Activity Lesson Plan.*

The course was delivered using cooperative and interactive student-focused methodologies, which made the course engaging and participatory in all nine target communities. Participants experienced new learning strategies that were more supportive to their development compared to their learning experiences that they had during their regular classes in local schools. YLP civic education specialists created a positive learning atmosphere to involve all participants in discussions, role plays, group work, and provided opportunities for expressing their thoughts. The core civic education concepts were followed by practical application of knowledge and skills. For example, after learning about "Local Government Strengthening" YLP participants visited local governments and were introduced to their functions and responsibilities. During these visits YLP participants observed not just the work of the local government, but also actively discussed different issues with the local government

officials. During the entire program implementation period, the informal civic education course reached 950 youth in the nine target communities.

Each implementation year of the informal civic education course had significant takeaways, results and specific impacts. One of the unique features of YLP was the fact that these takeaways are all based on testing and can be used by other stakeholders while developing and implementing similar initiatives in Tajikistan. One of the main takeaways from the implementation of this activity in the first year was the need to divide youth into separate age groups. YLP experience has shown that when youth (13-17 in age) are placed in the same group, one of two following outcomes occurs: In one scenario, older youth tend to gravitate towards one another, alienating younger participants from discussions and activities. Conversely, in circumstances where young participants outnumber older ones, the older participants feel less inclined to work with those who are younger and therefore reduce their overall participation in the activity. To address this issue, YLP established a new course structure in FY2013 that promoted equal participation amongst all youth by segmenting them into smaller age groupings (13-15 and 16-17). This lesson is something that should be taken into consideration in all youth programs in Tajikistan and beyond.

In the second implementation year, it was noticed that some sensitive topics within the course needed to be modified and taught in a different way. One of those topics was the interpretation and teaching of religion, which was largely understood by participants as teaching of Islam only. This presumption made it controversial for teachers to broach this topic within an initiative like YLP, especially in the remote regions of the country. The module was consequently modified in such a way that teachers focused more on the right to religion and tolerance towards various faiths and believes in modern societies rather than on Islam, since the program objective was not the teaching of a specific religion. Considering these aspects, the issue of sensitivity must also be a priority for other similar youth-focused initiatives in the country to avoid any misunderstanding and misinterpretation.

In FY 2014, YLP focused on simplifying the language of the courses and conducting a gender assessment of the course handbook and after-school activity guide. Simplification of the language was required because of the different educational backgrounds of the participants, the quality of public schools that participants attended and the variety of languages spoken by the minority factors. This notion is another recommendation that YLP makes to all relevant stakeholders attempting to implement similar programs in the country. The gender assessment was an important tool to see how inclusive the course and materials stacked up in terms of gender mainstreaming. Based on the results of the January 2014 gender assessment by Counterpart, YLP civic educators participated in an online TOT session on inclusive learning and teaching methodologies including instructions making activities more participatory and determining ways to increase gender sensitivity in the classroom. *Please see Annex E-Revised Intro Modules 1-2 Appendices.*

The civic education courses had a great impact on the participants in terms of increasing theirs attitude and understanding of good citizenry. Knowledge and understanding acquired during the courses about individual and society helped the participants to increase their confidence, enabled them to better communicate and present their ideas, and improved their ability to be more proactive in addressing challenges within their respective communities. Young boys and girls in all nine target communities came to believe that it is important to share the knowledge they have gained during the courses with their peers from neighboring communities. As a result, within the Framework of the Youth Action

Grants, a significant number of the young participants decided to introduce the topics of the civic education course to their peers in other schools and jamoats, thus multiplying the effect of the program. Some of the YLP participants initiated talks with their schools' administration to create additional youth centers within their schools, in order to support sustainability of the program and, in particular, continue conducting civic-education course for the students.

During the summer months in 2014, an additional 80 young people were empowered to learn and consolidate their knowledge on civic-education through their participation in the YLP program. YLP alumni volunteered to conduct civic education training courses in nine centers of YLP target areas. In Zerafshan, 12 YLP alumni in three YLP Centers conducted civic education (CE) courses for 35 new young people. Similarly in Rasht, 19 alumni conducted CE courses for 25 new young people as volunteers. Alumni Marjona from jamoat Pasthuf, Badakhshan volunteered to teach a CE course on topics such as Volunteering and Youth Empowerment for 20 students from a boarding school in Rushan rayon in Badakhshan. More than 80 YLP Badakhshan youth (both alumni and FY2014 target youth) organized a civic education course knowledge competition among three Centers, where Pastkhuf Center' youth earned a first place award.

In Zeravshan, nine YLP alumni raised awareness among 116 young people about prevention of HIV/AIDS. YLP alumni conducted HIV/AIDS training to provide a brief overview of topics such as transmission, disease progression, risk reduction, prevention strategies, effective behavioral interventions for 60 youth (32 girls and 28 boys) in jamoat Khalifa Hasan and for 56 young participants (24 boys and 32 girls) in jamoat Loiq Sherali.

1.5 – Establish and Implement Community School System and Network Participating Schools

In an effort to create stronger community ties for the sustainability of youth engagement, Counterpart reached out to the Tajik government, community leaders, school administrators, teachers and parents to gain buy-in for the program and to raise the sense of ownership. To successfully achieve this, YLP launched an outreach campaign introducing the program and its objectives to key government stakeholders at the beginning of FY 2012. Throughout the program implementation period regular meetings were conducted with the Ministry of Education in Tajikistan, the Youth Committee, the Teachers 'Training Institute and other relevant departments of local universities to gain buy in and to develop a strong platform for sustainability and further replication of YLP methodologies. In FY 2012 YLP received letters of support from Ministry of Education and the Youth Committee. With this written support from the government in hand, YLP and its implementing partners initiated a host of program activities to build local buy-in, including several courtesy visits with local stakeholders designed to introduce them to YLP and its objectives. They specifically met with local Hukumat officials, as well as with officials from the local Education Departments in each region, to garner their support for the program. As a result of these activities, YLP received written letters of support from local Hukumat officials in each target region. These letters played a tremendous role in enabling YLP and our partners to obtain the buy-in of all local authorities necessary to initiate, successfully implement and complete activities in the target regions.

On February 27, 2012 the ISIs officially presented the goal and the objectives of the program to school directors, parents, youth and other community members. This not only allowed communities to learn about the project first-hand and raise questions, but also brought all school directors together to network and to meet each other. This marked YLP's first steps toward establishing a network among

participating schools. Furthermore, the ISIs conducted regular individual meetings with school directors of target jamoats during which various programmatic approaches were discussed, such as content of the informal civic education courses, prospective grants, after-school activities, as well as general YLP goals. As part of a 10-week civic education course and afterschool activities, ISI grantees organized face-to-face meetings between youth and local authorities, including education departments, youth departments and jamoat administrations. At each meeting, YLP youth and local officials expressed support for YLP offering thoughts on how best to ensure the program's sustainability. Regarding the implementation of the YA small grant initiative, YLP worked hand-in-hand with teachers, parents and community leaders to further engage them in the development and encouragement of youth volunteerism and community service at the local level through implementation of YA Grants. By doing so, YLP successfully demonstrated to each target group that young people can be a tremendous help in improving their communities.

In FY 2014, the Youth Committee sent YLP a letter of support to demonstrate the readiness of the Committee to support and to contribute to the organization of the second YLP Youth Conference. Throughout the period from late 2014 towards the end of the program YLP held four focus group discussions and numerous individual meetings on the Civic Education and Youth Programming Framework to assess the effectiveness of the document and possibilities for further promotion of its methodologies. Relevant state structures both on the central level and local, YLP participating schools, individual experts and target community representatives actively participated in all discussions and meetings which demonstrated (a) continual support of the program and its goals by relevant actors (b) the impact of the program and positive results (b) understanding of all the relevant stakeholders urgency of similar initiatives, and (c) willingness of the relevant stakeholders to look for opportunities to further the impact of the program upon completion of YLP.

1.6 – Initiate Youth Led Community Service Projects

In order to ensure promotion of youth leadership in the communities, YLP implemented a comprehensive approach in which it: (a) conducted focus group discussions among youth to ensure youth recommendations are considered when designing and implementing community service projects, (b) established and equipped nine youth centers to allow space and platform for youth engagement, and (c) used Technical Activity (TA) Grants and involved youth, community officials, school administrators, parents, teachers and other relevant stakeholders to develop more targeted and comprehensive activities. *Please see Annex F for Focus Group Methodology and Guidelines.*

The start of the youth-led community service projects was marked by conducting a series of focus group sessions designed to not only to select first YLP participants but also to gain direct input from

YLP Participants 2011-2015											
Badakhshan				**Rasht Valley**				**Zerafshan Valley**			
Total	Girls	Boys	PWD	Total	Girls	Boys	PWD	Total	Girls	Boys	PWD
312	214	98	4 (2 girls and 2 boys)	**309**	137	172	5 3 (boys) 2 (girls)	**329**	181	148	18 11 (boys) 7 (girls)
Total: 950 (532 girls and 418 boys)											

the participating youth in developing concrete, needs-based programming to be incorporated into the future development of after-school and community service projects. In mid-January 2012, ISI grantees, in coordination with YLP, conducted 10 focus groups with 132 participants between the ages 13 and 17 who were selected based on their interest in educational opportunities, irrespective of academic standing, family background, parental support, gender, disability or socio-economic status. Sessions were conducted in each regional center (Penjakent, Gharm and Khorogh) and in six jamoats (village clusters). These sessions helped identify several key interest areas including educational and economic opportunities designed to give youth practical skills and knowledge that will help them with their personal growth and increase their employment potential. Youth expressed an interest in having a routine after-school activity program, and strongly supported YLP's plans to implement a civic education course during the spring and summer camp activities. Counterpart utilized selection criteria that emphasized youth interest in development and program activities rather than grades, socio-economic status, family background or previous program experience.

Following the first intake of YLP participants, grantees launched a series of weekly afterschool activities that were built upon the recommendations made at focus groups and laid the foundation for the program's informal civic education courses and summer camp activities. ISI grantees also involved parents and local officials in each community to observe and participate in YLP activities, such as serving as guest speakers during informal civic education courses on citizen participation and volunteerism. By doing so, the program successfully built trust between youth and community leaders, providing a much-needed platform for both parties to interact and share ideas on how best to promote youth engagement and civic education programming. As a result, YLP opened nine youth centers in 2012 to serve as the central venue for youth to engage in constructive discussions regarding local needs and plan interventions. Each youth center was fully equipped with supplies and space needed to implement an attractive mix of intellectually stimulating learning and recreational activities such as sport games, competitions, and movie clubs.

YLP participants in the nine youth centers benefited from various after-school activities in which they continued mastering elementary and pre-intermediate levels of the English language, and enhanced their basic computer skills to higher levels of competency through computer classes provided by ISI grantees. YLP participants who were engaged in a sewing course demonstrated their skills by creating individual collections of national dress, increasing their skills overall since beginning the courses. Cultural events in all nine targeted youth centers were merged during different events devoted to the national holidays. The same level of development was observed during other after-school activities, such as debating clubs, sport clubs, and journalism classes. In the coming program years, YLP and ISI grantees designed a series of incentive activities to engage alumni youth from previous years. These activities included mentoring YLP youth with disabilities throughout the program; volunteering within targeted communities by pairing new youth with representatives of local NGOs helping vulnerable population; preparing video reports of the YLP activities to be disseminated among all nine centers; building network and introducing new participants from all the regions with each other; updating the YLP Facebook page with information from the nine youth centers; and participating actively in the development and advocacy of the Youth Charter. Throughout the program implementation phase 950 youth were engaged in community service projects and after -school activities representing the three target communities.

The third component of YLP's approach in ensuring promotion of youth leadership was the involvement of other youth NGOs in YLP through Technical Activity (TA) Grants to share their knowledge and capacity for further reinforcing existing YLP interventions. These NGOs were selected through a competitive selection process in line with Counterpart's and USAID's rules and regulations. Thus, during FY2014 and FY2015 the following project activities were conducted throughout the nine target regions including Dushanbe city within the framework of Technical Activity (TA) Grants:

1. **The Public Organization "Khoma"** held a three-day training workshop in Dushanbe for 12 participants (one staff member from each partner organization and three alumni youth from three target regions) on "New Technology and Internet Usage." As part of the three-day workshop, participants were trained on technology website creation, social media blogs, posting information on websites, using of multimedia and creating podcasts. The project's goal was to increase Technology Awareness and Capability. As a result, YLP youth became very active in posting updates on YLP Facebook page and by April 20 moderating functions of the Facebook page will be handed over from YLP Youth Coordinator to the most active alumni of YLP through a relevant online survey. Alumni will further use this social platform to stay connected and share their experiences.

2. **The Public Organization "Madad"** conducted three-day Training of Trainers (ToT) workshops on interactive learning methods and for 60 young leaders in three youth centers of Penjakent District. The goal of the project was to improve training capacity of young leaders to educate community peers. Madad also organized sport competition among young leaders to increase their team building skills.

3. **The Public Organization "Initiative Youth of Tajikistan" conducted two projects:**

   - First, a five-day Training of Trainers (TOT) workshop for partner organization "Women of the Orient" and 21 YLP alumni on HIV/AIDS Prevention among young people. The aim of the project was to build the capacity of the local partner 'Women of the Orient' and YLP alumni moderating skills to facilitate an innovative model increase on HIV/AIDS and drug prevention.

   - The second project was aimed at supporting increasing knowledge and involvement of young YLP participants in policy-making processes at the local and national levels through a game model of civic education. The project was successful in encouraging democratic dialogue with members of Majlisi Namoyandagon, Majlisi Oli of the Republic of Tajikistan and Youth Parliament of Tajikistan. Based on a merit-based selection process, the TA grantee and the members of the Youth Parliament of Tajikistan selected four participants from each of the target regions to attend a three-day "School of Democratic Elections in Tajikistan" in Dushanbe. During the project, twelve (12) YLP youth had an opportunity to meet and discuss youth problems and perspectives with the members of Parliament and the Youth Committee.

4. **The Public Organization "Rohnamo"** conducted focus group discussions with 100 young leaders in the Rasht Valley to define the main challenges that youth face in rural communities. Based on focus group findings, Rahnamo organized a series of debates with more than 100 participants throughout YLP target communities in Rasht Valley. In addition, in partnership

with YLP implementing partner, Rahnamo provided the 36 instructional hours on Internet Usage for 100 youth in three YLP youth centers.

5. **Civil Society Alumni Center of the University of Central Asia (UCA)** conducted a five-day Training of Trainers (ToT) on problem solving and basis of business prosperity for 16 target youth. Following the completion of the training, the young trainers held a one-day session of training for their peers. The second project implemented by this organization was conducting training for forty five (45) YLP participants in the Badakhshan region on "Forum Theater", a methodology of interactive work among different groups of society to support resolving social problems. As a result of the training, fifteen (15) young people from each of the youth centers in the region acquired additional skills to conduct the Forum Theater and were able to conduct needs assessment within their respective communities. Upon completion of the training, the participants made presentations on this topic for their peers in their communities.

6. **The Public Organization** "**Devashtich**" organized a summer school for the young YLP participants from Zeravshan Valley. A five-day School of Ecology "Green Planet" organized at the "Artuch" resort for twenty (20) YLP participants was aimed at enhancing knowledge of and raising awareness among youth about environmental issues and its protection. During the summer school, the participants also learned about developing ecotourism, conducting advocacy and promoting the youth charter as well as raising awareness among the public and decision makers about environmental problems using local media outlets. The young participants were encouraged by the grantees to take the ownership of the camp in order to develop and implement the activities on their own. The young leaders conducted a campaign among the tourists on interacting with and protecting nature. The participants displayed their leadership skills by initiating and conducting two voluntary clean-up campaigns at the resort. As a result of the summer school, a network of Young Environmentalists of Penjakent was created.

1.7 – Initiate Regional and "Inward" Bound Exchanges and Camp

In order to build bridges between young people and share experiences, YLP initiated regional and "inward" bound exchanges to connect youth living in remote locations with their peers. YLP believes that the young people can become the agent of change by transferring their knowledge to other peers in their respective communities beyond the completion of the program.

Thus, in FY2013, YLP and ISI grantees held two (2) summer camps: one in Dushanbe and one in Penjakent. YLP received logistical support from the local Public Organization (PO) "Devashtich" in Penjakent and the PO "Youth of the 21st Century" in Dushanbe, which was made possible by an Exchange and Initiative (EI) grant designed to enhance the program's capacity to implement cross-community activities.

Ninety youth from three target regions were selected to participate in a six-day camp based on their overall participation in the regularly scheduled activities, including after-school activities, informal civic education courses, small grant initiatives and community service and volunteer programs.

The camp program in Penjakent included three daily civic education/leadership workshops, each attended by a mixture of 30 target youth from the three target regions. The camp also featured

advanced training on leadership, voluntarism, democracy and human rights and activities that raised awareness and understanding of civil society and government. Cultural events included visiting historical and natural sites, evening discussions on poetry and the history of the country, engaging in competitive sporting events which supported team building and tolerance among participants, and evening sessions, which included movie nights, music, and dancing, playing guitar and other musical instruments. Apart from that youth were engaged in competitive sporting events which supported team building and tolerance among participants. YLP participants also had the chance to learn about the history of one of the areas of their motherland. During the visits to famous historical places, they discussed historical events and places, such as the Sarazm Museum named after Rudaki and Loiq Sherali's monument. The balanced summer camp schedule also provided plenty of sport activities that engaged youth through creating a competitive atmosphere in which teambuilding played a great role in uniting participants to win and have fun. Interaction with local leaders representing different cultural, business and government structures were very useful for YLP participants to master their public presentation skills. Promoting a healthy lifestyle, openly discussing environmental issues and promoting tourism were additional topics for supplementary workshops presented by invited Penjakent-based local CSOs.

In addition to the learning and relationship-building opportunities, the summer camp in Dushanbe offered venues for meeting and discussion of policy issues with representatives of Committee for Youth Affairs, Sports and Tourism under the Government of Tajikistan, youth experts from NGO "Youth of Tajikistan," and the donor community such as USAID, OSCE, and the US Embassy, which can serve as role models for the youth, and promote youth engagement in presenting ideas to government decision-makers and learning to advocate for their ideas and initiatives. As a result of the summer camp, YLP developed Youth Charters throughout the nine target communities.

Guest speakers Mr. Ibod Sharifi, Vice President of the National Olympic Academy of Tajikistan and Mr. Jabbor Fattoev, Center of Information and Communication Technologies (ICT) expert told the participants about their life experiences. Many of the participants drew inspiration from these two gentlemen as role models.

In FY 2014, YLP held three-day, community-based summer camps in Penjakent, Khorogh and Gharm in late June which included a total of 135 youth participants. The summer camps were organized in cooperation with the PO "Marifatnoki in Gharm, Alumni Center of the University of Central Asia in Khorogh and PO "Subhi Kuhsor" in Penjakent through EI (Exchange and Initiative) Grants.

Via summer camps, YLP connected 225 young people from three target regions, with their peers from neighboring villages and larger cities to share their knowledge and experiences and feel the importance of their activism in democratization processes through acquiring new skills and techniques.

The summer camps were critical in supporting further exchanges for youth with their peers at both local and regional levels through participating in purposeful leisure activities. Girls and boys, including youth with disabilities of either gender, were present in equal numbers at the YLP summer camps held in target regions. They participated in different sports activities, informal civic education courses, organized discussions of issues related to each of the communities, and participated in community service and volunteer programs. Participants had time to socialize as well as the opportunity to immerse themselves in the conditions of urban life. Representatives from all three camps also had a chance to discuss and present the results of the Youth

Charter's common issues virtually via Skype. This strategy was employed to maximize networking between youth from the three target regions and take advantage of their simultaneous participation in camp activities from different parts of the country. This change in strategy was also more cost-effective in terms of maximizing limited resources to allow student participation in the regions, and at the same time promoting the multiplier effect of students in three camps participating simultaneously.

The final year of the YLP summer camps included participation of parents, indicating greater effectiveness of the program and a positive development that both youth and adults experienced together at summer camps, which was aimed at developing improved communication among youth and adults and advancing sustainable behavioral changes at home, school and in the community.

1.8 – Implement Community Civic and Service Projects through Small Youth Action Grants

One of the main activities within the framework of YLP was implementation of community civic and service projects through Small Youth Action Grants. The YLP target youth reinforced their leadership potential and theoretical knowledge received during the civic education and after-school activities by designing and implementing small projects within their communities. The small projects were implemented through YA grants, which are a special class of micro-grants, valued at $150-300 each. YLP awarded these grants to target youth who submitted competitive applications and who, in turn, undertook project implementation across the nine target communities. The primary goal of the YA grants was to give YLP youth an opportunity to be the primary stakeholders and guarantors of local development initiatives, designed and implemented by young people. YA grants were awarded based on at least one of the following three activity areas:

(1) Applied Learning and Practicing Leadership Skills – for projects designed to apply what they have learned as a result of program training;

(2) Community Service and Improvement – for projects that provide the community with a necessary service or a community improvement activity;

(3) Political and Policy Engagement - for youth efforts to engage government officials in a discussion on policy, legislation or practice that affects their lives.

Prior to soliciting YA grants, YLP and its stakeholders conducted an "Idea Lab" in which participants exchanged ideas and best practices from current and past youth programs implemented in Tajikistan. Following the "Idea Lab" meeting, YLP received substantial feedback from participants as to the types of projects most needed in their respective communities that could potentially be served through the YA grants program. Proposed projects included small infrastructure initiatives, community improvement projects, intramural sports leagues, volunteer campaigns, charity drives, youth theatre events, vocational trainings, and local advocacy initiatives to combat the spread of drug use, HIV/AIDS, and climate change.

On the whole, YA grants promoted a multidisciplinary approach when taken by the young YLP participants to support the development of their respective communities. The projects supported by these small grants addressed a wide range of challenges and opportunities, including social, economic, cultural, and environmental as well as sports and leisure issues. YLP ISI grantees were actively involved in supporting the young people to successfully implement their projects through assisting in

planning and facilitating their activities, as well as providing guidance and consultations when necessary.

Throughout the life of YLP, total of 206 small projects were implemented through the YA grants. Among these small initiatives, project values ranged from $150-$300 for small grants and $1500-$2000 for large grants. The kinds of projects ranged from simple volunteer initiatives to more complex small reconstruction projects. The issues targeted by the YA grants varied throughout the three target regions. Improving civic education and crafting skills were two of the major areas of focus in Rasht. Activities related about learning and protecting the environment were also among the region's priorities. A few projects in Rasht Valley were aimed at improving language skills, reading skills, and debating techniques. In Penjakent, environmental issues and sports activities were administered – particularly for girls. Youth Action Grants supported girls' involvement in the arts, HIV/AIDS prevention, preventing smoking and alcohol consumption, supporting children with disabilities, sewing and knitting, and Internet use. In Badakhshan, one- fifth of YA grants were awarded to projects dedicated to alcohol and drug use. Civic education and environmental protection were also administered in this region.

There were many successful projects implemented by youth within the target communities. One of them consisted of a small-scale water project in the community of Pastkhuf in a remote region of Badakhshan. Using YLP funds, several youth designed and implemented a project to establish a 200-meter long pipe to bring safe drinking water into the community school and several nearby households. YLP youth successfully requested and received support from local area residents not only to help them dig the trench to lay the pipe, but also to acquire additional materials needed to complete the project from a local business within the confines of their program budget. Once completed, the community hosted a small ceremony to dedicate the opening of the water supply system. During the event, a representatives of the Mountainous Society Development Programs of the Aga Khan Foundation noted that programs similar in scope implemented by other programs in the past by their organization as well as international organizations cost considerably higher with the same outcome.

Another project which was as well small in cost but very large in effect was implemented by 4 YLP participants in a very remote village of Rasht Valley, called Navdi. This is a place where young people have very limited access to any after-school activities; the conditions at school are extremely poor. The school had a small volleyball field, but since the school building and its facilities were not repaired for the past 15 years, one could hardly call a piece of land filled with brush and stone a school volleyball field. The initiative of 4 YLP participants made the dream of 647 school children true. The school volleyball field was renovated and children now have a place where they can spend their free time. YLP team went on a monitoring visit to Navdi and arrived there by 5 p.m. Electricity cuts is a usual occurrence for people in Navdi and almost the entire village was out near the volleyball field watching the volleyball tournament despite the cold weather and early darkness during the autumn season in mountainous regions. Similar small projects all had a very substantial impact; they touch upon some of the most important social elements as participatory needs assessment, collective work, and collective ownership, sense of responsibility, community ties, youth empowerment and respect of the rights of vulnerable groups.

Results of the work indicate that YLP's micro-grant/youth combination is a powerful opportunity for this program as well as other USAID and internationally funded programs to maximize the benefits of direct assistance while providing unique learning experiences to a broader population (youth). Themes

such as participatory needs assessments, collective work and collective ownership, sense of responsibility, community ties, youth empowerment and respect for the rights of vulnerable groups all resonate when discussing the impact of these particular grants. The potential for long-term benefits resulting from these interventions are significant and will continue to be a focal point both of YLP's efforts to disseminate best practices to other implementing organizations in Tajikistan, and for future program initiatives in the years to come. Youth Action Grants showed the good work that can be achieved by mobilizing an eager and energetic group of young persons that otherwise might not be met. Through YA grants, YLP enabled to provide a unique opportunity for target youth to develop creative ways to address real community needs using their knowledge and skills gained in YLP interventions. The sense of fulfillment on the part of participating young persons as well as adults and school officials was a sign that these types of interventions were only just the beginning of greater achievements yet to come. As a result, the proactive attitudes of the YLP participants were noticed and appreciated by the local residents and leaders of the communities.

1.9 – Support Youth Charter Advocacy Work in Targeted Regions

One of the main activities under YLP was building the leadership potential of youth and preparing them for advocacy initiatives on the level of the target communities, regional and on national level. This attempt was fulfilled through development of "Youth Charters" which were used as a resource in promoting local and national advocacy initiatives with relevant stakeholders.

The process of development of "Youth Charters" went through several phases. In August 2013, YLP youth, in coordination with civic education professionals, developed nine community-specific youth charters. Based on the existing issues in the community, the youth identified their own specific issues such as lack of: school buses (especially in winter time), information on youth events, meetings, sport facilities, environmental protection, promotion of a healthy lifestyle and anti-corruption measures in education. This was done to prepare youth for the first step of the charter development i.e. outlining urgent needs of the communities and determining actors among relevant stakeholders which can be influenced to tackle those needs. Youth charters were presented by the representatives from the three target regions during the summer camp in August of the same year. This was done to analyze youth perspectives from the three target regions on the various needs prioritized in the charter. Additionally, this exercise served as a tool to determine key themes across all communities and regions for further advocacy work on national level, among which were the need for improvement of the education system, anti-corruption measures and environmental challenges. In September 2013 these charters were shared with the teachers, school principals and community leaders for feedback. As a result of this process, youth obtained schools and community leader's buy-in.

Continuing to build on the results from the calendar year 2013, in FY 2014 civic educators along with YLP alumni established nine working groups in each target community to discuss the implementation of youth projects through to development of an action plan. Environmental challenges were selected among the needs enumerated in all three targeted communities as a theme for joint advocacy work. Each working group conducted a rapid assessment on the environmental situation in the regions. The outcomes of the assessment were shared with parents, teachers, school principals, community leaders, and respective local governmental structures in environmental issues. Beginning in November 2013 and continuing throughout FY 2014, YLP staff together with ISI grantees organized follow-up conference calls via Skype with working group members from three target regions to discuss common issues and incorporate activities into their action plans to achieve desired results. During the meetings,

working group members discussed the key issues of the Youth Charter such as engaging local government bodies and encouraging youth civic participation to petition their local government for services and resources on environmental issues in their respective communities.

In support of the Youth Charter implementation, civic educators made special efforts to train youth on how to request meetings, properly present themselves during the meeting, and secure commitments for cooperation. As a result, in partnership with ISI grantees, youth working group members facilitated the organization of meetings with local Hukumat and jamoat officials and secured written approval to support the youth charter initiatives and bring positive changes in their communities. In addition, working group members organized various cultural events such as dances and music and sketch contests to convey information on environmental issues and its negative impact associated with health risks, specifically with respiratory diseases in their communities. Several local media outlets covered the event.

In addition, working group members presented the National Youth Charter activity at the regional summer camp in the summer of 2014. Presentations by the charter's working groups from the three target areas illustrate an emphasis on youth volunteerism for community development and youth decision-making on their communities' futures. A common issue discussed during summer camp was reducing solid waste scheduled for landfill deposit as opposed to being dumped on the streets. Garbage collection is a local government responsibility and uncollected solid waste is one of the most visible environmental problems in the three YLP target areas. Inadequate garbage disposal can result in negative public attitudes, which in turn can contribute to the degradation of the general community development. To address and solve the problem, the National Youth Charter conducted media campaigns, organized the Drama Theater, and developed project proposals through Youth Action Grants to promote community participation in reducing waste. To express gratitude, the Zerafshan and Rasht municipal communal services presented YLP youth with an award for exemplary community service work by the charter's working groups. To respond to deforestation, which was reported by Zerafshan charter's members as one of the major problems in the region, YLP participants planted 320 young trees and 120 saplings in jamoat Hasan to improve the ecological situation along the primary road leading to Penjakent.

The young YLP participants from Badakhshan, independently of their mentors, established effective relations with the local government of the region, including with Shodi Jamshedov, Chairmen of the Government of Badakhshan region, Zarifkhonov Z., Director of Housing and Public Utilities Department, and Jumaeva Bibigul, Director of State Education Department of Khorogh City, to promote the Youth Charter and its major topic – environmental issues in the region. With the direct support from Mr. Jamshedov, the young YLP participants in cooperation with the local media company "TV of Badakhshan," prepared a video on the issues of environmental pollution. This video was aired several times through the local TV channels.

These local and National Youth Charters served as an effective mechanism to successfully promote youth participation in addressing community needs and more importantly influence leaders through leadership and direct engagement. YLP worked with the ISI grantees to organize meetings with local, regional and national stakeholders to give youth an opportunity to showcase their work and promote their affects to bring about positive change to their communities and youth as a whole in Tajikistan.

In order to ensure that youth charters continue serving as tools for change in discussions with local leaders on issues relevant to youth, YLP together with ISI grantees identified and selected through competitive selection process nine "Focal Points" in the program target communities in the three regions. Now, without much supervision from the YLP major partners, the focal points continue leading youth advocacy initiatives in their communities using the charter development methodology and approach as an advocacy tool. The YLP focal points act as liaisons between young people, local schools and government officials to promote active participation in their communities, as well as help establish accountability, trust and ownership for sustainability of this program.

Objective Two: To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested Youth Programming Framework.

2.1 – Develop a Tested Youth Civic Education and Programming Framework

Using desk research and analysis conducted in FY2012 on existing youth leadership and civic engagement resources, as well as experience gained through the implementation of YLP interventions, the program designed a Youth Civic Education and Programming Framework. The methods and approaches outlined in the Framework were fully tested throughout one full implementation year. Simultaneously, components of the Framework were discussed with ISI grantees and other relevant actors during serial stakeholder meetings and the first National Youth Conference in 2013. The final version of the Framework includes recommendations, suggestions and lessons learned from the first year of the testing process. *Please see Annex K for the Framework.* The Framework is sort of roadmap for how to conduct youth development activities in the country and represents an informal policy document that youth organizations, schools, policy makers and other major stakeholders can rely on while making important decisions on youth activation and mobilization approaches.

The Framework implementation strategy was based on collaborative efforts, taking into account suggestions and recommendations received from YLP and key local partners. One of the major partners during this process was the Tajik Academy of Education (AoE) which in a show of support posted the Framework to their website, making it available to local and international stakeholders. The document is available online at the Academy of Education website: http://www.aot.tj/.

YLP also disseminated the document among partners and relevant stakeholders, including INGOs, government agencies, donors, and others to ensure the material and content is replicated and applied across all relevant programs.

During the final year of the program YLP organized four focus group discussions and numerous individual meetings to measure effectiveness of the Framework use by relevant stakeholders. Focus group discussions were conducted in Badakhshan, Rasht, Penjakent and Dushanbe. YLP also tried to use the focus group discussions to find out whether any adjustments were suggested or already have been made by the stakeholders to the Framework to use it specifically in their work with youth. The focus group discussions demonstrated that the Framework has been effectively utilized by relevant stakeholders in all three target communities. Recommendations and suggestions from focus group participants were also made on further improving the Framework, including ways to modify its components based on local context for further use. Lessons learned, challenges, best practices and

recommendations gathered during the focus group discussions were included into a separate document as an attachment to this final report (*See Annex N-Report on Focus Group Discussion).*

2.2 – Develop, Catalogue and Standardize Informal Civic Education Curriculum Framework

After development and testing of the Framework, YLP made a continuous effort to disseminate information about the Framework among all relevant partners. YLP introduced the Framework and disseminated it through individual meetings and stakeholder meetings. Stakeholder meetings were conducted in FY 2013, FY 2014 and FY 2015. The last stakeholder meeting was held on February 26, 2015 with participation of all relevant partners. This stakeholder meeting was also used by the YLP team to showcase the results of YLP in one of the most remote and conservative regions of Tajikistan, Rasht Valley. A presentation made by representative of PO "Marifatnoki," former ISI grantee, demonstrated that components and approaches outlined in the Framework are very practical and adapted to the local context judging by the program results in the most conservative parts of Tajikistan. In addition, YLP conducted a series of meetings and information sessions and a workshop to present and disseminate the Youth Civic Education Program Framework among partners and relevant stakeholders. These sessions, conducted under the rubric of YLP's "Institutional Strengthening and Implementation" initiative, targeted the non-governmental organizations, Tajik government agencies and donors. The Chairman of the Badakhshan Region expressed his appreciation of YLP's efforts to develop the Framework, and offered his support to distribute information about it through the local news media. This pledged-support greatly helped YLP dissemination effort of the material and content of the Framework, making it available for broader usage among local counterparts.

2.3 – Support Organic Advocacy Initiatives for Adoption and Implementation of the Framework

During FY2013, YLP developed strong partnerships with national government institutions, such as the Academy of Education (AoE), and the Committee for Youth Affairs, Sports and Tourism under the Government of Tajikistan. As a result of the meeting with the President of the Academy of Education (AoE), Ms. Irina Karimova, YLP obtained the AoE's buy-in for the process of drafting the Youth Programming and Civic Education Framework. In a show of support, the AoE posted the YLP Civic Education materials to the AoE website making the Framework available to local and international stakeholders. YLP team conducted individual meetings with specialists from the Department for Secondary Education of the Ministry of Education, the Civil Society Initiative of the Aga Khan Foundation, the Aga Khan Humanities Program of the University of Central Asia, the Department of Pedagogy of the National University of Tajikistan and the Academy of Education of Tajikistan. The purpose of the meetings was to advocate for the Civic Education Framework to be included in the formal educational programs across the country. During the meeting with Mr. Qutbiddin Muhiddinov, head of the Department for Secondary Education of the Ministry of Education of Tajikistan, YLP learned that there is a growing interest from public education institutions to incorporate the study of civic education into the national curriculum. Mr. Muhiddinov mentioned that the Ministry of Education recently received a proposal in this regard from the Department of Pedagogy of the National University of Tajikistan. However, the ministry is reluctant to add a new subject at this time, due to the shortage of classroom hours as well as available resources. According to Muhiddinov, it costs about 2.5 million Tajik Somoni per academic year per subject and around 8 million Tajik Somoni for training and preparing teachers to teach a course.

At separate meetings with the representatives of the National State University, Academy of Education and the National Institute for Teachers' Professional Development, YLP received positive feedback on the Framework, and each of the stakeholders expressed their support in advocating to the MoE to approve the Framework to be included into the formal curriculum.

2.4 – Organize Bi-Annual National Youth Conferences

Among the most significant events initiated by YLP were two Youth Conferences organized in Dushanbe in 2013 and 2015 respectfully. These conferences were aimed at encouraging exchange among the targeted regions and interaction with national actors, youth initiative groups and youth CSOs. In addition these conferences served as a platform to showcase and sum up the activities implemented within the framework of YLP, to share the successful outcomes and lessons learned. Participating youth were able to interact directly with relevant stakeholders during these events and take part in discussions around the most urgent youth-related issues and the importance of civic education in Tajikistan.

YLP hosted its first National Youth Conference on March 25, 2013 by involving 18 YLP alumni, 27 alumni of other youth programs in the country and 30 participants comprised of representatives of government, civil society organizations, youth experts, and international organizations. Discussions followed the two-hour plenary session and were conducted within three parallel thematic groups on (1) youth empowerment and activism covering civic education, (2) advocacy, community service; and (3) volunteerism. Presentations were made at the parallel thematic groups by the Eurasia Foundation, the Democratization Unit of the Organization for Security and Cooperation in Europe, the Open Society Institute office in Tajikistan, the partner organization of the German GIZ project on involvement of youth in health policy development and implementation, and several other local civil society organizations working with youth. A key contribution to the conference was the participation of an international expert in youth programming Natalya Bakhmutova, who shared the experience of youth empowerment and activism in Kazakhstan.

The conference was organized in an interactive format, enabling YLP alumni to make presentations during thematic group discussions, sharing personal stories about how YLP contributed to their personal and academic growth. Thus, the alumni from Zerafshan Valley shared their experience on organizing an information campaign for the elimination of drug abuse and youth HIV/AIDS infection, as a policy influencing tool within the advocacy thematic group. The thematic group on empowerment of youth through civic education heard the experience of YLP alumni from Rasht Valley on the parallels of civic education and youth activism. The group of alumni from Badakhshan presented for the thematic group on community service and volunteerism, the results of their safe drinking water project, which was implemented within the framework of Youth Action Grants. Outcomes of the discussions were presented at the general session and were included into the conference resolution. Thematic groups presented challenges and lessons learned for increasing youth leadership through education, particularly civic education, community service, volunteerism, networking, lobby and advocacy work. A challenge identified by the youth and youth experts for civic education in the country was the status of civic education as a subject of formal study. It was underlined that, since all initiatives involving civic education are project based and are dependent on donor funding, civic education is not accessible for youth countrywide. Therefore, lobbying and advocating for incorporation of civic education into the official school curriculum was recommended as one of the counter measures.

Community service and volunteerism was considered another way of increasing youth activism but there are challenges present as well. One of the positive recommendations from youth groups on making volunteerism and community service popular in the country was developing a thorough action plan with local authorities, so that volunteerism can be regarded as a prerequisite for college scholarships. YLP Conference was the first of its kind where the topic of volunteerism and community work were discussed thoroughly and measures were suggested to expand this notion within local context. It is noteworthy that several active CSOs such as **"**Initiative Youth of Tajikistan," "Youth of the 21 Century," and "Nasli Navras" significantly contributed to the Conference by instigating lively discussion with young participants around the topic of youth volunteerism and youth participation in all aspects of policy development and implementation. As a result of the outcomes of the Conference recommendations were made to the existing youth related legislation. In 2014, per these recommendations, amendments were made to the Law on Youth and State Youth Policy in Tajikistan. Among several changes in the law, amendments included articles on more effective inclusion of youth in the social, economic, cultural and political life of Tajikistan; development, coordination and promotion of volunteerism among youth; steering up youth participation in implementation of state youth policy. By conducting the National Youth Conference YLP indirectly made positive contribution to the formulation of basis for further advocacy work of relevant CSOs aimed at improvement of policy and legislation.

YLP organized the second Youth Conference on January 23, 2015. It involved 15 YLP youth, six YLP alumni studying in Dushanbe, four relevant state representatives and 27 representatives of youth CSOs and international organizations. YLP alumni studying in Dushanbe were involved in the process as volunteers helping YLP staff with administration of the Conference and volunteering during the Conference by contributing to the welcoming of guests, taking pictures and preparation for a Crafting Fair[4]. The Conference included two panel discussions on perspectives for further development and mainstreaming of civic education into the education system of Tajikistan; and perspectives of youth development in Tajikistan based on analysis of current challenges and directions for future work. The plenary session in the first half of the day included five individual presentations by the Program Director and partner civil society organizations focusing on the program results, lessons learned and best practices in each of the three targeted regions i.e. Zerafshan, Badakhshan and Rasht. Speakers and panel members were comprised of representatives of the University of Central Asia, Public Organization "Marifatnoki," Public Organization "Manija," IREX, Center for Strategic Research under the President of the Republic of Tajikistan, Public Organization "Women of the Orient", Public Organization "Khirad" and Public Organization "Young Leaders". Final presentations were made by the Young Leaders Program participants focusing on the success stories of the YLP Community Projects implemented through Small Youth Action Grants. These presentations were very persuading and caught the attention of the audinece immediately. Representatives of international organizations, local civil society organizations, governmental structures and individual experts were very positive about the outcomes of the program.

[4] As part of the Conference agenda, the cultural and crafting fair was aimed at presenting the unique culture, customs and traditions of the three targeted regions by youth to the conference audience and other visitors in order to raise awareness about the potential for small businesses and tourism investments in these regions.

YLP youth were able to showcase the results of the project through demonstration of positive changes within their communties as a result of their work and volunteering initiatives, but most importantly they demonstrated the essential change in themselves and their leadership potential. The final component of the conference included a small cultural and crafting fair, which demonstrated the work of the talented youth as well as the unique culture, customs and traditions of the three targeted regions in order to raise awareness about the potential for small businesses and touristic investments. Among other recommendations at the conference, it was suggested to integrate relevant components of the YLP Civic Education and Youth Programming Framework into the existing school subjects and to consider building upon the existing results of similar programs when designing future initiatives. *See Annex L- National Youth Conference Resolution and Annex M- Report on the Second Youth Conference.*

2.5 - Strengthen the Capacities of Youth NGOs to Deliver Informal Civic Education Trainings and Applied Activities

To ensure adequate delivery of informal civic education trainings and to provide the ISI grantees with additional support, Counterpart made a special focus on building the local capacities of adults and youth within the target communities in civic education methodologies and approaches. This was reached through provision of tailored trainings throughout the program implementation period.

In FY 2013 Counterpart hosted the first TOT session for nine secondary school teachers, each representing one of the nine target communities. In mid-July, 2013 YLP through Technical Activity grantees organized a four-day informal civic education TOT session for 100 target youth throughout the three geographic areas. Similar to the first TOT, the TOT sessions were divided into four-hour blocks, for a total of 16 training hours. Following the training, with ISI grantees' guidance and technical support these newly trained youth served as informal civic education resources to local CSOs, schools and youth groups - beyond those directly engaged in YLP - interested in learning more about civic education. Such an opportunity made it possible for YLP youth to continue using their leadership skills and participate actively in the implementation of program activities throughout the program phase.

Additionally, to attract and retain youth in program activities, during the school's winter break in 2014, civic educators in partnership with YLP staff conducted a series of open classes with alumni to evaluate the qualitative use of the revised gender-sensitive materials, the instructions on how to make activities more participatory, and the methods by which to increase gender sensitivity in classroom. The idea about open classes came from alumni to continue demonstrating their leadership skills and participate actively in the implementation of program activities. Through this approach, the Counterpart was able to train 52 alumni (32 girls and 20 boys) to expand the impact of Counterpart's project to the participants' families. For instance, after participating in YLP programming, participants felt much more certain of their ability to work in a complex society. Sixty-six percent of participants indicated that they felt prepared to be a leader, with only 4% responding that they were unsure. Sixty percent of participants strongly agreed they could get along with people from other religious backgrounds, with 6% responding that they "don't know." In addition, 61% of participants in the final survey from the 2012 cohort thought of themselves as leaders, while 73% of participants in the final survey from the 2013 cohort indicated they thought of themselves as leaders after participating in YLP programming. *For more information please see Annexes H, I and J for the KAP Survey Reports.*

Right after the open classes, alumni jointly with civic educators, initiated and conducted open classes for non-YLP youth to exercise their newly gained theoretical knowledge and improve their teaching skills before the start of the civic education courses. Overall, 137 (81 girls and 56 boys) youth participated in the civic education open classes provided by YLP alumni and civic educators throughout nine youth centers within the targeted regions. Through this activity YLP was able to produce a cadre of formal educators, as well as youth with sufficient experience and skills to deliver informal civic education courses and after school activities not only during the program cycle but in the future upon completion of the YLP.

Target Communities	**# of Youth Participating in the Open Classes**
Khorogh	15 girls
Pastkhuf	20 (15 girls, 5 boys)
Porshnev	8 (6 girls, 2 boys)
Total	**43 (36 girls, 7 boys)**
Garm	15 (8 girls, 7 boys)
Navdi	11 (4 girls, 7 boys)
Boqi Rahim-zoda	10 (4 girls, 6 boys,)
Total	**36 (16 girls, 20 boys)**
Penjakent	25 (13 girls, 12 boys)
Loiq Sherali	16 (8 girls, 8 boys)
Khalifa Hasan	17 (8 girls, 9 boys)
Total	**58 (29 girls, 29 boys)**

2.6 – Support Network of Regional Youth NGOs

One of YLP's objectives was to work through the ISI grantees to establish a virtual network between the target youth to ensure that individuals and groups stay connected to the program and to each other.. In order to achieve this objective, Counterpart provided training for 12 youth participants from three target regions on basics of internet and web browsing. This capacity building initiative was held from September 11 to 13, 2013, through a Technical Activity Grant to the Public Organization (PO) "Khoma". Via high-tech training, YLP staff and the ISI grantees established a virtual network between target youth to ensure that individuals and groups remain connected to the program and its activities. In addition, through Youth Action Grants youth purchased the necessary technology needed to maintain consistent access to the internet and to establish email accounts to disseminate YLP program brochures, program updates, events, grant announcements, and other similar products. Young leaders learned how to design, navigate and maintain internet sites. As a result of the training, the ISI partners and target youth uploaded ongoing activities on Facebook and kept their webpages active as a platform for blogging and discussion.

As part of outreach capacity-building, YLP supported the ISI grantees in developing website content and outreach skills of participating partners to increase their web presence, including through social media sites such as Facebook and Twitter. As a result of YLP's support in the development of websites for local partner organizations, all three partners have their own websites: www.marifatnoki.tj; www.zanonisharq.tj and www.khrad.tj. The websites are designed to target both

local and international audiences. Therefore, content is available in English and Russian languages, in addition to Tajik. The information on these sites aims to help partners expand their network.

Throughout FY 2013 and FY 2014, YLP successfully conducted regular Skype conferences between the target youth to promote the youth national charter in three target regions and connected them with each other through a virtual channel. It should be noted that, this was the first time that young people had the opportunity to communicate and coordinate youth activities broadly. These types of communication enabled young people to exchange ideas, activities, and approaches from their peers in the regions and introduce them within their local communities. Through facilitating communications between the youth of the three target regions, YLP staff noticed how encouraging the exchange of ideas and experiences is for the participants, who are eager to share feedback and recommendations with their peers on dealing with issues related to implementation of Youth Charter.

The Young Leaders Program Facebook page and the partner organizations' websites are currently used for posting the conducted program activities and announcements related to YLP activities as well as the activities and news of local youth NGOs; international organizations; and members of the youth stakeholder group. Healthy competition among the youth in target areas became a good motivation for the YLP youth to disseminate useful and interesting information about project achievement for a wider internet audience around the world. It became a good practice for YLP youth to develop success stories accompanied by photos, description of activities, and links to the interesting and useful website information. The Facebook page will remain operational and will be moderated by the selected Focal Points among YLP youth from three regions.

IV. GENDER INTEGRATION

Counterpart and its partners paid special attention in the YLP program to gender mainstreaming of the program activities throughout the entire program phase and collecting disaggregated data on gender to assess achievements.

First, the Counterpart Gender Specialist Ms. Jenn Williamson assembled the main YLP materials that form the foundation for the civic education and after-school activities. This was done to ensure that the informal civic education course handbook and after-school activity guide captured gender components. The revised handbook provides some guidelines and instructions for civic educators on how to make activities more participatory and how to work with their classes to effectively establish ground rules and make sure those ground rules are gender sensitive and equitable. It also includes exercises to lead the civic educator through a more participatory approach to helping students identify local female and male leaders in their communities and providing them with the leadership skills necessary to inspire and motivate peers, with female leaders promoting open discussion of particular problems and challenges that face girls and young women in their communities.

Another approach was to ensure a gender-sensitive selection process of YLP participants. Certainly the main criteria for selection of YLP participants throughout the program years was merit-based, but considering the realities and gender relations within conservative communities in the target region,s empowerment of girls through partcipation in similar inititaives and assuring their equal access was a major priority. Thus CSOs partners and YLP strove actively for equal participation of boys and girls in

the program. One of those conservative communities among the YLP target regions in which the girls` school dropout rate is very high was Rasht Valley. According to the statistics provided by a Rasht-based local partner organization, from FY 2011 to FY 2014, after participating in the YLP youth activities, the number of girls pursuing higher education increased from 11 to 56. This is especially important considering that in regions such as Rasht girls tend to be more passive due to societal pressure and patriarchal stereotypes.

YLP young girls exhibited great enthusiasm in addressing communities' needs through developing small projects within the framework of Youth Action Grants. For instance, a small project on organizing sewing courses within school buildings in the remote area of Penjakent was very attractive for girls of this community, since due to long distances families are reluctant to allow girls to attend courses in the city or other districts. Additionally, the boys and girls in the implementation teams shared roles and responsibilities equally. More often, girls were leading and showcased more creativity than boys.

Throughout the program period, 950 youth was covered with YLP activities; among them 532 were girls. The highest number of girls' participants was seen in Badakhshan - 68% (there were 214 girls out of the total number of 312 participants). Based on the analysis of the program results, YLP derived lessons learned on the gender integration process as well. As it appeared, due to different factors, boys in Badakhshan are more reluctant to participate in similar programs. Therefore, in the future programming this can be taken into consideration when designing and implementing programs in Badakhshan, and the focus on equal participation should be shifted from girls to boys in this region.
An observed change in perception of traditional gender roles among girls was another positive impact of YLP. Active participation of girls in the program contributed positively to the girls` understanding and appreciation of themselves as young and capable members of their communities, which increased their self-confidence and awareness of their rights. Among girls surveyed in the Knowledge Attitudes and Practices (KAP) survey, 76% of participants indicated that they were very satisfied with life, 21% indicated they were fairly satisfied with life, and only 3% indicated they were fairly dissatisfied or very dissatisfied with life in the final survey. This indicator is especially important for conservative communities and in the light of the relatively high percentage of youth suicide in some of the regions.

The change in perception is also noticeable in boys which, in turn, will potentially improve the overall gender situation in the communities. Among respondents in the baseline KAP survey, in the question on factors that make up a democracy, a majority strongly agreed that freedom of the press (67% agreeing), free elections (83%), and equal rights for women (80%) were absolutely necessary in a democracy. In the final survey, respondents increased their belief that these institutions were absolutely necessary for a successful democracy, with 85% agreeing that freedom of press, 92% free and fair elections, and 92% equal rights of women were absolutely necessary for a successful democracy. It is worth mentioning that the change in traditional perception of equality among YLP alumni, especially boys, transformed into new initiatives that positively contributed to the advancement of equal rights and zero tolerance to gender discrimination. *For more information please see Annexes H, I and J for the KAP Survey Reports.*

An alumnus of YLP from jamoat Loiq Sherali, Muyassara Usmonova, was one of the leaders who supported the establishment of a new youth non-governmental organization, which received funding from the Embassy of the United States of America in Dushanbe, Tajikistan, and started its activities from October 1, 2014. Among the activities of the NGO during this quarter was conducting research

on the tendencies of family problems leading to divorces, domestic violence and other gender-based discrimination.

Gender mainstreaming was also pursued by target youth when designing and implementing small projects through Youth Action Grants. Among the most successful examples was a project aimed at contributing to rebuilding of the road around a kindergarten in GBAO and the small playground inside the kindergarten. The system of preschool education and kindergarten is in bad shape in Tajikistan due to a severe lack of finances. Generally it is the mothers who take children to kindergarten in the mornings and take them back home in the evenings. Considering the extreme weather conditions in GBAO, roads to the kindergarten are in poor condition and not safe in the winter. The Youth Action Grant projects helped to make the roads safer through repairs, which cut down on the time needed by women and children to get to school. Additionally, improved conditions of kindergartens generally lead to more willingness of women to leave children there and acquire formal jobs. Women cannot compete for better jobs due to long breaks of maternity leave and child care and, consequently, cannot contribute to family income. Projects like this have an impact on improving the economic situation of women in target communities.

In the final phase of the program, gender was also integrated into the assessment and analysis component. This was done through conducting focus group discussions to measure and analyze effectiveness and relevance of the YLP Youth Civic Education and Programming Framework. The key participants in the focus group discussions spoke in detail on the effectiveness of the framework and provided concrete examples of the program's influence on girls and boys in each region, outlining the change in perception and understanding of gender roles, gender equality and gender discrimination both within youth groups and communities in general.

According to the focus group participants, the Framework implemented throughout the program essentially contributed to the re-shaping of gender stereotypes within traditional communities. Girls` activism in their communities was realized through implementation of small projects via YLP Youth Actions Grant. The conducting of advocacy initiatives and observation of independent individual successes were seen as a positive shift in the societal perception of girls` roles and responsibilities. The change in attitudes and perception towards gender elements was also noticed by the YLP staff, especially in the more conservative regions like Rasht. In Rasht, in comparison to the previous years, the change in community perception of gender equality is essential. It was interesting to observe and document this shift during discussions with YLP participants, where even the more evenly gender-distribution of the audience already demonstrated a change in perception among boys as well as a clear gaining of confidence by girls.

V. IMPLEMENTATION ISSUES

Ministry of Education's Decree

On October 8, 2012, the Ministry of Education of the Republic of Tajikistan (MoE) released an order prohibiting international organizations from hosting youth seminars, conferences, and other relevant events during the school year (with holidays being an exception). This order presented a number of challenges to youth programs operating in Tajikistan, most notably limiting the time available to implement youth-centric activities in a given year. This order prompted very fierce discussions amongst donors and implementing organizations, as well as amongst local implementing organizations

specializing in youth development. In an effort to quell public dissent, the government deployed the Deputy Minister of Education, Farhod Rahimov, who claimed the sole intention was to ensure that students remain fully engaged in their education during the school year. Informally, representatives from various government-funded school systems and international organizations were given warnings not to disregard the decree. Additionally, school administrators were obliged to provide the Ministry with a detailed list of events planned for the school year, as well as a list of students participating in those events.

To address this challenge, YLP emphasizes its focus on after-school and out-of-school (meaning holiday periods) activities which are allowed by the decree. Also, YLP continued to invite the MoE staff to participate in YLP events as a key stakeholder. By doing so, YLP continued to ensure government support to the program despite this and other regulatory decisions that could be undertaken by the MoE and other ministries.

Girls' Participation

It was challenging to attract girls to the program in Rasht Valley. The YLP program was designed in a way that girls would be engaged in the activities after school during a time when they traditionally help with the house chores at home. Additionally, some of the parents were reticent to include their daughters in activities that included travel – summer camps, conferences, and debate tournaments for example - and did not welcome it at first. Therefore, all ISI grantees including PO Marifatnoki conducted meetings with the parents, explaining the conditions and convincing them that the program would be safe and transparent, and prove a transformational experience to their daughters. Most parents became positively inclined after these meetings, as they were shown respect and given personal assurances of safety from the participants and mentors. Every summer camp and conference also involved receiving written permission from the parents, which was important for the ISI grantees and parents alike. After the first year, it became easier to involve girls since targeted communities witnessed the results of the program during the first year and started appreciating the opportunity given for girls.

Staff Turnover

Staff turnover was another big challenge for Counterpart. Considering the program scope, Counterpart staff continually faced pressure and a heavy workload due to the program's ambitious workplan and challenges associated with implementing a labor-intensive project in three disparate regions of the country. This situation became exacerbated during the time of staff turnover, which can happen in any project though particularly affected one in which staff size was modest to begin with, and which featured key specialists. During the entire program implementation phase, YLP directors changed three times, the Youth Coordinator in Dushanbe changed three times, the Youth Coordinator in Badakhshan changed two times and the Grant Manager changed three times. There were various reasons for the staff turnover although it did take time to find suitable replacements that had both the knowledge and practical implementation skills to effectively fulfill the position requirements.

Registration

In December 2011, Counterpart International in Tajikistan initiated a dual process to liquidate its existing registration under the MoJ as a public entity, and re-register with the Tax Authority as an affiliate organization. These actions were prompted by a change in Tajik law which requires international organizations to be formally registered with the Tax Authority, as opposed to the MoJ.

By early March, Counterpart successfully liquidated its existing registration with the MoJ, and on March 4, Counterpart formally submitted its application for a new registration to the Tax Authority.

Following several weeks of review by the Tax Authority, the agency determined (based in part on local pressures existing between the Tax Authority and the MoJ) that they were not the appropriate entity to process our application and directed us back to the MoJ to re-apply for an Affiliate registration. Counterpart notified USAID immediately to both inform the mission of the internal political situation between the MoJ and Tax Authority, as well as to seek guidance and support. Following discussions USAID, Counterpart decided to re-apply with the MoJ.

Because Counterpart was caught in a situation in which its old organizational registration was liquidated and the new registration was pending, an executive decision was made in early August to limit our direct activities until our re-registration process was complete. Counterpart ordered all staff to work remotely from home to avoid any last minute complications with the Ministry of Justice, which has a history of denying applications submitted by local and international NGOs working with youth in Tajikistan.

Ultimately, after nearly nine months of continual pursuit, Counterpart successfully obtained its newly updated registration as an Affiliate organization on August 27, 2012 through the Ministry of Justice, bringing closure to this outstanding matter. For those activities that were delayed, YLP worked with USAID, local partners and beneficiaries to re-establish new timelines for activities and deliverables for FY2013 to ensure all objectives were met in a timely and orderly fashion.

VI. BEST PRACTICES, CHALLENGES and LESSONS LEARNED

Best Practices:

- During the program implementation period from April 29, 2011 to April 29, 2015, the Young Leaders Program (YLP) reached out to over 13,601 beneficiaries directly or indirectly, among whom 950 were core participants of the program (YLP had set 900 as a project target, a figure exceeded by 50 over the project's lifetime). During the entire period of the program implementation $383,692 in grant investments was spent to contribute to the achievements of the program`s goals. Illustrative examples include:

    - YLP supported building water infrastructure for a school in Penjakent aiming to provide 2,050 schoolchildren and teachers with clean water. These 2,050 people are direct beneficiaries of the program as they have constant access to this water, but there live 500 people in the area, who also make use of this newly built water infrastructure. These 500 are indirect beneficiaries of the program;

    - YLP ISI grantees organized an event for 20 children with disabilities in Khorog city. An additional 10 people (adults) attended the event to enjoy the program offered by the grantee. These 10 additional attendees are considered indirect beneficiaries of the program.

- A total of 950 core beneficiaries representing targeted youth were involved directly in the program through the civic education course and after-school activities program. These young people strengthened their understanding of good citizenry, sense of responsibility and volunteerism, leadership potential and community service. They represent three isolated regions with scarce resources and limited access to opportunities for development of youth assets. These young people were equipped with the necessary theoretical knowledge and were given an opportunity in the form of special grants for implementation of small community projects to test and showcase their leadership potential and responsiveness towards community needs.

- Thirteen thousand six hundred and one (6,188 male, 7,413 female) direct and indirect beneficiaries benefited from YLP Youth Action Grants that provided clean water infrastructure; established recreational centers; renovated run-down youth sports facilities, and organized vocational clubs to promote skill building.

- Nine regional and one National Youth Charters were developed by the YLP young participants that encouraged youth civic-participation, raised awareness among local communities on environmental issues and engaged local governments in tackling these challenges at the regional level.

- YLP opened nine youth centers in 2012 to serve as the central venue for youth to engage in constructive discussions regarding local needs and plan interventions. Each youth center was fully equipped with supplies and space needed for participants to implement an attractive mix of intellectually stimulating learning and recreational activities such as sport games, competitions, and movie clubs. These centers will be functional upon completion of the program and YLP focal points among youth alumni will be responsible for ensuring the sustainability and further work of the centers.

- One of the major highlights of the YLP is development and promotion of the consolidated report on "Local and International Best Practices in Youth Leadership and Civic Participation", a catalogue which serves as a mapping document of interventions with youth and civic education in Tajikistan and for all relevant stakeholders. On the basis of the data collected for this catalogue, the YLP Civic Education and Youth Programming Framework was developed and finalized during the program, which became a roadmap for how to conduct youth development activities in the country and represents an informal policy document that youth organizations, schools, policy makers and other major stakeholders can rely on while making important decisions on youth activation and mobilization approaches. The methods and approaches outlined in the Framework were fully tested throughout implementation of YLP. These two major documents were broadly distributed among all interested parties and will remain in the country to serve as tools for further improvement and promotion of civic education and youth programs.

- During its implementation the program secured the support of, and successfully cooperated with, relevant governmental structures such as the Ministry of Education and its local branches, the State Committee on Youth, Sport and Tourism and its local branches, the Academy of Education, Teachers Training Institute and the Center for Strategic Research under the President of Republic of Tajikistan. Fruitful cooperation was achieved with all members of the

Youth Theme Group Meeting, a platform gathering local and international organizations working on youth related issues in Tajikistan.

- YLP successfully cooperated with the Public Organization (PO) ”Marifatnoki” in Rasht Valley, PO” Women of the Orient” in Zerafshan, and the PO “Khirad ” in Badakhshan which were among the main program implementation partners through the ISI grants during the entire program cycle. These organizations were able to improve their work and operation by participating in YLP-organized tailored trainings. The final organizational development assessment demonstrated progressive change in the capacity of these CSOs to design and implement programs for youth. The OD methodology developed by Counterpart and used throughout the program to assess the progress of the ISI grantees will remain as a useful tool for them to further assess and modify their organizational performance for further improvements.

- The Public Organization “Khoma”; Public Organization “Madad”; Public Organization “Initiative Youth of Tajikistan”; Public Organization “Rohnamo”; Civil Society Alumni Center of the University of Central Asia, and PO “Devashtich”, “Tajikistan free market” were engaged in the program through implementation of TA grants, sharing their experience and building the capacity of the three ISI grantees and the target youth on various aspects, such as leadership and management, public relations, and marketing. Two of these organizations were also involved through the Exchange and Initiative grants in the program.

- The PO “Youth of the 21st Century” and PO “Subhi Kuhsor” were engaged in the program through the Exchange and Initiative Grant to organize summer camps for targeted youth, at which they learned leadership skills and how to become active citizens, both in the regions and on a national level. Due to the immense effort of these organizations, it became possible for YLP to organize six summer camp events connecting 270 young people with their peers.

- Two Youth Conferences with the involvement of 120 participants were organized during the program implementation phase, which included the fruitful cooperation and support of UNFPA, OSCE office in Tajikistan, Eurasia Foundation, PO “Peshraft,” PO “Manija,” PO “Young Leaders,” GIZ, IREX, and the Aga Khan Humanities Project of the University of Central Asia, all of whom contributed to the thought provoking panel discussions and effective conference resolutions.

Challenges encountered by this project:

Obtaining Government Buy-in

One of the major challenges of this period faced by Counterpart was the need to obtain letters of support from the Ministry of Education and the Youth Committee to support the implementation of our activities in the target regions. Counterpart’s YLP team and the ISI grantees effectively promoted the program goals and activities among the local government representatives, including those from the abovementioned ministries. As a result, the program obtained a sufficient level of support by early 2012 to initiate the focus group sessions. In January of that year Counterpart succeeded in obtaining all necessary letters of support from the relevant government stakeholders to support the formal launch of the program activities in each of our nine target communities, beginning with the afterschool activity

program initiated in February 2012. This process of official approval was not guaranteed, and required significant advocacy efforts directed towards high level GoRT officials by Counterpart. Additionally, The YLP team extended invitations to GoRT and local educational officials to attend YLP activities in order to secure support and buy-in.

Sub-grantees: One of the Technical Activity (TA) sub-grantee, Public Organization "Niso," refused to sign its subaward and implement the projects due to the serious health issue of the head of the organization. To mitigate the issue, the YLP reached out to four (4) TA grantees that had been already approved by USAID and requested a concept paper and budget on expanding their coverage area or increase their deliverables for a second grant for an amount up to $4,000. After the concept papers were reviewed and the project selected by the YLP team, it was submitted to USAID for approval. The approval was received on August 21st and the grant activities implemented by "Tajikistan Free Market Center" were completed by the end of the FY2014.

Another approved grantee, Public Organization "Initiative Youth of Tajikistan," was unable to complete its project within the timeframe provided in the TA Grant Agreement. Considerable delay was imposed in obtaining permission from the Ministry of Education of the Republic of Tajikistan for schoolchildren from the program's target regions, including Khorog, Rasht and Penjakent to participate in Dushanbe's democratic elections while in school as scheduled. PO "Youth Initiative of Tajikistan" completed only the preparatory work within the timeframe of the TA Grant Agreement. Hence, YLP developed a new TA Grant agreement for PO "Youth Initiative of Tajikistan" to complete the remaining activities and submit it for approval to USAID. Following the approval of USAID and the signing of the new TA Grant agreement, the project was successfully completed in September.

While the implementing partner organizations continued making progress in the program implementation, the ISI grantees demonstrated lack of discipline in ISI grant reporting. One of the most serious factors holding back the OD progress was lack of commitment to improve the overall management of the organization, which created additional challenges for the program. To tackle this issue, the YLP staff increased site visits to the partner CSOs who were experiencing financial and management issues.

Weather conditions: During the lifetime of YLP, grantees often faced weather challenges as the cold winters made it difficult to conduct trainings for the new YLP cohorts in the targeted areas. A solution to this challenge was to provide ovens, heaters, coal, and wood to provide heat in the remote YLP centers. The severe weather and potential hazards on the rural roads also presented logistical challenges for YLP staff to travel to the target regions in January. To address this challenge, the YLP staff provided online technical support to the ISI grantees, particularly on holding online TOT refresher sessions on civic education and financial reporting to make sure that the documents meet USAID and local law regulations including vetting checks, budget tracking, and grant-making as it relates to the selection and awarding of YA grants at the local level.

MIS reporting: Timely updating of MIS with data from activities conducted at the local level was a continuous challenge due to the fact that the new staff members could not provide sufficient assistance to ISI partners in regular updating of the system. To address this challenge, the Grants Manager helped to deliver Management Information Systems (MIS) training to the new program staff.

Knowledge Attitude and Practice (KAP) Study: KAP studies were an important part of program assessment and evaluation during the course of YLP. At times it was challenging to receive responses from participants, however. For example, during the final KAP study, only 57% of the YLP participants completed the forms. The reasons for this low level of participation included mainly that the older participants moved to cities to study at the universities or colleges and some other children moved to different places to live with their families, making it very difficult to contact them or keep in regular communication, in spite of the availability of social media or other forms of electronic communication, as interviews were to be conducted in person.

Implementation of the Framework: Presenting and receiving support for the Framework by the government was a challenge throughout the life of the program, given the GoRT's initial reluctance to embrace outside, extracurricular initiatives. The YLP staff worked tirelessly to establish and maintain positive relations with government entities throughout lifetime of the project, and in the end obtained the Academy of Education (AoE), and the Committee for Youth Affairs, Sports and Tourism's buy-in for the process of drafting the Youth Programming and Civic Education Framework and posting the YLP Civic Education materials in the AoE website for local and international stakeholders. There were a number of questions regarding the utility and implementation of the Framework, and initially doubts by the government of the Framework as a useful tool, but by the final year of the Agreement GoRT buy-in was achieved and a plan of implementation and follow-up established, setting the stage for post-YLP continuing cooperation and compliance with Framework objectives between CSO partners and GoRT education officials.

Lessons learned:

During the course of implementing this four-year initiative there were numerous challenges and opportunities that arose which required careful planning and problem-solving, as outlined above. Along the way the YLP team, experienced in managing innovative programs and overcoming hurdles in Tajikistan associated with official bureaucracy, local attitudes, and a myriad of logistical concerns that appeared periodically, derived a number of lessons that benefitted the implementation of YLP itself and will further be of value to educational and other types of assistance work in the country. One such lesson ascertained during the first year of implementation was the need to involve the Government of Tajikistan in the project at an early stage. Specifically, for work at local levels to be successful, or even possible, in the present climate governmental partners need to be on board and assume a degree of ownership of project activities, This was apparent in the implementation of the youth programming Framework, which was eventually accepted and adopted by the government after years of discussion. The Framework was presented early on in the project but it took time for the government to embrace the concept and link it with the Ministry of Education's own academic curriculum. They needed time to "make it their own" and see the advantages of a unified approach to youth civic education. While by end of YLP the Framework was an active concept vis-à-vis the government, it is likely to need continual reinforcement in order to operationalize it. There are trained youth coordinators and local partners who will champion the approach, and key persons inside the Ministry of Education who will continue to actively pursue its implementation, though periodic monitoring would be valuable in this regard. Thus, the need for direct collaboration with national government institutions such as the AoE and the Youth Committee was essential, so that they willingly wanted to work with YLP on a consistent basis and accept and support YLP's initiatives.

On the local level of project implementation, work with youth requires, at a minimum, acknowledgement by the Hukumat of the activity. As work with young persons is a quite sensitive area, in which numerous international organizations have delved, the support of local authorities is paramount, whether official or informal. With the work of INGOs becoming more challenging due to newfound governmental restrictions and pressure, and local partner work becoming more problematic due to copycat laws on dealings with "foreign agents," careful planning and sufficient lead time are critical to getting an initiative off the ground, let alone conducting an activity to a successful conclusion. During project implementation it may be necessary to revise expectations or adjust approaches should key government partners erect barriers inhibiting completion of objectives; YLP adroitly navigated the vagaries in local government attitudes and deployed senior persons from Dushanbe to meet with the local authorities in order to troubleshoot problems as they appeared in the course of the program.

Another lesson learned is that for the project activities to have maximum impact parents of students need to be involved, in order to support the participation of their daughters and sons. It is also important for parents to have buy-in and understand what kinds of activities their children are engaged in and how they are important for their future success. Direct contact with parents helped to de-mystify what the students were learning, and helped to navigate through some of the more challenging socio-cultural aspects of youth empowerment, particularly as included girls. Gender bias was still prevalent throughout the project, as it is in society in general, such as the role women play in decision-making. YLP recognized this bias and designed activities to help promote girls' empowerment and equal access to project activities and opportunities, so much so that girls were more often leaders in their activity groups and were more numerous as participants in many locations than boys.

As concerns practical implementation of project activities, numerous lessons were derived. One such was the need to divide youth into separate age groups. YLP experience indicated that when youth between the ages of 13-17 are placed in the same group, one of two outcomes occurs: In one scenario, older youth tend to gravitate towards one another, alienating younger participants from discussions and activities. Alternately, in circumstances where young participants outnumber older ones, older participants are less inclined to work with younger participants thereby reducing their overall participation in the activity. To address this issue, YLP will establish a new course structure in the coming fiscal year. This structure will include two separate courses that offer the same coursework to youth between the ages of 13-15, and another for those in the 16-17 age range.

Initially, YLP planned on reaching 300 youth per year over the course of the three years beginning in 2012. While this approach was sound in theory, in practice, it required that YLP spread an already thin amount of resources over a broader population, with no guarantee that such an approach would necessarily lead to longer term impacts. Therefore the lessons was learned that a revised approach is needed where the impact of the program is maximized over the long term by redirecting its attention to the new incoming class of youth, while carving out specific roles for legacy youth who are carried over from the previous program year.

An additional learned understood during project implementation is the need to establish a virtual network between targeted youth to ensure that individuals and groups maintain a connection to the program and its activities after completion. In addition, it was very important to provide organizational capacity building of Technical Activity (TA) and Exchange and Initiative (EI) grantees to address any

new or existing operational or technical capacities gaps, that prevent the implementation of Youth Programming in Tajikistan through monitoring and evaluation, and the revision of project approaches in a way that will maximize the impacts of the program over the long term to make them more responsive to local conditions and realities.

Lastly, it cannot be underestimated how important YLP alumni were to making the experience for new participants successful. YLP students from year one of the project were invaluable as peer mentors as leaders for successive participants, as many remained engaged through online forums as well as volunteering their time to work with younger students during the program. This type of peer leadership was particularly valuable for girls, as by demonstration effect they could see for themselves how much girls could achieve with the right motivation and empowerment. This will be a key going forward to the long-term success of the project, and local partner organizations should continue to involve YLP alumni, as should the Ministry of Education, to continue the gains established in civic awareness and activeness through the three years of this project.

VII. RECOMMENDATIONS FOR FUTURE PROGRAMMING

Increase collaboration between youth related local CSOs and the regional branches of the Youth Committee. Future programs should deepen collaboration between local CSOs and Youth Committee at the regional and district levels as a means of providing more resources and much needed space for youth to come together, discuss and implement their ideas and programs, as well as extending CSOs assistance to youth in the remote areas. Given the physical assets that the committee can provide and, at times, making funds available for youth for implementing small development projects, enhanced collaboration between the two parties would be a step further for supporting youth development in the country.

Cultivate greater cooperation with parents. One of the challenges that the program experienced during involving youth in its civic-education courses and extracurricular activities was parents' reluctance to let their children participate at the programs. This was an issue, particularly, when it came to participation of young girls in the program. Future programs should include a component on working with parents - making them understand the benefits of the program and also involving them in some of its activities. The component could include providing trainings for and organizing discussions with parents on youth development issues.

Extend time for the Youth Civic Education program's sessions. During YLP two hours for learning was allocated to each of the ten topics within the Youth Civic Education program. Future programs should consider allocating more time for each of the sessions. In particular, for topics such as "Conducting needs assessments in communities" and "Developing project proposals," at least, four to six hours is needed to enhance the students' understanding of the topics and improving their skills to do better during practical sessions and be more successful in developing and implementing Youth Action Grants.

Continue engaging local CSOs in developing youth related programs and projects. Participation of the ISI grantees in reviewing and providing feedback on the YLP Youth Civic Education and Programming Framework during the second year of YLP had helped significantly to successfully implement the modules of the Framework in the regions. Engaging local implementing partners in

developing these programs helped the partners, first of all, to better understand the concepts that are new for them, the program in general and its objectives, as well as to make it easier for the young participants to understand the course.

*Divide young participants of the Civic Education program into two groups***.** The age difference of the YLP target group reflected the difference in grasping the program's materials by the young participants. For the participants of 13 and 14 years old it took more effort and time to understand the content of the program in comparison to their 15-17 peers. Future programs should divide the participants into two groups – 1)13-14 years old, and 2) 15-17 years old, as well as alter the trainings accordingly for each age group

Stimulate youth engagement in community development activities. Youth Action Grants should remain a central tool in promoting active citizenship among youth. Local youth, especially in the remote areas still have little opportunities to get engaged in meaningful undertakings. YA grants allowed individual youth and initiative groups to learn and, most importantly, to put their knowledge and skills in practice supporting development of their peers and their communities in general. YA grants provided the youth with the opportunity to gain first-hand experience in developing and implementing development projects.

Enhance cooperation among partner youth CSOs from all the regions. Organize formal meetings between program's ISI grantees that focus on sharing experiences, knowledge, and best practices. TA and EI grantees should also participate in the knowledge sharing. This cooperation can be furthered by joint collaboration with the representatives of the Association of Youth Organizations in Tajikistan and improving youth advocacy campaign.

Encourage healthy competition to drive partner CSOs to achieve even more. Competition between CSOs fosters improved quality of service. The future programs should encourage competition through open and transparent evaluations that recognize and acknowledges leaders.

Develop local CSOs capacity. Future program(s) should continue trainings to improve the operations of the CSOs and develop technical skills of their staff members.

Engaging youth-led CSOs. It is vital to select CSOs that are youth-led and generally have focus on youth programming. For example, an the ISI grantee in the Rasht Valley, "Marifatnoki," was very successful in this regard, since its staff is comprised of young adults which, in working with local youth, enabled it to better understand the concepts and expectations behind and beyond YLP. Additionally the staff of this organization was highly educated in using all types of social media and other interactive technologies for outreach purposes as well as for teaching target youth the essential technical knowledge and communications skills that are required in today's world. Young people also seemed to better trust and interact with young peers at these organizations, as there was no age barrier complicating discussions of sensitive issues or sharing personal stories with the Youth Coordinators. This peer-to-peer interaction was one of the important factors explaining why youth in the Rasht Valley were very active, and impressed people every time they traveled to Dushanbe for conferences or other events.

Continue focus on remote rural areas. Program results show that youth in the remote areas have less access to youth developmental projects, thus have little opportunities for growth and are more vulnerable to the influence from radical movements. Future work should retain the focus on these parts of the country.

Build relationships with government institutions. Future programs should continue cultivating cooperative relations between the Ministry of Education, Youth Committee, local governments, youth CSOs and schools to promote youth development.

VII. PROJECT EXPENDITURES

The YLP project was completed on time and within the approved budget, with some variance across general categories in the summary budget that were within the approved budget line item flexibility.

Cost Category	Total budget	Total Expenses Incurred	Variance
Salaries & Fringe Benefits	$768,741	$756,425	$12,455
Travel Expenses (Int'l and National)	$108,387	$131,015	$(22,628)
Consultants	$31,763	$48,126	$(16,363)
Other Direct Costs	$130,837	$110,891	$19,946
Equipment	$14,591	$8,098	$6,493
Grants	$383,970	$383,692	$278
Total Direct Costs	$1,438,289	$1,438,247	$42
Indirect Costs[5]	$311,711	$311,753	-$42
Total:	**1,750,000**	**$1,750,000**	

[5] Current NICRA:

a) Counterpart has applied 29.78 percent final rate for FY 2012 and 26.52 percent provisional rate effective FY 2013 until amended of total program and sub-handling costs excluding in-kind contributions, subcontracts, subgrants and pass-through costs.

b) Counterpart has applied 3.55 percent final rate for FY 2012 and 4.78 percent provisional rate effective FY 2013 until amended of total subcontract and subgrant costs.

TAJIKISTAN YOUNG LEADERS PROGRAM

Community Selection Report

Submitted To: USAID/Central Asian Republics

November 4, 2011

Grantee: Counterpart International

Cooperative Agreement Number: DFD-A-00-09-00141-00
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TABLE OF CONTENTS

TABLE OF CONTENTS 2
LIST OF ACRONYMS 3
EXECUTIVE SUMMARY 4
BACKGROUND AND CONTEXT 5
METHODOLOGY 6
- **ZARAFSHAN VALLEY** 7
- **RASHT VALLEY** 11
- **BADAKHSHAN** 14

CONCLUSION 17
ATTACHMENT 18

LIST OF ACRONYMS

CSO	Civil Society Organization
DOFG	Director of Finance and Grants
ISI	Institutional Strengthening and Implementation
NGO	Non-governmental Organization
PD	Program Director
USAID	United States Agency for International Development
YCB	Youth Coordinator-Badakhshan
YCD	Youth Coordinator-Dushanbe
YLP	Young Leaders Program

EXECUTIVE SUMMARY

Tajikistan Young Leaders Program (YLP) is a four-year initiative, funded by United States Agency for International Development (USAID) and implemented by Counterpart International (Counterpart). The **GOAL** of the Young Leaders Program is to support active, civically-engaged and socially conscious youth in Tajikistan and to provide them with the tools and experience to take ownership of their future and contribute to the development of their country. This goal is supported by two **OBJECTIVES**: (1) to increase youth involvement in promoting positive change in their communities; and (2) to improve the quality of youth services provided through government, donors and civil society organizations (CSOs). The program will work in at least **9 rural communities and district centers** in the three identified by need target regions of Zarafshan Valley, Rasht Valley and Badakhshan. These selected communities will be the target communities that YLP program activities will be applied through ISI grantees in each region.

In October 2011, YLP staff completed a demographic desk study ranking communities in each of the program's three regions vis-a-vis a set of criteria. Following the completion of this preliminary desk study, the program traveled to the regions to conduct community site visits designed to gauge interest of local stakeholders, residents, and youth, as well as to obtain initial community buy-in of the program and its objectives. The final selection of the nine (9) communities was based on the following criteria:

Community Selection Criteria

Type A (rural / remote) Community	Type B (larger / active) Community
• Not easily accessible to and from regional capital • Little to no prior international assistance • National government priority / support for working in community • Willingness of community leadership (government, teachers, youth, etc.) to participate in program • Existence of school, community center or other space for informal youth civic education and engagement activities • Demonstrated local government and local education administration support for program activities • Commitment to girls participation in program	• Accessible to and from regional capital • Past success in community activism and project implementation • Existence of active youth groups or other CSOs • High number of community assets for youth including sports grounds, parks, internet centers • Strong local commitment for adopting and modeling youth informal civic education activities • High potential for community contributions • Existence of economic activities or employment opportunities for youth • Commitment to girls participation in program

This report outlines Counterpart's approach to the community selection process and proposes the following communities for USAID's review and approval:

Zarafshan Valley	Rasht Valley	Badakhsan
Preselected: Panjakent	**Preselected:** Garm	**Preselected:** Khorog
Selected TYPE A: Loiq Sherali, Panjakent District	**Selected TYPE A:** Boqi Rahimzoda, Rasht District	**Selected TYPE A**: Pastkhuf, Rushan district
Selected TYPE B: Khalifa –Hasan, Panjakent District	**Selected TYPE B:** Navdi, Rasht District	**Selected TYPE B:** Porshinev, Shugnan district

BACKGROUND AND CONTEXT

Tajikistan is Central Asia's poorest nation with an estimated 70% of the rural population living in abject poverty. The country's economic challenges, combined with the still visible fault lines of a civil war, a rapidly deteriorating physical infrastructure, inadequate social service provision, and a political system that has not changed in form or process since the end of the Soviet Union, has created a volatile environment for Tajikistan's rapidly growing and increasingly disaffected youth. This unfortunate mix has placed Tajikistan at the top of many conflict and food security organizations' early warning lists. Furthermore, the geography and demographics of Tajikistan are both an asset and a tremendous challenge. This country of just over seven million people is 93% mountainous. The rugged countryside - due to poor roads, unreliable air travel and antiquated telecommunications - has mainly served to isolate mountain dwellers from each other, as well as from the country's urban centers, and has had an adverse effect on education, nutrition, healthcare and acceptance of other groups. This condition is exacerbated by poor communications infrastructure, worsened further by frequent power outages and electricity rationing.

Approximately half of Tajikistan's population is under the age of 18. Rural youth, in particular, face increasingly bleak prospects for a high quality of life, due to: an absent parent who has left the family for work in the capital or abroad; no quality schools within reasonable distance of their homes; lack of constructive extra-curricular activities; and isolation from the rest of the country and the outside world due to poor communication and transportation infrastructure. In their free time, socialization with other young people is limited to meeting friends for meals, watching television or movies, attending weddings or other celebrations and/or going to mosque. Disaffected youth in these circumstances are susceptible to engaging in crime, migrating for manual labor, early marriage and joining extremist religious or political groups.

The Tajikistan education system has been in a steady state of decline for nearly two decades. Rural regional schools lack resources, qualified teachers, academic books and other learning tools; and are dependent on traditional lecture and rote memorization instruction methodology. Public schools are not able to provide adequate compensation or incentives to attract and retain skilled teachers, most of whom have left the teaching field or have left the country in the pursuit of better jobs. Furthermore, schools (which offer only up to 5 hours/day of instruction for students) offer few opportunities for extracurricular activities to stimulate student learning, recreation, entertainment or community service. And although some schools in the cities have at least minimal computer equipment, that equipment often remains locked-up or unusable due to lack of electricity, and there is no one to teach students how to use the equipment. Internet access exists primarily in cities and district centers through home service and private internet cafes.

Many youth do not seek out opportunities for higher education due to distance, cost and lack of perceived quality. Unemployment is often cited as one of the greatest challenges facing Tajik youth nationwide. Many young people, especially men, leave Tajikistan to work abroad and send remittances to their families. Poorly trained and uneducated youth find it even more difficult to find employment abroad. In addition, most are unaware of immigration laws, their rights as labor migrants, or the legal and institutional mechanisms available to protect those rights. There is also an increase in the number of reported suicides among youth.

Much of rural Tajikistan maintains a traditional and very restrictive view of the role of women in society, including tolerance of forced and often early marriage (under the age of 18) as a way for parents to shift the financial burden of raising girls; prevention of girls' access to education; acceptance of domestic abuse; and unequal access to resources and opportunities for girls and women; all of which have a dramatic impact on their livelihoods and their ability to make a meaningful contribution to society.

The leaders we spoke with in the program's three target regions said that most youth there did not intend to complete higher education due to distance, cost and lack of perceived quality. By huge numbers, unemployment was reported as being the most serious problem facing young people in Rasht Valley, Zarafshan Valley and Badakhshan.

METHODOLOGY

A Community is defined by the program as a group of people who live in a specified geographical location, who share common needs and resources and have a desire to work together to resolve common problems and improve their overall quality of life. Two district centers, ***Panjakent and Garm***, as well as oblast center, ***Khorog***, were pre-selected by YLP at the onset of the program based primarily on their location and overall population size. The ***goal*** of the Community Assessment was to select the remaining six communities, two in each of the three geographic regions: one remote rural community further from the center, and one rural community that is less remote and has a larger, more active community. The methodology used by YLP to select communities was based on a three-step process, outlined below:

A. Development and implementation of a demographic desk study to consolidate population data and geographic location of potential communities.

Based on the findings of this study, YLP short-listed 7 to 8 communities (defined as jamoats) per region. These communities were then further segmented into sub-categories known as "**Type A**" and "**Type B**" communities, based on the following criteria:

a. Type A Community
   i. largely populated
   ii. distance from the district center must be greater than 20 km (assuming more than 40 minutes of travel by car)

b. Type B Community
   i. largely populated
   ii. distance from the district center must be less than 20 km (assuming up to 25 minutes of travel by car)

Communities (jamoats) were shortlisted based on their proximity to the pre-selected district centers (Panjakent, Garm and Khorog), to ensure YLP Institutional Strengthening and Implementation (ISI) Grantees are able to reach these sites and provide more frequent activities in each community. In both Zarafshan and Rasht Valley, YLP selected two jamoats situated in relative proximity to the district center. However, in the case of Khorog, the methodology had to take into account the fact that the nearest jamoats existed in not one, but several districts. Using the data obtained in the desk study, Counterpart selected three jamoats to visit in the following districts - Shugnan, Rushan, and Roshqala.

B. Conduct site visits to the preselected regional capitals and 7 to 8 short-listed jamoats in each region. Individual communities were ranked using the following criteria:

Type A (rural / remote) Community
- Not easily accessible to and from regional capital
- Little to no prior international assistance
- National government priority / support for working in community
- Willingness of community leadership (government, teachers, youth, etc.) to participate in program
- Existence of school, community center or other space for informal youth civic education and engagement activities
- Demonstrated local government and local education administration support for program activities
- Commitment to girls participation in program

Type B (larger / active) Community
- Accessible to and from regional capital
- Past success in community activism and project implementation

- Existence of active youth groups or other CSOs
- High number of community assets for youth including sports grounds, parks, internet centers
- Strong local commitment for adopting and modeling youth informal civic education activities
- High potential for community cost share and contributions
- Existence of economic activities or employment opportunities for youth
- Commitment to girls participation in program

In addition to the preliminary desk study and general application of these selection criteria, YLP project staff designed and used evaluation forms **(Attachment 1)** to capture additional qualitative and quantitative data to measure the size of communities and their overall willingness to support program activities. Specific types of information captured in these evaluation forms include, but are not limited to: (i) population; (ii) number of households; (iii) key areas of interest for local youth; and (iv) number of schools, parks, internet centers, youth centers or any other space for the informal youth civic engagement. YLP field staff interviewed community leaders, school administrators, youth between the ages of 13-16 years, and their parents. During each community site visit, YLP staff observed a strong interest and willingness from local youth to participate in after-school civic educational activities.

C. Final selection of 2 communities per region according to the findings of the community site visits and evaluation criteria. Submission of the selection for USAID's review and approval.

Following the on-site assessments and analysis of the community rankings, YLP selected two communities in each of the regions. Details and results of the community selection process are discussed in the section below.

Zarafshan Valley

Panjakent is the most remote district in the Sughd region, meaning access via normal transportation routes is either limited, or in some cases unavailable (due to climate conditions). Panjakent district, as it is commonly referred to, can be reached either through two high mountain passes (Shakhristan in the north and Anzob in the south) which connect the region to other major cities, including Dushanbe and Khujand, or through Uzbekistan. The road conditions in each of the mountain passes are poor, and present considerable risks to travelers going to and from Penjakent. In Winter (December - February), the Anzob pass is completely closed. The situation has slightly improved since 2006, since a limited number of vehicles were allowed to use the Anzob tunnel, a new route still under construction. The northern Shakhristan pass is presents similar challenges. While access to Panjakent through Uzbekistan is more reliable, political tensions between the Government of the Republic of Tajikistan and the Republic of Uzbekistan have continued to deteriorate, leading to strict visa application regulations and decreases in cross-border trade.

According to the latest population data available for the region, approximately 314,000 people inhabit Zarafshan valley; out of which approximately 220,000 live in the Panjakent district. Population growth is low (1.7 %), leading to increases in national and international labor migration to countries such as Russia and elsewhere in the region.

Counterpart has conducted a detailed analysis of the administrative boundaries, demographics and geography of the Panjakent district. Based on this analysis and for the purposes of YLP, apart from preselected community the Panjakent city, Counterpart is defining a community as a group of people living in Panjakent district with common social ties and development interests. This includes clusters of villages (kishlaks) and small administrative areas (jamoats).

Panjakent district has 14 jamoats and 141 villages. YLP classified all 14 jamoats as either Type A or Type B communities and selected seven jamoats for site visits.

Type A Communities

Name of Jamoats	Number of villages/kishlaks per jamoat	Number of Population	Distance from center	Short-listed Yes/No	Notes
Sarazm	22	26, 674	20	No	Sensitive geographic area, heavily controlled by government and the military. Local authorities will not cooperate with ISI Grantee.
Amondara	10	13,430	20	Yes	
Yory	9	18,969	22	No	Extremely isolated during winter, no bridge connecting to the main road, marshrutkas very infrequent.
Kosatarosh	10	18,590	25	Yes	
Shing	15	10,558	40	No	Extremely isolated, difficult to access even in summer.
Moghijon	12	19,548	50	No	Extremely isolated, during winter and spring seasons.
Farob	2	8,331	75	No	Sensitive area, small population size.
Voru	12	11,891	75	Yes	Far from Panjakent, but near the main road.

Loiq Sherali	7	17,858	25	Yes	Loiq Sherali used to be one of the administrative district centers in the Panjakent District. It has a developed infrastructure and is easily accessible.
Rudaki	13	18,521	50	No	Very remote.

Demographic data source: District Statistical Agency under President of Tajikistan in Soughd Oblast, January 01, 2011

Type B Communities

Name of Jamoats	Number of villages per jamoat	Number of Population	Distance from Panjakent	Short-listed Yes/No	Notes
Sujina	6	12,725	18	Yes	
Chinor	5	6,657	3	No	Small population size
Hurmi	11	10,354	8	Yes	
Khalifa Hasan	7	14,149	4	Yes	

Demographic data source District Statistical Agency under President of Tajikistan in Soughd Oblast, January 01, 2011

YLP field staff visited the pre-selected communities, interviewed community and local government officials, parents and children. Based on the observation and information received, the assessment team analyzed the communities against the predetermined criteria below:

Community Selection Matrix For Type A Communities				
Criteria	**Jamoat Loiq Sherali**	**Jamoat Amondara**	**Jamoat Kosatarosh**	**Jamoat Voru**
Not easily accessible to and from regional capital	✓	✓	✓	✓
Little to no prior international assistance	✓	✓ (UNDP)	✓ (UNICEF, UNDP)	✓
National government priority / support for working in community	✓	✓	NO	✓
Willingness of community leadership (government, teachers, youth, etc.) to participate in program	✓ One internet center, library, restoring a field for athletic activities	NO	✓	✓
Existence of school, community center or other space for informal youth civic education and engagement activities	✓	✓ One cultural center additional courses on sewing, computer centers)	✓ Some schools have extracurricular activities	✓ One library, one youth club (in bad condition)
Demonstrated local government and local education administration support for program activities	✓	✓	✓	NO

Commitment to girls participating in the program	✓ Very few, to work in schools, in medical centers or on the new construction	✓	✓	✓

Community Selection Matrix for Type B Communities			
Criteria	**Jamoat Hurmi**	**Jamoat Khalifa-Hasan**	**Jamoat Sujina**
Accessible to and from regional capital	✓	✓	✓
Past success in community activism and project implementation	✓	✓	✓ (UNDP, UNICEF, Agroaction)
Existence of active youth groups or other civil society organizations	NO	✓	✓
High number of community assets for youth including sports grounds, parks, internet centers	✓ Has one a modest youth center, one stadium, and one library	✓ School grounds available to female youth engaged in weekly dance lessons	NO
Strong local commitment for adopting and modeling youth informal civic education activities	✓	✓	✓ (some schools have a spare room for informal education)
High potential for community cost share and contributions	NO	✓	✓
Existence of economic activities or employment opportunities for youth	No (extreme labor migration)	Very few (extreme labor migration)	NO (extreme labor migration)
Commitment to girls participation in program	✓	✓	✓

**Girls playing basketball in Gusar Village of Loiq Sherali Jamoart.*

As a result of the site visits conducted in the Panjakent district, the following jamoats have been selected:

TYPE A: Jamoat Loiq Sherali

Loiq Shearli is remote, but has the most densely populated village, Gusar, formerly the district center. Gusar has two secondary schools and one vocational school. Gular can be used by the YLP as the center of its youth civic education and after-school activities. Youth from the neighboring villages study in Gusar, and the village has a high youth population density. Moreover, ISI Grantee will have easy access to this area, and can even use marshrutkas to travel to Gusar.

TYPE B: Jamoat Khalifa-Hasan

Khalifa Hasan is close to Panjakent City, and has a large cluster of villages that are located in close proximity to each other. Hukumat of Panjakent District recommended Khalifa Hasan Jamoat, because the jamoat has active youth and a lack of international, as well as government sponsored youth programs. Local leaders contribute personal funds to invest in local infrastructure and communications resources in support of youth activities. One of the villages offers dance classes to youth, while a local brick factory provides employment opportunities to the community as a whole.

Rasht Valley

Rasht Valley is located in the south eastern part of Tajikistan and encompasses a significant portion of the Region of Republican Subordination, including the six districts of Jirgatol, Rasht, Roghun, Tavildara, Tajikobod and Nurabad. The length of Rasht valley exceeds 250 kilometers. Access from the north is limited, depending on the time of year with the mountain ridges of Matchinsky and Alaysky. Within the Rasht valley, there are 12 jamoats, with a total population of 350,000 people. Because of the regions difficulties, in terms of access and poor communication infrastructure, Rasht valley is considered as one of the poorest and most underdeveloped regions. Individuals between the ages of 15-49 comprise of 52% of the total population. This segment of the population is also the most economically active. More than 50% of the male population between the ages of 15-49 leave the region in search of as migrant laborers.

Rasht district has 12 jamoats and two settlements – Garm and Navobad. YLP classified all 12 jamoats as either Type A or Type B communities and selected 8 jamoats for site visits.

TYPE A Communities in Rasht District

Name of Jamoats	Number of villages per jamoat	Number of Population	Distance from Garm	Short-listed Yes/No	Notes
Shahraki Navobod	14	14,308	22	No	Sensitive area, Military and Security Forces presence due to recent unrest
Boqi Rahimzoda	21	10,680	21	Yes	Large population size, international programs coming to an end
Tagoba	9	5,316	31	Yes	Not easily accessible
Hoit	14	6,463	67	No	Very distant
Yasman	23	5,403	72	No	Very distant
Obi Mehnat	14	2,090	32	Yes	Youth development program implemented by Mercy Corps

Demographic data source: District Statistical Agency of the Rasht District under President of Tajikistan in Soughd Oblast, January 01, 2011

TYPE B Communities in Rasht Valley

Name of Jamoats	Number of villages per jamoat	Number of Population	Distance from Garm	Short-listed Yes/No	Note
Navdi	10	13,758	5	Yes	
Nusratullo Makhsum	11	11,901	11	Yes	
Askalon	14	3,587	8	No	Existence of Youth development programs implemented by Mercy Corps and Global Partner
Kalai Surkh	20	14,041	11	Yes	
Hijborak	15	4, 714	18	No	Small population size
Kalanak	5	8,974	12	Yes	
Jafr	5	6,306	16	Yes	

Demographic data source: District Statistical Agency of the Rasht District under President of Tajikistan in Soughd Oblast, January 01, 2011

YLP field staff visited the pre-selected communities, interviewed community and local government officials, parents and children. Based on the observation and information received, the assessment team analyzed the communities against the predetermined criteria below:

Community Selection Matrix For Type A Communities				
Criteria	**Jamoat Boqi Rahimzoda**	**Jamoat Nusratullo Makhsum**	**Jamoat Tagoba**	**Jamoat Obi Mehnat**
Not easily accessible to and from regional capital	✓	✓	✓	✓
Little to no prior international assistance	✓	✓	✓	✓ (Mercy corps implementing youth development program)
National government priority / support for working in community	✓	✓	✓	✓
Willingness of community leadership (government, teachers, youth, etc.) to participate in program	✓	✓	✓	✓
Existence of school, community center or other space for informal youth civic education and engagement activities	✓ Youth sport facilities	✓ Libraries, Athletic fields,	✓ Only schools	✓
Demonstrated local government and local education administration support for program activities	✓	✓	✓	✓

Commitment to girls participating in the program	✓	✓	✓	✓

Source: District Statisical Agency of the Rasht District under President of Tajikistan in Soughd Oblast, January 01, 2011

TYPE B Communities in Rasht Valley

Community Selection Matrix for Type B Communities				
Criteria	**Jamoat Navdi**	**Jamoat Qalai Surkh**	**Jamoat Qalanak**	**Jamoat Jafr**
Accessible to and from regional capital	✓	✓	✓	✓
Past success in community activism and project implementation	✓	✓	✓	✓
Existence of active youth groups or other civil society organizations	✓ (schools' youth active groups, NGO, English classes available)	✓ (youth groups located in schools)	✓ (has jamoat's youth leader)	✓ (youth helped to re-construct sporting grounds, NGO Rushnoi, works on agricultural)
High number of community assets for youth including sports grounds, parks, internet centers	✓ (some empty facilities that can be used for youth program)	✓ (two summer sporting grounds, 2 small clubs and one youth center)	✓ Internet and computer center	✓ Sport grounds located at local schools
Strong local commitment for adopting and modeling youth informal civic education activities	✓	✓	✓	✓
High potential for community cost share and contributions	✓	✓	✓	✓
Existence of economic activities or employment opportunities for youth	✓ Very few	No (mostly a labor migration to Russia)	No (mostly a labor migration to Russia)	No (mostly a labor migration to Russia)
Commitment to girls participation in program	✓	✓	✓	✓

**YLP Youth Coordinator meets young women in Navdi Jamoat.*

Based on the pre-determined criteria, the following jamoats have been selected:

TYPE A: Jamoat Boqi Rahimzoda

Boqi Rahimzoda is one of the largest communities in terms of the population size. The jamoat has available sporting grounds, capable of being used to host youth interested in participating in after school activities. The jamoat is also home to a recently opened boarding school. Youth attending this boarding school are from remote villages that do not have secondary schools beyond the 4th grade. The Boarding School currently serves youth between the 5th and 11th grade (age 11-17).

TYPE B: Jamoat Navdi

Jamoat Navdi is one of the largest jamoats in terms of population size, with villages closely clustered together. The head of the Jamoat has demonstrated a keen interest in the YLP. The community is very active and its youth center is in good condition. The facilities of this center are used frequented by children and youth. Several activities offered by the center include sewing courses for girls, as well as English language courses. The majority of youth attending activities sponsored by the center are female. As a result of the center's work in the community, it has acquired the full support of many parents of local youth. Young women (13-17 years old) were especially excited to meet with the assessment team and were keen to participate in civic educational activities.

BADAKHSHAN

Located in the southeast of Tajikistan**,** GBAO is a remote mountainous region of 64.2 thousand square kilometers, comprising of 45% of the country's territory. The population of Gorno-Badakhshan in January 2010 was estimated to be approximately 190,000**,** which roughly translates into a population density of three people per square kilometer. The average household size in GBAO is approximately six people, and the average rural household size was found to be slightly higher than household sizes in urban communities. The proportion of men and women is generally balanced, with a skew towards females in the 21-30 age category that is particularly prominent in Khorog (42/58). According to the Agha Khan Foundation, this modest gap in population characteristics between young men and women can be attributed to the rise in unemployment and the resulting migration patterns which have a greater impact on youth than any other segment of the overall population. Badakhshan is divided into seven districts with 43 jamoats.

The YLP assessment team selected three districts - Roshkala, Shugnan and Rushan, due to their proximity to Khorog. Within those districts, seven jamoats with a combination of a large population size and proximity to the pre-selected center, Khorog, were selected for site visits.

TYPE A Communities/Jamoats in Roshkala District

Name of Jamoat	Number of villages jamoat	Number of Population	Distance from Khorog	Shortlisted Yes/No	Notes
Sokhcharv of Shugnon District	6	2,863	33	**Yes**	
Navobod of Shugnon District	8	4,832	58	**No**	Remote
Ver of Shughnon District	7	3,514	55	**No**	Remote
Vanqala of Shugnon District	15	4,153	79	**No**	Remote
Roshqala of Roshqala District	16	3,750	32	**Yes**	
Mirsiad Mirshakar of Roshqala District	11	2,322	22	**No**	Substantial international assistance
Pastkhuf of Rushan District	4	3,002	51	**Yes**	

Sezhd of Roshqala District	22	2,779	43	**No**	Very remote and not easily accessible
Rushan of Rushan District	5	2,571	59	**No**	Distant
Bahrushon (N. Dodikhudoev) of Rushan	6	5,704	70	**No**	Distant
Shidz of Rushan	4	1,779	104	**No**	Distant
Bartang of Rushan	8	1,717	94	**No**	Distant
Savnob of Rushan	10	2,865	181	**No**	Small size, distant
Basid of Rushan	4	1,332	119	**No**	Small size, distant

Source: District Statistical Agency of the Khorog Statistical Agency and Aga Khan Foundation

TYPE B Communities in Badakhshan

Name of Jamoats	Number of villages per jamoat	Number of Population	Distance from Khorog	Shortlisted Yes/No	Notes
Tavdem of Roshqala	24	5,563	4-8	**Yes**	
Porshinev of Shugnon	9	8,037	11	**Yes**	
Suchon of Sughnon	12	6,294	4	**Yes**	
Tusyon of Roshtqala	13	2,345	11	**No**	Small population size

Source: District Statistical Agency of the Khorog Statistical Agency and Aga Khan Foundation

Following the site visits, YLP field staff checked the communities against the predetermined criteria:

Community Selection Matrix For Type A Communities			
Criteria	**Jamoat Sokhcharv of Shugnon District**	**Jamoat Roshqala of Roshqala District**	**Jamoat Pastkhuf of Rushan District**
Not easily accessible to and from regional capital	✓	✓	✓
Little to no prior international assistance	✓	Substantial international assistance, including projects funded by AKDN, MSDSP, ADB	✓
National government priority / support for working in community	✓	✓	✓
Willingness of community leadership (government, teachers, youth, etc.) to participate in program	NO	✓	✓
Existence of school, community center or other space for informal youth civic education and engagement activities	✓ (very few)	✓ (has cultural youth center)	✓ (has library and cultural center)
Demonstrated local government and local	✓	NO	✓

education administration support for program activities			
Commitment to girls participating in the program	✓	✓	✓
Community Selection Matrix for Type B Communities			
Criteria	**Jamoat Tavdem of Roshqala**	**Jamoat Porshinev of Shugnon**	**Jamoat Suchon of Sughnon**
Accessible to and from regional capital	✓	✓	✓
Past success in community activism and project implementation	✓	✓	✓
Existence of active youth groups or other civil society organizations	✓	✓	✓
High number of community assets for youth including sports grounds, parks, internet centers	Has some sporting grounds associated with the school, one cultural center, one library	Has one youth center, one music and art school. Possibility for some schools to be connected to internet, one sport hall available.	Some schools have access to internet, one cultural center, one library
Strong local commitment for adopting and modeling youth informal civic education activities	✓	✓	✓
High potential for community cost share and contributions		✓	✓
Existence of economic activities or employment opportunities for youth	✓ Very few opportunities	✓ Job opportunities to work on constructing of new buildings	✓ Only on construction of new buildings
Commitment to girls participation in program	✓	✓	✓

Based on the pre-determined criteria the following jamoats have been selected:

TYPE A: Pastkhuf, Rushan District

Of those jamoats visited by YLP staff, Pastkhuf is the closest jamoat (of Rushan district) to Khorog, the administrative center of GBAO. The greatest asset of the community, aside from a very active youth population, is the availability of meeting space and resources. One example is the sporting grounds, which are used by students to host outdoor activities. The school also boasts an internet connection, which is used by youth to develop income-generating activities to supplement the school's budget, which is used both for schoolchildren education and as an income generation activity to supplement the school's budget. The school has other space that can also be used to conduct trainings and other afterschool activities as needed. The schoolchildren in this jamoat also have the opportunity to attend English language courses, computer courses, and other relevant skill training activities. The parents in the community have expressed commitment to girls' participation in the YLP. The jamoat's population is also very active in using traditional media, including newspapers, radio and TV.

TYPE B: Porshinev, Shugnon District

Porshinev will become the administrative center of Shugnan district in 2012 according to the general plan of the State and Oblast for the Shugnan district. Currently, the community is experiencing an increase in the construction of State buildings, bank affiliations and other government structures. The sub district is inhabited by 1,428 people and has the largest school in the jamoat. Youth are active in this community, and are engaged in both art and music activities, as well as English language courses. Community members are interested in YLP, and are committed to the idea of promoting the participation of girls in youth activities.

CONCLUSION

Based on the results of the community selection process, Counterpart proposes the following communities for USAID's review and approval.

Zarafshan Valley	Rasht Valley	Badakhshan
Preselected: Panjakent	**Preselected:** Garm	**Preselected:** Khorog
Selected Type A: Loiq Sherali, Panjakent District	**Selected Type A:** Boqi Rahimzoda, Rasht District	**Selected Type A**: Pastkhuf, Rushan district
Selected Type B: Khalifa –Hasan, Panjakent District	**Selected Type B:** Navdi, Rasht District	**Selected Type B:** Porshinev, Shugnan district

ATTACHMENT 1

Counterpart International-Tajikistan
USAID's Young Leaders Program

Community Selection Process
Community Assessment Questionnaire

Date _____ /_____ 2011

Community/Jamoat: _____ Region: _____

- **Community Contact Persons**

1. Name/Position: _____

Tel/Email: (____) _____/_____

2. Name/Position: _____

Tel/Email: (____) _____/_____

- **Community Overview**

1. **Number of Population: _____**
2. **Number of Households: _____**
3. **Main activity of the population: _____**
4. **Access from the center: easy _____ not easy_____**
5. **Youth and children interests, occupation, main type of activity:**
   _____

6. **Description community conditions in terms of environment for children and youth:**

   _____

7. **Community assets for youth including sports grounds, parks, internet centers:**

   _____

8. **Existence of school, community center or other space for informal youth civic education and engagement activities:**
   _____

9. **Any International assistance within the last 5 years:_____**

   If yes, please list: _____

10. **Past success in the community activism and project implementation:_____**
    _____

11. **Existence of active youth groups or other civil society organizations:_____**
    _____

12. **Existence of Radios, newspapers, other media services:**
    _____
    _____

13. **Local government priority/support for working in this community:_____**
    _____

14. **Demonstrated local government and local education administration support in this community:**

    _____

15. **Existence of economic activities or employment opportunities for youth:**

    _____

- **<u>Community Potential</u>**

1. **Commitment to the girls/young women participation in YLP:_____**

- **<u>Community School Contact Persons (if applicable)</u>**

1. **Name/Position:**
   _____

   Tel/Email: (_____) _____/_____

2. **Name/Position:**
   _____

   Tel/Email: (_____) _____/_____

Assessment done by:

Name: _____ Signature: _____

Name: _____ Signature: _____

TAJIKISTAN YOUNG LEADERS PROGRAM

Civic Education and Youth Leadership: Programs and Resources

Submitted To: USAID/Central Asian Republics

November 4, 2011

Grantee: Counterpart International

Cooperative Agreement Number: DFD-A-00-09-00141-00
GCSS Associate Cooperative Agreement Number: AID-176-LA-11-00002
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Disclaimer
This report was made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of its Cooperative Agreement Number DFD-A-00-09-00141-00 Tajikistan Young Leaders Program implemented by Lead Agency Counterpart International and its partners. The contents and opinions expressed herein are the responsibility of Counterpart International and do not necessarily reflect the views of USAID.

Acknowledgements
Counterpart International would like to thank EFCA-Tajikistan for authoring this report. In addition gratitude is extended to all those who helped the researchers by providing information about youth programs in Tajikistan.

CONTENTS

Executive Summary 3

Introduction 5

Part I: Programs 10

Use of New and Traditional Media.....10
Summer Camps and Forums.....14
Extra-Curricular Activities.....17

Part II: Review of Resources 22

Civic Education.....22
Youth Leadership and Empowerment.....29
Other.....32

Conclusions and Recommendations 33

Appendix A: Links to Resources 35
Appendix B: Selected Bibliography 38
Appendix C: Directory of Youth Organizations in Tajikistan.....39

EXECUTIVE SUMMARY

Civic education is a key tool of democratization. It instills within community members a sense of what citizenship means and what rights and responsibilities this entails. Since the end of the Cold War in 1991 there has been renewed interest in civic education with USAID leading the way in implementing such programs around the world.

This report has two principle goals. First, it analyzes the current state of civic education in Tajikistan and, using best-practice examples, makes recommendations for future programming. Second, it catalogues resources on civic education developed in both Tajikistan and abroad in order to find gaps and provides a resource from which policy makers and organizations can develop more effective civic education programs.

A number of civic education programs have been implemented in Tajikistan. These have ranged from teaching schoolchildren how to vote to summer camps on the use of the social media for civic activism. Given the fact that the country remains authoritarian and the 2010 elections were deemed "not free and fair" by the OSCE election observers, it would seem that more work needs to be done to educate Tajik people, in particular youth, about their citizenship.

This report makes the following recommendations:

In general:

- Organizations should ensure that programs are **well-designed** to meet the needs of their beneficiaries and involve **high quality teaching**.
- Teachers should utilize **interactive methodologies** such as role-plays, simulations and multi-media to engage their audience
- Ensure that trainings are delivered **more than three times** to beneficiaries
- **Use best-practice examples and teaching resources** developed abroad, *but* adapt these to the specific needs of their beneficiaries.
- Programs need to provide youth with the **tools** as well the skills for civic engagement. This could be through small grants or organized activities.

Specifically in Tajikistan:

To facilitate the co-ordination of efforts:

- There is a need for NGOs to communicate better and co-operate more in addressing youth issues. This could be achieved by organizing a monthly forum on youth issues in which INGOs, NGOs, government and young people could meet to discuss issues.
- There is need for a data-base which lists all youth programs in Tajikistan and is accessible to all stakeholders.

To further the development of civic education in Tajikistan:

- Reach out more to marginalized groups- women, ethnic minorities, PWDs.
- Focus less on university students and more on the rural young people- who are the most at risk of drug abuse, radicalism and migration, and have the least knowledge of civic values.
- Explore the potential of social media as a tool of civic education.
- Combine training with practical activities- the formation of action groups, youth parliaments and committees, all of which should be given funding to realize change in their communities.
- Focus on remote mountainous communities in Zerafshan, GBAO and Rasht.

INTRODUCTION

Youth Today

"Young people are not only the leaders of tomorrow; they can play a leading role in the development of their communities today. Let us hope that their good works today blossom into lifelong commitments that will benefit all of the world's people." Kofi Annan, former Secretary-General, United Nations.

Today there are 1.8 billion young people between the ages of 10 to 24 – the largest youth cohort in human history. In the developing world people under the age of 25 make up 60 percent of the population (UNFPA, 2011). Five hundred million of these live on under $2 per day and 88.2 million are unemployed (Ben-Attar, 2010). All these young people face differing challenges and problems. However there are some global trends. Young people are frequently marginalized, both socially and politically, by existing social norms and adults in positions of power. They are frequently viewed by society as part of the problem, rather than part of the solution.

Youth issues are particularly salient in Tajikistan which, with a median age of 24, is one of the world's youngest countries.

In the current socio-economic climate youth unemployment in Tajikistan is around 68%, leaving many young people with no way to make ends meet. The exclusion of youth from social and political life has made young people a source of potential social disruption. Faced with either unemployment or migration, many young people turn to Islam for guidance and identity. In turn, these moderate young people are often labeled as "extremists" by the government and seen as a threat to the status quo. The international community continues to tacitly support the government's repressive measures because of the country's strategic location, despite the fact that these policies often foster the problem they claim to be combating.

Life in Tajikistan for young people in 2012 is characterized by:

Lack of transparency in government activities and electoral procedures

Tajikistan has been ruled by President Emomali Rahmon since 1992. Parliamentary elections in February 2010 were deemed to be neither free nor fair by OSCE observers with numerous procedural irregularities. Local mayors, provincial and district governors are not elected but appointed. Freedom House's latest report concluded that the country is "not free." A lack of transparency and corruption pervade the political system. Transparency International's 2012 Corruptions Perception Index listed Tajikistan as 157th. Although a new law introduced in 2011 allows for local communities to request detailed information on the local government's budget, few people are aware of this right.

Lack of motivation to get involved in a system where the results are known in advance

Civic and political activism in Tajikistan is low. Memories of the bloody civil war which racked the country between 1992 and 1997 are still fresh. As a result many Tajiks would rather accept the current status quo than challenge it and risk conflict. This situation has lead most young people to become disillusioned with a political system in which the results of elections are known in advance and disenchanted with the stagnation of political reform.

Lack of opportunities for youth to get involved in community development

Young people have limited opportunities to become involved in the lives of their communities. There are few youth clubs, internet cafes, sports teams or other structured activities available in Tajikistan. Around 73% of Tajiks live in rural areas, where the chances of finding work are low. Many respond by migrating, mostly to Dushanbe and Russia. There are currently over a million Tajik citizens working abroad.

Civic education offers one approach to addressing some of these issues.

What is civic education?

Civic education is a key tool of civic engagement and democratization. It equips individuals with the knowledge and skills to participate actively in the social, economic and political lives of their communities. Civic education "essentially seeks to jump-start the process of democratic socialization by promoting support for democratic behaviors and values among ordinary citizens" (USAID, 2002). Civic education seeks to educate citizens on their rights and responsibilities. This could be teaching people about their human rights or about voting in an election.

Civic education programs contain four key elements (Patrick, 2003).

- First, programs seek to develop **civic knowledge**, which itself requires understanding of the principles and practice of democracy. As such, representative democracy, the rule of law, human rights, citizenship, civil society, and the market economy are important subject areas.
- Second, programs focus on building cognitive **civic skills** to enable participants to synthesize information on political and civic life and public issues.
- Third, civic education attempts to **engender participatory civic skills** such as working with others, collaborative deliberation and decision making, and how to peacefully influence debate.
- Finally, these programs work to instill **civic dispositions** such as support for human rights, equal rights, the importance of active political participation, and working to promote the common good.

It has three broad goals (USAID, 2002):

1. To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices

2. To convey a specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law, and compromise
3. To encourage responsible and informed political participation—defined as a cluster of activities including voting, working in campaigns, contacting officials, lodging complaints, attending meetings, and contributing money

Civic education, like other youth programming aims to enhance youth empowerment, youth leadership and youth activism. It is necessary at this juncture to define what is meant by these terms.

What is Youth Empowerment?

Youth empowerment is the process by which young people gain the **skills and opportunities** to affect positive change in their own lives or the lives of their communities.

What is Youth Activism?

Youth activism is when youth actively engage in direct action over an issue, which is often of a controversial nature. Common issues which youth activism address include human rights, the environment, abortion, homosexuality and anti-racism.

What is Youth Leadership?

"Setting an example is not the main means of influencing another, it is the only means."
Albert Einstein

Youth leadership is when an individual or group of young people inspire and empower others to engage in youth activism.

Effective leaders display some or all of the following characteristics:

- Presentation skills- the ability to effectively communicate a message to his/her peers
- Flexibility- can adapt their leadership style to the given situation
- Self confidence
- Ability to listen to needs of others
- Charisma
- Teamwork- even if you are the leader of a team, you need to work with them to deliver the finished product
- Sets a good example for others in the way they behave
- Quick thinking
- Takes responsibility for the consequences of their decisions

Civic Education and Youth

A 2002 study of the impact of civic education on adults and children, found that the impact on children was pronounced, but weaker than on adults (USAID, 2002). The report focused on Poland, South Africa and the Dominican Republic. No such study has been conducted in Tajikistan.

Instilling democratic values in young people is particularly important because it is through this that the foundations of future democratization are laid.

What makes an effective Youth Civic Education program?

The civic education of youth in Tajikistan has come a long way, but more work can be done to foster an enabling environment which guarantees young people's rights, supports their positive development and empowers them with hope for the future. This will require building upon successful experiences of youth programming in the post-Soviet world and beyond. Too frequently organizations see themselves in competition over scarce funds, rather than seeing themselves as part of a team working towards the same goals.

Before discussing some of the best practice examples which policy makers and NGOs can use to formulate youth programs, it is necessary to develop a list of conditions that a program should meet, at least in part, to be deemed effective.

Exposure to civic education alone does not affect change in knowledge and values. Effective programs have the following: (USAID, 2002)

Sessions are frequent. There appears to be a "threshold effect" in terms of number of courses where one or two sessions have little to no impact, but when the number increases to three or more, significant change occurs.

Methods are participatory and innovative. Breakout groups, dramatizations, role-plays, problem solving activities, simulations, and mock political or judicial activities lead to far greater levels of positive change than more passive teaching methods such as lectures or the distribution of materials.

Teachers are knowledgeable and inspiring. Not surprisingly, teachers who fail to engage their students have little success in transmitting information about democratic knowledge, values, or ways to participate effectively in the democratic political process.

Well-designed projects which have quality teaching are the most effective.

Use of best practices and lessons learned developed abroad can and should be used to increase the overall effectiveness of new civic education programs, while adjusting the lessons to take into consideration the local context.

Proven excellence and innovative ideas: identifying models for Tajikistan's youth

This report seeks to present leading youth civic education programs being implemented in Tajikistan, as well as profiles of good practices garnered from global experience.

Given the millions of youth-oriented civic education programs that have been implemented internationally in the last decade alone, the following good practices models were selected to reflect policy areas and programming gaps of particular importance to Tajikistan's development. This list should not be considered exhaustive but rather is meant to illustrate programs that have achieved results by identifying and adapting to localized needs and conditions.

Due to the emerging consensus on the critical role of youth in the national development process, documentation of best practices and lessons learnt becomes an important contribution to improving the quality and scope of programming for youth civic education.

The aim of this report is to document local, regional and global experiences of youth civic education. This will serve as a tool for researchers into youth, grant makers and organizations working with youth education in Tajikistan.

The report consists of two parts: Part one documents the current civic education programs being implemented in Tajikistan and best-practice projects from abroad; Part two lists existing resources on civic education focusing on Tajikistan and other countries.

Links to additional information about each program profiled can be found in Appendix A of this report. A bibliography can be found in Appendix B.

PART I: PROGRAMS

USE OF NEW AND TRADITIONAL MEDIA

Today's youth are engaging with the media to a greater extent than previous generations through social networks like Facebook and blog platforms. With an estimated 1% of Tajik families having the internet at home and 7% accessing the internet regularly, Tajikistan lags far behind the "west" in terms of social networking (OpenNet, 2010). However, a number of programs exist which seek to train youth to use the media for civic engagement and activism. These programs increasingly focus on "new" media.

Tajikistan

Program Name: Professional Youth Journalism in Central Asia (PYJ) Program
Location: Kazakhstan, Kyrgyzstan and Tajikistan
Implementing Organization: Eurasia Foundation of Central Asia
Timeframe: 2010 – Present
Aims: "The overall goal is to prepare a core group of young journalists in Kazakhstan, Kyrgyzstan and Tajikistan dedicated to western standards of reporting. In Kyrgyzstan, the program provides nation-wide coverage by the youth and for the youth on the vital political processes."
Activities: The PYJ program's objective is to establish media schools that take a skills-based teaching approach, identify and train young professional journalists, and provide them with opportunities to publish their work in the independent media. The project particularly targets students in high schools and universities in Kazakhstan, Kyrgyzstan, and Tajikistan interested in journalism and becoming an independent professional journalist.
Successes/Outcomes: Expected outcomes of the program include the creating of a network of four media schools capable of preparing young journalists according to western standards and expand work with young journalists. Another expected outcome is that young journalists continue to be dedicated to high standards of journalism, enriching media where they work, and positively influencing professional standards. The program envisions the network of 4 websites publishing high-standard journalism by young people in English, Russian, Tajik, Kyrgyz, and Kazakh. Moreover, these websites help raise standards for journalism in their countries, and continue to provide an outlet for young people's creative and journalistic work.
Website: http://www.ef-ca.org/about-us/?lang=en
http://www.ef-ca.org/about-us/

Program Name: Regional Youth Forum "Digital Youth of Central Asia," DYCA
Location: Dushanbe
Implementing Organization: Public Organization "Center for Information and Communication Technologies"
Timeframe: 2007 – present
Aims: To encourage youth to address socio-economic problems in society, through the use of

information technology
Activities: The main activity is an annual forum. This includes:

- Distribution of information and promotion of good practices of Information Communication Technology (ICT) amongst Central Asian youth and the use of ICT to address socio-economic problems;
- The development of ties between young people in Central Asia;
- Raising commitment among decision makers to actively involve youth in public projects relating to socio-economic problems;

Achievements: The Forum helped raise awareness among young people about ICT. More than 70 active participants in the Forum discussed the use of ICT in various sectors and connected with their peers via social networks like Facebook, Twitter, and Formspring. There is a growing potential for youth to use ICT. Young people can now use ICT in addressing socio-economic problems in society. Young people from Tajikistan received information via electronic mail on youth programs in other Central Asian countries, and thereby developed relations with other Central Asian youth through the active use of ICT in addressing socio-economic issues. The Forum provided information on copyrighting and about different aspects of the internet (media, social networking, web design, software development, internet start-ups, and computer graphics). As part of the forum a background paper with the suggestions and recommendations of participants of the Regional Forum "Digital Youth of Central Asia" was prepared. This was aimed at educators, the government, and NGOs. An official site for the event (www.dyca.centreict.tj) was created. Facebook, Twitter and Formspring have become a platform for interaction and communication between participants in the DYCA forum.
Website: www.dyca.centreict.tj

Program Title: Strengthening the Professional Knowledge and Skills of Young Journalists
Location: Tajikistan, Dushanbe
Implementing Organization: Public Association "Independent School of Journalism" Tajikistan - XXI Century "
Timeframe: 2009 – 2010
Aims: To promote the development of mass media in Tajikistan by improving the professional knowledge and improving the skills of young journalists
Activities: In 2009, 120 young journalists were trained in television, print media, social media and radio. The trainers came from Tajikistan and abroad. The students went on study tours to TV and radio stations where employees told them about their roles in the media.
Successes/Outcomes: The project utilized a variety of different methods including lectures, presentations, brainstorming, role-playing and watching and listening to video and audio. Trainers worked in an interactive manner with participants and trainers given equal time to talk with participants. The students produced over 500 published articles and works during the course of the project. 62 participants have subsequently found work in media. A further 40 have worked freelance or started writing blogs.
Website: www.mediaschool.tj

International

Program Name: Bla Bla Cafe
Implementer: Communication for Social Development (CSD)
Area (Country/Region): Kosovo
Timeframe: 2001 – present
Aims: Bla Bla Cafe is a radio program done by young people on young people and for young people in order to promote peace and tolerance. Through a network of over 50 local radio stations broadcast in Albanian, Serbian and Roma languages, young people of different ethnicities are able to directly express their opinions and raise their concerns on topics around youth health, education, employment, society and the future.
Successes/Outcomes: Despite the event being translated into three languages as most of the youth could not speak the other's language; they expressed their views through translation and all three groups found that young people, regardless of ethnicity, had many similar aspirations and hopes for the future. The voices and opinions of these youth will be broadcast on 45 radio stations throughout Kosovo broadcasting in Albanian, Serbian and Roma.
Lessons for Tajikistan: This program can serve as a model for inter-ethnic youth engagement and societal education in Tajikistan. Like Kosovo, Tajikistan has a relatively high proportion of young people to the total population**,** implementing the program would increase youth voices and ownership.
Links: http://www.unicef.org/magic/contacts/kosovo.html
http://www.unicef.org/kosovo/media_5711.html
http://kosovoinnovations.org/kosovoyouthmap/reports/view/277

Program Name: Youth Journalists Meeting "Provocations of European Citizenship"
Location: Bulgaria, Romania
Implementing Organization: Association Youth Media Network, Bulgaria
Timeframe: 2008
Aims: Encouraging young people to "produce" material rather than unconditionally "swallow" anything offered was at the heart of this four-month project. It raised awareness of the concept of active European citizenship at the local level and helped young people gain new knowledge about what Europe is and what European citizenship means. It also demonstrated the importance of the media – and the importance of retaining a critical approach to the media.
Successes/Outcomes: The working methods used non-formal education: exercises, games and group dynamics to reinforce independent analysis and response.

- A meeting brought together 60 young people with representatives of students and other non-governmental organizations, including youth journalists, from Bulgaria and Romania.
- The exchange of experience and expertise helped to increase knowledge about the concept of European citizenship, and the participants agreed on a declaration of how to achieve active European citizenship at a local level.
- The project was launched at a Conference under the patronage of the Bulgarian Minister of European Affairs. Participants prepared a Declaration which was presented and discussed with congressmen from the Bulgarian Parliament's Media Committee.

Program Name: Art at Work
Implementer: Fulton County Arts Council
Location: USA (Fulton County, GA)
Timeframe: 1995 – present
Aims: To provide opportunities for teens interested in visual arts and job training (particularly juvenile offenders, alternative school students, and social services referees)
Successes/Outcomes: The Fulton County Art at Work program has provided hundreds of socio-economic at-risk Atlanta youth with opportunities to build professionally-usable skills while employing local artists as mentors. Young artists regularly report increased confidence as well as gained public recognition for their art. The program is one of the longest-running artistic professional development programs for youth in the US and has been recognized by national arts and juvenile justice organizations as a model program.
Lessons for Tajikistan: While arts programs for their own sake are valuable additions to the youth programming landscape, implementing recreational arts programs in at-risk communities often result in low participation rates. Integrating arts programs with community needs (vocational training, employment, at-risk youth) make them more appealing and relevant.

Program Name: Troç ("Straight Talk")
Implementer: UNICEF, Albanian National Television
Area (Country/Region): Albania (11 regional bureaus)
Timeframe: 2001 – present
Aims:"To develop a sense of meaningful participation in the development of their country; build a bridge between the views of young people and adult decision makers; nurture the growth of free and independent media; and guarantee the right of participation by young people and demonstrate the importance of listening to young people."
Successes/Outcomes: Surveys indicated that 40% of Albanians and 90% of youth watch the show regularly or intermittently, while 55% discuss the topics covered. Throughout the course of the program, Troç produced over 400 stories. More than 80 students have received intensive training through the program, with several program graduates going on to pursue apprenticeships or careers in journalism. As a result of information provided by Troç programs, government agencies have stepped up to provide missing school textbooks, make necessary school repairs, and fire an abusive dormitory director. Because of its regional offices, the program includes issues and perspectives from across Albania, and participants have also advised similar youth media initiatives in Kosovo and Macedonia.
Lessons for Tajikistan: Like Albania, many young people in Tajikistan prefer Russian or American movies and television because of a lack of high-quality, engaging local options. Like Albania, large numbers of Tajikistan's youth hope to leave Tajikistan for other countries and are disaffected by political opportunities within the country. One key lesson of the Troç program is that young people, with only 5-6 days of training and access to an inexpensive digital camera, can produce quality in-depth news content of interest to the general population.
Links: http://www.unicef.org/magic/bank/case020.html
http://findarticles.com/p/articles/mi_m1309/is_4_40/ai_114007101/
http://nds2.ir.nokia.com/NOKIA_COM_1/Corporate_Responsibility/Society_/Youth_development/Life_skills/Publications/WW-youth_Led_Media.pdf

Conclusion: Exploration of the potential of the social media in civil education is only just beginning in Tajikistan with the establishment of blog platforms like kloop.tj. Before further work can be done with the most vulnerable groups there is a need for more internet penetration which may prove difficult. However, at present there is a need for:

- More programs where youth generate content on civil rights and citizenship such as the use of crowdsourcing, blogs and social networks.
- Programs which give young people a voice through the media.
- Programs which use the media to link young people locally and globally.

SUMMER CAMPS AND FORUMS

Summer camps and forums provide an opportunity for young people to meet and discuss issues. Unlike localized training, these camps often allow youth to meet from different countries or other parts of Tajikistan. This allows youth from a variety of backgrounds to meet and learn from one another. A number of camps focusing on civic education and youth activism have been organized in Tajikistan by universities and international organizations such as the OSCE.

Tajikistan

Program Name: Build Tajik Youth's Confidence in Democracy
Location: Gorno-Badakhshan Autonomous Oblast of Tajikistan (GBAO)
Implementing Organization: Eurasia Foundation of Central Asia
Timeframe: 2012 – 2013
Aims: "To provide the opportunity to receive advanced training on a variety of topics, engage in democratic dialogue with their peers, develop and implement action plans via the small grants mechanism and advocate for changes in government policy."
Activities: The main activity includes:

- Create Youth Council- youth aged 16-24 elected by youth after campaigns and debates.
- Train MYPs to work in Youth Council – trainings on leadership development, local government, project management, etc.
- Regular Parliamentary sessions and Committee meetings – YC will meet every 2 months for 2 days of hearings and 5 days committee meetings, in these meeting MYP will apply their skills to develop new policies and action plans.
- Work with government – YC and government members will share ideas and identify joint actions
- MYPs and Committees implement projects – 53 small grants are distributed.

Successes/Outcomes:

- Increase youth engagement in the political decision-making process at local and provincial level in GBAO via the creation of a Youth Council.
- Improve the leadership qualities of a new generation of Tajik citizens and work with government in via trainings, meetings and Youth Council activities

- Youth in GBAO have improved their leadership qualities and skills in order to build bridges with the government.
- Youth in GBAO have been given the opportunity to advance an agenda through the Youth Council system and have become engaged in political decision making at the local and provincial level.
- Raise the level of youth involvement in local community development in GBAO via a small grants mechanism that will allow representatives to implement their ideas.

Website: http://www.ef-ca.org/about-us/?lang=en

Program Name: Legal Awareness Training for Youth
Location: Khatlon, Dushanbe
Implementing Organization: Swiss Development Cooperation & Public Organization "Youth of 21st Century"
Timeframe: 2010
Aims: To build the capacity of young people in remote areas to address social problems
Activities: The program used training sessions to educate young people about their rights. In the first session young people were selected as trainers for their peers and then given information about their rights. These young people then gave presentations in their schools about human rights. At the end of the project a Civil Awareness Camp was organized, which was attended by students from Khatlon and Dushanbe.
Achievements: By using peer-to-peer training the program managed to reach more beneficiaries. The program trained 20 young people in human rights and reached others through outreach activities conducted at schools.

Program Name: Policy Dialogue Initiative on Youth and Radicalism
Location: Khujand, Dushanbe, Kulob, Qurgonteppa
Implementing Organization: International Alert
Timeframe: 2010 – 11
Aims: To facilitate dialogue between young people and the government on issues of radicalism
Activities: The project had two main activities: policy development and youth participation. Within the first activity, a policy working group was tasked to develop a concept paper on the prevention of radicalism among youth and advocates for its endorsement by the State Committee on Youth Affairs, Sport and Tourism. Within the second activity, 170 secular and religious students took part in a student camp on youth participation and the prevention of radicalism. Students participated in debates discussing policy solutions and the need for state support of youth policies.
Achievements: A policy concept on the prevention of radicalism amongst youth was developed which will inform civil society and government on response options to the issue. Given the continued crackdown on religion, it is doubtful that the government has listened to the recommendations of the concept paper, which called for the government to be more tolerant.
Website: http://www.internationalalert.org/ourwork/regional/caucasuscentralasia/centralasia

Program Name: Summer School on Civic Education for Students of the Pedagogical University
Location: Tajikistan, Dushanbe
Implementing Organization: NGO "Academy of Peaceful Development"

Timeframe: 2008
Aims: To provide youth with training in civic education
Activities: Training and workshops were organized in the following fields:

- Democratic processes and procedures;
- Participation in government;
- Participation in the social and economic development of the region;
- Strategies to increase civic engagement;
- Interaction with local authorities and others.

Achievements: The program provided training and practice in the key issues of civic education. The civic competencies of 22 individuals were enhanced.

Program Name: Democracy Summer Camps
Location: Tajikistan – Dushanbe/Khatlon, Khojand.
Implementing Organization: International Fund for Electoral Systems (IFES)
Timeframe: 2002 – 2003
Aims: To encourage the 150 young people attending to take a greater interest in their community and their government, through hands-on exposure to democracy-in-action activities.
Successes/Outcomes: The 2002 democracy summer camps spawned a new generation of student leaders in Tajikistan. All seven Khojand SAC presidents for the 2003–04 school year are summer camp alumni. Most of the incoming Dushanbe SAC presidents also are former summer camp participants. Additionally, a number of schools whose first exposure to IFES's program came through student attendance at a summer camp are now initiating SACs on their own volition. Summer camp alumni from School #93 in Dushanbe asked IFES to provide the necessary advice and training to formally create an SAC as a follow-up to projects they had already created, including a nationally recognized anti-drug seminar.
Website:
http://www.ifes.org/~/media/Files/Publications/White%20PaperReport/2003/1126/EvalCivicEd.pdf

Program Name: Civic Education Summer Camps
Location: Tajikistan – Sughd Province
Implementing Organization: Organization for Security and Co-operation in Europe (OSCE)
Timeframe: 2001 – present
Aims: To teach a selected group of students on issues related to democracy; state institutions building; political system; political parties and their role in the political process; new parliament; and civil society.
Successes/Outcomes: The camp provided an opportunity to the participants to gather experience and obtain new practical skills with regard to civil education.
Links: http://www.osce.org/tajikistan/53764; http://www.osce.org/tajikistan/46631

International

Program Name: Youth Civic Education and Community Participation Project

Location: Georgia and Romania
Implementing Organization: World Vision
Timeframe: 2010 – 2011
Target group: 215 youth 14-18 including 64 from socially disadvantaged group
Aims: The Youth Civic Education and Community Participation project aims to promote responsible citizenship and community participation for youth in Georgia and Romania. The purpose of the project is to provide youth in both countries with an understanding of a democratic society and the principles of civic participation and advocacy. The project has three objectives that lead to the main goal. These objectives are: 1) to enhance civic education and community development, 2) to incorporate advocacy methodologies into youth groups and 3) to connect youth to the Global Youth Network in both Georgia and Romania.
Successes/Outcomes: One of the main activities within the project was an advocacy contest for youth in both countries. Three of the best candidates from Romania and Georgia won the chance to participate in an exchange visit to the partner country and meet with other young people the same age, exchange ideas and create a network of young people interested and active in the development of their community.
Lessons for Tajikistan: Provides a model program for teenagers, particularly those who are considering their career path. It would provide exposure to the government and vital experience to students who would not necessarily get the opportunity.
Links:
http://issuu.com/rusoch/docs/detailed_narrative_report_of_the_ycecp_2nd_q
http://www.developmenteducation.org/resources/Newsletter/RADC_Newsletter4_WVR.pdf
http://prezi.com/aied2l7kyzr9/ycecp/

Program Name: Jasa.kg
Location: Kyrgyzstan
Implementing Organization: International Youth Foundation
Timeframe: 2011 – present
Target group: young people/graduates of children's homes
Aims: The four-year civic engagement and entrepreneurship initiative seeks to harnesses and cultivate the dynamism and creativity of Kyrgyzstani youth to build a stable, prosperous and democratic Kyrgyzstan.
Activities: The project primarily aims to: (1) inspire active citizenship among Kyrgyzstani youth, (2) prepare youth for the marketplace and (3) create a culture of positive youth development. A "Life Skills for Orphans" component was integrated into the project primarily involving youth in residential institutions:

- Establish public sector dialogues
- Conduct a robust life skills assessment
- Implement a validated life skills training curriculum within Kyrgyz residential facilities

Successes/Outcomes: The program's outcomes include:

- 4000 youth trained in social entrepreneurship
- 4000 youth provided with enhanced life skills

Lessons for Tajikistan: This program provides an example of potential youth life skills programming for Tajikistan. Potential Tajik program implementers get the opportunity gauge the

impact of the program in neighboring Kyrgyzstan, a place with a similar youth development context.
Links: http://www.iyfnet.org/jasa.kg
http://centralasia.usaid.gov/kyrgyzstan/1057
http://www.dr.kg/index.php/news/206-grantovyj-konkurs-jasa-kg

Program Name: Summer School of Democracy for Youth Leaders
Location: Kyrgyzstan - Bishkek
Implementing Organization: International Youth Foundation (IYF), in partnership with UNDP and the Soros Foundation
Timeframe: 2011
Aims: More than 100 young leaders from across Central Asia came together to discuss the promotion of democratic ideas and lay the groundwork for greater civic participation of young people throughout the region. Activities included discussions around politics, the economy, culture, diversity and human rights
Lessons for Tajikistan: Begin to lay the foundation for a long-term program. The participants gained valuable hand-on experience in active citizenship. This program could be expanded to neighboring Tajikistan.

Program Name: CISV Summer Camps
Location: Global (60 countries)
Implementing Organization: CISV International
Timeframe: 1951 – present
Aims: To foster understanding between youth from different cultures through multi-national summer camps; to create a sense of global citizenship with the responsibilities this entails.
Activities: The organization has a number of different summer camps targeting different young people:

- **Village-** age 11
- **Interchange-** ages 12-15
- **Summer Camp-** ages 14-15
- **Seminar Camp-** ages 17-18

All these camps have elements of civic education and cultural exchange. Whereas the camps for young people involve sports and recreational activities, the Seminar Camp engages issues more directly. Participants develop their own themes and agenda to explore issues and form opinions about individual, international and multicultural matters, within a framework which stresses positive conflict resolution. Seminar Camp fosters interest in the world as a whole and develops a sense of responsibility for its peaceful survival.
Outcomes and Successes: In total, 7,884 people participated in CISV international programs and meetings in 2009. The program allows for young people to learn about other cultures, develop tolerance and engender a sense of global citizenship.
Lessons for Tajikistan: CISV has no presence in Central Asia at present. However there is no reason why Tajik youth could not attend this event. Moreover, similar international camps involving global youth could be organized in Tajikistan.

Program Name: Civic Education Project Summer School
Location: USA
Implementing Organization: Northwestern University
Timeframe: 1997 – present
Target group: Secondary school students
Aims: The Civic Education Project (CEP) offers programs ranging from one to three weeks long for students in secondary school. Focusing on important social issues and providing experience for students who wish to have careers in the public interest sector. The program integrates academic work, community service, and meetings with government officials, businesses, and community leaders.
Successes/Outcomes: Students get a solid grounding in all aspects of civil education. They have the opportunity to make contacts and to gain work experience.
Lessons for Tajikistan: Provides a model program for teenagers, particularly those who are considering their career path. It would provide exposure to the government and vital experience to students who would not necessarily get the opportunity.
Website: http://www.ctd.northwestern.edu/cep/programs/

Conclusion: Tajik youth have the opportunity to attend a number of civic education summer camps and forums. However the following could be done to develop these activities further:

- Organize more multi-national forums and summer camps involving young people from Central Asia and beyond
- More programs on constitutional and human rights awareness could be organized
- More could be done to reach out to the most underprivileged groups, not just university or school students

EXTRA-CURRICULAR ACTIVITIES

This report only focuses on civic education outside of the formal education system. There are a number of different methods for civic education outside of school or university hours. This includes debate clubs, youth activist groups, resource centers and extra-curricular courses. All of these activities have been implemented in Tajikistan.

Tajikistan

Program Name: Youth Theater for Peace
Location: Kyrgyzstan and Tajikistan
Implementing Organization: IREX
Timeframe: Kyrgyzstan, 2010 – 2014 and Tajikistan, 2010 – 2012
Aims: To promote sustainable conflict prevention at the community level with people-to people approaches that create opportunities for contact and exchange between adversarial groups.
Activities:

- Drama for Conflict Transformation (DCT): DCT incorporates local cultural traditions and starts with simple theater games that break the ice and encourage imagination and play.

- DCT Training and Summer Camps: Adults and youth are selected on a competitive basis to receive interactive training in DCT—developing plays about actual conflict issues they face and preparing them to perform and engage audiences in diverse communities.
- Community Theater Tours: Troupes of youth from neighboring communities take their performances on the road, sparking dialogue about conflict issues and allowing audience members to suggest and test solutions to real problems.
- Sustainability Grants: Trained adults and youth are mentored and supported to share DCT skills with others in the community, expanding the base of schools, NGOs, and other institutions using the methodology.
- Youth Leadership for Peace: Youth and adults will be trained and supported to form peer mediation groups and foster dialogue in their schools among students of different ethnic, religious, and other backgrounds.

Successes/Outcomes:

- In a recent evaluation, nearly 98% of participants said they are confident in their ability to positively affect conflict situations in their community, compared to 15% of comparison group in Tajikistan and 31% in Kyrgyzstan.
- In just two years, youth actors performed for more than 47,000 community members across Tajikistan and Kyrgyzstan and continue to reach thousands more.
- Sixty-four Drama Clubs established through YTP in schools and organizations in Kyrgyzstan and Tajikistan continue to foster community dialogue using the DCT methodology.

Website: http://www.irex.org/project/youth-theater-peace

Program Name: Start Voting
Location: Khatlon
Implementing Organization: Swiss Development Cooperation & Public Organization "Ranjbar," Khatlon
Timeframe: 2010
Aims: To encourage first time voters to vote in 2010 Parliamentary elections
Activities: The NGO organized a mass media campaign prior to the elections which aimed to encourage young people to vote. This included advertisements on local television and radio, as well as the distribution of posters and leaflets. Simulation exercises in schools showed young people how to vote.
Achievements: By making young people aware of their voting rights, the project increased youth participation in the elections.
Contact: Munavara Berdieva, munavara.berdieva@sdc.net

Project Name: Art Against Corruption
Implementing Organization: Swiss Development Cooperation & Public Association "Kuhi Nor"
Timeframe: 2010
Aims: To encourage youth to think about corruption and express their views artistically
Activities: Survey of 300 young people in Dushanbe about their attitudes to corruption; round table with youth, NGOs and government; art competition organized for students with the theme of corruption

Achievements: The art competition received 100 entries and 10 were selected as prize winners.
Contact: Munavara Berdieva, munavara.berdieva@sdc.net

Program Name: Reducing Youth Radicalization in Tajikistan
Location: Muminobod, Shurobod, Shaarituz, Isfara, New Mastchoh
Implementing Organization: Eurasia Foundation of Central Asia-Tajikistan
Timeframe: 2010 – 2012
Aims: To reduce the radicalization of Tajik youth by engaging them in their communities
Activities: The project is based on the YouthBank model developed for conflict prevention in Northern Ireland. It involves two main activities: 1) building the capacity of local government and NGOs to address radicalism, and 2) giving youth the skills and tools to engage in their community. The first activity involves a series of roundtables and trainings for NGOs and government officials on radicalization. The second involves the formation of five YouthBank committees consisting of five young people, who are trained in issues of radicalization and project management and then given $3,000 to spend on small projects in their community.
Achievements: The project is yet to see concrete achievements. The young people have been trained in issues of radicalization and conducted needs assessments in their communities in order to design projects.
Website: http://www.ef-ca.org/en/programs/reducing-youth-radicalization-in-tajikistan-programme.html

Program Name: Debate Clubs
Location: Tajikistan
Implementing Organization: Youth of the 21st Century
Timeframe: 2001 – Present
Aims: To allow for the development of young minds through the organization of debate clubs, tournaments and camps.
Activities: Debate clubs have been established in most regions of the country. These groups discuss salient issues facing young people including HIV/AIDs, the environment and women's rights. Members of these clubs have held direct talks with the Committee on Youth under the Government of Tajikistan.
Achievements: Debate is the cornerstone of democratic society. Through these activities young people are trained and empowered to think critically about their environment and challenge the views of others. Such analytical skills are essential for personal development. Through debates the young people are given the power to engage with government officials and become agents of change in their communities. A Debating and Producing Media camp was held in Kyrgyzstan for Central Asian participants from July 19 – 31, 2012.

Program Name: Enabling Children With Disabilities and Women to Claim Their Human Rights
Location: Sughd Oblast, Zerafshan Valley, Tajikistan
Implementing Organization: Mission East
Timeframe: December 1, 2011 – Present
Aims: This program seeks to reduce the marginalization and vulnerability of women, and children with disabilities, in rural Tajikistan by improved exercise of their human rights. This project assists

civil society entities to become effective change agents in the realization of human rights. It desires to achieve this goal through improving the application of laws and policies supporting marginalized groups by improving public services and strengthening civil society.
Activities: Activities include efforts to integrate children with disabilities into mainstream education and social activities, bringing rehabilitative care services to rural areas, supporting parents groups, teaching women about communities about women's business, property and inheritance rights (under Tajik Law and de facto Shariah codes), and providing trainings to strengthen local NGO partner capacity.
Successes/Outcomes: The project seeks the following results:

- Trained local CSO and ME staff on rehabilitative therapy techniques for children with disabilities.
- A database of assistive technology and blueprints that can be reproduced locally to support disabled children.
- Provide general analysis and recommendations for the improvement and growth of the project at large based on professional experience.

Links: http://www.miseast.org
http://www.miseast.org/en/tajikistan/enabling-children-disabilities-and-women-claim-their-human-rights
http://www.iddcconsortium.net/joomla/images/IDDCdocuments/2012_jun_me_tor_therapy_rehab_tajikistan.doc

International

Program Name: The Young Mayor model
Location: United Kingdom
Implementing Organization: Young Mayor Network (YMN)
Timeframe: 2002 – present
Aims: It's designed to introduce young people to democratic participation at an early age. By mirroring the process of elections for adult directly-elected mayors, they hope to normalize voting behavior among young people and also raise awareness of the process in the population at large.
Activities: The main activity includes a mock election process involving youth. There are young people who informally act as election agents and campaign managers and of course, there are thousands of young people who can be touched by the nomination process – as well as all the young people who then enjoy the educational experience of casting their vote.
Successes/Outcomes: The Young Mayor Model increases the influence of young people in local decision-making – direct access to a high profile young person who has been democratically elected across the borough is a powerful tool in terms of changing the minds of opinion-formers. Properly resourced and supported, Young Mayor Schemes typically achieve election turnouts approaching 50 %.
Lessons for Tajikistan: YMN provides a program model for young people to become informally involved with the electoral process. Establishing this model in Tajikistan potentially could increase youth voices and confidence in government.
Website: http://www.ymn.org.uk/

Program Name: Project Citizen
Location: Worldwide (80+ countries)
Implementing Organization: Civitas International (Center for Civic Education)
Timeframe: 1999 – present
Aims: To foster collaboration between educators, government officials, and private-sector leaders from the United States; provide opportunities for sharing experiences and best practices through workshops, conferences, newsletters, online discussions, exchange visits; introduce educators to exemplary curricular materials and teacher-training programs developed in the United States and other participating nations that utilize interactive, student-centered methodologies; facilitate the creation, adaptation, and implementation of sustainable civic education programs in participating countries.
Successes/Outcomes: Civitas International has become one of the most recognized programs in global civic education, active in over 80 countries. Case studies conducted in 2002-3 and 2004-5 indicate that both students and teachers who participated in Civitas programs reported increased knowledge of civic participation and expressed more confidence in their ability to become involved in their countries' political life.
Lessons for Tajikistan: Civitas has provided curricular resources and teacher training to locations where democratic institutions are nonexistent, highly corrupt, or closed to public discourse, and seen positive results. Civitas has also demonstrated that, while education through schools is desirable, parallel civic education structures (such as after school clubs or community organizations) can be effective alternatives.
Links: http://www.civiced.org/pdfs/research/JordanEgyptWestBankFinalReport.pdf
http://www.civiced.org/pdfs/research/CIVEXREPORTSUMMARYREPORT1205.pdf
http://www.civiced.org/pdfs/civitas/Civitas_brochure.pdf

Program Name: Youth: Create
Location: Kyrgyzstan
Implementing Organization: International Youth Foundation
Timeframe: 2011
Aims: A four-year, US$3.2 million civic engagement and entrepreneurship initiative, Youth:Create harnesses and cultivates the dynamism and creativity of Kyrgyzstani youth to build a stable, prosperous and democratic Kyrgyzstan. The project primarily aims to:

- Inspire active citizenship among Kyrgyzstani youth;
- Prepare youth for the marketplace;
- Create a culture of positive youth development.

Successes/Outcomes: These objectives will be met through a package of services designed to support young people to become leaders, to engage actively with pressing social issues, to build sustainable livelihoods for themselves, their families and their communities, and to support the Government of the Kyrgyz Republic with their youth policy agenda. The program has trained 4,000 youth in social entrepreneurship and provided 4,000 youth with enhanced life skills.
Lessons for Tajikistan: Tajikistan like Kyrgyzstan has serious political, economic and social problems, therefore it is important to create opportunities for young people and support their initiatives. Moreover it is essential to not only give them opportunities but also teach them

transferable skills which can enhance their ability to engage in their communities.

Program Name: Youth Parliament Pakistan
Location: Pakistan
Implementing Organization: Pakistan Institute of Legislative Development and Transparency (PILDAT); Global Opportunities Fund (UK)
Timeframe: 2007 – present
Aims: To engage young people (18 to 29 years) in healthy discourse, expose them to democratic processes and practices and to facilitate free but structured expression of their views.
Successes/Outcomes: To date, three rounds of students have participated in the parliament, totaling nearly 150 participants since the project began, with representation from all of Pakistan's regions.
Lessons for Tajikistan: The convocation of a youth parliament in Pakistan faces many of the same challenges as such a project would present in Tajikistan: difficulty of travel for participants from remote areas; political and leadership culture; garnering support from academic institutions. Youth Parliament Pakistan gives evidence that such an endeavor is not only possible, but can build upon and sustain itself over several years.
Links: http://ukinpakistan.fco.gov.uk/en/about-us/working-with-pakistan/projectsnew/youth-parliament/
http://www.pildat.org/
http://www.youthparliament.pk/
http://www.youthparliament.pk/Downloads/YP%20BOOKLET%202009.pdf

Program Name: YouthActionNet
Location: Armenia, Kyrgyzstan, Russia, Ukraine, Latvia, Moldova, Georgia
Implementing Organization: International Youth Foundation
Timeframe: 2001 – present
Aims: YouthActionNet is the flagship of the International Youth Foundation's Citizenship programs. The initiative supports young community leaders through skill-building, as well as providing access to networks, resources, and advocacy opportunities.
Successes/Outcomes: Globally, the YouthActionNet Global Fellowship supports 20 young social entrepreneurs annually. Participants in the yearlong program refine their leadership skills, collaborate across national boundaries, and advocate for their causes at the global level. They also gain access to grant opportunities. Locally, YouthActionNet works in partnerships with universities and non-profit institutions within individual countries, where its global model is adapted within the local context. Virtually— through its website and social media outreach, YouthActionNet provides young leaders around the globe with a virtual platform, through which they gain access to resources, strengthen their skills, expand networks, and advocates for their causes. Through the above three-pronged approach, YouthActionNet® is developing a new generation of socially-conscious citizens leading change in their communities. By 2014, YouthActionNetseeks to:

- Enhance the leadership abilities of 1,700 individual young social entrepreneurs
- Positively impact the lives of 1.6 million community members who are beneficiaries of youth-led projects.
- Create a global network of 24 national/regional youth leadership programs.

Lessons for Tajikistan: It is essential for Tajikistan to have young leaders who have the capacity to improve the situation in the country. This program provides young and capable individuals with opportunities to become the leaders of their communities. Although the project has a small number of direct beneficiaries, if implemented in Tajikistan it can have a profound impact on the future leaders of the country.

**Also see the program Troç ("Straight Talk") on pg. 12 of this report*

PART II: REVIEW OF RESOURCES

The following section presents a selected list of resources available on civic education. A number of different formats are included such as videos, manuals, reports and games. Each resource includes a brief description and web links are included in Appendix A.

This section has been divided into two sections: 1) civic education and 2) youth leadership and empowerment. The first section draws on resources which focus exclusively on educating youth about their citizenship. The second draws on a broader literature which teaches youth leadership and how to be active members of their community.

CIVIC EDUCATION

Summer Camps and Forums

The materials developed for forums or summer camps need to be succinct and to the point, given that there is often only a short amount of time to deliver the curriculum. The resources presented here include those designed to educate youth about voting, citizenship and the rule of law. Some of these resources are teaching materials, others are guides for producing materials and designing programs.

Organization Name: Eurasia Foundation
Location: Central Asia
Timeframe: 2011 – present
Aims: In July 2011, the Eurasia Foundation started the implementation of the 30-month Equal Before the Law: Access to Justice in Central Asia Program (EBL), designed to increase access to justice for vulnerable populations in Central Asia, in particular for rural women, at-risk children and persons with disabilities. The first objective of the program is to increase the alignment of national law and practices with international law and best practices. Under this objective, EBL executes a set of activities to monitor the adoption of international law and standards at the national level. The second objective of the program is to increase citizens' ability to access national law to defend their rights and interests. While pursuing the objective, the ELB program seeks to assist vulnerable groups, with a focus on rural women, children and youth, and people with disabilities, while endeavoring to improve equality for all.
Successes/Outcomes: The program focuses on the cross-cutting objectives of promoting the rights and equality of women and girls, and the rights of people who are easily excluded, particularly children and persons with disabilities. The program expects to reach over 100,000 people through legal consultations, community-based trainings and outreach activities.
Website: http://equalbeforethelaw.org/

Document name: IEC Voter Education Handbook
Implementing Organization/Author: IEC
Target Group: Trainers in voter education
Year: 2009
Location: Kenya
Content: Manual for young voters discussing issues of democracy. Topics covered include; types, principles and definition of democracy, role of elections, democracy in Kenya, importance of voting, how to register to vote, how to arrange and conduct a voter education workshop, methods of teaching (role plays, simulations, buzz groups).
Lessons for Tajikistan: Although the government of Tajikistan claimed 95% turnout at the 2010 elections, this number was disputed by the OSCE observers. A number of civic education programs, including Start Voting, implemented by the Public Organization "Ranjbar" have already begun to work on educating young people about their democratic rights. However, more work needs to be doneto foster trust in democratic institutions amongst Tajik youth. One strategy could be the development of a manual on democracy which could be used in schools and universities nationwide.
Website: http://www.iiec.or.ke/.../voters-education/...voter

Organization Name: The Citizenship Foundation
Location: United Kingdom
Timeframe: 1989 – present
Aims: The Citizenship Foundation is an independent education and participation charity that aims to encourage and enable individuals to engage in democratic society. The foundation focuses in particular on developing young people's citizenship skills, knowledge and understanding of the law, democracy and public life. Their work involves: championing civic participation; supporting teachers, schools and colleges in the delivery of citizenship education, and working with young people in community-settings on issues that concern them. Resources include materials for teachers and academic reports on civic education.
Successes/Outcomes: The foundation's resources are used in the majority of schools in the UK.
Lessons for Tajikistan: Provides extensive reports and resources that could be used to build civic education in Tajikistan. In addition the foundation is actively seeking potential partners.

Document name: Civic Education Assessment – Stage II. Civic Education Programming Since 1990 – a case study analysis
Implementing Organization/Author: Franca Brilliant for USAID
Year: 2000
Location: Slovakia, Central & Eastern Europe, United States, Bosnia-Herzegovina, Poland, West Bank/Gaza, Romania, Peru, South Africa and Russia.
Target Group: Civic education for both adults and young people.
Content: Report based on several case studies on civic education programs worldwide. Gives an outline as to why or why not these programs were successful and includes extensive recommendations for any providers of civic education to implement. The report divides civic education into long-term broad based civic education and short term targeted programming for democracy.

Lessons for Tajikistan: The report identifies successful methodology which has been found to be successful when used to implement a civic education program in schools, such as lectures and notes. It also found that participatory methods have a greater chance of success. These methods could be implemented in Tajikistan.
Website: http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf

Courses

Unlike summer camps and forums which last just a few days or weeks, courses on civic education can be implemented over a longer period and allow for a more in-depth exploration of themes. The materials presented here include education materials on constitutions, legal systems, and conflict management, as well analysis of existing programming.

Document name: Proposed Constitution for Kenya- Civil Education Handbook
Implementing Organization/Author: Government of Kenya
Target Group: Young people
Year: 2010
Location: Kenya
Content: Highlights the differences between the current constitution and proposed changes. The handbook discusses the definition and importance of a constitution, access to land, the bill of rights, elections, political parties, and the roles of the judiciary, executive and legislature branches.
Lessons for Tajikistan: The innovative use of visuals to illustrate the differences between the current and proposed constitution are particularly striking. The layout is simple and the information is presented succinctly. The design and content of this manual could be adapted and produced for Tajikistan's youth.

Website: http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf

Document name: Law and Administration of Justice in Uganda
Implementing Organization/Author: Judicial Service Commission, Uganda
Target Group: All citizens
Year: 2007
Location: Uganda
Content: Discussion of different types of law in Uganda, the rights of the citizen, rule of law, law enforcement and the judiciary; practical information on how to lodge complaints, press charges and gain access to justice.
Lessons for Tajikistan: The use of simple, jargon-free language to explain complex legal issues and phenomena could be replicated in Tajikistan.

Document name: Development of Civic Education in Tajikistan: Problems and Prospects
Implementing Organization/Author: AKDN
Target Group: Teachers, NGOs, Donors
Year: 2007
Location: Tajikistan
Content: This document assesses existing efforts in Tajikistan in the field of civic education. The focus is on education and the adoption of new curricula in schools after independence. It discusses the introduction of courses on human rights and citizenship in schools and courses on gender. The document also lists CSOs working with civic education in Tajikistan.
Lessons for Tajikistan: The assessment found that the quality of teaching is important, but teaching has lost its prestige in Tajikistan due to low salaries and lack of incentives for the most talented to join the profession. It recommended that civil education focus on:

- *Political knowledge.* Political knowledge should introduce the basics of the political structure of the country, form an idea about the mechanism of modern democracy, provide skills to orient oneself to the world of political parties and ideologies, promote the formation of one's own ideological and political orientation, and form an idea about the integration of the citizen into the political process and participation in the management of the country.
- *Legal knowledge.* Legal knowledge should form ideas about the constitutional structure as well as citizen's constitutional rights and freedoms, promote the rule of law, and protect one's rights and freedoms.
- *Sociological knowledge.* Social knowledge helps to understand the structure of society, its norms and values, and the problems of social development. Sociological knowledge will familiarize the citizen with the issues of equality and inequality, will assist in the realization of one's status in society, and will help to understand the difficulties of social relations, problems of family, education, culture, and mutual relations between age and gender category.
- *Philosophical knowledge.* Philosophical knowledge assists in forming the idea about the world, society, humankind, origin of morals, traditions and customs regulating social relations, and promote the formation of one's own world view.

- *Historical knowledge.* Historical knowledge gives the citizen ideas about the sources of democratic citizenship and illustrates it through world culture and civilization, history, and the culture of one's own nation. Knowledge of history helps to understand the present and to plan the future. A heroic past of one's own country promotes patriotism and civic education.

The research showed that in the university curriculum in Tajikistan special attention is not paid to subjects connected with civic education.

The following are a list of problems with implementing civil education in higher education:

• Though there are courses and subjects close to civic education, traditional teaching methods (lectures, seminar classes and academic approach) are used in teaching these subjects. The existing modern materials are used insufficiently because of the absence of access to information resources and literature.
• The introduction to interactive methods of teaching is limited; civic education subjects are only temporarily taught within a compulsory subject.
• The published supplementary training aids that exist are not used on a regular basis, and their use is completely up to the discretion of teachers.
• Unconventional teaching aids are mainly printed and electronic collections of documents on human rights, texts on the history of Tajikistan, etc. are presented without proper analysis and methodology.

The primary problems encountered by CSO led initiatives were:

- Absence of permanent funding for regular activities which leads to the impossibility of providing real long-term sustainable projects.
- Impossibility of regularly monitoring knowledge gained and difficulties within a project.
- A large quantity of beneficiaries makes it difficult to monitor the volume of gained knowledge.

Website: http://www.akdn.org/publications/civil_society_tajikistan_edu_civic.pdf

Document name: Learning to Live Together - An Evaluation of Civic-Link
Implementing Organization/Author: Work Research Co-operative
Target Group: Primary and secondary school children
Year: 2003
Location: Northern Ireland, Republic of Ireland
Content: Civic-Link is a cross-border and cross-community schools and youth based project, which aims to empower young people to actively participate within their own communities and to engage positively with each other. This report outlines the methodology that has contributed to their success.
Lessons for Tajikistan: The project demonstrates that the US Center for Civic Education's Project Citizen can be successfully adopted internationally, possibly in Tajikistan with young people in cross-community areas, for example Badakhshan or border areas between Tajikistan and Afghanistan.

Document name: Arab Civitas: Strengthening Civic Education in Nine Arab Countries - Quarterly Programmatic Report
Implementing Organization/Author: Pact on behalf of The Center for Civic Education
Year: 2005
Location: Jordan, Egypt, West Bank, Morocco, West Bank, Lebanon
Target Group: Primary and secondary school children
Content: This is an annual report from Arab Civitas which is a regional civic education network established by a grant for the Middle East Partnership Initiative from the Center for Civic Education in Los Angeles. The project is promoting civic awareness among young people in the Middle East and North Africa.
Lessons for Tajikistan: The report discusses potential new countries to join civitas and outlines some of the similar problems that may be faced by a civic education project in Tajikistan.
Website: http://pdf.usaid.gov/pdf_docs/PDACF257.pdf

New and Traditional Media

To be effective, civic education needs to utilize innovative methods. One such method is the use of multi-media such as film, drama and video games. Given the lack of access to technology in many rural areas of Tajikistan, there may be difficulties in using such technology. However, the resources presented here can be simplified and adapted for use in Tajikistan.

Document name: Civic Education for Media Professionals: A Training Manual
Implementing Organization/Author: Fackson Benda for UNESCO
Target Group: Journalists in developing countries
Year: 2009
Location: Africa, Asia, Latin America and the Middle East
Content: Civic awareness enables both media practitioners and users to appreciate the role of journalism and media in building democratic societies. This manual serves as a resource for journalism students and media professionals in developing countries, providing them with essential knowledge for the analysis of the relationship between media functions and active citizenship, and the underlying nexus of democracy, development and the media based on the fundamental principles of democracy and human rights that lie at the heart of UNESCO's mandate.
Lessons for Tajikistan: The contents and structure of this training manual could be adapted or used as a starting point for a manual for young Tajik student journalists.
Website: http://www.civiced.org/pdfs/research/ExecSumCL.pdf

Resource Name: iCivics Games
Implementing Organization/Author: iCivics
Target Group: Young people
Year: 2010
Location: USA
Content: Four online games on the theme of civic education:

1. *Activate*- game in which you campaign for change in your local area.
2. *Cast your Vote*- in which you ask two candidates questions, listen to their responses, and then cast your vote based on the responses.
3. *Immigration Nation*- in which you learn how to become an American citizen by guiding someone in the process of gaining citizenship.
4. *Responsibility Launcher*- in which you educate delinquents about their civic responsibilities.

A further 11 games on access to justice, the judiciary, the constitution, and separation of powers are also available through the website.

Lessons for Tajikistan: With slow internet speeds and a lack of access to the internet, particularly in remote areas, this type of game is not suitable for Tajikistan. However if it was adapted into a simple game, which could be put on a CD-ROM, it would become more accessible to young people in Tajikistan. Moreover the games could be adapted to be played in role plays or as board games in schools.

Website: http://www.icivics.org/games

Resource Name: Resources for Teaching Social Studies
Implementing Organization/Author: PBS
Target Group: Young people aged 9-12
Year: 2011
Location: USA
Content: Resource library containing a number of videos on citizenship, mainly focusing on the USA, but also on Brazil.
Lessons for Tajikistan: The videos may not be too accessible in Tajikistan because of low internet speeds. However they can serve as a guide and tool for practitioners who are developing similar films about what it means to be a Tajik citizen.
Links: http://www.pbs.org/teachers/classroom/9-12/social studies/resources/?page=2&resource_type=5&resource_topic=104
http://www.pbs.org/teachers/connect/resources/7289/preview/

Document name: Oceana: A Virtual Democracy
Implementing Organization/Author: Honorable Lee H. Hamilton and the Center on Congress at Indiana University
Target Group: Young people
Year: 2010
Location: The US
Content: In the fictional world of Oceana, students learn the core skills of effective citizenship. They learn to identify a problem in their community, describe it, research possible solutions, analyze points of agreement and disagreement among their peers, make a well-reasoned argument about how to solve the problem, listen to others' arguments, and compromise as necessary to reach a solution
Lessons for Tajikistan: Video games have the potential to help young people master civic knowledge, learn civic skills, and practice citizenship. Their interactive nature helps them to

engage young people and communicate a message of civic education in a manner that will remain in the minds of the young for a longer period of time.
Website: http://www.wisdomtools.com/projects/edu_oceana.html

Document name: The World We Want within the "Project Citizen" program
Implementing Organization/Author: Center for Civic Education's
Target Group: Young people around the world
Year: 2008
Location: Indonesia, India, Jordan, Russia, Bosnia-Herzegovina, Senegal, Colombia and the United States
Content: The project produced a documentary film about students between the ages of 11 and 16 around the world participating in the Center for Civic Education's "Project Citizen" international civic education program. The film highlights students using the democratic process to make a positive difference in their communities and countries. Topics covered include integrating children with special needs into schools, the establishment a town constitution, banning teenage gambling, fighting taxation of silversmiths, securing clean drinking water, the restoration of monuments, the elimination of school violence, and healthy eating in schools.
Lessons for Tajikistan: The advantage of a documentary film as a medium is that it has a greater sensory impact than the written word. Documentary films provide a way to reach multiple people at once, overcoming boundaries of illiteracy, presenting information where it is needed and inspiring hope where it is lacking. A similar film about issues facing Tajik youth and their rights could be produced.
Website:http://www.civiced.org/index.php?page=videos&?&&vid=28&&movie=http%3A%2F%2Fvideo.google.com%2Fgoogleplayer.swf%3FdocId%3D1838719723753238252%26hl%3Den&&movieName=%22The%20World%20We%20Want%22:%20Project%20Citizen%20Documentary%20Site%20Previews

Document name: Youth Civic Engagement Through Social Media
Implementing Organization/Author: Ronald Reagan Presidential Foundation
Target Group: Young people
Year: 2011
Location: USA
Content: This is a film of a panel discussion on the use of the social media for civic engagement. Film topics include activism, politics, and entrepreneurship. Following their discussion, panelists answered questions from members of the audience.
Lessons for Tajikistan: Although the discussion focuses on the US, it can be adapted and applied in Tajikistan. The power of the social media in the developing world has been made clear by recent events in the Middle East.
Website: http://www.c-spanvideo.org/program/299457-1

YOUTH LEADERSHIP AND EMPOWERMENT

Courses

Leadership courses aim to instill in young people the skills necessary to be an effective leader (see Introduction). Best practice courses would provide training with the opportunity to test leadership. For example young people could be trained in leadership and then given the chance to lead a group of local activists on the issue.

Resource Name: Training Course "Entrepreneurship Cocktail"
Implementing Organization/Author: Open World House TV Studio
Target Group: 30 young people from 10 countries
Year: 2-9 April, 2013
Location: Moldova
Content: The training course explored the concept of social entrepreneurship as an innovative way to address social problems through entrepreneurial empowerment of young people. To increase overall civic capacity, youth as social entrepreneurs can serve as positive change agents for society, improving systems, and inventing new approaches. During the training course participants were exposed to workshops, simulation games, open space technology, debates, as well as intercultural games, thus enabling them to benefit from the exchange of experiences and interactive learning. Trained and self-confident young people can carry out ideas, projects and initiatives to their local communities and become local change makers and role models for their neighbors in solving social issues.
Lessons for Tajikistan: The course's emphasis on reacting creatively to societal needs could be successfully applied to Tajikistan. The usage of interactive methods to reach and educate youth on social entrepreneurial issues has the potential to be impactful.
Links: http://www.owh.md/index/en.php
Contact: Virgiliu Margineanu, owh@owh.md

Document name: Yes I Can, Leadership for Teens
Implementing Organization/Author: Women's Learning Partnership for Rights, Development, and Peace (WLP)
Target Group: Young women aged 13-17 years
Year: 2011
Location: 'Global south' including the Middle East, South Asia and Africa
Content: The *Yes I Can* leadership manual for teens is the first publication of the Young Women's Learning Partnership (YWLP) initiative. The manual focuses on the transformative leadership capacities of girls and boys, and helps workshop participants develop collective solutions to challenges faced by their communities, nurture new norms of gender equality in their families, and engage in political processes for building just, peaceful, and democratic societies
Lessons for Tajikistan: This manual has been effectively used in a variety of countries. The exercises and teaching plan are designed to be effective in situations where participants may have limited access to resources and materials, which is often the case in Tajikistan.
Website:http://www.learningpartnership.org/sites/default/files/shared/u16/engyesicanmanual.pdf

Document name: A Manual for Youth Leadership

Implementing Organization/Author: YouthNet 21, University of Kentucky
Target Group: Young people
Year: 1999
Location: USA
Content: This manual for young people teaches leadership skills. The manual covers topics such as involving youth as resources, the process of planned change, how to organize a group of young people, how to identify problems and issue, how to select an issue or problem, expanding networks, determining what you want to accomplish, how to develop a plan, acquiring needed resources, carrying out the plan and assessing results.
Lessons for Tajikistan: The manual offers a guide for those designing youth leadership courses. This can be used in Tajikistan to design similar programs.
Website: http://www.ca.uky.edu/agc/pubs/4lb/4lb05lo/4lb05lo.pdf

Document name: Designing Youth Leadership Training Programs
Implementing Organization/Author: Kansas State University Agricultural Experiment Station and Cooperative Extension Service
Target Group: young people
Year: 1995
Location: USA
Content: Youth organizations have the challenge of providing effective leadership training programs which help youth acquire leadership skills and knowledge. This manual teaches youth to serve as catalysts for change in their personal lives, the organizations in which they belong, and communities in which they live. The manual covers topics such as: who is a leader, what is a leader, points to consider for effective leadership training programs, steps in developing leadership (training program for youth), take a challenge.
Website: http://www.innovativelearning.ca/studentpower/resources/mf2147.pdf

Document name: Youth Leadership Training Program
Implementing Organization/Author: Addis Ababa office (Ethiopia) and Friedrich Ebert Stiftung organization (Germany)
Target Group: Young people
Year: 2008
Location: Ethiopia
Content: This publication discusses leaders and leadership. The main topics are: leadership and its essence, leadership styles, transactional and transformational leadership, leadership and power, gender and leadership, work culture and leadership, decision making and leadership, ethics in leadership, team leadership, and emotional intelligence and leadership
Website: http://library.fes.de/pdf-files/bueros/aethiopien/05720.pdf

New and Traditional Media

The new and traditional media can be utilized, as with civic education, to deliver a message effectively. Young people can test their leadership in simulations and role plays. They can make videos or write articles about what being a good leader is all about.

Document name: Nation States
Implementing Organization/Author: Max Barry
Target Group: Young people
Year: 2002
Location: Internet
Content: In this game players lead a country. They chose a currency, style of government, policies, and play against other players. There are over three million registered players.
Lessons for Tajikistan: The game gives players a chance to experiment with different leadership techniques and see the consequences of their decisions. Although an online version may not be appropriate, the idea of simulating the leadership of a country could be adapted for use in Tajikistan as a board game.
Website: http://www.nationstates.net/cgi-bin/index.cgi

Video Title: Youth Leadership Training Program Summer 2009
Description: Attendees of the summer 2009 training program talk about their experiences and what they have leant. The video describes the training, structure and philosophy of the Youth Leadership Training program.
Website: http://www.youtube.com/watch?v=1SL8zutUpDo

Program Name: Youth Leadership Training Program
Location: Indiana, USA
Implementing Organization: The Art of Living Foundation
Timeframe: 1999 – present
Aims: This Youth leadership training program was established in August 1999. The program has a unique syllabus. Not only does the Youth Leadership Training Program focus on personal development and communication skills, but through stress-reducing breathing techniques, individuals find inner peace and communities come together in a spirit of service. Participants are inspired to volunteer for rural projects, and the fruits of the seeds sown in the classroom can be experienced by the community as a whole.
Successes/Outcomes: Since 1999 the summer camps have trained over 110,000 rural youths, reached 40,212 villages in India, and trained over 6000 people in organic farming as well as building homes, medical and water facilities.
Lessons for Tajikistan: This is a program that has been successfully implemented in rural locations. As the video shows, the program can be adopted for different cultures. The program involves participants in the development of their own society.

Video Title: National Youth Leadership Training 2010 - Camp Westmoreland, Greater Alabama Council
Description: This film highlights the experience of the young men involved in the 2010 session. In 2010, the camp's theme was the Westmoreland Olympics. The camp included several game shows the participants could take part in which were "moved from their normal time slots" to make room for Olympic games such as Spider Web, Circle Sit, and other team-building activities.
Link: http://www.youtube.com/watch?v=d7FJRZQe7uQ

Program Name: National Youth Leadership Training Program
Location: USA
Implementing Organization: Greater Alabama Council, Boy Scouts of America
Timeframe: ongoing
Aims: This program is designed to train the next generation of Senior Patrol Leaders, and more generally, to train the next generation of Leaders with content sessions on Vision, Goals, Planning, Team Development, Teaching, Resolving Conflicts, Ethical Decision Making, and more.
Successes/Outcomes: The next generation of leaders in boy scouts learned new skills and were educated on civil education successfully in a fun and challenging environment that they enjoyed.
Lessons for Tajikistan: Civic education could be combined with interesting and challenging activities that build personal confidence while teaching about leadership and civic education.

OTHER

Document name: Yes I Can, Leadership for Teens
Implementing Organization/Author: Arizona State University
Target Group: Young women aged 13-17 years
Year: 2011
Location: 'Global south' including the Middle East, South Asia and Africa
Content: A catalogue of resources, best practice examples and information on civic education. Topics include justice, politics, civic engagement and citizenship. There are also downloadable lesson plans for courses on civic education.
Lessons for Tajikistan: Although these resources focus on the US, they can be adapted and applied in Tajikistan.
Website: http://ccel.asu.edu/teachers/index.shtml

Document Name: The Youth Engagement Spectrum
Implementing Organization/Author: HeartWood Centre for Community Youth Development/John Ure
Target Group: Youth (adolescents, or teenagers, between the ages of 12-18) Young Adults (people over 18 and into their mid-20s)
Year: 2007
Location: Canada
Content: A tool developed to help practitioners of youth development as they engage young people in their work. The document defines, and outlines the different types of youth

engagement. Additionally, putting values into practice is discussed using examples and hypothetical situations.
Lessons for Tajikistan: This document could be useful for Tajik NGOs in gaining a better understanding of the different methods of engaging youth.
Website: http://www.heartwood.ns.ca/documents/YouthEngagementSpectrum.pdf

Document Name: Youth and Conflict Best Practices and Lessons Learned
Implementing Organization/Author: Mercy Corps
Target Group: Youth (ages 14-25)
Year: 2010
Location: Societies with a high proportion of young people relative to the total population including the Middle East, South Asia and Africa
Content: A toolkit aimed at reducing the likelihood of young people's participation in violence through help with program development and implementation. The tools are largely organized according to the reasons youth participate in violence: Economic Engagement, Political Participation, Youth to-Community Connections and Youth-to-Youth. Also, best practices corresponding to the reasons are explained in detail.
Lessons for Tajikistan: This toolkit provides many sections that can be adapted and applied in Tajikistan.
Website:http://c.ymcdn.com/sites/www.allianceforpeacebuilding.org/resource/collection/9E786610-CF07-4073-9E34-A03818697B2E/MCYouthandConflictToolkit-3.pdf

Document Name: Guide to the Implementation of the World Programme of Action for Youth
Implementing Organization/Author: United Nations, Department of Economic and Social Affairs
Target Group: Young people
Year: 2006
Location: Global
Content: Contains youth policy and program recommendations and ideas resulting from analyses, case studies, lessons learned and good practices documented by a wide range of sources. The guide seeks to provide a deeper understanding of the obstacles and challenges to improving the lives of youth, for the people who make and carry out policies and programs that affect the everyday realities and struggles of youth.
Lessons for Tajikistan: Although mainly directed toward government, this guide presents many sections that are all dependent on the participation of other stakeholders. The guide can be beneficial for design, implementation and evaluation aspects of CSOs in Tajikistan.
Website:http://www.un.org/esa/socdev/unyin/documents/wpay_guide.pdf

Document Name: ICT and Youth Development in Tajikistan
Implementing Organization/Author: University of Minnesota/Garth Willis
Target Group: Youth in mountainous regions
Year: 2007
Location: Tajikistan
Content: The document details the US State Department's Global Connections Program for Tajikistan, which beginning in 2003 connected high schools to the internet in several mountainous

regions in Tajikistan. The program opened a network of internet learning centers and developed programs specifically targeted to providing opportunities for youth through access to the internet centers. The program's successes, in addition to challenges for internet development specific to mountainous regions are also detailed.
Website: http://www.womenofthemountains.org/files/Microsoft%20Word%20-%2007-02-20-Willis___Utah_final_draft.pdf

Document Name: A Digital Shift: Youth and ICT for Development Best Practices
Implementing Organization/Author: United Nations, Department of Economic and Social Affairs, Global Alliance for ICT and Development
Target Group: Young people
Year: 2009
Location: Global
Content: This document showcases the best practices of community transformations through ICT. Topics include digital citizenship and digital media, education, health care, entrepreneurship and advocacy. There are also examples of various types of programs and global initiatives that integrate ICT.
Lessons for Tajikistan: This document provides many best practices regarding ICT that can be adapted and applied in Tajikistan.
Website: http://unpan1.un.org/intradoc/groups/public/documents/gaid/unpan036084.pdf

Document Name: Adolescents and Civil Engagement: Social Entrepreneurship and Young People
Implementing Organization/Author: UNICEF, Adolescent Development and Participation Unit Programme Division
Target Group: Young people
Year: 2009
Location: Global
Content: This study focuses on social entrepreneurship and youth and explains the importance of this approach in contributing towards the development of critical skills and competencies of young people to positively engage in society, exercise leadership and become involved in social change. It advocates for a hands-on youth development approach for young people to achieve their full potential, as the best way to prevent them from engaging in risky behavior. The definition and characteristics of social entrepreneurship in addition to key actors, and their programs are outlined.
Lessons for Tajikistan: This study presents strengthens and weaknesses of various agencies' approaches towards adolescences programing. Particularly, the agency tables and recommendations sections allow for further program design awareness and knowledge.
Website:http://www.unicef.org/adolescence/files/ADAP_series_1.pdf

Document Name: USAID Youth and Conflict: A toolkit for intervention
Implementing Organization/Author: USAID
Target Group: Youth (ages 15-24)
Year: 2005
Location: Global

Content: This document seeks to reach youth in developing countries, who are coming of age in societies that lack stable government, economic growth, or basic material and physical security. In such circumstances, youth often turn away from the authority and ideology of older generations and seek to mobilize their own generation in search of solutions. The toolkit includes key issues, lessons learned, program options, resources and other sections.
Lessons for Tajikistan: This document mostly deals with conflict and post-conflict settings. Bearing in mind Tajikistan's past history the areas covered are factors that could aid Tajikistan CSOs in establishing positive factors among the youth population.
Website: http://transition.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_Toolkit_April_2005.pdf

Document Name: Cluster Evaluation Report: UNDEF-Funded Youth Projects
Implementing Organization/Author: UNDEF and Transtec Project Management, Sue Nelson
Target Group: UNDEF youth project implementers and partners
Year: 2012
Location: Global
Content: This report evaluates 14 UNDEF-supported projects related to youth carried between 2007 and 2011. These projects focused primarily on increasing the capacity and ability of youth aged 14 to 35 to participate in civic and democratic processes. These projects were implemented primarily through international organizations and their partners or directly to national NGOs. The project objectives, strategies and logical framework are outlined. Additionally, the evaluation findings section contains information regarding project relevance, effectiveness, efficiency, impact, sustainability and added value.
Lessons for Tajikistan: The report demonstrates how program factors depend on one another; good project design followed by an equally good project management and implementation is essential. Furthermore, the issue of long-term impact and program sustainability of the programs reviewed is assessed. Tajikistan CSOs can gain knowledge about factors that can enable long-term sustainability of their programs after they have ended.
Website:
http://www.un.org/democracyfund/Docs/Post%20project%20evaluations/CLUSTER%20Evaluation_YOUTH%20projects.pdf

Document Name: Youth exclusion, violence, conflict and fragile states
Implementing Organization/Author: Department for International Development/Social Development Direct, Lyndsay McLean Hilker and Erika Fraser
Target Group: Youth-focused CSOs and DFID partners
Year: 2009
Location: United Kingdom
Content: This study focuses on two areas: youth, jobs and growth and on youth exclusion, fragile states and conflict. It offers practical guidance on addressing youth exclusion and unemployment. This study focuses mainly on people aged 15-24, but identifies "youth" as a transitional stage in life between childhood and adulthood rather than as a rigid construct based on age. The document discusses the issues and evidence of youth exclusion and violence; policies and programs to address youth exclusion and violence; and includes policy and program level recommendations.

Lessons for Tajikistan: This document details constructive was to engage the youth population and factors that push them to turn away from formal structures. In Tajikistan, youth faced with high unemployment rates and exclusion from social and political life are turning to Islam for guidance and identity. This study not only helps CSOs but also governments understand that they must move beyond youth issues as being primarily oriented towards young men and only reducing the potential threat posed by male youth.
Website: http://www.gsdrc.org/docs/open/CON66.pdf

Document Name: Youth Participation in Development: A Guide for Development Agencies and Policy Makers
Implementing Organization/Author: Youth Working Group
Target Group: Donor agencies, policy advisors, government, NGO and civil society partners.
Year: 2010
Location: United Kingdom
Content: This guide aims to increase understanding of the growing importance of, and greater potential for, youth participation in development practice and to explore key issues and approaches. This guide provides information on how to actually work with youth at a practical operational level in respect of policy and programming. It does this through practice case studies and associated resources, and a number of quality standards that will help organizations to get started. Also it focuses on working with excluded sub-groups of young people, and the importance of building partnerships between adults and youth in a culturally sensitive manner.
Lessons for Tajikistan: Within the Tajik context**,** this document serves as a strategic framework that can help program implementers go beyond more visible aspects such as formal youth dialogue and representation and also include less visible aspects such as capacity building, leadership training, youth roles in governance and others.
Website:
http://www.ygproject.org/sites/default/files/6962_Youth_Participation_in_Development.pdf

Document Name: Children with Special Education Needs in Kazakhstan, Kyrgyzstan, and Tajikistan
Implementing Organization/Author: Open Society Institute
Target Group: Donor agencies, policy advisors, government, NGO and civil society partners.
Year: 2009
Location: Kazakhstan, Kyrgyzstan, and Tajikistan
Content: This document seeks to promote a better understanding of the potential of children with special education needs; analyzing existing services and policies for providing education to children with special education needs through the lens of disability, learning difficulty, and disadvantage. The legislative situations concerning special education and OSI sponsored projects in the Central Asian Republics are described in addition to shifts in thinking and expectations that are occurring. Also key recommendations are presented that not only benefit the education and governmental sectors but civil society as well.
Lessons for Tajikistan: These projects have demonstrated positive and consistent results largely due to the high standards of planning, execution, enthusiasm, and determination among staff, supporters, and the children themselves. Proper integration would allow many more children with special education needs to take an active and independent role in their societies, shifting the focus

from what they cannot achieve in their current context in order to consider how that context could be adapted to support their maximum development and achievement. CSOs have a crucial role to play in helping ease the level of poverty PWDs face today in Tajikistan.
Website: http://www.opensocietyfoundations.org/sites/default/files/special-education-en-20091207.pdf

Document Name: Best Practices for including Persons with Disabilities in all Aspects of Development Efforts
Implementing Organization/Author: United Nations, Department of Economic and Social Affairs
Target Group: Governments, United Nations agencies, Disabled Persons Organizations (DPOs), local and international non-governmental organizations (NGOs), and networks, disability advocates and experts from around the world.
Year: 2012
Location: Global
Content: This document presents diverse case studies, which range from specific mainstreaming activities and initiatives to organizational and national strategies that address the inclusion of persons with disabilities. The detail and criteria it uses for best practices in mainstreaming disability comes from a range of organizations, including Disabled Persons Organizations (DPOs), donor organizations, disability-focused and mainstream non-governmental organizations (NGOs) and United Nations agencies. Additionally, a number of recommendations, suggesting how the United Nations and like organizations can facilitate the process of mainstreaming disability and persons with disabilities in development is included.
Lessons for Tajikistan: CSOs should strive for a twin-track approach towards youth development and civic education. Establishing disability specific projects or components of projects would help empower CWDs and hopefully contribute to a mindset change in Tajik society.
Links: http://www.un.org/disabilities/
http://www.g3ict.org/download/p/fileId_956/productId_266%E2%80%8E

Document Name: Making it Work International Co-ordination
Implementing Organization/Author: Handicap International
Target Group: Disabled and vulnerable people in situations of poverty and exclusion, conflict and disaster
Year: 2009
Location: Global
Content: A catalogue of tools and guidelines, best practice examples and resources on persons with disabilities. Topics include disability and development, children with disabilities, awareness raising and civil society. There are also downloadable documents and other content available for CSOs with practices that can be modified and applied to differing situations.
Lessons for Tajikistan: These resources present practical best practices and factors to be aware of while implementing programs globally; the content can be adapted and applied in Tajikistan.
Website: http://www.makingitwork-crpd.org/

Document Name: No Barriers No Borders
Implementing Organization/Author: European Commission and SALTO Inclusion Resource Centre

Target Group: Young people with fewer opportunities
Year: 2008
Location: Europe
Content: This booklet presents guidelines on youth inclusion and mixed-ability projects based on the experiences of two SALTO organized TC Enable training courses in 2003. SALTO's document aims to stimulate and offer support to the European Youth in Action program and youth workers in setting up projects, including both young people with and without a disability. It offers concrete tips and approaches to make mixed-ability projects easier and also provides practical checklists for various scenarios. They choose not to work towards 'disability projects' where young people with disabilities are secluded again, but would rather like to promote 'mixed-ability projects' where peers with and without a disability have a meaningful and positive experience together and get to accept each other in the process, regardless of their abilities or disabilities.
Lessons for Tajikistan: This resource emphasizes the fact that proper inclusion for PWDs seeks to integrate and not segregate. Utilizing mixed-ability approaches to programs presents a learning opportunity for participants and Tajik society.
Website: http://www.salto-youth.net/
http://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf

Document Name: Youth in development policy: Realizing the demographic opportunity
Implementing Organization/Author: USAID
Target Group: Young people with fewer opportunities
Year: 2012
Location: Global
Content: This document is USAID's policy on emerging best and promising practice for youth development and engagement from its and partner's experiences in youth programming, as well as through consultations with young people across the developing world. Its policy on youth in development is the first of its kind and represents the agency's recognition of the need for smarter and inclusive integration and mainstreaming of youth across their coordinated investments in youth that will significantly contribute their work. The policy includes two main objectives and outlines their expected outcomes and related information throughout the document.
Lessons for Tajikistan: This policy contains valuable information and guidelines for youth engagement and development projects. The overachieving goals and objectives that it provides are factors that program implementers in Tajikistan can be aware of and evaluate how their initiatives coincide with USAID ideals.
Website:
http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/Youth_in_Development_Policy.pdf

CONCLUSIONS AND RECOMMENDATIONS

Civic education has gained ground in Tajikistan since the end of the civil war in 1997. At present a range of actors are engaged in civic education throughout Tajikistan and are utilizing a range of methods including debate clubs, forums, summer camps and media to educate young minds about civic values. However, a number of gaps in programming remain which offers further opportunities for intervention. The fact that democracy is yet to take a strong hold in Tajikistan and the country remains authoritarian is indicative of the fact that further work needs to be done.

Given this conclusion, the following recommendations emerge from this research:

In general:

- Organizations should ensure that programs are **well-designed** to meet the needs of their beneficiaries and involve **high quality teaching**.
- Teachers should utilize **interactive methodologies** such as role-plays, simulations and multi-media to engage their audience
- Ensure that trainings are delivered **more than three times** to beneficiaries
- **Use best-practice examples and teaching resources** developed abroad, *but* adapt these to the specific needs of beneficiaries.
- Programs need to provide youth with the **tools** as well the skills for civic engagement. This could be through small grants or organized activities.

Specifically in Tajikistan:

To facilitate the co-ordination of efforts:

- There is a need for NGOs to communicate better and co-operate more in addressing youth issues. This could be achieved by organizing a monthly forum on youth issues in which INGOs, NGOs, government and young people could meet to discuss issues.
- There is a need for a database which lists all youth programs in Tajikistan and is accessible to all stakeholders.

To further the development of civic education in Tajikistan:

- Reach out more to marginalized groups- women, ethnic minorities, PWDs.
- Focus less on university students and more on the rural young people- who are the most at risk of drug abuse, radicalism and migration, and have the least knowledge of civic values.
- Explore the potential of social media as a tool of civic education.
- Combine training with practical activities- the formation of action groups, youth parliaments and committees, all of which should be given funding to realize change in their communities.
- Focus on remote mountainous communities in Zerafshan, GBAO and Rasht.

To enhance the teaching materials for civic education:

- Explore the potential of the social media as a tool of civic education
- Tailor the materials to the audience (i.e develop different materials for PWDs or women)
- Present material in an accessible manner avoiding jargon and keeping the text succinct
- Make use of visuals, graphics and video

APPENDIX A- Links to Resources

1. PROGRAMS

'Project Citizen'
http://www.civiced.org/index.php?page=introduction

Start Voting (TJ)
Contact: Munavara Berdieva, munavara.berdieva@sdc.net

Policy Dialogue Initiative on Youth and Radicalism
Website: http://www.internationalalert.org/ourwork/regional/caucasuscentralasia/centralasia

Youth Radicalization in Tajikistan
Website: http://www.ef-ca.org/en/programs/reducing-youth-radicalization-in-tajikistan-programme.html

Democracy Summer Camps
Website:
http://www.ifes.org/~/media/Files/Publications/White%20PaperReport/2003/1126/EvalCivicEd.pdf

Civic Education Summer Camps
Links: http://www.osce.org/tajikistan/53764
http://www.osce.org/tajikistan/46631

Summer School of Democracy for Youth Leaders
Website: http://www.iyfnet.org/news/1745

Project Citizen
Links: http://www.civiced.org/pdfs/research/JordanEgyptWestBankFinalReport.pdf
http://www.civiced.org/pdfs/research/CIVEXREPORTSUMMARYREPORT1205.pdf
http://www.civiced.org/pdfs/civitas/Civitas_brochure.pdf

Youth Parliament Pakistan
Links: http://ukinpakistan.fco.gov.uk/en/about-us/working-with-pakistan/projectsnew/youth-parliament/
http://www.pildat.org/
http://www.youthparliament.pk/
http://www.youthparliament.pk/Downloads/YP%20BOOKLET%202009.pdf

Youth Action Net
Website: http://www.iyfnet.org/youthactionnet

Art Against Corruption
Contact: Munavara Berdieva, munavara.berdieva@sdc.net

Regional Youth Forum "Digital Youth in Central Asia," DYCA
Website: www.dyca.centreict.tj

Troc
Links: http://www.unicef.org/magic/bank/case020.html
http://findarticles.com/p/articles/mi_m1309/is_4_40/ai_114007101/
http://nds2.ir.nokia.com/NOKIA_COM_1/Corporate_Responsibility/Society_/Youth_development/Life_skills/Publications/WW-youth_Led_Media.pdf

Professional Youth Journalism in Central Asia (PYJ) Program
Website: http://www.ef-ca.org/about-us/?lang=en

Bla Bla Cafe
Links: http://www.unicef.org/magic/contacts/kosovo.html
http://www.unicef.org/kosovo/media_5711.html
http://kosovoinnovations.org/kosovoyouthmap/reports/view/277

Build Tajik Youth's Confidence in Democracy
Website: http://www.ef-ca.org/about-us/?lang=en

Youth Civic Education and Community Participation Project
Links:
http://issuu.com/rusoch/docs/detailed_narrative_report_of_the_ycecp_2nd_q
http://www.developmenteducation.org/resources/Newsletter/RADC_Newsletter4_WVR.pdf
http://prezi.com/aied2l7kyzr9/ycecp/

Jasa.kg
Links: http://www.iyfnet.org/jasa.kg
http://centralasia.usaid.gov/kyrgyzstan/1057
http://www.dr.kg/index.php/news/206-grantovyj-konkurs-jasa-kg

Youth Theater for Peace
Website: http://www.irex.org/project/youth-theater-peace

Enabling Children With Disabilities and Women to Claim Their Human Rights
Links: http://www.miseast.org
http://www.miseast.org/en/tajikistan/enabling-children-disabilities-and-women-claim-their-human-rights
http://www.iddcconsortium.net/joomla/images/IDDCdocuments/2012_jun_me_tor_therapy_rehab_tajikistan.doc

II.RESOURCES

Development of Civic Education in Tajikistan: Problems and Prospects
Website:http://www.akdn.org/publications/civil_society_tajikistan_edu_civic.pdf

IEC Voter Education Handbook
Website: http://www.iiec.or.ke/.../voters-education/...voter

Proposed Constitution for Kenya- Civil Education Handbook
Website: http://www.primeminister.go.ke/DOCS/civic_education_handbook.pdf

Civic Education Assessment – Stage II, Civic Education Programming Since 1990 – a case study analysis
Website: http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf

Arab Civitas: Strengthening Civic Education in Nine Arab Countries - Quarterly Programmatic Report
Website: http://pdf.usaid.gov/pdf_docs/PDACF257.pdf

Civic Education for Media Professionals: A Training Manual
Website: http://www.civiced.org/pdfs/research/ExecSumCL.pdf

Yes I Can, Leadership for Teens
Website:
http://www.learningpartnership.org/sites/default/files/shared/u16/engyesicanmanual.pdf

iCivics Games
Website: http://www.icivics.org/games

Resources for Teaching Social Studies
Links: http://www.pbs.org/teachers/classroom/9-12/social studies/resources/?page=2&resource_type=5&resource_topic=104
http://www.pbs.org/teachers/connect/resources/7289/preview/

Oceana: A Virtual Democracy
Website: http://www.wisdomtools.com/projects/edu_oceana.html

The World We Want within the "Project Citizen" program
Website:
http://www.civiced.org/index.php?page=videos&?&&vid=28&&movie=http%3A%2F%2Fvideo.google.com%2Fgoogleplayer.swf%3FdocId%3D1838719723753238252%26hl%3Den&&movieName=%22The%20World%20We%20Want%22:%20Project%20Citizen%20Documentary%20Site%20Previews

The Citizenship Foundation

Links: http://citizenshipfoundation.org.uk/lib_res_pdf/1360.pdf
http://www.citizenshipfoundation.org.uk/

A Manual for Youth Leadership
Website: http://www.ca.uky.edu/agc/pubs/4lb/4lb05lo/4lb05lo.pdf
The Young Mayor model
Website: http://www.ymn.org.uk/

Eurasia Foundation
Website: http://equalbeforethelaw.org/

Training Course "Entrepreneurship Cocktail"
Links: http://www.owh.md/index/en.php
Contact: Virgiliu Margineanu, owh@owh.md

The Youth Engagement Spectrum
Website: http://www.heartwood.ns.ca/documents/YouthEngagementSpectrum.pdf

Youth and Conflict Best Practices and Lessons Learned
Website:http://c.ymcdn.com/sites/www.allianceforpeacebuilding.org/resource/collection/9E786610-CF07-4073-9E34-A03818697B2E/MCYouthandConflictToolkit-3.pdf

Guide to the Implementation of the World Programme of Action for Youth
Website:http://www.un.org/esa/socdev/unyin/documents/wpay_guide.pdf

ICT and Youth Development in Tajikistan
Website: http://www.womenofthemountains.org/files/Microsoft%20Word%20-%2007-02-20-Willis___Utah_final_draft.pdf

A Digital Shift: Youth and ICT for Development Best Practices
Website: http://unpan1.un.org/intradoc/groups/public/documents/gaid/unpan036084.pdf

Adolescents and Civil Engagement: Social Entrepreneurship and Young People
Website:http://www.unicef.org/adolescence/files/ADAP_series_1.pdf

USAID Youth and Conflict: A toolkit for intervention
Website: http://transition.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_Youth_and_Conflict_Toolkit_April_2005.pdf

Cluster Evaluation Report: UNDEF-Funded Youth Projects

Website:
http://www.un.org/democracyfund/Docs/Post%20project%20evaluations/CLUSTER%20Evaluation_YOUTH%20projects.pdf

Youth exclusion, violence, conflict and fragile states
Website: http://www.gsdrc.org/docs/open/CON66.pdf

Youth Participation in Development: A Guide for Development Agencies and Policy Makers
Website:
http://www.ygproject.org/sites/default/files/6962_Youth_Participation_in_Development.pdf

Children with Special Education Needs in Kazakhstan, Kyrgyzstan, and Tajikistan
Website: http://www.opensocietyfoundations.org/sites/default/files/special-education-en-20091207.pdf

Best Practices for including Persons with Disabilities in all Aspects of Development Efforts
Links: http://www.un.org/disabilities/
http://www.g3ict.org/download/p/fileId_956/productId_266%E2%80%8E

Making it Work International Co-ordination
Website: http://www.makingitwork-crpd.org/

No Barriers No Borders
Website: http://www.salto-youth.net/
http://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf

Youth in development policy: Realizing the demographic opportunity
Website:
http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/Youth_in_Development_Policy.pdf

Appendix B: Selected Bibliography

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APPENDIX C- Directory of Youth Organizations in Tajikistan

Name of the organization	Public organization "Youth of 21 century" in Kulyab city
Geographic focus	Kulyab group of districts
Mission of the organization	Representation of the Republican Public Association "Youth of 21 century" helps to activate young people and the population of Kulyab in social life through education, holding a variety of practical activities, dissemination of independent information through media, and addressing young people's problems that prevent their development using democratic methods.
Area of activities	Promotion of youth through the following programs: debates, leadership, environment and sustainable development, Green Patrols, energy saving, civic education, HIV/AIDS programs, Internet services.
Website	youth21kulob.blogspot.com
Manager	Mr. SharbatovDaler
Contacts: address, tel. number, e-mail	Republic of Tajikistan, Khatlon Oblast, Kulyab city, SangakSafarov Street 16 +992 3322 2-62-00. (mobile): +992 907818117 **youth21kulob@yandex.ru**
Brief description of the organization and services offered	The public organization first was created as initiative group in 2004, and in 2006 it was reestablished as *Representation of the Republican Public Association* and implemented many projects. Basically, provides trainings and seminars, practical activities, and information programs. Under a project provided free internet services for youth.
Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	- The project of Branch Office of Open Society Institute Assistance Fund – Development of debate as tool for development of discussions with state structures - The project "Debate", European Commission in Tajikistan - OSCE "Green patrols" - "SPARE" Norwegian society of protection of a nature - "The centre of ecological education" WWF Russian - Embassy of the USA "Leadership School for young people from Rural Area" - Committee of youth, sports and tourism of Tajikistan "Internet center for active youth" - OSCE "Summer camp for youth of Civil education" - OSI SF "Summer camp for youth of Civil education" - SDC "Summer camp for youth of Civil education"
Donors and partners	Commission for promotion of democracy, Embassy of USA in Tajikistan; 2010-11 Youth, sport and tourism Committee under the Government of the Republic of Tajikistan; 2010 OSCE Office in Dushanbe; 2010 г. Tajik Branch of Open Society Institute; 2010 Swiss Agency for Development and Cooperation in Tajikistan; 2010 Delegation of the World Wildlife Fund in Tajikistan; 2010 OSCE Office in Dushanbe; 2004-2009 International Labor Organization; 2007 Delegation of European Union in Tajikistan; 2006-2007 Tajik Branch of Open Society Institute; 2005 UN Population Fund in Tajikistan. 2006

	PO “Youth of 21 Century”; PO “Malenkaya Zemlya”; PO “Kuhiston”; PO “Youth of New Century”; Tajik Branch of the Regional Environmental Center for Central Asia; PO Youth Group for Protection of Environment , Khujand city; PO “AsriNav” of Kabodiyon District; PO “Oyandasoz” of Bargant District of GBAO; PO “Youth of 21 Century” in NosiriKhusrav District; PO “Youth of 21 Century” in Kurgan Tyube city; Independent information newspaper “Pazhvok” Kulyab city; Education Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts; Youth, sport and tourism Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;

Name of the organization	Public organization “AsriNav”
Geographic focus	Republic of Tajikistan, Khatlon Oblast, Kurgan Tyube area
Mission of the organization	Enhancing the legal, socio-economic, cultural and political literacy of the population, especially young people. Assist in enhancing the role of youth and the population in the democratization of society and improve the living standards.
Area of activities	Environment (community mobilization to address social environmental issues, alternative energy, energy conservation, protected area, disaster, climate change). Civic education (raising the legal literacy of citizens, human rights monitoring). Agriculture (improvement of agricultural production through training, establishment of Water Users Associations). Youth development (organization of training courses, creation of jobs, organization of camps, courses, and school open classrooms).
Website	Not available
Manager	Mr. Soliev Farhodjon Muhammadjonovich
Contacts: address, tel. number, e-mail	Kabodiyon District, Lenin Street 45 phone: 8 32 51 22422, Index 735 191 Soliev Farhod, phone: 992 93 5550282, **farkhodjon@mail.ru** Boboev Umedbek, phone: 992 918 5674536 **umedboboev@mail.ru**
Brief description of the organization and services offered	PO “AsriNav” is established in 2002 (Youth Development Center “JavononiJanub”). Date of reregistration 19 March 2008. Currently the organization has 7 staff and more than 50 volunteers. They mainly work with population of remote districts and villages (N. KHisrav, Kubodiyon, Shaartuz, Jillikul, Qumsangir and others). The organization provides trainings and events on the following: Provision of monitoring and socio economic, legal assessment. Organization of summer camps, courses and lessons for children and youth. Conduction of analysis and work with community in all levels. Other activities as mentioned above.
Projects: 1. **Implemented**	**1.** Project “Land Degradation” in Kubodiyon, Jillikul, Shaartuz and Qumsangir Districts supported by UNDP-GEF.

2. **Ongoing** 3. **Planned**	· Project "Green Patrols" (OSCE- Youth of 21 century) · Project "Community sustainability to emergency situation in Tajikistan and Kyrgyzstan" Center on Emergency Situation in Kubodiyon District (YEC -Act Central Asia -European Commission) · Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund and WWF) · Project "Climate Change" YEC – work with communities and youth– Discussion club "Hakikat". · School Project "SPARE" (Regional Public Organization "Malenkaya Zemlya" and Norwegian Society for Nature Conservation) · Project "Distribution and use of new technologies of energy efficient stoves" (Regional Public Organization "Malenkaya Zemlya" and NICSP) **2. -** Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund and WWF) - Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund and WWF) **3.** Establishment of Aarhus Center in Kubodiyon District. Project on alternative energy source, solar energy and potential of Tajikistan.
Donors and partners	• OSCE; • USAID-WUASP; • YouthEcoCenter – Dushanbe • PO "Malenkaya Zemlya" • PO "Youth of 21 Century" • KuhistonFund • REC –Tajikistan, • UNDP/CP Shaartuz • UNFAO; • Office of Human Rights and Rule of Law in Tajikistan • State local authorities, Jamoats, Committees on Emergency Situations, Environment Protection Department of Districts, Youth, Tourism and Sport Department of Districts, Education Department of Districts.

Name of the organization	Public organization "Volunteers School"
Geographic focus	Khatlon Oblast, priority to Kurgan Tyube group of Districts
Mission of the organization	Promoting of volunteerism, training of volunteers for government and public organizations, initiate groups in the region through provision of consulting, information and other assistance
Area of activities	Work with children, youth and teenagers, training, consulting, organizing and conducting events, social partnership
Website	Not available
Manager	Mr. Salim Bobonazarov
Contacts: address, tel. number, e-mail	Kurgan Tyube city, 4 Mirzokadirov, 918631235, 988160444, **school_volonteers@mail.ru**
Brief description of the organization and services offered	*Year of the establishment– 2010* *Target group – IDU, SW, PLH, street children* *Services –training, low level services, volunteer social support*

Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	1. «Nothing for us without us», donor– Young Leaders Fund (**HIVYoungLeadersFund@gmail.com**). • 85 IDU, SW, PLH are covered by preventive control • 15 IDU, SW are trained in outreach work with vulnerable youth • 90% of ToT participants have successfully passed pretest and posttest • 2 initiative groups were established after conduction of seminar "NGO and Society" • 100% IDU, SW, PLH - participants of 4-day workshops on "HIV / AIDS, STDs, hepatitis, tuberculosis and malaria" (80 people) received VCT, testing for TB, STDs, hepatitis and malaria • 80 IDU, SW, PLH participated in 2 sport events under the project framework. • 15 volunteers were trained from medical college students in ToT as outreach – employees, on: "Features of outreach - work for prevention and spread of drug abuse among children and teenagers" • 6 mini sessions were conducted jointly with OC AIDS OSC Khatlon Oblast for 60 street children on "Health Society is in your hands" and "Mutual understanding is a good deed"; • 5 meetings were held with 50 street children in Kurgan - Tube in order to engage them in further preventive work. Hygiene kits and food, children's literature, informational - educational materials were distributed to them. 1. «International partnership and street children» (jointly with NGOs from Iran, Afghanistan and Indonesia). Donor – IREX In total projects covered 125 street children, including 80 boys and 45 girls.
Donors and partners	Young Leaders Fund, IREX

Name of the organization	Public organization "Youth of 21 century" in Kulyab city
Geographic focus	Kuyab group of districts
Mission of the organization	Representation of the Republican Public Association "Youth of 21 century" helps to activate young people and the population of Kulyab in social life, through education, holding a variety of practical activities, dissemination of independent information through the media, and addressing young people's problems that prevent their development through democracy.
Area of activities	Promotion of youth through the following programs: debates, leadership, environment and sustainable development, Green Patrols, energy saving, civic education, HIV/AIDS programs, Internet services.
Website	youth21kulob.blogspot.com
Manager	Mr. Sharbatov Daler
Contacts: address, tel. number, e-mail	Republic of Tajikistan, Khatlon Oblast, Kulyab city, Sangak Safarov Street 16 +992 3322 2-62-00. (mobile): +992 907818117 **youth21kulob@yandex.ru**
Brief description of the organization and services offered	*The public organization first was created as initiative group in 2004, and in 2006 it was reestablished as* Representation of the Republican Public Association and implemented many projects*. Basically, provides trainings and seminars, practical activities, and information programs. Under a project providedfree internet services for youth.*
Projects:	- The project of Branch Office of Open Society Institute Assistance Fund – Development of

1. **Implemented** 2. **Ongoing** 3. **Planned**	debate as tool for development of discussions with state structures - The project "Debate", European Commission in Tajikistan - OSCE "Green patrols" - "SPARE" Norwegian society of protection of a nature - "The centre of ecological education" WWF Russian - Embassy of the USA "Leadership School for young people from Rural Area" - Committee of youth, sports and tourism of Tajikistan "Internet center for active youth" - OSCE "Summer camp for youth of Civil education" - OSI SF "Summer camp for youth of Civil education" - SDC "Summer camp for youth of Civil education"
Donors and partners	Commission for promotion of democracy, Embassy of USA in Tajikistan; 2010-11 Youth, sport and tourism Committee under the Government of the Republic of Tajikistan; 2010 OSCE Office in Dushanbe; 2010 r. Tajik Branch of Open Society Institute; 2010 Swiss Agency for Development and Cooperation in Tajikistan; 2010 Delegation of the World Wildlife Fund in Tajikistan; 2010 OSCE Office in Dushanbe; 2004-2009 International Labor Organization; 2007 Delegation of European Union in Tajikistan; 2006-2007 Tajik Branch of Open Society Institute; 2005 UN Population Fund in Tajikistan. 2006 PO "Youth of 21 Century"; PO "Malenkaya Zemlya"; PO "Kuhiston"; PO "Youth of New Century"; Tajik Branch of the Regional Environmental Center for Central Asia; PO Youth Group for Protection of Environment , Khujand city; PO "AsriNav" of Kabodiyon District; PO "Oyandasoz" of Bargant District of GBAO; PO "Youth of 21 Century" in Nosir iKhusrav District; PO "Youth of 21 Century" in Kurgan Tyube city; Independent information newspaper "Pazhvok" Kulyab city; Education Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts; Youth, sport and tourism Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;

Name of the organization	Youth Public Organization "**Young generation of Tajikistan"**
Geographic focus	735708. Republic of Tajikistan, Khujand, 16, Kamoli Khujandi Street
Mission of the organization	Progressive development of young people supporting social development and participation in the society's development processes.
Area of activities	Protecting youth and teenagers' health
Website	
Manager	Mirzorahimov Naimjon Rahimovich
Contacts: address, tel. number, e-mail	tel: (+992)(83422) 4 07 49 E-mail: **ygtstaff@gmail.com**
Brief description of	Public Youth Organization "**Young Generation of Tajikistan**" was established January 18, 2008

the organization and services offered	as a result of the voluntary association of young people, leaders and activists who learned working skills with public and international organizations. • Providing educational material on HLS topics • Conducting workshops among youth on HIV/AIDS, drug abuse, STI etc. • Conducting outreach work in the places of concentration of high risk youth groups.
Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	**Implemented** April 2008 - March 2009, **"Life skills for teenagers' health and participation"** Project in partnership with national PO "Youth of 21th century" and supported by the Ministry of Education, UNICEF and financed by the Global Fund on AIDS, TB and malaria**.** The project is aimed at developing healthy behavior of young people among higher grades of 50 secondary schools of Soghd oblast, RT; June-December 2008, **"Developing communities of people living with HIV"** Project, component 2 – reducing stigma and discrimination of PLHIV, as well as cases of HIV infection through improving knowledge of vulnerable youth in the area of HIV/AIDS prevention in partnership with National PO "SafoiSughd", supported by AFEW in the frames of AMAL project and financed by European Union, Khujand, Soghd oblast, RT; February– June 2009, Project **"Trust"** on protecting health of street children and HIV and STI prevention, financially supported by the Bureau on Education and Culture, Department of State of the USA through Magee Womancare Int., Chkalovsk, Soghd oblast, RT; June-December 2009, Project **"Building capacity of secondary school teachers of Soghd oblast on training students life skills in health"** supported by Ministry of Education, UNICEF, and financed by Global Fund AIDS, TB and Malaria, Khujand, Chkalovsk, Qayroqqum, B. Ghafurov, Panjakent, Isfara, Istaravshan and Kanibadam districts of Soghd oblast, RT; November – December 2009, information campaign on solidarity with PLHIV **"Understanding gives hope"** among 14-30 age youth, supported by UNICEF, AFEW and Soghd oblast Department of youth, sports and tourism, Asht, Istaravshan, Mastchoh districts, Khujand city of Soghd oblast, RT; September 2009 – January 2010, Project **"Training staff of the Centers on working with rural women and girls on public organization administering skills"**, supported by IO CESVI and financed by the European Union, Ghonchi and Spitamen district of Soghd oblast, RT; **Ongoing** May 2010-August 2011, Project **"Improving health.Youth in action"** on increasing awareness level of high risk group youth 14-25 years of age on danger of risky behavior related to HIV/STI infection and receiving required preventive, psychosocial and medical aid, through intensive outreach work in their places of concentration, re-referral and attendance to the Youth medical and counseling departments, providing Youth-friendly services (hereinafter YMCD) supported by the Ministry of Health, UNICEF and financed by the Global Fund on AIDS, TB and Malaria, Khujand, Chkalovsk, Qayroqqum cities, B.Ghafurov, J.Rasulov, Isfara, Konibodom and Spitamen districts of Soghd oblast, RT; May 2010-August 2011, Project **"Teachers' action for improving teenagers health"** on timely informing students of secondary and higher grades on the danger of risky behavior related to HIV/STI infection, as well as their re-referral and attendance to the YMCD through building capacity of administrative and teaching personnel of secondary school in YMCD in the area of

	HLS, supported by the Ministry of Education, UNICEF and financed by Global Fund on AIDS, TB and Malaria, Khujand, Chkalovsk and Qayroqqum cities, B.Ghafurov, Isfara, Istaravshan, Konibodom and Panjakent districts of Soghd oblast, RT; December 2010 – December 2012, Project **"Community initiatives in HIV prevention and poverty reduction in Soghd oblast of the Republic of Tajikistan ",** financed by European Union in the frames of "Nongovernment sector in development" Program, aimed at supporting sustainable development and equal participation of HIV-service organizations (9 partnering PO) in the designing of strategies, implementation and monitoring of programs in the area of healthcare and social sphere in Soghd oblast of the Republic of Tajikistan. Main task of the PO "YGT" is to promote HLS among vulnerable youth, Khujand and Istaravshan cities.
Donors and partners	**Donors** Global Fund, UNICEF, European Union, **Partners** Ministry of Health, Ministry of Education, Soghd oblast Department of Health Soghd oblast Department of Education. **Dushanbe:** PO "Youth of 21st century", Y-PEER Takjikistan **Khujand**: PO "CPZHD", PO "Anti-AIDS", PO "DINA", PO "CRD", Oblast Reproductive Health Center, Soghd oblast AIDS Center, Soghd oblast Clinical Center for Dermatological diseases, **Panjakent**: PO "Buzurg", **Mastchoh**: PO "Iqboli nek" **Isfara**: PO "Shoto"

Name of the organization	PO Youth Development Initiatives, Youth Center "Youth Power"
Geographic focus	Soghd oblast, Khujand
Mission of the organization	Mission: facilitate reducing the poverty level and increasing the quality of the population's life through involving youth in the country's development processes.
Area of activities	Main business areas of YC "Youth Power": • Informational training on civil education, conducted on an "Equal-to Equal" principle • Free training courses for children from poor or single-parent families, having parents in migration, on the following: English, computer literacy, Russian, psychologist counseling. • Designing programs and conducting informational campaigns and actions • Participating in conducting researches, data collection locally
Website	
Manager	Sharipova Gulshod Odilovna
Contacts: address, tel. number, e-mail	Tajikkistan, Soghd oblast, Khujand Lenin Street, "Vandat" Sports complex, Tennis court, room №4. Tel: (47) 444 19 09 **youthideas@mail.ru**
Brief description of the organization and services offered	MIR is a public organization registered in December 2009. MIR emerges from the beginning of youth program of PO ANTI, working with youth since 2003. Target group: Vulnerable youth Services: • Informationaltrainingoncivileducation

	• Freetrainingcourses • Re-referral to the partnering organizations for receiving services
Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	**Core implemented projects**: In the frames of the ANTI youth program, projects on Youth Leadership (CIDA), Human Rights (UNTOP), HIV prevention and promoting healthy lifestyle among youth PSI\USAID, UNICEF have been implemented. Projects on HIV/AIDS prevention among youth in Khujand, timely detecting youth from risk groups and re-referral for receiving medical services in partnering HIV servicing organizations have been implemented under the financial support of AFEW. **2.Core ongoing projects:** Access – Joint efforts in the area of HIV/AIDS and TB/HIV in Soghd oblast. Implementing partner. Activating civil society for conflict prevention in the border districts of Soghd oblast through developing youth mobile theaters, Consolidated project of NGO network Peace valley on promoting tolerance among youth of Soghd oblast border districts. PO MIR has worked in 3 secondary schools of Isfara district, jamoat Chorkuh. Poverty alleviation through social and financial education for children within the International Program AFLATUN
Donors and partners	Our partners and donors: v AIDS East-West Foundation v Committee on youth, sports and tourism v AIDS Center, Khujand v PO "Young generation of Tajikistan" v PO "Center for women and children support". v PO "ANTI" v Member of Soghd oblast Platform of Youth Civil Society Organizations (37 public organizations)

Name of the organization	Tajikistan Youth Ecological Center
Country	Republic of Tajikistan
Geographic focus	Republic of Tajikistan
Type of the organization	Public organization
Area of activities	The main goal or the Youth Ecological Center is addressing of local issues related with youth development, improvement of living standards, health, and the environment
Website	**www.ecocentre.tj**
Manager	Mr. Yuri Skochilov, Head
Address	3 Gertsen Street, Dushanbe city
Telephone Number	992 372 234051
Email	E-mail: **tabiat@cool.tj**, **tabiat@tajnet.com**
Brief description of the organization	Youth Ecological Center provides young people access to resources, introduces with new ideas, formulates partnership relations; builds capacity of youth groups in working with community, promotes the interests of youth groups at government level responsible for decision making.
Mission of the organization	The mission of the Youth Environmental Center is to strengthen active citizenship of young people in socio-environmental problems of Tajikistan, increase the role of youth in decision-making process related to sustainable development.
Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	**Main implemented projects**: The organization implemented more than 40 projects that mainly focused on informing of community and educating of youth. Implemented water supply projects in villages, organized summer camps and supported community projects on development of energy efficient projects. **Main ongoing projects**:

	Project of youth forum on ecological issues. Project "Periphery" on community mobilization for addressing of ecological related issues in regions. Project on impact assessment of international programs and other public organizations. **Planned projects:** Project on climate improvement and impact assessment of international programs and other public organizations.
Donors and partners	ACT Central Asia, World Bank, National Endowment for democracy, IREX , Counterpart Co., and others

Name of the organization	"Safe Childhood"
Country	Republic of Tajikistan
Geographic focus	Dushanbe, Roghun, Nurek, Yavan District
Type of the organization	Public organization
Area of activities	Enhancing participation of children and youth from poor or troubled families in solving their own and community problems through their involvement in the educational, recreational, and rehabilitation activities, as well as creating conditions for the protection and implementation of their rights and interests
Website	**www.detstvo.front.ru**
Manager	Mr. Nigmatov Timur, Chairman Ms. Shakirjanova Irina, Director
Address	Dushanbe, Titova Street, house 36/1, apt.7
Telephone Number	+992 93 514 33 75
Email	**komanda88@mail.ru** **timur.nigmatov@rambler.ru**
Brief description of the organization	1. Social rehabilitation of vulnerable children and teenagers though providing of legal and psychological support, educate and establish suitable conditions at workplaces; 2. Legaleducationandinformation; 3. Educate social vulnerable children leadership skills, involve their participation in solving of their own and community issues; 4. Development of ethical, physical and mental potential of children and teenagers; 5. Work with the surrounding environment of vulnerable children and teenagers – teachers, administrators of education facilities, and parents to ensure long term and effective rehabilitation process. Beneficiaries information: More than 500 children, teenagers and young people aged 0 to 21 years who live in poor or troubled families (broken family, parents – criminals, alcoholics, drug users or forced/labor migrants, refugees), are orphans, or are children in conflict with the law, who are at risk of violating the law, migrating, drug addictionor diseases related to reproductive health. Specialists who are working with vulnerable children and teenagers: teachers, social workers, NGO personnel and other related government structure staff, parents and volunteers. Information on participation of the organization in any networks: Civil Initiative Group "Atlantida"(2001); International NGO is under the registration of "save childhood" along with representatives of NGOs and secondary schools. NGOs network, working on prevention program for vulnerable children and young people in Tajikistan, Kazakhstan, Kyrgyzstan, Uzbekistan, Russia and Caucasus countries.
Mission of the organization	Creation of conditions for protection and implementation of rights and interest of social vulnerable children, teenagers and young people aged from 7 up to 21 years in Dushanbe for

	involvement of their participation in development of civil society and addressing of problems at local level.
Projects: 1. **Implemented** 2. **Ongoing** 3. **Planned**	Main implemented projects: Activities under the Institutional Grant Program Support for Development of Civil Society IREX financed by USAID / Central Asia Mission. Activities under the Drug Demand Reduction Program (DDRP) in Tajikistan, Uzbekistan and Ferghana Valley, Kyrgyzstan, financed by USAID, and in cooperation with Center of Public Development "Accord". 2000 – Project "Right to Life" on legal education of vulnerable children and youth. 2001 – Project "Atlantida" on conduction of civil education program (human rights, conflict resolution, leadership, interactive education methods, healthy life style, reproductive health) for vulnerable children and youth on the basis of camps in the mountains. 2002 - Project "Sogdiana" on education of teenagers and youth, capable to participate in development of civil society in the Republic of Tajikistan, through development and preparation of teams of young volunteers. 2002 - Project "Right to Life" conduction of lectures on human rights in secondary schools of Dushanbe city. 2003 - Project "Legal and leadership education of youth on the basis of sport camps in mountains" with participation of vulnerable children and teenagers. Publications: Report on project "Right to Life" (OSCE, 2000). Report on project of conduction of civil education programs "Atlantida" (Mercy Corps, 2001). Report on training of volunteers "Sogdiana" (Mercy Corps, 2002) Report on conduction of lectures on human rights in secondary schools "Rights to Life" (UNTOP, 2002). Report on project "Legal and leadership education of youth on the basis of sport camps" (2003). Participation for preparation "Alternative report of NGO" on implementation of International Covenant on civil and political rights by Tajikistan. Report on the activities under the Drug Demand Reduction Program (DDRP, 2005-2006) Main ongoing planned projects: Educational and informational activities in the area of children's rights, conflict resolution, tolerance and peace, prevention of drug abuse and HHIV/AIDS, leadership and communication skills, interactive education methods and consultations, psychological support for vulnerable children, teenagers, youth and their environment. Teaching teenagers independently protect their rights; improving of physical, mental and emotional health of children through organization of recreational and educational camps outside of city (in Varzob and Aini Districts), hiking, sport competitions, exercise rooms and rock climbing clubs, swimming, and provision of lectures on healthy life style and reproductive health in schools of city; involvement of children to healthy life style; establishment and development of children and teenagers' volunteers teams to provide various types of assistant and support to vulnerable peers; provide free assistance to children victims of physical and psychical violence; protection of rights of vulnerable children and teenagers in investigation authorities, preliminary arrest, punishment facilities; provision of humanitarian and medical aid to orphan children' homes of Dushanbe city. Information activities on lobbying: Conduction of trainings "Advocacy for education" in Yavan District, under the framework of

	pilot project “Support of Educational Reforms though involvement of local public organizations (parents’ committees, schools’ self government, women’s committee) supported by CARE and finance by GTZ.
Donors and partners	USAID / Central Asia Mission **DDRP in Tajikistan** CARE International GTZ Development “Accord” IREX Freedom House; UNTOP; Legal Information Center; NGO “Prosveshenie” Legal and Economic Reforms Support Center; Sport clubs “Aviator” and “Delphin” .

TAJIKISTAN YOUNG LEADERS PROGRAM

Informal Civic Education Handbook

Submitted on: March 1, 2012

Submitted To: USAID/Central Asian Republics

Counterpart YLP Office
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ACKNOWLEDGMENTS

Counterpart's Young Leaders Program (YLP) expresses its appreciation for the dedication, determination and endless efforts of those who devoted their time and resources to develop and complete the YLP Informal Civic Education Handbook I. This Handbook was prepared by native English and Tajik writers and was subsequently translated into Russian, Tajik and English.

Publishing this book would not have been possible without the assistance of the countless people who contributed through reviews, suggestions, and edits. While undoubtedly an incomplete list, we would like to thank:

Mr. Ravshan Abdullaev, Mr. Edward Lemon, and Ms. Mutriba Latypova for developing the structure of the handbook and its contents;

And Mr. Timur Yunusov, Mr. Shodibeg Kodirov, Ms. Manzura Dzhuraeva, Ms. Nodira Rahmonberdieva, Mr. Rustem Takhirov, Ms. Natalia Kuntuvdy, Mr. Sharifov Aziz, Ms. Hafiza Rajabova, Ms. Malika Dodoyeva, Ms. Nazira Valieva, Mr. Firdaws Nurov, Mr. Kurbonaly Nosirov, Mr. Narzardod Mamadgazanov and other civic education stakeholder group members for their support during the review process.

With sincerest best wishes,

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TABLE OF CONTENTS

TABLE OF CONTENTS 3
NOTES TO FACILITATORS 4
CHAPTER 1: INTRODUCTION TO INFORMAL CIVIC EDUCATION 6
CHAPTER 2: HUMAN RIGHTS 9
CHAPTER 3: RELIGION AND RIGHTS 17
CHAPTER 4: COMMUNITY AND LOCAL GOVERNMENT 21
CHAPTERS 5-6: VOLUNTEERING, COMMUNITY SERVICE, AND RESPONSIBLE CITIZENSHIP 27
CHAPTER 7: NEGOTIATION SKILLS 35
CHAPTER 8: PRESENTATION, PUBLIC SPEAKING, AND DEBATING SKILLS 40
CHAPTER 9: YOUTH EMPOWERMENT 47
CHAPTER 10: INDIVIDUAL ACTION PLAN PRESENTATIONS 53
BIBLIOGRAPHY 56

NOTES TO CIVIC EDUCATORS

This informal civic education course seeks to accomplish a number of general goals, such as imparting knowledge about democratic practices and institutions, instill core democratic beliefs and values, provide civic skills and encourage more active and informed civic participation. It also can help young people to develop an active position towards existential problems of their society.

Based on Counterpart assessments of previous civic education programs and the impacts of the coursework designed, the following recommendations were made to ensure future initiatives have the greatest impact on the target population, while maintaining high levels of retention:

1. **Sessions are frequent:** The more frequent the interventions, the more target populations tend to retain information.

2. **Methods are participatory.** Breakout groups, dramatization, role-play, problem-solving activities, simulations, and mock political and judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of materials.

3. **Teachers:** The quality of the teacher has a direct impact on the quality of the course. Civic educators must be knowledgeable and well-adapted to the local context. By doing so, they have a greater chance of creating lasting impressions with the target population, who in turn will retain more information that would otherwise be expected.

Other considerations:

- Design around obstacles to frequent participation – to the possible extent, groups conducting civic education should address possible barriers to participation and try to address them before implementing a program.

- Usage of participatory methods – the evidence shows that role-plays, dramatization, small group exercise, and group discussion are all far more effective tools for imparting knowledgeable about democratic practices and values than more passive methods.

- Build opportunities for participation directly into the program – tap into or build opportunities for political and social participation directly into the civic education program, whether through non-governmental organizations or meeting with local government officials.

- Focus on the themes that are immediately relevant to people's daily lives – program managers should work to identify an audience's primary concern, and then show how democracy and governance issues relate to those concerns.

- Invest in the training of trainers – given the importance of course design and teaching methods, the training of trainers is a good investment.

- Pay attention to gender issues – girls face greater obstacles to participation than man in terms of resources, cultural barriers.

- Avoid inflating expectations – in light of the fact that civic education appears to reduce participants trust in institutions, program managers should be aware that there is a risk of setting standards too high and of creating unrealistic expectations about what democracy can and should deliver. (*USAID. 2002. Approaches To Civic Education: Lessons learned)*

- School and family environment are powerful forces affecting the behaviors and attitudes of students, forces that need to be taken into account in designing programs for youth. **The end result of the course is when participants will translate their knowledge of democratic values, values and skills into effective and responsible participation in the life of their community.**

INTRODUCTION TO INFORMAL CIVIC EDUCATION	**CHAPTER 1**

LESSON PLAN	
Goal: - Target youth develop an understanding of the goals, objectives and content of the civic education course in general, and are motivated to attend and learn from the course.	Objectives: - Establish links between each participant through dialogue, networking, building relationships and atmosphere for future development; - Set ground rules for courses and activities to be jointly implemented over 10-week period, including but not limited to requirements for participation, forms of communication; - Set targets and discuss desired impacts to be achieved by end of course.

Time	Activity	Resources
20 minutes	Opening and Welcome - Civic Educator welcomes participants - Civic Educator introduce himself/herself and other Civic Educators (if any) - Participants are asked to introduce themselves by telling their name, grade, school and reason for participating in the course - Civic Educator's assistant should register all participants into the Log. The course participant' registration log-book should be used every class.	Flip chart with the word "welcome" written at the top need to be prepared in advance. Registration List or log Flipchart Note: tell you name, grade, school and reason for participation.
20 minutes	Expectation and Ground Rules • Expectations of Civic Educator • Expectations of the participants	Flip-chart, markers Distribute participant's handbooks
30 minutes	Overview of the course • Brainstorming: How this course will benefit you?	
15 minutes	Practical assignment Conclusion Recap of the lesson Q&A	Provide additional material
85 minutes	**Total time**	

Introduction

Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Civic education encompassed the knowledge about the history, cultural and traditional heritage of the country.

Expectations and Ground Rules:

- Each party (Civic Educator and participants) should write in the flip-chart their expectations.
- Expectations of the course Civic Educator
- Expectations of the participants

Civic Educator should make sure their ground rules developed and explain why it is important to keep the rules. Civic Educator should also distribute course schedule to participants and outline clear expectations.

Overview

This civic education course consists of 10 lessons and 8 themes. The outline and the objectives of each lesson are as follows:

Day 1

Course Introduction. Youth will be given an opportunity getting to know each other, explaining of rules, expectations, schedule and the outline of the course.

Day 2

Human Rights: Tolerance and Compromise. Youth will learn about "Human Rights", "Legality" & "Law" and responsibilities.

Day 3

Religion and Rights: Youth will learn about concepts such as the “secular state” and “multiculturalism”.

Day 4

Community and Local Government. Youth will learn how they can demonstrate leadership qualities for the development of their communities.

Day 5 and 6

Volunteerism, Responsible Citizenship and Community Service: Youth will learn about the core concept of “citizenship”, and the importance of making a difference in their communities through volunteering.

Day 7

Negotiating Skills: Youth will learn specific approaches, tools, and skills that can be used to mitigate conflict, as well as resolve everyday problems.

Day 8

Presentation, Public Speaking and Debating Skills: Youth will learn how to voice their opinions in a public or private setting, as well as develop their overall communication and presentation skills.

Day 9
Youth Empowerment: Youth will learn the importance of action, and developing initiatives, projects and other interventions that will increase their capacities as leaders in their communities.

Day 10
Individual Action Plan Presentations

Brainstorming
Here we will work with youth to come up with concrete examples of how they will benefit as individuals by attending this course. The goal is to open up a dialogue and discuss the potential impacts this activity could have on each and every student, and how they envision their lives once the course is completed. What do they plan to do with the knowledge they have gained, and how can that knowledge lead to other impacts within their communities? Have them give other examples to illustrate this second point.

Exercise 1
Divide the participants into group of 4 (5 groups in total). The groups should select and study independently the heroes and heroines of Tajikistan. Groups should discuss what was outstanding about these people? What qualities or characteristics did they display? How did they serve their nation?
Examples to initiate discussion:

1. Mirzo Tursunzoda
2. Temurmalik
3. Bobojon Gafurov
4. Abuabdulloi Rudaki
5. Sadriddin Ainy

LESSON PLAN	
Goal: To increase participants' familiarity with basic human rights and opportunities for their protection.	**Objectives:** - To inform young people about their rights and responsibilities. - To explain the concept of "Human Rights", "Legality" & "Law" to the young people - To familiarize young people with opportunities to protect their rights and the rights of others.

Time	Activity	Resources
5 minutes	Registration	Register
20 minutes	Part 1. Why do we need human rights? An overview.	
15 minutes	Interactive Game: "If you cannot but you really want to, can you?" Aim: To teach young people about the concepts of "law-abiding" and "law".	4 large sheets of paper.
40 minutes	Part 2. Presentation of basic human rights. 4 main groups of human rights.	4 large sheets of paper (flipchart), two colored markers.
15 minutes	Role-playing Game: New Country. Aim: better understanding of the existence of specific group of human rights.	
20 minutes	Part 3. Equality, diversity, tolerance	Projector, slides, handouts, sufficient print-outs of Exercises
5 minutes	Conclusion	
120 minutes	**Total Time**	

Introduction

What are human rights, why are they important, and how do they relate to the individual?
The trainer speaks about human rights and their history (The presentation will last for no more than 10 minutes)

Respect for human rights and the individual are fundamental principles recognized various peoples around the world, and are specifically addressed in the Constitution of the Republic of Tajikistan. In addition to local laws in Tajikistan, there are international laws, such as the Universal Declaration of Human Rights, which outline the principles of international human rights and ask that all nations adhere to these principles.

Human rights - these are rules regarding the treatment of individuals. They cannot be bought or earned. Although these rights are written in various documents, many people remain unaware of their rights. There would be a different situation if everyone knew their rights. Respect for human rights is more important than economic factors in the development of states. Respect for human rights allows societies to progress and develop. Through this, for example, corruption can be reduced.

The concept of "human rights" was officially enshrined in the French "Declaration of Rights of Man and the Citizen," adopted in 1789. During the years since then, the doctrine of human rights has developed further. Basic human rights in Tajikistan are guaranteed by the Constitution.

Ask youth if they can recall any articles of the Constitution of Tajikistan, and have then talk about how they are met in reality. After that, proceed to the exercise of fundamental rights.

The development of any nation, country or society is dependent on individuals, because the whole is made up of individual parts. The idea of human rights, as such, was intended to raise the status of the individual, to raise self-esteem, social activism and inform citizens that they are not slaves and that they have rights. As a result people are empowered to develop themselves. The following articles of the republic of Tajikistan are particularly relevant to the development of Tajik society:

- “Life, honor, dignity, and other natural human rights are inviolable. The rights and liberties of the person and citizen are recognized, observed, and protected by the state.” (Article 5, Constitution of Republic of Tajikistan).

- “All persons are equal before the law and the courts. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights.” (Article 17, Constitution of Republic of Tajikistan).

Every citizen must know their rights, in order to monitor their protection and violation. If you do not know them, someone could take advantage of you by making you believe that you have no rights. By knowing your rights, you can avoid breaking those of others and fight for their full implementation. You should be able to do more than just list your rights. You also need a clear and precise idea of where and how they should be applied in different situations.

Freedom - the ability to consciously choose how to behave based on free will. This implies a certain independence of the person from external conditions and circumstances.

Law - there is always a partial restriction on personal freedoms which is necessary for the co-existence of free citizens.

Next play a game focusing on human rights. Given that the participants may not know each other and may be shy, everyone may not want to participate. Encourage but do not force everyone to play. Those who do not want to play can just watch.

Game: "If you cannot but you really want to, can you?"
See Appendix at the end of the Chapter for details.

Part 2: Types of Rights

In this section Civic Educators will focus on specific types of rights. Each Civic Educator should to prepare four large sheets with the different categories on them before the lesson and display them so that all participants can see them. First, it is necessary to introduce the history of human rights.

Human rights can be divided into four main categories:
Note: before the training you should write the following rights on separate pieces of paper (four in total), and after this discuss each right with the group.

1. **Personal Rights**: considered to be essential for every human being regardless of nationality, gender, age, race, ethnicity or religion. Personal rights include:

   - **Right to life** is the most important and inalienable right of every person. By definition, a person's life is of the highest value. All other rights lose their meaning and significance in the case of a person's death. This fundamental right has two key aspects. First, a person's right to be free from any illegal encroachments on their life. Second, a person's right to commit suicide, as long as it does not harm the interests of other people or the state.

   - **Right to Dignity** is an essential feature of developed societies. It is generally recognized at an international level. No person shall be subject to harassment, or cruel or inhumane treatment, which degrades their dignity. People cannot be subjected to scientific or medical experiments without their consent.

   - It is essential that everyone has the right to **liberty and security,** which means that no one shall be arrested or kept in custody, except as a result of a court decision and only in accordance with procedures established by national law.

   - **The In-viability of the home** means that violation of a person's private property is not permitted. The English proverb "my home is my castle" clearly captures the essence of constitutional law. A person can do what they like, within the law, in their own home. In certain cases, related to the preservation of human life and property or to the direct

pursuit of persons suspected of committing a crime, homes can be violated by law-enforcement bodies.

- Everyone is guaranteed privacy of **correspondence, telephone conversations and other personal information**. However, this right can be violated in cases of criminal investigation.

- **Right to Privacy and Information.** No one may interfere with a person's private and family life. It is forbidden to collect, store, use and disseminate confidential information about a person without his or her consent, except in cases determined by law to be in the interests of national security. Of considerable importance is the fact that the constitution guarantees the right to refute any false information held by the government about themselves and their family members. Citizens have the right to compensation for any material and moral damage caused by the collection, storage, use and dissemination of such incorrect information.

- **Freedom of Movement**. Everyone who is lawfully within the territory of Tajikistan, is guaranteed freedom of movement, free choice of residence, the right to freely leave the country, with the exception of restrictions established by the law.

- The constitution guarantees every person **freedom of thought and speech in order to freely express their views and beliefs**. Everyone has the right to freely express their opinions via a medium of their choice. The exercise of these rights may be restricted by law, taking into account: a) the interests of national security, territorial integrity and b) the maintenance of public order, and c) the prevention of crime, and d) preventing the disclosure of information received in confidence, and e) maintaining justice.

- **The right to freedom of thought and religion** includes the freedom to profess any religion or no religion. This is the right of every person under the International Covenant on Civil and Political Rights (Article 18). The exercise of this right may only be restricted when it is in the interests of public order or necessary for the protection of the rights and freedoms of others.

After the presentation of these items, ask participants to recall examples of when they witnessed violations of these rights. The presentations of these rights and the discussion should last 10 to 15 minutes.

2. **Political:** Political rights and freedoms, unlike personal, social, economic and other rights, are closely related to being a citizen of the state. Political rights are generally ranked as follows:

In contrast to personal rights which belong to everyone, many political rights and freedoms belong only to the **citizens of the state**. All these rights enjoy the legal protection of the state.

- **Freedom of the Press and Information.** The fundamental principle of freedom of the press gives everyone the right to seek and receive information. This means that the state and any of its representative agencies, as well as public organizations, are required to provide all interested parties with information about their activities, so long as these details are not state secrets.

- **Mass media** is of particular importance. The Constitution guarantees freedom of the media. It also **prohibits censorship.**

- **The Right of Association.** The right of association covers the establishment of the public, i.e., non-governmental, organizations, namely political parties, trade unions, business associations and other civic organizations. Everyone is entitled not only to create these associations, together with other people, but also to join established organizations and participate in their activities.

    - **Everyone has the right to association.** There are legal restrictions for certain professions such as judges, prosecutors and military personnel.

    - **The state guarantees freedom of public association.** Except for the exceptions which are determined by the laws and constitution of Tajikistan, the government cannot interfere in activities and aims of public associations.

    - No one can be forced to join a public organization.

- **The Right to Peaceful Assembly and Public Demonstration**: Everyone has the right to assemble peacefully, without weapons and hold rallies, demonstrations, marches and pickets. The purpose of these actions is to voice the concerns of citizens, represent their common interests , express support or opposition to government policy or raise public awareness about an issue.

- **The Right to Participate in Governmental Affairs.** This right is enshrined within the numerous articles of the Constitution which deal with democracy. More specifically it is the right of citizens to participate in referendums, free elections and to be elected to public bodies.

- **The Right to Elect and be Elected**. This right is central to the development of states. The election of state and local government officials provides a unique opportunity for the people to control those who govern them. The right to elect and be elected (voting rights) gives citizens a sense of belonging in their state and allows them to hold the government accountable for their actions.

- **Equal Access to Public Services.** This democratic right is very important to prevent the bureaucratization of the state apparatus and its transformation into a self-sufficient entity cut off from the people. This includes equal opportunities for every citizen to benefit from public services such as health and social care. It further includes equal opportunities in gaining access to employment. It is illegal to discriminate against an individual based on their race, sex, nationality, language, class, place of residence, religious beliefs or membership in public associations.

- **The Right to Participate in the Justice System.** Everyone has equal access to justice and can participate in the system as jurors and attend trials.

- **The Right to Appeal.** Citizens have the right to appeal personally and also to submit individual and collective appeals to state and local government bodies. The laws of Tajikistan provide the opportunity for individuals to request information, lodge a complaint or send a suggestion to any authority or official up to the President. It is the government's responsibility to respond all these appeals. This includes both personal and public issues.

- This right includes the ability of citizens to lodge **collective appeals** (petitions). These usually focus on improving the work of state bodies.

- The right to appeal indicates that the impact of citizens on governmental decisions is not confined to the right to elect government authorities. Through suggestions, requests and complaints, citizens can put pressure on the government and hold them accountable for their actions. Appeals to state bodies and the government's duty to answer can help resolve numerous social conflicts such as mass discontent. This will be more effective in protecting people's rights if it is not accompanied by extensive bureaucracy.

Civic Educators should also discuss this category of rights. Ask whether the young people have had the chance to use these rights. Ask for examples.

3. **Socio-economic**: It is possible for a person in the production and distribution of wealth, to ensure that they can meet their economic and spiritual needs and interests. Socio-economic rights are as follows:

    - Free enterprise (right to run a business is not prohibited by law)
    - Right to Private Property
    - Worker's Rights (Right to Work and Freedom of Labor)
    - Right to Family, Motherhood, Fatherhood and Childhood
    - Right to Social Security
    - Right to Housing
    - Right to Health and Health Care
    - Right to the Fair Collection of Taxes
    - The Right to an Eight-hour Working Day, Fair Working Conditions and Equal Pay

Discussion. Time for discussion should not last more than 10 minutes.

4. **Cultural**: Cultural rights provide for the spiritual development of the individual

    - Right to Education
    - Right to Creativity (freedom of literary, scientific and other kinds of creativity)
    - Right to Participate in Cultural Life
    - Academic Freedom
    - Right to a Healthy Environment

The discussion should not last longer than 10 minutes. Afterwards divide the group into four smaller groups, and announce the start of the game "New Country". The goal of the game is to give the participants an opportunity to analyze and discuss basic human rights. The game lasts (with presentations) no more than 20 minutes.

Game: New Country
See Appendix at the end of the Chapter for details.

Part 3: Diversity and Multiculturalism

Before starting the discussion, be sure to re-emphasize the point that both men and women in Tajikistan are considered equal under the law and should be treated as such. Nobody has the right to restrict the rights and freedoms of women on based on their gender.

The question of equal rights for men and women was raised after the French Revolution. In 1791 a law on women's education was introduced in France which provided some civil rights. In 1847, women in the United Kingdom were allowed to work as teachers for the first time. In 1848, women had their first opportunity to exercise the right of property ownership, with a law passed in the United States. In 1893, in New Zealand for the first time women were allowed to participate in elections. Today in most countries, women and men have equal rights. About 10 states, including one Muslim state (Pakistan), or have had female leaders in the recent past.

Tolerance – tolerance is accepting other people's opinions, beliefs, behavior, customs, culture, feelings, ideas, and is one of the fundamental democratic principles, which inextricably linked with the concepts of pluralism, freedom and human rights.

Ethnic tolerance – a person's ability to tolerate the unfamiliar way of life of other ethnic communities, their behavior, national traditions, customs, feelings, opinions, ideas, beliefs, etc. Externally, it is expressed by participation and self-control.

Diversity (Multiculturalism) - the existence of different cultures and groups within society. Society is like a mosaic, consisting of separate pieces – religious and national groups, youth associations, political parties, public organizations and social club. People may belong to any of these groups and hold these belief, ideas and opinions.

Compromise – often the way to reach an agreement or conflict resolution through mutual concessions and partial satisfaction of the parties' interests. In addition, each party shall determine the limits of the concessions they are willing to offer as part of a compromise agreement.

Explain to youth that human rights are not limited by color, national origin, religion, language, etc. Ask whether they agree with this and why people have to abide by these rules.

Appendix

Game 1: "If you cannot but you really want to, can you?" Time: 15 minutes

Begin by asking the participants what it means to be "law-abiding".

Divide the group in two. One group will play at a time, whilst the others observe. On the floor, draw a circle large enough so that it could quite comfortably fit all the players inside. Declare the rules of the game:

- Every player must stand in the circle on the count of three
- The players cannot push one another out of the circle.

- Every player must stand in the circle for at least five seconds to be successful.

The observers must check that the rules are followed. Reduce the diameter of the circle so that it is obvious that all the players could not fit inside. Repeat the process and count to three once again. Ask the analysts to observe the players and to draw conclusions.

Draw a circle, which can accommodate all the players if they help and negotiate with each other. Start the game a third time. Switch the teams and repeat the process. Analyze the results with the participants of the game:

- Did the participants think carefully about the rules before starting?
- Did anyone violate the rules?
- Why did everyone fit in the circle on the third attempt?
- Why did people attempt (or not) to change the rules?
- What are the rules?
- Do laws require strict compliance?
- What happens if a law is not fully enforced?
- Is it possible to change the law? Who can change the law?
- What is the law-abiding?

Thank the participants and analyze the results.

Game 2: New Country

Explain that four new countries have been established. There are all the necessary resources needed to sustain life. No one has ever lived there. There are no laws and no history. The participants are the citizens of these new states.

Working in small groups, students in each group must name their country and make a list of ten human rights, which have to be agreed upon by the entire group. Each group presents its list of rights, and all participants make a general list, in which they select the ten rights they deem most important overall.

Discuss with the young people whether a country with the rights that they listed exists and how Tajikistan compares.

RELIGION AND RIGHTS	CHAPTER 3

LESSON PLAN	
Goal: To show that religion does not run counter to Human Rights and leaderships	**Objectives:** - Explain the concept of a "secular state" -Explain the concept of "multiculturalism" and tolerance -Discuss different religions in the world and their peaceful coexistence.

Time	Activity	Resources
5 minutes	Registration	
10 minutes	Warm-up and discussion previous theme 'Human Rights'	
25 minutes	The secular state and religion	Flip chart, colored markers.
20 minutes	The three major religions: a brief introduction	
25 minutes	Role-play. "An Island of hostility or peaceful existence." Goal: Demonstrate the potential of peaceful coexistence between different religions' members	Projector, slides, handouts, sufficient print-outs of Exercises
20 minutes	Radicalism, Extremism and Fanaticism. Where do they come from; how can we deal with these phenomena?	Projector, slides,
5 minutes	Conclusion	
110 minutes	**Total Time**	

Introduction

Civic Educator should remind the group, that at the last lesson, they received knowledge about human rights and freedoms of the individual. Is it necessary to talk with the group about whether they will continue discussion of those subjects after class with friends, family, etc.? Participants should explain how the discussion ended.

Remind the participants of the takeaway of the last session: that the rights of one person must not adversely affect the rights of others that are protected by the law of their governments. Review of the previous lesson should not last more than 10 minutes.

Part 1: Secular and Religious States

The Civic Educator will mention that the theme of the new classes will be associated with religions and their relationship to human rights. Following the announcement of topics, mention that in Tajikistan, according to the Constitution, religion is separate from the state and the country is secular. Explain the term "secular state" and what it is:

The secular state is a state that is governed by civil and not religious rules. Decisions of state bodies cannot have a religious foundation. In a secular state, every person has the right to expect that he will be able to live without having to turn to religious institutions. For example, the administration of marriages and justice is the prerogative of the state. In a secular state, the followers of all religions are equal before the law. Along with Tajikistan, there are a number other secular states that have predominantly Muslim populations, such as Turkey, Kazakhstan, Uzbekistan, and others. However, there are also examples of countries that have a state religion, but which claim to be secular [e.g., England and Denmark (Christian); Egypt, Tunisia, and Pakistan (Islamic); and Israel (Judaic)].

Tell participants that in Tajikistan, the rights of men and women are absolutely equal and cannot be limited by religious views. Moreover, any restriction of rights on religious grounds is subject to prosecution under the law.

Ask the group what they think about this and how they think that the nation of Tajikistan should develop. If the conversation goes to the topic of the introduction of a religion to the government, ask the children how it would impact the lives of citizens who profess a different religion? How would it affect their rights?

Part II: World Religions

It's necessary to explain that there are a few major (world) religions, and that all the world's religions teach goodness and that conflicts break out, more often than not, because of misunderstandings and ignorance about one's personal interests.

Youth will need to understand that Polytheism was at one time a dominant type of belief system in the ancient world, in places like Egypt, India, Greece and elsewhere. It was also characteristic of the Maya, Aztecs, ancient Germans, and ancient Russians. Be sure to note that before the advent of Islam in Tajikistan, our ancestors worshiped many gods (Zoroastrianism).

Ask the youth what they know about the modern world religions. Discuss some examples and tell a bit about the major world religions:

The three biggest religions are understood to be Buddhism, Christianity and Islam (listed in order of appearance). In order for a religion to count as a world religion, it must have a large following of practitioners around the world.

Buddhism is a religious philosophy about spiritual awakening that arose around the 6th century BCE, in ancient India. The founder of the doctrine is Siddhartha Gautama, who later became known as Buddha Sakyamuni. The term "Buddhism" was created by Europeans in the 19th century.

Buddhism is believed to be one of the oldest religions of the world, recognized by many different peoples with very different traditions. "Without an understanding of Buddhism, it is impossible to understand the great cultures of the East – India and China, not to mention the cultures of Tibet and Mongolia.

Christianity is the world's largest religion, both in terms of number of adherents (about 2.1 billion) and geographic spread (almost every country in the world has at least one Christian community).

Christianity arose in the 1st century in Palestine, which at that time was under the Roman Empire. It was first adopted by the Jews, but since the first few decades of its existence, it has spread to other provinces and ethnic groups. As the state religion, Christianity was accepted by Armenia in 301.

Islam ranks third in terms of number of adherents, but is the fastest spreading religion today. It originated in the 7th century AD in the Arabian Peninsula. Like other religions of the world, Islam aims to create a virtuous person, a healthy family and a harmonious society.

Every Muslim must continuously clean and perfect himself, spiritually, morally and physically, trying to become a perfect human being. Muslims must refrain from actions that could corrupt and destroy a person. The total number of Muslims in the world, according to various estimates, is anywhere between 1.2 and 1.57 billion.

Once you've told the children about world religions, ask them whether they think people of different religions can live in one country and work together. Ask them why they think there are inter-religious conflicts. Find out whether they think that religion can prevent a woman from becoming a leader. (If yes, give the number of Muslim, Christian and Buddhist countries where the president was/is a woman).

Part 3: Radicalization, and how to fight it

Core Concepts

Fanaticism is the blind or unconditional adherence to beliefs, especially in religion-philosophical, national, or political spheres. It is driven to extremes by a commitment to the ideas, beliefs, or views, usually combined with intolerance to other people's views and beliefs. There is an absence of critical perception of their beliefs.

Radicalism is an extreme and uncompromising commitment to certain views or concepts. Most often it is used in connection with ideas and activities in the socio-political sphere, especially directed at decisive, fundamental change in the existing public institutions, and the installation of "radical conservatism." Political radicalism is the most common type, but religious or philosophical radicalism are also possible.

Extremism is the commitment to the extreme views and measures. Such measures include the instigation of riots, civil disobedience, acts of terrorism, and guerrilla warfare. The most radical extremists often reject in principle any compromises, negotiations and agreements. How to deal with radicalization:

Treat each of these topics with a high level of sensitivity. Ask youth whether they believe these are positive concepts, or if there are any issues that could be realized as a result of such beliefs. The point is to draw their attention to the impact such belief systems have on an open and free society, and the importance of mutual respect for all peoples, even those with differing beliefs.

LESSON PLAN	
Goal: Explain to the group that now they can demonstrate leadership qualities for the development of their communities.	**Objectives:** - To educate youth on the rights, roles, and responsibilities of local government and the importance of participation at the community level

Time	Activity	Resources
5 minutes	Registration	Flip chart, colored markers
25 minutes	Local government in Tajikistan. Jamoats and their composition.	Projector, slides, handouts
25 minutes	Role-playing game: Sleeping Jamoat. Goal: Demonstrate to participants a model of the work of local government agencies, the development of leadership skills and creativity among participants	Projector, slides, handouts
25 minutes	Powers of the Jamoat and possibilities for participation by citizens of the country.	Projector, slides, handouts, sufficient print-outs of Exercises
25 minutes	Role playing game: “My ideal Jamoat” Goal: increasing the level of understanding of the work of local government organs; formation of ideas about ways of getting involved in local government	Projector, slides, handouts, sufficient prints-outs of Practical assignment
5 minutes	Conclusion	
110 minutes	**Total time**	

Introduction

Part 1- Law of the Republic of Tajikistan, "On the local self-governance of towns and villages"

Begin the lesson by explaining to participants that they can already actively participate in their communities. They can do so at the level of local government. Give the definition of this concept.

Local self-government - system which includes the organization of citizen-led activities which provide for independent public decision-making in local matters and the management of municipal property according to the interests of all the residents of the area. Nowadays the most widespread systems of governance are those which are based on co-operation between citizens and government.

Local self-government is a means by which citizens can realize their power. This is a decentralized form of governance, suggesting a certain independence and autonomy of local bodies from the centre. Local governments address some of the most important questions of local life: transportation, water supply, hygiene and sanitation, waste disposal, the environment and ecology. It is also possible for citizen's to delegate certain responsibilities to the local authorities: the collection of local taxes, census, military recruitment, education, and health.

Explain that in Tajikistan the self- governing authorities are Jamoats. Usually leaders of Jamoats and districts welcome youth participation in community life and promote their involvement. Explain to the participants that it is possible to express themselves and gain experience of leadership and participation that will be very helpful in their future lives.

In 2009 the law "On the local self-governance in towns and villages" was adopted. This law is currently considered to be one of the most modern and progressive laws in Tajikistan. According to this law, any citizen of Tajikistan may participate in the life of their communities through planning budgets and overseeing government spending.

Explain what a Jamoat is and how it works.

- A Jamoat is an organ which governs towns and villages.
- Jamoats are legal entities. Each Jamoat has a round seal, which shows national emblem of the Republic of Tajikistan and the full name of the Jamoat.
- The legal regulation of Jamoat's activities is realized in accordance with the normative legal acts of state bodies.

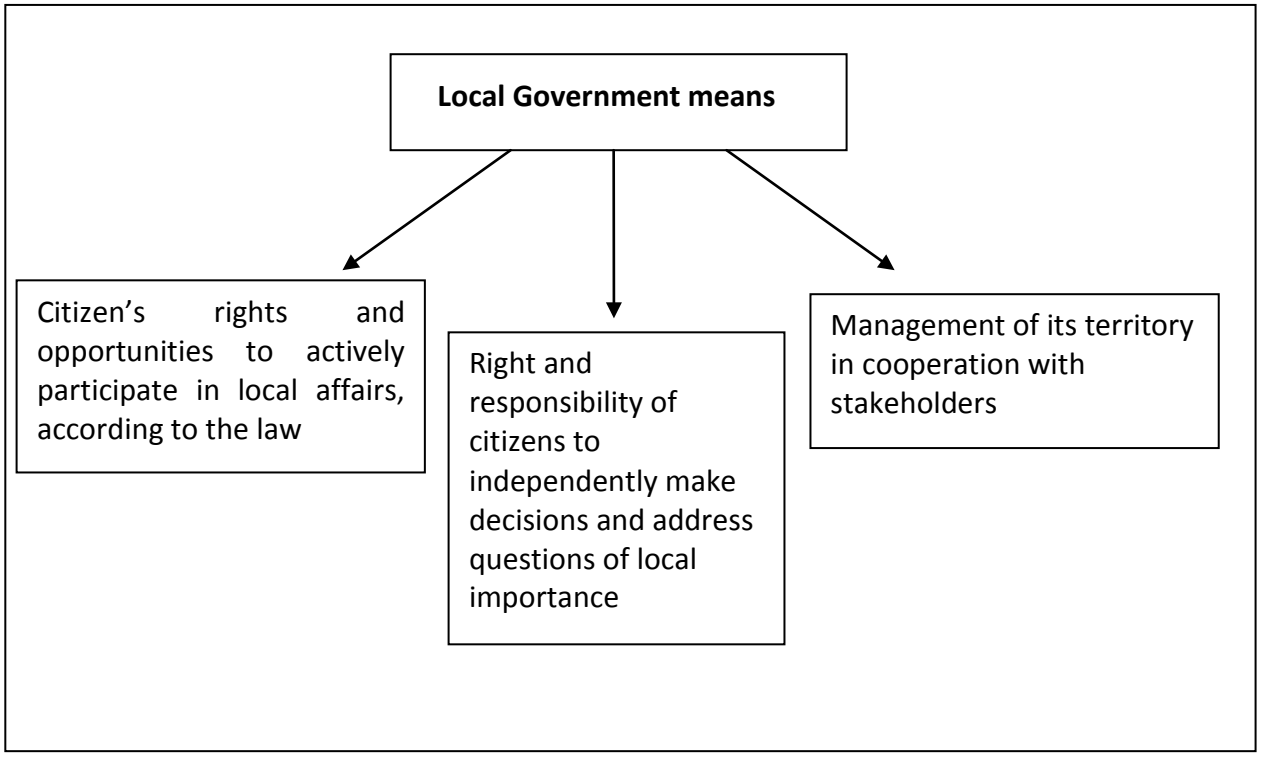
Law "On local self-government of towns and villages of RT." Article 3. The principles of self-government of towns and villages according to the law:

- Legitimacy and social justice;
- Protection of the rights and freedoms of man and the citizen;
- Democracy, transparency and taking public opinion into account;
- Autonomy, self-management and responsibility for solving local problems;
- Accountability to the public;
- Civic participation in local government;
- Coordination of local and national interests;
- Joint-decision making.

Citizens of the Republic of Tajikistan, who have reached **the age of 18** and who reside in a town or village, have **the right to participate** in the organization of activities by the government of the village or town.

It is **forbidden to limit** any of the rights of the citizens of the Republic of Tajikistan in the establishment and operation of self-government in towns and villages, irrespective of their nationality, race, gender, language, religion, political beliefs, social status, education, except in cases as stated in the law.

Civic Educators should highlight the fact that citizens have a right to be elected to the Jamoat when they have reached the age of 18. But even the participant's initiatives will be welcomed and cannot be prevented by legal means.



Game 1: Sleeping Jamoat.
See Appendix at the end of the Chapter for more details.

Part 2
Civic Educators will begin this section of the chapter by explaining to youth the roles, responsibilities and powers of local government (Jamoat level)

1. Economic and Financial Powers:
    - Designing and approving programs for the socio-economic development of towns and villages;
    - Keeping business records;

- Approving the structure, budgeting and staffing of the Jamoat Council, within the norms established by the Government of the Republic of Tajikistan;
- Regulating households and private plots of land;
- Assisting in the establishment of small businesses, cooperatives, workshops, craft workshops and other organizations in accordance with the law;
- Supporting initiatives for the development of towns and villages;
- Deciding other issues in accordance with laws and regulations.

2. Legal Affairs, Public Order and Defense:
    - Enforcing the law and other normative acts within the powers of the Jamoat;
    - Coordinating and involving the public to actions related to civil defense and disaster relief;
    - Taking necessary measures to ensure public order and prevent violence within the boundaries of the Jamoat.

3. Powers of the Jamoat in the spheres of social protection, civic beautification and environmental protection:
    - Participating in the development and implementation of programs to promote employment and regulate migration;
    - Regulating traditions, customs and celebrations;
    - Adopting measures to improve the living conditions and health of the population, and to protect the local environment;
    - Addressing issues related to local infrastructure (maintenance and improvement of roads, streets, squares, cultural institutions, local markets, as well as the maintenance of cemeteries and clean public spaces) and adopting rules for their implementation.

Respond to the participants questions. Where necessary refer to the law "On Local Government in Towns and Villages" (see Appendix).

Game 2: Role-playing game: Film "My Ideal Jamoat"
See Appendix at the end of the Chapter for more details.

For the Trainer. Ask the young people whether they believe that they can improve the lives of people in their Jamoat? How are they going to do it? When?

Conclusion
Participating in local governance is not simply a right; it is also the duty of each citizen. If citizens, regardless of their age, sex and profession, are actively involved in decision-making process of Jamoats, they will have the power to build a better future for themselves and for their communities. The American politician Ralph Nader illustrated the importance of citizen participation in politics: "There can be no daily democracy without daily citizenship."

Homework
The students will ask five of their relatives or friends if they are aware of the law on local governance and whether they participate in local political life. The family's responses will be organized on a sheet of paper (positive answers will be written in red and negative ones in blue). The students will discuss the

issue with their relatives in order to understand the reasons for their answers. During the next class, responses will be compared and discussed.

Appendix

Game 1: Sleeping Jamoat

Time – 25 minutes.

Aim: raising awareness of opportunities for participation at the local level; garnering appreciation for activities that can improve lives in the community and understanding of specific ways of meeting civic responsibilities.

Instructions

General instructions: "In your Jamoat some evil forces bewitched all the people making them all fall asleep. The people need something to wake them up. The young people must devise activities which will improve community members' lives. Within 25 minutes the young people should devise activities in the following fields:

The revival of the **economic** life of the community in order to provide for the welfare and employment of residents;

1. **Health** programs focusing on disease prevention;
2. Programs addressing **environmental** issues (including litter, sewers, etc.)
3. Helping community members gain access to the **internet**.

Next, the group is divided into four teams, each of whom will design a program in one of these fields.
The trainer will write the names of each of the four programs on the flipchart. The young people will indicate which program they want to work on. They can only work on one.

The leader writes the names of the individuals who want to work on each program. The leader then tells the young people about their task. Within 15 minutes, each group should write five problems, which they can address within their sphere, on a sheet of paper. At first they can write more than five and then narrow these down following discussion. The problems should be relevant to Tajikistan and all five should be addressed. Following this each group should nominate a spokesperson to present their ideas and answer questions from other groups. The participants begin to work. Do not interfere with their work, but give them sufficient warning about the need to nominate a spokesperson.

Finally, the speakers from each group should present their programs and answer questions. Be prepared to stimulate the discussion if the participants do not field any questions. The trainer should prepare a short list of questions for each group before the session. At this point it is key to maintain a lively discussion.

To end the game, talk about the design of each program, how realistic and interesting it is, and how the different programs fit with one another. If the majority of the programs meet these conditions, we can say that the people of the Jamoat, if not completely awake, are at least have their eyes open and are being pulled up.

Game 2: Role-playing game: Film "My Ideal Jamoat"

Time – 25 minutes.

Objectives: improve participants' understanding of local government and foster ideas for their active participation in local affairs.

Instructions: Divide the participants into two groups. The participants are producing a film with a patriotic theme. The leader chooses the writers, director and actors. The participants need to come up with an idea for the film. The leader will take a limited role in dictating the content. They merely need to give participants the following objective: to produce an interesting film using a good writer, good actors, etc. The participants need to plan out one scene, which will last for around 7 minutes. This task should take 7-10 minutes. Then each team gets an opportunity to present their film: the name, the basic idea, a short plot and act out a short (7 minute) scene. Each team's presentation will last for 10 minutes.

VOLUNTEERING, COMMUNITY SERVICE AND RESPONSIBLE CITIZENSHIP	CHAPTER 5-6

LESSON PLAN	
Goal: Make young people realize their potential in the community service and help them to be responsible and constructive citizens.	**Objectives:** - Students learn about initiative, community service and responsible citizenship. - Students learn the ways they can get involved in their communities.
Key terms: Citizenship, Participation, Initiative, Responsibility, Obligations.	

Time	Activity	Resources
10 minutes	Introduction Registration of the participants Recap of the Day 4 Introduce: • The topic and its objectives • Go over the key terms	Hand-outs, flip-charts, markers
20 minutes	Volunteering Main Concepts Discussion Exercise 1	Hand-outs, flip-charts, markers, questions for discussion
10 minutes	Initiative Main concepts Discussion	
35 minutes	Responsible Citizenship Main Concepts Discussion Exercise 2/3	Hand-outs, flip-charts, markers, exercises
15 minutes	Conclusion Recap for the participants Q&A Practical Assignment: (See Appendix)	Hand-outs, flip-charts, markers
90 minutes	**Total Time**	

Introduction

Volunteering is freely choosing to share your skills and time without expecting anything in return. When you do community service you give your time, energy and talents to your community without getting paid. And you can choose how and where to do your community service, and what you want to learn from doing it.

Why Volunteer?

Volunteers can and do make a difference in their communities and in the world. Volunteering is about giving and being rewarded, not with money but with gratitude and appreciation. Helping others is fulfilling and empowering. Volunteering brings self-satisfaction, recognition, and respect from others. Volunteering is also about giving back. As we grow through childhood, many people share with us their wisdom, experience, and skills. By giving us their guidance and support, they help us to find and nurture our own gifts.

Volunteers do all kinds of things! They participate in music festivals, dance and theatre groups, cultural displays, arts, crafts demonstrations, and community radio. The range of potential activities is limited only by the volunteer's interest and imagination. Additional activities volunteers support include television productions, food preparation for homeless or other marginalized populations, reading to children, mentoring to students after school, and other relevant activities unique to their communities.

Discussion Questions:

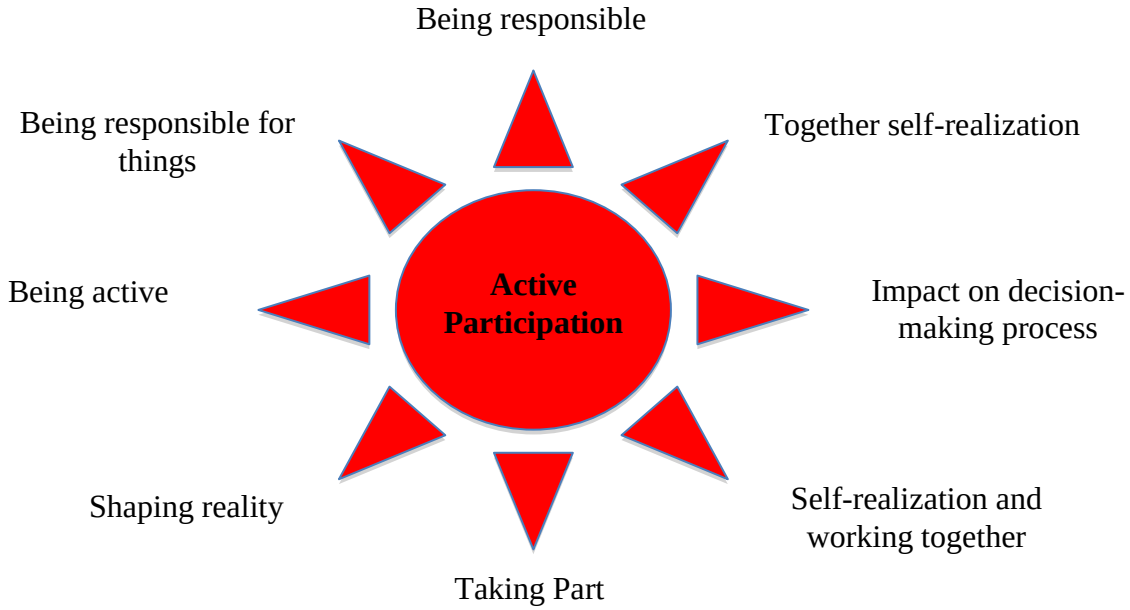
- What is a volunteer?
- What kinds of activities do people volunteer for?
- Why do people volunteer?
- How do you find a volunteer opportunity that's right for you?
- How does volunteering make a community stronger?
- How might volunteering benefit you?
- How can volunteering help you define and achieve career goals?

Initiative and Participation

Volunteering is closely connected to notion of "*initiative*". Initiative is defined as the act of being ready and able to initiate action or follow through energetically with a plan or task.

Initiative can also mean a plan that is targeted at solving a particular problem. The word initiative is also the core of the word "initiation" which means somebody's entry into a new way of life. Being active gives the youth power to influence the world around them and allows young people to use their creativity in working for the common good. Through volunteer work and taking initiative, youth can solve problems and respond to their needs and the needs of their community now, instead of depending solely on external sources support. The diagram below illustrates the core concepts of 'active participation'.

Elements of Active Participation[i]



Today, more and more youth are participating and taking initiative in the life of their community and their countries. They use various creative forms of involvement, with images, music, theatre, digital developments, youth information, health and drugs education, environmental projects and social actions.

All young people should be involved in the issues of their community. By getting involved in the volunteering activities and taking initiative, youth will

- Gain responsibility by providing a much needed service for common good;
- Share their ideas, suggest solutions and improvements at a local level;
- Become more aware and gain exposure to what is going on in our communities and around the world;
- Participate in the decision-making process.

Participation of young people in public life is the key issues in the youth field in general. Recent years have shown a remarkable rise in attention to the issues of youth participation and active citizenship. And again, there are thousand avenues where the youth can be actively engage and can participate to make a great difference in their own community.

They shouldn't wait for others to solve their problem, but show interest, take initiative and make contribution to the improvement and development of their society. In their initiative or projects, youth should try to involve some other people and institutions in working together such as a local council, the town hall, the municipality, the schools, associations, youth clubs, newspaper, etc.

Discussion Questions:

- How do you understand the word “initiative”?
- So why bother? Why is it so important to take the initiative?
- Why participate and what does it mean to be ‘active’ for a young person?
- How to initiate change?

Community Service

Similar to Volunteering is Community Service. Community Service is an activity performed by individual or a group of people for the benefit of the public. Volunteers may provide community service, however, not everyone who provides community service is seen as a volunteer, because some people who provide community service are not doing it of their own free will; they are compelled to do so by:

- their government as a part of citizenship requirements, in lieu of military service;
- the courts, in lieu of, or in addition to, other criminal justice sanctions;
- their school, to meet the requirements of a class, such as in the case of service learning or to meet the requirements of graduation, or, in the case of parents, required to provide a certain number of hours of service in order for their child to be enrolled in a school or sports team.

Community Services performed by youth is also referred to as youth service. Youth service is intended to strengthen young peoples' senses of civic engagement and community, and to help them achieve their educational, developmental and social goals. It helps young people build skills for family, career, and community roles; provides youth-centered learning experiences; and encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Building Community and Community Service Ideas:

- Start by saying “hello” to members of the community;
- Cook meals with your friends;
- Help your neighbors with tasks around the house;
- Volunteer for the community events;
- Plant trees and organize a garden;
- Organize a river or park cleanup;
- Invite others into your home;
- Participate in a violence prevention project in your area;
- Visit someone who needs a friend;
- Deliver demonstrations on health and exercise in schools;
- Coach a youth sports team;
- Teach someone to read;
- Perform any act of kindness for a friend;
- Identify a skill you have and use a volunteer experience to help improve it;
- Teach smoking prevention activities at your school.

Responsible Citizenship

Who is Citizen? If we look at the world map, there is large number of countries in the globe. Every country has its own political - geographical boundaries and borders. Anyone who has the right to live within these boundaries is known as resident or citizen of that country.

Responsible citizenship is about individuals who realize their obligations to take actions that ensure their community is healthy, safe and secure. A responsible citizen participates in their community to promote personal and public good.

Being a responsible citizen is not a hard thing and may require a little extra effort. Being a responsible citizen is about being a less selfish person, and putting the needs of society before your own needs. It does not means you have to sacrifice all your free time to volunteer or help others, but it does means taking a little time to think about the impact of your actions on others or put efforts for a greater good. Being a responsible citizen also means to abide with legal, social and moral obligations. Let's consider our obligations as citizens:

- **Social Obligations:** Social obligations really form the bulk of being a responsible citizen and what this means. To be a responsible citizen, we should help our communities and those who live in them. So, being a responsible citizen can encompass things such as volunteering.

- **Legal Obligations:** No one can be a responsible citizen without staying within the law. Criminals, by their very nature, are not behaving as responsible citizens. Laws exist to protect citizens, the communities they live in and their property. So to be a responsible citizen, we must respect these laws and abide by them. Harming others or others' property does not equate to being a good citizen.

- **Moral Obligations:** Moral obligations of being a responsible citizen are harder to pin down because different people have different moral codes.

Civic Educator should stress the idea everyone has a duty to be a responsible citizen and that through responsible citizenship, communities can develop and thrive. More importantly, the Civic Educator should stress the point that although it is important for everyone to aspire to this idea, one single person and their actions can make a difference in their community.

Being a Responsible Citizen

You can be a responsible citizen by demonstrating individual responsibility through:

- Using appropriate strategies to resolve conflicts;
- Demonstrating integrity and dependability;
- Recognizing how individuals' choices and actions affect self, family and community.

By practicing a healthy lifestyle through:

- Accessing, analyzing, and using resources to promote wellness;
- Demonstrating the ability to identify, avoid, escape or manage potential risk situations.

By understanding and promoting the democratic principles of freedom, justice and equality through:

- Respecting and defending individual rights and property;

- Practicing democratic processes by participating and voting;
- Acknowledging that all people have innate worth.

By participating in activities that promote the public good through:
- Understanding economic, political, social and environmental systems;
- Working toward improvements in society;
- Identifying and taking action to meet community needs.

Appendix

Exercise 1: Volunteering

Provide youth with the following benefits achieved through volunteering to initiate discussion. Then ask each participant if they can think of other benefits of volunteering or doing community service. Compile the two lists and ask each participant to identify three benefits, rank them in the order of their importance (1-3), and describe why they chose those specific benefits over all the others. The goal is for each youth to draw a connection to their interests in volunteering and have them link that interest with several intended outcomes. Pre-identified benefits realized through volunteering:
- Having fun
- Making connections with others
- Sense of appreciation
- Sense of ownership
- Feeling of having an impact
- Awareness of the community and its needs
- Development of new skills
- Exploration of career opportunities

Hand-Out #1: Community Service Opportunities

Description of position/activity:
Where will I be volunteering?
Contact name:
Phone number:
How I found out about this position:

Exercise 2: Responsible Citizenship

Split youth up into groups of three or four. Provide them with the following excerpts from world figures and have them discuss the meaning and importance of each individually and as a group:

- "Citizenship consists in the service of the country." - **Jawaharlal Nehru**
- "Responsibility is the price of greatness." - **Winston Churchill**

- “I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.” - **Mahatma Gandhi**
- “Everyone can be great, because everyone can serve.” **Dr. Martin Luther King, Jr.**
- “No one has the right to take for granted his own advantages over others in health, in talents, in ability, in success, in a happy childhood or congenial home conditions. One must pay a price for all these boons. What one owes in return is a special responsibility for other lives.” - **Albert Schweitzer**
- “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” - **Margaret Mead**

Exercise 3: Understanding Responsible Citizenship

Overview: Youth should develop a list of ten items and five people they identify as important in their lives to explore individual and community points of view in a directed discussion.

Civic Educators will tell the youth that they are going on an adventure and can take only ten items and five people of importance with them. Select a storyline relevant to the youth based on a familiar story. Brainstorm with each person and help them identify what is most important to them (such as family, friends, food, family pet, etc.) Using a flip chart, record the responses you receive from each person.

Following the brainstorming session, split youth into small groups (2-3) and have them develop their own lists of items (10) and people (5) to take with them on this adventure.

Now, add a complication to the story. Tell youth that the conditions they face are dangerous. This means that only part of the original group chosen can continue, with reduced items. The remaining people and items will wait for those who continue on with the adventure at a safe house for the successful return of the others. Students will need to choose two items and two people to continue on with the adventure. The people chosen to remain at the safe house will be responsible for looking after each other and the eight items of personal importance left there. Encourage youth to think carefully about the choices they make, allow time for discussion so that youth can make responsible decisions that are in the best interest of the group who remain at the safe house and the group who continues on with the journey or adventure. Try to ensure that peer pressure does not affect the types of choices participants make.

Organize students into small peer groups, mixing up previous groupings, to discuss why they made the choices they did. Groups will take turns to report back to the rest of the class on the different choices and reasons for these choices.

Debrief class: What was surprising about the choices made and the reasons given? This question should highlight the wide range of responses that reflect individual differences of opinions and family lifestyles. During the class discussion of the adventure activity, develop the concept that individuals have rights and responsibilities within society, this includes the right to be an individual, with unique personal differences (within the law) that are accepted by others. These rights balance the responsibilities to respect other people and to fulfill obligations and responsibilities to themselves, others and the community.

Develop a list of examples in the community that show how different points of view affect people's lives. This could include religious views, political views, cultural views etc. Include examples of how people spend their time and identify how this reflects what they consider important in their lives e.g. work, family, sports, hobbies, church and volunteer work. Students rank the activities they participate in, in order of importance to them as a person. Retain for reference in next section of work.

Questions for youth following exercise:

- How do you function in a community when other people have different ideas on what is important?
- How can we all live harmoniously in our community when people have different ideas on what is important?
- What responsibilities do people have in maintaining harmony in communities when people have different ideas on what is important?
- What would happen in our community if you were expected to have the same ideas on what is important to everyone else?

Practical Assignment:
Civic Educators as youth to consider ways they will use knowledge and skills they have learned thus far in the course? Youth should also be given the task of developing their own action plans with the support of the Civic Educators, designed specifically around an issue or topic of greatest interest to the individual participant. Plans will ultimately be presented to the larger group during the 10th and final week of the course as a sort of capstone project.

Full Name:
Name of the Civic Educator:
Date:

MY OBJECTIVE IS:	
WHY IS THIS IMPORTANT FOR ME:	
TO ACHIEVE THIS I NEED TO: ***List the steps you need to take. Be detailed and specific!***	
I will start my action plan on (date):	**Date I expect to complete this step by:**
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
What kinds of problems or difficulties I will face mostly likely? **What I will do to overcome the challenges and problems?**	
At the end, I expect:	A. B. C.

NEGOTIATION SKILLS	CHAPTER 7

LESSON PLAN	
Goal: To equip young people with the skills and knowledge to peacefully resolve conflicts.	**Objectives:** - Inform young people about how to approach and solve everyday problems - To teach young people about different negotiation strategies - To allow young people to practice and apply these skills through interactive games.

Time	Activity	Resources
5 minutes	Registration	Register
10 minutes	Part 1. Introduction to Problem Solving and Conflict Resolution.	
15 minutes	Part 2: How to Problem Solve.	
30 minutes	Interactive Exercise: "Solving Everyday Problems" Aim: To help young people discuss and address everyday problems	5 large sheets of paper (flipchart), two colored markers.
15 minutes	Part 3: How to Resolve Conflicts	
30 minutes	Role-playing game: "The Distribution of Hearts" Aim: To allow young people to practice peacefully solving a dilemma.	4 large sheets of paper
10 minutes	Conclusion	
115 minutes	**Total Time**	

Introduction

Trainer introduces conflict resolution and problem solving (the presentation will last for no more than 10 minutes):

Conflict can be violent or non-violent. Conflict is a part of everyday life; at school, in the home, on the street, at work. Being able to resolve a conflict peacefully and to the mutual benefit of those involved is a key skill for any young leader to have.

Problem solving is a key part of decision making. ***Problem-solving*** is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of ***problem-solving*** is to overcome obstacles and make decisions.

Negotiation is a discussion aimed at reaching an agreement. Negotiating is a key skill to have whether you are buying onions in the bazaar, dealing with a legal dispute or deciding when to meet a friend. Negotiation involves combining compromise with assertiveness.

Discussion (no more than 10 minutes)

Get the young people to discuss conflicts they have faced in their lives and how they dealt with them.

How to Problem Solve

Trainer teaches the young people about problem solving (the presentation will last for no more than 15 minutes):

Step 1: Define the problem

Before solving any problem, youth need to first understand and define it. This is useful when a problem is complex. Ask participants the following questions:

- What can you see that causes you to think there is a problem?
- Where is it happening?
- How is it happening?
- When is it happening?
- With whom is it happening?
- Why is it happening?
- What is causing the problem?

If youth identify multiple problems, ask them to prioritize which problems are urgent and address these first. Explain to them the importance of not being afraid to ask others for advice and support. These could be teachers, peers, parents or local NGOs.

Step 2: Define a Problem-Solving Approach

Ask youth to consider the following questions:

- Which approach is the most likely to solve the problem in the long term?
- Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- What is the extent of risk associated with each alternative?

Step 3: Develop an Action Plan to Address the Problem

Ask youth to consider the following questions:

- What will the situation look like when the problem is solved?"
- What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure?
- How will you know if the steps are being followed or not?
- Who will primarily be responsible for ensuring implementation of the plan?
- Write down the answers to the above questions and consider this as your action plan.
- Communicate the plan to those who will be involved in implementing it and, at least, to your immediate supervisor.

Step 4: Check that the Problem is Solved

Check that the problem has been solved by asking those involved whether they think the situation has improved.

Game 1: "Solving Everyday Problems"
See Appendix at the end of the Chapter for details.

How to Resolve Conflicts
Trainer teaches the young people about conflict resolution (the presentation will last for no more than 15 minutes):

Here are some tips for dealing with conflict:

1. **Remain calm -** Be still and say nothing. Often times the angry person wants to provoke you. Arguing is ineffective because it raises barriers.
2. **Let the other person do the talking -** He or she will soon grow tired of it. Sometimes that's all they want. ***To be heard***. ***To feel important***. Everyone wants to feel important. Some people just express it in ways that are counterproductive.
3. **Genuinely consider the other person's point of view -** Imagine yourself in his shoes. Never say "you're wrong." In fact, try hard to look for areas of agreement and build on them.
4. **If the situation turns verbally abusive, put a stop to it -** Firmly but calmly state: "You're very angry right now and you're saying things you don't mean (give them the benefit of the doubt). I'm going to excuse myself. We can talk again after you calm down." Then leave the room or ask them to leave.
5. **If you are wrong, quickly admit it and take responsibility -** You could say, "You're absolutely right, it is my fault and here is what I'll do to fix it." Even if you're NOT wrong, at least give them the benefit of the doubt, "I may be wrong, let's look at the facts together."

There are five strategies for resolving conflicts:

1. **Avoiding the Conflict -** By avoiding the conflict, you essentially pretend that it never happened or does not exist.
2. **Giving In -** Giving in or accommodating the other party requires a lot of cooperation and little courage. Basically, you agree to accommodate the other party by acknowledging and accepting his

point of view or suggestion. This style might be viewed as letting the other party have his way. While this style can lead to making peace and moving forward, it can also lead to the accommodator feeling resentment toward the other party.

3. **Standing your Ground -** While standing your ground requires courage, it can also be inconsiderate. By standing your ground, you are essentially competing with the other party; you'll do anything to ensure that you win the battle.
4. **Compromising -** Compromising is a big step toward conflict resolution. Both courage and consideration are used when both parties look for common ground. You agree to negotiate larger points and let go of the smaller points. Occasionally, the person compromising might use passive-aggressive tactics to mislead the other party, so beware.
5. **Collaborating -** Collaboration plays a major role within conflict resolution and requires great courage and much consideration. Collaborating with the other party involves listening to their side, discussing areas of agreement and goals, and ensuring that all parties understand each other. Collaboration requires thinking creatively to resolve the problem without concessions. Collaborators are usually admired and well-respected.

Game 2: "The Distribution of Hearts"
See Appendix at the end of the Chapter for more details.

Conclude the Session
Reaffirm to the youth the importance of problem solving and conflict resolution effective for leadership. Get each student to tell you one thing that they have learnt from the training. This could be a new piece of information or skill that they have learnt. Everyone has to come up with a different example.

Conclusion
We face problems and conflicts every day. All leaders need to be good problem solvers and have the necessary skills to peacefully resolve conflicts. This session has outlined the various means by which you can solve problems which are based around defining the problem and working out a way to solve it in the long term. A number of approaches to conflict exist, ranging from retreat to compromise and collaboration. Each approach has advantages and disadvantages and leaders need to tailor their strategy to the context of the conflict. As Albert Einstein said; "Peace cannot be kept by force. It can only be achieved by understanding."

Homework
Use what you have learnt and your own experience to create a conflict resolution poster in which you lead the reader through the steps towards conflict resolution.

Guiding Principles:

- Your poster should be aesthetically pleasing, illustrated, and detailed.
- Your poster could really help someone avoid a fight, so put your best effort into it.
- You will share your work with the class in the next lesson.

Appendix

Game 1: *"Solving Everyday Problems"*
Time: 30 minutes
Participants: 20

Split the participants into five teams, with four people in each group. Give each group a large piece of paper. Give each group a different problem to solve:

1. Your brother returns from school with blood and bruises on him. He says that some boys from the year above him at school beat him up.
2. Your friend and you are supposed to be working on a project at school together. The deadline is next week, but he has not done anything on the project and refuses to do so.
3. Your boss tells you to work on a building site but gives you no hard helmet. You know it is unsafe not to wear one.
4. Your classmate makes a joke about your ethnicity. You find it offensive.

With each scenario the groups need to follow the steps laid out above and come up with a number of solutions to the problem before presenting them to the other groups.

Game 2: "The Distribution of Hearts"
Time: 30 minutes

Objective: The development of the ability to find solutions to conflict situations through differing strategies

Imagine a hospital that specializes in heart transplants. Suddenly, the hospital receives a heart from a donor. Next in line are four people: first, an elderly professor, engaged in the development of vaccines against cancer, whose work is nearing completion, second, a 16-year-old girl who is pregnant and an orphan with a heart problem, third, a pretty young woman, who is loved by the surgeon who carries out the transplants and finally a teacher, the mother of two children, whose husband recently died in a car accident. All of their conditions are critical, each of them will only live a month. The problem is who should receive the new heart.

Stages of the game:

- Divide the group into four teams.
- Each group chooses one of the patients to fight for their rights.
- Each group chooses a representative to negotiate with the representatives from other groups to make an overall decision.

Discussion of the game:

- What behavioral strategies were used by the representatives during the negotiations?
- In what way were they utilized and how did the other representatives react?
- What basic strategies could be seen in the negotiation; competition, cooperation, avoidance, adaptation and compromise?

Public Speaking, Presentation and Debating Skills	CHAPTER 8

LESSON PLAN	
Goal: - Participants learn about public speaking, presentation and debating skills and their application to their lives.	Objectives: - To learn how to speak publicly and make presentation by using various visual aids; - To understand how to structure an effective presentation and express one's thoughts in the structures way; - To understand what is presentation skills and its importance in our lives. - To understand the debate and its process.
Key Terms: argument, audience, communication, debate, message, presentation, public speaking, speaker, impromptu, and deliberation.	

Time	**Activity**	**Resources**
10 minutes	Introduction Recap of Day 7 Registration of the participants Introduce: - Yourself - The topic and its objectives - Go over the key terms	Flip chart, colored markers
30 minutes	Public Speaking Main Concepts Watch video-material of Martin L. King Jr. speaking or any other good native public speaker. Discussion	Projector, slides, handouts
35 minutes	Presentation Skills Main Concepts Discussion	Projector, slides, handouts
35 minutes	Debating Skills Main Concepts Exercise 1: School Parliament (See below)	Projector, slides, handouts, sufficient print-outs of Exercises
10 minutes	Conclusion Recap of the lesson Q&A *Practical Assignment: Prepare PowerPoint Presentation of your Individual Action Plans for the last session.* (See below)	Projector, slides, handouts, sufficient prints-outs of Practical assignment
120 minutes	**Total Time**	

Introduction

Public speaking is one of the requisites of being a leader and leading the change. ***Public speaking is the act or process of making speeches in public and the art of effective oral communication with an audience.*** The purpose of public speaking can be to inform, influence, persuade, or simply entertain the listeners and it is closely allied to **presenting.** Good public speakers not only can inform about something but appeal to the emotions of their public. In public speaking, as in any form of communication, there are five basic elements: ***WHO*** *is saying* ***WHAT*** *to* ***WHOM*** *using* ***WHAT MEANS*** *with* ***WHAT PURPOSE****?*

History

Public speaking was first developed by the ancient Greeks. Any citizen who wished to succeed in court, in politics, or in social life had to learn techniques of public speaking. With the political rise of the Rome Republic, Roman orators modified Greek way of public speaking. Under Roman influence, instruction in rhetoric developed into a full curriculum. Among great public speakers of ancient time are Plato, Aristotle and Isocrates. They built permanent schools where public speaking was taught. During Roman Empire, public speaking remained important in law, and became an important form of entertainment, with famous orators or declaimers gaining great wealth and prestige for their skills.

As societies, cultures and generations changed and undergone modifications, the basic principles of oratory yet remained the same. The technology and the methods of this form of communication have traditionally been through oratory structure and rely on an audience. However, new advances in technology have allowed for more sophisticated communication for speakers and public orators.

Why is Public Speaking Important?

Public speaking is still relevant to our lives. Presidents and prominent people all advanced their careers in large part due to their skills in oratory or public speaking skills. Public speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess. This skill can be used for almost anything.

Let's look at the reasons why is public speaking important in our lives:

- Public speaking helps to build communication skills and confidence
- Public speaking helps learn how to capture the audience's attention and to develop charisma

It's important because at some point in life, just about everyone will be required to involve themselves in one type of public speaking or another. Accepting this fact quickly and preparing for it accordingly will help youth to succeed at home, school and in their community. Learning to master public speaking early is a great way for students to perform better in school, college or university, as well as offer them greater opportunities in life. Public speaking is by nature important because it's a primary and powerful avenue to express our thoughts.

Using public speaking effectively enables a person to make a difference in their school, work, community, and perhaps even the world. By sharing our information with others, youth are better able to increase the impact of their hopes, dreams, desires and goals for their lives and the world around them. Public speaking is often a powerful way to make a good impression on others and work with others to achieve goals and objectives. Public speaking regularly helps us to feel more comfortable around other people.

Effective public speaking includes the following:

- Oratory
- The use of gestures
- Control of the voice (inflection)
- Vocabulary and word choice
- Speaking notes, pitches
- Using humor
- Developing a relationship with the audience.

How to Improve Your Public Speaking Skills:

Speaking in front of others scares most of us. However, through proper instruction, youth can master this vital skill. The following practices are designed to improve the capacity of young people to articulate their opinions in a public venue:

- **Learn From the Best:** the best way to improve one's public speaking skills is to learn from those who are considered to be great public speakers.
- **Keep Practicing:** the best way to deliver a good speech or put up a great presentation is to keep on practicing. The more youth practice the more easily they will be able to accomplish the task as they will polish it off nicely. They can practice alone, in front of the mirror or ask their family members to be their audience.
- **Stay Calm:** the most important thing is to remain calm. Even if they forget a sentence they should not panic. They don't have to say the exact words and they can always substitute with something right there and them. If they act calm and controlled, soon they will actually start feeling calm and composed.
- **Look Your Best:** It is very important to stress to youth that appearance counts when speaking in public. People do and will notice what someone is wearing and how they are wearing it. If they are dressed improperly or lack neatness in their overall appearance, the audience will notice.
- **Make Eye Contact:** When youth are speaking, they should remember to look into the eyes of the audience to engage them. Make sure they do not keep looking at one or two individuals only but try to a large number of people in the audience. It is also important to keep the eye contact short, but not too short and certainly not too long.
- **Know Your Material:** When they are supposed to address a public meeting or a gathering the worst mistake that they can make is not being fully appraised of the material. As a general rule, if one does not know the subject inside out they must not engage in speaking in front of an audience. The audience is bound to ask all sorts of questions at the end of the presentation or the speech and if the person fails to answer even one of them they lose all their credibility.
- **Maintain Pace:** the pace at which one speaks also plays an important role in whether or not they are successful or not. Youth should focus on keeping an even pace, not too fast or too slow, in order to keep more consistent attention from the audience.
- **Be Concise:** Keep it short and to the point.
- **Know Your Audience:** the most important part of speaking in public is to know one's audience and then speak accordingly.

When speaking in public, one should avoid:

- **Self-Praise:** Nothing offends the audience more than self-praise. If the presentation is good, the person will receive praise and the success of the speech or presentation will be a testament to their capabilities.
- **Trying To Be Someone You Are Not:** Being honest with one's self is important, rather than portraying something they are not.

Presentation Skills

What is a Presentation?

Presentation is the practice of showing and explaining the content of a topic to an audience or learner. It is closely related to "public speaking" (discussed above) and is one of the most common forms of oral communication expected in the modern world. Presentations are used in many life situations, and can be planned, impromptu (unprepared), written, or memorized. Mainly, the purpose of oral presentations is:

- to inform or display;
- to persuade;
- to initiate discussion or ask questions on the topic;
- to entertain;
- to inspire the group to do something or to achieve the goals.

A good oral presentation is well structured and this makes it easier for the listeners to follow. Basically there are three parts to a typical presentation: the beginning, the middle and the end.

When and Where Presentation Skills are Needed:

- During your class and oral examination;
- School conferences or contests;
- Lectures or welcome speeches;
- Demonstrations, concerts, school entertainment activities, school parties' exhibitions.

How to Conduct a Presentation?

We often observe people unable to express freely and effectively due to shortage of presentation skills. With constant practice and hard work, you can greatly improve your presentation skills.

1. Determine the purpose of a presentation:

- To inform?
- To persuade?
- To entertain?

2. Analyze your audience:

- Level of their knowledge of subject matter.
- Information needs.
- Characteristics (e.g., their attitudes, experience and education).

3. Ensure the content relevance of a presentation:

- Research your topic.
- Use facts and statistics to back up your statements.

- Use examples of real life experiences.

4. Ensure the content clarity of a presentation is clear:

- Develop a few key messages that will leave an impact on the audience.
- Organize the statements in logical sequence, with a purpose for each section and a conclusion at the end.

5. Use effective speech delivery

- Keep wording short and simple.
- Be concrete, rather than abstract.
- Restate main ideas.
- Occasionally smile.

Debating Skills

What is Debating?

A debate is basically an argument with rules. Debating has strict rules of conduct and quite sophisticated arguing techniques and you will often be in a position where you will have to argue the opposite of what you believe in. Typically in a debate two teams are presented a resolution or topic that they will debate, and each team is given a set period of time to prepare an argument. At a debate, one team will argue in favor (Pro/For) and the other will argue in opposition (Con/Against). Debating rules will vary from one competition to another, and there are several types of debating. The goal is to come up with a good argument in a short amount of time. Sometimes each team member speaks, and sometimes the team selects one member to speak for the entire team. A judge or a panel of judges will assign points based on the strength of the arguments and the professionalism of the teams. One team is usually declared the winner and that team will advance to a new round.

A typical debate includes:

- Participants hear the topic and take positions (pro and con).
- Teams discuss their topics and come up with statements.
- Teams deliver their statements and offer main points.
- Participants discuss the opposition's argument and come up with rebuttals.
- Rebuttals delivered.
- Closing statements made.

Appendix

Exercise 1: Fun Warm-Ups Techniques

Horse noises: have participants force air between their closed lips in order to make a horse-like noise as their lips vibrate together, as a way of loosening the muscles around the mouth.

Speed-drills: have participants read something aloud at various speeds (slow, normal, fast) in order to get the eyes and the tongue used to working together.

Face-stretches: have participants try to get their mouth, nose, and eye-brows as close-together as possible, then as far apart as possible (for added humor, and stretching too, they can stick out their tongue at the same time) as a way to loosen the face-muscles.

General stretching: since tension can cause stumbling and shaking, anybody stretching is good, in particular neck-rolls (in which the head is brought toward one shoulder, then to the front, then to the other shoulder) are a common speaking warm-up.

Exercises on Debating Skills

Exercise 2: School Parliament

Step 1 - Review Teamwork Rules and Expectations (maintaining team discipline and focus, leadership, being fair and unbiased, delegating group member responsibilities) and tasks with your students. The role of the instructor is to facilitate and check each group if the students have understood their roles and the topic. After teams have nominated a Captain and brainstormed research topics, team members should research the topics or Civic Educator should provide all necessary information.

Examples of Topics for Debating:

- Television is better than books?
- Should school hours be changed to 12:00 to 6:00 pm?
- Should students be required to wear uniforms at school?
- Cellular phones should be allowed in schools.

The group will need to decide if and how that information should be used, and assist members in supporting their arguments. (Would the information contribute to the defense of the argument?) Encourage each team to try to conjecture what the other team's arguments and responses may be, so that team members are as prepared as they can be.

Step 2 - Divide students into three or more political parties. If they wish they can name their party. Let the parties create a “bill” (a policy proposal - a new law or a change to an existing law). Make a list of all of the bills from each party. Allow members of each party to look at the list of bills proposed by the other two parties. They must select at least half of those bills to oppose. Give students about ten minutes of preparation time in which to think:

- How they will defend their own bill;
- How they will attack the bill which their party has decided to oppose.

Step 3 - Once the preparation time ends, a parliamentary assembly begins. The instructor, acting as the Speaker of the House invites the consideration of each bill in turn, with students making speeches in favor of the bill, and other students making speeches against the bill. When the speeches die out, each bill is voted up, or down. Depending on the sophistication of the students, you can follow parliamentary procedure (for example, allowing points of information, allowing bills to be amended, or tabled) or you can just loosely allow each bill to be fully debated before moving on to the next.

DEBATE RUBRIC

Category	Party 1	Party 2	Party 3	Score
Addresses Issues	Always addresses topic	Usually addresses topic	Rarely addresses topic	
Support with Facts	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	
Persuasiveness	Arguments clear and convincing	Arguments are sometimes clear and convincing	Arguments are rarely clear and convincing	
Teamwork	Used team member effectively Equal timing	One member does the talking 75% of the time	One member does the talking 100% of the time	
Organization	Electrifies audience in opening statement Closure convinces audience	Grabs attention Brings closure to the debate	Introduces topic and brings some closure to the debate	

Practical Assignment:
Civic Educator has to provide useful phrases during public speaking and presentation skills, guidelines or a list of what is expected of them.

Using these guidelines and additional resources on Internet, and basing their Action Plans on the **Session 5 on *"Community Service, Involvement and Initiative"***, students should prepare PowerPoint Presentation of their Idea.

1. Develop your action plan and define why it is important.
2. Write out your presentation. It should have introduction, body and conclusion sections.
3. Work in groups of three to get ready for the presentation day and to give one another constructive feedback beforehand.

YOUTH EMPOWERMENT	CHAPTER 9

LESSON PLAN	
Goal: To increase participant's understanding of youth empowerment	**Objectives:** -To give young people the skills to become active members of their community -To teach young people how to build relationships with adults

Time	Activity	Resources
5 minutes	Registration	Journal for registration
10 minutes	Introduction	
15 minutes	Part 1: Youth Empowerment and Human Rights	.
20 minutes	Game 1: Youth Rights Manifesto Aim: To help the young people to understand which rights are protected by the Convention on the Rights of the Child.	Flip chart, colored markers.
20 minutes	Part 2: How to Become Empowered	
20 minutes	Game 2: The Straight Line Aim: To build teamwork and trust within the group and to demonstrate how support can help a person walk "a straight line" in life.	Blindfold
15 minutes	Part 3: Becoming an Active Member of the Community	
10 minutes	Conclusion	
115 minutes	**Total Time**	

Introduction

For the trainer: Draw the three words; empowerment, activism and participation, on the flipchart. Get the young people to list words and phrases that they associate with these terms.

What is Youth Empowerment?
Youth empowerment is the process by which young people gain the **skills and opportunities** to affect positive change in their own lives or the lives of their communities.

What is Youth Activism?
Youth activism is when you actively engage in direct action over an issue, which is often of a controversial nature. Common issues which youth activism address include human rights, the environment, abortion, homosexuality and anti-racism.

What is Youth Participation?
Youth participation is the active engagement of young people throughout their communities. Youth participation is necessary in the development of active citizenship because it balances young people's social rights with their responsibilities. Effective youth participation is about creating opportunities for young people to be involved in influencing, shaping, designing and contributing to policy and the development of services and programs.

Young People are the Future!
There are three billion people under 25 in the world. Young people make up 40% of the population of Tajikistan. They are full of ideas, aspirations and potential. As discussed in Chapter 6, the law "On Local Self-Governance" gives young people in Tajikistan the opportunity to become agents of change in their communities. This session aims to give participants the necessary skills to realize their potential.

Civic Educators should ask the youth whether they feel active in their communities? What could they do to become more active?

Part 1: Youth Empowerment and Human Rights

Youth empowerment is enshrined in a number of international conventions. The most important of these is the Convention on the Rights of the Child, which Tajikistan signed in 1993.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. The convention states that all young people under the age of 18 have the right to participate in decision-making. It recognizes their rights to express their opinions, to have their opinions considered in decisions that affect them and to receive and give information and ideas.

Several articles in this international convention specifically address the issue of youth rights and empowerment:

Article 12
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 15
1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals or the protection of the rights and freedoms of other.

Article 31
1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Civic Educators should ask youth whether any of the participants knew about the Convention on the Rights of the Child before the session. Discuss each of the articles individually. Ensure that the young people understand them by asking questions about their meaning.

Game 1: "Youth Rights Manifesto"
See Appendix at the end of the Chapter for details.

Part 2: How to Become Empowered
Empowerment is a multi-faceted and dynamic concept and cannot be limited to any specific activity. It requires encouragement for youth to express their opinions, become involved and be part of the decision-making process at different levels. There are numerous levels at which young people can become involved in their communities. Youth can:

- Organizing sports activities
- Participating in extra-curricular activities
- Joining Jamoat council meetings
- Becoming involved in the media
- Working with local NGOs as volunteers or interns

- Take part in a community development project or event;
- Share views and experiences in supporting their community to other peers and adults willing to listen;
- Participate in various decision-making processes.

For youth seeking to become more empowered and more active in their communities, there are several approaches they can take to achieving that objective:

Education – In order to address an issue, a young person needs knowledge about it. Read newspaper articles, search the internet, and ask teachers or other experts for information. Once you feel like you have enough information, you have to pass it on: share it with your friends, family, and members of your community. Other people in your school, your family, or your whole community may not know as much as you do about the issues that interest you most. Your friends, family and community members can become your biggest supporters if they're educated about the issues you care about.

Advocacy- To advocate is to speak out in favor of or in defense of an issue or person. Through advocacy, youth can draw special attention to specific areas of greatest need within their communities. Targeting local officials and community leaders through open and transparent dialogue regarding the challenges and opportunities can help youth obtain the support they need from key stakeholders to bring about the change they wish to see in their communities. The same principles apply to issues facing youth at the national level. Through advocacy, youth can have a voice and deliver targeted and effective messages to those with the ability to bring about change in any community.

Fundraising- To address youth needs more directly, funding is often required. To obtain funding, youth can draft letters to government, private donors, local businesses, or even NGOs, or produce small goods or services. Regardless of the fundraising type or strategy, youth playing a role in fundraising efforts will obtain a heightened sense of empowerment. They will understand that acquiring funds does not necessitate the participation of an adult, but rather sound ideas and reasonably well laid out plans for their proposed activities or products.

Civic Educators should have a discussion with the youth about how each of these methods may be used to take an active role on the community, national, or international level. Youth will also need to discuss the advantages and disadvantages of working at these different levels.

Game 2: "The Straight Line:
See Appendix at the end of the Chapter for details.

Youth-Adult Partnerships

In order for young people's voices to be heard and for meaningful participation in the community it will be necessary to form links with adults. These relationships are called "adult-youth partnerships."

Youth-adult partnership - an inter-generational relationship based on the principle of equality. These relationships are all about learning and listening to one another.

Youth-adult partnerships allow young people to:

- Express themselves publicly
- Gain respect for adults
- Work for a good cause
- Find ways to express their creativity
- Think more critically
- Be a valued asset to the project and the community

Civic Education should encourage youth to consider how positive their relationships with adults are? Do they feel that they are listened to and respected? What could they do to forge stronger relationships with adults?

Conclusion

Young people have the ideas and energy needed to improve the lives of their communities. The laws of Tajikistan and the Convention on the Rights of the Child allow young people to take an active an active part in decision-making and community life. Young people in Tajikistan need to seize this opportunity and begin working with local governments to improve their futures. As former- US president Theodore Roosevelt said; "old age is like everything else. To make a success of it, you've got to start young."

Homework

Youth will need to strengthen their individual action plans (developed as a homework assignment under Chapters 5-6) by including a new section on empowerment. In this section of the plan, youth must identify specific examples of how they will use their new sense of empowerment to succeed in achieving their objectives outlined in the plan. Examples could include:

- Plans for having discussions with local officials either individually or in a group setting
- Seeking support from parents, friends or relatives, while maintaining ownership over the activity
- Requesting funds from local organizations or individuals to support youth initiatives

Appendix

Game 1:"Youth Rights Manifesto"

Aim: To help the young people to understand which rights are protected by the Convention on the Rights of the Child.

After reading articles 12, 15 and 31 of the Convention on the Rights of the Child, the students will be divided into four groups. Using this information, youth will be given an opportunity to draft a "Youth Rights Manifesto" for Tajikistan. Knowing that the Convention covers children's rights in a variety of realms; civil, cultural, economic, political and social, each group will be asked to write down an article for each the different fields (in total 5 articles). The students will compare their articles and discuss the differences and similarities.

The articles will then be modified (if they are too identical) and incorporated into a general draft with the intent of sharing the document with local community leaders, teachers, and parents to obtain their buy-in and support for improvements to the needs of local youth, including education and employment opportunities.

Then, the Civic Educator will open the Convention on the Rights of the Child. The students will have the opportunity to compare their Manifesto with the Convention. Discuss the differences and the similarities.

Game 2: "The Straight Line"

Aim: To build teamwork and trust within the group and to demonstrate how support can help a person walk "a straight line" in life.

Invite a volunteer to come forward and walk slowly in a straight line across the training area. Put the blindfold on him or her and turn him or her around several times before he or she sets off in a straight line across the training area – to reach an agreed point on the opposite side. Instruct the rest of the group to keep completely silent, giving no encouragement or guidance at all. They should also not touch the volunteer. When the volunteer reaches the other side, ask him or her to take off the blindfold.

Compare how close he or she is to where he or she intended to reach. Ask him or her how he or she felt about having no comments from the others. Ask him or her to replace the blindfold and repeat the exercise. This time the others are allowed to verbally encourage him or her and give him or her advice They should still not touch him or her. Then, finally, you can ask the volunteer to repeat the exercise with the others using their hands to guide the volunteer. Process the difference in how if felt during each stage.

Emphasize how safe someone can feel with the support and guidance of others; and discuss:

- How does that relate to real life?
- Have you ever shown support for another person so they could walk "the straight line"? When? How did you show support?

Finale: Presentation of the Individual Action Plans	Chapter **10**

LESSON PLAN	
Goals: - Provide a detailed overview of the materials covered during the 10-week course - Provide a platform for target youth to demonstrate what they have learned through individual action plan presentation	**Objectives:** - To enhance the capacity of youth to present original and innovative ideas in a public setting - To raise the awareness in the community about active participation of young people in decision-making processes - To celebrate what has been learned by youth throughout the course period

Time	Activity	Resources
5 minutes	Greeting of participants • Recap of Day 9 • Registration of the participants • Ice-breaker	Registration log-book
20 minutes	Recap of the course and Conclusions • Divide participants into 6 working groups. Each group should remember what they have learned throughout the course and think about ways they can apply the skills and knowledge in their life. • Groups present their findings	Flip-charts, markers, self-adhesive color stickers
100 minutes	Presentation of the Individual Action Plans: What Actions I can Take! • Each participant is given 5 minutes to present his/her action plan.	Flips charts or PowerPoint
20 minutes	Evaluation and Closure • Thanking and congratulating each participant for attending the course. • Ask participants to fill out the evaluation forms (develop one) • Then, give each person an opportunity for each to briefly state their appreciation for what others have done during the course, preferably sitting in a circle. Civic Educators also join this activity.	Evaluation forms
5 minutes	Awarding of the Certificates Cake End of the Course	Certificates Cake
150 minutes	**Total Time**	

Hand-Out 1 A: How to Prepare Presentation of the Individual Action Plan

Civic Educators should explain the task and distribute the Hand-outs 1 A and B to the participants. During "Public Speaking and Presentation Skills" – Chapter 8, although it may be handed out to youth as early as Chapter 6.

WHAT IS ACTION PLANNING?

Action planning is a process which will help you to focus your ideas and to decide what steps you need to take to achieve particular goals that you may have. It is a statement of what you want to achieve over a given period of time.

Preparing an action plan is a good way to help you to reach your objectives in life: don't worry about the future, start planning for it.

Action Planning involves:

- Identifying your goals and objectives
- Setting goals which are achievable & measurable
- Identifying the steps needed to achieve your goals
- Developing clear deadlines for deliverables
- Having a plan B

ACTION PLANNING MODEL

Action planning is a cyclical process, and once you have been through one cycle, you can start again at the beginning. Here are a few questions worth considering when building your action plan:

- **Where am I now?** This is where you review your achievements and progress, and undertake self-assessment.
- **Where do I want to be?** This is where you decide your goals.
- **How can I reach my destination?** This is where you define the strategy you will use to achieve your goals, and to break down your goal into the smaller discreet steps you will need to take to achieve your target.
- **What actions are needed?**
- **Where am I now?**

The main steps in preparing an action plan are as follows:

- Have a clear objective. (''Where do I want to be?'').
- Be precise about what you want to achieve.
- List the benefits you would gain by achieving your goal.
- Start with what you will do **now**.

- There is no point in having an action plan that will start in six months' time.
- Define clearly the steps you will take. ("How do I get there?'') Think of all the possible things you could do to take you closer to achieving your goal, no matter how small. Break down any large steps into smaller components, so it doesn't seem so difficult to achieve.
- What is the biggest obstacle?
- What could go wrong?

Identify the end point for each step and give yourself a small reward for achieving it! This could be sweets, clothes, a gadget, book or meal. Arrange the steps in a logical, chronological order and put a date by which you will start each step. Put these dates into your diary or onto a calendar. Try to set yourself weekly goals.

One final tip before youth get started: Each person should set a goal and write it down. Whatever the goal, the important thing is that youth set it, so they've got something for which to aim- and that they write it down. There is something magical about writing things down. So set a goal and write it down. When the youth reach that goal, have them set another goal and write it down.

Hand Out 1 B: Structure of Your Presentation of the Individual Action Plan

Please review what you have learned about presentations during "Public Speaking, Debating and Presentation Skills", exercise your skills by preparing a presentation of your individual action plan in the following structure for Lesson 10:

Full Name:
Date:

MY OBJECTIVE IS:	
WHY IS THIS IMPORTANT FOR ME:	
TO ACHIEVE THIS I NEED TO: *List the steps you need to take. Be detailed and specific!*	
I will start my action plan on (date):	Date I expect to complete this step by:
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
What kinds of problems or difficulties I will face mostly likely? What I will do to overcome the challenges and problems?	
At the end, I expect:	A. B. C.

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TAJIKISTAN YOUNG LEADERS PROGRAM

After School Activity Lesson Plan

Submitted on: March 12, 2012

Submitted To: USAID/Central Asian Republics

Counterpart YLP Office

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TABLE OF CONTENTS

TABLE OF CONTENTS 2
CHAPTER 1: INTRODUCTION TO INFORMAL CIVIC EDUCATION 3
CHAPTER 2: HUMAN RIGHTS 5
CHAPTER 3: RELIGION AND RIGHTS 8
CHAPTER 4: COMMUNITY AND LOCAL GOVERNMENT 11
CHAPTERS 5-6: VOLUNTEERING, COMMUNITY SERVICE, AND RESPONSIBLE CITIZENSHIP 14
CHAPTER 7: NEGOTIATION SKILLS 18
CHAPTER 8: PRESENTATION, PUBLIC SPEAKING, AND DEBATING SKILLS 20
CHAPTER 9: YOUTH EMPOWERMENT 22
CHAPTER 10: INDIVIDUAL ACTION PLAN PRESENTATIONS 24

ACTIVITY PLAN	
Goal: Target youth develop an understanding of the goals, objectives and content of the civic education course and activities in general, and are motivated to attend and learn from the course and activates connected to the course.	**Objectives:** • Establish links between each participant through dialogue, networking, building relationships and atmosphere for future development; • Set ground rules for afterschool activities to be jointly implemented over 10-week period, including but not limited to requirements for participation, forms of communication; • Set targets and discuss desired impacts to be achieved by end of course and after school activites.
Impact	
The introduction to informal civic education module gave students an overview of themes of the 10-week course that they will be studying. Also, the course encompassed the knowledge about the history, cultural and traditional heritage of the country. This session should enhance a sense of belonging and patriotism and help students understand that their lifetime represents a small piece of history and make connections between their family history and local history. This can be achieved by organizing a field trip to the local museum or historical place and meeting with local historian who will tell about the history of their community.	

Time	Activity	Resources
10 minutes	Introduction	
30 minutes	Pre-Tour Discussion	Printed Pre-tour Fun and Fact Sheet
80 minutes	Tour Around Museum or historical place	
50 minutes	Discussion on Tajik heroes	
230 minutes	**Total Time**	

Introduction

The Youth Educator has to make sure that students are informed about field trip to the local museum and got their parents' permission beforehand. It is important for Civic Educator to register all participants into the Log sheet and arrange all logistical part of the tour to the local museum at least one week in advance. The tour participants has to be registered into log-book and should be used every class.

Pre-tour Discussion

The Youth Educator has to discuss the following questions with students:

- ✓ What is history?
- ✓ Why do people collect things?
- ✓ What does a museum do?

1. Discuss Museum Manners

- ✓ Speak quietly
- ✓ Do not throw trash

Do not touch the artifacts unless you're allowed

2. Distribute Pre-Tour Fun and Fact Sheet

Tour around Museum or historical place

It is preferable to arrange a guide by museum staff or any local historian who could make a brief introduction to the Local History: the year it was founded; by whom; what periods it covers; any other interesting facts. Students have to understand that history is not confined to textbook (s); it lives in our own experiences as well as our neighbor's experience and is passed along through stories.

Discussion on Tajik heroes

The Youth Educator should recap the students gained knowledge by continuing discussion in the classroom. During the course students were divided into groups of 4 to 5 and were tasked to study the heroes and heroines of Tajikistan. Groups should discuss what was outstanding about these people? What qualities or characteristics did they display? How did they serve their nation?

The given examples of the Tajik heros:

1. Mirzo Tursunzoda
2. Temurmalik
3. Bobojon Gafurov
4. Abuabdulloi Rudaki
5. Sadriddin Ainy

The Civic Educator should let students to express ideas or opinions in group or individual settings and help them to remember some facts about Tajik history, which will associate meaning and understanding with reading.

ACTIVITY PLAN	
Goal: To increase participant's familiarity with basic human rights and opportunities for their protection.	**Objectives:** • To inform the young people about the nature of human rights violations • To enable the young people to find ways to solve their problems, understand the legal system and the difficulties in protecting rights • To enable the participants to teach community members about human rights and how to protect them • To provide the participants with practical advice about how to protect their rights • To show participants that through simple tools like short amateur films and videos, they can show the problems and successes of their everyday lives.
Impact	
The module gave the participants a basic knowledge of human rights issues. This session would seek to entrench this knowledge through concrete examples from the Tajik experience. This will be achieved through two means; film and a presentation. The participants will be shown short films made by Tajiks who have suffered from different human rights violations. This will give the participant's an opportunity to see the kinds of problems which exist in Tajikistan. Secondly, they will be given a presentation by a legal professional who will share his or her practical experiences and lead a discussion on human rights in Tajikistan.	

Time	Activity	Resources
10 minutes	Introduction	
50 minutes	Short Films on Human Rights in Tajikistan	
40 minutes	Talk by a Lawyer	
80 minutes	Discussion	
240 minutes	**Total Time**	

Introduction

The trainer should remind the young people about the lesson on human rights. They should discuss the themes with the young people and how they can protect their rights. During the discussion the trainer should listen to the views of all the participants.

Short Films on Human Rights in Tajikistan

The trainer should show three short films about human rights violations in Tajikistan to the young people. The films, shot by the victims themselves, show the everyday problems they face. Each film lasts 2 to 4 minutes. The films are:

1. Nigina's story- Nigina is a paraplegic living in Dushanbe. This film follows here in her everyday life as she struggles to access public buildings and talks about discrimination in the workplace. (Duration: 4:21)

2. Dilnoza's story- Dilnoza was beaten so badly by her husband that their baby was born with a mental disability. After this she left her husband and gained a court decision that he should pay $21 a month in alimony. However three months have passed and he has not paid yet.

3. Faiziddin's story- Faiziddin's father left for Russia and never returned. He re-married and left his wife, Faiziddin and four siblings to fend for themselves. It was left to the children to run the house and farm, as well as going to school.

This material was produced in 2012 by the Eurasia Foundation of Central Asia-Tajikistan as part of the project Equal Before the Law: Access to Justice in Central Asia with funding from the Ministry of Foreign Affairs of Finland.

After every film the trainer should start a discussion about the film, its protagonists and possible ways that the problems in the films could be solved. This break for discussion should last between 10 and 15 minutes.

Questions for discussion include:

- Have the young people seen similar cases in their communities?
- What rights have been violated?
- What rights do each of the film's protagonists have?
- What would the young people do to help those people?

Film often has a greater impact than the written word. Each of the film covers issues of human rights in Tajikistan. These problems with access to justice are common across Tajikistan. Some of the young people themselves could have experienced them. They cover a wide range of issues including women's rights, children's rights, property, child labor, rights of people with disabilities and domestic violence. This will foster lively discussion.

Note: The videos are attached to this plan.

Talk by a Legal Professional

The participants will meet with a legal professional who works with cases concerning human rights violations. The legal professional will tell the young people about the nature of these abuses and legal protection that the laws of the Republic of the Tajikistan afford citizens.

Through the module on human rights the young people learnt a great deal about human rights in Tajikistan and the world. To re-enforce the knowledge gained as part of that session it will be interesting for them to talk with a lawyer who has practical experience in this field.

The speaker could be a local lawyer, representative from the ombudsman's office, Parliament, chair of the Council of Justice or the Ministry of Justice and Courts

The presentation will cover:

- The laws of Tajikistan
- What the government is doing to protect human rights
- Cases studies and examples from Tajikistan

Discussion

There will be a discussion with the lawyer about how to protect your rights and how to protect the rights of others. The young people will be encouraged to ask questions about the situation in Tajikistan. Topics for discussion could include:

- Is everyone equal before the law in Tajikistan?
- Are men and women treated equally in practice?
- Do people know their rights?
- What services are available if you have a human rights problem?

ACTIVITY PLAN	
Goal: To increase young people's awareness and knowledge of religion and rights	**Objectives:** • To facilitate an exploration of controversial themes through theater • To teach the young people about forum-theater and its role in advocacy • To enable the young people to teach their peers through theater
Impact The module on religion and rights gave the young people a knowledge and awareness of issues related to religion and rights. However, it did not allow for sufficient discussion and critical engagement with the issues. Through interactive theater, young people will be given the opportunity to explore themes related to discrimination, religious conflict, tolerance, radicalization and human rights in much greater detail. Theater will provide a powerful tool for the young people to internalize this message. The forum-theater methodology can be used to explore salient issues in Tajikistan such as HIV/AIDs and domestic violence.	

Time	Activity
10 minutes	Introduction
20 minutes	Introduction to Forum Theater
50 minutes	Young People Rehearse their Play
100 minutes	Performances and Discussion
180 minutes	**Total Time**

Religion and Rights

Introduction

The trainer should summarize the previous lesson on religion and human rights. The views of the young people on the topic and how they will use the knowledge they gained from the session should be discussed. All participants will be encouraged to speak openly and share their opinions.

Introduction to Forum Theater

The trainer tells the young people about the model of forum theater (see Appendix). Forum theater was first used in Brazil in the 1960s as a means to empower the oppressed and make them an active part of the performance. It is an effective tool to help people to become engaged in the topic and discuss controversial issues.

Forum theatre is an effective tool for raising awareness because it is interactive in nature. The easiest way to envision it is as a game the audience is invited to participate in. While there are a number of variations on forum theatre, in general, a performance consists of three parts: an introduction to the

problem, a forum with the audience including the replay of key scenes, and a final dialogue with the audience.

The participants will also be told about the rules and given a scheme of work. The trainer splits the group into four separate groups and gives each group a theme for their short play (see below).

Themes:

- *Religion does not need to cause conflict.* A strange man comes to your village and starts preaching that local people should follow him and start a *jihad* against foreigners. What should you do?
- *My religion teaches goodness*. A foreign traveler comes to your village. He is injured and in need of assistance. What do you do?
- *What is more important; human rights or religion?* A new group comes into town and begins preaching about their god. They hand out leaflets and encourage you to join them. Your friend says that they have no right to do so. What should you do?
- *In my country there are many different religions.* An Ismaili school child is insulted about his religion by a peer. How should he react? What should the by-standers do?

Young People Rehearse their Play

Once each group has been presented with their theme, they will be given 15 minutes to brainstorm ideas for their play on a large sheet of paper. This will include scenario, characters and a plot. Each play should last between 5 and 10 minutes.

After having planned the play, the young people will spend a further 35 minutes rehearsing and refining the idea. All the young people will be involved in the play in one way or another. They will not be given props, so will have to improvise.

Performances and Discussion

The groups perform their plays in front of their peers. After each performance there will be a short discussion about the themes which have been addressed. The young people will be encouraged to reflect on the performances, its relation to life in Tajikistan and whether they would have done anything differently if they were presented with the same situation. Each discussion will last 10-15 minutes.

After all the plays and discussions are complete, the trainer will summarize what was presented and ask the young people what they have learnt from the session.

Appendix

Structure of Forum Theatre

<u>The Introduction</u>

The introduction should be enjoyable, entertaining, and attention-grabbing. At the start of the performance the narrator or “joker” explains the rules of the game and invites the audience to play. The theatre group then performs a model play which introduces a problem that is related to a problem that one of the spectators may be experiencing in his/her daily life. The model play revolves around a main character who is confronted by a challenging situation by another character. In this case, this

could be that the young person is invited to join a radical group or that an Ismaili is labeled as an infidel. The struggle between the two characters plays out and the story ends badly - without a solution to the problem.

Note: It is important to leave the audience with the impression that the negative result in the model play arose as a result of an error in judgment, behavior, or a bad situation that could be changed and not as a consequence of fate. This leaves the door open for the audience to become involved in the process of coming to a positive resolution and does not foster a sense of helplessness amongst the spectators.

The Forum

The goal of forum theatre is to transform the audience from passive spectators into active participants; the forum is the part of the performance where this transformation takes place.

The trainer will be the "joker" during the forum. The joker is the enabler and mediator for the group and forms the link between the performers and audience.

The joker is responsible for the following:

- Introduces the forum and acts as an intermediary between the public and the performers
- Invites the audience to summarize what they have observed, discuss what they think the main problem is, and express their opinions about what they have seen
- Allows time for the audience to discuss amongst themselves and adjust to the idea of expressing themselves in front of one another
- Initiates the replay of key scenes where audience members are invited to replace the main character and act out what they think the character should have done in the situation (usually the spectator is given some element of the character's costume, like a hat, to wear while they perform)
- Mediates discussion about the various solutions proposed by members of the audience and asks questions like, "Does this happen in real life?" or "Is this possible?"

The Final Dialogue

The final dialogue is an opportunity for the audience to discuss the outcome of the play and how the situation faced by the main character personally relates to them.

To stimulate discussion, the joker can ask the following questions:

- What have been the learning points in this session?
- If you could choose one word to describe this session, what would it be?
- What can you do in your own life to help ensure you will not be in the same situation as the main character in this performance?
- What strategies do you think were the most effective?
- Did you recognize anything in this story?
- Can this happen in real-life? If so, what did the young people do?
- What advice would you give your own friends or family faced with a similar situation?

Note: When discussing strategies, do not ask if the interventions were realistic because this type of questioning reinforces a feeling that change is impossible. Instead, ask if the interventions are *possible*.

The discussion that takes place in this final stage is designed to help spectators relate to the main actor on stage and connect his/her struggle to their own personal lives. This helps to avoid a situation where members of the audience detach themselves from the situation and passively give advice as if

the problem does not apply to them. During the final discussion, local specialists or partners also have the opportunity to address the crowd and share resources that may be of great benefit to the community.

To conclude the performance, the joker sums up the main ideas presented and reviews the strategies developed during the forum. It is important that this summary reflect the ideas actually presented and not over-simplify and provide a fake consensus.

ACTIVITY PLAN	
Goal: To teach the young people about local governance	**Objectives:** • To allow the young people to see the work of the jamoat first-hand • To build trust between young people and local government • To allow the young people to forge links with the local government
Impact Although the young people gained a theoretical knowledge about community participation and local government through the module, the after school activities will allow them to expand this knowledge by visiting a jamoat office. This will allow them to speak with local officials and witness the work of local government first-hand. The links established with the local government will assist the young people in becoming more active in their community and help them implement small projects with government buy-in.	

Time	Activity	Resources
10 minutes	Introduction	
30 minutes	Presentations	
140 minutes	Visit to Jamoat/Hukumat	
180 minutes	**Total Time**	

Introduction

After completing the initial lesson on this subject the trainer will announce that this week, three members of the group will spend one day in their jamoats (organization of the program partners must agree on this with local authorities) by observing the work of the jamoat chairman, his deputy and the jamoat secretary. Each of the selected participants will be able to follow the jamoat official around for a working day.

The trainer will ask participants to recall the module about community participation. The trainer will listen to the views of participants about the topic and discuss how the group members will be able to use the knowledge gained in their everyday lives. During the discussion, the trainer should listen attentively to participants' responses and offer feedback to all participants that wish to share their opinions. After that, the trainer should announce that three of the group members spent a day in their jamoats and worked together with community leaders. Each of them will describe what he or she did and how a jamoat works.

Presentations

Each of the participants that has visited a jamoat will share the knowledge they gained, talk about the jamoat and its leaders, and answers questions from the group. The presentation will cover:

- Which official they shadowed for the day
- What is the official's role in the running of the jamoat
- What did they see during the day
- What did they learn about how jamoats are run

The presentations will last for five minutes each, with a five minute question and answer session.

Visit to the Jamoat/Hukumat

After the presentations by participants about their jamoat visits, the trainer will propose that the whole group visit the local jamoat (or hukumat) and look at how these institutions work in practice. There, the group will meet with the director of the jamoat who will show them around the offices and explain the work of the jamoat.

The tour will cover all the offices of the jamoat and such topics as:

- The structure of the jamoat
- Finances
- Law and order
- Cultural events
- Education
- The local environment\
- Youth issues
- Sport
- System of complaints/petitions

At the end of the tour, the young people will be given 30 minutes to talk with the jamoat leader and ask any questions about the role and responsibilities of local government.

ACTIVITY PLAN	
Goal: Make young people realize their potential in the community service and help them to be responsible and constructive citizens.	**Objectives:** • Students learn about initiative, community service and responsible citizenship. • Students learn the ways they can get involved in their communities.

Impact

The module on Volunteering, Community Service and Responsible Citizenship is one of the extended chapter of the handbook that includes two modules and covers the weeks 5th and 6th. The module gave the students the definition and understanding of key terms such as: Citizenship, Participation, Initiative, Responsibility, Obligations. The theoretical knowledge about the volunteering, initiative and active participation, community service, citizen's responsibilities and obligations can be applied into practice through afterschool activities and will be achieved through the following activities: YLP small grants on community services, visits to orphanages and nursing homes and distribution of Counterpart humanitarian aid received from CHAP partners and playing a small performance on citizen's responsibilities.

First week

Time	Activity	Resources
10 minutes	Introduction	CHAP Humanitarian Aid, youth/community donations
20 minutes	Meeting with hospital authorities and nurses	
30 minutes	Performances	
60 minutes	Discussion with the kids and/or elderly people; cleaning the hospital garden	
20 minutes	Distribution of CHAP humanitarian aid	
200 minutes	**Total Time**	

Introduction

After completing the lesson on week 5th the trainer will announce that this week they will be visiting the orphanages/nursing home. If it is possible the youth can also share the idea with their parents, neighbors and collect any kind of the community contributions. The trainers should meet and inform the relevant authorities and agree the time and date of the visit and arrange all logistical issues

preliminary a week before. As it was instructed in module one, the Civic Educators must to get the youth parents' permission on taking the kids as well. The trainer has to give an overview of the place where they will be visiting and recap the module on volunteering and community service, emphasizing on voluntarism and promoting the youth initiatives on food preparation for homeless or other marginalized populations, reading to children, mentoring to students after school, organizing dance and theatre groups, cultural displays, arts and crafts demonstrations.

Meeting with hospital authorities and nurses

The trainer has to introduce the youth and provide information on Counterpart YLP and CHAP programs to the hospital authorities. It is important to emphasize that they brought the humanitarian aid through CHAP (and other community contribution) for distribution and discuss the distribution plan. The hospital authorities will instruct the youth on hospital rules thus youth know the manners when they meet and talk with kids/elderly people.

Performances

The Youth Educator after the lesson will divide the group into four separate groups and tasks each group with the home work to write a scenario, character and a plot for their short play on Citizenship: Rights and Responsibilities. Each play should last between 5 and 10 minutes. The Youth Center should be used for playing and rehearsing their performances.

After all the performance were played the trainer will summarize what was presented and ask the young people what they have learnt from the session.

Discussion with the kids and/or elder people; cleaning up the hospital garden

The youth has to understand that they are meeting with vulnerable people and any attentions that they pay will be highly appreciated. Therefore, even when the audience will not be reacting to their actions, youth has to be responsive to them. The Civic Educators can help youth to take the initiatives and open the conversation. Youth can help to clean the hospital garden and bring some sprig and plant them there together. Assisting elderly people in the community, providing help to invalids and other needy people;

Distribution of CHAP humanitarian aid

According to the discussed distribution plan the youth along with the Civic Educator will distribute the humanitarian aid to the kids/elderly people.

Second week

Time	Activity	Resources
10 minutes	Introduction	Hand-outs, flip-charts, markers
60 minutes	Meeting with veterans, elder people and community leaders	
30 minutes	Poetry reading	
40 minutes	Presentation of Youth community services projects (4 to 5) implementing through YLP small grants	Projector, screen, power point presentation on awarded small projects

20 minutes	Discussion and Conclusion gaining the community and parents buy-in	
210 minutes	**Total Time**	

Introduction

Since the week 6th falls on Labor Day and Victory Day holidays, the trainers will introduce youth to the historically significant for the country dates and events, discuss the history of these holidays and develop the patriotic feelings, create a sense of pride in their homeland and being a responsible citizen. This week the trainers along with youth will make the list of elder people and veterans. The trainers and youth will establish a charity box and announce to the student body that they would use the money donated to help elderly people in the community. The box can be set out in the school and students/teachers will be invited to donate. Also, this week session will give the youth an opportunity to celebrate the holidays and present their small projects to veterans, community leaders and their parents.

Meeting with elder people and veterans

Prior to the event, the Youth Educators and youth using the donation money will buy some gifts and invite the elder people and veterans to Youth Center for celebration. Those that will not be able to come they will go and visit them in their home and help them with chores such as cleaning ditches and trimming trees.

Poetry reading

Poetry reading one of the tools that some youth has a great desire to be engaged. The Youth Educator, among the youth should identify those who have a great interest and desire to read the poetry on Victory Day during the event.

Some hints to help youth to read with more pleasure and understanding
(for those of us who find, or have found, it difficult)

How to read a poem

Poetry often is meant to be performed, sometimes even with music. So, even if you are not in a private place, or if you feel funny about "performing" a poem by reading it aloud in an aptly dramatic manner, you can at least read it aloud and try to imagine what tones of voice you should use at various lines. So, read the poem through once, check to make sure you have a handle on what it's saying, and then read it two more times experimenting with various voices and poses. Are some lines ironic? sneering? passionate? How does the meaning of various lines change when you change the tone of your voice? Once you have nailed down how the poem should be read, then go one-by-one through the questions below and see if the poet has employed any of these devices in the poem to add to the poem's significance (in other words, what you can make it mean):

***1. TONE or VOICE*:** how would you describe the poet's "voice" in the poem? Is the poet speaking in a character? In a sense, all writers speak in a character, so even if you feel that the voice in the poem is the poet's own voice, it is still worthwhile to see what the tone of the poem is. Is the poet speaking in a "public" way, or in a private and personal way? Does the poet assume that s/he is speaking for all people, or is the purpose of the poem to communicate a single, special way of seeing something?

***2. METAPHORS and IMAGES*:** make a mental list of the images that the poet piles up in the poem. Sometimes, it's not what the poet says that is interesting so much as the images that they use to set up their

way of looking at the world. There's a sonnet of Shakespeare's, for example, that talks about love, yet stacks image after image of business, banking, and accounting to do so. These images--in one reading of this sonnet--change what the sonnet means, because it almost forces us to ask why the poet has chosen the language of business to talk about love. In your poem, how would you describe the poet's use of images?

3. RHETORIC (The art of speaking in public eloquently and effectively): we don't take classes in rhetoric any more, and so it's not natural for us to look for it in writing. Poetry, however, is very rhetorical, in that the sentences often are very elaborate and artfully set up to attain maximum effect. In your poem, does the poet play with words and the structure of sentences much? What are they trying to accomplish by doing this? Does it in some way add to what the poem already means for you?

4. STRUCTURE: like essays, poems are made up of pieces. --Each line is a piece: are there places where the line breaks of the poem add to your experience of it? --Each stanza or couplet is piece: are there places where individual stanzas are interesting, wonderful, or meaningful in themselves? --If this is a longer poem, you should read it as made up of shorter poems put together. How has the poet structured the smaller parts of the poem? What do they add up to?

5. AMBIGUITIES: Are there any moments in the poem where key words can mean more than one thing? One fun way to deal with ambiguity is to think of the poem as a word-puzzle: how many solutions can you find? How many readings can you construct? Does the title help you to nail down which seems most correct?

6. TRADITION OR CONVENTION: Is there a tradition or set of conventions that the poem is writing within or against?

Presentation of Youth community services projects (4 to 5) implementing through YLP small grants

The YLP small action grants will be awarded to project proposals on community service submitted by youth in April. In the middle of May the youth will be notified on the results of their submitted projects. The Youth Educator will help youth to prepare a small presentation of the awarded projects. It is important for Youth Educator to encourage those groups/individuals whose submitted project proposals were not supported in May, and let them to share their proposed ideas to the audience as well. Youth can use projector and make a power point presentation to the audience. Each presentation should last between 5 and 10 minutes.

Discussion and Conclusion gaining the community and parents buy-in

After youth make the presentation on their projects, the Youth Educator should open the floor for discussion, questions and answers. This occasion will give the youth to gain the community buy-in and contribution from the community people to their implementing projects. Also, youth will be encouraged by hearing recognition and respect from elder people; it gives them proud on showing the interest, taking the initiatives and making contribution to the improvement and development of their community as a Responsible Citizen.

ACTIVITY PLAN	
Goal: To equip the young people with the tools to resolve conflict	**Objectives:** • To allow the young people to enter into a dialogue with law enforcement officials about the nature of conflict in their local area. • To allow young people to learn from the practical examples given by the police • To facilitate the exploration of conflict through film/art.
Impact By meeting with the police and discussing their role in conflict prevention, the young people can gain insights into problem solving in the real world and the role of law enforcement bodies in this process. This exercise will also build trust between the local police and young people, which is often lacking. The art and film making will allow the young people to explore issues relating to conflict in innovative and creative ways. The physical products of the session; the art-work and films, can be displayed at local schools and will be a sustainable tool for future education in conflict prevention.	

Time	Activity	Resources
10 minutes	Introduction	
60 minutes	Talk by Policemen	
10 minutes	Participants Chose Art or Film about Conflict	
80 minutes	Participants Prepare their Films/Art	Three laptops, paints, paper and art materials
20 minutes	Presentation of Finished Products	Projector
180 minutes	**Total Time**	

Introduction

The trainer should review the lesson with participants. Ask the opinions of participants about the topic. Discusses how the group members will be able to use the knowledge they gained in the future. In the process, the trainer should listen to the views of participants and offer feedback to those who want to express their opinions.

Talk by Policemen

A group of local policemen come and tell participants about the conflict in the local area. This will include incidents relating to land, water, alcohol and other conflict factors.

The police will talk about:

- The causes of conflict in the local area
- The ways in which the police work to prevent and react to conflict
- The types of conflict that they see on a day-to-day basis
- The consequences of the conflict in the community

After the talk, which will last for around 30 minutes, participants can ask questions and engage in conversation and discussion with the guests.

Participants Chose Art or Film about Conflict

After the talk, the trainer will encourage each group member to decide for him- or herself whether he or she is more interested in participating in a contest to draw an example of conflict resolution or to participate in the production of a short film? Those who wish to draw will receive the necessary supplies and start painting.

Film

The trainer will explain to participants who wish to participate in the production of a short film how to shoot using mobile phone video cameras. Participants will be divided into three or less groups of 3-4 people. The trainer will tell each group to shoot a small film about conflict and its prevention. This could cover any of the following themes:

- Conflict over land and property
- Domestic violence
- Ethnic violence
- Conflict over natural resources e.g water
- Family conflict

For the trainer: Give these themes to the young people, but also encourage them to come up with their own ideas.

The young people will brainstorm ideas and come up with a scenario. These films could be fictional or be based on real conflict in their community. The trainer should give teams 30 minutes to shoot their video. After this, the trainer should be on hand to assist groups with editing the film. This will be facilitated with the use of a laptop by each group. The films should be around 5 minutes in length.

Art

While teams are filming, the trainer should check in with students who have decided to draw and help as needed. Each artist will be given an A3 sheet of paper, pencils, pens, paints and other art materials. They will be encourage to combine text with imagery to effectively represent a conflict in their jamoat. The art-work should offer solutions to the given problem. It could take the form of a painting, poster or comic strip. The young people should be given the freedom to chose their own theme and style, with the trainer merely offering guidance and support.

Presentations of Finished Products

The trainer should announce the end of the time period for drawing and post the final products on the wall. Each of the artists should describe his or drawing and main concept. The participants will vote on which art-work they seem to be the most effective in conveying the intended message. The winner will be given a small prize.

Each group will be given the chance to introduce their film and the idea behind it. The trainer should show the short films that the groups created using a projector. Participants will discuss the videos and chose which one they deem to be the best. The winners will be awarded with applause from the whole group and a small prize.

ACTIVITY PLAN	
Goal: • Participants learn about public speaking, presentation and debating skills and their application to their lives.	**Objectives:** • To learn how to speak publicly and make presentation by using various visual aids; • To understand how to structure an effective presentation and express one's thoughts in the structures way; • To understand what is presentation skills and its importance in our lives. • To understand the debate and its process.

Impact

Although, in previous afterschool activities youth had an opportunity to exercise their ability to speak up in public and make a presentation, but the module gave youth the right tools and the structures to improve their skills. The students will be given a presentation by expert who will share his or her speaking and debating skills and show some practical examples by leading a discussion on one of the learned subject.

Time	Activity	Resources
10 minutes	Introduction	
30 minutes	Giving a presentation prepared in groups	Projector
20 minutes	Discussion	
60 minutes	Talk by experts and showing debating skills	
120 minutes	**Total Time**	

Introduction

This is a penultimate chapter of the handbook and youth enhanced their knowledge and skills from previous modules. However, public speaking, presentation and debating skills is a crucial chapter for youth, since in addition of learning and getting the knowledge, youth should be able to speak publicly, and have the presentation and debating skills. This week, after the lesson students were split in groups of three and assigned to prepare PowerPoint Presentation of their Idea.

Giving a presentation prepared in groups

Each groups of three should develop their action plan, which must have introduction, body and conclusion sections and define why it is important. Youth had to give one another constructive feedback beforehand. The youth should use the subject guidelines and additional resources on internet and/or library, and basing their

Action Plans on the **Session 5 on *"Community Service, Involvement and Initiative"***. Each presentation should last between 5 and 10 minutes.

Discussion

After the group presentation the Youth Educator should open the floor for discussion and youth has to select which given speaking skills, presentation and action plans were the best.

Talk by Experts and showing debating skills

The local experts tell on debating skills, emphasizing on youth learned subjects and show some practical examples by leading the discussion. These discussion can be on human rights, religion, citizenship, citizen's responsibilities and obligations, volunteering and community service and other specific topics which relevant to the community. For example:

1. Students have a right to choose other subjects so why not physical education?
2. Students are exposed to unnecessary risk of physical injury.
3. Students can get sporting involvement outside the school in extra curricular activities.
4. There is poor funding within schools even for maths and science, let alone physical education. These other subject should have priority.
5. There is a shortage of qualified physical education teachers

Rather than responding to these arguments one by one, it is better to group them into two themes: for example the interests of the students (arguments 1, 2 and 3); and the concerns of the schools (arguments 4 and 5).

After the debate, which will last for around 30 minutes, participants can ask questions and engage in conversation and discussion with the expert.

ACTIVITY PLAN	
Goal: To teach young people about the opportunities and responsibilities which come with empowerment	**Objectives:** • To allow young people to explore the dynamics of government through a simulation game. • To stimulate thought and discussion about how society is organized • To help the young people learn about justice, democracy and equality.

Impact

The youth empowerment module taught young people about being active citizen's in their community. The extra-curricular activities aim to build on these lessons with interactive activities. This will centre around the game "The Island" which allows the young people to build their own society. In doing so they will have to think about laws, rights, responsibilities, politics and power. It will allow them to put some of the lessons they have learnt about citizenship, governance, human rights and religion into practice.

Time	Activity	Resources
10 minutes	Introduction	
150 minutes	Game: The Island	Paper, pens
20 minutes	Discussion	
180 minutes	**Total Time**	

Introduction

The coach should review the lesson and ask the opinions of participants about the topic. Discusses how group members will be able to use the knowledge gained from the lesson in the future. In the process, the coach should listen to the views of participants and offer feedback to any participants who wish to share their opinions.

Game: The Island

One person living on an island needs no laws at all. When a second person joins him, however, they will probably both find they must make some agreements regulating their behavior. And when additional people join them, even more regulations are necessary to make living comfortable for all. Early man, in a tribal state, had little need for laws. But as people grew more and more numerous, and bumped into each other more and more, rules were needed to regulate relationships among individuals. Some laws keep us from injuring other people or their property. Others help to settle disputes that arise between individuals or groups.

“The Island” is designed to have students come to an understanding of the above concept experientially by simulating a situation where they are forced to construct a society.

1. All that the trainer should do initially is hand out to each young person the following description of the setting, divide the class into groups of 6 to 8, and then tell the class that they should begin to act and react by role-playing as they feel the situation might develop.

“You are all on an island. It is five kilometers long and two kilometers wide. The highest elevation on the island is 100m at the north end. A cave was found within this hill that contains 100kg of wheat in an unmarked waterproof container. There is a fresh water spring on the island. The island is somewhere in a warm-water ocean. Thirty percent of the island is covered with vegetation. The island is not on any air or sea navigation chart. No plane or ship passes within sight of the island. Whatever means you had for getting on the island is destroyed. If you were on a ship, the ship has sunk to a depth of 5km in the open sea. The ship had had no contact with any other ship or station. The port authority in the last port from which you departed had no knowledge of your destination or location. If you traveled by air, all contact with air traffic control was lost at least 1,000 km away from your current location. No SOS or May Day call was sent. Your physical condition on the island is exactly as it is at this moment.”

2. The young people have to discuss and decide on the following:

- What will be the system of government of the new island?
- Will there be a leader? If so, who?
- What will be the laws of the new island? What will be the punishment for breaking them?
- What role will each person take on?
- What will be the role of women and men?
- Will everyone be equal in the society?
- How will jobs be divided?
- How will food and other supplies be divided?

3. While the class is role-playing (do not be concerned if there is no action in the beginning, after a while the room may become quite noisy and chaotic at times!), the teacher should monitor the activity and make written or mental notes of what takes place and what patterns of behavior emerge.

Discussion

At the end of the session, hold a discussion to talk about what happened during the simulation. Address the following:

-Were the islanders at a loss?
-Did certain rules and guidelines emerge from the group?
-What was the purpose of the laws? Why were they found to be needed?
-What patterns of leadership developed? Did the strongest one take over?

Ask the young people what they would have done differently if they repeated the exercise. Get the young people to think about how the society they built compares with societies in Tajikistan and beyond.

Finale: Presentation of the Individual Action Plans	Chapter 10

ACTIVITY PLAN	
Goal: • Provide a detailed overview of the materials covered during the 10-week course • Provide a platform for target youth to demonstrate what they have learned through individual action plan presentation	**Objectives:** • To enhance the capacity of youth to present original and innovative ideas in a public setting • To raise the awareness in the community about active participation of young people in decision-making processes • To celebrate what has been learned by youth throughout the course period

Impact

This week is the last afterschool activity session that linked to 10 –week of Informal Civic Education course. During the lesson, youth made a presentation of their individual action plans. Some of the action plans have been already supported through small grants and some can be potential project proposals that youth can submit in next Youth Action grants circle. Now, after the youth received their certificate of completion, those who performed very actively and showed their leadership skills during the course, along with the Civic Educators can establish a small group among their school fellows and deliver them one day training on any subjects of the course. This session will help the Youth Educators to identify the potential trainers among the youth who will be trained as a trainer and will deliver the 10-week course to other youth in his/her community.

Time	Activity	Resources
15 minutes	Introduction	Registration log-book
120 minutes	Delivering a training on selected theme by active YLP particpants	Flips charts or PowerPoint
135 minutes	**Total Time**	

Introduction

After the completion of the lesson, the Youth Educators have to identify from 8 to 10 youth who actively participated during the lessons and after school activities of the Informal Civic Education Level I and will give them an opportunity to lead one day training to the program participants as well as other school fellows. The active youth with the assistance of youth Educators should prepare and make a small presentation of YLP goals, objectives and overview the participants on the content of the civic education course and activities in general in their respective community. The number of the youth should range in the neighborhood of 15 up to 20 participants in total.

Delivering a training on selected theme by active YLP participants

Before delivering the course, the trainer will ask active youth to recall the selected theme and based on the handbook's structure should deliver the course. During the course the trainer should observe and listen attentively to participants' responses and get all participants feedback from the training.

TAJIKISTAN YOUNG LEADERS PROGRAM

Informal Civic Education Handbook

Submitted on: March 1, 2012
Revised: December 2013

Submitted To: USAID/Central Asian Republics

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ACKNOWLEDGMENTS

Counterpart's Young Leaders Program (YLP) expresses its appreciation for the dedication, determination and endless efforts of those who devoted their time and resources to develop and complete the YLP Informal Civic Education Handbook I. This Handbook was prepared by native English and Tajik writers and was subsequently translated into Russian, Tajik and English.

Publishing this book would not have been possible without the assistance of the countless people who contributed through reviews, suggestions, and edits. While undoubtedly an incomplete list, we would like to thank:

Mr. Ravshan Abdullaev, Mr. Edward Lemon, and Ms. Mutriba Latypova for developing the structure of the handbook and its contents;

And Mr. Timur Yunusov, Mr. Shodibeg Kodirov, Ms. Manzura Dzhuraeva, Ms. Nodira Rahmonberdieva, Mr. Rustem Takhirov, Ms. Natalia Kuntuvdy, Mr. Sharifov Aziz, Ms. Hafiza Rajabova, Ms. Malika Dodoyeva, Ms. Nazira Valieva, Mr. Firdaws Nurov, Mr. Kurbonaly Nosirov, Mr. Narzardod Mamadgazanov and other civic education stakeholder group members for their support during the review process.

With sincerest best wishes,

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TABLE OF CONTENTS

TABLE OF CONTENTS 3
NOTES TO FACILITATORS 4
CHAPTER 1: INTRODUCTION TO INFORMAL CIVIC EDUCATION 6
CHAPTER 2: HUMAN RIGHTS 9
CHAPTER 3: RELIGION AND RIGHTS 17
CHAPTER 4: COMMUNITY AND LOCAL GOVERNMENT 21
CHAPTERS 5-6: VOLUNTEERING, COMMUNITY SERVICE, AND RESPONSIBLE CITIZENSHIP ... 27
CHAPTER 7: NEGOTIATION SKILLS 35
CHAPTER 8: PRESENTATION, PUBLIC SPEAKING, AND DEBATING SKILLS 40
CHAPTER 9: YOUTH EMPOWERMENT 47
CHAPTER 10: INDIVIDUAL ACTION PLAN PRESENTATIONS 53
APPENDICES
APPENDIX A. Gender-Sensitive Interaction and Engagement Techniques
APPENDIX B. Gender Glossary
APPENDIX C. Human Rights Glossary
APPENDIX D. Additional Human Rights Activities
APPENDIX E. Conducting Gender Assessments
BIBLIOGRAPHY 56

NOTES TO CIVIC EDUCATORS

This informal civic education course seeks to accomplish a number of general goals, such as imparting knowledge about democratic practices and institutions, instill core democratic beliefs and values, provide civic skills and encourage more active and informed civic participation. It also can help young people to develop an active position towards existential problems of their society.

Based on Counterpart assessments of previous civic education programs and the impacts of the coursework designed, the following recommendations were made to ensure future initiatives have the greatest impact on the target population, while maintaining high levels of retention:

1. **Sessions are frequent:** The more frequent the interventions, the more target populations tend to retain information.

2. **Methods are participatory:** Evidence shows that breakout groups, dramatization, role-play, problem-solving activities, simulations, and mock political and judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of reading materials.

3. **Methods are gender sensitive:** It is important for instructors to pay attention to gender dynamics within the classroom—the way in which cultural and social roles and norms impact male and female students' ability to understand and embrace the concepts being taught as well as behaviors and interactions between male and female students during discussions and activities. Teachers should create a safe and respectful classroom environment that encourages meaningful female participation and avoids replicating unequal gender norms, attitudes, beliefs or behaviors. Additional information about conducting activities and sessions with gender sensitivity is provided later in this section. If you are unfamiliar with any gender terms, or would like to learn more about this topic, please consult the Gender Glossary located in Appendix B as well as the additional resources found there.

4. **Teachers:** The quality of the teacher has a direct impact on the quality of the course. Civic educators must be knowledgeable and well-adapted to the local context. By doing so, they have a greater chance of creating lasting impressions with the target population, who in turn will retain more information that would otherwise be expected.

Other Considerations:

- Focus on the themes that are immediately relevant to students' daily lives – program managers and teachers should work to identify an audience's primary concern and then show how democracy and governance issues relate to those concerns. Discussions should draw out connections between the concepts being discussed and their daily lives and communities; solicit examples and stories directly from the participants and the communities in which they live.

- Build opportunities for participation directly into the program – create opportunities for political and social participation directly into the civic education program by tapping into local resources,

such as non-governmental organizations that work in the community or on a relevant topic or meeting with local government officials.

- Invest in the training of trainers – given the importance of course design and teaching methods, the training of trainers is a good investment.

- Avoid inflating expectations – in light of the fact that civic education appears to reduce participants trust in institutions, program managers should be aware that there is a risk of setting standards too high and of creating unrealistic expectations about what democracy can and should deliver. (*USAID. 2002. Approaches To Civic Education: Lessons learned)*

- School and family environment are powerful forces affecting the behaviors and attitudes of students and should be taken into account in designing programs for youth. **The end result of the course is when participants will translate their knowledge of democratic values, values and skills into effective and responsible participation in the life of their community.**

Planning:

- Design around obstacles to frequent participation – to the possible extent, groups conducting civic education should address possible barriers to participation and try to address them before implementing a program.

- Conducting a gender assessment prior to the start of the program will help identify some of the unique barriers to participation faced by boys and girls, as they may face different obstacles. Please consult Appendix E for examples and guidelines for conducting a gender assessment. If time or resource constraints prevent a gender assessment, program managers should still address the questions below, making sure to consult with both male and female community members, and incorporate findings into planning the sessions and activities. It will be necessary to plan sessions based on the findings, and it may be important to conduct community or social outreach in order to help boys and girls overcome social obstacles:

    - What time best suits girls and boys to attend the meeting or activity?

        - How do boys and girls spend their time? Do they have responsibilities outside of school—such as homework, work, chores, housework, caring for family members, church—that limits their available time? When are they most likely to be available?

        - Can boys and girls be away from home after dark? Is this different for boys and girls? How and why?

    - What specific challenges do girls face if they want to attend the training sessions?

        - Are family members supportive or resistant for girls to attend the sessions? Is this different for boys and girls? How and why?

        - Can girls be away from home without family supervision? Do they need a chaperone? Who is an acceptable chaperone? Is this different for boys and girls? How and why?

    - Have you made sure that the meeting or activity location is an appropriate and safe place for both boys and girls?

    - Before the meeting or activity, have you ensured that there are separate and private bathroom facilities for female and male participants?

    - Have you made sure that culturally appropriate and safe transportation is available for participants to reach and return from the venue, if needed?

Gender Sensitive Training Guidelines[1]

Some cultural constraints not only limit the participation of women and girls in education sessions and capacity building activities, but they also can impact women and girls' ability to actively participate in such sessions. In many cases, women are much less vocal than men, and men tend to monopolize discussions. The cultural setting, social structures, and gender relations affect the way women and men participate.

Furthermore, if attention isn't paid to gender norms and inequality, the discussions themselves can miss important opportunities to connect the concepts of democracy, human rights, and leadership to the need to empower women in particular to exercise those rights.

Why Gender Sensitive Training?

Women, men, boys, and girls have different roles, different responsibilities, and different decision-making power. As a result, they also have different needs and priorities that have to be taken into account when preparing and conducting training.

Gender sensitive training is not necessarily training on the gender approach and does not have to even directly mention gender issues or talk about gender equality. Gender sensitive training aims to ensure the equitable participation of women and men during the training process by:

- developing training or education programs, sessions, and activities that cater for both female and male interests
- ensuring that there is a sufficient number of women/girls among the participants
- using methods that increase the active participation of both women/girls and men/boys, and that address different learning capacities
- ensuring a learning environment suitable for both women/girls and men/boys
- adopting attitudes and behaviors that value different experiences and perspectives
- ensuring listening and respect for each other's experiences and views

- facilitating good communication practices in which misunderstandings, insults, blaming, and demands are recognized and resolved, and participants are brought back to facts, views, values, and requests

Gender Sensitive Content and Approach

Women/girls' and men/boy's interests may be different due to their different gender roles and needs. A gender perspective should be integrated into both the content and approach of a training. Simply adding a "woman's perspective" is not enough. Sometimes the content itself does not address the interests of both women and men, so it is important to have explicit discussions about the issue. The content can also be made gender sensitive by giving explicit examples from both women's and men's experiences and by highlighting the differences and similarities, and their implications for the sector of intervention.

Gender Sensitive Trainers

Whether it is training on a specific topic such as human rights, local governance, planning and budgeting, or even negotiating skills, trainers must be aware of the gender dimensions of the topic. How women and men may have different access to participation in local governance or may be differently impacted by its services; how women are subjected to human rights abuses through domestic violence; their different negotiating styles; and so forth. These factors should not be considered as "side" problems, and even less as "women's issues"; these factors directly affect the problem to be addressed and can make a difference in our capacity to find and implement a viable and realistic solution to the problem.

Therefore, trainers must have a basic understanding of the gender perspective related to their topic. Being aware of the gender perspective can help in the design of different training content and methodologies that will make the training and the application of the learning much more effective in terms of solving the issues.

Again, it is important to highlight that *gender sensitive training does not have to talk about gender equality or discrimination*, but is about making visible women and men's roles and contributions, as well as taking into account their different needs.

Gender Sensitive Training Methods

A trainer should undertake the following to make the training gender sensitive:

- know and raise some gender dimensions related to the subject, and recognize and integrate gender aspects put forward by the participants
- watch out for and address gender bias from both the trainer and participants
- avoid terms or comments that may be insulting or negative toward women or men
- if course material doesn't clearly include both men and women, or ignores one gender, it can reinforce ideas that women or men are not important or valid contributors to a field of study; if gender-balanced course material on a topic isn't available, be clear about why this material is

important, state that you realize the material is exclusive, and try to compensate for the bias in your presentation of it

- display pictures, diagrams, or illustrations that show both women and men as key players in the area or topic under discussion
- use analogies, examples, language that are gender-balanced and accessible to everyone; not only does this acknowledge the contribution and values of both men and women, but not all examples or analogies will be accessible to both males and females if they are drawn from a gender-specific context (for example, if women aren't familiar with cars, using the fuel system of a car to illustrate the workings of a cell membrane wouldn't be a useful teaching illustration)
- adapt the training or workshop format to enhance the meaningful participation of women
- ensure that both women and men express their true opinion, and listen to and respect each other's experiences and views
- create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with diverging views
- serve as a facilitator and "lead the content through the process" – the trainer should not take sides in debates (or half the participants may feel that the trainer is "against" them), but should instead influence the outcome of debates (the content) through questions and by ensuring a balanced variety of voices are heard
- make a special effort to help women speak up and be understood

Facilitation Skill: Distinguish between Facts and Views

It is not uncommon when discussing the gender dimensions of a specific issue that opinions and beliefs take over facts. The tension in sensitive debates is often eased when facts and views are clearly distinguished. Facts and views should both be accepted, but in their own right. Statements that are presented to be facts can be checked for their validity and completeness. Statements that are views can be respected, even if others have opposing views. An essential skill of a trainer is to overcome biases and de-escalate sensitivities by noticing and addressing confusions between facts and views, without hurting the feelings of the concerned participants.

Gender Sensitive Classroom Interaction

Many factors in addition to gender influence classroom and training experience for students and participants. Cultural differences as well as differences in age or physical ability can play an important role in a participant's comfort with or ability to succeed in a learning setting. Many of these perspectives are also shaped by gender. It is important to keep in mind the ways that these differences can impact a participant's ability to contribute and feel comfortable in a training environment.

The interaction trainers have with participants, as well as the interaction participants have with each other, will significantly influence each participant's experience. Please consider some of the ways you manage your trainings: Do you call only on people who raise their hands? With whom do you make eye contact?

What messages do you send with your body language? Do you listen carefully as participants speak, or do you appear to be busy with other things? Who do you praise? From whom do you demand more?

Please see Appendix A for additional suggestions for gender-sensitive teaching techniques that engage the full participant group, paying attention to differences that may impact participation and comfort with engagement.

Encouraging Female Participation

Even in an adult group of professionals and academics, women are less inclined to express their opinion, share their experience, and ask questions, while men show more confidence in their knowledge, and some tend to present and impose their views as being the opinions of the overall group. To correct and balance such situations, the trainer has to especially ensure that shy persons speak and that deviating opinions are expressed and considered.

To encourage women's active involvement in the training, the trainer may wish to select some topics on which women have more experience or knowledge. The trainer may also directly ask some women participants to share their experience with the group by highlighting their findings – this is a way to value their experience.

Using participatory methods such as comment cards and small group work encourages more people to be involved. In some cases, it could be useful to organize separate women and men's breakout groups: this not only helps women to feel more comfortable to discuss and contribute, but can also contribute to finding out the different perspectives of women and men and to reveal the complementarities between the different visions.

Additional ways to encourage female participation include:

- Anonymous writing assignments – any written assignment (comment cards, flash essays, ranking, voting, questionnaires or writing on flip charts) can be done anonymously, with the advantage that people feel freer to express deviating and critical views. Realize that once you have promised anonymity, you can no longer make statements like "who says that?" or even "what does that mean?" (However, you can ask the group what they "think" it might mean if you want to generate additional discussion).
- Requesting the participants to make presentations could contribute to increasing women's participation; if only some participants can make a presentation due to time constraints, make sure there is an equal number of women and men among the speakers.
- The 'popcorn approach' (where the trainer asks questions and takes the answer from whoever reacts first) is biased towards men because they are generally more comfortable speaking in public. When asking the participants what their opinion or experience is, trainers may find it useful to alternate between men and women for the answers. Also, it is important to take into account that women tend to wait for men to finish voicing their opinion before expressing theirs and, sometimes, the time allocated for discussion is over before they have time to do it. To involve all participants, trainers can consider going round the full circle of participants. Other options are to appoint a particular person or group to answer a question or encouraging the same by making statements like "I would particularly like to hear from those who have not spoken yet."

LESSON PLAN	
Goal: Target youth develop an understanding of the goals, objectives and content of the civic education course in general, and are motivated to attend and learn from the course.	**Objectives:** • Establish links between each participant through dialogue, networking, building relationships and atmosphere for future development; • Set ground rules for courses and activities to be jointly implemented over 10-week period, including but not limited to requirements for participation, forms of communication; • Set targets and discuss desired impacts to be achieved by end of course.

Time	**Activity**	**Resources**
20 minutes	Opening and Welcome • Civic Educator welcomes participants • Civic Educator introduce himself/herself and other Civic Educators (if any) • Participants introduce themselves • Participant registration	Flipchart with the word "welcome" written at the top need to be prepared in advance. Flipchart Note: "tell your name, grade, school and reason for participation" Registration List or Log
30 minutes	Expectation and Ground Rules • Expectations of Civic Educator • Expectations of the participants	Flip-chart, markers Distribute participants' handbooks
30 minutes	Overview of the Course • Review of course lessons and objectives • Brainstorming Activity: How this course will benefit you?	
10 minutes	Conclusion • Recap of the lesson • Q&A	
95 minutes	**Total time**	

Opening and Welcome

Civic Educators should begin by greeting participants as well as introducing himself/herself and other Civic Educators (if any). Introduce the purpose of the course by sharing with participants:

Civic Education is an important component of education that encourages citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Civic education also encompasses knowledge about the history, cultural and traditional heritage of a country.

Ask participants to take turns introducing themselves by sharing their name, grade, school and reason for participating in the course.

The Civic Educator's assistant should register all participants into the Registration Log. The course participant registration log-book should be used every class.

Expectations and Ground Rules

The Civic Educator should work with participants to develop ground rules for the course and explain why it is important to keep the rules. After ground rules are established, the Civic Educator should a distribute course schedule to participants and outline clear expectations for the course.

To establish ground rules, have the participants generate the ground rule list. This process empowers them and gives them ownership of the list. It also makes them accountable to their own agreed-upon rules.

Break the group into smaller groups and ask each group to think about what is needed to ensure a safe environment where participants can feel comfortable discussing challenging and sensitive topics. Ask each group to determine at least 3 ground rules. Then, in large group discussion, ask each group to contribute to a full list.

If participants have difficulty coming up with ground rules, or do not come up with a particular rule that the Civic Educator thinks is important, provide suggestions for the list and ask for consensus. Example ground rules may include:

1. Listen to questions actively and respect others when they are talking.
2. Ask questions for clarification if confused.
3. Do not interrupt one another.
4. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
5. Be on time.
6. Challenge one another by asking questions, but be respectful and refrain from personal attacks – focus on ideas.
7. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
8. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
9. The goal of learning is not to agree – it is about hearing and exploring divergent perspectives.
10. Be conscious of body language and nonverbal responses – they can be as disrespectful as words.

11. Do not offer opinions without supporting evidence.
12. Avoid put-downs (even humorous ones).
13. Build on one another's comments; work toward shared understanding.
14. Do not monopolize discussion; allow space for others to speak and contribute.

Gender Tip

Remember to promote gender equality and sensitivity through the development of the ground rules by emphasizing respect and support for every member of the group. Consider how certain ground rules can help promote gender equality, by preventing or dissuading discriminatory behavior and attitudes. Establishing rules and norms from the beginning will support the development of positive relationships, healthy discussions, and encourage students to develop a deeper understanding of gender equality.

After establishing the ground rules, the Civic Educator should provide a copy of the ground rules to each member of the course (they may be printed and provided at the next meeting, if needed).

The Civic Educator should post the flipchart with the list of ground rules inside the classroom in a visible location. It should be visible during each subsequent class meeting. They can then refer back to the list when they sense that participants are failing to sufficiently follow one or more of the items.

Be sure to challenge the participants on the ground rules early and often. If you do not set a tone of strict adherence to the items early in the process, it may become impossible to enforce them later. Equally important, Civic Educators must model these ground rules in their own behavior.

Overview of the Course

Civic Educators should provide an overview of the course and what participants should expect over the next 10 weeks.

This civic education course consists of 10 lessons and 8 themes. The outline and the objectives of each lesson are as follows:

Lesson 1 – Course Introduction: Youth will be given an opportunity getting to know each other, explaining of rules, expectations, schedule and the outline of the course.

Lesson 2 – Human Rights: Tolerance and Compromise: Youth will learn about "Human Rights," "Legality & Law" and responsibilities.

Lesson 3 – Religion and Rights: Youth will learn about concepts such as the "secular state" and "multiculturalism."

Lesson 4 – Community and Local Government: Youth will learn how they can demonstrate leadership qualities for the development of their communities.

Lessons 5 and 6 – Volunteerism, Responsible Citizenship and Community Service: Youth will learn about the core concept of "citizenship" and the importance of making a difference in their communities through volunteering.

Lesson 7 – Negotiating Skills: Youth will learn specific approaches, tools, and skills that can be used to mitigate conflict, as well as resolve everyday problems.

Lesson 8 – Presentation, Public Speaking and Debating Skills: Youth will learn how to voice their opinions in a public or private setting, as well as develop their overall communication and presentation skills.

Lesson 9 – Youth Empowerment: Youth will learn the importance of action, and developing initiatives, projects and other interventions that will increase their capacities as leaders in their communities.

Lesson 10 – Individual Action Plan Presentations

Brainstorming Activity

The objective of this activity is for youth to consider the personal benefits of attending this course. The goal is to open up a dialogue and discuss the potential impacts this activity could have on each and every student, and how they envision their lives once the course is completed.

Divide the large group into smaller groups. Ask each group to discuss and answer the following questions:

1. What do you like most about your community? Your country?
2. What are the things that bother or concern you most about your community? Your country?
3. What qualities make a person a good leader?
4. Do you have to be an adult to change your community or impact your world? Why or why not?

After the groups have had time to discuss among themselves, facilitate a discussion with the larger group. Encourage participants to think about the positive and negative aspects of their community and country. What is good that they would like to encourage and preserve? What needs to be corrected or changed? What kind of leadership qualities need to be developed in themselves or others? How can they, as young people, make a difference? What do they have to offer?

Connect this discussion to what they might get out of the course – what do participants think they might learn from this course to help them become leaders and make positive impacts in their communities?

Conclusion

Take time to review the main points of the lesson and answer any questions the participants may have.

LESSON PLAN	
Goal: To increase participants' familiarity with basic human rights and opportunities for their protection.	**Objectives:** • To inform young people about their rights and responsibilities. • To explain the concept of "Human Rights," "Legality" and "Law" to the young people • To familiarize young people with opportunities to protect their rights and the rights of others.

Time	**Activity**	**Resources**
5 minutes	Registration	Registration Log
20 minutes	What Does It Mean to Be Human?	Flipchart Markers
20 minutes	What is a Right?	Flipchart Markers
10 minutes	Human Rights in Tajikistan	Flipchart Markers
30 minutes	Categories of Human Rights	Prepared sheets with categories
20 minutes	Equality, Diversity, Tolerance	Prepared sheet with Constitution Article 17
15 minutes	Human Rights Activity	Flipchart Markers
5 minutes	Conclusion	
125 minutes	**Total Time**	

Registration

Please register attendance of students in the Registration Log.

Introduction: What Does it Mean to Be Human?[2]

1. Write the words "HUMAN" and "RIGHTS" at the top of flipchart paper or a blackboard. Below the word "human," draw a circle or the outline of a human being.

2. Ask participants to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

3. Ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family." (Note: Save this list for use in later activities.)

4. Discuss:

- What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
- Based on this list, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
- What would happen if you had to give up one of these human necessities?

Gender Tip

Make sure to get responses from both male and female participants. It is important to ensure that everyone participates so that "human" is not equated to "male" or the most dominant voices in the room. It is important to guide participants to work together to develop an inclusive vision of what it means to be human, which encompasses male and female identity, as well as those of different religions, ethnicities, etc.

5. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

6. Read aloud these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

…recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world…

Preamble
Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 1
Universal Declaration of Human Rights

What Is a Right?[2]

1. Brainstorm for the many meanings "right" can have (e.g., "correct," "opposite of left," "just.") Consider common expressions like "We're within our rights" or "You have no right to say that." Record these different meanings on the board. What is the meaning of "right" when we speak of a human right?

2. In small groups or all together, brainstorm a definition for human rights and write these possibilities on the board. Try to evolve a definition that everyone can agree upon and write it on a flipchart sheet by itself.

3. Write on the board this definition of human rights:

Human rights belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent.

4. Compare this definition to the one that the group has generated. What is similar? What is different?

5. Ask what is meant by universal? By inalienable? By indivisible? By interdependent? Ask participants to look up these terms in a dictionary or in the Human Rights Glossary located in Appendix C and explain their meaning to the group.

6. Look back at the list of qualities that define a human generated in the first activity.

7. Write "SURVIVAL/SUBSISTENCE," "HUMAN DIGNITY," and "CONVENIENCES AND LUXURIES" on another flipchart or blackboard. Discuss the meaning of these terms.

8. Consider the chart made in the first activity. Place each item listed as necessary to fully develop human qualities under one of these headings. For example, is education necessary to survival? To human dignity? Is education a convenience or a luxury?

6. Discuss:

- Should human rights address only what a human being needs to survive? Why or why not?
- Should human rights also protect those things you classified under "conveniences and luxuries"? Why or why not?
- Some people in the world have only what is necessary to survive while others have luxury and convenience. Is this situation just? Is it a human rights violation?
- Can something be done to equalize the enjoyment of human dignity? Should something be done? If so, how? And by whom?
- What are human rights, why are they important, and how do they relate to the individual?

Gender Tip

Make sure to get responses from both male and female participants. Note differences between male and female responses – do the things that males and females deem as "survival/subsistence" and "conveniences/luxuries" the same or different? Why might that be? Is the group prioritizing rights for one group over another in their discussion? If this is occurring, help them notice this and ask them why they think that some groups are receiving more recognition of rights than others. Guide them toward an understanding of equal rights.

Human Rights in Tajikistan

Inform participants that human rights are those basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected. The development of any nation, country or society is dependent on individuals, because the whole is made up of individual parts. The idea of human rights is intended to raise the status of the individual, to raise self-esteem, social activism and inform citizens that they are not slaves and that they have rights. As a result people are empowered to develop themselves. Respect for human rights is more important than economic factors in the development of states. It enables societies to progress and develop. Through this, for example, corruption can be reduced.

Respect for human rights and the individual are fundamental principles recognized by various peoples around the world. As has already been shared, international laws, such as the Universal Declaration of Human Rights, outline the principles of international human rights and ask that all nations adhere to these principles. Respect for human rights is also specifically addressed in the Constitution of the Republic of Tajikistan as well as in local laws.

- Ask participants to recall any articles of the Constitution of Tajikistan that are related to human rights. List their answers on a flipchart.

You may wish to use the following examples, which are articles of the Constitution of Tajikistan that are particularly relevant to the development of Tajik society:

"Life, honor, dignity, and other natural human rights are inviolable. The rights and liberties of the person and citizen are recognized, observed, and protected by the state."

Article 5, Constitution of Republic of Tajikistan

"All persons are equal before the law and the courts. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights."

Article 17, Constitution of Republic of Tajikistan

- Ask participants to discuss whether these articles have been met in reality.
    - What are specific examples? What happened?
    - Whose rights were violated? Whose rights were protected? Were there differences in the ways certain groups (men, women, religious groups, ethnic groups, immigrants, political groups, etc.) were treated?
    - Who could bring attention to these issues and help make changes?

Although protections for human rights are written in various documents, many people remain unaware of their rights or those rights are not enforced.

- Ask the group, what would happen if everyone knew their rights?

Every citizen must know their rights, in order to monitor their protection and violation. If you do not know them, someone could take advantage of you by making you believe that you have no rights. By knowing your rights, you can avoid breaking those of others and fight for their full implementation. You should be able to do more than just list your rights. You also need a clear and precise idea of where and how they should be applied in different situations.

- Ask the group if respect for human rights means that anyone can do anything he or she wants? Why?

Human rights include not only individual self-worth and personal dignity, but also respect for others. It must be balanced within two other principles:

<u>Freedom:</u> the ability to consciously choose how to behave based on free will. This implies a certain independence of the person from external conditions and circumstances.

<u>Law:</u> there is always a partial restriction on personal freedoms which is necessary for the co-existence of free citizens.

Categories of Human Rights

1. In this section Civic Educators will focus on specific types of rights. Each Civic Educator should prepare four large sheets with the different categories on them before the lesson and display them so that all participants can see them.

2. Briefly read the names of the four categories and divide the group into four smaller groups. Assign each group one category and ask them to define each category right and list specific rights that they think fall within each category:

Personal Rights	Socio-Economic Rights
Political Rights	Cultural Rights

3. Have each group share their ideas. Ask them how the rights they have identified are different from the other categories. As each group shares, encourage participants to identify and discuss the information below, leading them through a discussion of rights in each category.

- **Personal Rights** – considered to be essential for every human being regardless of nationality, gender, age, race, ethnicity or religion. Personal rights include:

  - **Right to life** is the most important and inalienable right of every person. By definition, a person's life is of the highest value. All other rights lose their meaning and significance in the case of a person's death. This fundamental right has two key aspects. First, a person's right to be free from any illegal encroachments on their life. Second, a person's right to commit suicide, as long as it does not harm the interests of other people or the state.

  - **Right to dignity** is an essential feature of developed societies. It is generally recognized at an international level. No person shall be subject to harassment, or cruel or inhumane treatment, which degrades their dignity. People cannot be subjected to scientific or medical experiments without their consent.

  - It is essential that everyone has the **right to liberty and security,** which means that no one shall be arrested or kept in custody, except as a result of a court decision and only in accordance with procedures established by national law.

  - **The inviolability of the home** means that violation of a person's private property is not permitted. The English proverb "my home is my castle" clearly captures the essence of constitutional law. A person can do what they like, within the law, in their own home. In certain cases, related to the preservation of human life and property or to the direct pursuit of persons suspected of committing a crime, homes can be violated by law-enforcement bodies.

  - Everyone is guaranteed the **right to privacy of correspondence, telephone conversations and other personal information**. However, this right can be violated in cases of criminal investigation.

- **Right to privacy and information.** No one may interfere with a person's private and family life. It is forbidden to collect, store, use and disseminate confidential information about a person without his or her consent, except in cases determined by law to be in the interests of national security. Of considerable importance is the fact that the constitution guarantees the right to refute any false information held by the government about themselves and their family members. Citizens have the right to compensation for any material and moral damage caused by the collection, storage, use and dissemination of such incorrect information.

- **Right to freedom of movement**. Everyone who is lawfully within the territory of Tajikistan is guaranteed freedom of movement, free choice of residence, and the right to freely leave the country, with the exception of restrictions established by the law.

- The constitution guarantees every person **freedom of thought and speech in order to freely express their views and beliefs**. Everyone has the right to freely express their opinions via a medium of their choice. The exercise of these rights may be restricted by law, taking into account: a) the interests of national security and territorial integrity, b) the maintenance of public order, c) the prevention of crime, d) preventing the disclosure of information received in confidence, and e) maintaining justice.

- **The right to freedom of thought and religion** includes the freedom to profess any religion or no religion. This is the right of every person under the International Covenant on Civil and Political Rights (Article 18). The exercise of this right may only be restricted when it is in the interests of public order or necessary for the protection of the rights and freedoms of others.

- **Political Rights** – in contrast to personal rights which belong to everyone, many political rights and freedoms belong only to the **citizens of the state**. All these rights enjoy the legal protection of the state. Political rights are generally ranked as follows:

  - The fundamental principle of **freedom of the press and information** gives everyone the right to seek and receive information. This means that the state and any of its representative agencies, as well as public organizations, are required to provide all interested parties with information about their activities, so long as these details are not state secrets.

  - Mass media is of particular importance. The Constitution guarantees **freedom of the media**. It also **prohibits censorship.**

  - The **right of association** covers the establishment of the public (i.e., non-governmental) organizations such as political parties, trade unions, business associations and other civic organizations. Everyone is entitled not only to create these associations together with other people, but also to join established organizations and participate in their activities. Everyone has the right to association, although there are legal restrictions for certain professions such as judges, prosecutors and military personnel. The state guarantees **freedom of public association;** except for the exceptions which are determined by the laws and constitution of Tajikistan, the government cannot interfere in activities and aims of public associations. No one can be forced to join a public organization.

- The **right to peaceful assembly and public demonstration.** Everyone has the right to assemble peacefully, without weapons, and hold rallies, demonstrations, marches and pickets. The purpose of these actions is to voice the concerns of citizens, represent their common interests, express support or opposition to government policy or raise public awareness about an issue.

- The **right to participate in governmental affairs.** This right is enshrined within the numerous articles of the Constitution which deal with democracy. More specifically, it is the right of citizens to participate in referendums, free elections and to be elected to public bodies.

- The **right to elect and be elected (voting rights)**. This right is central to the development of states. The election of state and local government officials provides a unique opportunity for the people to control those who govern them. The right to elect and be elected gives citizens a sense of belonging in their state and allows them to hold the government accountable for their actions.

- **Equal access to public services.** This democratic right is very important to prevent the bureaucratization of the state apparatus and its transformation into a self-sufficient entity cut off from the people. This includes equal opportunities for every citizen to benefit from public services such as health and social care. It further includes equal opportunities in gaining access to employment. It is illegal to discriminate against an individual based on race, sex, nationality, language, class, place of residence, religious beliefs or membership in public associations.

- The **right to participate in the justice system.** Everyone has equal access to justice and can participate in the system as jurors and attend trials.

- The **right to appeal.** Citizens have the right to appeal personally and also to submit individual and collective appeals to state and local government bodies. The laws of Tajikistan provide the opportunity for individuals to request information, lodge a complaint or send a suggestion to any authority or official up to the President. It is the government's responsibility to respond all these appeals. This includes both personal and public issues. This right includes the ability of citizens to lodge **collective appeals** (petitions). These usually focus on improving the work of state bodies. The right to appeal indicates that the impact of citizens on governmental decisions is not confined to the right to elect government authorities. Through suggestions, requests and complaints, citizens can put pressure on the government and hold them accountable for their actions. Appeals to state bodies and the government's duty to answer can help resolve numerous social conflicts such as mass discontent. This will be more effective in protecting people's rights if it is not accompanied by extensive bureaucracy.

- **<u>Socio-economic Rights</u>** – make possible the production and distribution of wealth, to ensure that people can meet their economic and spiritual needs and interests. Socio-economic rights are as follows:

- Free enterprise (right to run a business is not prohibited by law)
- Right to Private Property
- Worker's Rights (Right to Work and Freedom of Labor)
- Right to Family, Motherhood, Fatherhood and Childhood
- Right to Social Security
- Right to Housing
- Right to Health and Health Care
- Right to the Fair Collection of Taxes
- The Right to an Eight-hour Working Day, Fair Working Conditions and Equal Pay

- **Cultural Rights** – provide for the spiritual development of the individual. Such rights include:

  - Right to Education
  - Right to Creativity (freedom of literary, scientific and other kinds of creativity)
  - Right to Participate in Cultural Life
  - Academic Freedom
  - Right to a Healthy Environment

Gender Tip

Be sure to emphasize that males and females have equal access to these rights. Take notice of whether male and female participants are more aware of or more interested in certain categories of rights. Draw out these perspectives in the discussion and encourage participants to express their ideas and take note of their own biases and assumptions. Do males and females feel that certain categories are more relevant to themselves? Do they feel other categories are less available? How can they see themselves and each other as having equal access to these rights and encourage that perspective?

Equality, Diversity, and Tolerance

Display a flipchart with a copy of Article 17 from the Constitution of Tajikistan:

"All persons are equal before the law and the courts. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights."

Article 17, Constitution of Republic of Tajikistan

- Ask participants to discuss the meaning of the final sentence, "men and women have equal rights."

As the Civic Educator facilities this discussion, refer back to the flipchart lists and discussions from the previous activities, drawing on such topics as:

survival/subsistence	political rights
human dignity	socio-economic rights
personal rights	cultural rights

Guide participants toward an understanding that both men and women in Tajikistan are considered equal under the law and should be treated as such. Nobody has the right to restrict the rights and freedoms of women on based on their gender.

Historical Note

The question of equal rights for men and women was raised after the French Revolution. In 1791 a law on women's education was introduced in France which provided some civil rights. In 1847, women in the United Kingdom were allowed to work as teachers for the first time. In 1848, women had their first opportunity to exercise the right of property ownership, with a law passed in the United States. In 1893, in New Zealand for the first time women were allowed to participate in elections. Today in most countries, women and men have equal rights. About 10 states, including one Muslim state (Pakistan), or have had female leaders in the recent past.

Draw attention to the other categories in the article: ethnicity, race, sex, language, faith, political beliefs, education, or social or property status.

- Ask participants why it is important for a society to protect these rights?
- What benefit does a community or culture gain from promoting acceptance or tolerance of these differences?
- Why might problems arise from these differences? What are potential ways to address such problems that respect and protect human rights?

As part of the discussion, introduce the concepts below. While introducing the concepts, invite participants to define the ideas before fully explaining them. Ask participants what the term means and give them a chance to work out their own definitions, then clarify the meanings of the terms.

Tolerance – tolerance is accepting other people's opinions, beliefs, behavior, customs, culture, feelings, ideas, and is one of the fundamental democratic principles, which inextricably linked with the concepts of pluralism, freedom and human rights.

Ethnic tolerance – a person's ability to tolerate the unfamiliar way of life of other ethnic communities, their behavior, national traditions, customs, feelings, opinions, ideas, beliefs, etc. Externally, it is expressed by participation and self-control.

Diversity (Multiculturalism) - the existence of different cultures and groups within society. Society is like a mosaic, consisting of separate pieces – religious and national groups, youth associations, political parties, public organizations and social club. People may belong to any of these groups and hold these belief, ideas and opinions.

Compromise – often the way to reach an agreement or conflict resolution through mutual concessions and partial satisfaction of the parties' interests. In addition, each party shall determine the limits of the concessions they are willing to offer as part of a compromise agreement.

Explain that human rights are not limited by color, national origin, religion, language, etc.

Human Rights Activity

Note: Civic Educators will lead participants in the following activity or substitute an activity from one of the additional activities found in Appendix D.

New Country

1. Explain that four new countries have been established. There are all the necessary resources needed to sustain life. No one has ever lived there. There are no laws, no rules, and no history. The participants are the citizens of these new states. Your group has been appointed to draw up the bill of rights for this all-new country. You do not know what position you will have in this country.

2. Instruct participants, working in small groups, to do the following:

a. Give this new country a name.

b. Decide on ten human rights that the whole group can agree upon and list them on a piece of flipchart paper.

3. Each group presents its list to the class. As they do so, make a "master list" that includes all the rights the groups mention, combining similar rights.

4. When all the groups have reported their lists, examine the master list:

- Do some of the rights overlap? Can they be combined?
- Is any right listed on only one list? Should it be included or eliminated?

5. Discussion questions:

- Did your ideas about which rights were most important change during the activity?
- How would life be in this country if some of these rights were excluded?
- Are there any rights you would still like to add to the final list?
- How does Tajikistan compares to this list—are these rights protected and respected? What could Tajikistan improve?

Gender Tip

Did any of the groups include protections for gender equality? Why or why not? Did any of the groups make note of protecting the rights of social, cultural, or marginalized groups? Why or why not? Draw out these points as part of the discussion.

Conclusion

Take time to review the main points of the lesson and answer any questions the participants may have.

APPENDICES

Appendix A. Gender-Sensitive Interaction and Engagement Techniques[3]

Research has shown that male and female experiences in the classroom or learning environment can be vastly different; even students sitting side-by-side in the same room can experience a situation or event differently from each other. External factors, such as interaction with a trainer or with other students, can contribute a great deal to the perceptions and engagement of students within a classroom setting. These guidelines are intended to help trainers consider classroom and interpersonal dynamics that may affect student learning and engagement. These techniques are intended to help trainers improve their teaching effectiveness and should be used as a resource and reference tool.

Gender Tip

Remember: these guidelines apply to all instructors; both men and women are prone to gender-biased teaching techniques.

Eye Contact
Are you making eye contact with everyone in the classroom? Although eye contact can be culturally specific, it is often a form of engagement and can encourage participants by letting them know you are listening to them and acknowledging their presence and ideas. Be careful to note whether you are making eye contact with only certain portions of the room or only certain groups and try to make eye contact with as many participants as you can. Particularly make eye contact with participants who are speaking.

Body Language
What kind of body language are you using? When students are speaking, pay attention to the non-verbal cues you are showing. Be careful not to shuffle papers or look away as though you are distracted. Showing through your body language that you are paying attention also conveys that you respect the ideas and contributions of the speaker. Give the same level of attention and interaction to responses from all participants unless you are consciously trying to decrease the focus on a dominant member. It is especially important that you maintain open and respectful body language to each member, demonstrating that everyone in the room receives equal respect regardless of gender, age, or other differentiating factor.

Class Norms
What are the rules for group interaction? Group interactions are controlled by both explicit and implicit rules. For example, if there is no established rule for participants to raise their hand to answer questions and on the first day several people shout out ideas, an implicit rule has been established that the way to communicate in class is to be forceful or aggressive. Such a pattern tends to favor assertive males. You are responsible for the dynamics and normative rules established in a training. By establishing positive and inclusive norms early on, you will find you have more ways to guide the class as you choose.

Setting Response Patterns
If a group is much more vocal and comfortable volunteering answers while other portions of the group remain quiet or overshadowed, consider other ways to solicit answers and participation from the rest of the group. For example, boys/men are generally more comfortable volunteering spontaneously or speaking out, while girls/women feel much more comfortable raising hands and waiting to be called upon.

This disparity has the effect of reducing women's contributions to the dialogue and limiting their opportunities to ask questions. Observe the pattern of communication in your training sessions and consciously include those who are not often heard from. Consider deliberately asking for answers from girls/women and not just calling on those who shout out or raise their hands first. Also, consider soliciting answers through other means, such as requiring responses through more systematic participation such as assigning a response order, asking participants to write responses down on comment cards, writing "mini" essays, or through group work.

Calling on Participants

Pay attention to whom you call on for answers. Make sure that you are balanced in requesting participation from both males and females, while also being sensitive to not embarrassing participants or pushing them in ways that make them feel harassed.

Allowing Wait Time

Wait time is the pause you allow before participants respond to a question you have asked. Female participants tend to take longer before replying. A short wait time may reduce women's opportunities to answer and may reinforce the notion that they are not as capable of handling the material as men who are quicker to respond. Be conscious of the time you allow participants to consider a question before answering it; provide an adequate wait time (4-5 seconds); if waiting is difficult for you, count to five and then call on someone.

Organizing Group Work

Groups are often a great way to get participants to work together and to encourage participation. When asking participants to work in groups, consider the dynamics within each group. Sometimes women are pushed to "volunteer" as note takers or to do secretarial work for the group, whether or not they want to, which prevents them from taking leadership roles within the group or participating in other tasks. Hierarchies can also develop in groups. In order to help break up hierarchies and ensure that group members have opportunities to participate in a variety of tasks, consider assigning some of the roles and tasks within groups as well as rotating those roles/tasks. Examine the gender composition and monitor the level of activity and participation within the group so that you can address exclusionary or hierarchical behavior.

Giving Encouragement

Whom do you praise and for what do you praise or criticize them? Women are often not given the same amount or type of encouragement or praise as men. Women can be given short "uh huh's" and head nods, while men are given verbal praise and encouragement to work harder; the different treatment can be subtle. Similarly, in some contexts, girls are held to higher standards and criticized for small mistakes while boys are allowed a great deal of room for error. Consistently complimenting boys for intelligence and girls for beauty demonstrates that they are valued for different things. Become aware of your comments regarding participant questions, answers, work, etc. Concentrate on challenging and supporting them all equally.

Monitoring Interruptions

Studies show that women tend to get interrupted more frequently than men. When participants get interrupted, it gives the impression that their ideas are wrong or not important/valid. When interruptions are allowed to occur, many participants will choose not to speak or ask further questions. Be aware of

interruptions, your own and the participants. Let them know how to respond at the beginning of the trainings, so that they all understand how to interact.

Raising Confidence

Even when they are as competent (or even more so) than men, women tend to lack confidence in their abilities and downplay their accomplishments more than men do. Women tend to evaluate their own performance more disparagingly than men achieving at the same level. However, women gain a great deal of confidence and validation from the encouragement of their instructors. Use your position to provide positive feedback and constructive criticism for your students. Give praise as well as criticism that helps them acknowledge weaknesses and improve.

Avoiding Stereotypes

Sometimes females are treated as members of their gender group instead of as individuals. For example, "Girls are great a promoting peace because they're so compassionate" or "Girls would make terrible leaders because they are so emotional." Women sometimes feel their performance is being used as a measure of all women, and this feeling can create a great deal of pressure, inhibition, and/or resentment. There are similar dangers in generalizing about men or other groups in this way. Take care to regard each participant's attributes as his/her own, without regard for gender, race, age, etc. Don't expect or request a student to speak to, or respond for, the points of view of others similar to themselves. Don't use stereotype-based comments, no matter how common, unless you're using them as examples of inappropriate generalizations.

Monitoring Student Interactions

Interactions between participants play an important role in their ability to engage and learn. When participants behave inappropriately through stereotyping, belittling, joking, etc., the environment becomes unsupportive. While you can't control the actions of all the participants, you can set rules about respect and actively point out and dissuade activities, comments, and jokes that reflect stereotyping or bias. Remember that, "I was just joking," is not an excuse; jokes are often a way to express ideas that can't be openly expressed and can do a lot of harm by creating a hostile environment. You can create an environment where gender put-downs and insensitivity (even in the guise of humor) go un-rewarded or are actively discouraged.

Consistent Modes of Address

Sometimes trainers use different ways of addressing participants by gender group, for example, calling men by their last names but women by their first names. Use the same form of address for all participants to signify that everyone is at the same status level.

Comments on Appearance

Women are much more likely than men to receive comments on their clothes and appearance. These comments may be meant as compliments; however, they also send the message to women that their looks are more notable than their achievements. Compliment all participants equally, focusing more on their achievements and work than their appearances. If you notice details about their appearances, address both men and women or put it in context, such as, "You dressed up today. Do you have an interview?", and then focus on the interview and not the appearance.

Using Qualifiers

Frequently women add qualifiers to statements or turn them into questions. This way of speaking can make a woman sound hesitant or unsure, which may not be the case. For example, “What if we…” or “Perhaps we could…” or even “This may be stupid, but….” Similarly, some women tend to raise the pitch of their voice at the end of a word or statement. This pattern can make a strong statement sound unsure or questioning, so that a listener might have a tendency to downplay its significance or accuracy. First, understand that you could be hearing a confident statement couched in hesitant language. Be careful that no participant is shamed, dominated or disadvantaged because of style of expression. Encourage hesitant sounding participants to elaborate on his/her statement. Don’t assume that s/he does not have a clear idea in mind just because s/he phrased the statement as a question or qualified it to encourage consensus. Encourage participants to express confidence in their own ideas and help them understand how you hear these statements; although all types of communication styles are valid, some may be more effective in certain situations.

Appendix B. Gender Glossary

Term	Definition
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the United Nations General Assembly. The Convention aims at equality between men and women through the assurance of equal access to and equal opportunities in public life, education, health and employment.
Discrimination	Any differentiation based on sex, gender, or membership in a social group (such as ethnicity or religion), that leads to prejudice and/or to preventing or diminishing the possibilities of individuals from a group to exercise their full rights.
Domestic Violence	Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
Empowerment	Empowerment means providing resources to people so that they can strengthen their own capacities in order to fully participate in the community and to articulate their interests.
Feminism	A social movement which questions gender inequalities and seeks to redress these at the personal, relational and societal level.
Gender	Gender is the socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. Gender is an acquired identity that is learned and is influenced by social and family status, ethnic and religious belonging. Gender is relational and refers not simply to either women or men, but to the social relationships between them.
Gender Analysis / Assessment	The *methodologies* for collecting and processing information about gender. The analysis provides disaggregated data by sex and an understanding of the social construction of gender roles and responsibilities. A gender analysis or assessment is the process of identifying different needs, priorities, challenges, and opportunities for men, women, boys, and girls.
Gender Aware	An understanding that there are social differences between women and men based on learned behaviour.
Gender-Based Violence (GBV)	Any act that results in physical, sexual, psychological or economic harm or suffering based on the gender of a person. It usually refers to women and girls, but includes violence against lesbians, gay men and transgender people.
Gender Blind	A failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes gender is not an influencing factor in projects, programs or policy.
Gender and Development (GAD)	The approach that recognizes that all development planning, policies and projects must reflect gender sensitivity about and gender awareness of the different roles that men and women play in societies, differences in their access to and control over resources and the differential impacts of

	development processes on men and women.
Gender Equality	It means that women and men must have equal rights, chances and opportunities in all areas of the economy and society, resources and services.
Gender Equity	The process to reach gender equality. Gender equity requires the providing of fairness and justice in the distribution of benefits and responsibilities between women and men.
Gender Gap	The apparent disparity between women and men in values, attitude and issues, such as voting patterns, access to power and to positions.
Gender Identity	Gender identity is an individual's internal, personal sense of being male or female.
Gender Impact Assessment	To assess how activities and policies have affected women and men differently.
Gender Mainstreaming (or Gender Integration)	To address gender inequalities throughout the whole program or institution. Thus, to integrate gender into strategy and project design, implementation, and monitoring and evaluation.
Gender Neutral	When a policy or program has no different (positive or negative) impact for gender relations or equality between women and men.
Gender Planning	To use sex-disaggregated data or gender analysis to take an active approach and resources to ensure the integration of gender into activities and strategies.
Gender Roles	The way in which men and women in a society are assigned different attributions, roles, and responsibilities based on the standards and values of a (group in) society. These roles are an expression of power relations influenced by class, caste, ethnicity and race.
Gender Sensitive	Involves the ability to recognize and express gender differences, issues and inequalities.
Gender Sensitive Indicators	Aims, goals or benchmarks designed to measure the changes for both men and women separately. (Quantitative: counting numbers or percentages. Qualitative: measuring changes in attitudes and perceptions).
"Invisibilization" of Women	Inadequate valuing of the work performed by women in certain societies by considering it as a natural obligation. It is "invisible" because it is not seen or acknowledged as "real work" that contributes to the family's economic well-being, nor are women provided financial compensation for their time and labor, because this work is seen as part of women's natural role as women. For example, the concept that domestic chores (cleaning and cooking), care of children and elderly and animals are part of a woman's natural roles.
Machismo / Macho-ism / Macho Culture	Belief in the supremacy of men over women and that men must act in a dominant fashion to demonstrate and maintain this supremacy.
Positive Discrimination	The preferential treatment of members of a minority group over a majority group to counter inequality.
Self-esteem	Reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem is a strong determinant in a person's belief in his or her ability to make decisions and to perform actions.

Sex	Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs and genitalia.
Sex-Disaggregated Data	Quantitative and qualitative data by separated by sex (*not by gender*). Thus, for men, women, boys or girls.
Sexual Harassment	Is coercion of a sexual nature, unwanted or unwelcome sexual attention or advances, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment can include inappropriate comments on physical appearance or of a sexual nature, requests for sexual favors, and other verbal or physical harassment. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.
Sexual Orientation	Refers to the sex of those to whom one is sexually and romantically attracted.
Social Exclusion	The process whereby certain groups are pushed to the margins of society and prevented from participating fully because of their religion, class, caste, race, etc.
Stereotype	A fixed, overgeneralized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. *Gender stereotyping* is when one believes that an individual will behave in a particular way simply because of his or her sex (for example, “all women are compassionate and will be good nurses” while “all men are assertive and will be good leaders”). Such assumptions can limit the development of the natural talents and abilities of boys and girls, women and men, as well as their educational experiences and life opportunities.
Tokenism	A policy or practice of attempting to fulfill one’s obligations or implement a goal with limited efforts or gestures, especially toward minority groups and women, in ways that give a mere appearance of inclusivity or execution and will not change male-dominated power and/or organizational arrangements.
Women’s Empowerment	The social, economic, political and legal enabling of women to act by granting or reinforcing rights, abilities and access to facilities, resources and equal participation previously denied or restricted. Men and women have different and unequal access to power and resources, and this is a key characteristic that shapes the gender-based division of labor.
Women’s Triple Role	Women’s triple role refers to the reproductive, productive and community managing roles women have.

Appendix C. Human Rights Glossary[4]

Term	Definition
Affirmative Action	Action taken by a government or private institution to make up for past discrimination in education, work, or promotion on the basis of gender, race, ethnic origin, religion, or disability.
Civil and Political Rights	The rights of citizens to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information.
Codification, Codify	The process of bringing customary international law to written form.
Collective Rights	The rights of groups to protect their interests and identities.
Commission on Human Rights	Body formed by the Economic and Social Council (ECOSOC) of the UN to deal with human rights; one of the first and most important international human rights bodies.
Convention	Binding agreement between states; used synonymously with Treaty and Covenant. Conventions are stronger than Declarations because they are legally binding for governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, Member States can then Ratify the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the United Nations General Assembly. The Convention aims at equality between men and women through the assurance of equal access to and equal opportunities in public life, education, health and employment.
Convention on the Rights of the Child (Children's Convention)	Convention setting forth a full spectrum of civil, cultural, economic, social, and political rights for children. This convention was adopted in 1989 and entered into force in 1990.
Covenant	Binding agreement between states; used synonymously with Convention and Treaty. The major international human rights covenants, both passed in 1966, are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).
Customary International Law	Law that becomes binding on states although it is not written, but rather adhered to out of custom; when enough states have begun to behave as though something is law, it becomes law "by use"; this is one of the main sources of international law.
Declaration	Document stating agreed upon standards but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government

	representatives and one by Nongovernmental Organizations (NGOs). The UN General Assembly often issues influential but legally Nonbinding declarations.
Economic and Social Council (ECOSOC)	A UN council of 54 members primarily concerned with population, economic development, human rights, and criminal justice. This high-ranking body receives and issues human rights reports in a variety of circumstances.
Economic, Social, Cultural Rights	Rights that concern the production, development, and management of material for the necessities of life. The right to preserve and develop one's cultural identity. Rights that give people social and economic security, sometimes referred to as security-oriented or second generation rights. Examples are the right to food, shelter, and health care.
Environmental, Cultural, and Developmental Rights	Sometimes referred to as third generation rights, these rights recognize that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political, and economic development.
Genocide	The systematic killing of people because of their race or ethnicity.
Human Rights	The rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities; human rights become enforceable when they are Codified as Conventions, Covenants, or Treaties, or as they become recognized as Customary International Law.
Human Rights Community	A community based on human rights, where respect for the fundamental dignity of each individual is recognized as essential to the functioning and advancement of society. A community that works to uphold each article of the UDHR.
Inalienable	Refers to rights that belong to every person and cannot be taken from a person under any circumstances.
Indigenous Peoples	People who are original or natural inhabitants of a country. Native Americans, for example, are the indigenous peoples of the United States.
Indivisible	Refers to the equal importance of each human rights law. A person cannot be denied a right because someone decides it is "less important" or "nonessential."
Interdependent	Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.
Intergovernmental Organizations (IGOs)	Organizations sponsored by several governments that seek to coordinate their efforts; some are regional (e.g., the Council of Europe, the Organization of African Unity), some are alliances (e.g., the North Atlantic Treaty Organization, NATO); and some are dedicated to a specific purpose (e.g., the UN Centre for Human Rights, and The United Nations Education, Scientific and Cultural Organization, UNESCO).
International Bill of Human Rights	The combination of the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR) and its optional Protocol, and the International Covenant on Economic, Social,

	and Cultural Rights (ICESCR).
International Covenant on Civil and Political Rights (ICCPR)	Adopted in 1966, and entered into force in 1976. The ICCPR declares that all people have a broad range of civil and political rights. One of the components of the International Bill of Human Rights.
International Covenant on Economic, Social, and Cultural Rights (ICESCR)	Adopted 1966, and entered into force 1976. The ICESCR declares that all people have a broad range of economic, social, and cultural rights. One of the components of the International Bill of Human Rights.
International Labor Organization (ILO)	Established in 1919 as part of the Versailles Peace Treaty to improve working conditions and promote social justice; the ILO became a Specialized Agency of the UN in 1946.
Legal Rights	Rights that are laid down in law and can be defended and brought before courts of law.
Member States	Countries that are members of the United Nations.
Moral Rights	Rights that are based on general principles of fairness and justice; they are often but not always based on religious beliefs. People sometimes feel they have a moral right even when they do not have a legal right. For example, during the civil rights movement in the USA, protesters demonstrated against laws forbidding Blacks and Whites to attend the same schools on grounds that these laws violated their moral rights.
Natural Rights	Rights that belong to people simply because they are human beings.
Nonbinding	A document, like a Declaration, that carries no formal legal obligations. It may, however, carry moral obligations or attain the force of law as Customary International Law.
Nongovernmental Organizations (NGOs)	Organizations formed by people outside of government. NGOs monitor the proceedings of human rights bodies such as the Commission on Human Rights and are the "watchdogs" of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross, Amnesty International, the Girl Scouts); others may be small and local (e.g., an organization to advocate for people with disabilities in a particular city; a coalition to promote women's rights in one refugee camp). NGOs play a major role in influencing UN policy, and many of them have official consultative status at the UN.
Political Rights	The right of people to participate in the political life of their communities and society. For example, the right to vote for their government or run for office. See Civil and Political Rights.
Positive Discrimination	The preferential treatment of members of a minority group over a majority group to counter inequality.
Protocol	A treaty which modifies another treaty (e.g., adding additional procedures or substantive provisions).
Ratification, Ratify	Process by which the legislative body of a state confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.
Reservation	The exceptions that States Parties make to a treaty (e.g., provisions that

	they do not agree to follow). Reservations, however, may not undermine the fundamental meaning of the treaty.
Self-Determination	Determination by the people of a territorial unit of their own political future without coercion from powers outside that region.
Signing, Sign	In human rights the first step in ratification of a treaty; to sign a Declaration, Convention, or one of the Covenants constitutes a promise to adhere to the principles in the document and to honor its spirit.
State	Often synonymous with "country"; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.
States Party(ies)	Those countries that have Ratified a Covenant or a Convention and are thereby bound to conform to its provisions.
Treaty	Formal agreement between states that defines and modifies their mutual duties and obligations; used synonymously with Convention and Covenant. When conventions are adopted by the UN General Assembly, they create legally binding international obligations for the Member States who have signed the treaty. When a national government Ratifies a treaty, the articles of that treaty become part of its domestic legal obligations.
United Nations Charter	Initial document of the UN setting forth its goals, functions, and responsibilities; adopted in San Francisco in 1945.
United Nations General Assembly	One of the principal organs of the UN, consisting representatives of all member states. The General Assembly issues Declarations and adopts Conventions on human rights issues, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the United Nations Charter.
Universal Declaration of Human Rights (UDHR)	Adopted by the general assembly on December 10, 1948. Primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be Nonbinding, through time its various provisions have become so respected by States that it can now be said to be Customary International Law.

Appendix D. Additional Human Rights Activities

Activity 1 – Mapping Human Rights in Our Community[2]

Overview: participants work cooperatively to create a map of their community and identify the rights associated with each major institution.

Time: 1 hour (but could extend over several days)

Materials: art supplies, chart paper, copies of the UDHR (complete or simplified version)

Activity

1. Divide participants into small groups and ask them to draw a map of their town (or neighborhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).

2. When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map.

3 Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community.

- Did any parts of your map have a high concentration of rights? How do you explain this?
- Did any parts have few or no rights associations? How do you explain this?
- Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?
- Are there any articles of the UDHR that no group included on their map? How can this be explained?
- Which of the rights identified are civil and political rights? Which are social, economic, and cultural rights?
- See the Human Rights Glossary in Appendix C. Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the court house, city hall, or police station)?

- After discussion, can anyone see new ways to add rights to their map, especially those that were not included in the first version?

4. Discuss:

- Are there any places in this community where people's rights are violated?
- Are there any people in this community whose rights are violated?
- What happens in this community when someone's human rights are violated?
- Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

5. Extending the Activity – each step of the activity might be done on different days, allowing participants time to reconsider the layout and make-up of the neighborhood and the rights associated with each component.

6. Guest Speaker – the discussion in Step 4 provides an excellent opportunity to invite a lawyer or human rights advocate to speak to the group.

7. Focus on Children's Rights – the Convention on the Rights of the Child (CRC) might be substituted for the UDHR, especially for school use. A representative of the child-protection service or a children's advocacy group could be invited to speak to the class.

Activity 2 – Human Rights in the News[2]

Overview: this activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed.

Time: 30-45 minutes

Materials: newspaper pages, chart paper, tape or glue, scissors, copies of the UDHR (complete or simplified version)

Note: Civic Educators may wish to ask participants to bring newspapers or articles with them for use during this activity.

Activity

1. Divide participants into small groups. Each group receives a newspaper or pages from a newspaper, scissors, tape or glue, and a sheet of chart paper.

2. Each group will construct a poster using items from the newspaper grouped under these categories:

a. rights being practiced or enjoyed

b. rights being denied

c. rights being protected

d. rights in conflict

Encourage participants to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of social events may illustrate cultural rights, and personal columns can reflect many rights in practice).

3. Once participants have found stories for each category, they should select one story from each category to analyze:

- What specific rights were involved in the story? List them beside the article.
- Find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Alternative – all groups contribute to four separate posters, combining the articles they have found to make class posters.

4. Ask a spokesperson from each group to summarize the group's selections.

5. Choose one or two stories from each group's poster and ask the group to explain their analysis of the story in terms of the UDHR:

- What specific rights were involved in several stories?
- What articles of the UDHR were involved?
- Were more stories concerned with political and civil rights or social, economic, and cultural rights? See the Human Rights Glossary in Appendix C for definitions. Why do you think one kind of right appeared more often?

6. Discuss:

- What categories of rights stories were easiest to find? Hardest? Why?
- Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this?
- How many articles explicitly mentioned human rights? How many concerned human rights issues but did not use those words? Why do you think human rights were not mentioned?

- Based on these news stories, what seems to be the state of human rights in the world today? In Tajikistan? In your local community?

- What are some positive initiatives and actions for the protection and fulfillment of human rights indicated by the stories? Who is taking these actions?

Going Further

1. Keep Searching – leave the posters hanging for an extended time, during which participants continue to add clippings. Reassess the posters and the concluding discussion.

2. Compare Media Coverage – ask participants to compare coverage of the same human rights stories in different newspapers and/or different media (e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event? Did any version of the story explicitly mention human rights?

3. Survey Television Coverage – ask participants to watch a news program on TV and write down the topics covered and the amount of time given to each human rights topic.

Activity 3 – Giving Human Rights a Human Face[2]

Overview: participants produce a creative expression of an article of the Universal Declaration of Human Rights (UDHR). This activity can be modified to make the resulting creations into a guessing game, a community presentation, or a celebration for December 10, Human Rights Day. Participants could also create posters to serve as reminders for creating a human rights environment or community.

Time: variable

Materials: art supplies, copies of the UDHR (complete or simplified version)

Activity

1. Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.

2. Create one of the following:

- a skit or mime

- a graphic illustration or mural

- a song, dance, proverb, or game (these might include adaptations of traditional culture)

- a poem or story

- a commercial advertisement

- a flag or a banner

Note: The project should not reveal the number of the article it illustrates.

3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article.

Going Further

1. Display – post graphic illustrations in a library, children's museum, or community building or use them to create a calendar or a mural.

2. Present – the skits, mimes, songs, dances, or writings can be presented as a performance for classmates, parents, or other groups in the community.

3. Celebrate – one can celebrate Human Rights Day by planning a December 10th Festival around these materials. Invite your local newspaper, TV stations, and public officials.

Adaptation

1. Posters for Public Places – create illustrations or posters that remind others that human rights should be part of everyone's lives. For example, create posters that remind everyone that the workplace or school is a "human rights community." Where special problems exist, these posters could serve as a basis for action. Strategize how to use these posters to ensure that rights are honored and changes take place in your community.

Appendix E. Conducting Gender Assessments

There are several useful tools and frameworks for conducting gender assessments, some of which are large scale and focused on analyzing gender in a specific sector (agriculture, health, political participation, etc.) or for an entire country. Such gender assessment tools include:

- The Havard Gender Analytical Framework
- The Gender Analysis Matrix (GAM)
- The Moser Framework
- The Women's Empowerment Framework

Gender assessments are conducted by investigating information about a particular community. Program planners and managers should be careful to include men, women, boys, and girls in interviews, focus groups, and observations so that a variety of perspectives are reflected in their data and so that answers are accurate (i.e., if collecting data at the household level, it is important not just to ask the male head of household, who may speak from his own personal experience and not, therefore, accurately reflect the priorities, needs, or experiences of female household members).

For the purposes of conducting a community-based civic education program, a smaller-scale gender assessment will be more useful. Program planners and managers may want to use a **Daily Activity Profile**. This tool describes how women, men, boys and girls spend their time during a typical 24-hour day. The purpose of this tool is to analyze the roles women, men, boys and girls are involved in so that it can be taken into consideration when planning and implementing projects.

Daily Activity Profile

Women/Girls		Men/Boys	
Time	Activity	Time	Activity

Note: where possible, differentiate between activities conducted by women and girls, as they may have diverse roles and responsibilities that occupy their time in different amounts and ways. This same practice holds for men and boys.

Another useful tool is the **Activity Schedule**. This tool helps provide more detail and understanding of gender divisions of labor. This tool is used in categorizing activities as productive, reproductive or communal. It shows who does them, when and where.

Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community. Both women and men perform a range of productive roles. Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labor), care of livestock, foraging in forests, food processing for sale, cottage or home based industries, and waged/formal sector employment.

Reproductive activities are those activities carried out to reproduce and care for the household. Responsibility for contraception and decision-making about reproduction may be in the hands of women or men, depending on the cultural context. Child rearing is a reproductive role and often considered within the women's domains; however, men also play a significant and recognized role in many cultures. Women's other reproductive roles include pregnancy, childbirth and breastfeeding. Reproductive activities also include essential services that must be carried out daily to meet the family's and community's basic needs, such as fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care of the elderly and food processing and preparation.

Community Management Work refers to the management and conservation of resources for collective community consumption (such as fuel, forests and water), as well as participation in cultural and religious ceremonies, formal and informal political activities, and involvement in development organizations.

Activity Schedule

Type of Activity	**Who (Gender) Age**	**Where**	**How Often**	**When**	**How**	**Why**
Productive						
Reproductive						
Community Management Work						

To gather information and understand gender differences in power relations and interests, project managers may wish to use an **Access and Control Profile**. This tool is a data collection and analytical tool used for analyzing the resources available and what benefits accrues to the people involved. It further analyses which gender has access to available resources and who has final decision-making power (control) over them.

Depending on the program focus or sector, the resources being investigated may be adjusted.

Access and Control Profile

RESOURCES	ACCESS				CONTROL			
	FC	FA	MC	MA	FC	FA	MC	MA
Material Goods								
Information								
Credit								
Healthcare								
Education								
Land								
Equipment								
Livestock								
Farm Inputs								
KEY	FA = Female Adult FC = Female Child				MA = Male Adult MC = Male Child			

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USAID's Young Leaders Program

Focus Group Methodology & Guidelines

January - 2012

Counterpart International-Tajikistan
33 Huseynzoda Street, Apt. No.8, Dushanbe, 734025

I. INTRODUCTION:

The **GOAL** of the Tajikistan Young Leaders Program is to support active, civically-engaged and socially conscious youth in Tajikistan and to provide them with the tools and experience to take ownership of their future and contribute to the development of their country. This goal is supported by two **OBJECTIVES**: (1) to increase youth involvement in promoting positive change in their communities; and (2) to improve the quality of youth services provided through government, donors and civil society organizations (CSOs). These objectives will be supported by the creation and ongoing development of a youth civic education and program framework. The framework will include both materials (training manuals, project concepts, youth CSO directories) and methodologies (monitoring and evaluation of youth projects, youth grant making best practices, involving youth in local governance) that will draw upon good practices from Tajikistan and other countries. The program began in April 2011 and will end in April 2015. The program will work in at least **9 rural communities and district centers** in the three target regions of Zarafshan Valley, Rasht Valley and Badakhshan.

With support from the YLP staff, Institutional Strengthening and Implementation (ISI) Grantees/Partners will conduct nine focus groups with youth, three in each target region, in January 2012 during winter school break. Focus groups will be conducted in each regional center (Panjakent, Garm and Khorog) and the selected jamoats. **The purpose of the focus groups is to develop general concepts to be incorporated into future youth activities; and to establish baseline needs and interests of youth in each community to be used in the future development of after school activities and civic education courses (for references to YLP selection criteria used to identify target youth, please see activity 1.4).**

II. FOCUS GROUP DEFINITION

A Focus group *is often used to get more information about a community, population, organization, product, or service. This information might include: needs, history, concerns, reactions, perceptions, behaviors, and/or problems. Focus groups are also used to: 1) learn in advance how people will react to programs, methods, policies, products, and/or services; 2) identify problems, constraints, costs or benefits; stimulate creative thinking, e.g., about potential solutions, opportunities, linkages, or identify potential impacts; 3) set priorities or narrow a problem; 4) obtain more depth of information; 5) obtain a more accurate picture of cultural or social class groups different from the investigator's own; 6) involve new audiences; 7) get feedback quickly; and 8) get public input with few meetings and focused agendas.*

III. FOCUS GROUP AGENDA/PLAN:

Scheduling – Focus groups could be 1.5 hours long

Content - Thoughtfully select five to six questions to ask the group. Always first ask yourself what problem or need will be addressed by the information gathered during the session e.g., better understand the needs of the youth in your community, examine if a new service or idea will work, further understand how a program is failing, etc.

Setting and Refreshments - Hold sessions in a conference room. Configure chairs so that all members can see each other. Provide name-tags and place refreshments.

Ground Rules:
1. WE WANT YOU TO DO THE TALKING - We would like everyone to participate. I may call on you if I haven't heard from you in a while.

2. THERE ARE NO RIGHT OR WRONG ANSWERS - Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

3. WHAT IS SAID IN THIS ROOM STAYS HERE - We want folks to feel comfortable sharing when sensitive issues come up.

4. WE WILL BE TAKING NOTES - We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

Before asking the first focus group question, a facilitator can conduct an icebreaker to help youth to feel more comfortable and open. Example: "If you had a limitless budget, where would you vacation?"

The focus group facilitator has a responsibility to properly cover all prepared questions within the time allotted. S/he also has a responsibility to get all participants to talk and fully explain their answers. Some helpful questions might include:

- "Can you talk about that more?"
- "Help me understand what you mean"
- "Can you give an example?"

Agenda:

I. Greetings/welcome

II. Introductions

III. Overview, background, participants' selection, their roles, and roles of team (Explain the purpose of the focus group and introduce the team).

We would like the discussion to be informal, so there's no need to wait for us to call on you to respond. In fact, we encourage you to respond directly to the comments other people make. If you don't understand a question, please let us know. We are here to ask questions, listen, and make sure everyone has a chance to share.

If we seem to be stuck on a topic, we may interrupt you and if you aren't saying much, we may call on you directly. If we do this, please don't feel bad about it; it's just our way of making sure we obtain everyone's perspective and opinion is included.

We do ask that we all keep each other's identities, participation and remarks private. We hope you'll feel free to speak openly and honestly.

As discussed, we will be making notes of the discussion, because we don't want to miss any of your comments. No one outside of this room will have access to these notes and they will be destroyed once the report is written.

(If assistants present) Helping are my assistants _____ and _____. They will be taking notes and be here to assist me if I need any help.

IV. Explain the general purpose of the discussion and why the participants were chosen.

The focus group facilitator: *This group is convened to generate a comprehensive list of topics related to youth development in your community. This focus group's task will be to generate a list of relevant topics that are of major concern for youth. Also we would like to know your ideas on how to improve and resolve*

those issues. This will help us understand the issues and come up jointly with plan and possible solutions to solve those issues in your particular community.

V. Ground rules (time duration, method of discussion, recording, turn-taking, breaks, confidentiality, refreshments). Outline general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time by lifting up a hand, and being prepared for the moderator to interrupt to assure that all the topics can be covered.

VI. Topic Generation (50-90 minutes) (please see the section VI for sample of questions)

- Question No. 1 (followed by others including probes)
- Unanticipated questions (time permitting)
- Summary (re-stating of main ideas gathered to assure accuracy)
- Conclusions, expressions of appreciation (incentives if appropriate)

VII. Closing remarks

VIII. Thank the participants

IX. Focus Group Debrief - Immediately after all participants leave, the facilitator and assistant debrief on the notes taken during the focus group and label all the flip charts/notes with the date, time (if more than one group per day), and name of the group.

X. Analysis and Reporting - When working with data obtained during the focus group, look for common categories or themes for each question, group them together and identify the most obvious facts and trends. The most ideal situation is to ask several people to participate in this process. The MIS forms will be used for the specific information received during the focus group.

IV. LIST OF POTENTIAL QUESTIONS FOR YOUTH FOCUS GROUPS:

1. What do you like to do in school? Why? What are your favorite school subjects? Why?

2. If you were to change something in your school, what it would be?

3. If you were to add something in to your school system (e.g. new subject, new activity etc.) what it would be?

4. What do you like doing in your free from school time?

5. Where and when do you like spend your free time?

6. What prevents you from doing these things now?

7. Is there anything you would like to do in your free time that you don't? Why?

8. Are you aware of the programs and services offered in your community? If so, how did you find out about them?

9. How do you know about something happening in your community (local news, radio, peers, teachers, parents)?

10. Do you feel like you get enough information about what is going on in the community?

11. What is the best way for the news to get spread?

12. Before this focus group, had you ever participated in any activities of that sort in your community?

13. What types of new programs and services do you think should be offered or initiated in your community?

14. Do you have "subbotniks" or "hashars" (volunteer activities benefiting all in the community) in your community? How often and who takes part in them? Who usually does not take part? Why? What would you typically do in the "subbotniks/hashars"?

15. What would you like the most in your community? Why? Where do you like to play? Why? If you were to organize/build/start something in your community, what it would be? Why?

16. What are your plans for future? What do you want to be? Why? Where would you like to live? Why?

V. ADDITIONAL RESOURCES

Attention to the following items will help ensure success:

- Set the tone; participants should have fun and feel good about the session.
- Make sure every participant is heard; draw out quieter group members.
- Get full answers (not just "we need more money" but "we need more money to hire a receptionist to answer phones").
- Monitor time closely; don't exceed time limits.
- Keep the discussion on track; try to answer all or most of the questions.
- Head off exchanges of opinion about individual items.

The materials you might need for the session are:

- Focus group script
- Notepads and pencils
- Flip charts
- List of participants
- Markers
- Name tags
- Refreshments
- Watch or clock

Five different types of basic questions:

- Open-ended questions
- Closed questions
- Follow-up questions
- Probing questions
- Prompted questions

TAJIKISTAN YOUNG LEADERS PROGRAM

ENVIRONMENTAL COMPLIANCE MANUAL

Grantee: Counterpart International

Cooperative Agreement Number: DFD-A-00-09-00141-00
GCSS Associate Cooperative Agreement Number: AID-176-LA-11-00002
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January 2012

This manual is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this manual are the sole responsibility of Counterpart International Inc., USA and do not necessarily reflect the views of USAID or the United States Government.

Submitted to:
USAID/ USAID/Central Asian Republics

Contract No.:
176-LA-11-00002

DISCLAIMER

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TABLE OF CONTENTS

LIST OF ACRONYMS 3

I. PROJECT OVERVIEW 4

II. YLP ENVIRONMENTAL SCREENING, MITIGATION, MONITORING AND REPORTING PROCESS 5

III. POTENTIAL ENVIRONMENTAL EFFECTS AND MITIGATION MEASURES FOR MAIN TYPES OF ACTIVITIES..... 15

IV. ATTACHMENTS..... 26

1. ENVIRONMENTAL EXPERT POSITION DESCRIPTION …… 26

2. GRANT REQUEST FOR PROPOSALS…….……...…….……. 27

3. ENVIRONMENTAL COMPLIANCE FACESHEET & AMENDMENT #6 TO THE INITIAL ENVIRONMENTAL EXAMINATION (IEE)…….....…… 31

3.1. ENVIRONMENTAL REVIEW & ASSESSMENT CHECKLIST (ER Checklist).....44

3.2. LEOPOLD MATRIX …… 48

3.3. STANDARD CONDITIONS FOR SMALL-SCALE CONSTRUCTION …….. 49

4. 2011 TAJIKISTAN UMBRELLA PERSUAP APPROVAL FACT SHEET…….…… ……. 63

5. COUNTRY BACKGROUND AND ENVIRONMENTAL INFORMATION…….….. 70

6. RELEVANT ENIVRONMENTAL LEGISLATION…….…… …..… ……...…….76

7. YLP TARGET REGIONS……..…….…… ……101

LIST OF ACRONYMS

AOTR	Agreement Officer's Technical Representative
CE	Categorical Exclusion
CSO	Civil Society Organization
COTR	Contracting Officer's Technical Representative
DOFG	Director of Finance and Grants
EI	Exchange and Initiative (Grant)
EFMMP	Environmental Manual and Framwork Mitigation and Monitoring Plan
GMO	Genetically Modified Organisms
HQ	Headquarters
IEE	Initial Environmental Evaluation
ISI	Institutional Strengthening and Implementation (Grants)
IT	Information Technology
KMS	Knowledge Management System
LOI	Letters of Interest
M&E	Monitoring and Evaluation
MEO	Mission Environmental Officer
MIS	Management Information System
NGO	Non-governmental Organization
NDC	Negatrive Determination with conditions
OD	Organizational Development
PERSUAP	Pesticide Evaluation Report and Safe Use Action Plan
PMEP	Project Monitoring and Evaluation Plan
PWD	People with Disabilities
TA	Technical Activity (Grants)
TOR	Terms of Reference
TOT	Training for Trainers
USAID	United States Agency for International Development
YA	Youth Action (Grants)
YLP	Young Leaders Program

Young Leaders Program (YLP)
Environmental Manual and Framework Mitigation and Monitoring Plan
Tajikistan

This Environmental Manual and Framework Mitigation and Monitoring Plan (EFMMP) has been elaborated based on the requirements of the Initial Environmental Examination approved by the USAID Asia Mission Environmental Officer on _____.

I. YLP Project Overview

YLP Project Overview

YLP is a four-year initiative, funded by USAID and implemented by Counterpart International. The program began on April 29th, 2011 and will end on April 29th, 2015. The goal of the project is to build a pro-active, civically engaged and socially-conscious generation of young people able to take ownership of their future and contribute to the development of their country. The program is framed by two programmatic objectives: (1) To increase youth activism and leadership promoting positive change at the community level; and (2) To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested youth programming framework. The YLP approach consists of supporting Tajikistan civil society through partnership with three regional civil society organizations (CSOs) present in 9 rural communities and district centers in the regions of Zerafshan Valley, Rasht Valley and Badakhshan. YLP will support these partner CSOs by employing best practices for organizational development and capacity building, quality service provision, and financial sustainability. The program will also secure buy-in and work closely with national and local government "champions"; plan for and systematically measure program quality and impact; promote linkages and network among youth in different regions; and ensure equal gender participation and the inclusion of vulnerable populations in all program activities.

Target areas are indicated on the map in Attachment 7 and natural conditions are described in Attachment 5. This information as well as more detailed information from other sources will be taken into account during selecting applicants - communities, describing baseline conditions and assessing potential environmental impacts. For example, the implementation of infrastructure projects will be started in communities settled in environmentally sensitive areas such as protected zones only in case if special consideration and permission from environmental protection entities will be obtained. Environmental compliance criteria will be developed, approved by USAID, and included with all other criteria that YLP has developed for selecting communities and grant activity monitoring, like while selecting applicants, environmental criteria will be developed, through which project proposals are scored and weighted.

II. YLP ENVIRONMENTAL SCREENING, MITIGATION, MONITORING AND REPORT PROCESS

2.1. ACTIVITIES SCREENING

It is anticipated that the project will include activities, such as education, technical assistance, training programs,.except to the extent such programs include activities directly affecting the environment (such as construction of facilities, etc.); document transfers, information dissemination, analysis, studies, research workshops, consultations under all project components (Table 1). These activities are expected to have no effect on the natural or physical environment and therefore qualify for Categorical Exclusion from further environmental review in accordance with. Title 22 of the Code of Federal Regulation, Part 216 .2 (c).

Community civic and service activities, and summer camps (Activities 1.6.-1.8) financed by the grant money, qualify for Negative Determination with conditions and require screening by the YLP Environmental Expert in consultation with MEO. Depending on type, budget and scale of a grant, preparation of an Initial EAL might be required (see Table 1).

Table 1: Environmental Compliance Screening of YLP activities
CE: *Categorical Exclusion*; **NDC**: *Negatrive Determination with conditions*

Activity	**Activity description**	**Threshold Decisions and Reg. 216 actions required**
Objective One: To Increase Youth Activism and Leadership, Promoting Positive Change at the Community Level		
1.1 - Initiate a Transparent Community Selection Process	Demographic desk study top identify 18 potential communities, site visits, meetings with stakeholders, interviews, final selection of communities	**CE,** no actions required
1.2 - Competitively Select CSO Implementing Partners (ISIs) in Three Target	Review applications for Institutional Strengthening and Implementation (ISI) grants, three ISI awardees selection, training and technical support to grantees, capacity building plans development	**CE**, no actions required
1.3 - Consolidate Local and International Practices in Youth Leadership and Civic Participation	Gather information and produce a Consolidated Local and International best Practices R,	**CE**, no actions required
1.4 – Deliver Informal Civic Education Courses	Organize a series of informal education courses for youth, develop teaching materials for after-school actiities	**CE**, no actions required

1.5 – Establish and Implement Community School System and Network Participating Schools	Conduct meetings with community heads and school admonistrations on to buy in and use available community resources; Establish a network of of partner schools	**CE,** no actions required
1.6 – Initiate Youth Led Community Service Projects	Create nine focus groups that would develop activities concepts; Organize weekly club discussions, monthly field trips to other schools, botanical gardens, museums, etc; Organize youth centers Use ISI and Technical Assistance (TA) grants to organize community services to teach youth such as clean-up local kindergartens, hospital courtyards, assistance to local Society of Disabled (activities TBD)	**CE,** no actions required **CE**, no actions required **CE,** no actions required **NDC** for procurement of expendable property and small rehabilitation projects. EAL with established mitigation measures is to be approved by the MEO **NDC.** Depending on type, budget, and scale of a service, mitigation measures might be required. EAL with established mitigation measures is to be approved by the MEO
1.7 – Initiate Regional and "Inward" Bound Exchanges and Camps	Through **Exchange and Initiative grants YLP will conduct** 6 summer camps within the program period in three target regions plus Dushanbe– with 45 up to 54 participants in each camp. The camp will offer advanced training on youth activism and leadership, offer venues.	NDC – recommend to use Uzbek or Belorus' Sanitarian and Epidemiological regulations if such regulations don't exist in the country.

1.8 – Implement Community Civic and Service Projects through Small Youth Action Grants	Implementation of community civic and service projects through up to 36 Small Youth grants ($150 –$ 2,000) to the targeted communities	**NDC.** Depending on type, budget, and scale of a grant activity, mitigation measures might be required. EAL with established mitigation measures is to be approved by the MEO
1.9 – Support Youth Charter Advocacy Work in Targeted Regions	In 2013 - creation and advocating of local-level *Youth Charters,* which express rights, privileges and responsibilities granted to a group of people by their leaders; will serve as a vital advocacy tool in the democratic process to allow groups of young people to petition their government for services and resources that meet their needs.	**CE,** no actions required
1.10 – Develop additional resources for youth leadership development	Through the issuance of Technical Assistance (TA) Grants, YLP will ensure that other NGOs have the opportunity to share their knowledge and capacities, as well as formulate new interventions where there are gaps in existing programming in informal civic education, youth leadership, event organization, new media or information technologies, capacity building, network creation, and other relevant technical areas.	**CE,** no actions required
Objective Two: To improve the quality of youth services provided by local civil society improved through the development of a Tajikistan-focused and tested youth programming framework.		
2.1 – Develop Tested Youth Civic Education and Programming Framework	Finalize first edition of Youth Civic Education and Programming Framework	**CE,** no actions required
2.2 – Support Organic Advocacy Initiatives for Adoption and Implementation of the Framework	In 2013. Engaging of YLP' key stakeholders, national ministries, youth NGOs in the development, testing and implementation of the framework. Specifically, YLP will engage network of youth NGO partners from the outset of the program, who will work together with some additional key entities focused on youth development in Tajikistan -to develop the Framework. This working group will be eligible for TA grants for development of the content of the	**CE,** no actions required

	Framework's informal civic education activities.	
2.3 – Organize Bi-Annual National Youth Conferences	YLP will organize a two-day youth conference in Dushanbe drawing international experts and regional young leaders together to discuss issues related to youth empowerment and civic activism at the community level.	**CE,** no actions required
2.4 – Strengthen capacity of Youth NGOs to Deliver Informal Civic Education Trainings and Applied Activities	A refresher TOT on informal education course and teaching materials for after-school activities delivered to nine (9) trainees from the communities.	**CE,** no actions required
2.5– Support Network of Regional Youth NGOs	To start from 2013. Counterpart will emphasize the importance of connectivity and networking from the beginning of the Program through collection of e-mails of all trainees, conference attendees, grantees and other individuals and organizations involved in the program. Individuals without email will be assisted in creating one and young people will be given basic fact sheets on how to set up a Facebook, Twitter and other social networking account as well as basic internet usage instructions. Program participants will then be given an "opt in" option to join a youth network listserv and/or receive program newsletters or staff moderated electronic communications.	**CE,** no actions required
Under various project components	Electronic expendable property procurement for subgrantees	**NDC. Conditions are described in the Table 6**

Table 2: Grant Types

Grant Name	Grant Description	Average Number	Average. Amount	Total Amount
Institutional Strengthening and Implementation (ISI) Grants	The ISI grants will be competitively awarded to one CSO partner in each of the target program regions. The grant will average $1,500 per project month and will support a dedicated program staff; fund regional program events and activities; initiate a small grants process and support the selected CSO in self and partner CSO capacity building activities.	3	$21,330	$210,000
Technical Activity (TA)	TA grants will be awarded two times per year to Tajik CSOs with a technical	26-36	$1,500 - $2,500	$54,000

Grant Name	Grant Description	Average Number	Average. Amount	Total Amount
Grants	capacity in an area of program activity such as informal civic education, CSO capacity building, training, network creation, student councils and event organization, among other areas. Grants will be made to organizations that have the requisite technical experience and grants may be consolidated for more extensive technical interventions.			
Exchange and Initiative (EI) Grant	Counterpart will award 3 Exchange and Initiative grants per region per program year in order to support program exchanges and networking events among youth within and among the three geographic targets.	12	$3000-$4,000	$42,000
Youth Action (YA) Grants	The Youth Action Grants are micro grants that will be made to youth initiative groups and CSOs following program trainings, events and exchanges in order that participants are provided with a modicum of resources to apply what they have learned. Approximately twelve YA grants will be awarded in each region and in each program year.	72-144	Small Grants: $150-$300 Large Grants: $1,500 - $2,000	$87,300
Total				**$393,300**

1. Under ISI Grants, grantees will be procuring computers and other relevant expendable property
2. TA Grants might also include the procuring of computers and or other relevant expendable property.
3. YLP have not yet clearly defined what kind of activities will be funded under the large and small Youth Action Grants (see definitions in the box above and the workplan), but we anticipate the following activities may be implemented as a result of these grants: renovation of the school canteen, installation of the benches in the public park, construction of the playground, etc.

Though specific grant activities are still to be determined, the following activities are envisioned in 2012-2013:

Table 3: Anticipated Grant Activities

Anticipated activities	Threshold Decision
Small construction projects: compost pits, toilets, trash dumps	NDC
Clean-up projects: public toilets, territories, parks, public premises such as hospitals, kindergartens, schools, community trash removal services	NDC
Small renovation projects: school canteens, school class-rooms, youth centers, sport	NDC

grounds	
Establishing of a small sewing/ joinery/ blacksmith workshop a small selling shops – sale of hand-made products	NDC
. Planting of trees	NDC
Consolidation of embankments	NDC
Purchase of books and creation of a small resource center	CE
Organizing summer camps	NDC
Conduction of concerts/drama events -	CE

All NDC activities will require screening, mitigation, monitoring and reporting to USAID in accordance with the procedures established in Section 1.2 below.

2.2 YLP PROCEDURES FOR ACTIVITIES SCREENING, MITIGATION, MONITORING, AND REPORTING

This EFMMP encompasses series of procedures and measures to be carried out by YLP during different stages of project activity including design, implementation aiming to avoid, prevent, remove, compensate, and reduce adverse environmental impacts to adequate levels. Actions needed to implement them, including monitoring are included in the EFMMP. While preparing EFMMP the complex of responses has been identified reacting to potentially adverse impacts; determine requirements for ensuring that those responses are made effectively and in a timely manner; and describe the means for meeting those requirements.

The key principles of YLP's environmental mitigation and monitoring are shown in the Table 4 below.

Table 4: Mitigation and Monitoring Principles

Mitigation Measures to Reduce Environmental Impacts from YLP Activities	
Prevention and Control Principles	• Changing means or technique • Changing the site • Specifying operating practices
Compensatory Principles	• Offset adverse impacts in one area with improvements elsewhere
Remediation Principles	• Repair or restore the environment after damage is done

YLP will generally prevent impacts by changing sites or technique and following all applicable environmental standards. Mitigation will minimize adverse environmental impacts and monitoring will make sure that the mitigation measures are adequate and effective.

In accordance with terms and requirements of the YLP Initial Environmental Examination Amendment #6 for Democracy and Governance activities (IEE)[1] (Attachment 3), YLP will employ the following environmental compliance screening, mitigation, monitoring, and reporting process:

Implementer Procedures:

[1] Since August 2011, the DG IEE Amendment No 6 has replaced the Amendment No5 which was refered to in Environmental Compliance section of the YLP Cooperative Agreement.

- As recommended by the IEE, all program activities will seek to raise environmental awareness, promote regional and national environmentally and socially sustainable development, biodiversity conservation, adaptation to climate change, foster the culture of environmental compliance and governance, in accordance with The UNECE Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters with reference to it: http://www.unece.org/env/pp/welcome.html

- Counterpart International will use all applicable laws, regulations and standards (national and international) in their activities. Counterpart International will include environment compliance considerations into all aspects of the program implementation and will promote and train local counterparts on environmental requirements and standards across all of the program's activities. Such proposed activities will be included into annual work plans, and results will be reported in annual reports.

- Each activity should be conducted in a manner consistent with good design and implementation practices described in USAID ***Environmental Guidelines for Small-Scale Activities in Africa***, 2nd edition as provided at: http://www.encapafrica.org/egssaa.htm; ***IFC Environmental, Health and Safety Guidelines*** as provided at: http://www.ifc.org/ifcext/sustainability.nsf/Content/EnvironmentalGuidelines, and the ***World Bank 1999 Pollution Prevention and Abatement Handbook(PPAH)*** as provided at: http://www-wds.worldbank.org/external/default/main?pagePK=64193027&piPK=64187937&theSitePK=523679&menuPK=64187510&searchMenuPK=64187283&siteName=WDS&entityID=000094946_99040905052283 and http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/1999/06/03/000094946_99040905052283/Rendered/PDF/multi0page; and Standard Conditions for Small-Scale Construction, Small-Scale Road Rehabilitation, Small- Scale Water and Wastewater Activities, and Small-Scale Irrigation Projects attached to this manual.
- The Implementer will use the Environmental Review and Assessment Checklist (EAL) (Annex 1 of Attachment 3) and Leopold Matrix (Annex 2 of Attachment 3) as a main reporting document for each activity having potential for an adverse environmental impact.
  EAL will describe specific baseline conditions, environmental impacts, and adapted framework mitigation and monitoring measures specific to a particulate site. The project will report on EAL sections B, D, E and F in the following tabulated format:

Site Activity	Description of environmental consequences	Description of corresponding mitigation measures	Monitoring procedures/ parameters	Responsible Organization/ individual	Implementation status
1. 2.					

This will help ensure that mitigation and monitoring measures fully match environmental consequences.

- EAL will be submitted for COTR and MEO approval twice - at the outset of the activity (Initial Report) and upon its completion (Final Report).
- After Initial EAL approval by COTR and MEO, mitigation measures established in the EAL will be incorporated into the "Request for Grant Application", and only under condition that funding for a mitigation measure is available (YLP or cocal partner's cost share), the activity will be approved for implementation.

- The CI will engage a qualified Environmental Expert who will assess and recommend environmental actions to be taken by the program and will coordinate implementation of mitigation measures, monitoring, and reporting. EIP will conduct environmental reviews and will identify: 1) activity category in consultation with the MEO); 2) potential environmental impacts (based on EAL, Leopold Matrix, and his/her technical knowledge of the local, U.S., and international environmental standards, guidelines, requirements, and practices; and 3) mitigation and monitoring measures needed. Should EIP lack any special technical knowledge to identify any special environmental impact, the Implementer will consult with a specialist in the relevant area.

- After the Environmental Manual and Framework Mitigation and Monitoring Plan is approved by the MEO in consultation with REA, EE will ensure that environmental compliance reports in form of EAL are developed and framework mitigation and monitoring conditions are adapted for each activity site.

- Counterpart International will ensure compliance by its staff, subcontractors, and subgrantees with USAID regulations, policies, procedures and acceptable best practice as well as compliance with applicable international environmental obligations of Tajikistan. Counterpart International will include Environmental Compliance language into all solicitations and awards.

- During project activities Tajikistan laws and regulations on environmental protection and management will be strictly followed. For activities categorized as “potential risks”' or “definite risks” of adverse environmental impact, Counterpart International will obtain a letter from the local or regional office for environmental protection stating that the office: a) has been informed by the CI concerning the project activities; b) will maintain contact with the project; and c) will be aware of the potential environmental impacts of the project to help ensure that no detrimental impact will result from this project. For such activities prior to their implementation Counterpart International will conduct public consultations. Counterpart Internationalwill seek concurrence from the national properly authorized environmental agency on EMMPs. For example, the project will not provide grants for small infrastructural improvements in protected and other environmentally sensitive areas without special consideration and permission from environmental protection entities.

- Monitoring will be conducted during the project (beginning with baseline conditions) to determine the environmental impact (positive and/or negative) of project activities. Counterpart International will use only qualified staff for overseeing the mitigation and monitoring work. Monitoring shall occur on an as-needed basis. Counterpart International will ensure that the environmental procedures are implemented, potential impacts mitigated, and indirect and cumulative effects are considered for each activity. If negative environmental impacts are discovered through regular monitoring and evaluation of project activities, immediate actions will be taken to rectify the situation.

- Counterpart International’s progress (quarterly) and annual reports to USAID will contain a section specific to Mitigation and Monitoring and will include project summaries along with environmental impacts, success or failure of mitigation measures being implemented, results of environmental monitoring, and any major modifications/revisions to the project, mitigation measures or monitoring procedures. If the activities implemented do not have any negative impact on the environment, this should be documented as well. Reporting will include photographic documentation and site visit reports that document that all proposed mitigation

procedures were followed throughout implementation of the subject work including quantification of mitigation.

This project will take into account the following list of limitations approved by BEO:

1. Activities involving support to wood processing, agro-processing, industrial enterprises, and regulatory permitting. An assessment should be done and approved by BEO prior to an activity start.

2. Assistance, procurement or use of genetically modified organisms (GMOs), which would require preparation of biosafety assessment (review) in accordance with ADS 201.3.12.2(b) in an amendment to the IEE approved by BEO.

3. DCA or GDA programs. Only after IEE amendment is done, YLP can continue its work including DCA or GDA.

4. Procurement or use of Asbestos Containing Materials (ACM) (i.e. piping, roofing, etc), Polychlorinated Biphenyl's (PCB) or other toxic/hazardous materials prohibited by US EPA as provided at: http://www.epa.gov/asbestos and/or under international environmental agreements and conventions, e.g. Stockholm Convention on Persistent Organic Pollutants as provided at: http://chm.pops.int

5. Drilling of new wells for potable water, irrigation water, and land drainage except for limited number of activities used as pilot. This work will require an environmental assessment to be approved by the BEO.
Note: Assistance for the procurement (includes payment in kind, donations, guarantees of credit) or use (including handling, transport, fuel for transport, storage, mixing, loading, application, clean up and disposal) might be provided by the YLP, as the PERSUAP has been approved by USAID on May 20, 2011 (Facesheet with summary is attached as attachment 4)

The Key Players
The key players assuring the proper implementation of the MMP for all YLP activities are:

- YLP Environmental Expert (please see the Attachment 3 for Position Description)
- YLP Tajikistan Director of Finance and Grants
- YLP Tajikistan Youth Coordinators
- ISI grantees in the regions
- Community leaders

Key Documents
- YLP Environmental Manual and Framework Environmental Mitigation and Monitoring Plan
- Environmental Review & Assessment Checklist for each Project activity and Leopold Matrix for each project activity site. It will describe specific baseline conditions, Environmental impacts, and adapted Framework Mitigation and Monitoring Measures.

Mitigation and Monitoring Plan Trainings
To assure that there is no detrimental environmental impact as a result YLP activities the YLP Environmental Expert will get an office and field training from the Mission Environmental Officer.

After that he (she) will develop and implement comprehensive training program for involved project staff. The training program will include:

- One day training on the EFMMP for YLP Tajikistan small scale infrastructure specialist, Engineer, Local Governance Officers, and Monitoring Evaluation Coordinators.
- A ½ day training module outlining the EFMMP requirements for Community Leaders (CL) will be developed. The MMP training module will be presented to the CL before the start of all community projects.
- A ½ day training module will be developed for local contractors. Required attendance in the training and adherence to the EFMMP will be part of services contracts with all local contractors.

The key to the monitoring is that YLP field team builds on their initial training and in close coordination with the Environmental Expert. YLP's staff will play a key role in photographing and mapping project sites. In addition, they will work closely with the Environmental Expert on the completing the Environmental Review Checklist (Attachments 1) and the Leopold Matrix (Attachments 2).

III. POTENTIAL ENVIRONMENTAL EFFECTS AND MITIGATION MEASURES FOR MAIN TYPES OF ACTIVITIES

Table 5 describes environmental effects and illustrative mitigation measures for main types of activities that might be identified during selection process. For more information, please see Annex 3 to the Attachment 4, and refences to various sources in subsection "Implementer Procedures".

Table 5: Illustrative Mitigation Measures for main types of YLP project activities

Activities	Effect on Natural or Physical Environment	Illustrative Mitigation Measures
Grants for procurement of electronic expendable property including computers, printers, etc.; commodities and materials	Insignificant adverse effect. Obsolete computers are a valuable source for secondary raw materials, if treated properly. However if not treated properly they are a major source of toxic and carcinogenic substances, such as dioxins, PCBs, cadmium, chromium, radioactive isotopes, and mercury. Unsafe conditions for workers and the public from hazardous materials (batteries, battery fluids, lead (Pb)-based paint, solvents,	• For the possible limited procurement of commodities, materials and expendable property, including electronic expendable property (computers, printers, etc.) the proposed action is that the Implementer should provide evidence that expendable property is procured from certified retailers; environmental safety and quality certificates conforming with national and/or international standards are available; expendable property and materials are used in an environmentally sound and safe manner, properly disposed of, when applicable, at the end of their useful life in a manner consistent with best management practices according to USG, European Union or equivalent standards acceptable to USAID. Implementer will include this requirement in the expendable property transfer letter • Implementer should provide evidence that expendable property and materials are procured from certified retailers; environmental safety and quality certificates conforming with national and/or international standards are available.
Procurement of fuel-operated machinery and other expendable property that may result in negative environmental effects	Insignificant adverse effect. Some fuel-operated expendable property, if poorly maintained or improperly procured, may result in negative environmental effects by increasing carbon emissions and use of fuel. Expendable property may also contribute to pollution through leaking oil, fuel, and other substances. Potential environmental impact of machinery	• The Implementer will ensure that expendable property is used in an environmentally sound and safe manner. For example, if the project provides a grant for procurement of a heavy machinery, then the recipient should guarantee that they have sufficient O&M resources to ensure its proper use, that shelter is not located near the source of drinking water (river, canal, pipeline) and that oil and fuel are downloaded in a s pecially designated place. The implementer will provide USAID with evidence that the recipient organization followed all applicable national and international environmental laws.

	services, machine storage and maintenance consists of soil erosion, soil and water contamination by lubricants and fuel.	
Small-scale construction activities (Rehabilitation/renovation of community centers, schools, youth centers, sport grounds or the like)	Potential for significant adverse effect of one or more activities. Improperly conducted small construction activities may result in a wide variety of negative environmental and cultural effects. Site selection, particularly for new construction, is sensitive and may result in loss of places with historical and cultural importance, damage to sources of water, damage to forests, and damage to agricultural lands. Improper site selection may also place buildings – even merely rehabilitated structures – in flood zones or locations at particular risk for landslides. During construction, noise, dust, and other disruption to normal activities are possible. Construction waste may also pollute waterways and fields or deplete local fauna. Construction materials may be hazardous or sourced through environmental destructive extraction methods.	• For new construction, sites that are susceptible to negative impacts should be avoided, and alternative sites should be identified. If that is not possible, there are other possibilities for mitigating the social and environmental damage from small construction activities. • Develop and implement appropriate human health and worker safety measures during construction • Backfill and/or restore borrow areas and quarries before abandonment unless alternative uses for those sites are planned • Control runoff into borrow pits • Recover and replant topsoil and plants as practicable • Avoid pollution of waterways with stockpiled construction materials • Build appropriate containment structures around bulk storage tanks and materials stores to prevent spillage entering watercourses • Concentrate noisiest types of work into as short a period as possible, and during least disruptive times of the day. Take measures to keep dust to a minimum • Screen facility with trees or fencing to control noise • Wet ground if water is abundant and/or leave natural cover intact as long as possible • Minimize disturbance of native flora during construction • Other mitigation measures as presented at Annex 3 (Part of Attachment 3), page 50
Grants for construction of latrines	The risk to human health primarily lies in an increase in transmission of vector-borne diseases; contamination of groundwater supply with pathogens; and contamination of water	• Devote adequate attention to identifying and address social barriers to using latrines; • Use the ventilated improved pit latrine design that traps insect vectors; • Build latrines and similar sanitation facilities down gradient of water supply wells;

	supplies, damage to water quality and/or transmission of disease at other locations if waste is not properly handled and treated during or after servicing.	• Evaluate depth to water table, including seasonal fluctuation and groundwater hyrdrology. Pit latrines should not be installed where the water table is shallow or where the composition of the overlying deposits make groundwater or an aquifer vulnerable to contamination; • Ensure that a reliable system for safely emptying latrines and transporting the collected material offsite for treatment is used. Ensure that the collected material is adequately treated and not directly applied to fields or otherwise disposed of improperly; • Ensure that washstands are attached to each latrine; • Ensure that a sufficient number of cleaning personnel is assigned per latrine.
Small processing and canning of food and agriculture products	Improper management of food processing facilities can cause several types of environmental damage. In small-scale agriculture and food processing, disposal of industrial waste, additives, and water without proper drainage and handling will result in water logs and odors. Poor hygiene and sanitation requirements during processing may pose a great risk to human health. Broken jars unless disposed in special containers may present health and safety risks and pollute the soil. **Water pollution**: Harmful wastes disposed of in pits or waterways can leach into groundwater and affect water quality for workers and the community. Contamination of water sources may not occur immediately, but can increase or accumulate	• Ensure that water source for small processing facility is reliable and meets national water quality requirements • Site small dumps or waste treatment sites far away from surface or groundwater water sources. • Separate harmful chemical waste from organic waste, and use more care in handling chemical waste. Dispose of chemical waste in a way that prevents chemicals from leaching into ground or surface waters (such as clay- or concrete-lined pits). Check with an environmental expert to confirm the chosen disposal method is safe for the chemicals being disposed of. • If the enterprise stores waste temporarily before transporting it to a treatment facility or landfill, make sure it is not leaking into the ground. • Maintain safety expendable property and reinforce safety training. Safety measures may already be in place, but workers should be reminded often; designate one person as the safety trainer and have that person train others. Check existing safety expendable property regularly, and replace elements like dust filters frequently. • Create a prevention strategy. Sometimes small changes such as buying a face mask or rubber gloves can dramatically reduce incidences of

	over time, eventually damaging to product quality and affecting workers' health. **Working conditions**: Certain working conditions – excessive heat caused by operating machinery, lack of ventilation, skin-irritating acids from fruits – can damage workers' health. An unhealthy workforce may be unproductive, miss work too often and make costly mistakes. **Spoilage**: Certain structural features of the food-processing site may lead to spoilage or contamination of the products. Such site or building features include inadequate drainage or a lack of screens to keep out insects/rodents. Increased spoilage causes more waste and less profitability, while contamination may result in health problems for consumers. **Solid waste**: Food processing creates substantial amounts of organic and inorganic wastes. This can lead to increased costs for supplies, labor and sometimes fees for waste disposal. In addition, high volumes of burdensome waste, whether placed in a landfill or treated and disposed of, may place a serious strain on limited land resources. **Poorly maintained machinery**: Machinery that leaks chemicals or fuel is wasting energy, can	harm to workers. Find ways of preventing accidents. • Find ways of reducing harmful byproducts. For example, clean the floors in between production cycles to get rid of excess dust, or install drip trays to catch acidic fruit juice. • Ensure that the building structure is secure not only from people but also from animals. Screens should be placed over drains and windows to keep out disease-carrying rodents and flies. • Storage areas should be well-ventilated and large enough so that excessive heat and moisture do not spoil fruits and vegetables. • Re-use organic waste. Some organic waste such as vegetable peelings can be used as animal fodder; other waste, such as the fiber from palm kernel husks, can be used as fuel. • Modify waste disposal to facilitate faster decomposition/breakdown of organic material. Add layers of dirt and dry organic material to waste pits, or spread waste over large areas of land. This type of composting and "land spreading" can speed up decomposition and quickly lowers waste volume. Ensure, however, that this material does not attract disease-carrying vectors including birds, rodents and insects. • Minimize wastes by improving production processes. Identify and change elements of production that may be inefficient or produce excess waste. • Schedule regular machine maintenance checks and repairs. Ensure that workers have up-to-date training in operation and maintenance. Do not wait until machinery is broken before checking it; leaks can occur long before serious expendable property breakdown and may be costing the business money. If possible and cost-effective, replace faulty machinery with more efficient machinery. • If the business is disposing of organic and chemical wastes separately, ensure that chemical or fuel waste does not contaminate the organic waste. • If it is not cost-effective to replace or to repair machinery, make sure that harmful effects are

	contaminate water supplies and may threaten workers' health.	minimized. Increase ventilation around any machinery that has high gas or chemical emissions.
Increase of productivity of food crops, including small horticultural and greenhouse projects, procurement of inputs such as seeds and fertilizers, .	**Seeds:** Improper use of some improved seed varieties may cause non-beneficial cross-pollination with local fauna and pre-existing seeds. Some new seed varieties can also be harmful to butterflies and other beneficial insects. **Fertilizers**: Excessive application of nutrients over time can cause to the ground and water systems. This may occur when nutrients run off the land caused by heavy rainfall, are leached through the soil, beyond the root zone, eventually reaching the groundwater, or escape into the atmosphere as volatile gases **Pesticides:** Pesticide use raises a number of environmental concerns. Pesticides are one of the causes of water pollution, and some pesticides are persistent organic pollutants and are associated with acute	**Seeds**: • Ensure that imported seeds are packaged, and not processed with biological and chemical preparations; • Ensure that imported seeds are included in the national register, unless they are brought for scientific purposes and state testing; • Imported seeds are subject for phytosanitary control. The control over seed import should be accomplished by an authorized body; and • Ensure that the assistance doesn't decrease the local production of seeds. **Fertilizers:** • Before applying fertilizers, obtain an assessment of soil conditions (fertility); • Indiscriminate use of chemical fertilizers should be avoided • Fertilizer application has to be considered in the context of the overall farming system. This includes the use of organic manure and residues, soil cultivation and crop rotation and water harvesting. Collectively, these factors influence the efficiency of nutrient use; • Use Integrated Soil Fertility Management – the use of both organic and inorganic sources of nutrients rather than either one alone; • Use legume cover crops (plus phosphorous) and green manures by fallow rotation or intercropping; • Use farm site manures and household wastes, with or without composting; and • Choose crops and associated plants that have high nutrient use efficiency **Pesticides:** • All pesticide related activities should follow requirements of the BEO approved PERSUAP • Ensure proper pesticide selection of EPA allowed pesticides

	health problems, such as abdominal pain, dizziness, headaches, nausea, vomiting, as well as skin and eye problems. respiratory problems, memory disorders, dermatologic conditions, cancer, depression, neurological deficits, miscarriages, and birth defects.	• Ensure correct application technologies and methodologies, registration issues, and use of personal protective expendable property such as masks and protective clothing • Use integrated pest management
Irrigation and drainage system improvements; consolidation of embankments	An array of adverse environmental impacts may be associated with irrigation, and some of the most severe may be in newly irrigated areas. Modifications to existing irrigation projects may also generate new, unanticipated impacts, which vary according to the stage of implementation. For example, specific health and other social risks may occur during irrigation construction that relies on migrant laborers living in temporary and unsanitary accommodations. Also, after years of operation, cumulative impacts may emerge that could have only been predicted through environmental impact assessment. Improper use of irrigation can lead to salinization of the soil, alter river flow regimes limiting water downstream and possibly increasing pollution levels, increased erosion and sedimentation, support for water-borne diseases. Irrigation alone with no accompanying economic or policy program, can	• Prior to canal rehabilitation, ensure that all irrigation/drainage system parameters are known from original system designs • Improve water control through good canal and weir design • Design new canals to maintain appropriate flow velocities • Plan for access of canals to facilitate cleaning, sediment removal and vector control • Design appropriate canal crossing structures at appropriate intervals • Plan for gates at the lower end of canals so they can be flushed to the nearest drain • Keep canals, headworks, regulators, modules and water courses free of debris and garbage • Don’t stockpile near canal the land taken out of canal during it’s clean up • Improve water depth consistency through improved land leveling • Use drip irrigation where practicable for improving water efficiency • Use piping where practicable, instead of canals • Design canals that are relatively narrow and deep • Line canals to limit water loss through percolation • Reduce evapotranspiration by keeping canals clear of vegetation • Monitor and repair leaks from cracked canal and containment structures, broken pipes, faulty valves and similar infrastructure

	also lead to inefficient use of limited water resources. Irrigation is also a powerful economic force that can dramatically and negatively shift the socioeconomic balance of a community. Drinking, fishing and swimming in drainage water might cause significant negative effect on human health	• Use design standards that lower sediment loads in irrigation water • Identify and monitor water quality parameters with adverse crop and human health impacts, especially in case of water reuse to ensure that population doesn't drink, swim and fish in a polluted water • Ensure that people don't drink and don't fish particularly in drainage canals. • Conduct monitoring of water quality and conduct public awareness campaign regarding poor water quality • Use terracing and similar techniques to reduce land surface erosion • During canals improvement don't break and plug the existing culverts, drops, chutes, control structures and bridges • Train farmers on how to reduce land and facility erosion. • Ensure that erosion is controlled through fixing minor scoures at earlier stage; and that the energy dissipation measures on hydraulic structures such as stilling basin combined with a flexible apron are used where appropriate • Monitor groundwater levels and salinity • Improve system drainage • O&M plans should address, inter alia, financial and system power issues. • Understand what water-related disease vectors occur in association with the irrigation system, and design system improvements to reduce those vectors Actively control disease vectors • Prevent backwaters or slow-moving water where vegetation and disease vectors are more easily established • Keep canals and ditches free of weeds, sediment and snails • Train farmers and system operators to recognize and deal with system characteristics with the potential to adversely affect human health. • Know where drainage water canal downloads and prove that water quality of affected water

		body doesn't worsen • for consolidation of embankments, ensure that information on hyrological regime is available prior to designing engineering works
Water storage, potable water supply and distribution system	Potential for significant adverse effect. If not implemented properly, water storage and distribution systems may have a variety of negative effects on health. (elements from pipes leak into the water system when pipes are cracked. Electricity outages are frequent, and when the electric pumps cease, positive pressure in pumps immediately becomes negative pressure, drawing in harmful elements from the metal pipes.	• Include focus on proper use and maintenance of the improvement as part of behavior change and education program • Monitor drains and soakways and keep them clear of debris • Monitor and repair leaks from cracked containment structures, broken pipes, faulty valves, and similar structures • Give the community training in operating the improvement • Include a focus on proper use and maintenance of the improvement as part of the behavior change and education program
Rehabilitation or Expansion of Pumping Systems	Insignificant; Potential for significant adverse effect. • Installation of additional pumps may reduce water downstream • In addition, building the facilities for these systems, if not conducted properly, may: **Damage sensitive ecosystems or endangered species** Cause erosion and sedimentation.	• Provide water testing of all main parameters required by Sanepidservice for a particular geochemical area. For ground water source Arsenic test is mandatory • Make decision on installation of additional water disinfection based on water testing results • All work on project implementation shoud be done in accordance with SNiPs, SANPins and other applicable national regulatory documents. Survey for, and avoid, wetlands, estuaries or other ecologically sensitive sites in the project area. • Identify nearby areas that contain endangered species and get professional assessment of species' sensitivity to construction at site • Avoid areas prone to flooding, mud-flows, and debri flows and landslides and avalanches. Explore water source capacity to ensure that downstream users are not affected negatively • Train and monitor workers on best practices in construction of buildings and structures • Gather data on soil type, slope and topography to determine the potential for significant erosion

		• Use silt screens, straw bales or similar erosion control measures • Avoid damaging vegetation • Re-vegetate areas damaged during construction. • Do not remove erosion control measures until re-vegetation is complete • Use proper bedding materials for pipes
Potable Water: Standpipes	One of the main impacts of standpipes is the creation of pools of stagnant water. This problem can be more severe when water table is high, clay soils are present, or population/tap density is high.	• All illustrative mitigation measures described in activity 2 fully apply to this activity • Avoid areas prone to flooding, mud-flows, and debris flows and landslides and avalanches; • Explore water source capacity to ensure that downstream users are not affected negatively • Include focus on proper use and maintenance of the improvement as part of behavior change and education program • Monitor drains and soak ways and keep them clear of debris and stagnated water • Monitor and repair leaks from cracked containment structures, broken pipes, faulty valves, and similar structures • Give the community training in operating the water supply system improvement • Provide training to community in organizing and operating local sewage systems (septics, filter ditches, etc) • Ensure that spilled water and rainwater drain to a soak way or equivalent structure and do not accumulate and create stagnant standing water. • Use concrete required for hydrotechnical work; use reinforcement bars for the sink and apron around the sink • Monitor and repair leaks from cracked containment structures, broken pipes, faulty valves and similar structures
Potable Water: Well Rehabilitation	Potential for significant adverse effect. If not implemented properly, wells may have a variety of negative effects on health and the environment. Improperly	• Along with testing all water parameters recommended by Sanepidservice, the project should always test Arsenic before the decision on activity selection is made • Collect all hydro-geological information related to the well including passport data, information on water reserves, water

	sited, constructed, and maintained wells may: • Contaminate water with human pathogens • Contaminate water with animal manure • Create pools of stagnant water • Exhaust water supply (not applicable to improved springs or hand-dug wells) • Provide water contaminated with nutrients and bacteria from animal waste • Create pools of stagnant water • Change groundwater flow Create saltwater intrusions	quality, only then make up a decision on the release of grant for a well rehabilitation • In accordance with EPA guidelines, make water testing for Arsenic. • After rehabilitation and before well commissioning to community or local authorities, make water testing in accordance with requirements of sanitation norms and standards. • Include focus on proper use and maintenance of the improvement as part of behavior change and education program • Construct spigot or similar system that prevents people from touching impounded water with their hands or mouths • Use fencing or equivalent that will keep live stock from grazing uphill or up gradient of the water supply improvement • Do not allow animals to drink directly from the water source • Monitor drains and soak ways and keep them clear of debris • Monitor and repair leaks from cracked containment structures, broken pipes, faulty valves and similar structures • Put in place a system for regulating use, such as a local warden or appropriate pricing • Give the community training in operating the improvement • Monitor water levels in wells or impoundment structures to detect overdrawing • Don’t let animals graze or be watered up-gradient from wellhead Include a focus on proper use and maintenance of the improvement as part of the behavior change and education program

Landfills and Solid Waste Collection and Treatment	Potential for significant adverse effect. The typical municipal solid waste stream will contain general wastes (organics and recyclables), special wastes (household hazardous, medical, and industrial waste), and construction and demolition debris. Most adverse environmental impacts from solid waste management are rooted in inadequate or incomplete collection and recovery of recyclable or reusable wastes, as well as co-disposal of hazardous wastes. These impacts are also due to inappropriate siting, design, operation, or maintenance of dumps and landfills. Improper waste management activities can: • Increase disease transmission or otherwise threaten public health. • Contaminate ground and surface water. • Create greenhouse gas emissions and other air pollutants. • Damage ecosystems. • Injure people and property	• Prior to an activity start on improvement of waste collection (installation of garbage bins, etc) explore dump sites and landfills capacity and their status. • Design sanitary landfills and ensure appropriate siting, operation, monitoring and closure. • Minimize the quantity of waste that must be placed in landfills through elimination, recovery, reuse, recycling, remanufacturing, composting and similar methods. • Manage non-hazardous wastes and special or hazardous wastes separately. • Collect and transport all waste effectively and efficiently. • Establish sound fiscal and administrative management, privatizing operations with open competition, whenever feasible. • Ensure that drive way is reliable; bins are located from buildings at a distance required by national regulations; discuss with local population the need for a more convenient and safe location of bins place.

IV. ATTACHMENTS

ATTACHMENT 1: ENVIRONMENTAL EXPERT POSITION DESCRIPTION

PROGRAM/DEPARTMENT SUMMARY
The Director of Finance and Grants will work within the USAID' Young Leaders Program in Tajikistan and oversees environmental compliance aspects of the program in target regions of the program.

GENERAL POSITION SUMMARY:
The Director of Finance and Grants is a broad position that can include environmental screening for the activities of the Young Leaders Program that may adversely impact human health, and physical, biological and social environment and ensuring compliance with USAID requirements as described in the USAID approved IEE for YLP Environmental Manual. The Director of Finance and Grants will also play a key role on all initiatives that are related to climate change and environmental aspects of YLP funded grants and activities.
Qualification requirements: experience in environmental assessments; understanding REG 216/ EPA/ national and international environmental guidelines and standards. English Language knowledge is desirable

ESSENTIAL JOB FUNCTIONS:

1. For all program activities analyze potential short and long-term impact to the environment and public health.
2. To comply with USAID regulations, the Director of Finance and Grants will oversee the Mitigation and Monitoring Plan implementation of all YLP' funded activities, and report on them to USAID,

To assure that is no detrimental environmental impact as a result of YLP activities a training program will be developed and implemented by the Director of Finance and Grants, which will include provision of a one day training on the MMP for the YLP staff and partner organizations.

3. Develop environmental manual to Counterpart International Tajikistan . This includes comprehensive guidelines, checklists, and guidance on identifying mitigation measures for infrastructure and economic activities, all to USAID standards.
4. Strive for a net positive result for the environment and public health, environmental considerations in all YLP activities, including:
    a. Siting of water/sanitation facilities will be sensitive to existing surface and groundwater.
    b. Removal of vegetation and trees will be minimal. In instances where removal of some vegetation and/or trees is absolutely necessary, youth-led initiatives will devise and implement a mitigation plan. To the extent possible, we will use local or locally available materials to minimize transportation of materials, thereby reducing fuel consumption.
    c. Attention to the safety of materials for human or environmental exposure. For example, we will use lead-free materials and non–chemically treated timber.
    d. Counterpart Intenrnational is committed to using "environmentally-friendly" construction methods and practices. This means that earth-disturbing or -clearing activities will be minimal.

5. Monitor and evaluate effectiveness of activities and impact and make recommendations for improvements.
6. Conduct himself/herself both professionally and personally in such a manner as to bring credit to Counterpart International and to not jeopardize its humanitarian mission.
7. Other duties as assigned.

ATTACHMENT 2: GRANT REQUEST FOR PROPOSALS

Request for Grant Approval

From: Counterpart International Inc., branch in Tajikistan
Project Name: _____

Grant Project Title:	
Location (see map attached)	
Targeted beneficiaries (short description below)	
Total project cost: (summary budget attached)	
Amount requested from Counterpart	
Other stakeholders	
Community contribution (in kind and/or cash)	
Is this a request to amend a previously approved grant? (Yes/No). If "Yes" What was the amount of the previously approved grant?	
Duration of implementation	
Any significant negative environmental impact resulting from implementation of project (see environmental forms 2 and 3 attached)	

USAID USE ONLY:

COTR Name	
Approved	☐
Not Approved	
Signature	
Date	

Project Description

General overview:

Environmental aspect: include conclusions on environmental conslusions and and recommends mitigation measures from Environmental Checklist.

Total beneficiaries:

Project Location

YLP Grant Application

Section 1: General Information

Application No.

1. Name of Local Government Unit:	
2. Grant Project Title:	
3. Problem Description:	
4. Description of Project and commodities needed:	
5. Grant Project Goal:	
6. Grant Project Objectives:	
7. Expected Outputs *(include anticipated amount of time it will take to achieve project outputs)*:	
8. Targeted Beneficiaries:	
9. Location and Contact Person (*include address, telephone # and name*):	
10. Duration:	
11. Cost Sharing:	
12. Total Estimated Cost:	

Section 2: Project Narrative

Implementation Plan: Provide a narrative presentation, which explains how the project will be organized and managed. This should also include who is responsible for each activity within the project (including financial management), and the expected amount of time to achieve the objective. The text should also include information about the technical and resource needs, project feasibility, community participation, and project monitoring.
Sustainability Issues: In a separate section, outline the project's sustainability. The description should be thorough and include all aspects of the project's role in the community.

Section 3: Cost Estimate

Applicant's Name:
Project Title:
Date:

	Description	Notes	Rate/Unit Cost		TOTAL Days/ Unit.	TOTAL Cost.
1.	**GOODS AND MATERIALS**					
1.1						
1.2						
1.3						
1.4						
1.5						
	TOTAL					
2.	**SERVICES/WORKS**					
2.1						
2.2						
2.3						
3	Contingencies (associated with environmental effect subject to mitigation)					
4.	GRANT TOTAL ESTIMATED COST					
5.	Partner's cost share: *USAID' Young Leaders Program in Tajikistan* *Other stakeholders* *Community residents*					
6	TOTAL PROJECT COST					

ATTACHMENT 3: ENVIRONMENTAL COMPLIANCE FACESHEET & AMENDMENT #6 TO THE INITIAL ENVIRONMENTAL EXAMINATION (IEE)

Objective: Objective 1/ Peace and Security and Objective 2/Governing Justly and Democratically

Program Areas: 1.5 Transnational Crime and 1.6 Conflict Mitigation and Reconciliation
2.1 Rule of Law and Human Rights; 2.2 Good Governance; 2.3 Political Competition and Consensus Building; 2.4 Civil Society

Program Elements: 1.5.3 Trafficking-in-Persons and Migrant Smuggling and 1.6.1 Conflict Mitigation
2.1.3 Justice System; 2.1.4 Human Rights; 2.2.1 Legislative Function and Processes; 2.2.2 Public Sector Executive Function; 2.3.2 Local Government and Decentralization; 2.3.2 Elections and Political Processes; 2.3.3 Political Parties 2.4.1; Civic Participation; 2.4.2 Media Freedom and Freedom of Information

Country/Region: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan

Funding Period: FY2011 – FY2016 **LOP:** FY2001 – FY2016
Resource Levels/Amount(s): $68,831,000 **LOP:** $230,000,000

Statement Prepared by: Ainur Zhamiyeva, Project Management Specialist, Democracy and Conflict Mitigation Office

IEE Amendment? Yes ☒ **No** ☐

DCN of Original IEE:	2001-CAR-002
DCN of AMD 1:	2002-CAR-002
DCN of AMD 2:	2005-CAR-004
DCN of AMD 3:	2008-CAR-002
DCN of AMD 4:	Asia 09-154
DCN of AMD 5:	Asia 10-113

Environmental Media and/or Human Health Potentially Impacted (check all that apply):
None ☐ Air ☐ Water ☒ Land ☒ Biodiversity ☐ Human health ☒ Other ☐

Environmental Action(s) Recommended (check all that apply):
☒ ***Categorical Exclusion*(s)**

☒ ***Initial Environmental Examination:***

☒ ***Negative Determination***: no significant adverse effects expected regarding the proposed activities, which are well defined over life of activity. IEE prepared:

☒ With conditions: no special mitigation measures needed; normal good practices will be used. For the possible limited procurement of commodities , materials and expendable property , including electric and electronic expendable property (computers, printers, etc.)as described in Table 2, Section II, the proposed action is that the Implementer should provide evidence that expendable property is procured from certified retailers; environmental safety and quality certificates conforming with national and/or international standards are available; expendable property and materials are used in an environmentally sound and safe manner, properly disposed of, when applicable, at the end of their useful life in a manner consistent with best management practices according to USG, European Union or equivalent standards acceptable to USAID

☒ With conditions (special mitigation measures specified to prevent unintended impact) for activities listed in Table 2, Section III) .

Summary of Findings:

This Amendment # 6 to the IEE DCN: 2001-CAR-002 is to modify SO 2.1 IEE so that the IEE reflects the current set of Democracy and Governance (DG) activities in all five Central Asian countries now covered under Objective 1: Peace and Security and Objective 2: Governing Justly and Democratically (GJD). The Amendment #6 duly reflects on the increased level of funding from $161,169,673 to $230,000,000; and on the extension of the LOP from 2011 to 2016.

This Amendment fully supersedes Amendments 3, 4, and 5. Because the program activities presented in this Amendment are similar in type, nature and scope to the activities covered under original IEE with Amendments 3, 4, and 5, all earlier approved conditions stay in effect for this Amendment until the time of its expiration or modification.

Table 1 classifies all activities that are proposed under all on-going projects <u>and also any near future project</u> under all Peace and Security and Governing Justly and Democratically Program Elements.

Table 1. Main Types of Peace and Security and Governing Justly and Democratically Activities

Objective1: Peace and Security
Program Area 1.5: Transnational Crime

Program Element	**On-going projects under the Program Element.**	**Types of Activities**
1.5.3 Trafficking in Persons and Migrant Smuggling	- Counter Trafficking Program (KZ, UZ, TJ, KG, TK)	Training, Information Campaigns, Repatriation Support

	- Reintegration for survivors of Trafficking (UZ)	Management of Victim Shelters; Management of halfway houses

Program Area 1.6: Conflict Mitigation and Reconciliation

Program Element	On-going projects under the Program Element.	Types of Activities
1.6.1 Conflict Mitigation	- Conflict Mitigation (KG, TJ, UZ) - Conflict Mitigation/ Stabilization (TJ)	Assessment, Information, Training Community development grants for small scale infrastructural projects

Objective 2: Governing Justly and Democratically

Program Area 2.1: Rule of Law and Human Rights

Program Element	On-going projects under the Program Element.	Types of Activities
2.1.1 Constitutions, Laws and legal Systems	- Governance Strengthening Program (TK) - Rule of Law Program (TK)	Study tours, training, information, conferences
2.1.3 Justice Systems	- Justice System Program (KZ) - Justice Sector Support Program(KG) - Ombudsman and Advocates - Support Program(UZ) - Defense Bar Program (UZ)	Study tours, training, information and materials
2.1.4 Human Rights	Human Rights Program (KG, KZ)	Information, training, grants for policy research, and, advocacy

Program Area 2.2: Good Governance

Program Element	On-going projects under the Program Element.	Types of Activities
2.2.1 Legislative Function and Processes; 2.2.2 Public Sector Executive Function	- Governance Program (TK)	Study tours, information, training, conferences, technical assistance, policy papers
2.2.3 Local	- Local Governance Program	Study tours, training,

Government and Decentralization	(TJ)	information, conferences, technical assistance, legislative drafting Expendable property Small Infrastructure Projects

Program Area 2.3: Political Competition and Consensus Building

Program Element	**On-going projects under the Program Element.**	**Types of Activities**
2.3.2 Elections and Political Processes; 2.3.3 Political Parties	- Support for Democratic Development (KZ) - Monitoring and Observation (Parliamentary Election) (KZ) - Voter Education (Parliamentary Election) (KZ) - Elections and Political Processes Support (KG) - Elections and Political Processes Support (KG, TJ, TK)	Election Related Information, training, technical assistance

Program Area 2.4 Civil Society

Program Element	**On-going projects under the Program Element**	**Types of Activities**
2.4.1 Civic Participation	- Civil Society Strengthening Program (KZ) - Civil Society Program (KZ) - Civil Society (Uz) - Civil Society Support (UZ) - Civic Education Program (TJ) - Young Leaders Program (TJ) - Citizen Participation in Governance (TK) - Urban Development (UZ) - Civic Participation Program (UZ) - Legal Support for Civil Society (KZ, KG,TJ, TK, UZ) - Community Initiative Groups (KZ) - Housing Association Program (UZ)	Grants for policy research and , advocacy, training, and technical assistance Grants for community projects
2.4.2 Media Freedom and Freedom of	- Media Support Initiative (KZ, KG, TJ, TK, UZ) - Media Program (KZ, KG, TJ,	Management of Satellite TV Station, production/purchasing of TV

Information -	TK, UZ)	content, media advocacy, information and training

Note: **KZ –** ***Kazakhstan,*** **KG -** ***Kyrgyzstan,*** **TJ -*****Tajikistan,*** **TK –*****Turkmenistan,*** **UZ -** ***Uzbekistan***

It is anticipated that procurement of electronic expendable property including computers, electronic devises and small scale construction or minor renovation activities will occur in many of the above described activities.

Table 2 presents results of environmental screening and recommends threshold determinations for main types of activities under all program elements.

Table 2. Environmental Screening of the Objectives 1 and 2 activities

No.	Activities	Effect on Natural or Physical Environment	Threshold Decisions and Reg. 216 actions required
I	All Program activities that don't have an affect on the natural or physical environment. This includes: education, technical assistance, training programs except to the extent such programs include activities directly affecting the environment (such as construction of facilities, etc.); consultations, participant training, document transfers and information dissemination, analysis, studies, research workshops. Specifically, this might include: Study tours, information transfer, conferences, drafting policy papers; management of Satellite TV Station, production/purchasing of TV content, grants for policy research and advocacy, training, and technical assistance; working with training programs, developing information networks, etc,	No effect	**Categorical Exclusion**, no actions required
II	All activities regarding which no significant adverse effects are expected. No special mitigation	Insignificant effect	**Negative Determination with conditions.** The implementer is required to

	measures is needed; activities are implemented with conditions This includes Procurement of electric and electronic expendable property, commodities and materials		ensure that expendable property, commodities (also see ADS 312) and materials are procured from certified retailers; environmental safety and quality certificates conforming with national and/or international standards are available; expendable property and materials are used in an environmentally sound and safe manner, properly disposed of when applicable at the end of their useful life in a manner consistent with best management practices according to USG, European Union or equivalent standards.
III	Small-scale activities and procurement of services that normally don't have a significant effect on the environment, such as, for example: Community development grants for small scale infrastructural projects; Installation of a TV station; Selection of shelters and half houses	Potential for a significant adverse effect of one or more activities	**Negative Determination with conditions**; **Positive Determination** Environmental Due Diligence in form of Environmental Review and Assessment Checklist (Annex 1) is required to identify environmental effects, develop Environmental manual and Mitigation and Monitoring Plans when applicable, confirm /neglect and mitigate a potentially significant adverse effect. If confirmed, a Scoping Statement (SS) and Environmental Assessment (EA) shall be conducted by the implementer prior to start of activities. SOW/Terms of Reference (TOR) for Scoping

			Statement and EA Report must be reviewed by MEO and approved by Asia BEO. For references please see Section " Implementer procedures"

a) Recommended Action: ***Categorical Exclusion*** (90% of funding)

a. Pursuant to 22 CFR 216.2(c)(3), the originator of the activities has determined that the majority of activities under all Program Elements consist of types of interventions within the categories listed in paragraph (c)(2), "Categorical Exclusions," of Section 216.2, "Applicability of Procedures," of Title 22 CFR Part 216, "AID Environmental Procedures", and therefore are categorically excluded from any further environmental review requirements. The originator of the proposed action has further determined that the proposed activities are fully within the following classes of actions: Education, technical assistance, or training programs except to the extent such program includes activities directly affecting the environment (such as construction of facilities, etc.) [22 CFR 216.2(c)(2)(i)];
b. Analyses, studies, academic or research workshops and meetings. [22 CFR 216.2(c)(2)(iii)];
c. Document and information transfers. [22 CFR 216.2(c)(2)(v)];

Studies, projects or programs intended to develop the capability of recipient countries to engage in development planning, except to the extent designed to result in activities directly affecting the environment (such as construction of facilities, etc.) [22 CFR 216.2(c)(2)(xiv)].

b) Recommended Action: ***Negative Determination with conditions*** (5% of funding). For the possible limited procurement of expendable property, including electric and electronic expendable property no special mitigation measures needed; normal good practices will be used. The proposed action required is that the Implementer should provide evidence that expendable property is procured from certified retailers; environmental safety and quality certificates conforming with national and/or international standards are available; recipient of the expendable property is following all applicable national and international laws to ensure that it's used in an environmentally sound and safe manner, and properly disposed of (when applicable) at the end of their useful life in a manner consistent with best management practices according to USG, European Union or equivalent standards.

In order to provide information on best management practices to the recipient, the implementer will: 1)approach the vendor, who might be an authorized dealer for an expendable property producing company regarding their corporate policies on how to collect & where to dispose/recycle certain products and these should be consistent with the aforementioned standards and directives; 2) if a vendor does not have capacity to collect and dispose the expendable property, then the implementer will approach relevant national authorities, (i.e. the Ministry of Environment) to seek their guidance on how this can be accomplished in accordance with the law. The implementer is also required to

ascertain where the certified waste recycling/processing companies with capacity to deal with certain types of expendable property may be found in the country as well.

c) Recommended Action: ***Negative Determination with conditions*** (5% of funding) Under program elements 1.5.3, 1.6.1, 2.2.3, 2,2,4 and some others, small-scale infrastructure , small scale construction/and/or rehabilitation activities are likely. For activities under program element 1.5.3, the implementer will need to ensure that the proposed shelter(s) or half-way house (es) meets safety, sanitation and hygiene requirements. All these activities could have a potential for moderate adverse impact on the natural or physical environment. For each type/class of activities the implementer will develop an Environmental Manual (EM) and Framework Environmental Mitigation and Monitoring Plan (FEMMP) when applicable. These EM and FEMMP will then be approved by the MEO, in consultation with the Regional Environmental Advisor for Asia (REA/Asia). The EM and FEMMP will be adapted to a specific site before the activity implementation, and incorporated into the project design. The Standard Conditions List in Annex 3 and Table 2 of this IEE may be used as a guide in developing of the EM and FEMMP.

Implementer Procedures:

- All program activities will seek to raise environmental awareness, promote regional and national environmentally and socially sustainable development, biodiversity conservation, adaptation to climate change, foster the culture of environmental compliance and governance, in accordance with The UNECE Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters with reference to it: http://www.unece.org/env/pp/welcome.html
- The Implementer will include environment compliance considerations into all aspects of the program implementation and will promote and train local counterparts on environmental requirements and standards across all of the program's activities. Such proposed activities will be included into annual work plans, and results will be reported in annual reports.
- Each activity should be conducted in a manner consistent with good design and implementation practices described in USAID ***Environmental Guidelines for Small-Scale Activities in Africa***, 2nd edition as provided at: http://www.encapafrica.org/egssaa.htm; ***IFC Environmental, Health and Safety Guidelines*** as provided at: http://www.ifc.org/ifcext/sustainability.nsf/Content/EnvironmentalGuidelines, and the ***World Bank 1999 Pollution Prevention and Abatement Handbook(PPAH)*** as provided at: http://www-wds.worldbank.org/external/default/main?pagePK=64193027&piPK=64187937&theSitePK=523679&menuPK=64187510&searchMenuPK=64187283&siteName=WDS&entityID=000094946_99040905052283 and http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/1999/06/03/000094946_99040905052283/Rendered/PDF/multi0page; and Standard Conditions for Small-Scale Construction, Small-Scale Road Rehabilitation, Small- Scale Water and Wastewater Activities, and Small-Scale Irrigation Projects attached to this IEE.

- The Implementer will use the Environmental Review and Assessment Checklist (EAL) (Annex 1) and Leopold Matrix (Annex 2) as a main reporting document for each activity having an adverse environmental impact.
- Prior to the launch of each activity including small grants, the Implementer will conduct an Environmental Due Diligence (EDD) review as an inherent part of the EAL for each type/class of activities that may have a potential for moderate and high adverse environmental impact (e.g. small-scale construction; small road rehabilitation , rehabilitation of potable and irrigation facilities; etc) to document existing environmental concerns and foreseeable environmental effects resulting from such types of activities. If the EDD results in a finding of potential significant environmental impact, a Scoping Statement (SS) and Environmental Assessment (EA) will be done by the implementer prior to start of activities. Terms of Reference (TOR) for Scoping Statement and EA Report must be reviewed by MEO and approved by Asia BEO.
- Based on EDD results and mitigation measures from Environmental Guidelines for Small-scale Activities, IFC EHS Guidelines, World Bank PPAH, etc. as referenced above, implementer will develop Environmental Manual (EM) and Framework Environmental Mitigation and Monitoring Plan (FEMMP) for each type/class of expected activities when applicable. EM will establish criteria for *eligibility, selection and screening* against potential environmental risk (low, moderate, and high). EM and FEMMP might be done per implementing partner (IP) or the whole program and then adapted as needed for different IPs. This documentation will then be approved by the MEO, in consultation with the Regional Environmental Advisor for Asia (REA/Asia), incorporated in project design and FEMMP will be adapted to a specific site prior to the activity implementation (EMMP).
- The implementer will have a qualified, MEO-approved environmental impact professional(s) (EIP) who will assess and recommend environmental actions to be taken by the program and will coordinate implementation of mitigation measures, monitoring, and reporting. EIP will conduct environmental reviews and will identify: 1) activity category in consultation with the MEO); 2) potential environmental impacts (based on EAL, EDD, Leopold Matrix, and his/her technical knowledge of the local, U.S., and international environmental standards, guidelines, requirements, and practices; and 3) mitigation and monitoring measures needed. Should EIP lack any special technical knowledge to identify any special environmental impact, the Implementer will consult with a specialist in the relevant area.
- Host country Environmental, Occupational Health and Safety (OHS) and other relevant laws and regulations, standards, norms and best practices for environmental protection and management will be followed in implementing the activities. Implementer will ensure compliance by its staff, subcontractors, and subgrantees with USAID regulations, policies, procedures and acceptable best practice as well as compliance with applicable international environmental obligations.
- For activities categorized as “potential risks”' or “definite risks” of adverse environmental impact, the Implementer will be required to obtain a letter from the local or regional office for environmental protection stating that the office: a) has been contacted by the Implementer concerning the project activities; b) will maintain contact with the project; and c) will be aware of the potential environmental impacts of the project to help ensure that no detrimental impact will result from this project.

- For such activities prior to their implementation the Implementer will conduct public consultations and will seek concurrence from the national duly authorized environmental agency on FEMMPs and EMMPs.
- Monitoring will be conducted during the project (beginning with baseline conditions) to determine the environmental impact (positive and/or negative) of project activities. The Implementer shall use only qualified staff for overseeing the mitigation and monitoring work. Monitoring shall occur on an as-needed basis. The Implementer will ensure that the environmental procedures are implemented, potential impacts mitigated, and indirect and cumulative effects are considered for each activity. If negative environmental impacts are discovered through regular monitoring and evaluation of project activities, immediate actions will be taken to rectify the situation.

Resource Allocation, Training and Reporting requirements:

The contract with the Implementer will include a requirement to follow all recommendations of this IEE. The Implementer will be responsible for training his staff, grantees, subcontractors, and counterparts on the contract's environmental requirements and for ensuring their compliance with these requirements.

Implementer shall have sufficient permanent staff with expertise in an environmental field and compliance and resources to implement and report on the expected scope of environmental compliance work.

The Mission will provide for environmental training for the Implementer(s) EIP(s) by the REA/Asia and/or the USAID/CAR Mission Environmental Officer prior to the start of the activity implementation.

The Implementer will have the following documentation and reporting requirements associated with the environmental compliance:

- Annual Work Plans will have a section on the planned activities related to environmental compliance.
- EM and FEMMP, EALs, EDD reports and EMMPs as described above will be developed by the Implementer and approved by USAID prior to the launch of each activity having an adverse impact on physical and natural environment including small grants.
- Progress Reports will have a section on the status of activities related to environmental compliance and results, including project summaries along with environmental impacts, success or failure of mitigation measures being implemented, results of environmental monitoring, and any major modifications/revisions to the project. If the activities implemented do not have any negative impact on the environment, this should be documented as well.
- For activities having adverse environmental impact, progress reports should include Environmental Review Reports in form of EALs for each activity and affected site (including site specific EMMPs at the outset of the activity and upon activity completion).
- Implementer's annual report will include an annex containing a table indicating the title, date of award, and category of each grant activity, and status of mitigation measures and monitoring results, when applicable.
- Final Report will have a section that will summarize program's activities related to environmental compliance and will describe results, including information on any positive or negative environmental effects of program activities.

- Grant specific Mitigation and Monitoring Reports will be submitted to USAID at the completion of each relevant activity at every affected project site, and not on an annual basis. Reporting will include photographic documentation and site visit reports which fully document that all proposed mitigation procedures were followed throughout implementation of the subject work including quantification of mitigation. All such reports and documentation will be submitted to the Agreement/ Contracting Officer's Technical Representative (AOTR/COTR) and the Mission Environmental Officer (MEO).

Limitations of the IEE

This IEE does not cover activities involving:

- Assistance for the procurement (including payment in kind, donations, guarantees of credit) or use (including handling, transport, fuel for transport, storage, mixing, loading, application, clean- up of spray expendable property, and disposal) of pesticides or activities involving procurement, transport, use, storage, or disposal of toxic materials. Pesticides cover all insecticides, fungicides, rodenticides, etc. covered under FIFRA - 'Federal Insecticide, Fungicide, and Rodenticide Act'. Note that the activities affected cannot go forward until a Pesticide Evaluation Report and Safe Use Action Plan (PERSUAP) is approved by the Bureau Environmental Officer.
- Activities involving support to wood processing, agro-processing, industrial enterprises, and regulatory permitting.
- Procurement or use of genetically modified organisms (GMOs).
- DCA or GDA programs.
- Procurement or use of Asbestos Containing Materials (ACM) (i.e. piping, roofing, etc), Polychlorinated Biphenyls (PCB) or other toxic/hazardous materials prohibited by US EPA as provided at: http://www.epa.gov/asbestos and/or under international environmental agreements and conventions, e.g. Stockholm Convention on Persistent Organic Pollutants as provided at: http://chm.pops.int.

Any of these actions would require an amendment to the IEE duly approved by the ANE BEO.

Revisions

Pursuant to 22 CFR 216.3(a)(9), if new information becomes available which indicates that activities to be funded by the Project might be "major" and the Program's effect "significant", this determination will be reviewed and revised by the originator of the project and submitted to the Asia Bureau Environmental Officer for approval and, if appropriate, an environmental assessment will be prepared.

USAID APPROVAL OF ENVIRONMENTAL ACTION RECOMMENDED:

Clearance:

Acting Mission Director:	_____ *Glenn Anders*	Date: _____
DGO Director:	_____ *David Hoffman*	Date: _____
Regional Environmental Advisor for Asia & OAPA:	concurred by e-mail *Andrei Barannik*	Date: 7/14/ 2011

Mission Environmental Officer: _____ Date: _____
Nina Kavetskaya

Concurrence:
ANE Bureau Environmental Officer : _____ Date**:** 8/12/11_____
Robert Macleod

Approved: X Disapproved: □

DISCUSSION ON AMENDMENT NO.6
TO INITIAL ENVIRONMENTAL EXAMINATION (IEE) FOR

The Amendment No.6 to original S IEE (DCN: 201-CAR-002)) dated 2/22/01 is to 2.1, modify the existing IEE (with amendments 3, 4, and 5 – further " original IEE"), so to reflect on the increased level of funding *from $161,169,673 to $230,000,000;* and on the extension of the LOP from 2011 to 2016.

Because the program activities presented in this Amendment are similar in type, nature and scope to the activities covered under original IEE , all conditions of the original IEE stay in effect for this Amendment. USAID/CAR Mission regularly checks the implementer's work on implementation of activities, and assures that the activities are in full compliance with the original IEE requirements.Sr

ANNEX 1 OF ATTACHMENT 3: ENVIRONMENTAL REVIEW & ASSESSMENT CHECKLIST (ER Checklist)

The purpose of this *Environmental Review and Assessment Checklist (ER Checklist)* is to determine whether the proposed action (scope of work) encompasses the potential for environmental pollution or concern and, if so, to determine the scope and extent of additional environmental evaluation, mitigation, and monitoring necessary to fulfill federal U.S. environmental requirements. The *ER Checklist* is intended to be used in conjunction with the Leopold Matrix by the Agreement/Contracting Officer's Technical Representative (AOTR/COTR) to ensure that environmental consequences are taken into account by USAID and the host country.

Date of Review: **DCN of triggering IEE:**
Name of reviewer: *(must be qualified environmental professional approved by the MEO)*

Name of Project/Activity:
Type of Project/Activity:

Location: (*Attach a location map as well as site photos in color***)**

Project/Activity Description: *(Provide sufficient description and details for environmental impact analysis)*

Baseline Environmental Conditions: *(Provide site specific environmental conditions due to onsite & offsite sources details for impact analysis)*

A. CHECKLIST FOR ENVIRONMENTAL CONSEQUENCES: Check appropriate column as Yes (Y), Maybe (M), No (N) or Beneficial (B). Briefly explain Y, M and B checks in next Section, "Explanations". A "Y" response does not necessarily indicate a significant effect, but rather an issue that requires focused consideration.

Y. M. N or B

1. Earth Resources

a. grading, trenching, or excavation in cubic meters or hectare ___
b. geologic hazards (faults, landslides, liquefaction, un-engineered fill, etc.) ___
c. contaminated soils or ground water on the site ___
d. offsite overburden/waste disposal or borrow pits required in cubic meters or tons ___
e. loss of high-quality farmlands in hectares ___

2. Agricultural and Agrochemical

a. impacts of inputs such as seeds and fertilizers ___
b. impact of production process on human health and environment ___
c. other adverse impacts ___

3. Industries

a. impacts of run-off and run-on water ___
b. impact of farming such as intensification or extensification ___
c. impact of other factors ___

4. Air Quality

a. substantial increase in onsite air pollutant emissions (construction/operation) ___
b. violation of applicable air pollutant emissions or ambient concentration standards ___
c. substantial increase in vehicle traffic during construction or operation ___
d. Demolition or blasting for construction __
e. substantial increase in odor during construction or operation ___
f. substantial alteration of microclimate ___

5. Water Resources and Quality

a. river, stream or lake onsite or within 30 meters of construction ___
b. withdrawals from or discharges to surface or ground water ___
c. excavation or placing of fill, removing gravel from, a river, stream or lake___
d. onsite storage of liquid fuels or hazardous materials in bulk quantities ___

6. Cultural Resources

a. prehistoric, historic, or paleontological resources within 30 meters of construction ___
b. site/facility with unique cultural or ethnic values ___

7. Biological Resources

a. vegetation removal or construction in wetlands or riparian areas in hectare___

b. use of pesticides/rodenticides, insecticides, or herbicides in hectare ___
c. Construction in or adjacent to a designated wildlife refuge ___

8. Planning and Land Use

a. potential conflict with adjacent land uses ___
b. non-compliance with existing codes, plans, permits or design factors ___
c. construction in national park or designated recreational area ___
d. create substantially annoying source of light or glare ___
e. relocation of >10 individuals for +6 months ___
f. interrupt necessary utility or municipal service > 10 individuals for +6 months ___
g. substantial loss of inefficient use of mineral or non-renewable resources ___
h increase existing noise levels >5 decibels for +3 months ___

9. Traffic, Transportation and Circulation

a. increase vehicle trips >20% or cause substantial congestion ___
b. design features cause or contribute to safety hazards ___
c. inadequate access or emergency access for anticipated volume of people or traffic ___

10. Hazards

a. substantially increase risk of fire, explosion, or hazardous chemical release___
b. bulk quantities of hazardous materials or fuels stored on site +3 months ___
c. create or substantially contribute to human health hazard ___

11. Other Issues (to be used for categories not captured under1 through 10 above)

a. Substantial adverse impact ___
b. Adverse impact ___
c. Minimal impact ___

B. EXPLANATION OF ENVIRONMENTAL CONSEQUENCES: explain Y, M and B responses

_____

C. RECOMMENDED ACTION (Highlight Appropriate Action):

1. The project has no potential for substantial adverse environmental effects. No further environmental review is required.
2. The project has little potential for substantial adverse environmental effects; however the recommended mitigation measures will be developed and incorporated in the project design and/or construction, operation and maintenance phases. No further environmental review is required.
3. The project has substantial but mitigatable adverse environmental effects and required measures to mitigate environmental effects. Mitigation and Monitoring (M&M) Plan must be developed and approved by the BEO and/or REO prior to implementation. M&M Plan is to be attached to the Scope of Work.
4. The project has potentially substantial adverse environmental effects, but requires more analysis to form a conclusion. **A Scoping Statement must be prepared and be submitted to the BEO for approval. Following BEO approval an**

Environmental Assessment (EA) will be conducted. Project may not be implemented until the BEO approves the final EA.

5. The project has potentially substantial adverse environmental effects, and revisions to the project design or location or the development of new alternatives is required.
6. The project has substantial and unmitigable adverse environmental effects. Mitigation is insufficient to eliminate these effects and alternatives are not feasible. The project is not recommended for funding.

D. IDENTIFIED SIGNIFICANT ENVIRONMENTAL IMPACTS (including **physical, biological and social**), if any: (Use ER tools such as **Leopold Matrix** to identify significant environmental impacts)

E. RECOMMENDED MITIGATION MEASURES (includes Public Participation in case of all types of community and infrastructure projects):

F. RECOMMENDED MONITORING MEASURES (if any):

APPROVAL:

Implementer Project Director/COP: _____ Date: _____

USAID/ Project C/AOTR: _____ Date: _____

USAID/CAR Mission
Environmental Officer: _____ Date: _____

ANNEX 2 of ATTACHMENT 3: Leopold Matrix – *Insert Project Type* Potential Impacts **Name of Reviewer:**
Date:

Environmental component / Project Component	PHYSICAL ENVIRONMENT										BIOLOGICAL ENVIRONMENT										SOCIAL ENVIRONMENT									
	Agricultural Land	Soil Erosion	Slope Stability	Energy/Mineral Resources	Surface Water Quantity	Surface Water Quality	Ground Water Quantity	Ground Water Quality	Air Quality	Noise	Aquatic Ecosystems	Wetland Ecosystems	Terrestrial Ecosystems	Endangered Species	Migratory Species	Beneficial Plants	Beneficial Animals	Pest Plants	Pest Animals	Disease Vectors	Public Health	Resource/Land Use	Distribution Systems	Employment	At Risk Population	Migrant Population	Community Stability	Cultural/Religious Values	Tourism/Recreation	Nutrition
PLANNING & DESIGN																														
Construction																														
Operation																														

KEY: **Beneficial: O - High; O – Medium; O – Low** **Adverse: ■ - High; ■ – Medium; ■ – Low**

ANNEX 2 of ATTACHMENT 3

Standard Conditions for Small-Scale Construction

(May be used as one of the guidance documents to develop site specific Mitigation and Monitoring Plan, i.e., M&M Plan)

Small-scale construction activities occur in association with a wide variety of development projects financed by USAID. Construction activities include demolition; site clearing; soil grading, leveling and compaction; excavation; pipe and expendable property installation; and the erection of physical structures. These activities have the potential to result in significant adverse environmental impacts, but most of those impacts can be mitigated down to acceptable levels through the use of good construction management practices.

These standard conditions have been developed by USAID's Europe and Eurasia Bureau to ensure that small-scale construction activities do not result in significant adverse environmental impact. When adherence to these conditions is required as a condition of small-scale construction contracts, no significant adverse environmental impact is presumed to result from activity implementation. Project officers, CTOs, Mission Environmental Officers, Contract Officers and implementing organizations must nonetheless be aware that these standard conditions are generic in nature, and that additional potentially significant adverse environmental impacts may be associated with small-scale construction activities. ***It is the responsibility of the individual USAID missions, and/or their implementing contractors and grantees, to monitor construction and to ensure that significant adverse environmental impacts do not result from these programs.***

For the purposes of this guidance, "small-scale" construction activities are defined here as those that cost less than $100,000 per construction project. Because of the exceptionally diverse physical conditions under which Bureau construction activities take place, and the very broad kinds of construction that take place, the following standard conditions are to be followed "as practicable and appropriate."

Standard Conditions for Small-Scale Construction Projects

- Establish and adhere to construction timetables that minimize disruption to the normal activities of the construction area.
- Coordinate truck and other construction activity to minimize noise, traffic disruption and dust.
- Develop and implement appropriate human health and worker safety measures during construction.
- Post construction timetables and traffic diversion schedules at the project site.
- Where significant environmental impacts may occur, document and photograph pre-construction and post-construction conditions.
- Avoid subsidence and building stabilization problems through proper foundation excavation, fill placement and borrow pit management.
- Fill should avoid pockets of segregated materials, it should use well-graded materials, and it should be compacted to recognized standards.
- Backfill and/or restore borrow areas and quarries before abandonment unless alternative uses for those sites are planned.
- Control runoff into borrow pits.
- Provide temporary sanitation at the construction site.
- Recover and replant topsoil and plants as practicable.

- Set protocols for vehicle maintenance to control contamination by grease, oil and fuels.
- Install temporary erosion control and sediment retention measures when permanent ones either are not feasible or are delayed.
- Avoid pollution of waterways with stockpiled construction materials.
- Cover stockpiled construction materials, as practicable.
- Place solvents, lubricants, oils, and other semi-hazardous and hazardous liquids over a lined area with appropriate secondary containment in order to contain spillage. Test the integrity of bulk storage tanks and drums, and secure valves on oil and fuel supplies.
- Build appropriate containment structures around bulk storage tanks and materials stores to prevent spillage entering watercourses.
- Handle, store, use and process branded materials in accordance with manufacturer's instructions and recommendations.
- Take waste materials to appropriate, designated local disposal areas.
- Avoid the use of cement; paper; board; sealant and glazing formulations; piping; roofing material; or other materials containing asbestos.
- Do not use PCBs in electric transformers.
- Avoid sealant and glazing formulations that use lead as a drying agent.
- Use lead-free paint, primers, varnishes and stains..
- Minimize the use of solvent-based paints, or replace with water-based materials.
- Minimize burning of waste materials.
- Employ techniques to minimize dust and vapor emissions as practicable (e.g., road speed limits, air extraction expendable property, scaffolding covers, road spray).
- Recycle wastewater to the extent practicable.
- Build tanks or other separators for silt-laden material prior to allowing significant outflow into watercourses.
- Build collection channels leading to oil and/or silt traps, particularly around areas used for vehicle washing or fuelling.
- Seal or remove abandoned drains to minimize water contamination.
- Segregate waste which can be salvaged, re-used or recycled.
- Introduce measures to control and minimize the volume of waste on site.
- Employ sensitive strategies with regard to trees, watercourses, plant or animal species or habitats, and important historical and archaeological features.
- As practicable, landscape construction sites in a way that is appropriate to local conditions.
- Minimize the disturbance of, and reduce the spread of, ground contaminants.
- Do not build structures in sensitive areas such as wetlands.
- If waste will be buried on site, avoid siting burial pits up-gradient from drinking water sources such as wells. Pits should be lined with impermeable material (e.g., clay or polyethylene).
- If waste will be buried on site, avoid siting waste pits where water tables are high or underlying geology makes contamination of groundwater likely. If no alternative site is available, ensure that pits are lined with impermeable material.
- Provide for the safe disposal of gray water from bathing and washing.

Additional Conditions to Minimize Impact of Parking Facility Construction

- Compact substrate materials appropriately.
- Where applicable, apply sealant at earliest possible time to limit runoff from unsealed asphalt.
- Provide adequate drainage for the surface area to be paved.

- Return unpaved areas to original or improved contours following construction.
- Re-vegetate areas where vegetation was removed or destroyed during construction.
- Provide vegetation strips within parking lot where possible, including shade trees.
- Retain tree(s) along parking facility and adjacent roadsides.

Standard Conditions for Small-Scale Irrigation Projects

USAID's Bureau for Europe and Eurasia finances, directly or indirectly, a range of small-scale irrigation projects. These include, inter alia, maintenance and rehabilitation of irrigation infrastructure, construction of weirs, improved water management, and improved irrigation system operations and management. Small-scale irrigation activities have the potential to result in significant adverse environmental impacts, but most of those impacts can be mitigated down to acceptable levels through the use of good siting, design, construction, operations and maintenance practices.

These standard conditions have been developed by USAID's Bureau for Europe and Eurasia (E&E) to ensure that small-scale irrigation activities financed by the Bureau do not result in significant adverse environmental impact. When adherence to these conditions is required as a condition of project implementation, no significant adverse environmental impact is presumed to result. Project Officers, CTOs, Mission Environmental Officers, Contract Officers and implementing organizations must nonetheless be aware that these standard conditions are generic in nature, and that additional potentially significant adverse environmental impacts may be associated with small-scale irrigation activities. ***It is the responsibility of the individual USAID missions, and/or their implementing contractors and grantees, to monitor irrigation activities and to ensure that significant adverse environmental impacts do not result.***

For the purposes of this guidance, "small-scale irrigation projects" are defined as activities that: (1) cost less than $100,000 per individual project; (2) do not bring significant areas of currently unirrigated land under irrigation; (3) do not involve the construction of new dams, trunk canals, or river training works; and (4) do not involve rehabilitation of existing dams over fifty feet in height.

Because of the exceptionally diverse physical, biological and social environments in which Bureau irrigation projects take place, and the broad kinds of irrigation activities that are financed, these Standard Conditions are to be followed "as practicable and appropriate."

IRRIGATION SYSTEM IMPROVEMENTS

As a general rule, small-scale irrigation projects should be designed to achieve or promote some or all of the following objectives:

- Better water management, including better water use efficiency and lower water losses
- Better water quality
- Lower sediment loading
- Less erosion
- Less waterlogging and soil salinization
- Improved irrigation system operations and mainteance
- Healthier conditions for irrigation workers.

Specific actions that can be used to avoid or reduce adverse environmental impacts on small-scale irrigation projects are as follows:

Water Use Efficiency

- Improve water control through good canal and weir design
- Keep canals, headworks, regulators, modules and water courses free of debris
- Add water storage capacity where water is seasonally scarce
- Improve water depth consistency through improved land leveling
- Ensure the suitability of crops to available water supply
- Monitor groundwater tables when irrigating from groundwater
- Train farmers and system operators in how to improve water use efficiency.

Water Loss

- Use drip irrigation where practicable
- Use piping where practicable, instead of canals
- When using canals, employ design standards that limit evaporative loss
- Design canals that are relatively narrow and deep
- Cover open canals
- Line canals to limit water loss through percolation
- Reduce evapotranspiration by keeping canals clear of vegetation
- Monitor and repair leaks from cracked canal and containment structures, broken pipes, faulty valves and similar infrastructure
- Reduce evaporation on center pivot and sprinkler systems by irrigating at the coolest time of day
- Train farmers and system operators in how to reduce water loss.

Water Quality

- Use design standards that lower sediment loads in irrigation water
- Identify and monitor water quality parameters with adverse crop and human health impacts
- Train farmers and system operators in how to improve water quality.

Erosion

- Use terracing and similar techniques to reduce land surface erosion
- Plan for devices that can protect against scour where water scour potential is an issue (e.g., culverts, drops, chutes, control structures)
- Train farmers on how to reduce land and facility erosion.

Waterlogging and Salinization

- Monitor groundwater levels and salinity
- Use sprinkler or drip irrigation systems where possible
- Improve system drainage
- Train farmers to recognize waterlogging and salinization problems.

Operations and Maintenance

- As a rule, financing for irrigation infrastructure improvements should not be provided unless appropriate operations and maintenance (O&M) provisions are in place.
- Establish an appropriate maintenance schedule for inspection and reporting performance conditions.
- Periodically review system components to verify that they meet the original design criteria for efficient operations and uniform distribution of water.
- Where appropriate, prepare an O&M Manual before the irrigation system starts operations.
- O&M plans should address, *inter alia*, financial and system power issues.

Human Health

- Understand what water-related disease vectors occur in association with the irrigation system, and design system improvements to reduce those vectors
- Don't use irrigation water as a potable water source
- Line canals and ditches
- Cover or pipe water where possible
- Prevent backwaters or slow-moving water where vegetation and disease vectors are more easily established
- Use application rates that avoid generating areas of standing water
- Keep canals and ditches free of weeds, sediment and snails
- Actively control disease vectors
- Train farmers and system operators to recognize and deal with system characteristics with the potential to adversely affect human health.

Other Irrigation System Conditions

- Design canals to maintain appropriate flow velocities
- Plan for access of canals to facilitate cleaning, sediment removal and vector control
- Design appropriate canal crossing structures at appropriate intervals
- Plan for gates at the lower end of canals to they can be flushed to the nearest drain
- Do not use materials containing asbestos on USAID funded projects.
- Replace lead pipes and joints in delivery system.

STANDARD CONSTRUCTION CONDITIONS

- Establish and adhere to construction timetables that minimize disruption to the normal activities of the construction area.
- Post construction timetables and traffic diversion schedules at the project site
- Coordinate truck and other construction activity to minimize noise, traffic disruption and dust
- Where significant environmental impacts may occur, document and photograph pre-construction and post-construction conditions
- Fill should avoid pockets of segregated materials, it should use well-graded materials, and it should be compacted to recognized standards
- Install temporary erosion control and sediment retention measures when permanent ones either are not feasible or are delayed
- Use proper bedding materials for pipes, and backfill appropriately for the pipeline
- Use riprap (cobbled stone), gravel, or concrete as needed to prevent erosion of drainage structures at the outfall according to established standards
- Do not allow animals to drink directly from water sources

- In coastal areas, maintain withdrawals within safe yield limits to avoid salt water intrusion and well contamination
- Ensure that spilled water and rainwater drain to a soakway or equivalent structure.
- Re-vegetate areas damaged during construction. Do not remove erosion control measures until re-vegetation is completed.
- As practicable, landscape construction sites in a way that is appropriate to local conditions.

EXCAVATION AND BORROW PITS

- Use material from the required excavations first, since it produces a fairly durable aggregate for both surface stabilization and erosion control and is very cost effective.
- Place fences around borrow pit excavations, as necessary.
- Ensure excavation is accompanied by well-engineered drainage to control runoff into the pit.
- Develop specific procedures for storing topsoil, and for phased closure and reshaping and restoration of the pit when extraction has been completed. Include plans for segregating gravel and quarry materials by quality and grade for possible future uses. Where appropriate, include reseeding or re-vegetation to reduce soil erosion, prevent gullying and minimize visual impacts.
- Discuss with local communities the option of retaining quarry pits as water collection ponds to water cattle, irrigate crops or for similar uses. Issues of disease transmission, and prohibiting the use of pit water for human consumption, bathing, and clothes washing, should be highlighted.
- Decommission/restore areas so that they are suitable for sustainable use after extraction is completed.
- Backfill and/or restore borrow areas and quarries before abandonment if alternative uses for those sites are not planned.

MATERIAL STORAGE AND HANDLING

- Identify sites for temporary/permanent storage of excavated material and construction materials.
- Avoid pollution of waterways with stockpiled construction materials.
- Set protocols for vehicle maintenance to control contamination by grease, oil and fuels.
- Build collection channels leading to oil and/or silt traps, particularly around areas used for vehicle washing or fuelling.
- Build appropriate containment structures around bulk storage tanks and materials stores to prevent spillage entering watercourses.
- Build tanks or other separators for silt-laden material prior to allowing significant outflow into watercourses.
- Cover stockpiled construction materials, as practicable.
- Minimize the disturbance of, and reduce the spread of, ground contaminants.
- Handle, store, use and process branded materials in accordance with manufacturer’s instructions and recommendations.
- Segregate construction waste that can be salvaged, re-used or recycled.
- Take construction waste materials to appropriate, designated local disposal areas.
- Minimize burning of waste materials.

- If construction waste will be buried on site, avoid siting burial pits up-gradient from drinking water sources such as wells. Pits should be lined with impermeable material (e.g., clay or polyethylene).
- If construction waste will be buried on site, avoid siting waste pits where water tables are high or underlying geology makes contamination of groundwater likely. If no alternative site is available, ensure that pits are lined with impermeable material.

HUMAN HEALTH AND WORKER SAFETY DURING CONSTRUCTION

- Provide workers with appropriate safety expendable property.
- Protect workers from injury by flying or falling rock, slope failures and avalanche
- Explore off-site accommodation for crew
- Keep camp sizes to a minimum.
- Provide temporary sanitation on construction sites
- Maintain good first aid capabilities on site.

Standard Conditions for Small-Scale Road Rehabilitation and Maintenance Activities

Road rehabilitation and maintenance activities occur in conjunction with a variety of community infrastructure and rural development projects financed by USAID. Road rehabilitation and maintenance activities include excavation; soil grading and leveling; fill placement and compaction; placement of base course and road surface materials; and construction of culverts, bridges and surface drainage structures. These activities have the potential to result in significant adverse environmental impacts, but most of those impacts can be mitigated down to acceptable levels through the use of good design and construction practices.

These standard conditions have been developed by USAID's Europe and Eurasia Bureau to ensure that small-scale road rehabilitation and reconstruction activities do not result in significant adverse environmental impact. When adherence to these conditions, as practicable and appropriate, is required as a condition of road rehabilitation and maintenance contracts, no significant adverse environmental impact is presumed to result from activity implementation.

Project officers, CTOs, Mission Environmental Officers, Contract Officers and implementing organizations must nonetheless be aware that these standard conditions are generic in nature, and that additional potentially significant adverse environmental impacts may be associated with road rehabilitation and maintenance activities. ***It is the responsibility of the individual USAID missions, and/or their implementing contractors and grantees, to monitor road rehabilitation and maintenance activities and to ensure that significant adverse environmental impacts do not result.***

This guidance applies only to road rehabilitation and maintenance activities that (1) cost less than $250,000 per individual project and (2) do not involve realignment of a road outside of its existing right of way (ROW). Because of the exceptionally diverse physical, biological and social environments in which Bureau road rehabilitation and maintenance projects take place, and the broad kinds of rehabilitation and maintenance activities that are financed, these standard conditions are to be followed "as practicable and appropriate."

Standard Conditions for Road Rehabilitation and Maintenance Projects

Noise, Traffic Disruption and Dust

- Establish and adhere to construction timetables that minimize disruption to the normal activities of the construction area. Post construction timetables and traffic diversion schedules at the project site, as appropriate.

- Coordinate truck and other construction activity to minimize noise, traffic disruption and dust.

Human Health and Worker Safety

- Develop and implement appropriate human health and worker safety measures during construction.
- Provide workers with appropriate safety expendable property.
- Take safety precautions to protect workers and others from injury by flying or falling rock, slope failures and avalanche.
- Explore off-site accommodation for crew.
- Keep camp size to a minimum.
- Provide temporary sanitation on construction sites.

Ecological and Historical Considerations

- Identify and avoid areas in the project impact zone that may contain important ecological, archeological, paleontological, historic, religious or cultural resources, including forests, wetlands and areas of high biological diversity or threatened species habitat.
- Have construction crews and supervisors be alert for buried historic, religious, and cultural objects, and provide them with procedures to follow if such objects are discovered. Provide incentives for recovery of objects and disincentives for their destruction.
- If impact to sensitive areas cannot be avoided during road reconstruction, involve ecologists, archeologists and engineers in evaluating alternatives and minimizing impacts.
- Where significant environmental impacts may occur, document and photograph pre-construction and post-construction conditions.

Project Design

- Use established design standards for each facet of construction and related activities, e.g., road bed, road surface, drainage, erosion control, re-vegetation, stream crossing, sensitive areas, steep slopes, material extraction, transport and storage, construction camps, decommissioning, etc.
- Minimize use of vertical road cuts even though they are easier to construct, and require less space than flatter slopes. The majority of road cuts should have no more than a ¾:1 to 1:1 slope to promote plant growth. Vertical cuts are acceptable in rocky material and in well-cemented soils, if such cuts are stable according to established slope stability criteria.
- Water the road prior to compaction to strengthen the road surface.
- When possible, delay compaction activities until the beginning of the wet season or when more water is available.
- Use water from settling basins and retention ponds for road maintenance.
- Drive roads after moderate rains to identify areas that collect or gully water. Mark and redesign/rehabilitate as necessary.
- Reshape eroded or culled surfaces so that water will no longer follow the course of the roadway.
- Conduct periodic independent inspection of work to see that it conforms to original plan and design specifications. Provide incentives and disincentives to ensure conformance.

Excavation/Borrow Pits

- Use material from local road cuts first, since it produces a fairly durable aggregate for both surface stabilization and erosion control and is very cost effective.
- Place fence around borrow pit excavations, as necessary.
- Ensure excavation is accompanied by well engineered drainage to control runoff into the pit.

- Develop specific procedures for storing topsoil, and for phased closure and reshaping and restoration of the pit when extraction has been completed. Include plans for segregating gravel and quarry materials by quality and grade for possible future uses. Where appropriate, include reseeding or re-vegetation to reduce soil erosion, prevent gulleying and minimize visual impacts.
- Discuss with local communities the option of retaining quarry pits as water collection ponds to water cattle, irrigate crops or for similar uses. Issues of disease transmission, and prohibiting the use of pit water for human consumption, bathing, and clothes washing, should be highlighted.
- Decommission/restore area so it is suitable for sustainable use after extraction is completed.
- Backfill and/or restore borrow areas and quarries before abandonment if alternative uses for those sites are not planned.

Vegetation Clearing and Revegetation

- Carry out earth moving and removal of vegetation only during dry periods.
- If vegetation must be removed during wet periods, wait until just before actual construction.
- Store topsoil and preserve removed plants for later use.
- Re-vegetate with recovered plants and other appropriate local flora immediately after expendable property is removed from a section of the site.

Material Storage

- Identify sites for temporary/permanent storage of excavated material and construction materials.
- Avoid pollution of waterways with stockpiled construction materials.
- Cover stockpiled construction materials, as practicable.

Fill and Grade

- Minimize the volume of fill required.
- Raise road surfaces with stable and durable fill material. Grade with inslope, outslope or cambered shape. Install sufficient cross-drains, ditches and settling ponds.
- Use appropriate road surface materials (e.g., asphalt, concrete, gravel) following fill placement, or excavation to design grade.
- Do not fill the flow-line of natural creeks and drainages. Especially in arid areas, design culverts to handle rare high rainfall events.
- Minimize cuts and fills in wetlands.

Drainage and Erosion Control

- Install drainage structures during, instead of after construction. Most erosion associated with roads occurs in the first year after construction. Delaying installation of the drainage features greatly increases the extent of erosion and damage during that time.
- Use outside ditches to control surface water when necessary, but avoid general use as they concentrate water flow and require the road to be at least a meter wider. Install frequent structures, berms or trenches, to divert water upslope of roads into stream channels.
- Install frequent diversion structures, such as water bars, to move water off the road and minimize concentration of water.
- Install drainage crossings to pass water from the uphill to the downhill side of the road. If using culvert pipes, follow accepted sizing and design standards. Where flows are difficult to determine, use structures such as fords, rolling dips, and overflow dips that can accommodate any flow volume and are not susceptible to plugging.

- Stabilize outlet ditches (inside and outside) with small-stone riprap, and/ or vegetative barriers placed on contour to dissipate energy and to prevent the creation or enlargement of gullies.
- Install drainage turnouts at frequent intervals, and extend turnout drains far enough to allow water to dissipate evenly into the ground.
- Install drainage ditches or berms on up-hill slopes to divert water away from the road.
- Visually spot check for drainage problems, including accumulation of water on road surfaces, especially after the first heavy rains following rehabilitation and at the end of the rainy season.
- Monitor and maintain drainage structures and ditches including culverts. Clean out culverts and side channels/runouts when they begin to fill with sediment.
- Install temporary erosion control features when permanent ones will be delayed. Use erosion control measures such as hay bales, berms, straw or fabric barriers.
- Stabilize slopes by planting vegetation. Work with agronomists to identify native species with the best erosion control properties, root strength, site adaptability, and other socially useful properties. Set up nurseries in project areas to supply necessary plants. Do not use non-native plants. Use soil stabilizing chemicals or geo-textiles (fabrics) where feasible and appropriate.

Material Disposal

- Break up old road surface material. Remove and dispose of surface material (e.g. asphalt) if necessary, and loosen soil of previous track to accelerate regeneration of vegetation.
- Segregate waste which can be salvaged, re-used or recycled.
- Take waste materials to appropriate, designated local disposal areas.
- Minimize burning of waste materials.
- If waste will be buried on site, avoid siting burial pits up-gradient of drinking water sources such as wells. Pits should be lined with impermeable material (e.g., clay or polyethylene).
- If waste will be buried on site, avoid siting waste pits where water tables are high or underlying geology makes contamination of groundwater likely. If no alternative site is available, ensure that pits are lined with impermeable material.

Hazardous Materials

- Do not use asbestos materials on USAID-funded projects.
- Do not use herbicides on USAID-funded projects without prior written approval.
- Place solvents, lubricants, oils, and other semi-hazardous and hazardous liquids over a lined area with appropriate secondary containment in order to contain spillage. Test the integrity of bulk storage tanks and drums, and secure valves on oil and fuel supplies.
- Build appropriate containment structures around bulk storage tanks and materials stores to prevent spillage entering watercourses.
- Handle, store, use and process branded materials in accordance with manufacturer's instructions and recommendations.
- Set protocols for vehicle maintenance such as requiring that repairs and fueling occur elsewhere or over impervious surface such as plastic sheeting. Prevent dumping of hazardous materials. Capture leaks or spills with drop cloths or wood shavings. Burn waste oil that is not reusable/readily recyclable, that does not contain heavy metals, and that is flammable.
- Take special precautions to prevent release/dumping of debris, oil, fuel, sand cement, and similar harmful materials.
- Install concrete pads, drains and oil/water separators in areas where vehicle and expendable property maintenance and fueling will occur regularly.

- Prevent fuel tank leaks by monitoring and cross-checking fuel levels, deliveries and use; checking pipes and joints for leaks; tightening generator fuel lines; and preventing over-filling of main storage and vehicle tanks.

Standard Conditions for Small-Scale Water and Wastewater Activities

USAID's Bureau for Europe and Eurasia finances, directly or indirectly, a large number of water and wastewater activities. These occur in both rural and urban areas, and in association with residential, commercial, industrial and medical facilities. Water and wastewater activities have the potential to result in significant adverse environmental impacts, but most of those impacts can be mitigated down to acceptable levels through the use of good siting, design, construction, operations and maintenance practices.

These standard conditions for small-scale water and wastewater activities have been developed by USAID's Europe and Eurasia Bureau (E&E) to ensure that water and wastewater activities financed by the Bureau do not result in significant adverse environmental impact. When adherence to these conditions, as practical and appropriate, is required as a condition of water and wastewater contracts, no significant adverse environmental impact is presumed to result from activity implementation.

Project Officers, CTOs, Mission Environmental Officers, Contract Officers and implementing organizations must nonetheless be aware that these standard conditions are generic in nature, and that additional potentially significant adverse environmental impacts may be associated with water and wastewater activities. ***It is the responsibility of the individual USAID missions, and/or their implementing contractors and grantees, to monitor water and wastewater activities and to ensure that significant adverse environmental impacts do not result.***

For the purposes of this guidance, "small-scale" water and wastewater activities are defined as those that cost less than $200,000 per individual construction project. Because of the exceptionally diverse physical, biological and social environments under which Bureau water and wastewater projects take place, and the broad kinds of water and wastewater activities that are financed, these standard conditions are to be followed "as practicable and appropriate."

Standard Conditions for Water and Wastewater Activities

Standard Siting Conditions

- Site water supply facilities in a way that minimizes the potential for contamination, taking into account existing and likely future land use patterns in the water supply—i.e., wellhead protection, or upper watershed—area.
- Site wastewater facilities in a way that minimizes their potential for contaminating water supply sources, or for exposing human populations to water-borne contaminants.
- Avoid siting water supply and wastewater facilities in flood-prone areas.
- Do not site water and wastewater facilities on active faults or other areas where ground stability problems such as soil creep occur.
- Locate wastewater facilities downwind of local population.
- Build latrines and similar sanitation facilities down gradient of water supply wells. As necessary, evaluate depth to water table including seasonal fluctuations. Pit latrines

should not be installed where the water table is shallow or the composition of the overlying deposits make groundwater vulnerable to contamination.

- Employ sensitive siting strategies that take into appropriate consideration impact on trees, wetlands and watercourses, important plant and animal habitat, and significant historical and archaeological resources. Avoid or mitigate adverse impacts to these resources.

Standard Design Conditions

- In general, design water supply facilities to protect water quality, minimize the potential for contamination, and minimize operation and maintenance costs.
- In general, design wastewater facilities to avoid contamination of water supplies and human exposure, and minimize operation and maintenance costs.
- In general, do not construct new wastewater pipelines unless treatment is provided at the outfall.
- Where latrines are installed, use improved ventilated pit designs that reduce insect vectors.

Standard Construction Conditions

- Establish and adhere to construction timetables that minimize disruption to the normal activities of the construction area.
- Post construction timetables and traffic diversion schedules at the project site.
- Coordinate truck and other construction activity to minimize noise, traffic disruption and dust.
- Develop and implement appropriate human health and worker safety measures during construction as well as during operation and maintenance phases.
- Where significant environmental impacts may occur, document and photograph pre-construction and post-construction conditions.
- Avoid subsidence and building stabilization problems through proper foundation excavation, fill placement and borrow pit management.
- Fill should avoid pockets of segregated materials, it should use well-graded materials, and it should be compacted to recognized standards.
- Backfill and/or restore borrow areas and quarries before abandonment unless alternative uses for those sites are planned.
- Control runoff into borrow pits.
- Install temporary erosion control and sediment retention measures when permanent ones either are not feasible or are delayed.
- Provide temporary sanitation at the construction site.
- Set protocols for vehicle maintenance to control contamination by grease, oil and fuels.
- Build collection channels leading to oil and/or silt traps, particularly around areas used for vehicle washing or fuelling.
- Build appropriate containment structures around bulk storage tanks and materials stores to prevent spillage entering watercourses.
- Build tanks or other separators for silt-laden material prior to allowing significant outflow into watercourses.
- Avoid pollution of waterways with stockpiled construction materials.
- Cover stockpiled construction materials, as practicable.
- Minimize the disturbance of, and reduce the spread of, ground contaminants.
- Handle, store, use and process branded materials in accordance with manufacturer’s instructions and recommendations.
- Use lead-free paint, primers, varnishes and stains.
- Minimize the use of solvent-based paints.

- Introduce measures to control and minimize the volume of waste on site.
- Segregate waste that can be salvaged, re-used or recycled.
- Take waste materials to appropriate, designated local disposal areas.
- Minimize burning of waste materials.
- If waste will be buried on site, avoid siting burial pits up-gradient from drinking water sources such as wells. Pits should be lined with impermeable material (e.g., clay or polyethylene).
- If waste will be buried on site, avoid siting waste pits where water tables are high or underlying geology makes contamination of groundwater likely. If no alternative site is available, ensure that pits are lined with impermeable material.
- Provide for the safe disposal of gray water from bathing and washing.
- Recycle wastewater to the extent practicable.
- Seal or remove abandoned drains to minimize water contamination.
- Use proper bedding materials for pipes, and backfill appropriately for the pipeline.
- Use riprap (cobbled stone), gravel, or concrete as needed to prevent erosion of drainage structures at the outfall of sanitation projects according to established standards.
- Monitor and repair leaks from cracked containment structures, broken pipes, faulty valves and similar structures.
- Do not use piping containing asbestos.
- Replace lead pipes and joints in drinking water delivery system.
- Provide proper wellhead protection against contaminant sources.
- Keep livestock from grazing immediately up-gradient of water supplies.
- Do not allow animals to drink directly from water sources, unless those sources are subsequently treated.
- In coastal areas, maintain withdrawals within safe yield limits to avoid salt water intrusion and well contamination.
- Ensure that spilled water and rainwater drain to a soakway or equivalent structure.
- Monitor drains and soakways and keep clear of debris.
- Collect and dispose of sludge from wastewater treatment facilities at appropriate frequencies.
- Dispose of sludge in areas designated by local authorities.
- Test sludge for metals, pathogens and other appropriate constituents prior to use as fertilizer.
- Recover and replant topsoil and plants as practicable.
- Re-vegetate areas damaged during construction. Do not remove erosion control measures until re-vegetation is completed.
- As practicable, landscape construction sites in a way that is appropriate to local conditions.

Standard Operations and Maintenance Conditions

- As a rule, financing for water and wastewater infrastructure improvements should not be provided unless appropriate operations and maintenance (O&M) provisions are in place.
- On larger projects, an O&M Manual should be prepared before water or wastewater system operations begin.
- Address financial and system power issues in O&M plans.

Additional Standard Conditions for Slaughterhouses

- Separate solid and liquid (wastewater, blood and other liquids) wastes prior to disposal.
- Recycle any wastes that can appropriately be recycled.
- Collect solid waste in containers for disposal to an approved treatment storage and disposal facility, if practicable.
- Treat liquid effluent with either anaerobic or aerobic pond systems, or discharge to a wastewater treatment facility that is able to handle these special materials.

Additional Standard Conditions for Health Clinics and Medical Facilities

- Do not dispose of hazardous and chemical wastes to sewer systems.
- Collect and segregate waste from patients treated with cytotoxic drugs.
- Separate and disinfect stools from cholera patients prior to discharge.
- Disinfect blood before discharge to sewers unless there is an adequate wastewater treatment facility.
- Water-soluble, relatively mild pharmaceutical mixtures, such as vitamin solutions, cough syrups, intravenous solutions, eye drops, etc.—but not antibiotics—may be diluted with large amounts of water and then discharged to sewer systems that can handle them.
- Avoid burial of chemical wastes where there is potential for groundwater contamination.

ATTACHMENT 4: 2011 TAJIKISTAN UMBRELLA PERSUAP APPROVAL FACT SHEET

Reference IEEs: Tajikistan Productive Agriculture Project 2009 IEE (2007-CAR-001 and 2008-TAJ-002); WUASP 2008 IEE (2005-CAR-002 and 2008-CAR-004); TSEP 2009 IEE; FFP 2010 IEE (Asia 10-161); SYAP 11-10-2009 IEE; TSDWP 2009 IEE (Asia 09-157).

Country: Tajikistan
Type of Document: Umbrella Pesticide Evaluation Report and Safe Use Action Plan (PERSUAP)

Project Names: Any near future USAID project in which pesticides may be used
Productive Agriculture Project (ProApt) in Tajikistan (FY 2009-2012)
Tajikistan Stability Enhancement Program (TSEP, FY 2009 – FY 2012)
Family Farming Program (FFP) for Tajikistan (FY 2010-2014)
FFP Single-Year Assistance Programs (SYAPs) for Tajikistan (Dec 2009-Nov 2010)
FFP International Food Relief Partnership (IFRP, FY 2010-2011)
Water User Association Support Program (WUASP, FY 2008 – FY2011)
Tajikistan Safe Drinking Water Project (TSDWP, FY 2009 – FY 2013)

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Document Preparation Dates: October 2010 to February 2011
Recommended Date to Update the PERSUAP: March 2012
Recommended Date to Amend the PERSUAP: March 2013
Location(s) Covered in this Document: Tajikistan
Type of Sectors/Services: Pesticides use in Agriculture (Seed, Field and Greenhouse); Food Security (Food Treatment and Warehouse Fumigation); Veterinary (Livestock and Feed Additives); Water and Sanitation; Avian Influenza Disinfectants; Health and Malaria; Construction.

Brief Description:
This 2011 Tajikistan Umbrella PERSUAP was developed for and under the direction of the USAID Regional Mission in Almaty using Purchase Order AID-176-O-10-00069. This was done to economize resources such that each USAID project would not need to duplicate costs to produce their own PERSUAP report. The objective is to have one document which can guide and inform the work of the COTR and MEO where pesticides are or could be involved in any project in Tajikistan. At the same time, the document provides project implementers in each sector where pesticides will be or might be used with the most common risks likely to be encountered for that sector, with mitigation measures and international best practices to reduce each risk. Projects can then use these risk-mitigations pairings to inform and guide their development of risk monitoring, mitigation and reporting plans, as USAID requires.

The goal of the PERSUAP is to recommend mitigation measures that can be used to reduce risks to human health and environmental resources that are inevitably present with the use of pesticides and similar chemicals (like antibiotics/microbiocides in human food or animal feed) for agricultural crop and livestock production, as well as fumigation of food security stores, warehouses and export produce, disinfection or sanitization of domestic water resources and

bird flu outbreaks, spraying for mosquito control in health and malaria assistance projects and the potential use of pesticides on construction projects.

Summary of Findings:

This 2011 Tajikistan Umbrella PERSUAP focuses most energy, space and analysis on agricultural use of pesticides because that is where most world-wide and CAR-wide demand and usage exist. In addition to livestock production pesticides and antibiotics, this PERSUAP focuses on production and storage of all or most of the food security and cash crops that are or could possibly be the focus of USAID assistance. These include:

- Cereals/Small Grains (Wheat/Winter Wheat, Barley/Winter Barley, Rye, Oats, Triticale);
- Small Grains Warehouse Storage Pests;
- Corn/Maize;
- Sorghum;
- Rice;
- Dry beans (White beans, Kidney beans, Adzuki beans, Red beans, Fasol bean, Cowpea, Mung bean);
- Dry Bean Warehouse Storage Pests;
- Lentils/Pulses (Chickpea, Dahl, Pigeon pea, Field pea, Dry pea);
- Cole Crops/Crucifers/Brassicas and Lettuces (Cabbages, Cauliflower, Brussels Sprouts, Broccoli, Mustards, Turnips, Radish, Lettuces);
- Solanaceous Crops (Tomato, Potato, Peppers/Paprika, Eggplant);
- Alliums (Onions, Garlic, Leeks, Chives, Shallots);
- Cucurbits (Cucumbers, Squashes, Pumpkins, Melons, Watermelon);
- Umbelliferous Crops (Carrots, Parsnip, Celery/Celeriac, Fennel, Parsley, Coriander, Cilantro, Chervil);
- Grape vines (Wine grapes, Table grapes, Raisin grapes);
- Pomegranate;
- Persimmons;
- Pome Fruits (Apple, Pear, Loquat, Quince);
- Stone Fruits/Drupes (Apricot, Peach, Plum, Prune, Cherry, Almond);
- Mulberry;
- Greenhouse Citrus (Lemons, Mandarins);
- Oil and Seed Crops (Sunflower, Safflower, Sesame);
- Oil and Fiber Crop (Cotton);
- Oil and Meal Crop (Soybean);
- Rhubarb; and
- Forage legumes (Alfalfa/Lucerne, Clovers, Vetches, Trefoils).

Central to the PERSUAP analysis is an IPM Tools and Tactics Matrix (Annex 1) containing all of the major pests known to occur in Tajikistan of each of these above crops, preventive (primarily non-chemical) tools and tactics used as best practices internationally, and curative (primarily chemical) tools and tactics, including both natural and synthetic pesticide choices to integrate and rotate. Generally, the preventive tools and tactics include the use of resistant varieties of seed that is certified and treated, monitoring field pests, parasites and predators, pest trapping, biological controls, soil and water testing, soil moisture testing and management, raised-bed, bunding, terracing, contour plowing, crop timing, minimum tillage, green manure cover crops, mulches, composting, crop rotation, field or orchard sanitation and pruning as well as other best practices.

In addition, this PERSUAP examines the potential use of pesticides (mostly insecticides and microbicides) in the sectors of livestock, water and sanitation, highly pathogenic avian influenza disinfection, health and malaria control, and construction. Water and sanitation involves the use

primarily of chlorine compounds, that can be considered microbiocides and most of which are highly corrosive. Avian influenza disinfection includes the use of potentially numerous (but generally select) chemical disinfectant choices that can be considered to be types of pesticides called microbiocides. Malaria control includes the use of best practices and pesticides to repel or kill malarial mosquitoes. And, construction generally includes the use of best practices and anti-malarial mosquito control for water-filled borrow pits, as well as the use of best practices and pesticides to control future termite infestations in the structure(s) being constructed.

For the purposes of this PERSUAP, the word *pesticide* is used, following EPA's guidelines[2], for the following: fumigants, insecticides, miticides/acaricides, nematicides, molluscicides, fungicides, antimicrobials, bactericides/biocides, microbicides/antibiotics, herbicides, rodenticides, avicides, algicides, ovicides (kills eggs), disinfectants/sanitizers and anti-fouling agents (chemicals that repel or kill things like barnacles that attach to boats). Even biological agents such as biopesticides, microbial pesticides, attractants/pheromones, repellents, defoliants, dessicants, insect growth regulators and plant growth regulators are included as pesticides.

Note that farmers can, with their own funding, buy and use the pesticides they want, as long as the treated produce does not enter a USAID-funded program. USAID projects can also promote, purchase or donate IPM and pesticide training, pesticides and application and safety expendable property as long as these have been evaluated in a PERSUAP. Pesticides not permitted to be promoted, purchased or used with USAID funding include those containing Active Ingredients (AIs) not registered by EPA, Products classified by EPA as Restricted Use Pesticides (RUPs), WHO and EPA Class I pesticides, and pesticides known to be carcinogens. These include those containing specific AIs, formulations, classes or uses referenced in the following summary table (these are put into a table with columns for no other purpose than solely to save space):

Alphabetical Listing of Pesticide AIs in Insecticides, Miticides, Nematocides, Fumigants, Molluscicides and Rodenticides Not permitted to be purchased or used with USAID Funding:

All POP chemicals	All PIC chemicals	alpha cypermethrin	aluminum phosphide*	azocyclotin
bendiocarb	beta-cypermethrin**	25% EC formulations of beta-cyfluthrin	bifenthrin use on cotton	bromopropylate
cadusafos	carbofuran	carbosulfan	cartap hydrochloride	chlorfenvinphos
EC formulations of chlorpyrifos-ethyl	cyfluthrin**	Product Karate containing cyhalothrin-lambda	cyhexatin	cypermethrin
deltamethrin use on cotton	diafenthiuron	diazinon use on small fruits and berries	dibrom/naled	dichlorvos/ DDVP
dienochlor	Wettable powder formulations of diflubenzuron	dimehypo/thiosultap	Class I products with disulfoton	emamectin benzoate
endosulfan	66% EC formulations of esfenvalerate	ethion	ethoxysulfuron	fenazaquin
66% EC	fenoxycarb	fenpropathrin	fenvalerate	fipronil**

[2] http://www.epa.gov/pesticides/about/types.htm

formulations of fenbutatin oxide on grapes				
flonicamid	flufenoxuron	flufenzin	flumethrin	fluvalinate
furathiocarb	iprobenfos	isocarbofos	isoxaflutole	Product Karate containing lambda-cyhalothrin
metaldehyde	metam sodium	methamidophos	Class I products with methiocarb	methomyl
methyl-bromide	methyl-parathion	monocrotophos	oxamyl	oxydemeton -methyl
phorate	phosalone	Class I products with phosmet	phoxim	pyrethrins**
quinalfos	resmethrin	sulfotep	tetradifon	tralomethrin
triazomate	triazophos	triflumeron	zeta-cypermethrin**	zinc phosphide

* aluminum phosphide not to be used by untrained farmers. To be used only by a trained fumigation services for fumigating food storage warehouses and international produce and food shipments.
** see PERSUAP Annex 8 for references to various different pesticide products containing this AI that are—and are not—classified by EPA as RUPs.

Alphabetical Listing of Pesticide AIs in Fungicides Not permitted to be purchased or used with USAID Funding:

1, 3-dichlorpropene	benomyl/benlate	bronopol	captan	Class I products with copper sulfate
diethofencarb	dithianone	diuron	dodemorph	etradiazole/ethazole
fluquinconazole	flutriafol	folpet	hexaconazole	iprovalicarb
magnesium phosphide	maneb	mefenoxam	metam potassium	metam sodium
methyl-bromide	oxadixyl	penconazole	pencycuron	prochloraz
propineb	sodium tetrathiocarbamate	tolclofos-methyl	tricyclazole	vinclozolin
zineb				

Alphabetical Listing of Pesticide AIs in Herbicides Not permitted to be purchased or used with USAID Funding:

2 4 D amine	2 4 D ester	acetochlor	alachlor	amidosulfuron
butachlor	cloquintocet-mexyl	clorotoluron	cyanozine	cycloxydim
diclorprop-P	difenzoquat	diflufenican	diuron	flusilazole
haloxyfop-etotyl	haloxyfop-P-methyl	isoproturon	lactofen	linuron
mefenpyr diethyl	metazachlor	napropamide	oxadiargyl	oxadiazon
paraquat	propisochlor	pyrazosulfuron-methyl	triasulfuron	

2011 Tajikistan Umbrella PERSUAP Recommendations:

Immediate Actions Reccomended for Safety
Perform IPM and Safe Pesticide Use training (on two or more occasions to ensure that training sticks) for all Tajikistan assistance project implementers and beneficiaries that use or procure pesticides with project assistance (see Annex 10).
Obtain recommended PPE for all Tajikistan assistance project implementers and beneficiaries that use or procure pesticides with project assistance (see PPE websites referred to herein).
Tajikistan assistance projects ensure that implementers and beneficiaries do not procure or use certain pesticides containing the Active Ingredients in Annex 8 with USAID assistance; perform EDD and provide training and recommendations for avoiding any use of such pesticides; perform EDD and require that assisted enterprises show progress to complying with Tajikistan law as a condition for receiving project assistance other than training.
Tajikistan assistance projects use lists of pesticides analyzed herein to match pesticide commercial product names with each of the Active Ingredients found in Annex 8; make a list for Annex 8 and distribute this list to each Tajikistan assistance projects implementer.
Ensure that each Tajikistan assistance project implementer has a copy of the list of pesticides currently available or likely to become available, for use in Tajikistan (these are all listed in Annexes 1 and 7) and understands their use.
Tajikistan assistance projects make efforts to obtain, as available, copies of the Material Safety Data Sheets (MSDS) for each of the pesticide products used by beneficiaries on Tajikistan assistance projects. See MSDS example at http://www.bayercropscience.com.au/resources/uploads/msds/file7219.pdf.
Translate into a local language the most critical PERSUAP sections and Annexes for a more efficient use of PERSUAP findings.
Action Recommended by May 2011
Tajikistan agriculture assistance projects work with the Tajik Ministry of Agriculture (MOA) to make provisional PMPs for each Project crop (use Annexes 1, 2 and 3 as well as local farmer knowledge) so managers and farmers have a tool to predict, prevent and manage pests throughout the season (see IPM PMP examples at http://www.ipm.ucdavis.edu/PMG/crops-agriculture.html, website upper left “Year-Round IPM Programs”).
Continuous Actions Recommended for Safety and BMPs
Tajikistan assistance projects implementers do hands-on and work shop training that encourages project-assisted farmers to use PPE, pesticide safety best practices and apply pesticides only during the appropriate times of day (early morning/late afternoon, low wind, no rain).
Once Government of Tajikistan begins to register pesticides anew, Tajikistan assistance projects check the list of registered pesticides every 6 months to obtain new pesticide registrations & regulatory changes.
As Tajikistan registers them, or they become available, and when the use of pesticide is required to achieve project goals, Tajikistan assistance projects implementers promote commercially-available pesticides containing natural chemicals listed in Annexes 4 and 5.
For all demonstrations, Tajikistan assistance projects implementers introduce pesticide record-keeping concepts and tools following GlobalGAP or other internationally-accepted BMP procedures.
Program Management Actions on Compliance
Tajikistan assistance projects monitor beneficiary farmers for their understanding and use of best practices found in the field form in Annex 11.

Tajikistan assistance projects report on monitoring in Annual Reports to USAID COTR and MEO, under a heading titled “Environmental Mitigation and Monitoring”.
Tajikistan assistance projects implementers report on any changes in Tajikistan pesticide regulations and registrations.
Annually participate in the amending of this PERSUAP to contain new IPM/IVM tactics and any new pesticides registered or available.
Tajikistan assistance projects write the names of pesticides that cannot be used with USAIDassistance into any future grant or sub-contract.
Tajikistan assistance projects environmental staff include relevant actions drawn from this SUAP in EMMPs or draft an EMMP containing pesticide issues identified in the SUAP, with ways to mitigate the most common risks.

Clearances:

Clearances:

Mission Director: _____ Date:____
Erin E. McKee

Tajikistan Country Office Director: _____ Date:____
Jeffrey Lehrer

Regional Environmental Adviser
for Asia and OAPA: _____ Date:____
Andrei Barannik

Mission Environmental Officer: _____ Date:____
Nina Kavetskaya

Approval:

ANE Bureau Environmental Officer: _____
Date:____
Robert Macleod

Approved ____ Disapproved ____

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Clearances:

Clearances:

18 MAY 2011

Mission Director: _____ Date: ____
Erin E. McKee

Tajikistan Country office Director: _____ Date: 5/18/2011
Jeffrey Lehrer

Regional Environmental Adviser for Asia and OAPA: _____ Date: 05-17-
Andrei Barannik

Mission Environmental Officer: _____ Date: 5.17.2011
Nina Kavetskaya

Approval:

ANE Bureau Environmental Officer: _____ Date: 5/20/11
Robert Macleod

Approved X Disapproved ____

6

ATTACHMENT 5: COUNTRY BACKGROUND AND ENVIRONMENTAL INFORMATION

The geography of Tajikistan poses particular challenges. Tajikistan is an extremely mountainous country (93% of the country is classified as mountainous) in Central Asia, with an area of 142,540 square km and only seven percent of arable land. However, this seven percent supports about 64 percent of the country's population, who rely on agriculture for their livelihood. Yet, household production currently only supplies up to 50 per cent of a family's annual food needs.

The altitudinal range is extreme, ranging from peaks in excess of 7,400 meters to less than 300 meters above sea level. As a result, Tajikistan is the world's third largest producer of hydroelectricity.

Tajikistan has a population of approximately 7.5 million. As much of the terrain is unsuitable for human habitation, however, the overall population density is 43.2 persons/sq km, with population densities in the more heavily populated areas being 72/sq km (Sughd) and 86/sq km (Khatlon). Only 30% of the country (35,500 sq km) is utilized for agricultural purposes. Most of this area (33,000 square km) is pasture, with 7,500 square km utilized for annual crops (primarily wheat and cotton) and 1000 square km for perennial crops. More than two thirds of the land utilized for annual crops is irrigated. A further 12.6% is classified as state forest reserve, although only 2.6% is actually forested.

The major environmental problems affecting Tajikistan are land degradation and desertification, salinization, natural disasters, lack of drinking water and inadequate treatment of wastewater. Many of these problems arise from the natural conditions described above, but have been exacerbated by the impact of industrialized land management practices during the Soviet era and the civil war and poverty that have characterized the period since independence.Three geographic areas selected under YLP have similarities in many ways with collapsed social and productive infrastructure, limited or no access to education, health services, and potable water. With no major industry, small retail shops and farms are the only economic opportunities. None of these areas receive any electricity the during winter and all are susceptible to natural disasters – landslides, mudslides, avalanches, and floods.

There are however specific differences between regions. The Ferghana Valley is ethnically diverse, has a highly concentrated population, widespread unemployment, and complex international borders. For all of these reasons it is considered to be a volatile area. Water and land are both extremely strained and limited key natural resources, control over which triggers frequent interethnic disputes. The region is nonetheless, one of the principle industrial and farming regions of the country. The Ferghana Valley hosts two natural preservation zones – the Oktash and Kusaulisag Species Management Areas. The region is also home to the Taboshar uranium mining site, close the Uzbek border. The site consists of a non-rehabilitated open mine, dismantled production buildings, and three tailing sites storing 10 million tons of low grade processed uranium ore. The town of Taboshar with its 12,000 inhabitants is only a few kilometers away.

Rasht Valley is a former stronghold of a Tajik opposition, yet isolated and with weak influence of the central government and a strong respect towards Islam. Most people in the Rasht Valley work in agriculture. The region is highly vulnerable to landslides, mudslides, and floods from breaks in glacial lakes. Deforestation and erosion are the two most significant environmental threats in this area. The Rasht Valley has four natural preservation zones – the Sangvor and Komorov Species Management Areas and the Tajik National Park.

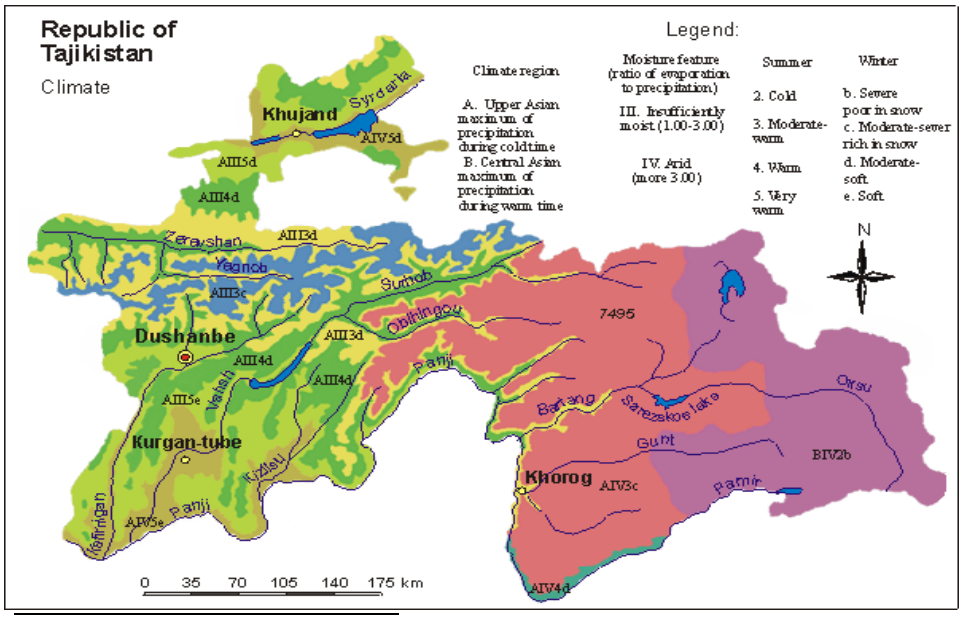
The 1,400 km Tajik-Afghan border is an ethnically, geographically, and environmentally diverse area. It stretches from semi-arid area in western Khatlon to the mountains and high peaks in eastern Gorno-Badakshan area, where access is limited by poor and road conditions and the constant risk of altitude sickness. Many ethnic groups are represented along the border, including Tajiks, Arabs, Turkmens, Uzbeks and Kyrghyz. Tajiks living in Gorno-Badakshan speak languages differing from one village into the other and follow Ismaili Shiite Islam unlike the Sunni Islam practiced in the rest of the country.

The western border region is warm and semi-arid, and the area around Pyanj has been noted for particularly severe deforestation. The region is primarily agricultural, and in addition to the problems already noted, also suffers from frequent locust infestations. This area is home to four natural preservation zones – the Tigorovaya Balka, Dashtidjam, and Zorkul Reserves and the Karatuau Species Management Area. The eastern border region is mountainous. There is very little land that can be farmed or irrigated, and low annual rainfall only supports rain-fed agriculture in Darvoz district. The region is also particular susceptible to earthquake, landslide, avalance, and flooding from glacial slips. There is only one natural preservation zone in this area – the Zorkul Reserve.

More information on environment of Tajikistan might be found on the below slides. This information should be taken into account during project design, site selection and environmental compliance monitoring.

Climate, forests, protected areas, and soils

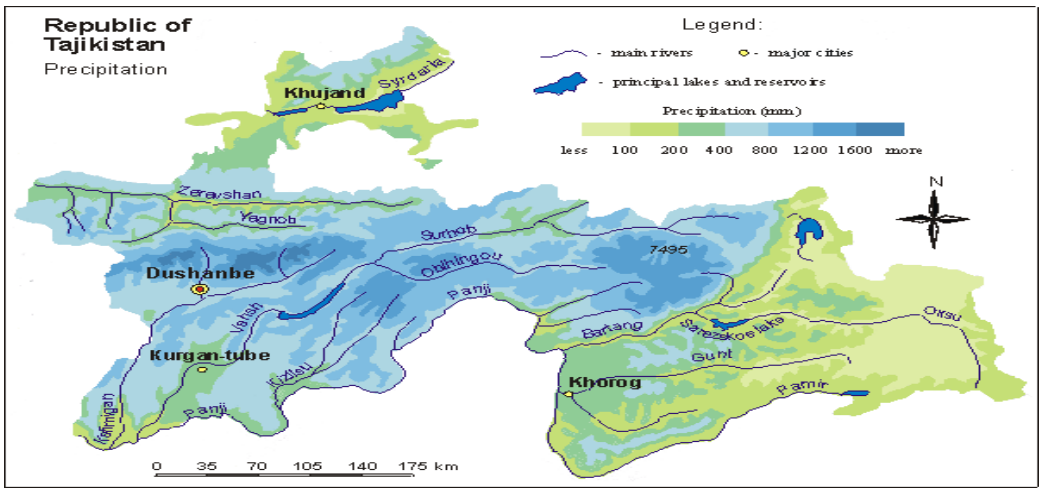
Climate In general, Tajikistan's climate[3] is continental, subtropical, and semiarid, with some desert areas. The climate changes drastically according to elevation, however. The Fergana Valley and other lowlands are shielded by mountains from Arctic air masses, but temperatures in that region still drop below freezing for more than 100 days a year. In the subtropical southwestern lowlands, which have the highest average temperatures, the climate is arid, although some sections now are irrigated for farming. At Tajikistan's lower elevations, the average temperature range is 23° to 30° C in July and -1° to 3°C in January. In the eastern Pamirs, the average July temperature is 5° to 10°C, and the average January temperature is -15° to -20°C.



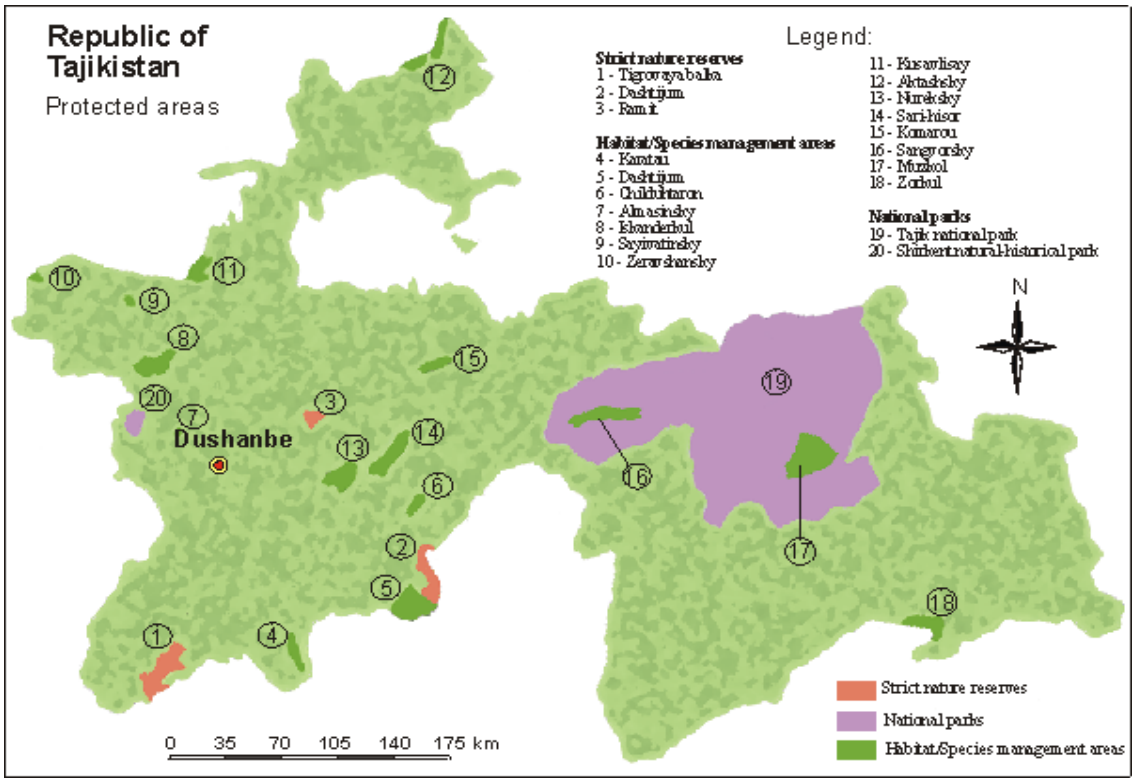
The average annual precipitation for most of the republic ranges between 700 and 1,600 millimeters. The heaviest precipitation falls are at the Fedchenko Glacier, which averages 2,236 millimeters per year, and the lightest in the eastern Pamirs,

[3] Climate map: http://enrin.grida.no/htmls/tadjik/soe2/eng/htm/map2.htm

which average less than 100 millimeters per year. Most precipitation occurs in the winter and spring.

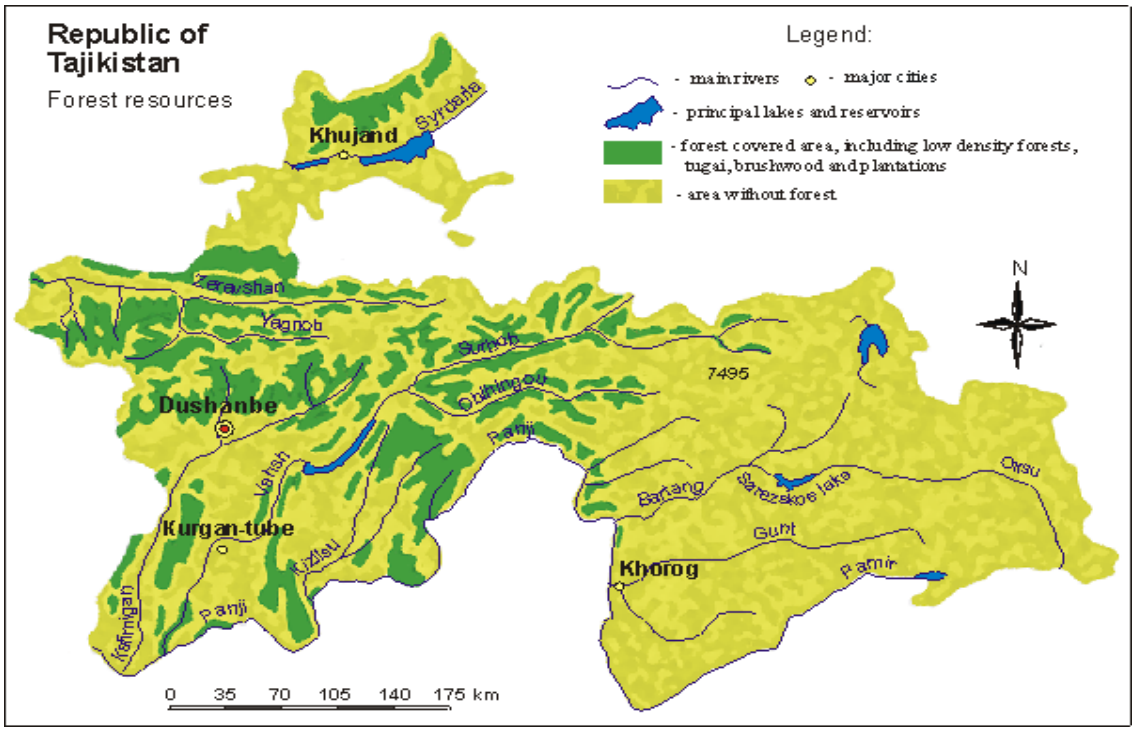


Protected areas[4]:



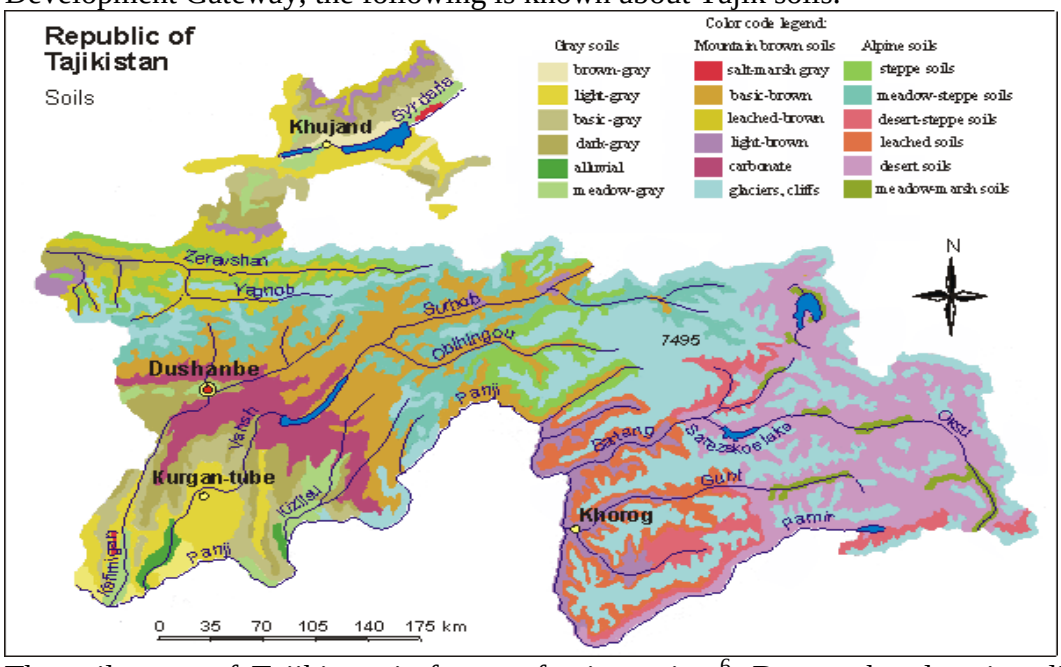
Forest resources[5]:

[4] Protected areas: http://enrin.grida.no/htmls/tadjik/soe2/eng/htm/map9.htm
[5] Forest resources map: http://enrin.grida.no/htmls/tadjik/soe2/eng/htm/map10.htm



Soils

According to http://www.tajik-gateway.org/index.phtml?lang=en&id=985, the Tajikistan Development Gateway, the following is known about Tajik soils.

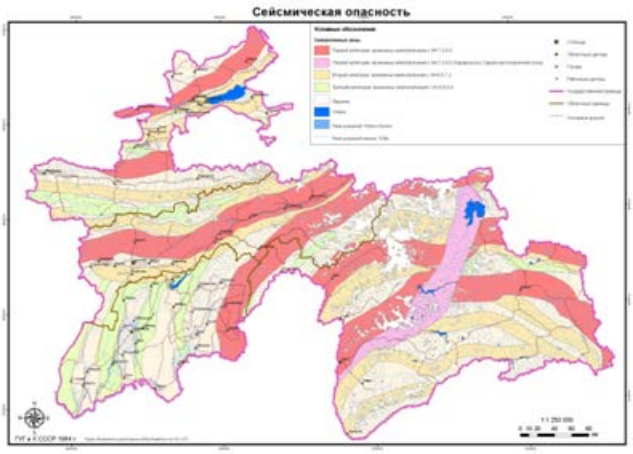


The soil cover of Tajikistan is famous for its variety[6]. Due to the elevation difference, they distinguish four soil belts: 1) valley-lowland with most of gray soils; 2) midland with mountainous brown soils; 3) highland with highly elevated meadow-prairie, prairie, desert-prairie, zang and desert soils; 4) nival belt (rottenstone soils among glaciers, firns and rocks). The main soil type of the lower belts is gray soil that is subdivided into three kinds:

[6] Soil map: http://enrin.grida.no/htmls/tadjik/soe2/eng/htm/map18.htm

- Light gray soils formed in the conditions of the dry hot climate under poor vegetation; contain low humus, rich in lime, often include easily dissolvable acids. Under certain conditions, they are subjected to a secondary salinization. These soils are common for the Syrdaria River valleys, low current of the rivers Pianj, Vakshs, Kafitnigan at the elevation of 300-600 meters and higher.
- Regular gray soils contain a bit more humus and are also rich in lime. They are rarely salted. Gray soils are found in the valleys of Yakhsu, Kyzylsu, Yavansu and others, and at the Dangara Plateau at the elevation from 600 to 900-1,000 meters. At a higher elevation, due to the higher level of precipitation and richness of the vegetation, regular gray soils transfer into dark ones (Gissar Valley, Zeravshan Valley and others).
- Dark gray soils represent the main irrigation fund of the country land. Under the impact of the many years of irrigation and cultivation, they acquired the peculiarities of the high-productivity products of cultural soils.

Midlands of the country are occupied by mountainous brown soils that are observed on the ridge slopes at the elevation from 1,600 to 2,900 meters. Highland soils are the most prevalent in the republic. They are formed at the elevation of 2,800-3,300 meters, and are of brown and auburn-brown color, low-powered and grussy and of rock-debris nature; leached by drewite carbonate. The flattened elements of the topography are characteristic by highland meadow-prairie soils with a crumbly humus horizon. The vast spaces with an abrupt topography and well developed rock-falls and rocks have a rudimentary soil cover.
In the Pamirs, there prevail desert, low-humus, carbonate soils. On the terraces of Eastern Pamirs river valleys one can find meadow-swampy permafrosty soils. They have a hillocky surface, and the soils profile is poor. In the bottom lands of the rivers and at the sites of key damping, highland salt-marshes are situated. In the valleys and at the sites covered with the bottom-land vegetation, one can see meadow and meadow-swampy soils that are developed at the boulder-gravel and sandy-gravel deposits.



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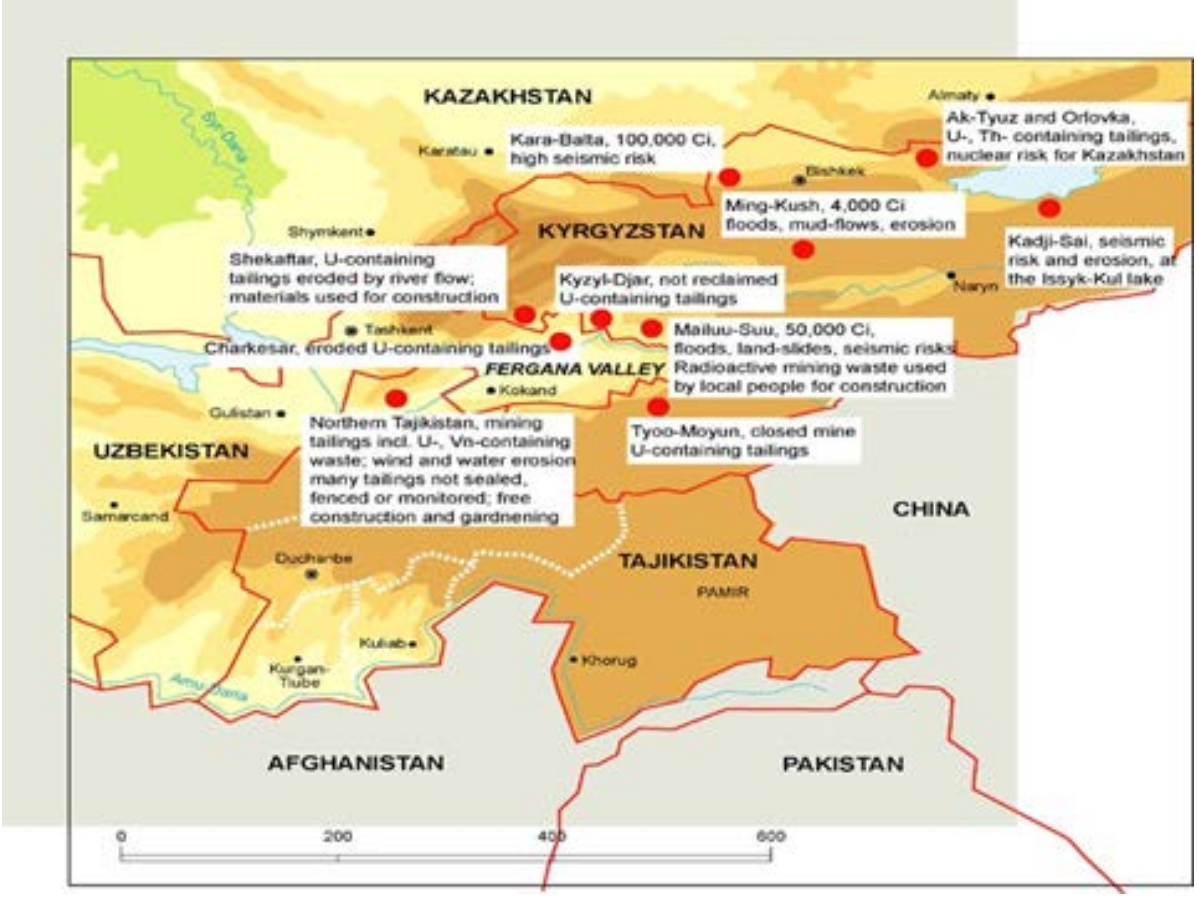
Seismicity

Industrial pollution in Central Asian republics of Ferghana valley



ATTACHMENT 6: RELEVANT ENVIRONMENTAL LEGISLATION

Закон РТ "Об охране природы"
Закон РТ "Об экологической экспертизе"
Закон РТ "Об охране атмосферного воздуха"
Закон РТ "Об отходах производства и потребления"
ЗаконРТ"О радиационной безопасности"
Закон РТ "О биологической безопасности"
Закон РТ "Об особо охраняемых природных территориях"
Закон РТ "Об охране и использовании растительного мира"
Закон РТ "О животном мире"
Закон РТ "О запрещении самовольного сбора и реализации мумие и мумие - содержащего сырья"
Закон РТ "О гидрометеорологической деятельности"
Концепция перехода Республики Таджикистан к устойчивому развитию. 2007.
Концепция охраны окружающей среды в Республике Таджикистан.2008.
Государственная экологическая программа на 2009-2019. 2009

РЕСПУБЛИКА ТАДЖИКИСТАН

ЗАКОН

Об отходах производства и потребления

(в редакции Закона РТ от 25.07.2005г.N 109)

Настоящий Закон регулирует отношения, возникающие в процессе образования, сбора, хранения, использования, транспортирования, обезвреживания и захоронения отходов, а также государственного управления, надзора и контроля в области обращения с отходами и призван содействовать предотвращению отрицательного воздействия отходов производства и потребления на окружающую среду и здоровье человека при обращении с ними, а также вовлечению их в хозяйственно-производственный оборот в качестве дополнительного источника сырья.

Глава 1. ОБЩИЕ ПОЛОЖЕНИЯ

Статья 1. Основные термины и определения

В настоящем Законе приняты следующие термины и определения :

отходы - любые вещества, материалы и предметы, которые образуются в процессе человеческой жизни и деятельности и не имеют дальнейшего использования в месте их образования или обнаружения и от которых их собственник избавляется, имеет намерение или должен избавиться путем утилизации или удаления ;

отходы потребления - изделия, материалы, вещества, утратившие полностью или частично свои потребительские свойства в процессе потребления ;

вторичное сырьё - отходы производства и потребления, собранные (заготовленные) и подготовленные к повторному использованию;

твердые бытовые отходы - отходы потребления, образующиеся в населенных пунктах в результате жизнедеятельности населения ;

опасные отходы - отходы, содержащие в своем составе вещества, которые обладают одним из опасных свойств (таким, как токсичность, инфекционность, взрывчатость, пожароопастность, высокая реакционная способность) и присутствуют в таком количестве и в таком виде, что представляют непосредственную или потенциальную опасность для здоровья людей или окружающей среды как самостоятельно, так и при вступлении в контакт с другими веществами ;

обращение с отходами - все виды деятельности, связанные со сбором, хранением, транспортированием, использованием, обезвреживанием, захоронением отходов ;

уполномоченный орган в области обращения с отходами - специальный орган, уполномоченный Правительством Республики Таджикистан в области обращения с отходами ;

хранение отходов - содержание отходов в специально оборудованных накопителях до их извлечения с целью захоронения, обезвреживания или использования ;

захоронение отходов - изоляция отходов, направленная на предотвращение попадания загрязняющих веществ в окружающую среду и исключающая возможность дальнейшего использования этих отходов ;

использование отходов - применение отходов для производства продукции и выполнения работ (услуг) или получения энергии ;

обезвреживание отходов - обработка (в том числе сжигание) на специализированных установках отходов, приводящая к уменьшению их опасного воздействия на окружающую среду и человека ;

малоотходная технология - процесс производства продукции, при котором при производстве единицы продукции образуется меньшее количество отходов по сравнению с существующими традиционными способами получения этой продукции ;

нормативы обращения с отходамиколичественные и качественные ограничения, связанные с образованием, сбором, хранением, использованием, транспортированием и захоронением отходов, с учетом их воздействия на окружающую среду ;

лимит размещения отходов - предельное количество отходов,

разрешенное для размещения, установленное физическому или юридическому лицу на определенный срок с учетом экологической обстановки в регионе ;

объект размещения отходов - полигоны, санкционированные свалки, шламохранилища, отвалы горных пород и другие специально оборудованные места для хранения и захоронения отходов ; трансграничное перемещение - любое перемещение (транспортирование) отходов из района, находящегося под национальной юрисдикцией другого государства ;

паспорт опасных отходов - документ, удостоверяющий количественную и качественную характеристику отходов, с указанием их вида и класса опасности;

мониторинг мест захоронения - длительный контроль за состоянием мест захоронения отходов, загрязнением окружающей среды на этих территориях в результате возникающих стихийных бедствий, а также оценка и прогнозирование окружающей среды от фактического состояния мест захоронения отходов.

Статья 2. Законодательство об отходах производства и потребления

1.Законодательство об отходах производства и потребления основывается на Конституции Республики Таджикистан и состоит из настоящего Закона и иных нормативно-правовых актов Республики Таджикистан, а также международных правовых актов, признанных Республикой Таджикистан.

2. Обращение с радиоактивными отходами и сбросы вредных веществ в водные объекты регулируются специальным законодательством.

Статья 3. Сфера применения настоящего Закона

Настоящий Закон распространяется на всех физических и юридических лиц, независимо от формы их собственности, осуществляющих деятельность по обращению с отходами на территории Республики Таджикистан.

Статья 4. Основные принципы государственной политики в области обращения с отходами

Основными принципами государственной политики в области обращения с отходами являются :

- приоритет охраны окружающей среды во имя сохранения жизни и здоровья человека ;
- научно обоснованное сочетание экономических и экологических интересов общества ;
- создание и внедрение малоотходных технологических процессов ;
- комплексная переработка материальносырьевых ресурсов на основе замкнутых технологических циклов ;

- использование механизмов экономического стимулирования для вовлечения в хозяйственный оборот отходов ;
- соблюдение требований природоохранного и санитарного законодательства, неотвратимость наступления ответственности за его нарушение
- государственный надзор и контроль за соблюдением установленных санитарных правил, гигиенических нормативов и норм экологической безопасности при обращении с отходами ;
- планирование мероприятий по обеспечению безопасности отходов и их финансирование;
- свободный доступ к информации в области обращения с отходами лиц, чьи интересы могут быть затронуты при такой деятельности ;
- принятие решений, затрагивающих интересы населения, с учетом защиты национальных интересов и участие в международном сотрудничестве в области обращения с отходами.

Глава 2.
Полномочия органов государственной власти в области обращения с отходами

Статья 5. Полномочия органов государственной исполнительной власти в области обращения с отходами

1.Государственное управление в области обращения с отходами осуществляется органами государственной исполнительной власти.

2. В ведении государственных органов исполнительной власти находятся :
- формирование и реализация государственной политики в области обращения с отходами ;
- принятие нормативных правовых актов, регулирующих правоотношения на территории Республики Таджикистан в области обращения с отходами и контроль их исполнения ;
- определение общих принципов организации и проведения государственного надзора и контроля в области обращения с отходами ;
- установление системы органов государственной исполнительной власти и их компетенции в области обращения с отходами.

3. В ведении государственного органа по охране природы находятся:
- разработка, утверждение и реализация целевых и научно
-технических программ в области обращения с отходами ;
- государственный контроль в области обращения с отходами, а также за соблюдением норм экологической безопасности ;
- организация проведения государственной экологической экспертизы в области обращения с отходами;
- лицензирование деятельности в области обращения с опасными отходами ;
- разработка, утверждение и введение государственных правил и норм, регламентирующих порядок экологически безопасного обращения с отходами и устанавливающих требования безопасности отходов для окружающей среды и здоровья человека ;
- осуществление на республиканском уровне мер по ликвидации последствий катастроф, аварий, связанных с обращением с отходами ;
- внесение в соответствующий орган предложений об ограничении или приостановлении деятельности хозяйствующих субъектов независимо от формы их собственности, если в их деятельности имеет место нарушение законодательства в области обращения с отходами;

- организация государственного учета и отчетности по обращению с отходами ;
- обеспечение населения информацией в области обращения с отходами ;
- организация ведения кадастра отходов ;
- осуществление международного сотрудничества, в том числе установление порядка трансграничного перемещения отходов.

Статья 6. Полномочия органов местной власти в области обращения с отходами

1. В ведении органов местной власти находятся:
- обеспечение реализации на своей территории государственной политики в области обращения с отходами;
- организация и проведение государственного надзора и контроля в области обращения с отходами;
- осуществление мер по ликвидации последствий катастроф, аварий, связанных с обращением с отходами;
- организация обезвреживания и захоронения отходов с восстановлением ущерба, нанесенного окружающей среде, за счет средств их собственников;
- создание экономических и социальных стимулов к более полному использованию отходов физическими и юридическими лицами ;
- обеспечение населения информацией в области обращения с отходами.

2. Местные органы самоуправления осуществляют свою деятельность в обращении с отходами в пределах полномочий и прав, предоставленных им Законом Республики Таджикистан <Об органах самоуправления в поселке и селе> и иными нормативно-правовыми актами.

Глава 3. ТРЕБОВАНИЯ ПРИ ОБРАЩЕНИИ С ОТХОДАМИ

Статья 7. Требования при проектировании, строительстве и реконс трукции предприятий, сооружений и иных объектов

При проектировании, строительстве и реконструкции действующих предприятий, сооружений и иных объектов физические и юридические лица обязаны :
- соблюдать установленные стандарты, нормы и иные нормативы качества окружающей среды в области обращения с отходами ;
- иметь положительное заключение государственной экологической экспертизы и органов государственной санитарно
-эпидемиологической службы на проекты и другую документацию, регламентирующую деятельность, связанную с обращением с отходами.

Статья 8. Лицензирование деятельности по обращению с опасными от ходами

Лицензирование деятельности по обращению с опасными отходами осуществляется согласно Закону Республики Таджикистан "О лицензировании отдельных видов деятельности(в редакции Закона РТ от 25.07.2005г.N109).

Статья 9. Требования при эксплуатации действующих производств

1.Физические и юридические лица в ходе эксплуатации действующих производств обязаны :

- соблюдать установленные стандарты, нормы и иные нормативы качества окружающей среды в области обращения с отходами ;
- иметь разрешение на обращение с отходами ;
- внедрять малоотходные технологии ;
- проводить инвентаризацию образовавшихся отходов и представлять достоверную информацию в статистические органы и уполномоченный орган в области обращения с отходами ;
- осуществлять производственный контроль в области обращения с отходами ;
- предоставлять уполномоченному органу в области обращения с отходами необходимую информацию;
- соблюдать требования по предупреждению аварийных ситуаций ;
- при возникновении аварий с отрицательными экологическими последствиями или ситуаций, способных привести к таким авариям, немедленно информировать об этом уполномоченный орган в области обращения с отходами, органы местного самоуправления и население ;
- при трансграничных перемещениях отходов руководствоваться настоящим Законом и иными нормативно-правовыми актами, а также международными требованиями по трансграничной перевозке опасных отходов, признанными Республикой Таджикистан.

2. Эксплуатация производств, в которых образуются опасные отходы, не удаляемые экологически безопасными способами, запрещается.

Статья 10. Требования к размещению отходов

1.Выбор места строительства объектов для размещения и обезвреживания отходов осуществляется на основе специальных (геологических, гидрологических и иных) исследований по согласованию с уполномоченным органом в области обращения с отходами при положительном заключении государственной экологической экспертизы, органов санитарно-эпидемиологической службы и решении органов местной власти (в необходимых случаях решение принимается с учетом общественного мнения).

2.Запрещается захоронение отходов на территории городов и других населенных пунктов, в лесопарковых, курортных, лечебно-оздоровительных зонах, на территориях водосбора месторождений подземных вод, используемых в хозяйственно-питьевых целях, а также в районах залегания полезных ископаемых и ведения горных работ (в случае угрозы безопасности ведения горных работ и порчи месторождений).

3.Размещение отходов допускается на основе разрешений, выдаваемых уполномоченным органом в области обращения с отходами, а также органами осуществляющими государственный санитарноэпидемиологический надзор.

4.Размещение отходов осуществляется в соответствии с требованиями, установленными в нормативных актах.

5.Места захоронения отходов вносятся в государственный реестр мест захоронения отходов. Порядок ведения государственного реестра мест захоронения отходов устанавливается уполномоченным органом в области обращения с отходами.

6. При захоронении отходов обязательным является ведение мониторинга мест захоронения.

Мониторинг мест захоронения осуществляется собственником объекта размещения отходов в порядке, согласованном с уполномоченным органом в области обращения с отходами.

7. Собственники объектов размещения отходов после окончания эксплуатации этих объектов (или участков) обязаны проводить работы по восстановлению нарушенных земельных участков.

Статья 11. Требования к очистке населенных пунктов от твердых бы

товых отходов

1.Территория населенного пункта должна регулярно очищаться от твердых и жидких отходов потребления.

2.Организация рациональной системы сбора отходов, предусматривающей раздельный сбор ценных компонентов (пищевые отходы, цветные и черные металлы, текстиль, бумага и т.п.), временное хранение, регулярный вывоз и обезвреживание отходов потребления, а также очистку территории населенного пункта, определяется органами местного самоуправления и должна соответствовать требованиям санитарных правил, гигиенических и экологических нормативов.

3.Контроль за соблюдением установленных правил и норм содержания территории населенных пунктов обеспечивают органы местного самоуправления и органы, осуществляющие государственный санитарно-эпидемиологический надзор и контроль в области охраны природы.

Статья 12. Требования при обращении с опасными отходами

1. Физические и юридические лица, деятельность которых связана с образованием опасных отходов, обязаны при обращении с ними обеспечить надежную защиту окружающей среды и населения от вредного воздействия.

2.Все опасные отходы по степени их вредного воздействия на человека и окружающую среду подразделяются на классы.

3.Класс опасности отхода определяется его производителем в соответствии с нормативными документами, утверждаемыми уполномоченными органами в области обращения с отходами, санитарно - эпидемиологического, горного и технического надзора в пределах их компетенций.

4.Размещение опасных отходов допускается только в специально оборудованных для этих целей сооружениях на основании разрешений, выданных в установленном порядке.

5. Физические и юридические лица, осуществляющие обращение с опасными отходами, обязаны вести учет опасных отходов в порядке, установленном органом государственной статистики и уполномоченным органом в области обращения с отходами.

Статья 13. Требования к транспортированию опасных отходов

1. Транспортирование опасных отходов допускается только при наличии паспорта отходов и специально оборудованными транспортными средствами.

2. Порядок транспортирования отходов на конкретных видах транспорта (автомобильном, железнодорожном, водном), требования к выполнению погрузочно-разгрузочных работ и другие необходимые требования по обеспечению экологической безопасности определяются стандартами (нормами и правилами), утверждаемыми государственными органами по надзору за безопасностью на соответствующем виде транспорта и согласованными с уполномоченным органом в области обращения с отходами.

3. С момента погрузки отходов на транспортное средство и приемки их организацией или физическим лицом, осуществляющими транспортировку отходов, и до выгрузки их в установленном месте из транспортного средства, юридическую ответственность за безопасное обращение с ними несет транспортная организация, которой принадлежит данное транспортное средство.

Статья 14. Трансграничное перемещение отходов

1.Ввоз отходов на территорию республики с целью захоронения и обезвреживания запрещается.

2.Любое трансграничное перемещение отходов для использования их в качестве вторичного сырья осуществляется только по разрешению, выдаваемому уполномоченным органом в области обращения с отходами и другими уполномоченными государственными органами.

3.Порядок государственного регулирования трансграничных и транзитных перевозок отходов устанавливается Правительством Республики Таджикистан.

4.Контроль за ввозом и вывозом опасных отходов обеспечивается уполномоченными органами государственной исполнительной власти, осуществляющими пограничный, таможенный, экологический и санитарно-карантинный контроль, в соответствии с действующими нормативноправовыми актами и признанными Республикой Таджикистан международными договорами.

Глава 4. КОНТРОЛЬ ЗА ОБРАЩЕНИЕМ С ОТХОДАМИ

Статья 15. Государственный контроль за обращением с отходами

1.Государственный контроль за обращением с отходами осуществляется уполномоченным органом в области обращения с отходами, а также исполнительными органами местной власти.

2.Государственный контроль в области обращения с отходами включает в себя :

- контроль за соблюдением физическими и юридическими лицами требований законодательства при обращении с отходами, выявление нарушений этих требований и принятие мер по их устранению ;
- контроль за соблюдением физическими и юридическими лицами требований в области обращения с отходами, в том числе предусмотренных международными соглашениями и договорами о контроле за трансграничным перемещением опасных отходов, используемых в качестве сырья ;
- контроль за выполнением природоохранных, гигиенических, противоэпидемических мероприятий, санитарных и природоохранных правил, норм, гигиенических и экологических нормативов при обращении с отходами ;
- контроль за соблюдением требований пожарной безопасности при обращении с отходами ;
- сбор, обработку и анализ информации по обращению с отходами, оценку их влияния на окружающую среду ;
- контроль достоверности, предоставляемой физическими и юридическими лицами информации и отчетности об отходах;
- анализ существующих производств, выявление возможностей и способов снижения объемов и степени опасности образующихся отходов, контроль за более полным вовлечением отходов в хозяйственный оборот в качестве сырья ;
- контроль за соблюдением свободного доступа населения к информации по обращению с отходами ;
- привлечение в установленном порядке виновных физических и юридических лиц к ответственности за нарушение законодательства Республики Таджикистан об отходах ;
- принятие решений об ограничении, приостановлении, прекращении деятельности в области обращения с отходами, несущей потенциальную опасность для окружающей среды и человека.

3. Решения органов, осуществляющих государственный контроль при обращении с отходами, могут быть обжалованы в порядке, установленном действующим законодательством.

Статья 16. Производственный контроль за обращением с отходами

1.Организации, осуществляющие хозяйственную деятельность, связанную с отходами, организуют и осуществляют производственный контроль за обращением с отходами, целью которого является проверка выполнения экологических, санитарных и иных требований по обращению с отходами.

2.Порядок организации производственного контроля за обращением с отходами регулируется положениями о контроле за обращением с отходами, разработанными и утвержденными предприятиями и организациями на основе настоящего Закона и иных нормативно-правовых актов и нормативных документов, касающихся обращения с отходами и согласованных с уполномоченным органом в области обращения с отходами.

Статья 17. Общественный контроль за обращением с отходами

Общественный контроль за обращением с отходами осуществляется общественными объединениями в соответствии с их уставами и гражданами по месту жительства в порядке, предусмотренном нормативно-правовыми актами Республики Таджикистан и включает в себя проверку выполнения требований настоящего Закона всеми физическими и юридическими лицами.

Глава 5.
НОРМИРОВАНИЕ И ГОСУДАРСТВЕННЫЙ УЧЕТ ПРИ ОБРАЩЕНИИ С ОТХОДАМИ

Статья 18. Нормирование обращения с отходами

1. Физические и юридические лица в соответствии с порядком, утвержденным уполномоченным органом в области обращения с отходами, обеспечивают допустимое воздействие отходов на окружающую среду и человека.

2. Нормативы обращения с отходами утверждаются органами исполнительной власти, функционирующими в области охраны природы, санитарно-эпидемилогического, горного и технического надзора, в пределах их компетенции и в порядке, установленном нормативноправовыми актами Республики Таджикистан.

3. Отходы, являющиеся объектом купли-продажи или экспорта и импорта, должны проходить сертификацию в порядке, определяемом нормативно-правовыми актами Республики Таджикистан.

Статья 19. Государственный учет и отчетность в области обращения с отходами

1.Государственная отчетность в области обращения с отходами ведется по единой системе.

2. Физические и юридические лица ведут в установленном порядке первичный учет образующихся, использованных, переданных или проданных другим лицам, а также размещенных отходов и представляют отчет по формам и в сроки, определяемые органами государственной статистики и уполномоченным органом в области обращения с отходами, обеспечивая полноту и достоверность представляемой информации.

3. Порядок первичного учета в области обращения с отходами устанавливается уполномоченным органом в области обращения с отходами, а порядок официального статистического учета устанавливается органом государственной статистики по согласованию с уполномоченным органом в области обращения с отходами.

4. Физические и юридические лица обеспечивают хранение информации по учету в области обращения с отходами в течение сроков, определяемых уполномоченным органом в области обращения с отходами.

Статья 20. Государственный кадастр отходов

1. Формируется государственный кадастр отходов, который представляет собой систематизированный свод данных по учету отходов.

2. Государственный кадастр отходов ведется уполномоченным органом в области обращения с отходами по единой методологии на основе государственных классификаторов техникоэкономической и социальной информации.

3. Порядок ведения государственного кадастра отходов определяется Правительством Республики Таджикистан.

Глава 6.
ЭКОНОМИЧЕСКОЕ И ПРАВОВОЕ РЕГУЛИРОВАНИЕ В ОБЛАСТИ ОБРАЩЕНИЯ С ОТХОДАМИ

Статья 21. Экономическое регулирование в области обращения с отходами

1.За размещение отходов взимается плата с учетом объема их размещения, класса опасности и нормативов размещения.

Средства, поступившие от взимания платы за размещение отходов, направляются в соответствующий бюджет.

2. Механизм и меры экономического стимулирования и льготного взимания платы в области обращения с отходами, порядок взимания, определения размеров и распределения платы за размещение отходов устанавливаются Правительством Республики Таджикистан.

Статья 22. Ответственность за нарушение требований законодательства об отходах

1.К правонарушениям законодательства об отходах относятся нарушения физическими и юридическими лицами требований настоящего Закона, а также принятых в соответствии с ним нормативных правовых актов, выразившиеся в :

- несоблюдении стандартов, норм и иных нормативов качества окружающей среды при обращении с отходами ;
- причинении вреда окружающей среде и здоровью людей, а также имуществу физических и юридических лиц и граждан при обращении с отходами ;
- отсутствии разрешений на обращение с отходами ;
- отсутствии положительного заключения государственной экологической и санитарноэпидемиологической экспертизы при проектировании, строительстве и реконструкции предприятий, сооружений и иных объектов, регламентирующего их деятельность по обращению с отходами;
- невыполнении требований первичного учета при обращении с отходами ;
- несвоевременном представлении или представлении недостоверной информации по обращению с отходами по установленным формам в орган государственной статистики и уполномоченный орган в области обращения с отходами;
- размещении отходов в местах, не предназначенных специально для этих целей ;
- неисполнении предписаний уполномоченного органа в области обращения с отходами, действующих в пределах своей компетенции;

- нарушении порядка трансграничного перемещения отходов;
- нарушении требований по ведению мониторинга мест захоронения отходов ;
- нарушении установленного порядка уборки населенных пунктов от твердых бытовых отходов ;
- нарушении установленного порядка транспортирования отходов ;
- нарушении требований природоохранного законодательства при обращении с отходами.

2. Физические и юридические лица, виновные в совершении правонарушения в области обращения с отходами, предусмотренного настоящим Законом и иными нормативными правовыми актами в области обращения с отходами, несут ответственность в соответствии с законодательством Республики Таджикистан.

3. Штрафы за нарушения законодательства в области обращения с отходами перечисляются в установленном порядке в соответствующие бюджеты и используются на природоохранные мероприятия.

4. Лица, допустившие правонарушения при обращении с отходами, в результате которых причинен вред окружающей среде, здоровью человека, имуществу физических и юридических лиц, возмещают ущерб в полном объеме в соответствии с Гражданским кодексом Республики Таджикистан, Законом Республики Таджикистан <Об охране природы>, настоящим Законом и другими нормативно-правовыми актами Республики Таджикистан. Уплата штрафа не освобождает лиц, допустивших правонарушения при обращении с отходами, от обязанности возмещения ущерба.

Президент
Республики Таджикистан Э.РАХМОНОВ

г. Душанбе, 10 мая 2002 года
№44

Law of the Republic of Tajikistan Tajikistan "On ecological expertise", 25 May 2000, #73-II

РЕСПУБЛИКА ТАДЖИКИСТАН

ЗАКОН

Об экологической экспертизе

(в редакции Закона РТ от 26.12.2005г.№123,
от 30.07.2007г. №328)

Настоящий Закон регулирует общий порядок организации и проведения экологической экспертизы, определяет права и обязанности сторон, участвующих в проведении экологической экспертизы, устанавливает права граждан на получение информации об экологической опасности проектируемых, строящихся и эксплуатируемых объектов, принятых на его основе, порядок обжалования заключений и рассмотрения споров, а также устанавливает ответственность за нарушение законодательства в области экологической экспертизы.

Глава I. Общие положения

Статья I. Экологическая экспертиза

Экологическая экспертиза - официальное определение соответствия намечаемой и осуществляемой хозяйственной и иной деятельности экологическим требованиям и определение допустимости реализации объекта экологической экспертизы в целях предупреждения возможных неблагоприятных воздействий этой деятельности на окружающую природную среду и связанных с ними социальных, экономических и иных последствий реализации объекта экологической экспертизы.

Статья 2. Законодательство об экологической экспертизе

Законодательство Республики Таджикистан об экологической экспертизе основывается на Конституции Республики Таджикистан и состоит из настоящего Закона, Закона Республики Таджикистан "Об охране природы", других нормативно-правовых актов Республики Таджикистан и международно-правовых актов, признанных Республикой Таджикистан.

Статья 3. Цели экологической экспертизы

Целями экологической экспертизы являются:

-предупреждение возможных негативных последствий реализации объектов экспертизы, их неблагоприятного воздействия на здоровье населения, природные ресурсы, окружающую среду, экологическую безопасность общества, включая предотвращение причиненного ими вреда при осуществлении управленческой, хозяйственной, инвестиционной и иной деятельности по реализации объектов экспертизы;

-обеспечение экологического прогнозирования на основе информации о состоянии и возможных изменениях экологической обстановки вследствие размещения и развития производительных сил, не приводящих к негативному воздействию на здоровье населения, природные ресурсы, окружающую среду и экологическую безопасность общества;

- создание банков данных состояния окружающей природной среды и банков знаний в области оценки экологического воздействия на человека и природу.

Статья 4. Задачи экологической экспертизы

Задачами экологической экспертизы являются:

-оценка эффективности, обоснованности и достаточности мер по охране здоровья населения, рациональное использование природных ресурсов, охрана окружающей среды в объектах экспертизы;

-оценка правильности определения производителем степени экологического риска и опасности намечаемой и осуществляемой деятельности;

-оценка соответствия экологическим стандартам объектов экспертизы, намечаемых к использованию на стадиях, предшествующих принятию решения об их использовании или соответствия названным стандартам уже осуществляемой деятельности на территории Республики Таджикистан;

-организация всестороннего, объективного, научно-обоснованного анализа и оценки объектов экспертизы;

-анализ и оценка экологически вредных воздействий объектов экспертизы на здоровье населения, природные ресурсы, окружающую среду, а также возможных социальных, экономических и экологических последствий;

-подготовка объективных, научнообоснованных выводов экологической экспертизы, своевременная передача их государственным и иным органам, принимающим решения о реализации объекта экспертизы, информирование заинтересованных лиц, общественности и граждан;

-получение и анализ информации об экологической обстановке.

Статья 5. Принципы экологической экспертизы

Экологическая экспертиза основывается на принципах:

-обязательности проведения экологической экспертизы до принятия решений о реализации объекта экологической экспертизы;

-презумпции потенциальной экологической опасности намечаемых объектов экологической экспертизы;

-комплексности оценки воздействия на окружающую среду, хозяйственную и иную деятельность и его последствия;

-достоверности и полноты информации представляемой на экологическую экспертизу;

-независимости экспертов и экспертных органов экологической экспертизы при осуществлении ими своих полномочий в области экологической экспертизы;

-научной обоснованности, объективности и законности заключений экологической экспертизы;

-гласности, участия общественности, учета общественного мнения;

-ответственности участников экологической экспертизы и заинтересованных сторон за организацию, проведение и качество экологической экспертизы.

Статья 6. Виды экологической экспертизы

В Республике Таджикистан осуществляется два вида экологической экспертизы: государственная экологическая экспертиза и общественная экологическая экспертиза.

Статья 7. Объекты экологической экспертизы

Обязательной экологической экспертизе подлежат:

1) проекты нормативно-технических, инструктивно-методических документов, регламентирующих хозяйственную и иную деятельность, связанную с использованием природных ресурсов;

2)материалы, предшествующие разработке прогнозов развития и размещения производительных сил на территории Республики Таджикистан, в том числе:

-проекты государственных комплексных и целевых социально-экономических, научно-технических и иных программ;

-проекты генеральных планов развития территорий свободных экономических зон и территорий с особым режимом природопользования и ведения хозяйственной деятельности;

-проекты схем развития отраслей народного хозяйства, в том числе отраслей промышленности;

-проекты инвестиционных программ, затрагивающих вопросы природопользования;

-проекты государственных комплексных схем охраны природы;

3) все виды градостроительной документации, в том числе:

-проекты генеральных схем расселения, природопользования и территориальной организации производительных сил;

-проекты территориальных комплексных схем охраны природы и природопользования;

-схемы и проекты районной планировки административно территориальных образований;

-генеральные планы городов и других поселений;

-проекты городской и поселковой административной черты, а также сельских поселений;

-генеральные планы территорий, подведомственных органов исполнительной власти на местах, а также селитебных, промышленных, рекреационных и др. функциональных зон;

-проекты детальной планировки общественного центра, жилых районов, магистралей городов;

-проекты застройки кварталов, участков городов и других поселений;

-проекты рекультивации земель, нарушенных в результате геологоразведочных, добычных, взрывных и иных видов работ;

4) технико-экономические обоснования и проекты строительства, реконструкции, расширения, технического перевооружения, консервации и ликвидации объектов, предприятий и другие проекты, независимо от их сметной стоимости, ведомственной принадлежности и форм собственности, осуществление которых может оказать воздействие на окружающую среду, в том числе материалы по созданию совместных с иностранными фирмами предприятий;

5) технико-экономические обоснования и проекты хозяйственной деятельности, которые могут оказывать отрицательное воздействие на окружающую среду сопредельных государств или для осуществления которой необходимо использование общих с сопредельными государствами природных объектов, или которые затрагивают интересы сопредельных государств, определенные международными правовыми актами, признанными Республикой Таджикистан;

6) материалы по созданию предприятий нефтедобывающей, нефтегазоперерабатывающей, угледобывающей и горнорудной отраслей, а также крупных предприятий других отраслей промышленности с иностранными инвестициями, независимо от величины их уставного капитала;

7) материалы обследований действующих экологически опасных предприятий, объектов, техники, технологий, материалов и веществ, выполненных в установленном порядке, в случае принятия Правительством Республики Таджикистан соответствующих

решений о проведении государственной экологической экспертизы по инициативе уполномоченных государственных органов в области охраны окружающей среды;

8) проекты международных договоров, контрактов и соглашений, включая проекты соглашений о разделе продукции и концессионные договоры, а также другие, предусматривающие использование природных ресурсов и отходов объектов с иностранными инвестициями;

9) техническая документация на новую технику, технологии, материалы, вещества, сертифицируемые товары и услуги, в том числе закупаемые за рубежом;

10) материалы комплексного экологического обследования территорий, обосновывающие придание им правового статуса особо охраняемых природных территорий, зоны экологического бедствия или зоны чрезвычайной ситуации;

11) проекты схем охраны и использования водных, лесных, земельных и других природных ресурсов, находящихся в ведении государства;

12) материалы по видам деятельности, представляющим экологическую опасность;

13) иные виды, которые в соответствии с нормативными документами, принятыми в установленном порядке, способны оказать прямое или косвенное воздействие на окружающую среду.

Статья 8. Уполномоченный государственный орган в области экологической экспертизы

Деятельность в области экологической экспертизы осуществляется уполномоченным государственным органом в области экологической экспертизы, определяемом Правительством Республики Таджикистан.

Статья 9. исключена (в редакции Закона РТ от 30.07.2007г.№328)

Глава II. Полномочия органов государственной власти, органов исполнительной власти на местах, права общественных объединений и граждан в области экологической экспертизы

Статья 10. Полномочия Правительства Республики Таджикистан в области экологической экспертизы

Правительство Республики Таджикистан:

-организует разработку и исполнение государственных программ экологической экспертизы;

-осуществляет меры по защите интересов государства, прав и свобод граждан в области экологической экспертизы;

-координирует работу органов государственного управления по совместному проведению мероприятий по реализации программ экологической экспертизы государственного и международного значения;

-назначает проведение дополнительной и повторной государственной экологической экспертизы уполномоченными государственными органами в области государственной экологической экспертизы;

- исключен (в редакции Закона РТ от 26.12.2005г.№123).

Статья 11. Полномочия уполномоченного государственного органа в области экологической экспертизы

К полномочиям уполномоченного государственного органа в области экологической экспертизы относятся:

-организация государственной экологической экспертизы объектов, указанных в статье 7 настоящего Закона, в том числе формирование экспертных комиссий;

-установление срока действия положительного заключения государственной экологической экспертизы;

-разработка, пересмотр и утверждение нормативно-технических и инструктивно-методических документов, обеспечивающих реализацию настоящего Закона в части проведения государственной экологической экспертизы;

-научное и методическое обеспечение государственной экологической экспертизы;

-организация информационного обеспечения государственной экологической экспертизы, включая формирование и ведение банков данных о намечаемой деятельности, о реализации объекта экспертизы и их влиянии на состояние окружающей среды;

-взаимодействие в установленном порядке с эколого-экспертными органами других государств с целью проведения консультаций, совместных экологических экспертиз, обмена научными и методическими разработками, привлечения иностранных специалистов;

-исключен (в редакции Закона РТ от 26.12.2005г.№123);

-проведение семинаров и конференций по вопросам методологии и формам проведения экологической экспертизы, обмена опытом проведения и повышения качества эколого- экспертной деятельности;

-координация в пределах своей компетенции эколого- экспертной деятельности в Республике Таджикистан, осуществление методического руководства по вопросам проведения экологической экспертизы объектов, независимо от их подчиненности и форм собственности,

-контроль за соблюдением настоящего Закона и других нормативных правовых актов в области государственной экологической экспертизы при ее организации и проведении;

-ведение государственных реестров экспертов, участвующих в проведении экологической экспертизы:

-взаимодействие в пределах своей компетенции с министерствами, ведомствами, организациями и их экспертными подразделениями.

Уполномоченный государственный орган в области государственной экологической экспертизы имеет право:

-организовывать, проводить и принимать участие в международных экологических экспертизах;

-привлекать к проведению государственной экологической экспертизы иностранных ученых и специалистов в установленном законодательством Республики Таджикистан порядке, за исключением случаев, когда объект экспертизы содержит государственную или коммерческую тайну;

- на доступ к банкам данных о состоянии окружающей природной среды и банкам знаний в сфере оценки экологического воздействия хозяйственной и иной деятельности на человека и природу;

-направлять в банковские органы заключения относительно прекращения финансирования по объектам, не получившим положительной оценки экологической экспертизы;

-готовить и передавать соответствующие материалы правоохранительным и иным органам для решения вопросов о привлечении к ответственности лиц, виновных в нарушении законодательства в области экологической экспертизы;

-в пределах своей компетенции осуществлять иные действия, не противоречащие действующему законодательству, необходимые для реализации своих полномочий.

Статья 12. Обязанности уполномоченного органа государственной экологической экспертизы

Уполномоченный орган государственной экологической экспертизы обязан:

-обеспечивать соответствие порядка проведения государственной экологической экспертизы требованиям настоящего Закона, иных действующих законодательных актов, нормативно-технических и инструктивно-методических документов;

-предварительно информировать органы государственной власти о проведении заседаний экспертной комиссии государственной экологической экспертизы по объектам экологической экспертизы;

-направлять заключения государственной экологической экспертизы органам, принимающим решение о реализации объекта экспертизы;

-предоставлять для ознакомления заказчику, подавшему заявление о проведении государственной экологической экспертизы, нормативно- технические, инструктивно-методические документы, регламентирующие организацию и проведение государственной экологической экспертизы;

-предоставлять для ознакомления общественным организациям, осуществляющим общественную экологическую экспертизу, нормативно-технические документы, которые устанавливают требования к проведению государственной экологической экспертизы;

-направлять органам исполнительной власти на местах, общественным организациям и отдельным гражданам, предоставившим аргументированные предложения, касающиеся экологических аспектов реализации намечаемой деятельности, материалы, обосновывающие учет этих предложений при проведении государственной экологической экспертизы;

-предоставлять средствам массовой информации по их запросам сведения о результатах проведения государственной экологической экспертизы;

-организовать подготовку, переподготовку и повышение квалификации экспертов-экологов государственной экологической экспертизы.

Статья 13. Полномочия местных органов исполнительной власти в об
ласти экологической экспертизы

К полномочиям местных органов исполнительной власти в области экологической экспертизы относятся:

-делегирование экспертов в состав экспертных комиссий для участия в экспертизе объектов, реализация которых намечается на их территории и в случаях возможного воздействия на окружающую среду хозяйственной деятельности, намечаемой другой административно-территориальной единицей;

-организация общественных обсуждений, проведение опросов, референдумов среди населения о намечаемой хозяйственной и иной деятельности, которая подлежит экологической экспертизе;

-принятие и реализация в рамках своих полномочий решений по вопросам экологической экспертизы на основании результатов общественных обсуждений, референдумов, опросов, заявлений общественных экологических организаций и движений, информации об объектах экологической экспертизы;

-по требованию населения инициировать проведение общественных экологических экспертиз;

-информирование уполномоченных государственных органов в области экологической экспертизы о намечаемой хозяйственной и иной деятельности на соответствующих территориях;

-информирование органов прокуратуры и специально уполномоченных органов в области охраны окружающей среды о начале реализации объекта экологической экспертизы без положительного заключения государственной экологической экспертизы;

- осуществление иных полномочий в данной области на основе законодательствам Республики Таджикистан.

Местные органы исполнительной власти имеют право:

-на получение от соответствующих компетентных органов необходимой информации об объектах экологической экспертизы, реализация которых может оказывать воздействие на окружающую среду данной территории, о результатах проведения государственной экологической экспертизы и общественной экологической экспертизы;

-направлять в письменной форме уполномоченным государственным органам в области экологической экспертизы свои аргументированные предложения по экологическим аспектам реализации намечаемой хозяйственной и иной деятельности.

Статья 14. Право общественных объединений и граждан в области ор ганизации экологической экспертизы

Общественные объединения и граждане и области организации экологической экспертизы имеют право:

-инициировать проведение, в соответствии с настоящим Законом, общественной экологической экспертизы хозяйственной и иной деятельности, реализация которой наносит вред экологическим интересам населения, проживающего на данной территории;

-направлять в письменном виде уполномоченным государственным органам в области экологической экспертизы аргументированные предложения, касающиеся экологических аспектов реализации намечаемой деятельности;

-получать от органов, организующих проведение государственных экологических экспертиз в соответствии с порядком, установленным уполномоченным государственным органом в области экологической экспертизы, информацию о результатах проведения государственной экологической экспертизы;

-осуществлять иную деятельность в области экологической экспертизы, не противоречащие действующему законодательству.

При подготовке заключения государственной экологической экспертизы и принятии решения о реализации объекта экспертизы должны рассматриваться направленные в экспертную комиссию материалы, отражающие общественное мнение.

Глава III. Государственная экологическая экспертиза

Статья 15. Экспертная комиссия государственной экологической экс пертизы

Государственная экологическая экспертиза проводится экспертной комиссией, образованной уполномоченным государственным органом в области экологической экспертизы.

В экспертную комиссию включаются внештатные эксперты и в случаях, установленных нормативными документами уполномоченного государственного органа в области экологической экспертизы могут включаться его штатные сотрудники.

Положение об экспертной комиссии государственной экологической экспертизы разрабатывается и утверждается уполномоченным государственным органом в области экологической экспертизы.

Статья 16. Эксперт государственной экологической экспертизы

Экспертом государственной экологической экспертизы является специалист, привлеченный уполномоченным государственным органом в области экологической

экспертизы к проведению экологической экспертизы по соответствующим направлениям науки, техники, технологии.

Экспертом государственной экологической экспертизы не могут быть заказчик или разработчик проекта, их представители, представители министерств, ведомств, организаций, к сфере деятельности которых относится объект экспертизы, состоящие в трудовых или иных договорных отношениях с заказчиком или разработчиком проекта предусматривающих материальное вознаграждение.

Эксперт участвует в проведении государственной экологической экспертизы в соответствии с настоящим Законом и заданием руководителя экспертной комиссии.

Эксперт государственной экологической экспертизы при проведении государственной экологической экспертизы имеет право:

-заявлять уполномоченному государственному органу в области экологической экспертизы о необходимости предоставления заказчиком на экологическую экспертизу материалов, требуемых для всесторонней и объективной оценки экспертируемых объектов;

-формулировать особое мнение по объекту экспертизы, которое в обязательном порядке прилагается к заключению государственной экологической экспертизы.

Эксперт государственной экологической экспертизы обязан:

-осуществлять всесторонний, полный, объективный и комплексный анализ представляемых на государственную экологическую экспертизу материалов, определять их соответствие природоохранным нормативным правовым актам Республики Таджикистан и нормативно-техническим документам;

-соблюдать требования законодательства Республики Таджикистан об экологической экспертизе;

-соблюдать установленные уполномоченным государственным органом в области экологической экспертизы порядок и сроки осуществления экологической экспертизы;

-обеспечивать объективность и обоснованность выводов своего заключения;

-участвовать в подготовке материалов, обосновывающих учет при проведении государственной экологической экспертизы заключений общественной экологической экспертизы, а также поступивших от органов местного самоуправления, общественных объединений и граждан предложений, касающихся экологических аспектов объектов экспертизы.

Оплата труда внештатных экспертов государственной экологической экспертизы производится уполномоченным государственным органом в области экологической экспертизы на договорной основе в порядке, определенном Правительством Республики Таджикистан.

Оплата труда и поощрение штатных работников, участвующих в проведении государственной экологической экспертизы, производятся в установленном для государственных служащих порядке.

Статья 17. Условия проведения государственной экологической экспертизы

Объекты, подлежащие экологической экспертизе, должны содержать обоснование экологической безопасности намечаемой или осуществляемой деятельности, комплексную эколого - социальноэкономическую оценку их имеющегося или предполагаемого воздействия на состояние окружающей природной среды, оценку экологического риска и вреда для здоровья людей, а также альтернативные прогнозируемые варианты снижения таких воздействий.

Государственная экологическая экспертиза проводится при условии соответствия формы и содержания представляемых заказчиком материалов требованиям настоящего Закона, порядку проведения государственной экологической экспертизы, утвержденному

уполномоченным государственным органом в области экологической экспертизы и наличия в составе представляемых материалов:

-документации, подлежащей государственной экологической экспертизе в соответствии со статьей 7 настоящего Закона, в объёме, определённом в установленном порядке и содержащем материалы оценки воздействия экспортируемой деятельности на окружающую среду;

-положительных заключений и (или) согласованных документов органов государственного надзора и контроля и органов государственного управления, получаемых в установленном законодательством порядке;

-заключения общественной экологической экспертизы, если она проводилась.

Государственная экологическая экспертиза проводится при условии ее предварительной оплаты в полном объеме заказчиком.

Статья 18. Сроки проведения государственной экологической экспертизы

Сроки проведения государственной экологической экспертизы определяются сложностью объекта экспертизы, устанавливаемой в соответствии с нормативными документами уполномоченного органа в области государственной экологической экспертизы и не должны превышать 45 календарных дней.

Начало срока проведения государственной экологической экспертизы устанавливается после ее оплаты и с момента приемки комплекта необходимых материалов и документов в полном объеме и количестве в соответствии с требованиями статьи 17 настоящего Закона.

Статья 19. Заключение государственной экологической экспертизы

Результаты работы экспертной комиссии оформляются в виде заключения, которое принимается при условии его поддержки квалифицированным большинством списочного состава экспертов.

Заключением государственной экологической экспертизы является документ, подготовленный экспертной комиссией, образованной уполномоченным государственным органом в области экологической экспертизы, содержащий обоснованные выводы о допустимости воздействия на окружающую среду экспертируемой деятельности, возможности реализации объекта экспертизы и действительный при подтверждении его соответствия заданию на проведение экологической экспертизы.

К заключениям, подготовительным экспертной комиссией государственной экологической экспертизы, прилагаются особые обоснованные мнения ее экспертов, не согласных с принятыми комиссией выводами.

Заключение экспертной комиссии подписывается председателем экспертной комиссии, ответственным секретарем и всеми ее членами и не может быть изменено без их согласия.

Заключение, подготовленное экспертной комиссией государственной экологической экспертизы, после официального подтверждения уполномоченным государственным органом в области экологической экспертизы приобретает статус заключения государственной экологической экспертизы.

Юридическим следствием отрицательного заключения государственной экологической экспертизы является запрет реализации объекта экспертизы.

Заключение государственной экологической экспертизы направляется заказчику.

Для осуществления соответствующих контрольных функций информация о выводах заключения государственной экологической экспертизы направляется уполномоченным

государственным органам в области охраны окружающей среды, органам исполнительной власти на местах.

В случае отрицательного заключения экологической экспертизы заказчик вправе представить материалы на повторную государственную экологическую экспертизу при условии их доработки с учетом замечаний, изложенных в отрицательном заключении.

Заключения государственной экологической экспертизы могут быть оспорены в судебном порядке.

Статья 20. Проведение повторной и дополнительной государственной экологической экспертизы

Проведение повторной государственной экологической экспертизы осуществляется в случаях:

-доработки материалов по замечаниям проведенной ранее государственной экологической экспертизы;

-изменения условий природопользования;

-реализации объекта экспертизы с отступлениями от ранее принятых решений или нормативных сроков проектирования и строительства, предусмотренных действующими строительными нормами и правилами;

-завершения срока действия положительного заключения государственной экологической экспертизы;

-на основании решений суда и экономического суда;

-внесения изменений в документацию после получения положительного заключения государственной экологической экспертизы.

Запрещается привлекать к проведению повторной экологической экспертизы лиц, принимавших участие в экологической экспертизе, находящейся в обсуждении.

Проведение дополнительной государственной экологической экспертизы осуществляется:

- при выявлении противоречий технологии и имеющихся проектов;

- при невыполнении в указанный срок договорных обязательств при проведении первоначальных экспертиз;

-в случае аннулирования ранее выданного заключения.

Глава IV. Общественная экологическая экспертиза

Статья 21. Проведение общественной экологической экспертизы

Общественная экологическая экспертиза организуется и проводится по инициативе граждан, общественных организаций, основным направлением деятельности которых, в соответствии с их уставами, является охрана окружающей среды, в том числе организация и проведение экологической экспертизы.

Общественная экологическая экспертиза может проводиться независимо от проведения государственной экологической экспертизы тех же объектов экологической экспертизы.

Общественная экологическая экспертиза может проводиться в отношении объектов, указанных в статье 7 настоящего Закона, кроме объектов экологической экспертизы, сведения о которых составляют государственную, коммерческую или иную охраняемую законом тайну.

На экспертов, привлекаемых для проведения общественной экологической экспертизы, распространяются требования, предусмотренные частью второй, пунктом 1 части четвёртой, пунктами 1, 2, 4 части пятой статьи 16 настоящего Закона.

Статья 22. Права общественных объединений в области общественной экологической экспертизы

Общественные организации и объединения, осуществляющие экологическую экспертизу в установленном настоящим Законом порядке, имеют право на:

-получение от заказчика документации, подлежащей экологической экспертизе в объеме, установленном в статье 17 настоящего Закона;

-ознакомление с нормативно-технической документацией, устанавливающей требования к проведению государственной экологической экспертизы.

Статья 23. Условия проведения общественной экологической экспертизы

Общественная экологическая экспертиза осуществляется при условии государственной регистрации заявления общественных организаций о ее проведении, которая осуществляется местными исполнительными органами, на территории которых намечается экспертная деятельность.

При наличии заявлений о проведении общественной экологической экспертизы одного объекта экологической экспертизы от двух и более общественных организаций допускается создание экспертной комиссии.

Органы местного самоуправления в семидневный срок со дня подачи заявления о проведении общественной экологической экспертизы обязаны его зарегистрировать или отказать в его регистрации. Заявление о проведении общественной экологической экспертизы, в регистрации которого в указанный срок не было отказано, считается зарегистрированным.

В заявлении общественных организаций о проведении общественной экологической экспертизы должны быть приведены наименование, юридический адрес, сведения о составе экспертной комиссии, заключение общественной экологический экспертизы, сведения об объекте общественной экологической экспертизы, сроки проведения общественной экологической экспертизы.

Общественные организации, организующие общественную экологическую экспертизу, обязаны известить население о начале и результатах ее проведения.

Статья 24. Отказ в государственной регистрации заявления о проведении общественной экологической экспертизы

В государственной регистрации заявления о проведении общественной экологической экспертизы может быть отказано в случае, если:

-общественная экологическая экспертиза в отношении объектов экспертизы была проведена ранее;

-общественная экологическая экспертиза проводилась в отношении объекта, сведения о котором составляют государственную, коммерческую и иную охраняемую законом тайну;

-порядок государственной регистрации общественной организации не соответствует установленному порядку;

- устав общественной организации, организующей и проводящей общественную экологическую экспертизу, не соответствует требованиям статьи 22 настоящего Закона.

Статья 25. Заключение общественной экологической экспертизы

Заключение общественной экологической экспертизы направляется органам, осуществляющим государственную экологическую экспертизу, а также органам, принимающим решения о реализации объектов экспертизы.

Заключения общественной экологической экспертизы являются рекомендательными и приобретают юридическую силу только после утверждения её результатов уполномоченным государственным органом в области экологической экспертизы.

Заключение общественной экологической экспертизы может публиковаться в средствах массовой информации, передаваться органам исполнительной власти на местах, органам государственной экологической экспертизы, заказчикам и другим заинтересованным лицам документации, подлежащей общественной экологической экспертизе.

Глава V. Оценка воздействия на окружающую среду новых объектов и намечаемых видов деятельности

Статья 26. Планирование новых объектов и видов деятельности

Планирование новых объектов и видов деятельности, которые могут оказать влияние на окружающую среду, осуществляется на основе документации по оценке воздействия на окружающую среду, подвергаемой в обязательном порядке государственной экологической экспертизе.

Перечень объектов и видов деятельности, для которых обязательна разработка документации по оценке воздействия на окружающую среду, определяется Правительством Республики Таджикистан.

Статья 27. Организация и проведение оценки воздействия на окружающую среду

Организация и проведение оценки воздействия на окружающую среду на всех этапах планирования и проектирования объектов, финансирование разработки документации по оценке воздействия на окружающую среду, организация общественных обсуждений намечаемой деятельности, представление документации по оценке воздействия на окружающую среду необходимых для государственной экологической экспертизы осуществляются заказчиком.

Требования к процедуре проведения, оценки воздействия на окружающую среду, а также к документации по оценке воздействия на окружающую среду перечислены в Положении об оценке воздействия на окружающую среду, утверждаемом Правительством Республики Таджикистан.

Глава VI. Права и обязанности заказчиков, разработчиков проекта и третьих лиц

Статья 28. Права заказчиков, разработчиков проекта и третьих лиц

Заказчики, разработчики проекта и третьи лица имеют права:

-получать от органа, организующего проведение государственной экологической экспертизы, информацию о ходе проведения государственной экологической экспертизы, затрагивающей их интересы;

-получать для ознакомления от органа, организующего проведение государственной экологической экспертизы, нормативно-техническую и инструктивно- методическую информацию;

-обращаться в органы, организующие проведение государственной экологической экспертизы, с требованиями об устранении нарушений установленного порядка проведения экспертизы;

-предоставлять письменные или устные пояснения, замечания, предложения относительно объектов экспертизы;

-знакомиться с выводами экологической экспертизы;

-предъявлять в суд иски о возмещении вреда, причиненного умышленным нарушением законодательства в области экологической экспертизы.

Статья 29. Обязанности разработчиков и заказчиков проектов и иной документации

Разработчики и заказчики проектов и иной документации обязаны:

-представлять на государственную экологическую экспертизу документацию в соответствии с требованиями статей 7 и 20 настоящего Закона, в том числе в случае внесения изменений в документацию, получившую положительное заключение государственной экологической экспертизы;

-оплачивать проведение государственной экологической экспертизы;

-передавать органам, организующим проведение государственной экологической экспертизы, необходимые материалы, сведения, расчеты, дополнительные разработки в отношении объектов экспертизы;

-осуществлять намеченную деятельность в соответствии с документацией, получившей положительное заключение государственной экологической экспертизы, которое может быть представлено в банковские учреждения для открытия финансирования.

Глава VII. Финансирование экологической экспертизы

Статья 30. Финансирование государственной экологической эксперти зы

Государственная экологическая экспертиза, в том числе при повторном проведении, финансируется за счет средств заказчика в полном соответствии со сметой расходов, определяемой осуществляющим экологическую экспертизу органом в соответствии с порядком, установленным уполномоченным государственным органом в области экологической экспертизы.

Финансовые средства на осуществление государственной экологической экспертизы объектов перечисляются заказчиком, представляющим, в соответствии с настоящим Законом, материалы на специальный счет уполномоченного государственного органа в области экологической экспертизы. Порядок использования этих средств определяется Правительством Республики Таджикистан.

Статья 31. Финансирование общественной экологической экспертизы

Финансирование общественной экологической экспертизы осуществляется за счет собственных средств общественных объединений, общественных экологических и других фондов, а также иных средств, не запрещенных законодательством.

Глава VIII. Общие положения

Статья 32. Ответственность за нарушение законодательства об эко логической экспертизе

Физические и юридические лица, за нарушение положений настоящего Закона несут ответственность в соответствии с законодательством Республики Таджикистан.

Статья 33. Возмещение вреда, причиненного в связи с нарушением законодательства об экологической экспертизе

Физические и юридические лица, права которых нарушены органами экологической экспертизы, заказчиками, проектировщиками и иными лицами в результате неисполнения ими законодательства об экологической экспертизе, могут требовать возмещения им убытка в порядке, установленном законодательством Республики Таджикистан.

Статья 34. Порядок введения в действие настоящего Закона

Настоящий Закон вступает ввести в действие после его официального опубликования.

Президент
Республики Таджикистан Э. РАХМОНОВ

г. Душанбе, 22 апреля 2003 года
№20

ATTACHMENT 7: YLP TARGET REGIONS

TAJIKISTAN YOUNG LEADERS PROGRAM

REPORT
ON THE RESULTS OF KAP SURVEY 2012
"IDENTIFYING OF THE LEVEL OF KNOWLEDGE, ATTITUDES AND PRACTICES OF THE YLP YOUTH"
(COMPARATIVE ANALYSIS)

Submitted on: September 30, 2013

Submitted To: USAID/Central Asian Republics

DUSHANBE - 2013

Table of Contents

Executive Summary 3
About the Survey 3
Key Findings 3
Recommendations: 4
Introduction 5
Program Profile 5
Methodology 6
Survey Sampling and Tools 7
Participant Profile 8
Civil Society and Democracy 16
Democratic Values 17
Rights and roles of Women 22
Rights and roles of People Living with Disabilities 29
Leadership and Civic Involvement 32
Participant Evaluation: 43
Evaluating Democratic Values and Performance 49
CONCLUSION: 50
Recommendations: 50
Annex 1: LIST OF TABLES AND CHARTS 52
Annex 2: SAMPLE QUESTIONNAIRE 54

Executive Summary

The Young Leadership Program (YLP) is a program funded by USAID and implemented by Counterpart International in Tajikistan. The program aims to create a proactive, engaged, and socially conscious, youth community in Tajikistan. To measure the impact of the program on youth participants, YLP administered d a knowledge, aptitude, and practices (KAP) survey to gauge participant understanding of democratic principles, civic engagement, and leadership, prior to and upon completion of the program. This report is presents the findings of the survey that was administered on the first cohort of 300 program participant recruits between the ages of 13 and 17 from three regions in Tajikistan—Rasht, Panjakent, and the Gorno Badakshan Autonomous Oblast (GBAO). The program will continue to administer the KAP surveys for each successive cohort of over the life of the program to identify areas of improvement as well as to make adjustments to the program curriculum.

About the Survey

Program recruits responded to a 23 question KAP questionnaire prior to participation in YLP programming. The first section of the survey focused on principles of democratic governance, including the rights of women, people living with disabilities and minority populations. The second section of the questionnaire concerned civic engagement and leadership skills as much of the YLP curriculum is designed to encourage youth and equip them with the skills to more actively participate in their local communities. The questionnaire also included demographic questions as well as questions on program participation.

YLP staff and partners administered the questionnaire a second time; 6 months after the participants completed the YLP program. The final assessment included a third section soliciting feedback on the program itself. In total, 236 participants completed the final questionnaires. The findings of this report are based on a comparative analysis of the baseline and final surveys.

Key Findings

- Fifty-nine percent of the participants in the baseline survey were female and 41% were male in the baseline survey; while 56% of participants were female and 44% were male in the final survey.
- An index was created to judge students understanding of democratic issues using positive, negative, and don't know responses across questions related to the necessary requirements for democracy, the importance of voting, the rights of women, and the rights of people living with disabilities. Across the baseline and final groups there was an average increase of 74% in understanding about these democratic issues from the baseline to the final survey.
- When asked about the necessary requirements for a democracy, 72% participants indicated that free and fair elections were absolutely necessary for a democracy in the baseline, and 88% of the final felt they were absolutely necessary
- When comparing women's rights to those of men, 36% participants in the baseline felt that women had the same rights as men and 41% felt unsure. When compared to the final, 76% felt that men and women shared the same rights a percent increase of 24% in real terms, while only ~1% was unsure.

- Forty-four percent of respondents in the baseline survey supported people living with disabilities being involved in local decision making and 66% felt they should have access to education. In the final survey, 68% felt they should have a say in local decision making while 80% felt they should have access to education.
- Prior to participating in YLP activities, participants in the baseline survey led 1,179 community activities including organizing Subotniks, sports competitions, field trips to theaters and plays, and organizing collection boxes for the needy; with an average of 25% of students organizing at least one leadership activity. Six months after participating in YLP activities, participants had organized 1,556 activities and increased participation in some form of leadership activity to around 45%.
- Forty percent of participants in the baseline saw themselves as leaders, 31% did not, and 26% indicated they did not know. In the final, 61% of participants viewed themselves as leaders, 28% did not, and only 11% did not know.
- At the end of the program, 31% of participants indicated that the Civic Education training was their favorite part of the program, while 28% indicated that the afterschool/summer camp was their favorite part.
- In general, participants expressed a willingness to participate in YLP programming again, 94% said that they would be at least somewhat willing to participate in YLP programs a second time.

Recommendations:

Based upon the findings of the survey, key recommendations for furture YLP programming include:

1. Include a question in the final survey evaluation that allows for students to recommend improvements for the program to improve training and program initiatives.
2. Continue to develop training modules emphasizing the rights of people living with disabilities, the roles of women in society, and the rights of these two groups of people by seeking buy in from all stakeholders including—local government representatives, civil society organizations, the committee of parents and teachers, and the participants themselves.
3. Bring in successful past participants to demonstrate program success from idea conception through implementation. Reach out to prior participants for success stories stories.
4. Have participants and alumni work together to develop training modules themselves to develop peer to peer training and problem solving skills.
5. Develop measures to sustain activities beyond the end of the project by engaging local government leaders, communities, and young leaders fully in programming and developing future leaders in Tajikistan.

Introduction

The Republic of Tajikistan is a landlocked country in Central Asia that shares its borders with Afghanistan to the South, Uzbekistan to the West, Kyrgyzstan to the North, and China to the East. As of 2012, Tajikistan has a population of over 8 million people that speak the official and vernacular language – Tajik and of which, 26.5% of the total population live in an urban environment. An estimated 99.5% of the population has the ability to read and write due to an established public education system

The average age of Tajik men is 22.7 years and the average age of Tajik women is 23.7 years. In context, 53.8% of the population of Tajikistan is under the age of 24. In order to maintain a stable and healthy democracy, it is critical that the youth population be prepared to take an active role in their communities and have the skills necessary to take on leadership roles. YLP programming and partner CSOs seek to better prepare the youth of Tajikistan for the increasingly important roles they will play in maintain a stable and healthy society.

Sunni Islam of the Hanafi School has been officially recognized by the government since 2009 but Tajikistan considers itself a secular state with a Constitution providing for freedom of religion. Most of Tajikistan's population belongs to the Persian-speaking Tajik ethnic group, who share language, culture and history with Afghanistan and Iran. Tajiks who speak the Tajik language (a Persian dialect) are the main ethnic group, although there is a sizable minority of Uzbeks and Russians, whose numbers are declining due to emigration.

After independence in 1991 from the Soviet Union, Tajikistan suffered from a devastating civil war which lasted from 1992 to 1997 and involved factions often distinguished by clan loyalties. Since the end of the war, newly established political stability and foreign aid have allowed the country's economy to grow.

The current President, Emomalii Rahmon, came to power in 1994 and in 1997; a ceasefire was reached between Rahmon and opposition parties (United Tajik Opposition). Peaceful elections were held in 1999, though they were criticized by opposition parties and foreign observers. Rahmon was re-elected with 98% of the vote. Elections were held again in 2006, with Rahmon winning a third term in office with 79% of the vote in a field of five candidates. Several opposition parties boycotted the election and the Organization for Security and Cooperation in Europe (OSCE) was critical of it, although observers from the Commonwealth of Independent States claimed the elections to be legal and transparent.

Tajikistan holds elections for the Presidency and Parliament, however, has a one party dominant system, where the People's Democratic Party of Tajikistan routinely has a vast majority in Parliament. Freedom of the press is officially guaranteed by the government, although independent press outlets remain restricted, as does a substantial amount of web content.

Program Profile

The goal of the YLP program is to create a proactive, engaged, and socially conscious, youth community in Tajikistan, prepared and willing to take greater leadership role in their communities and beyond. To that end Counterpart International is working with local civil

society organizations (CSOs), community partners, public institutions, and donors to develop robust and engaging programming designed to engage the youth community, and create passionate and involved future leaders.

The program focuses on urban youth and teenagers ages 13-17 in three regions of Tajikistan: the Gorno Badakshan Autonomous Oblast (GBAO), Rasht, and Panjakent, and will be implemented over four years from 2011-2015. The program is being implemented at the local level in close cooperation with local governments, education and culture departments, local CSOs, parents committees, schools, and is overseen and maintained at the republican level by the Ministry of Education and the Youth Matters Committee.[*] Basic program activities scheduled by YLP include:

- Holding summer camps, forming study groups, supporting sports activities, planning cultural initiatives, and developing local programming centered on youth development and self-actualization. These activities will be focused on civil engagement, tolerance, respect, perception, communication skills, democracy development, and leadership skills.
- Supporting youth initiatives aimed at improving the condition of young people through small grant programs, youth projects, outreach, and awareness. Initiatives will include the repair of sporting grounds, classrooms, afterschool programs, and the creation of volunteer programs to help youth development a sense of community and improved notions of civil responsibility and actions.
- Conduct activities for young people at the regional level in order to promote understanding and interaction between youth of different regions and localities.
- Cooperate with social organizations, CSOs, local authorities, schools, and government representatives to advance youth programs and the local and regional level.

To carry out these activities, Counterpart International works with a number of key Civil Society Organizations—Khirad, a local partner in who operates at centers in Badakshan, Marifatnoki, a local CSO who operates at centers in Rasht, and Women of Orient, a local partner CSO which operates centers in Zarafshan (Panjakent). All three of these organizations were competitively selected for ISI grants based upon a proven track record of community organization and involvement, and prior work with youth populations. These local partners work with curriculum and training provided by Counterpart which they tailor to meet local conditions.

Methodology

For each cohort, prior to participating in YLP programs youth participants are asked to take a survey to establish an initial level of knowledge, aptitudes, and practices towards democratization and civic participation, including the inclusion of women and people living with disabilities, as well as leadership skills, leadership examples, and aptitudes. In the first cohort, the baseline survey returned 299 questionnaires across three regions: Rasht, Panjakent, and Badakshan, while the final survey returned 236 questionnaires across those same regions.

Based upon the results, an external consultant and Counterpart HQ staff analyzed the datasets and developed the comparative analysis presented in this report to better understand the impacts

[*] The Gorno Badakshan Autonomous Oblast is an autonomous region that declared independence from the Tajikistan Republic in 1992. Thus programs in that area are not overseen by the Republic.

of the program on attitudes, provide insights for future programming, and improve the YLP curriculum and programs with future cohorts.

Survey Sampling and Tools

The youth surveyed participated in YLP activities in three regions. Specifically these youth reside in three towns, settlements, or jamoats (communes or municipalities) in each of the three regions:

1.) Rasht Valley- Garm Settlement, Boki Rahim-zade Jamoat, and Navdi Jamoat
2.) Panjakent Valley- Penjakent town, Loiq-Sherali Jamoat, and Khalifa Hasan Jamoat
3.) Badakshan Region- Khorog Town, Proshnev Jamoat, and Pastkhuf Jamoat

Counterpart administered the baseline questionnaire to recruits prior to their participation in YLP activities. This allowed the project to measure of the basic skills and knowledge of program participants regarding key subjects such as democracy, gender equality, and leadership principles. The final survey, conducted 6 months after the completion of the project's activities, facilitated a comparative analysis of the participant's KAP prior to and upon completion of their engagement with the project to determine the impact of the programming as well as to provide insight to future programs.

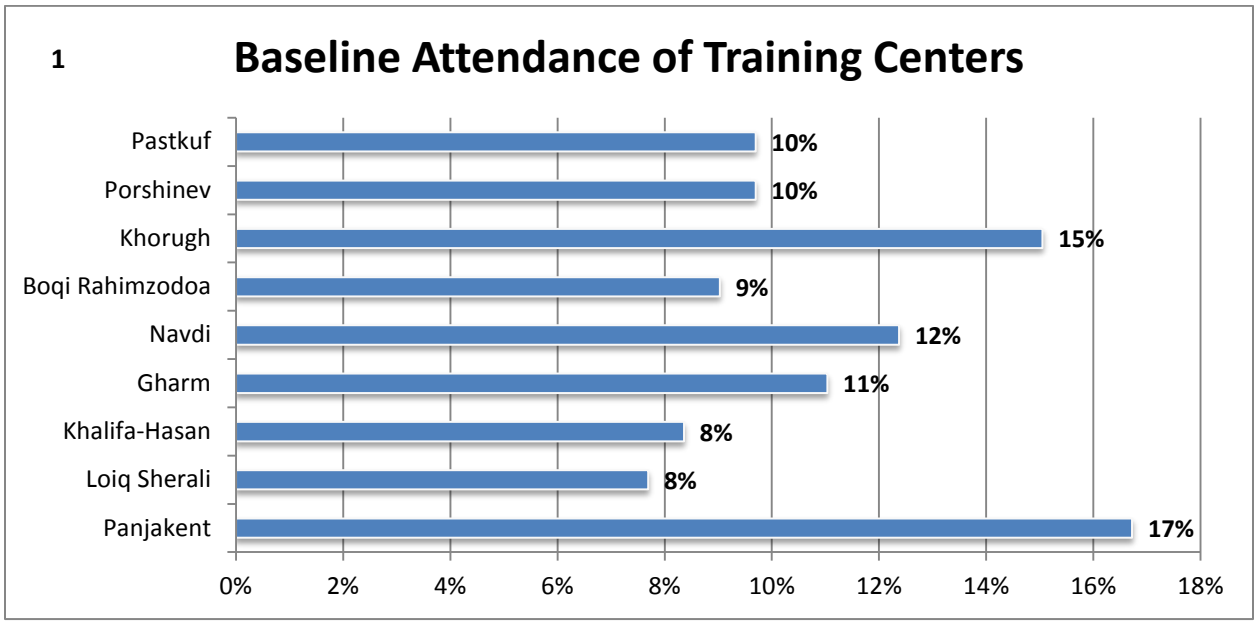
The primary tool for this data collection was a questionnaire composed of 23 open and close-ended questions regarding participant's age, ethnicity, school grade, gender, and opinions regarding democracy, gender rights and the rights of the disabled, leadership values, leadership models, and leadership skills. The final survey included five additional questions to gather participants' feedback on the project activities and to indicate areas for improvement.

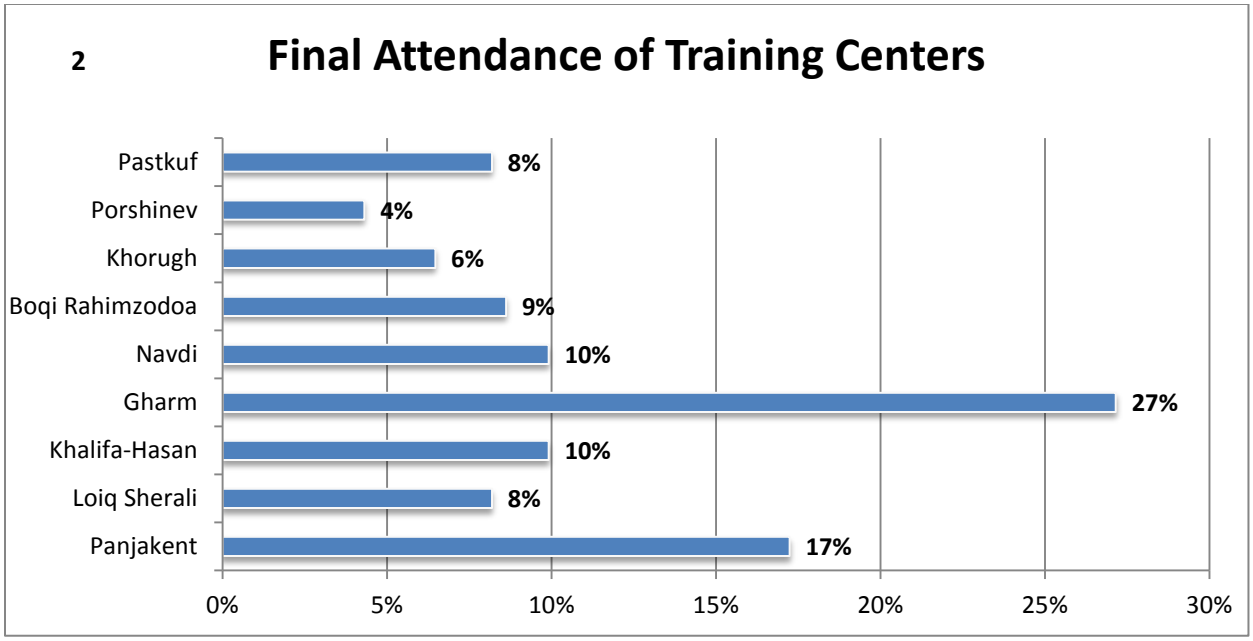
With the help of a consultant, Counterpart International administered the baseline and final surveys, and then translated the results into English, Tajik and Russian. The consultant, as well as Counterpart International HQ staff, analyzed the data to develop and finalize this report.

Participant Profile

As part of its program, YLP competitively selected 300 youth participants from 3 regions in Tajikistan: Rasht, Panjakent, and Badakshan. These recruits voluntarily participated in a baseline survey taken before their participation, and a final survey taken 6 months after the end of YLP programming. 299 recruits completed and submitted KAP baseline questionnaires and 236 returned questionnaires 6 months after participating in program.

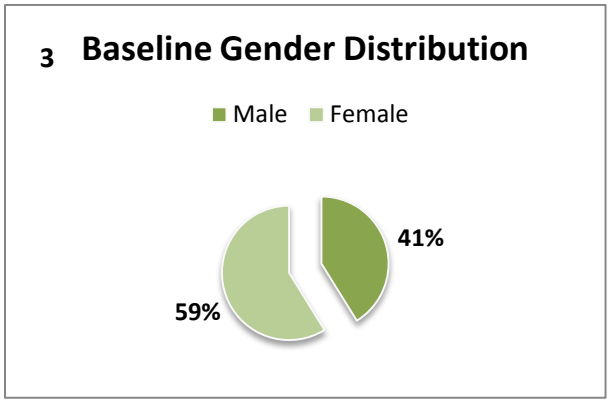
The KAP survey included two general sections, one devoted entirely to questions regarding civil society, democracy promotion, and democratic values. The second section involved questions related to the civic engagement activities of participants, their self-perception as leaders, and their leadership models. Prior to answering these questions, participants were asked to identify a number of basic traits which included, age, gender, grade level, and language spoken at home.

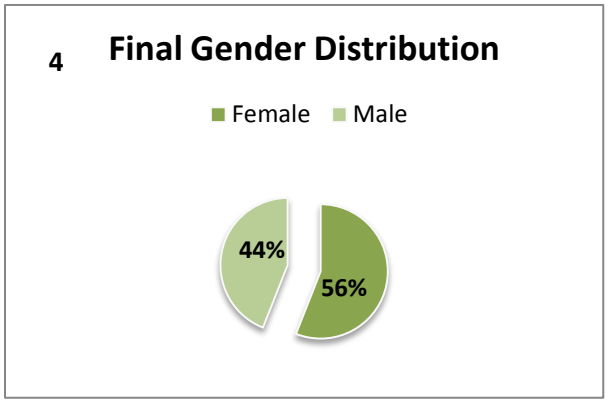




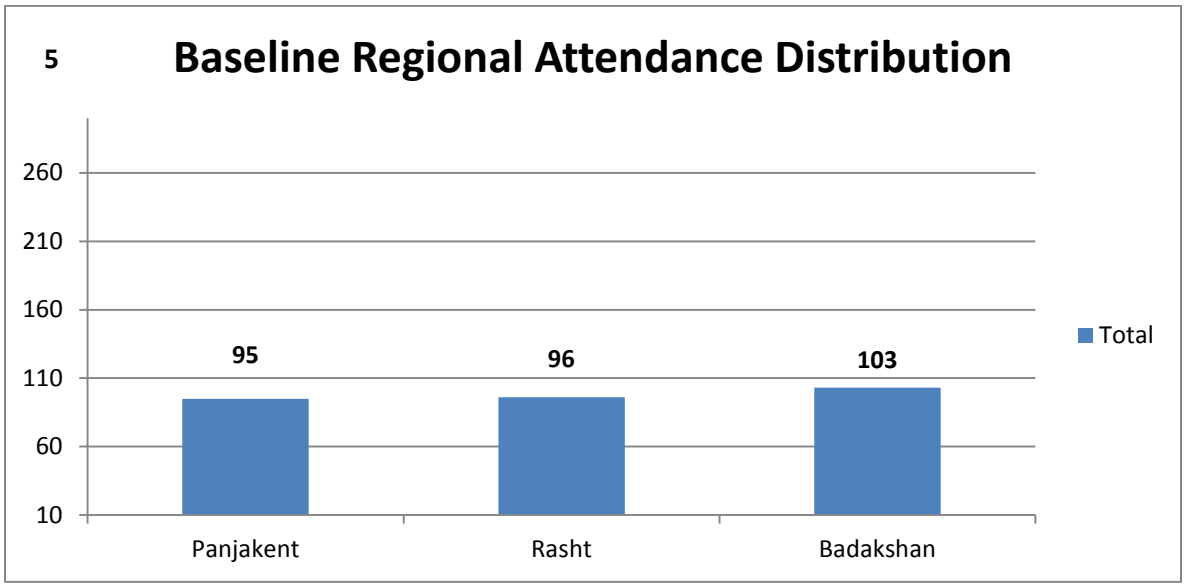
In the initial baseline survey 17% of those recruited to participate in the program attended the Panjakent Center. This number reflects those who attended these centers prior to actual participation in YLP programming in general. The second highest attendance rate amongst baseline recruits was at the Khorugh Center, where 15% of the 299 respondents attended. In general, the rest of the centers were individually responsible for between 9% and 12% attendance rates, with the lowest attended center being the Loiq-Sherali center, with 8%.

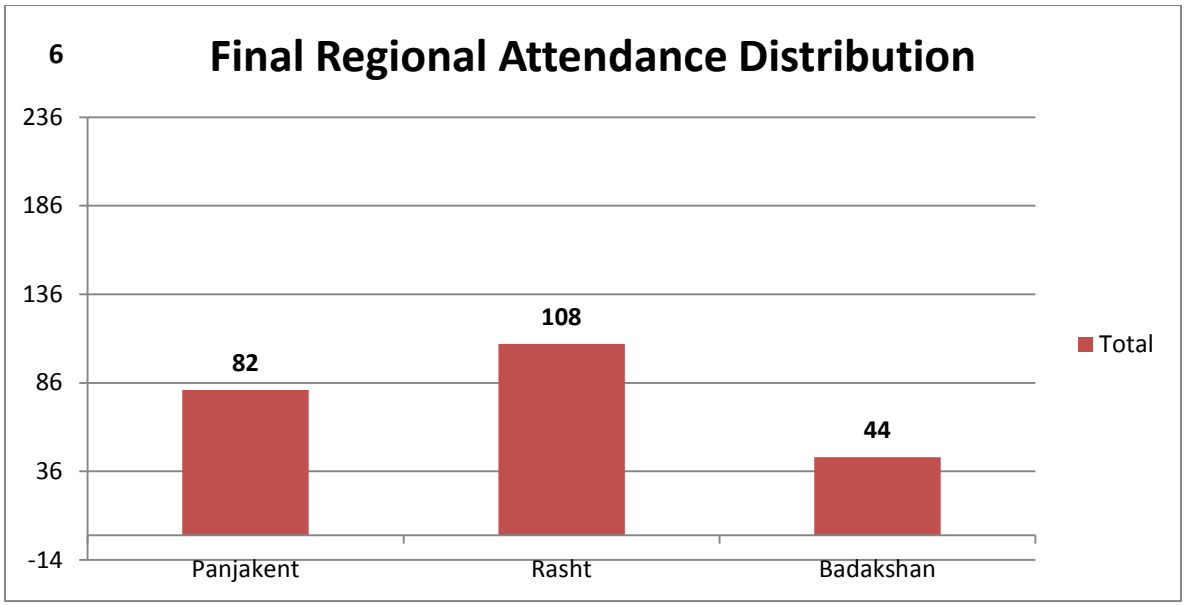
Attendance numbers shift in the final survey. These numbers represent the centers attended during their participation in YLP programs. Of those that responded, 27% of the 236 respondents attended the Gharm Center, with the next highly attended center being the Panjakent Center, which is still responsible for 17% of the overall attendance. There was a significant decrease in attendance from the baseline to the final groups at the Khorugh Center, where 15% of the respondents originally attended, and only 6% of respondents in the final group attended. The lowest attendance rate among the centers was that of the Porshinev Center, which only register 4% of attendance in the final survey.





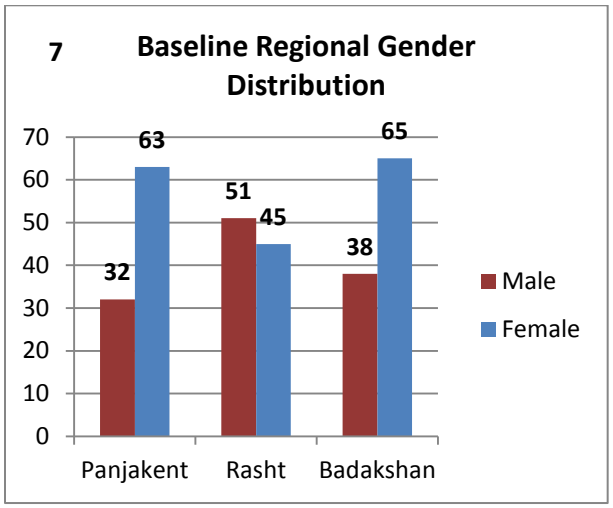
YLP's goal was to have as equal a number of boys and girls participating in the program as possible in order to have overall gender parity amongst participants in order to engage both male and female future leaders on equal footing. Of those who responded in the baseline survey, around 59% of the 299 respondents were girls and 41% were boys with 5 participants failing to identify a gender. In the final survey, the percentage of girls to boys is a little more equal with 56% of the respondents being girls, and 44% being boys. Across both groups, the total number of respondents dropped by 21% from 299 down to 236.

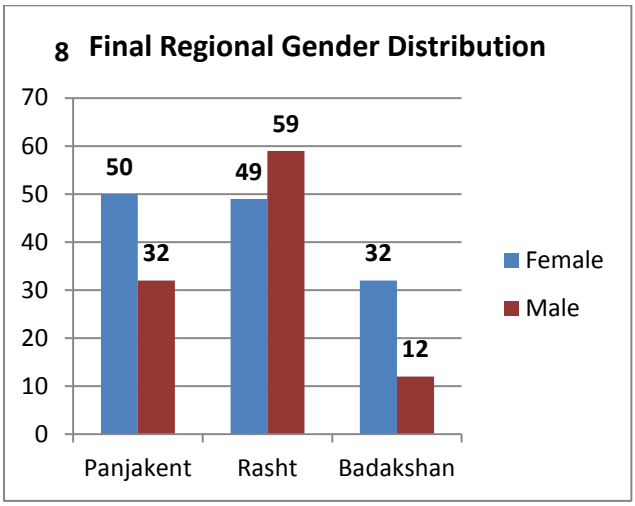




In terms of program participant by region, participants in the baseline were fairly evenly distributed across all three regions. Prior to participating in YLP programs, 95 participants attended centers in the Panjakent, 96 attended centers in Rasht, and 103 attended centers in Badakshan. After participating in YLP programming, the numbers reflect a shift, responses from

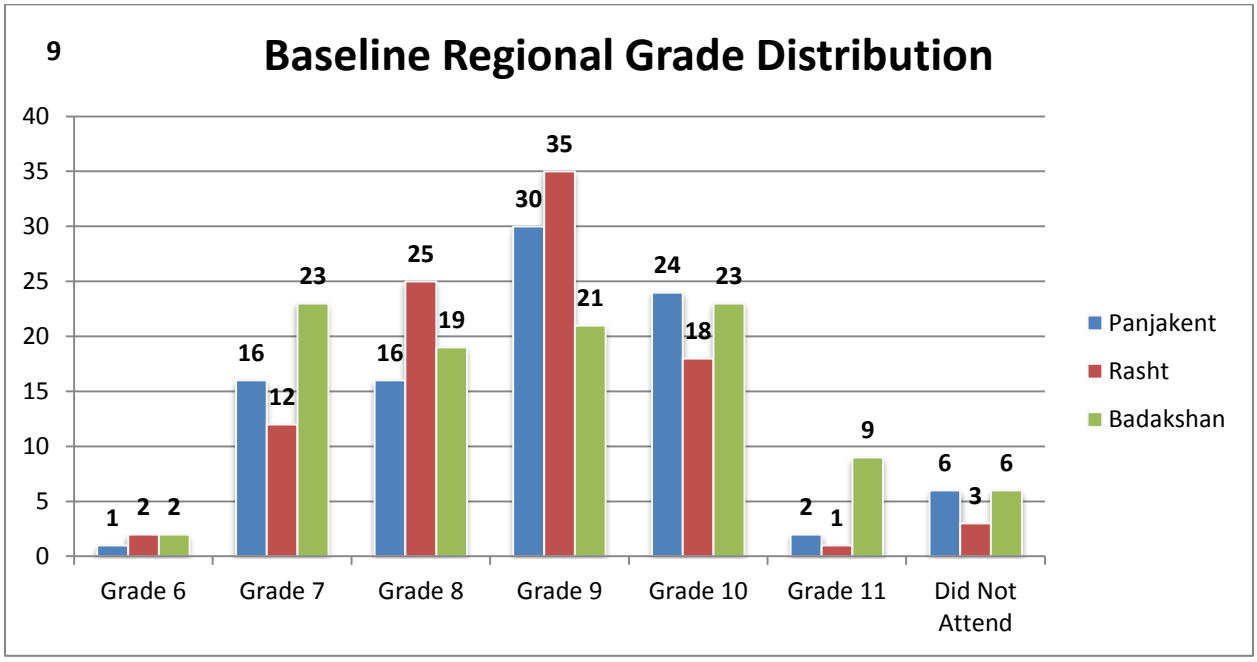
attendees of centers in Panjakent and Badakshan both decreased while attendance of centers in Rasht increased.

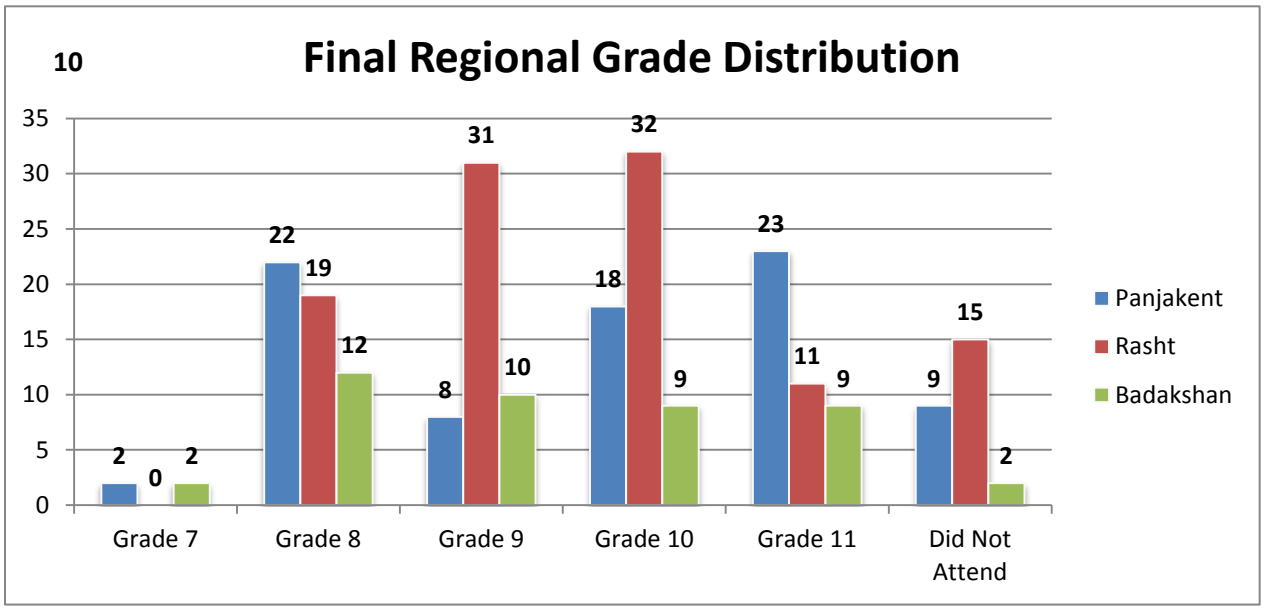




In terms of distribution by region, in the baseline, a large number of the girls who participated in the survey attended centers in the Panjakent and Badakshan regions, 63 and 65 respectively, with only 45 coming from Rasht. In contrast, the largest number of boys attended centers in the Rasht region, 51, with Panjakent only contributing 32 and Badakshan 38.

When taken against the final, the largest numbers of girls attended centers in the Panjakent and Rasht regions, 49 and 50, with only 32 coming from Badakshan. As with the baseline, the largest number of boys attended centers in the Rasht Region (59). Panjakent again had 32 boys respond, while the number of boys responding from Badakshan decreased from 38 to 12.

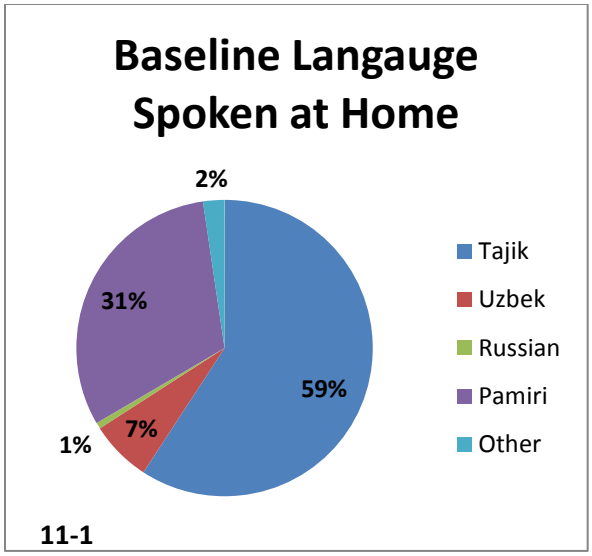


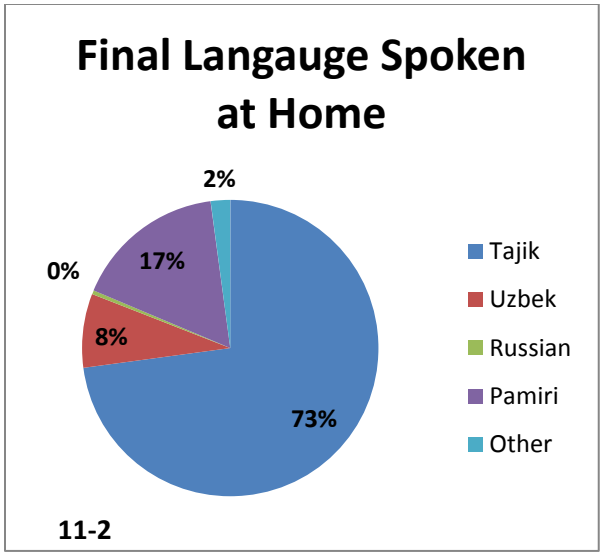


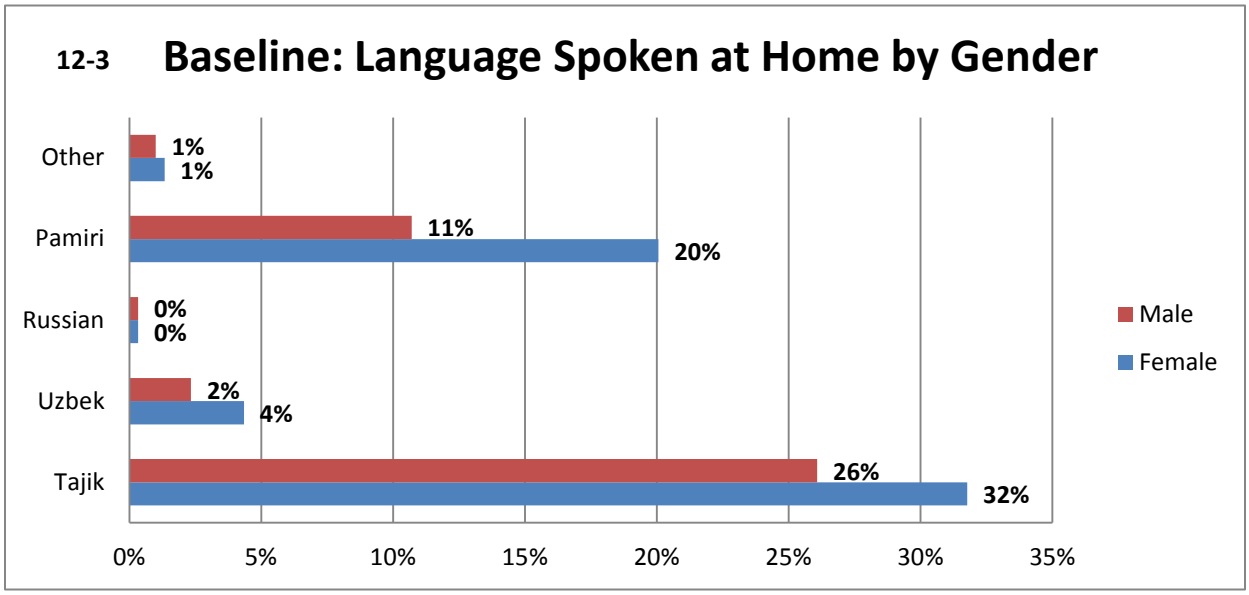
In the baseline survey, the average respondent was somewhere between 8th and 10th grades. Around 29% of all respondents to the baseline were in 9th grade, with 20% in 8th, and 21% in the 10th grade. In the final survey however, the average respondent was between the 9th and 11th grades, with 20% in the 9th grade, 25% in the 10th grade, and 18% in the 11th grade. This shift in overall grade distribution can be accounted for in the passing of time between the baseline and final surveys. Predictably, students who started out the program in the 8th grade would finish the program in the 9th.

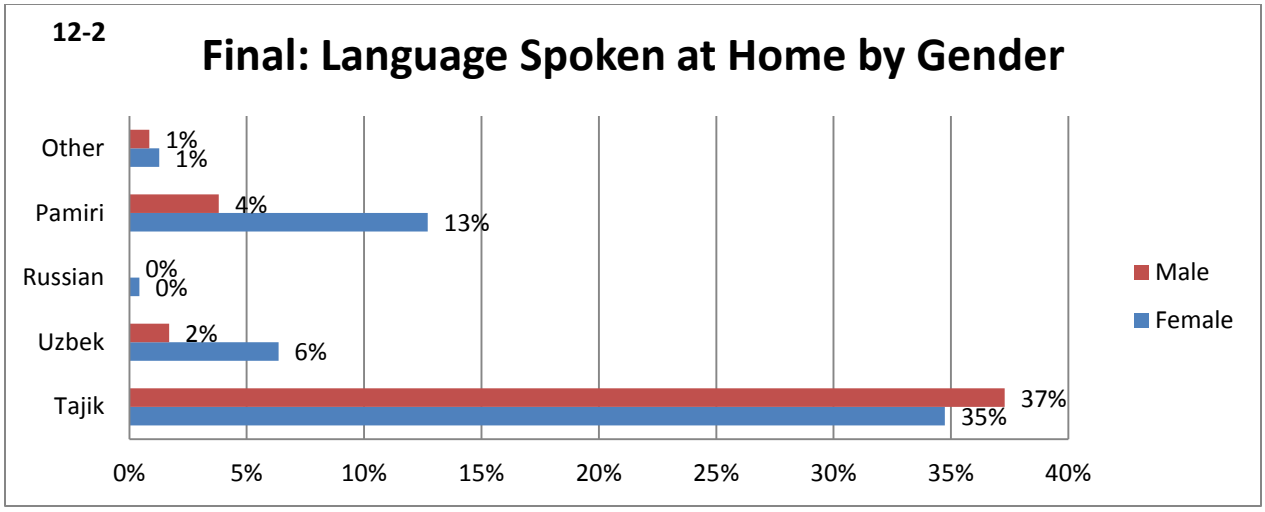
The grade distribution however, shows that a large number of respondents in the final survey come from the Rasht region. Across all grade levels, and including those who did not attend school, 46% of students attended centers in Rasht, 35% attended centers in Panjakent, and 19% attended centers in Badakshan, with two students failing to enter any grade level. As compared to the baseline in which 33% students attended centers in Rasht, 32% attended centers in Panjakent, and 35%attended centers in Badakshan.

Between the two groups, there seems to have been a migration in which centers students attended. Despite having fewer respondents in the final survey, 108 students responded that they attended centers in the Rasht region, compared to 96 in the baseline. And there was a drastic decrease in respondents from the Badakshan from 103 to 44. And a slight decrease in the numbers of attending centers in Panjakent, 95 to 82.

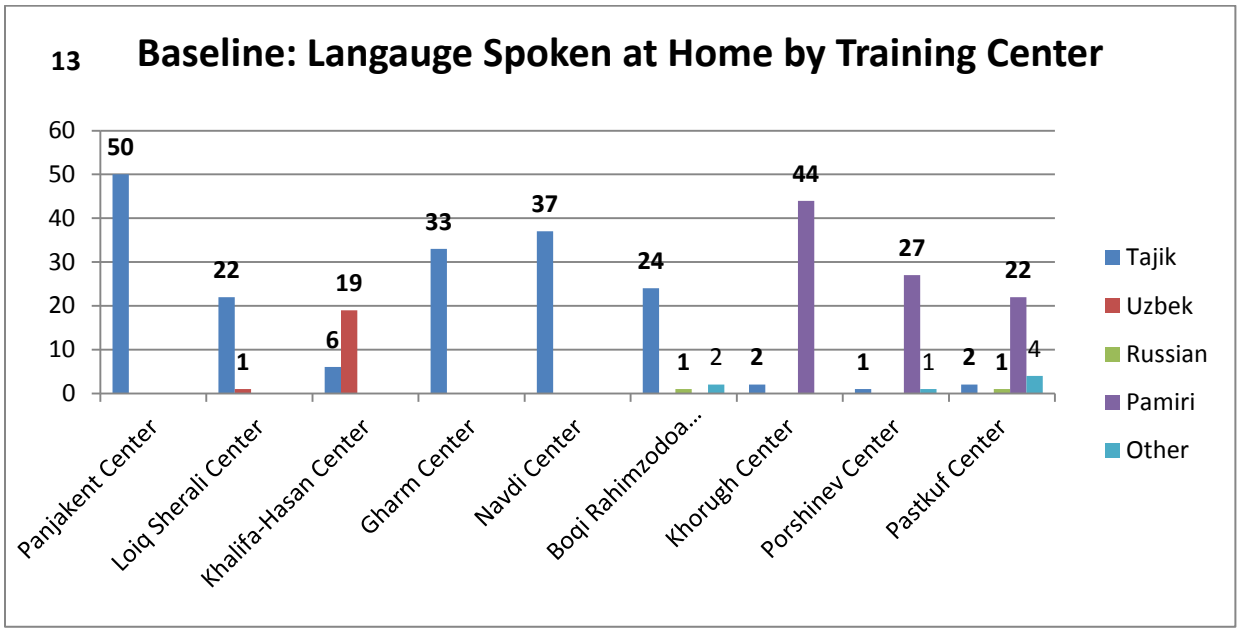

Baseline Langauge Spoken at Home
2%
31%
59%
7%
1%
Tajik
Uzbek
Russian
Pamiri
Other
11-1

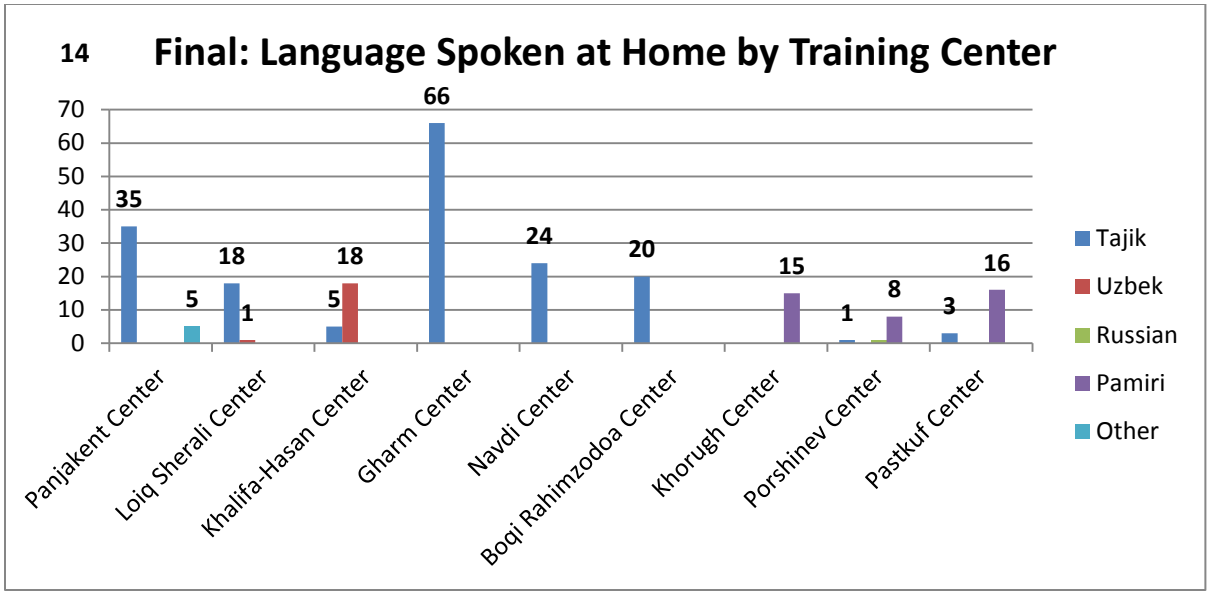

Final Langauge Spoken at Home
2%
0%
17%
8%
73%
Tajik
Uzbek
Russian
Pamiri
Other
11-2


12-3
Baseline: Language Spoken at Home by Gender
Other
1%
1%
Pamiri
11%
20%
Russian
0%
0%
Uzbek
2%
4%
Tajik
26%
32%
0%
5%
10%
15%
20%
25%
30%
35%
Male
Female



Among both male and female participants, the majority of the youth surveyed speak Tajik at home, 58% of particiapntsin the baseline and 72% of the final survey. The second most common language spoken in the home was Pamiri, with 31% participants in the baseline speaking it, and 17% in the final. The other common language was Uzbek. 7% of participants in the baseline spoke Uzbek at home, and 8% of the participants in the final survey spoke it at home as well. The drop in percentage among language groups between the final and the baseline survey is due to the overall decrease in total responses. This decrease in overall respondents accounts for the increase in percentage speaking Tajik in the final survey as well as the decrease in other languages spoken.





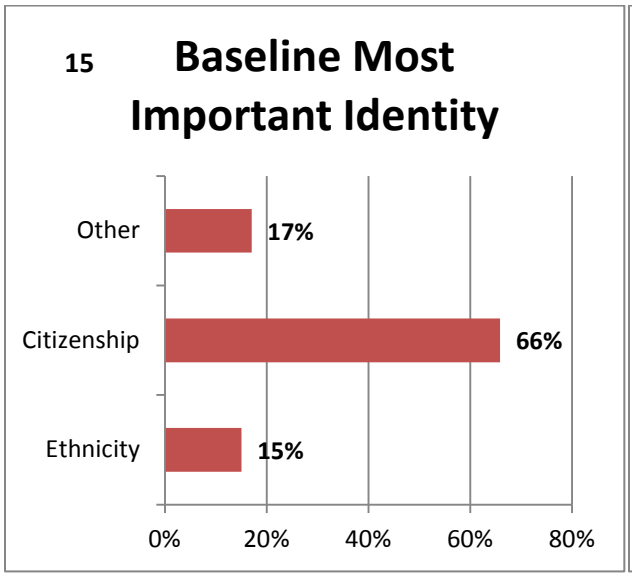
Among the Panjakent, Loiq Sherali, Gharm, Navdi, and Boqi Rahimzoda centers, Tajik was the most common language spoken at home in the baseline survey. Included in this section are 5 more respondents who did not identify a gender in the baseline survey. These five centers accounted for 57% of the attendees in the baseline survey and 94% of 177 total participants who spoke Tajik at home. Of the other two most common language groups, the Khorugh, Porshinev, and Pastkuf Centers accounted for 100% of respondents in the baseline who spoke Pamiri at home, but only 35% of the total participants. Participants attending the Khalifa-Hasan center primarily spoke Uzbek at home in the baseline, with 95% of all participants who spoke Uzbek at home attending that center, while only accounting for 9% of all respondents.

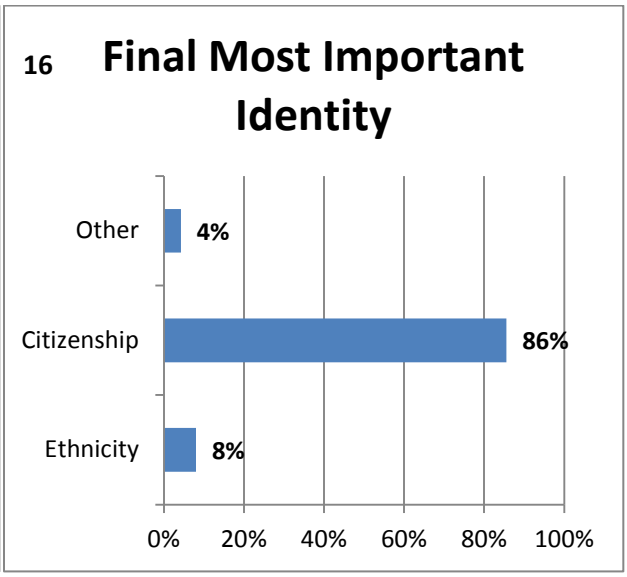
The Panjakent, Loiq Sherali, Gharm, Navdi, and Boqi Rahimzoda centers again account for a large percentage of participants who spoke Tajik at home in the final survey. 71% of all participants attended these centers and 96% of all participants who spoke Tajik at home attended these centers. As with the baseline, the Khorugh, Porshinev, and Pasktkuf Centers account for 100% of those who spoke Pamiri at home, but only accounted for 19% of the total participants in the baseline; while the Khalifa-Hasan Center had 95% of all participants in the survey who spoke Uzbek at home, with only 10% of the total participants attending that center.

Civil Society and Democracy

Students who participated in the YLP program were engaged in a number of programs and activities held by partners and local CSOs including afterschool activities, summer camps, discussion groups, trips, and debates designed to informally engage the participants in topics dealing with issues such as gender equality, the rights of the disabled, the importance of voting, civic engagement, separation of powers in the government, and local governance.

This section of the questionnaire asked participants to give their opinions regarding a number of the issues addressed in YLP's programming including their most important identity, their satisfaction with life, the importance of voting, the requirements necessary to have a successful democracy, and the role of women and the disabled in society.



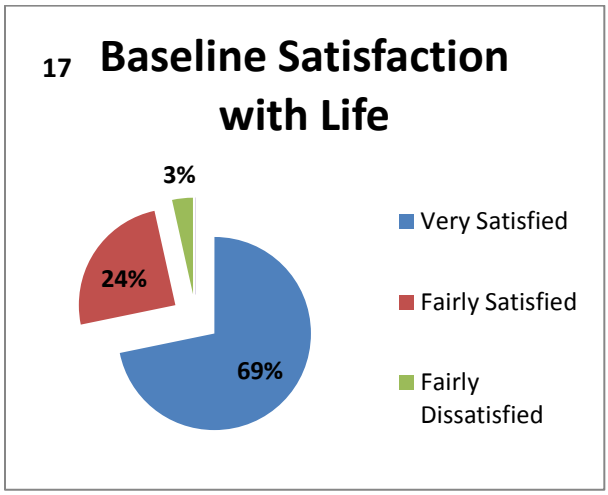


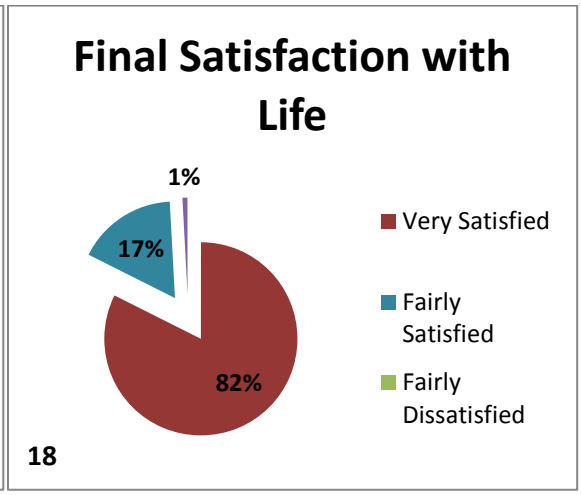
In an ethnically diverse society, such as that of Tajikistan, the way in which youth identify themselves (by ethnicity, tribe, region, or country) provides insight into which formal and informal institutions have the most influence on their lives.

The two charts above demonstrate a marked shift in self-identification between the baseline respondents and the participants in the YLP program. 66% of baseline respondents indicated that citizenship was their most important identity, 17% identified some other identity either regional or local variations, while 15% indicated their most important identity was ethnicity. All told 32% identified that either their regional identity or ethnic identity was more important than that of their national identity as citizens of Tajikistan. In cultural terms this could indicate the primacy of regional and ethnic differences, the impact of language barriers, or a lack of state influence in the more isolated areas of the country.

After participating in the program, 86% of respondents said that citizenship was their most important identity, a shift of 20%, with those who identified their ethnicity or other sources decreasing to 8% and 4% respectively. Even taking into account the overall decrease in number of participants, the 20% increase in participants identifying citizenship as their most important

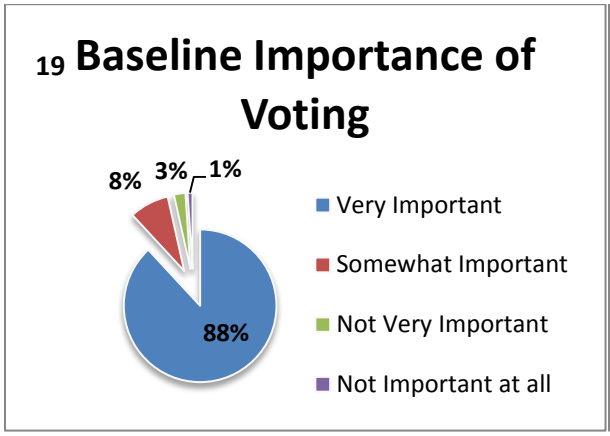
identity potentially indicates an overall increase in understanding of citizenship as an identity, an increase in understanding of local and national political mores, and a decrease in reliance on traditional ethnic identity as a means of self-identification.

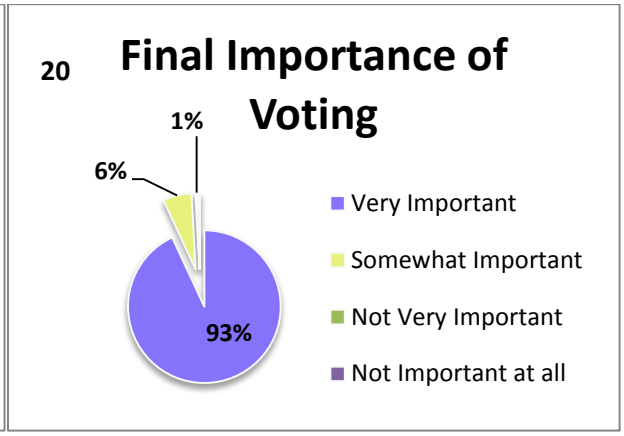




Sixty-nine percent of those surveyed in the baseline indicated that they were very satisfied with life, 24% were fairly satisfied, and 3% were fairly dissatisfied; none responded that they were very dissatisfied, and 4% failed to record any response. Those surveyed after participation in the program indicated increased satisfaction with their lives, 82% indicated being very satisfied, 17% indicating fairly satisfied, and only 1% indicated that they were very dissatisfied with their lives.

Democratic Values

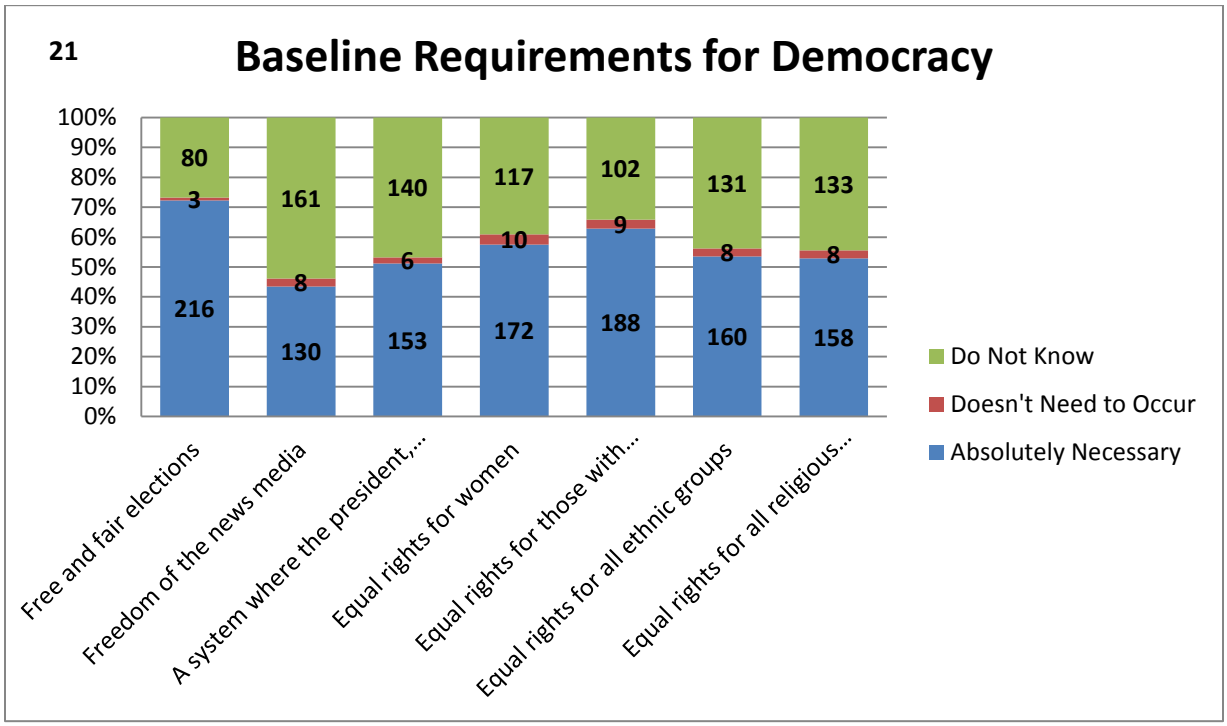




Most respondents in both surveys felt that voting was either very important or somewhat important, 96% in the baseline survey or 99% in the final survey. In the baseline survey, 1% of respondents felt that voting was not at all important, but that category completely disappears in the final survey.

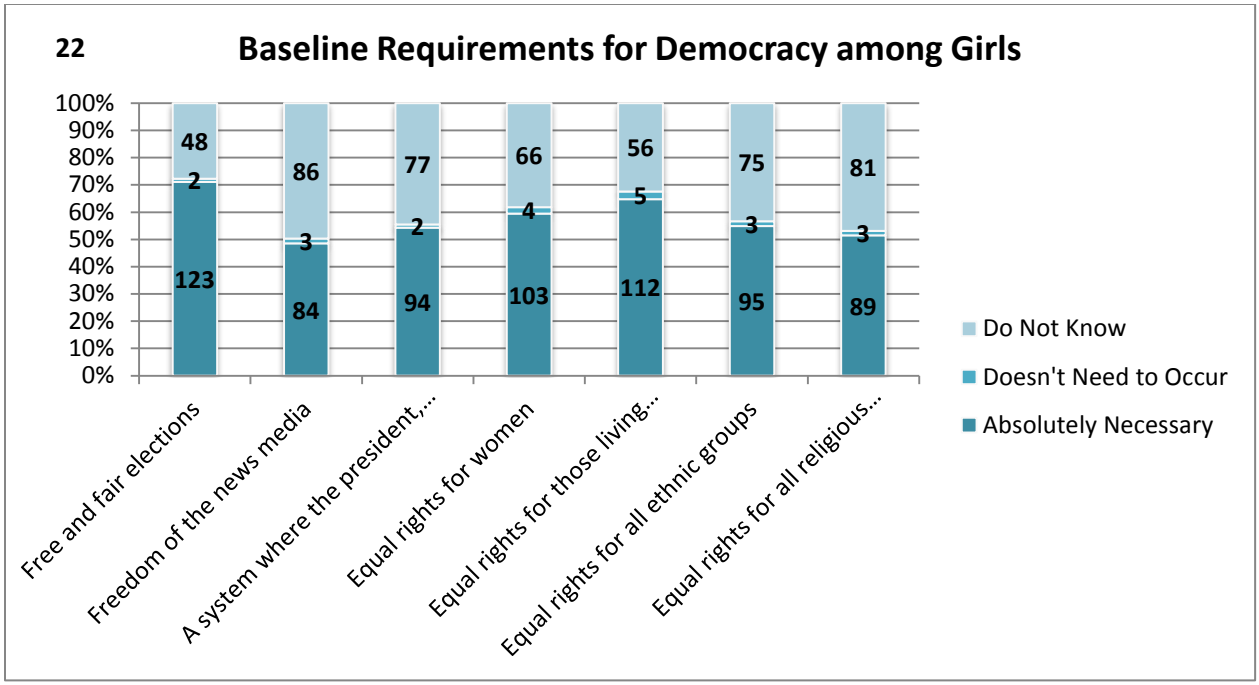
Participants identified whether certain conditions in society were necessary or not to meet "democratic" standards. Among the conditions stipulated were: free and fair elections, freedom of the news media, separation of powers among the branches of government, equal rights for women, equal rights for the disabled, equal rights for ethnic groups, and equal rights for all religious groups.

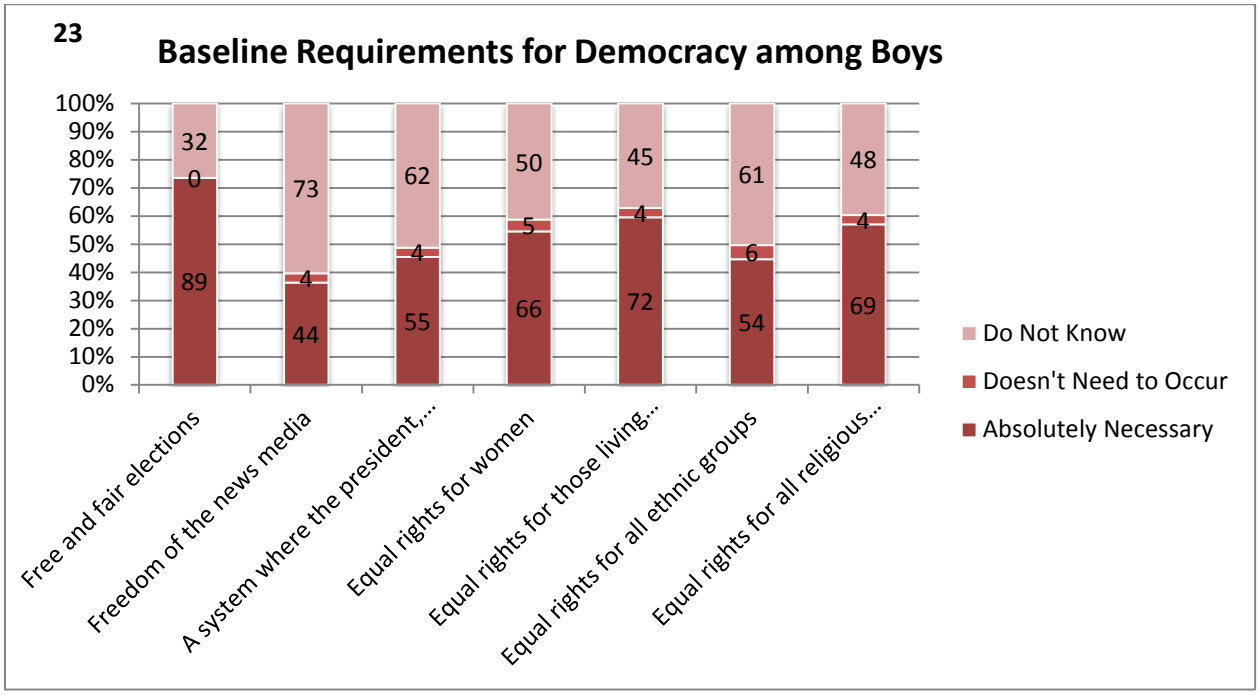
In the baseline, this question provides feedback about participant's views on a number of key variables traditionally viewed as necessary for a country or society to be viewed as democratic: freedom of the press, free and fair elections, the perception of equality, and a political system that values the separation of powers between various branches of government.



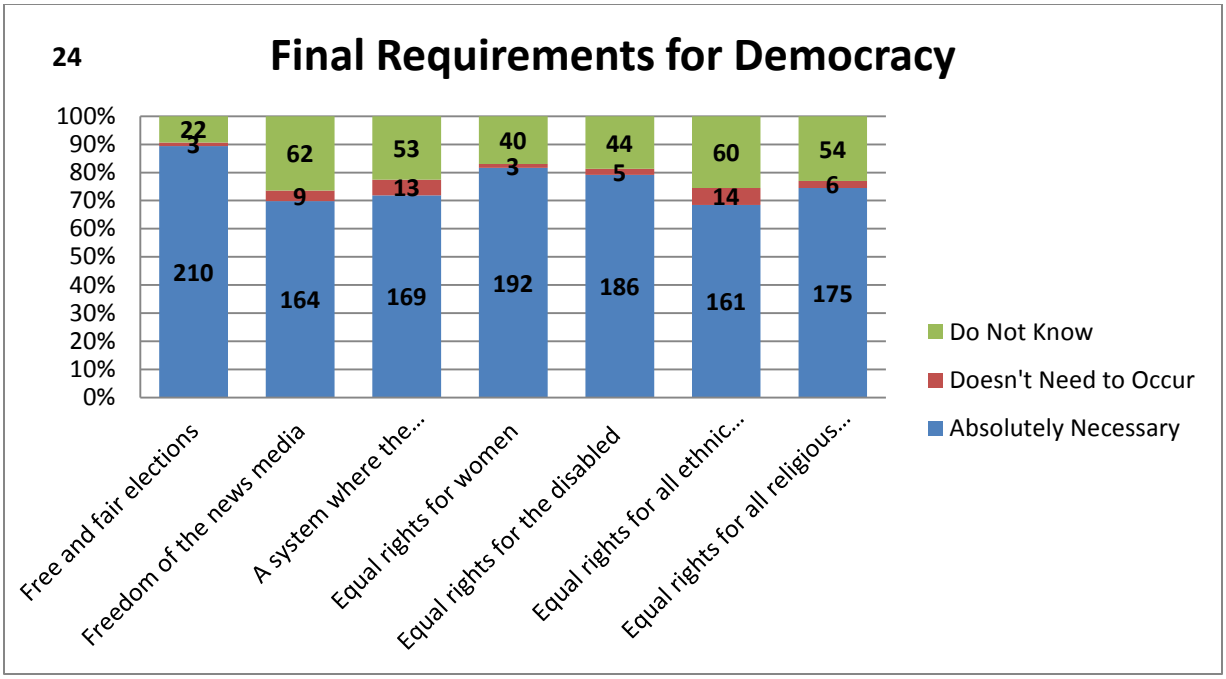
Seventy-2 percent of the participants in the baseline believed that free and fair elections were a necessary requirement for a democracy. One hundred thirty Participants (42%) believed that a free press was necessary for a democratic society, while 55% were not sure about it.

Many respondents in the baseline chose "Do Not Know" as an answer to questions regarding necessary conditions for democracy, especially in regards to freedom of the news media, the separation of powers in the government, and equal rights for all ethnicities. Do not know answers express uncertainty about issues, and may indicate a lack of general knowledge both about the institution in question (free press, separation of powers, etc.), and how those institutions are related to successful democracies. Fifty-four percent of participants answered that they did not know whether freedom of the news media was necessary for democracy; 47% answered that they were unsure about separation of powers; and 44% were unsure about whether all ethnic groups should have equal rights.

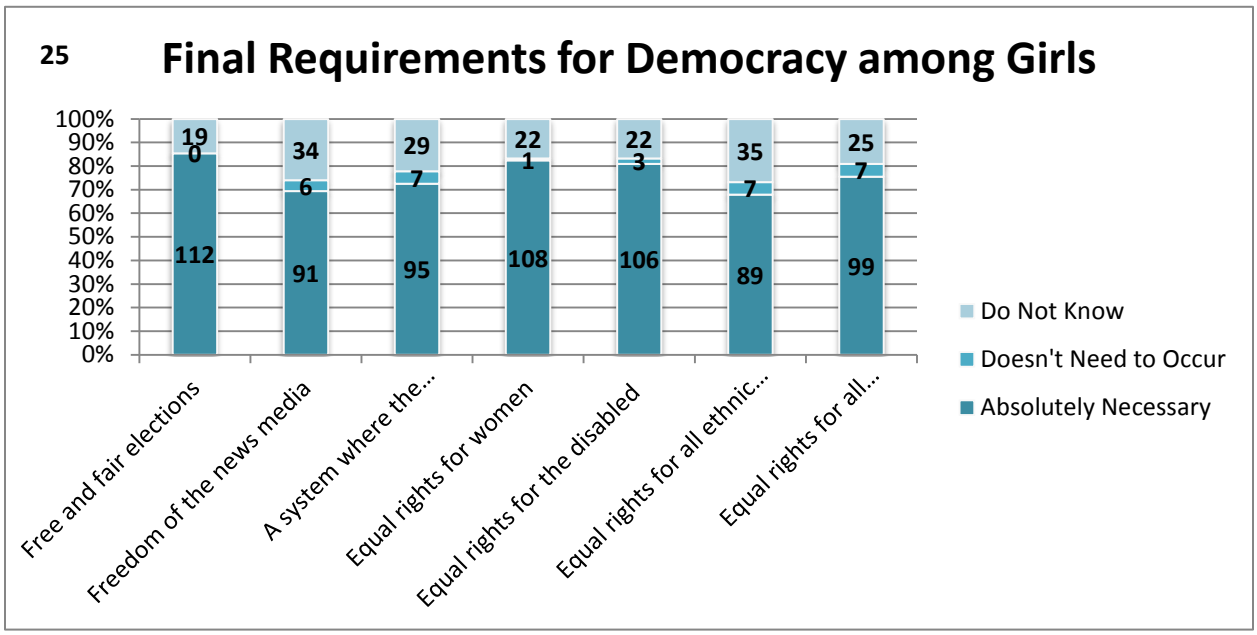


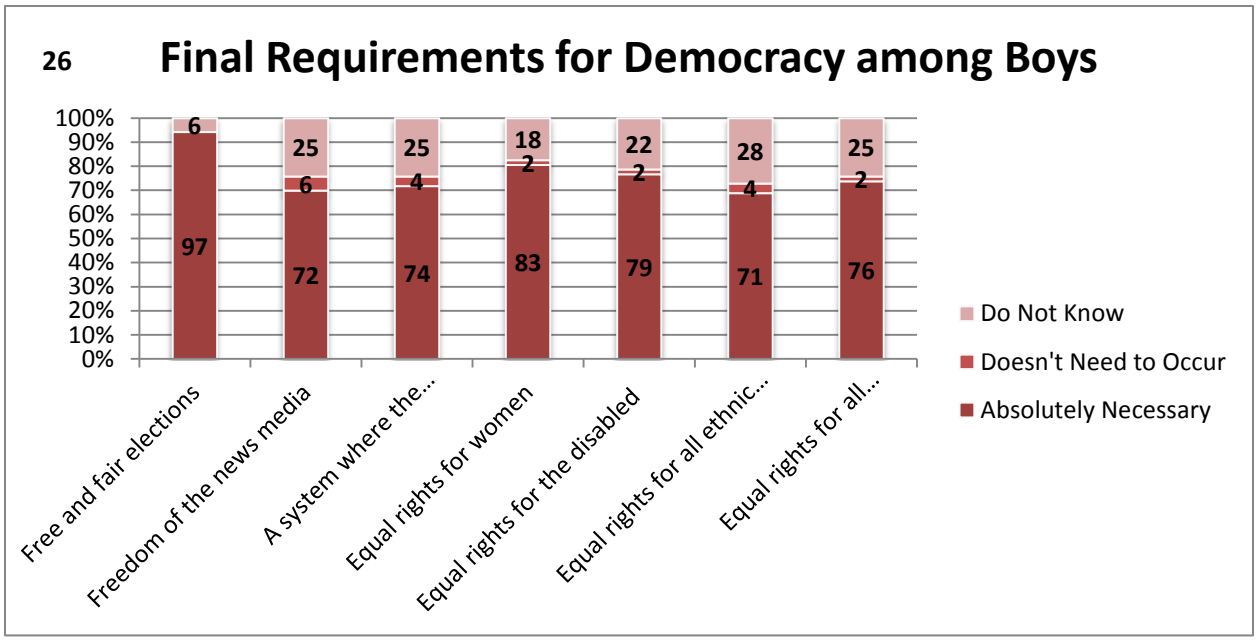


When disaggregated by gender, both boys and girls shared similar opinions about the requirements for democracy. 72% (123) of girls thought that free and fair elections were necessary for a democracy, while 74% (89) of boys thought the same. Among participants, the lowest number of affirmative responses was given, among both boys and girls, to freedom of the news media. Only 49% (84) of girls and 37% (44) of boys thought freedom of the press was a necessary requirement for democracy. In fact, the majority of respondents "did not know" whether freedom of the press was a necessary condition of democracy: 60% of boys and 50% girls.



All groups saw a significant increase in the number of absolutely necessary responses, most notably in freedom of the news media, equal rights for women, and equal rights for people living with disabilities. Forty-two percent of participants in the baseline saw free press as absolutely necessary for a democracy in the baseline, whereas 70% of participants in the final survey saw it as absolutely necessary. Fifty-two percent of participants in the baseline saw the separation of powers between branches of the government as absolutely necessary in the baseline compared to 72% in the final. The most impressive increase came from opinions regarding equal rights for women. Fifty-eight percent of participants thought equal rights for women was absolutely necessary in the baseline compared to 82% in the final survey.





When broken down by gender, what girls found necessary and what boys found necessary in the final did not differ significantly. Among both groups, free and fair elections were absolutely necessary among a majority of respondents; with 94% of boys thinking it was absolutely necessary, and 85% girls thinking it was absolutely necessary. Both groups also expressed less doubt about freedom of the news media as a requirement for democracy. Only24% of boys and 26% of girls responded that they did not know.

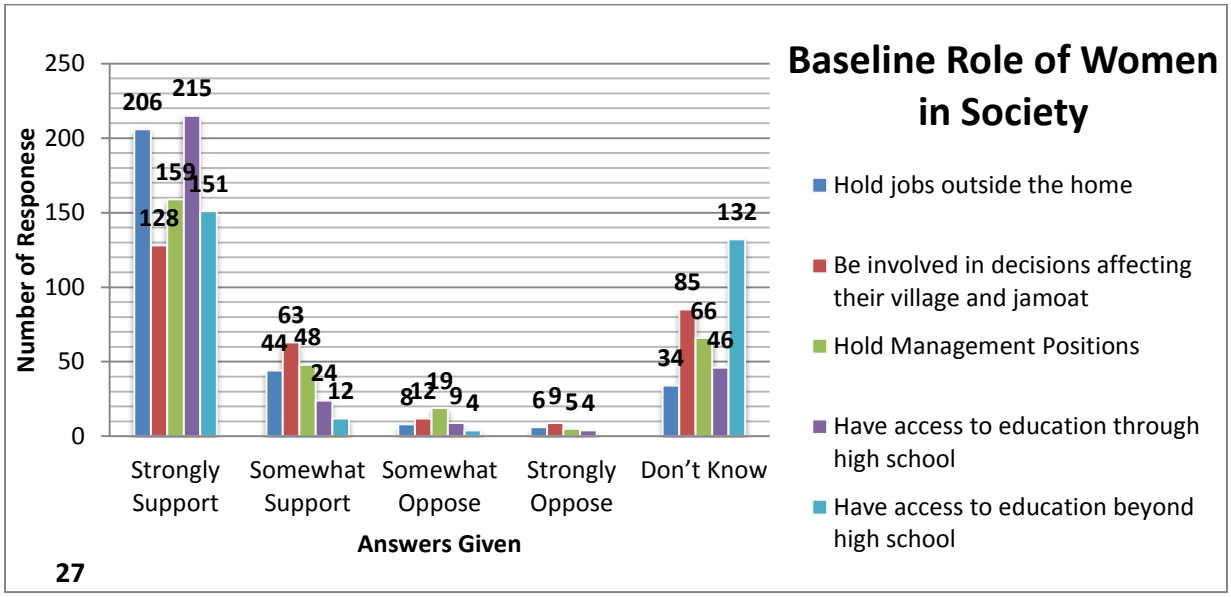
When asked about equal rights for women in the final survey, 82% of girls and 81% of boys responded that it was absolutely necessary for a successful democracy, while17% of girls and

17% of boys said that they didn't know or were unsure if it was necessary for a successful democracy.

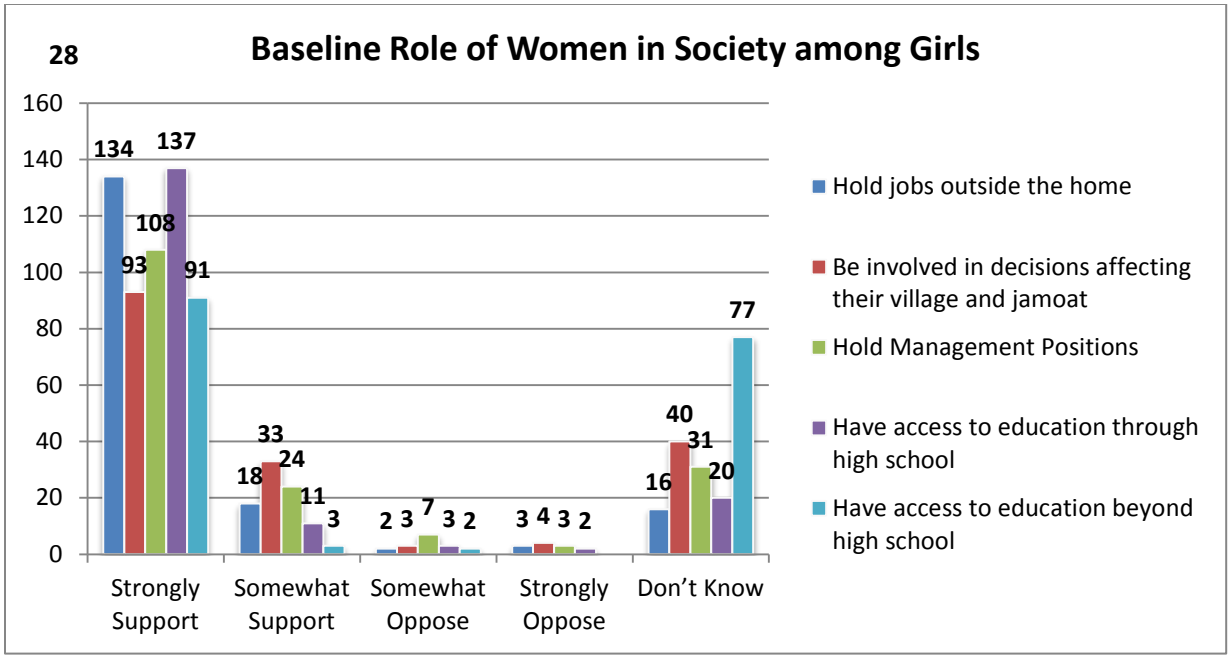
Rights and roles of Women

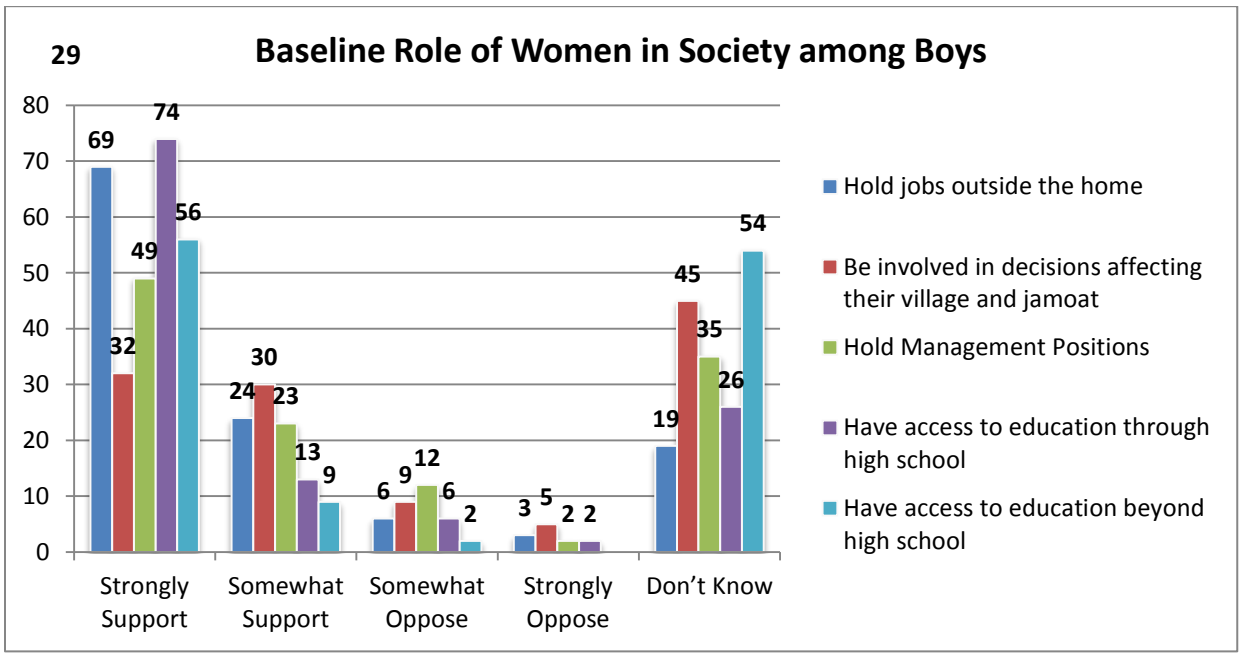
As part of its programming, YLP engages boys and girls in activities designed to create better understanding about the rights and roles of all citizens, including boys and girls. These activities include debates, civic education courses homework, field trips to historic sites, and historical education. YLP's theory of change supposes that through increased understanding of citizen's rights and roles as well as opportunities for shared engagement will lead to increased support for the equal rights of women, minorities and people living with disabilities in decision making processes.

Students were asked to indicate their level of support for women holding jobs, participating in decision making at the local level, holding management positions, being educated through high school, and being educated beyond high school. The goal of the question was to determine the general opinions students held about what the role of women should be in Tajikistan.



Among the whole of respondents, a majority strongly supported or somewhat supported women holding jobs outside the home 84%, being involved in local decision making 64% (191), holding management positions 70%, having access to education through high school 76%, or having access to education beyond high school 55%.

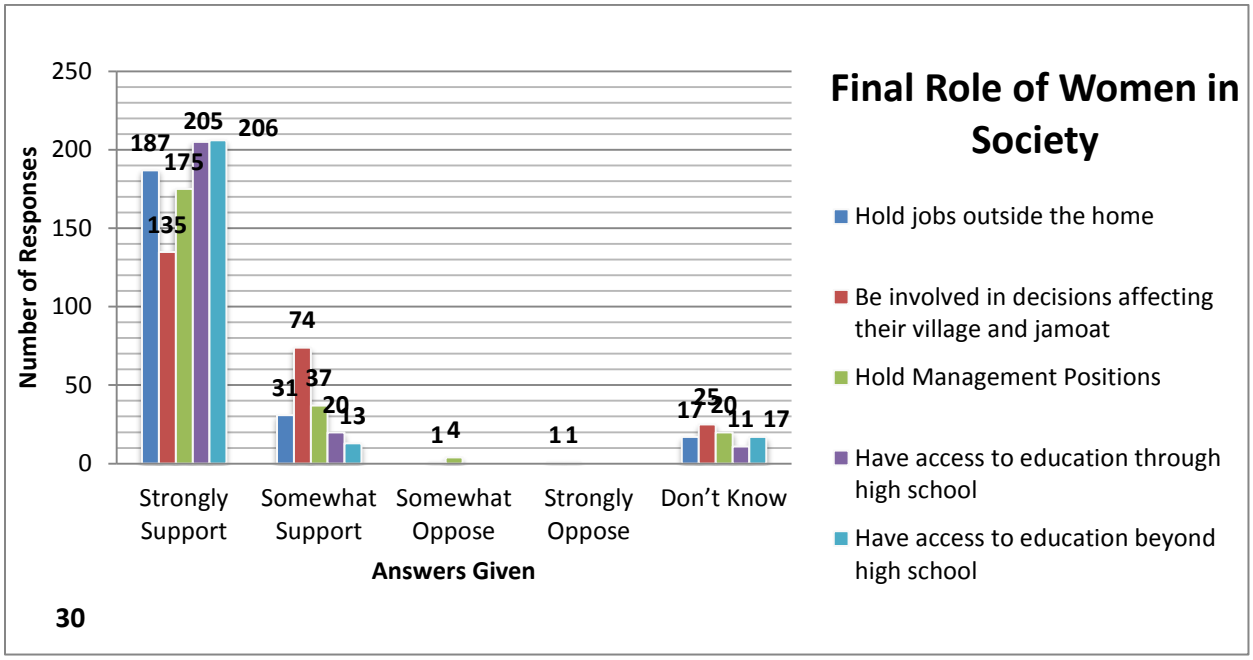




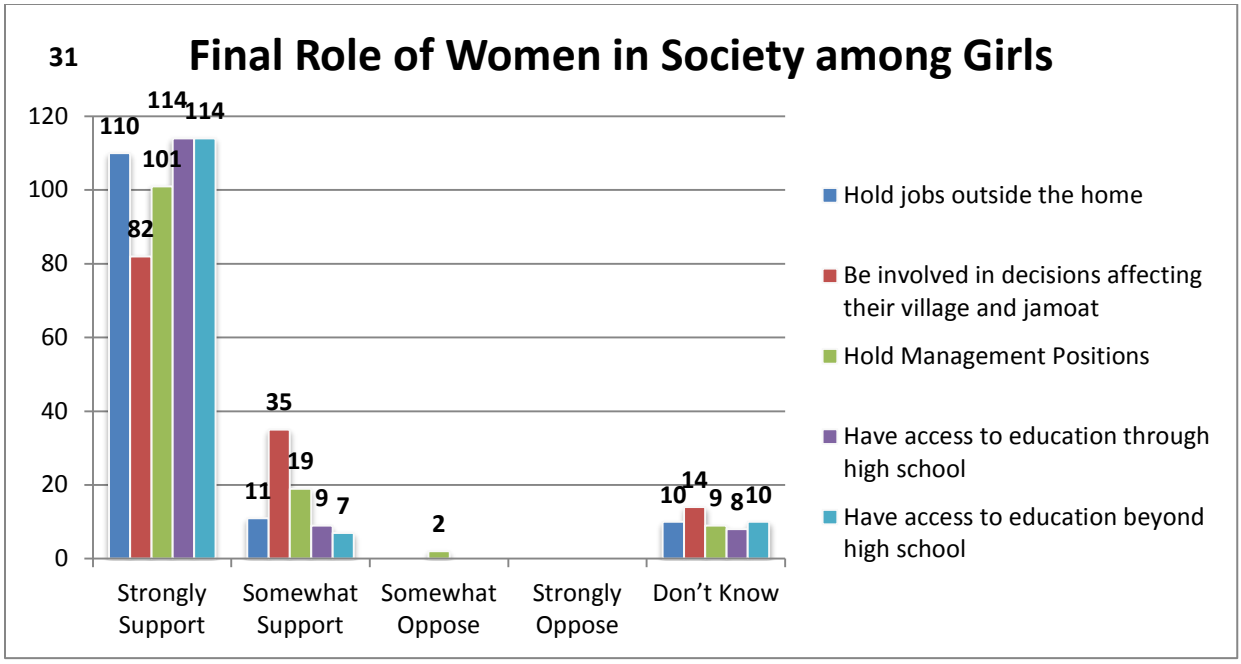
When disaggregated by gender, the differences in opinion become more evident. The lowest level of support for women's involvement in society was support for women's involvement in local decision making. Only 26% of boys answered that they supported strongly supported it, and a similar number 25% somewhat supported it. Among girls, 54% strongly supported it and 19% only somewhat supported it.

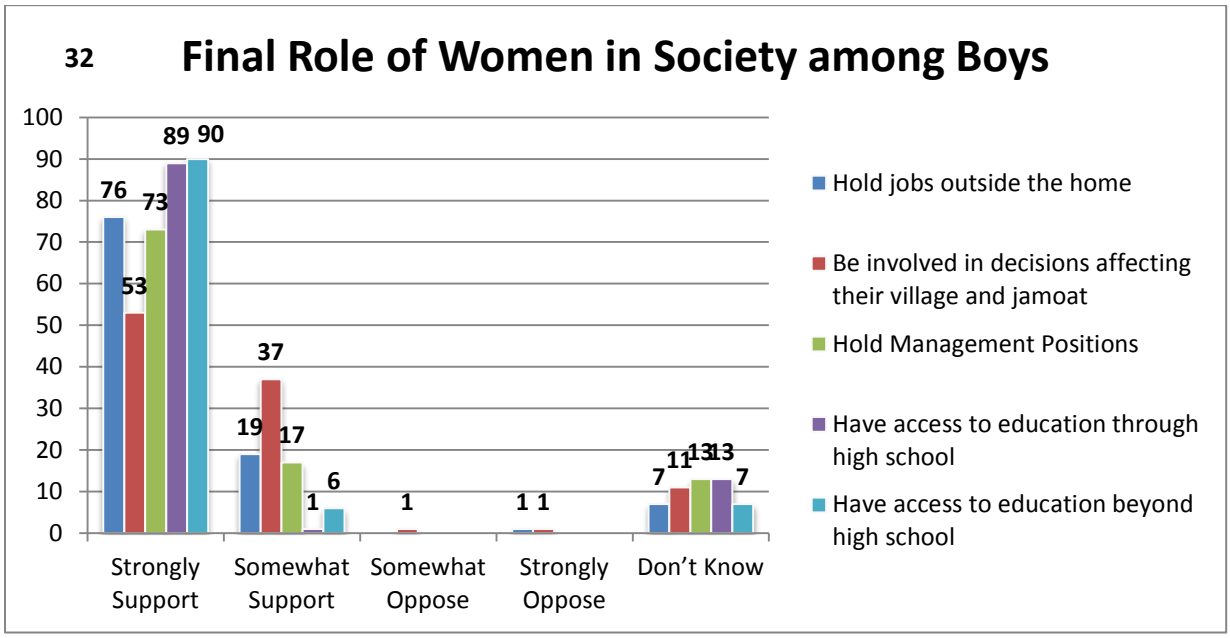
Interestingly, while there were a significant number of participants who did not support the involvement of women in local decision making, they did not necessarily oppose it either, rather they simply did not know. Thirty-eight percent of boys said that they did not know regarding women's involvement in local decision making, and 23% of girls said the same. At the same

time, 45% of boys said that they didn't know about girls having access to education beyond high school, nearly the same percentage that strongly supported it 46%. Girls were also unsure, with 45% saying that they did not know, against 53% who strongly supported having access to education beyond high school.

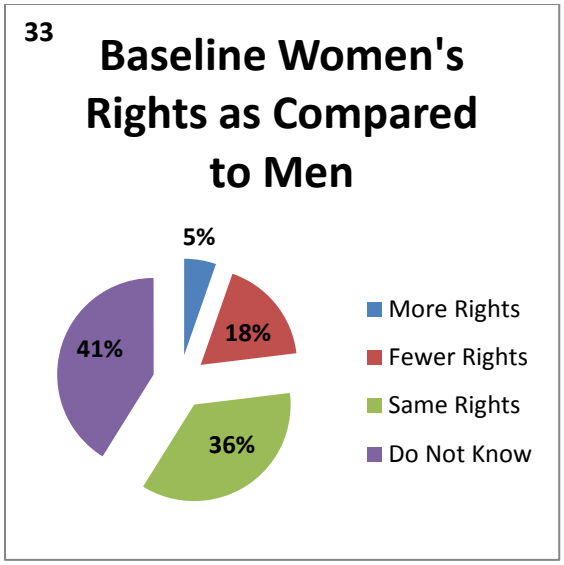


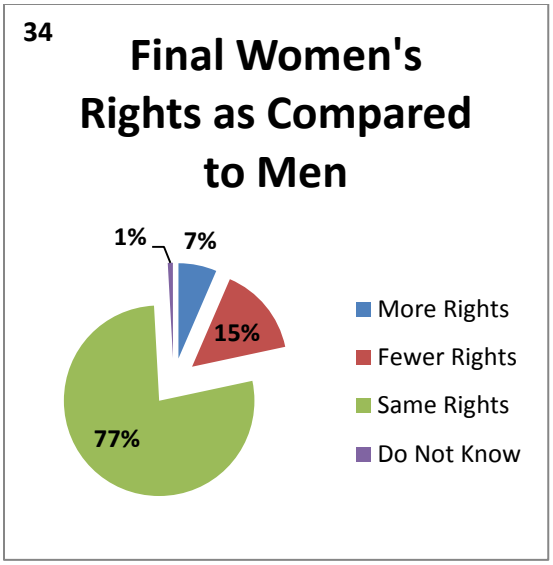
As with the baseline, a majority of respondents to the final survey either supported or strongly supported women's roles in society. Ninety-two percent of respondents supported women holding jobs outside of the home, 89% supported them being involved in local decision making, 90% them holding management positions, 95% supported them having access to education through high school, and 93% supported girls having access to education beyond high school.



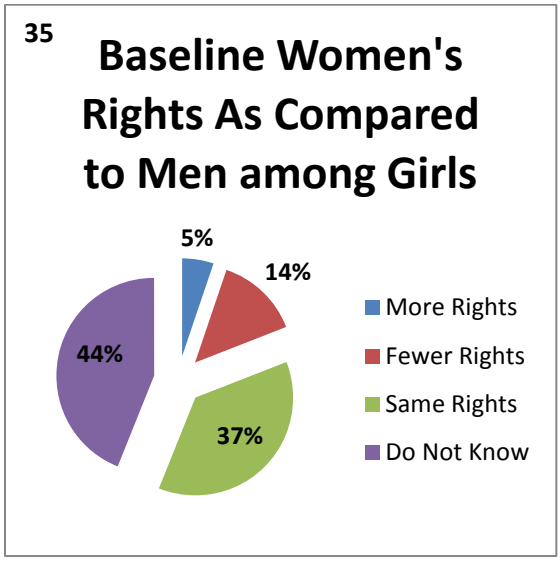


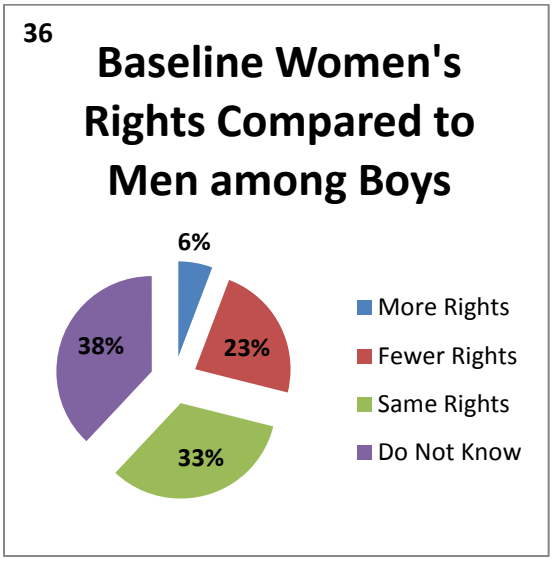
What's most interesting in both the gender disaggregated figures, and the whole sample set, is that the number of respondents who opposed woman having these roles in society is almost nonexistent after participation in the YLP program. Only 1 one boy somewhat opposed and 1 boy strongly opposed women being involved in local decision making, while one boy strongly opposed them having jobs outside of the home. In comparison, of the girls in the final set, only 2 somewhat opposed women having management positions—all told 7 people (2 failed to indicate a gender) in the final survey registered any opposition to women holding the roles in society, as compared to 76 persons in the baseline. This suggests that participation in the YLP program had a positive effect in the understanding and support of women's engagement in public life in Tajikistan.

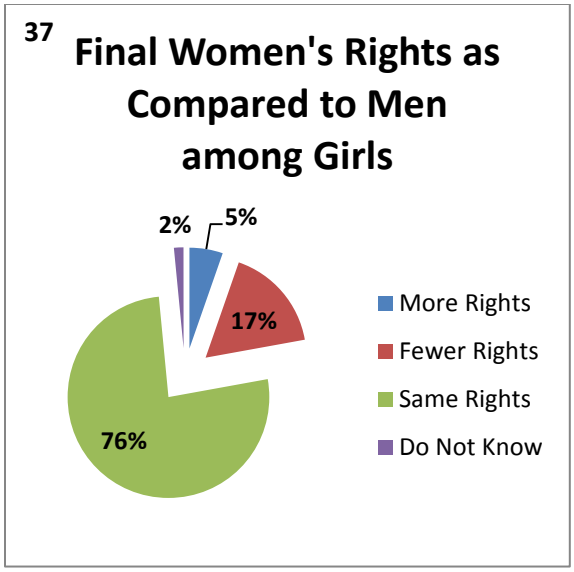


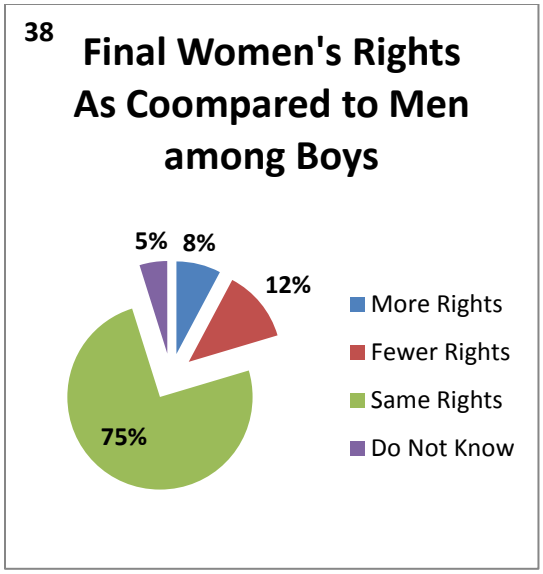


In terms of the rights of women vs. the rights of men, 41% of baseline respondents indicated that they did not know about women's rights as compared to men's. Given that 58% of respondents were female, such a high percentage of those who do not know if men and women have the same rights may indicate a lack of awareness about the rights of women in Tajikistan. Taken against the final survey numbers, only 1% of respondents said that they did not know, while the number of respondents who indicated that men and women have the same rights increased from 36% to 77%. This shift indicates that girls who participated in the program understand their rights within the context of Tajikistan to be equal to that of men. Moreover, it may also indicate that boys in the program understand the rights of women to be equal to that of men.



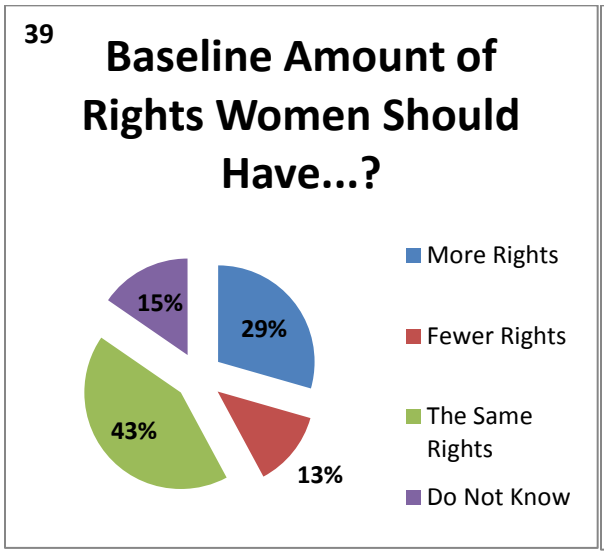


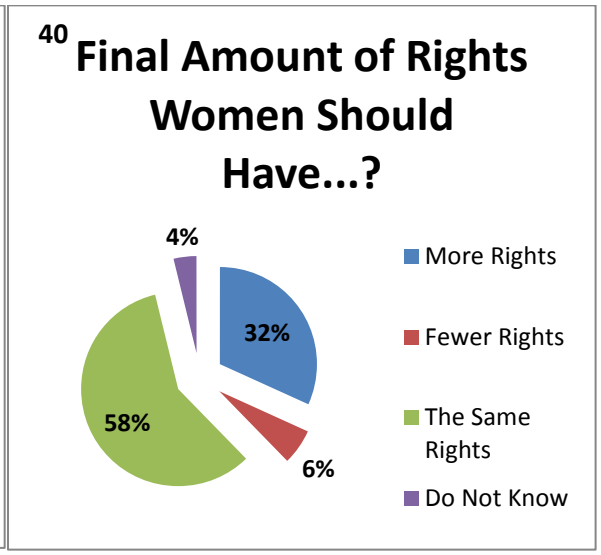




When disaggregated by gender, boys and girls typically share similar opinions across both the baseline and final groups. 44% of girls answered that they did not know when asked to compare men's and women's rights while 38% of boys answered the same in the baseline. 23% of boys thought that women should have fewer rights, while only 14% of girls thought they should have fewer rights. This reflects a difference of opinions among gender in the base line group.

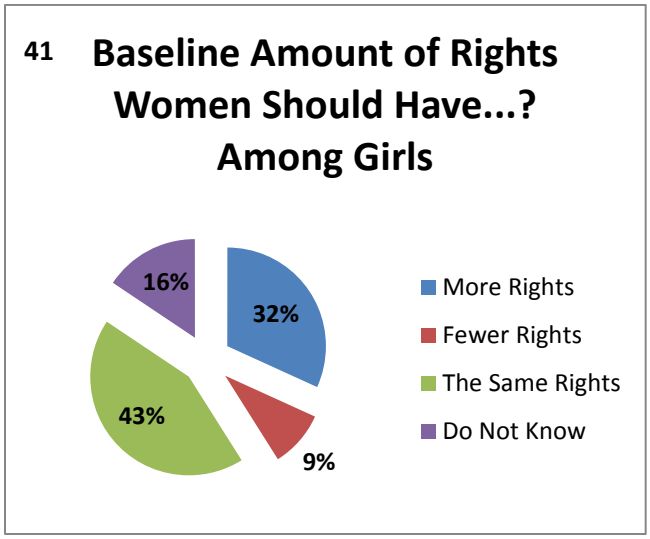
In the final, the "don't know" answers decrease among girls and boys, with more boys, 5%, expressing doubt than girls, 2%. The final group held a firm opinion that men and women shared the same rights: 76% of girls thought that men and women had the same rights while, 75% of boys thought the same.

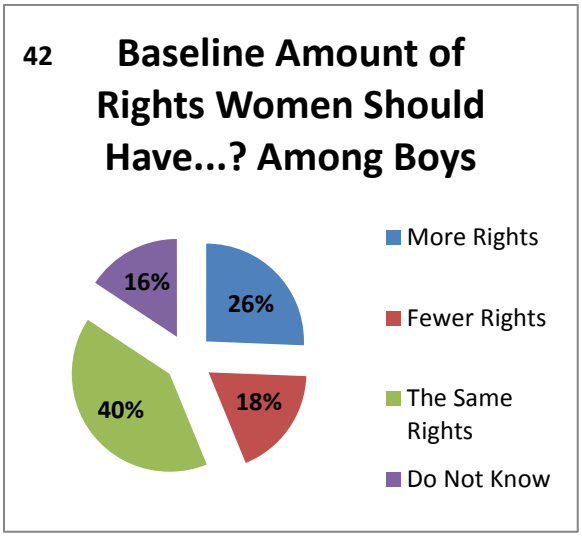


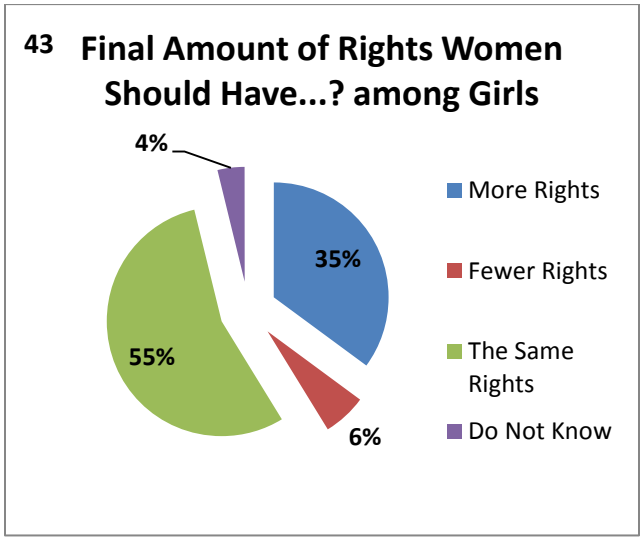


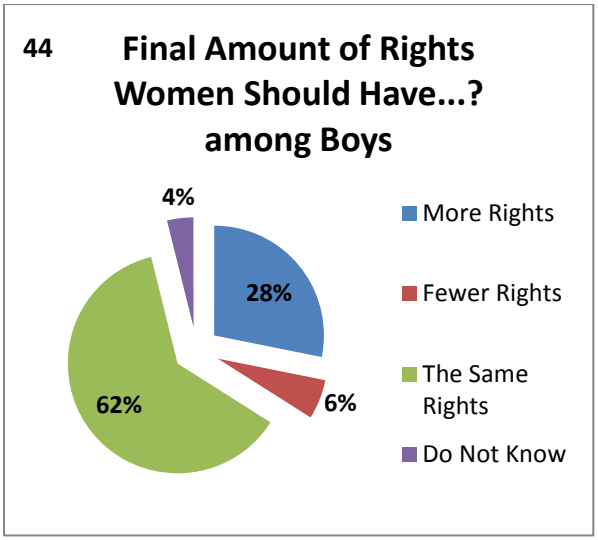
When asked whether women should have more rights, fewer rights, or the same rights that they currently have in Tajikistan, respondents in the baseline survey typically believed that women should either have more rights, or that they should have the same rights, 29%and 43%

respectively. The response that they should have the same rights indicates an overall belief that women have enough rights in Tajikistan. Given that in the previous question, 77% believed that women held the same rights as men, this may indicate an overall satisfaction with regards to the overall rights of citizens in Tajikistan.







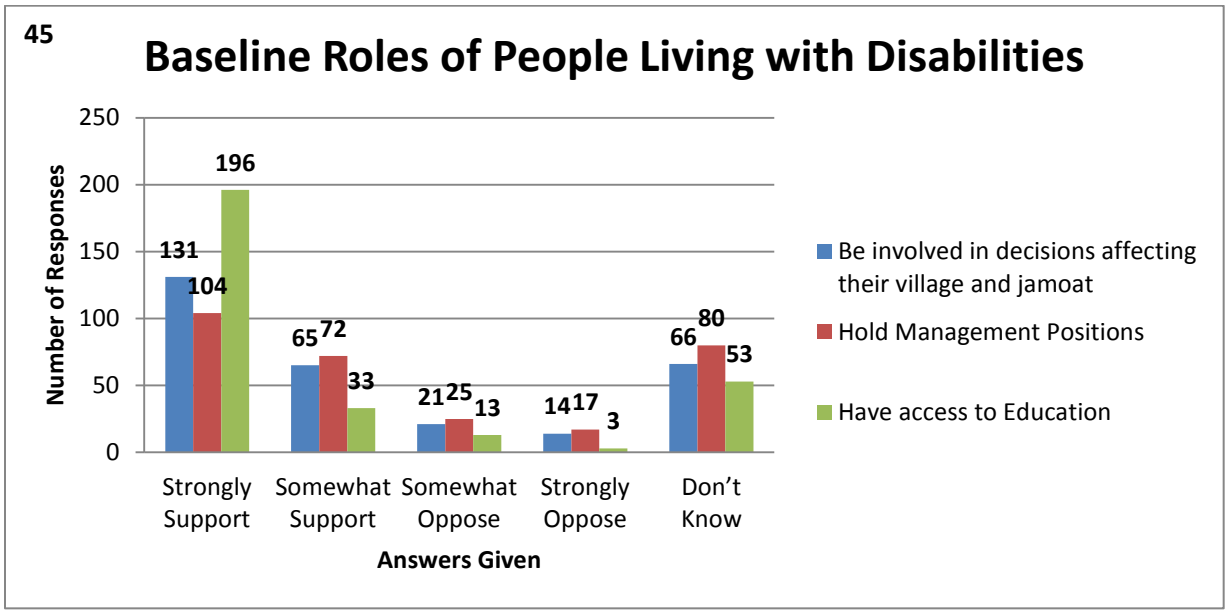


In general, boys and girls agreed with each other on the rights that women in Tajikistan in the baseline group. 45% of girls and 40% of boys in the baseline groups thought that women should have the same rights that they currently have. 18% of boys thought that women should have fewer rights, compared to 9% of girls. 32% of boys thought women should have more rights along with 29% of girls. These numbers don't change much percentage wise in the final groups. The only significant decrease is among those who answered don't know. Only 5 girls and 4 boys answered that they don't know, with the majority sharing the opinion that girls should have the same rights—72 for girls and 64 for boys. While in real numbers, more girls than boys thought that women should have the same rights, in terms of percentages, 62% of boys thought that they should have the same rights, while only 55% of girls did. The same can be said about

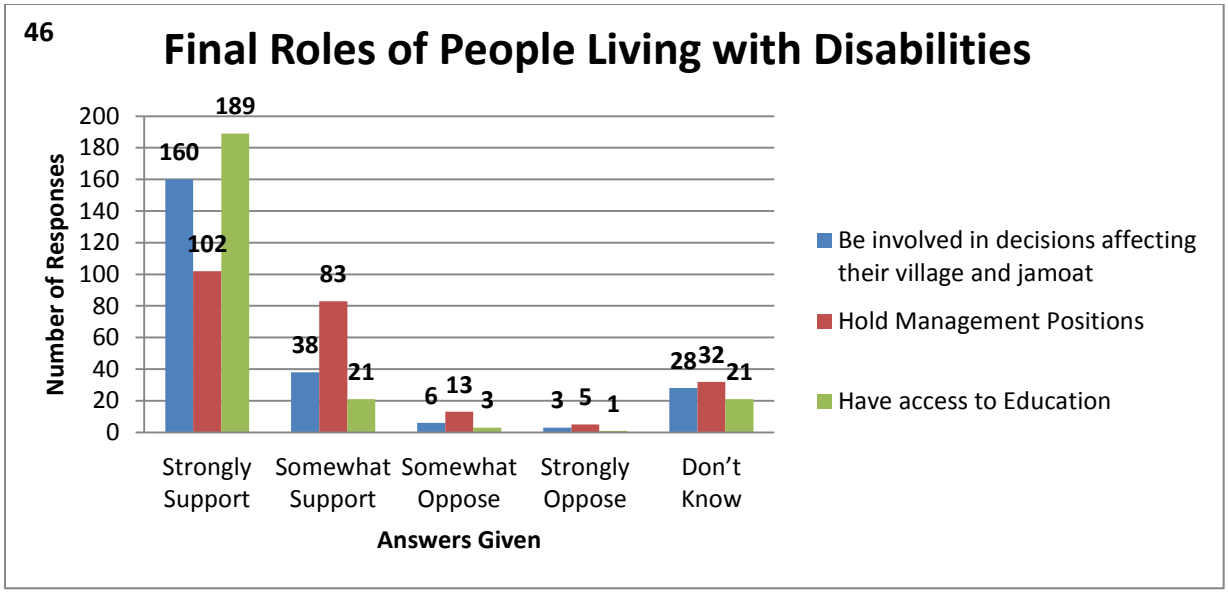
respondents' opinions about whether women should have more rights. 35% of girls thought women should have more rights in Tajikistan, while 28% of boys shared that opinion.

Rights and roles of People Living with Disabilities

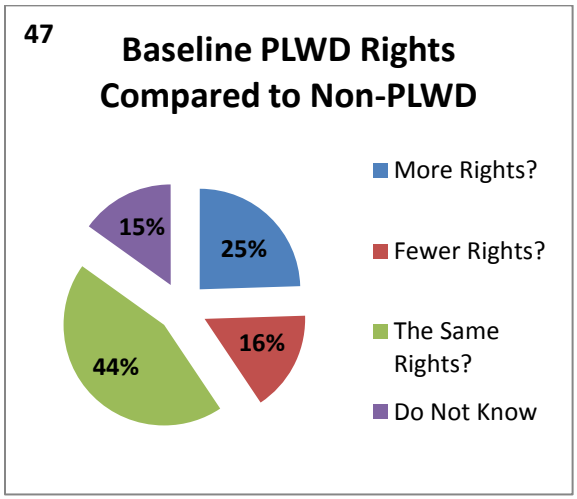
Students were then asked similar questions regarding the roles and rights of people living with disabilities (PLWD) in Tajikistan. The survey defines people living with disabilities as those who have a physical condition or permanent injury which limit their movements, senses, or activities. Given the population of people living with disabilities in Tajikistan, it is important to measure attitudes towards their full participation within the social context to Tajikistan as a measure of rights for minority or disenfranchised populations.

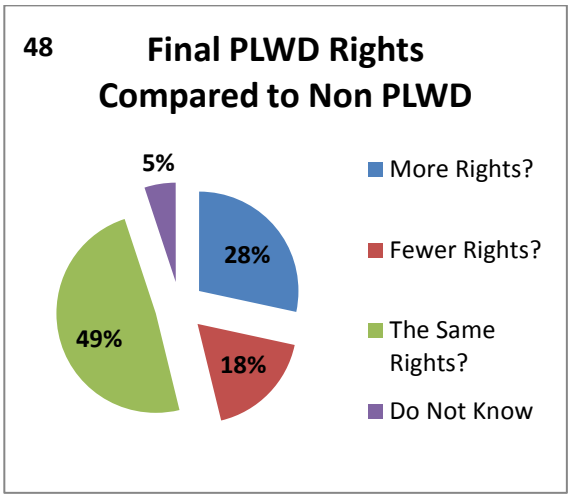


Almost two thirds of respondents strongly supported access to education for people living with disabilities; while approximately 1/3 believed that PLWD should hold management positions; and slightly over 1/3 supported PLWD being involved in local decision making. Despite this strong agreement with PLWD playing an active role within the Tajikistan context, a sizable number of the respondents answered that they were unclear about the roles PLWD could play in society.



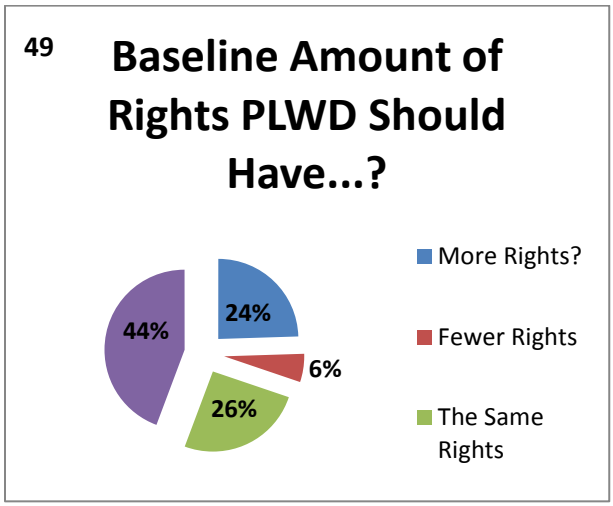
Interestingly, there wasn't a significant shift in responses to this question between the baseline and the final. Overall, the number of respondents who believed that PLWD should be involved in decision making at the local level increased by 18%, from 131 to 160. However those who believed that they should have access to education and hold management positions remained relatively stable at 102 and 189, as compared to 104 and 196 in the baseline. The number of respondents who claimed they didn't know decreased an average of 50% across all three categories. Some of this lack of variability may be accounted for in the 21% decrease in the number of respondents from the baseline to the final survey.

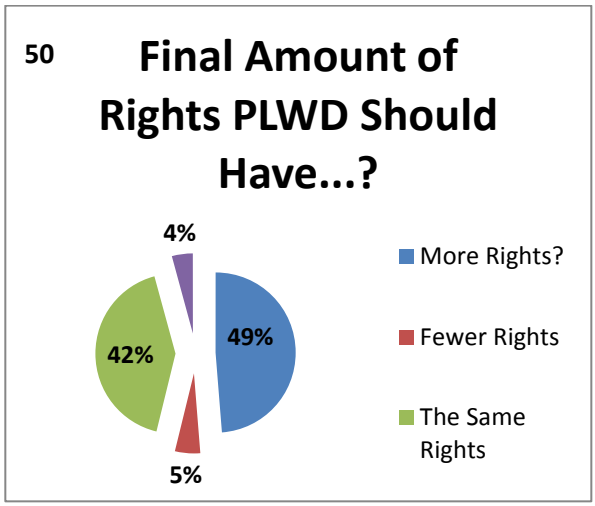




With regards to the rights of people living with disabilities, there are very few discernible shifts in opinions between the baseline and final surveys. In fact, the opinions regarding the rights of the disabled remain fairly steady across the two groups. The largest shifts occur in those who answered "don't know." 15% expressed doubt about whether people living with disabilities have the same rights as other members of society in the baseline survey, whereas only 5% expressed that same uncertainty in the final survey, a 2/3 decrease. However, opinions as to whether of

PLWD should have more, fewer or the same rights as other citizens remained relatively stable between the two groups; the only other significant shift was a 5% increase in the number who thought that PLWD had the same rights as others between the baseline and the final survey.





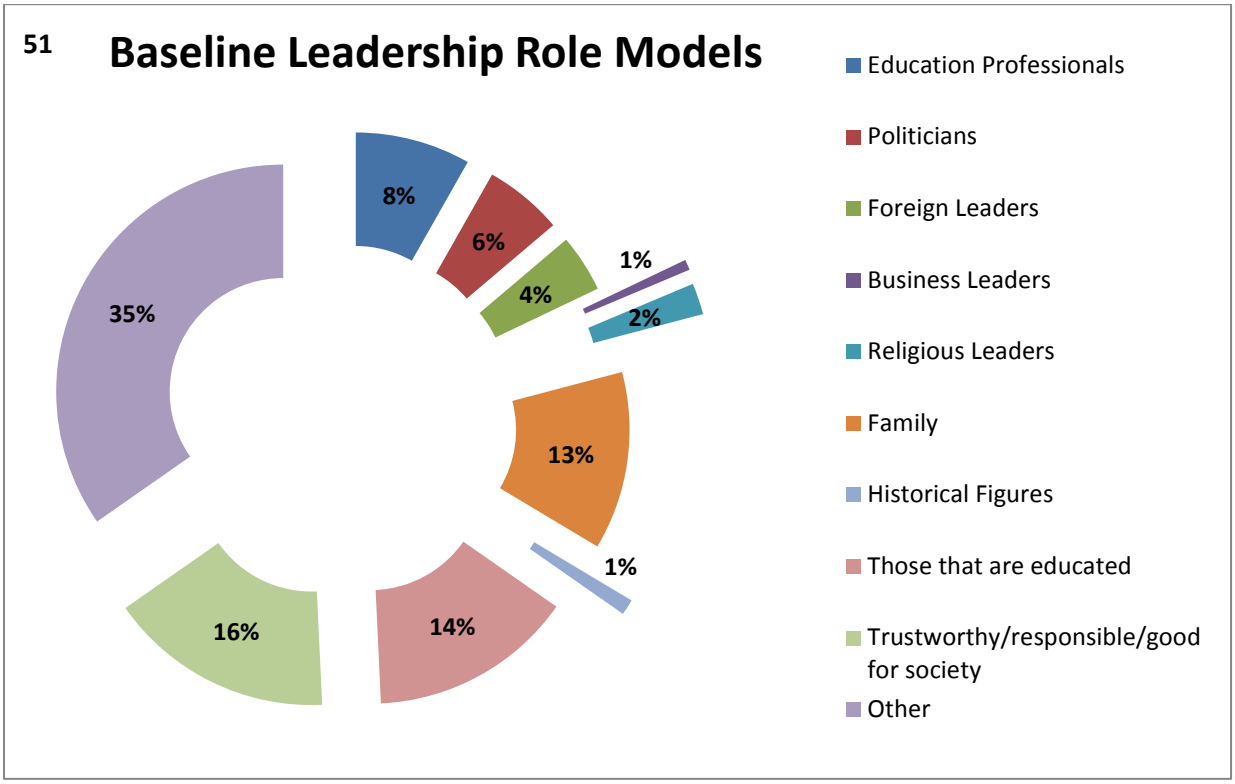
However, when asked if the disabled should have more rights, fewer rights, or the same rights as they currently have, 44% of respondents in the baseline answered that they did not know. This is a departure from the opinions expressed in the previous question in which respondents had definite answers about the rights of PLWD vis-à-vis other citizens.

When compared against those who answered the final survey, the “don’t know” category significantly decreases from 44% to 4%; the majority of the respondents either answered that they should have more rights, or the same rights they currently enjoy, 49% and 42% respectively.

Leadership and Civic Involvement

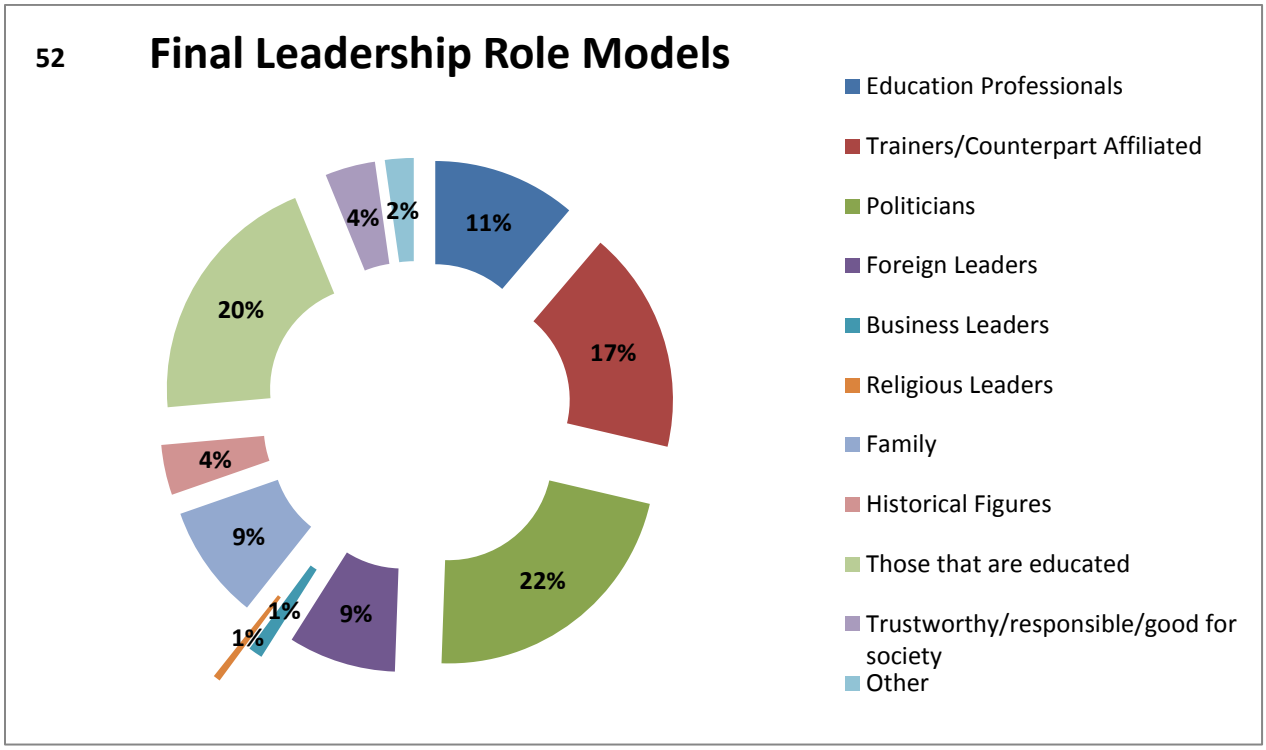
This section focuses on the participants' leadership, role models, and activities they participate in outside of YLP's programming. YLP programming is designed to increase not only participants understanding of democracy but also their practice of civic engagement within their communities and wider society. Specifically, as the name of the program suggest, YLP aims to support potential youth leaders by building their confidence in their leadership skills and their demonstration of these skills by leading initiatives within their communities. Thus, the purpose of this section of the survey was to gauge participants' perceptions and practice of leadership and civic participation.

An open ended question asking participants to identify their leadership role models yielded a diverse set of respondents; participants indicated looking up to politicians, religious figures, Western actors and musicians, etc.

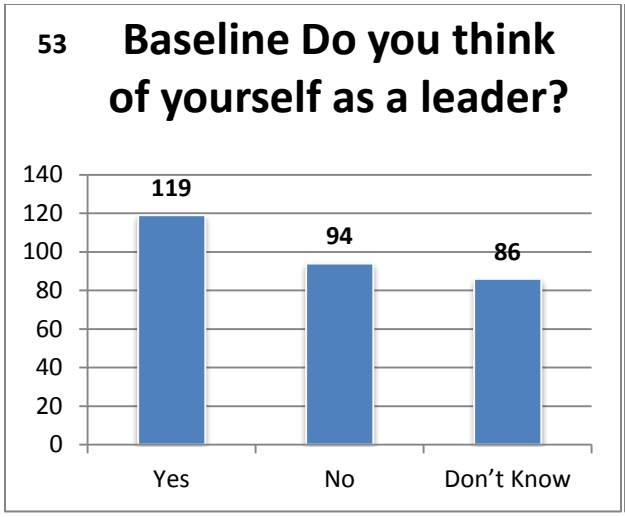


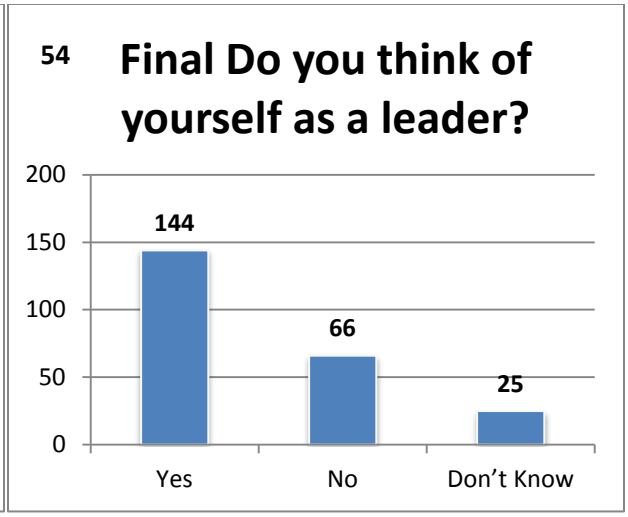
There were 268 total responses given in the baseline survey; 31 participants did not respond. The 268 responses can be grouped into ten broad categories. Some categories have multiple entries for role models that fit into two categories. The ten categories above represent the aggregated role models by percentage. Interestingly enough, only 2% of respondents identified religious leaders as role models, one identifying a regional Imam, and the other identifying Agha Khan IV, a traditional Imam of the Ismaili's and business magnate (he is also the 1% business leader). Six percent of respondents listed politicians as their role models who included local politicians, community leaders, regional leaders, and National Politicians—the most notable national politician being the current president of Tajikistan Emomali Rahmon. The largest group,

however, was the catch-all "other" group with 35%. Notables in this group consist of musicians, local legends, actors, and various descriptors of leaders which included a Pakistani singer Fateh Ali Khan, doctors, psychologists, Bollywood actor Shahrukh Khan, and Argentinian footballer Lionel Messi.

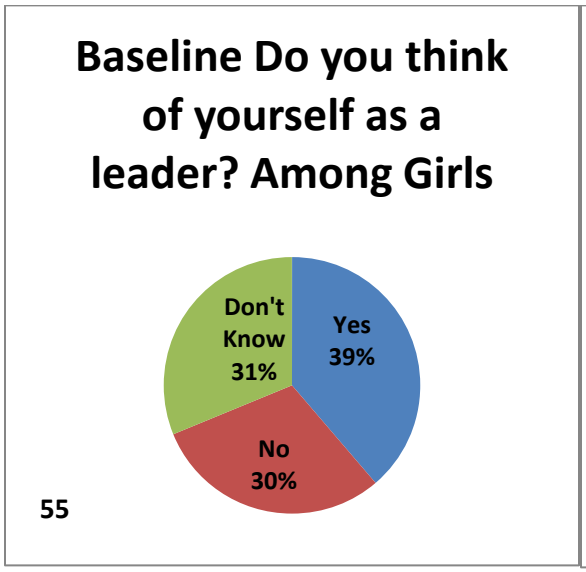


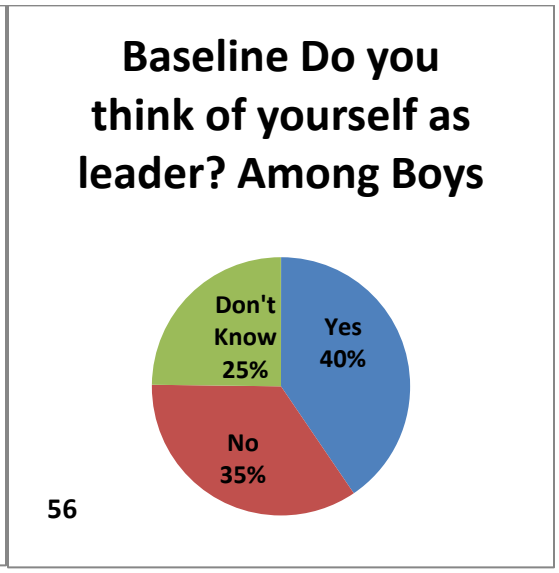
The final survey added another group into the original set, Counterpart Affiliated/Trainers, which accounted for 17% of the 178 answers. This new grouping demonstrates the impact that trainers and Counterpart staff have on the participants. Of those listed in the dataset were Farrukh Tyuryaev (YLP Director), Dodoeva Malika (YLP Civic Educator with Women of Orient in Panjakent), and Paynshanbev Dikriz (YLP Civic Educator for Khirad in Pasktuf) along with individual trainers and camp counselors. Another significant increase (from 6% to 22%) from the baseline is the overall percentage that listed politicians as role models. Again, Emomali Rahmon stands out as the lone national figure identified, but identified local politicians and civic leaders as role models, indicating an increase in awareness of among participants of local leaders and local political initiatives. Another category that saw an increase was among those who listed an educated person (from 14% to 22%), as opposed to an educator or teacher, as their role model. This increase suggests that the importance of education is well established in the program and is being effectively communicated by the trainers.

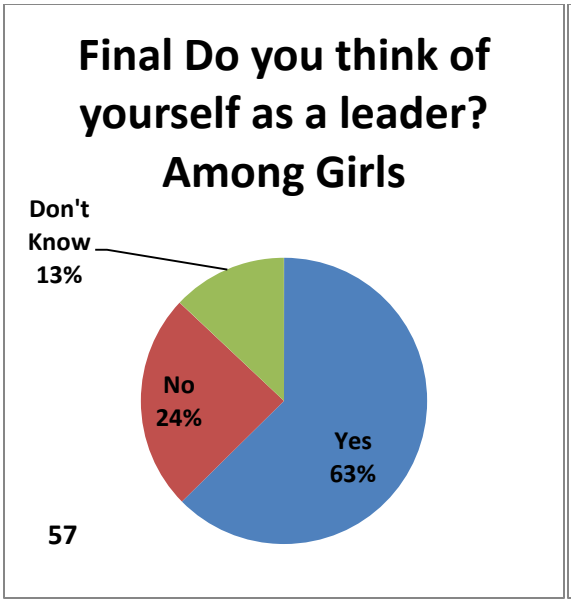


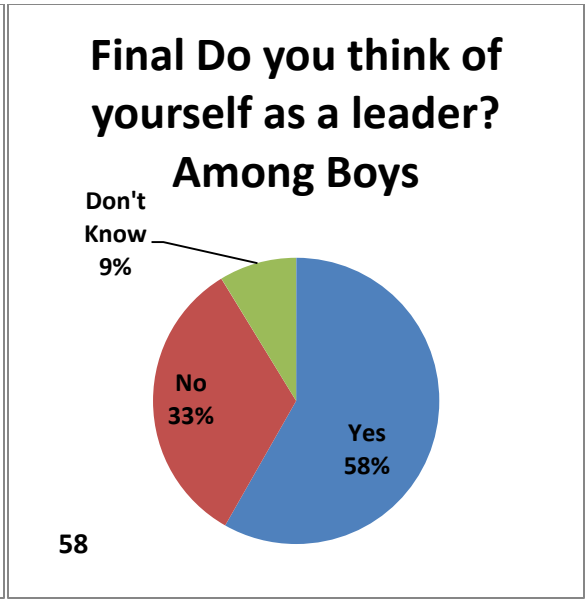


Participants were also asked whether they viewed themselves as leaders. Responses in the baseline were mixed. Forty percent (119) of participants thought of themselves as leaders while 31% (94)did not, and another 29% (86)did not know. When compared to the final survey, 61% (144) participants thought of themselves as leaders, while only 28% (66) did not; 11 % (25) remained unsure. Despite the decrease in participants in the survey, the overall number that indicated they thought of themselves as leaders rose by over 8% in real terms. This could indicate an increase in self confidence among participants in the program, as well as an increased readiness to participate in leadership activities.

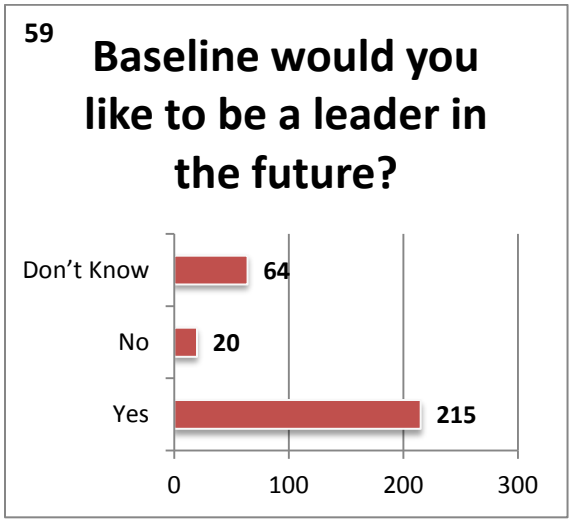




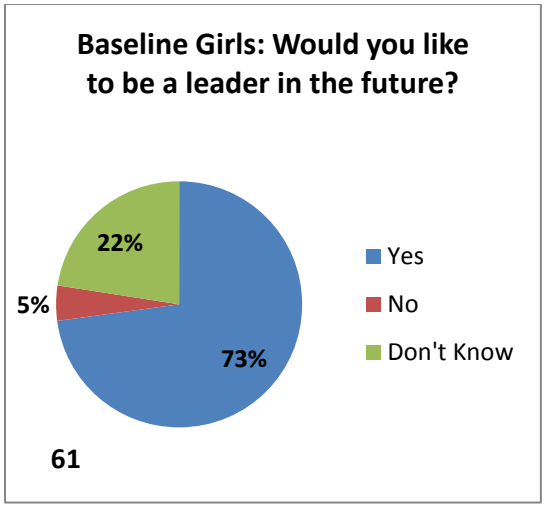


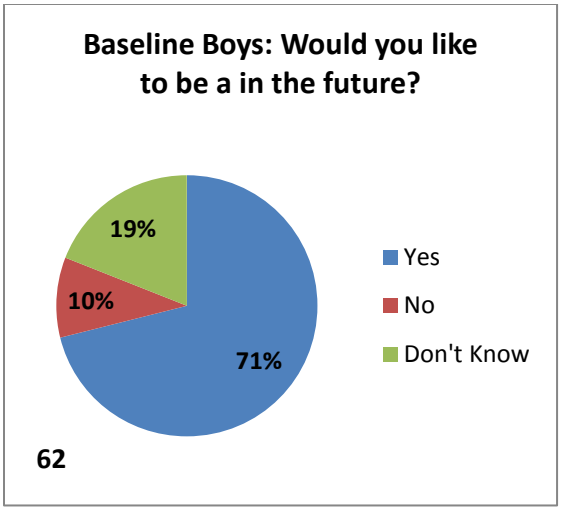


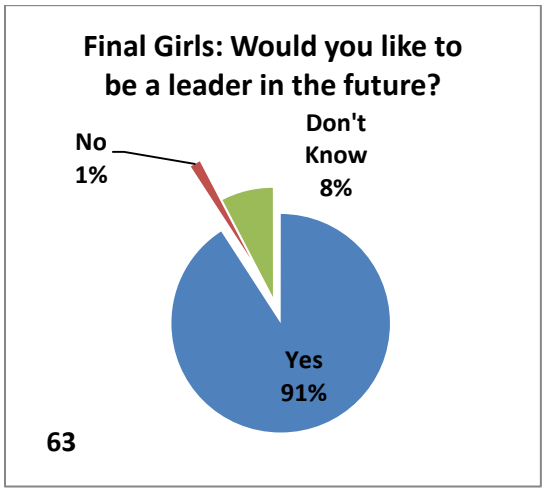
When disaggregated by gender 39% of girls and 40% of boys thought of themselves as leaders in the baseline. This number improves in the final survey, with 68% of girls and 58% of boys considering themselves leaders.

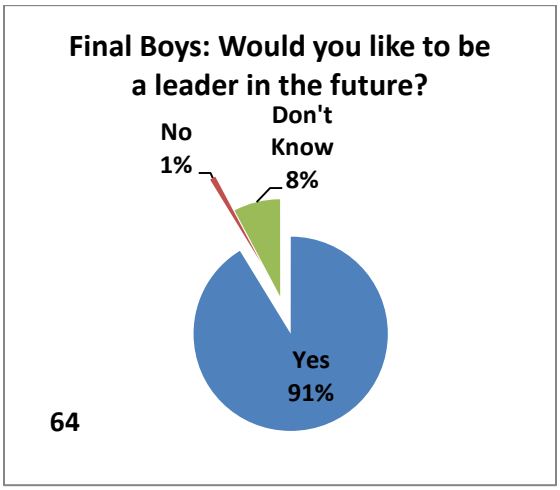


Participants were also asked if they would like to be leaders in the futures. In both the initial survey, and the final survey, 215 participants responded that they would like to be a leader one day. Overall the number of answers in the negative decreased from 20 participants to 3 participants from the baseline to the final, with the number of participants who did not know decreasing from 64 to 12, a percentage decrease of 17% overall from the baseline to the final.









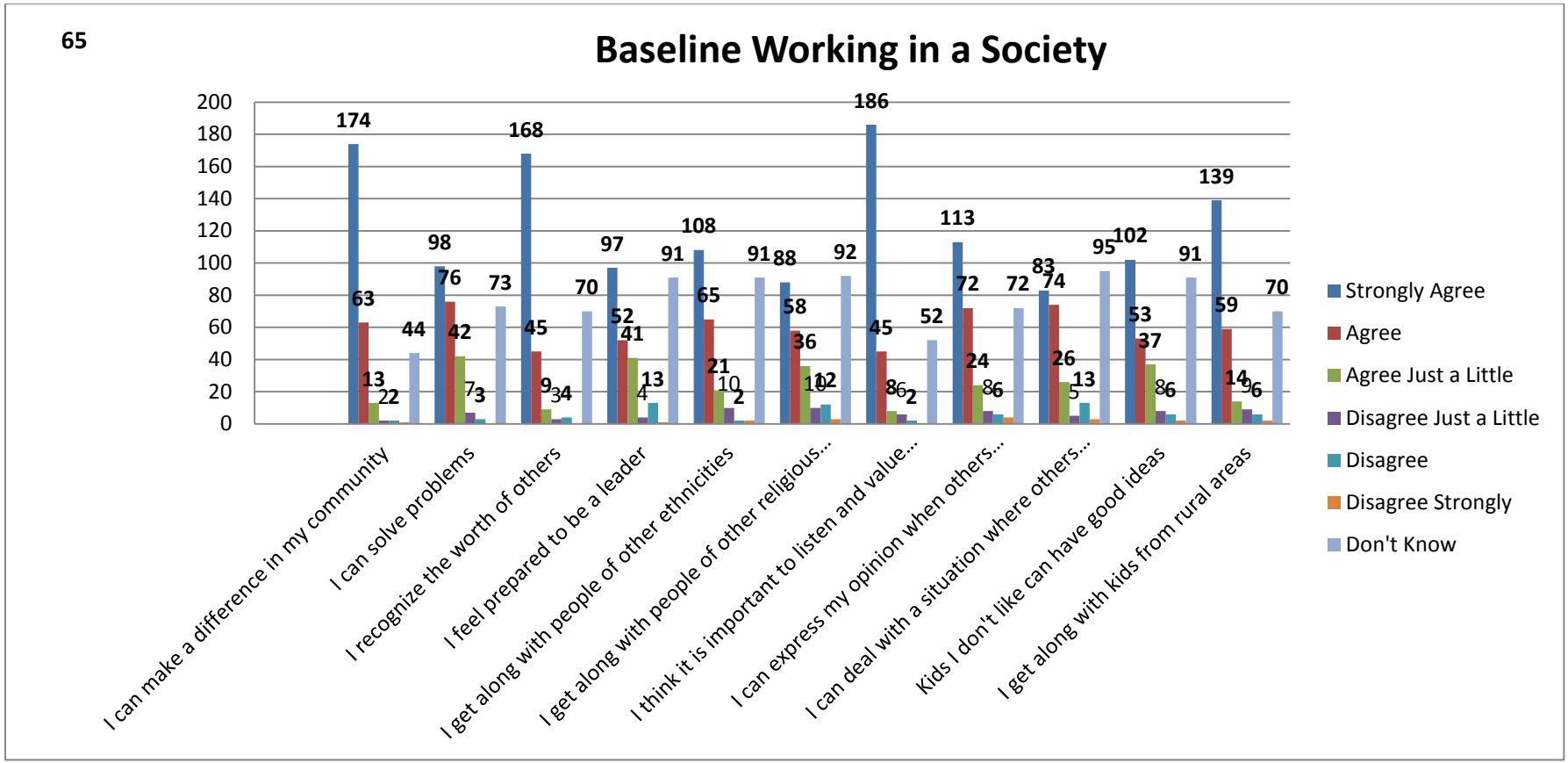
When disaggregated by gender 73% of girls expressed that the wanted to be a leader in the future in the baseline, compared to the final in which 91% of girls wanted to be a leader in the future. Among boys, 71% of baseline respondents wanted to be leaders in the future, and 91% wanted to be leaders in the future.

Following up on their perceptions of and aspirations to be leaders, participants were asked about their leadership in a number of activities in the past six months. <u>These activities include organizing subotniks (school cleanings); organizing school plays, competitions, or holiday celebration; organized a sporting competition; organized a field trip; organized activities in an orphanage or nursing home; planned to help or help classmates with schoolwork; organized a donation box for the needy; formed a music band; or performed any other civic activities.</u>

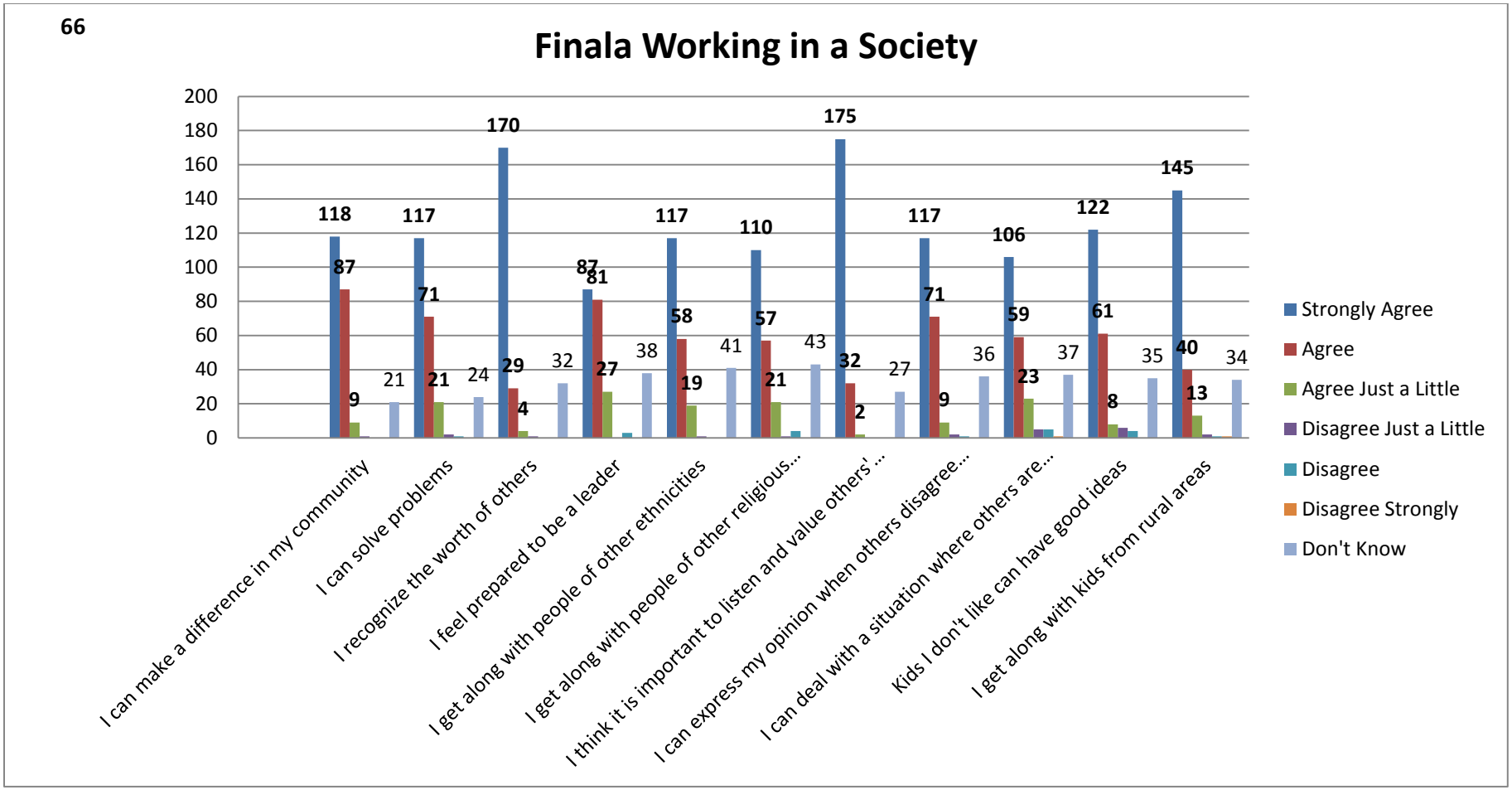
Baseline activity numbers	Table 1
Activities Performed	1179
Mean	256
Median	97
Most Common Activity	Organized Subotnik (343)
Lease Common Activity	Other (19)

Final activity numbers	Table 2
Activities performed	1556
Mean	172
Median	120
Most common Activity	Organized Subotnik (333)
Least Common	Formed a Music Band (68)

Six months after participating in the YLP's programming, the students had planned over 1500 activities, as compared to 1179 total activities planned by the initial 299 recruited by YLP. Most commonly being the organizing of a voluntary cleaning of a school or public space, commonly known as a subotnik. On average, 45%, or around a106 students who participated in YLP programming organized some form of activity in the six months following completion of the summer camp.

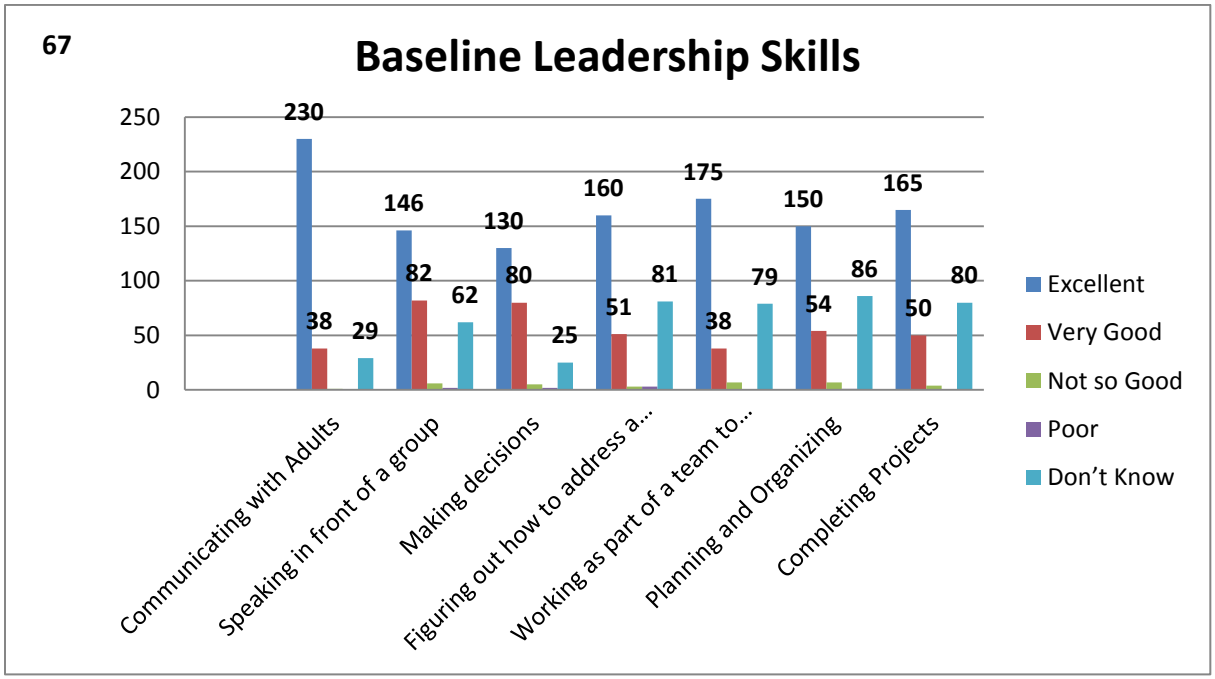


Participants were also asked about their self-efficacy in terms of influencing processes within their communities and serving as a leader within their community. In the baseline set, across all issues, students generally (84%) had very positive opinions of their skills either strongly agreeing, agreeing, or agreeing just a little that they could make a difference; 74% indicated that they recognized the worth of others and 80% responded that they valued others opinions. Seventy-one percent indicated that they got along with kids from rural areas. Many expressed that they didn't know about their skills regarding solving problems (24%), being prepared to be a leader (30%), getting along with those of other ethnicities (30%), getting along with people of other religions (31%) , dealing with situations or people that are annoying (32%), and considering the ideas of kids they didn't as worthwhile ideas (30%).

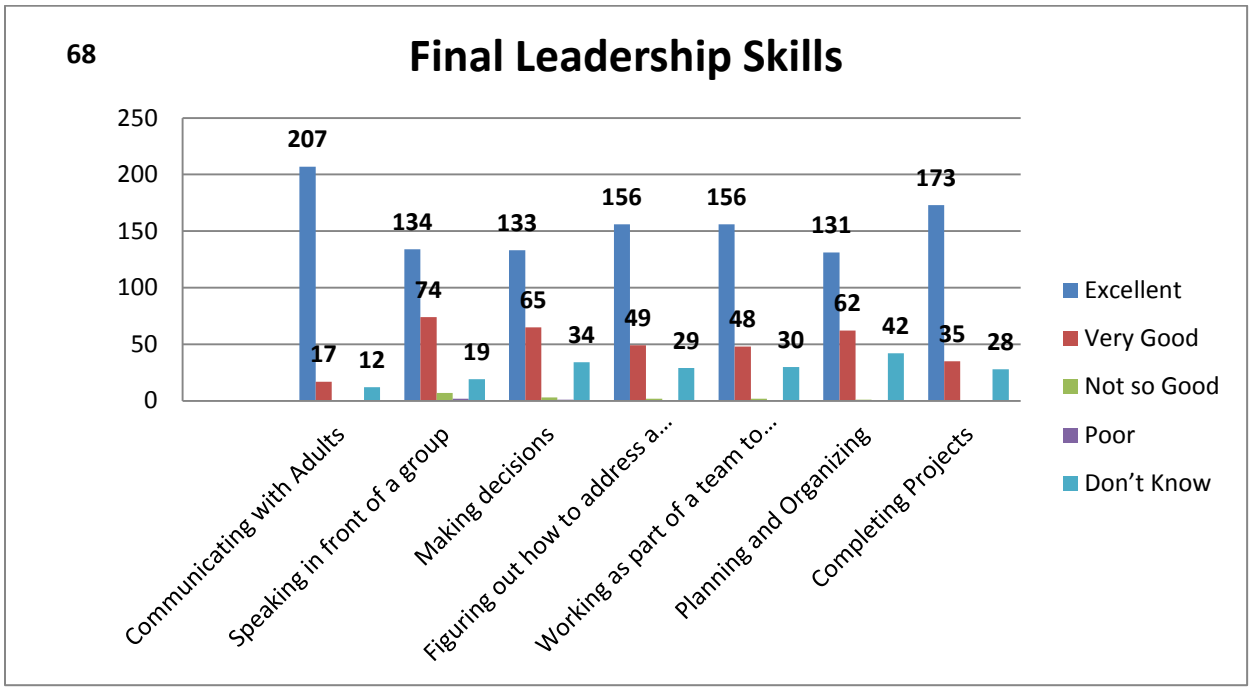


In the final set, a majority of students across all groups expressed very positive opinions, either strongly agreeing or agreeing, about their abilities after participating in the program particularly with regards to making a difference (86%), solving problems (80%, recognizing the worth of others (84%), valuing others opinions (88%), expressing opinions when others disagree (80%), and getting along with students from rural areas (78%). On average across all groups, the numbers of don't know answers decreased by half from the baseline, from 26% to 13%.

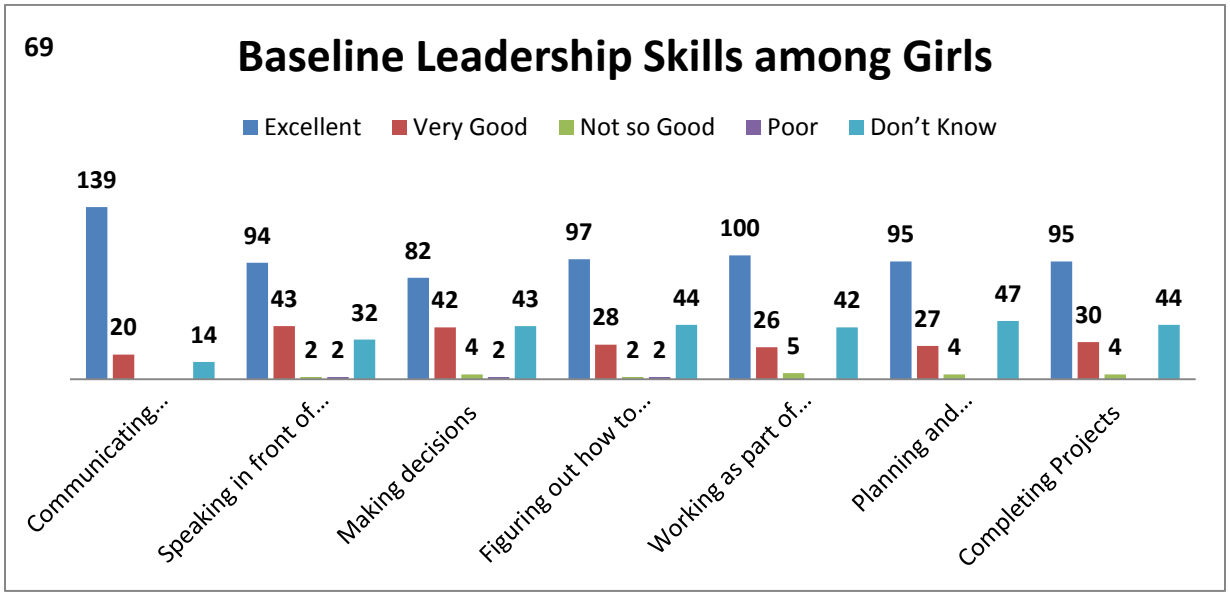
Participants were asked to identify their skillset among a certain number of indicators deemed necessary to be good leaders which included: communicating with adults, speaking in front of a group, making decisions, figuring out how to address a problem, working as part of team, planning, and completing projects.

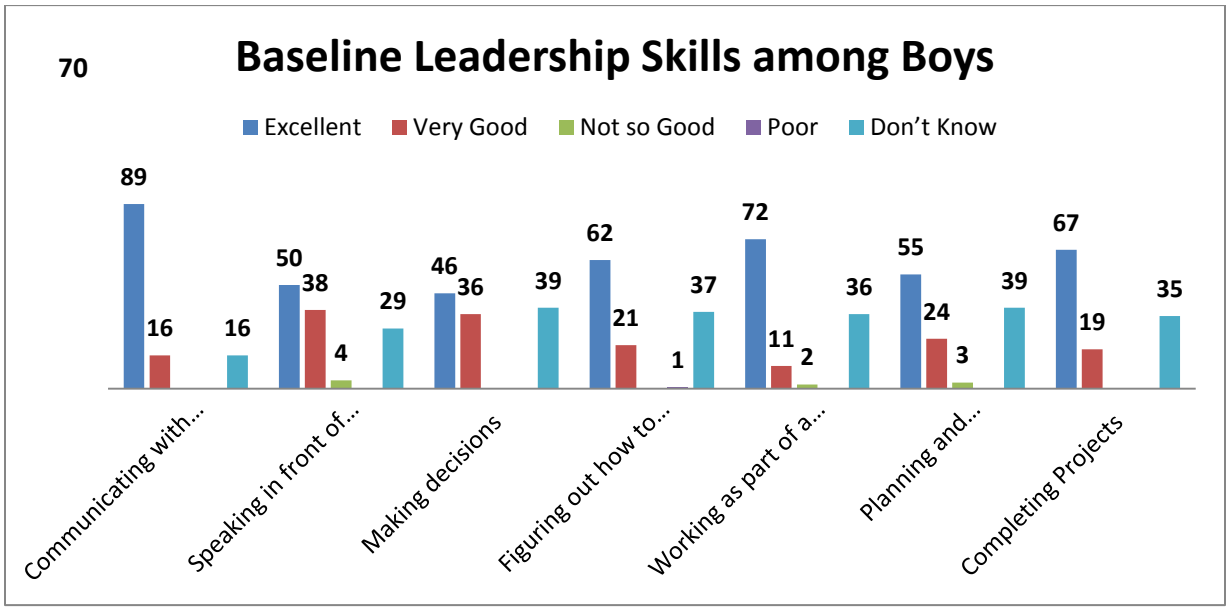


Ninety percent of students in the baseline thought they were either excellent or very good at communicating with adults; seventy-six pecent expressed confidence in speaking in front of a group, and 72% expressed confidence at completing projects.

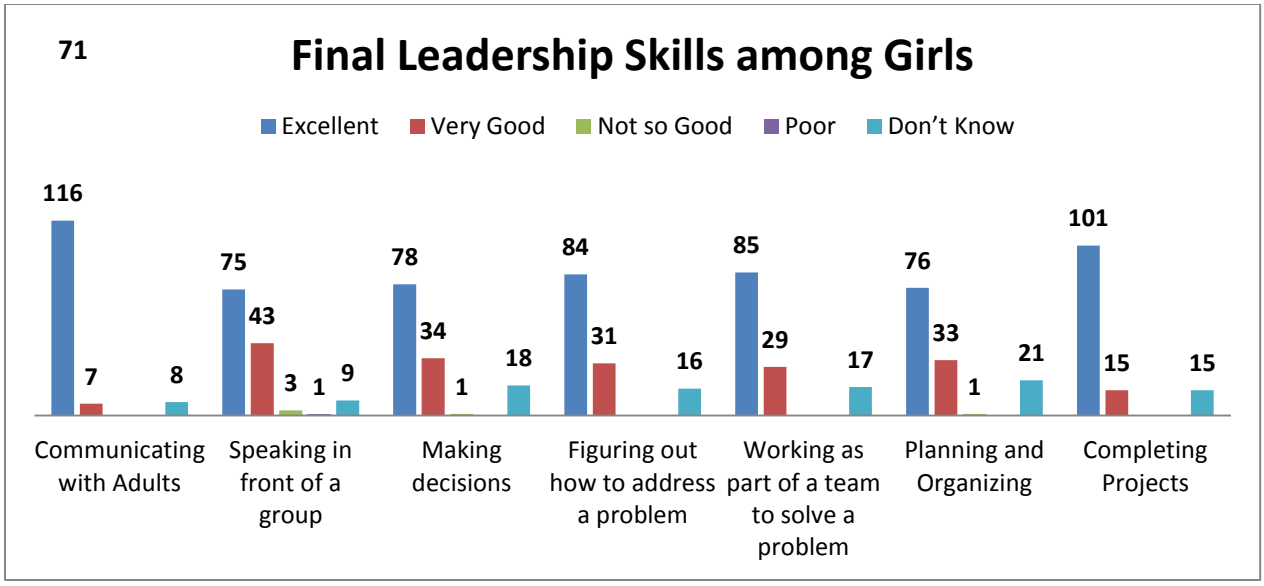


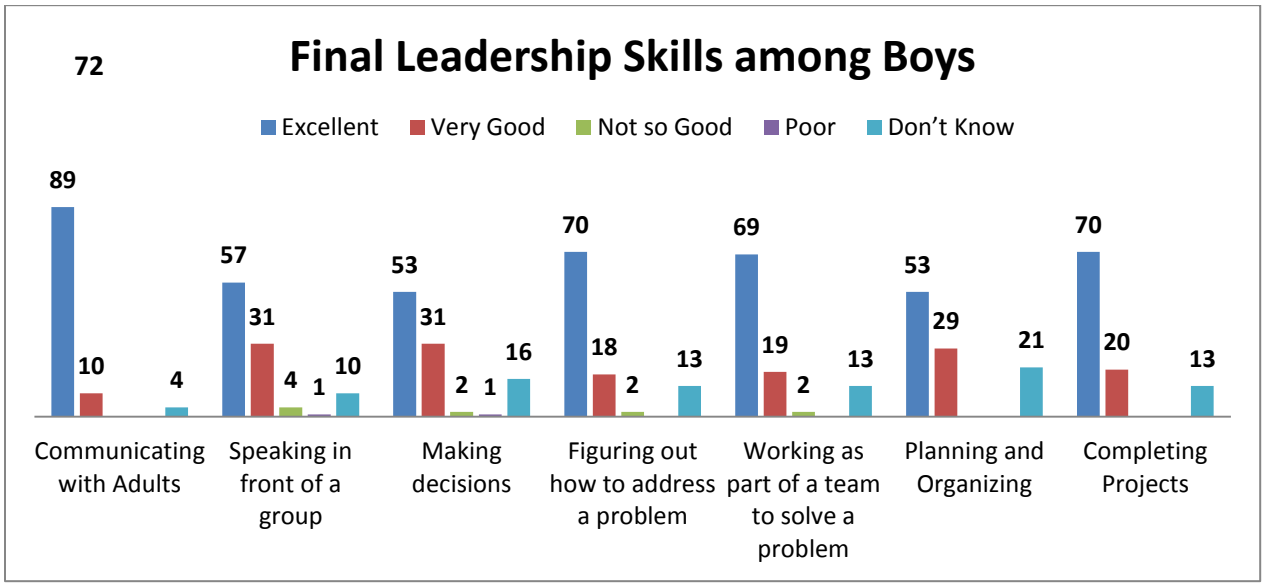
In the final questionnaire, 95% students were confident about communicating with adults in the baseline, 88% felt confident speaking in front of a group, 86% were confident they could figure out how to address a problem, 85% that they could work as part of a team, and 88% that they could complete projects





Among participants in the baseline, both boys and girls were most confident in communicating with adults, 74% boys and 80% of girls felt had excellent communication skills. Boys and girls also expressed high levels of confidence in working as part of a group. Sixty percent of boys and 58% of girls perceived themselves to have excellent skills when working groups.

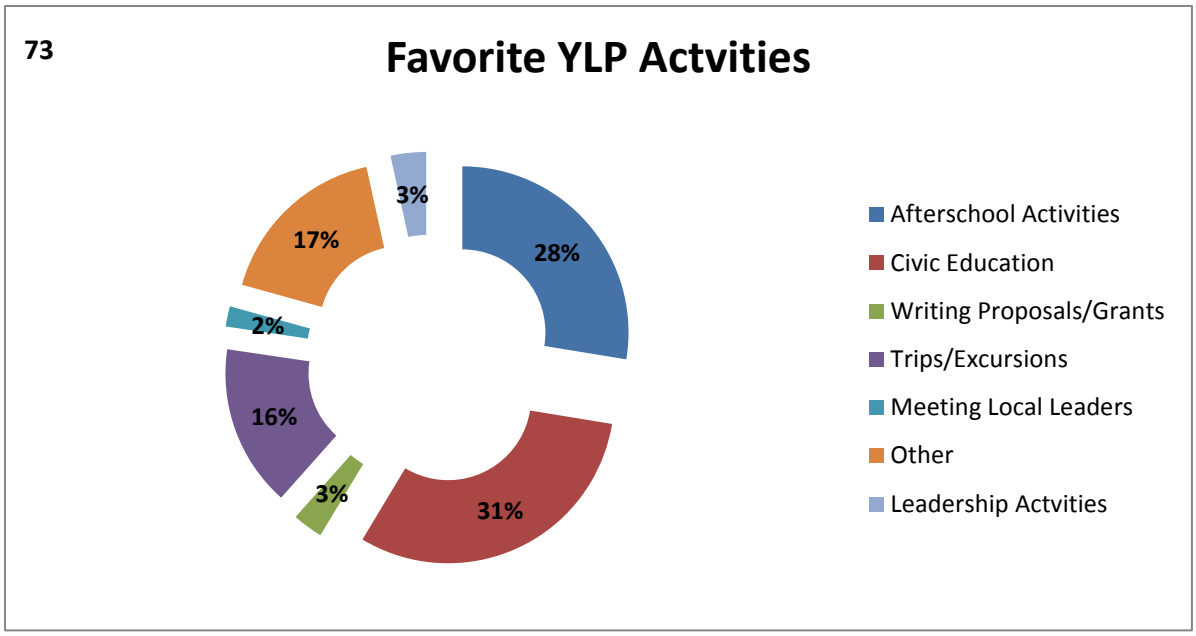




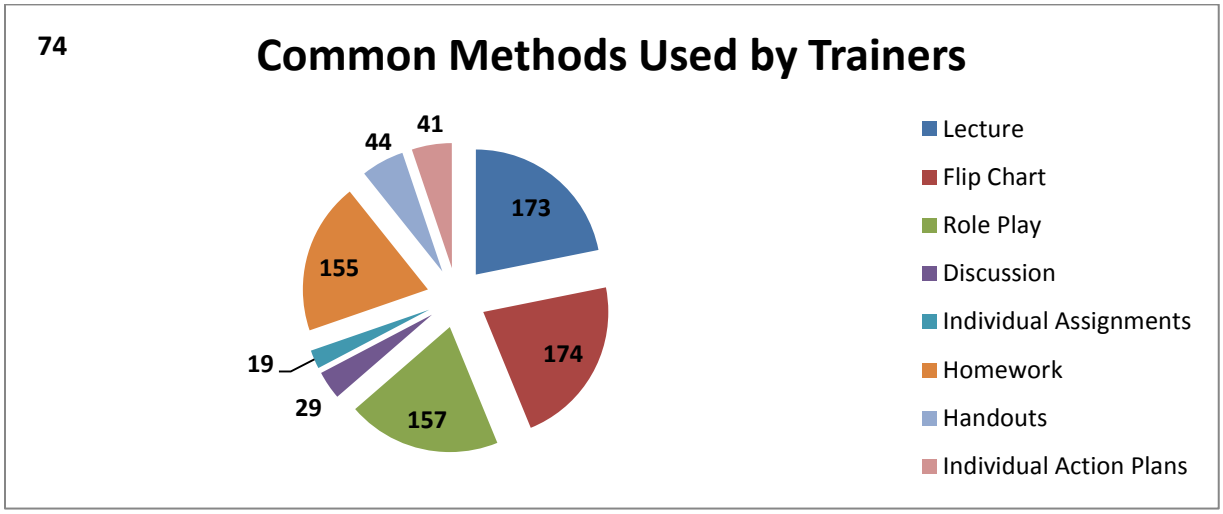
The high levels of confidence expressed by participants in the baseline improve in the final. Eighty-nine percent (116) of girls expressed high confidence in their ability to communicate with adults, while 86% (89)boys said the same.

Participant Evaluation:

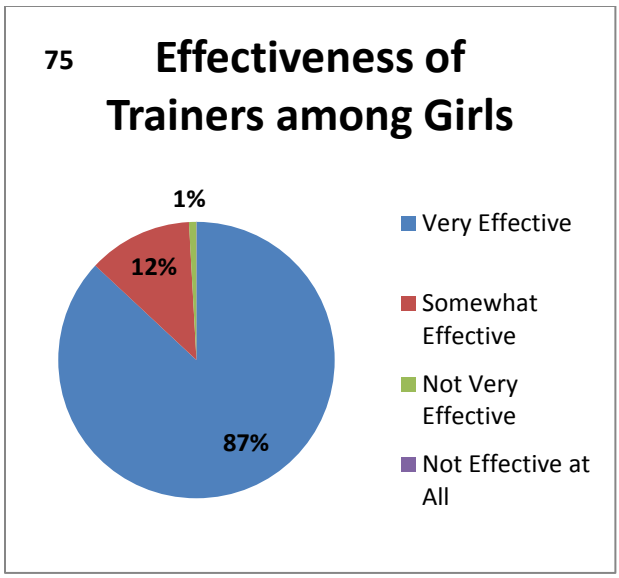
Participants were asked a number of questions in the final assessment to evaluate their perceptions of the activities sponsored by YLP. **Participants were asked to identify their favorite parts of the program.**

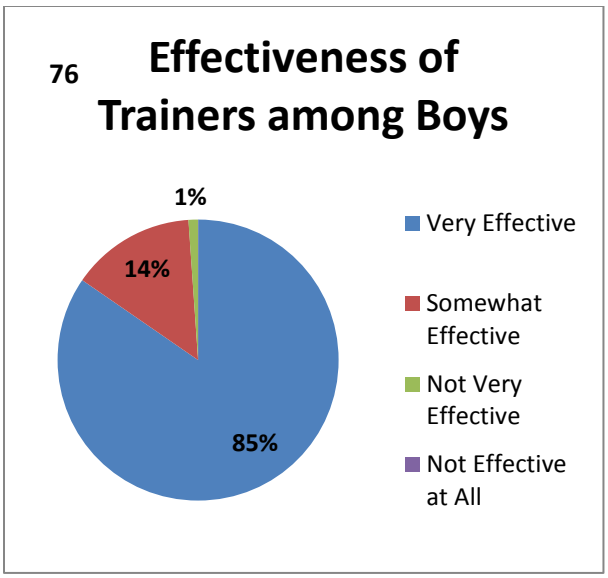


Of those surveyed in the final assessment, 31% indicated that the Civic Education training was their favorite part of the program; 28% indicated that the afterschool activities and or the summer camp were their favorite part. Sixteen percent indicated that field trips and tours to local historical sites and museums were their favorite part, while 17% indicated some other facet of the program was their favorite; the latter included poetry readings, sports, discussions and grants.

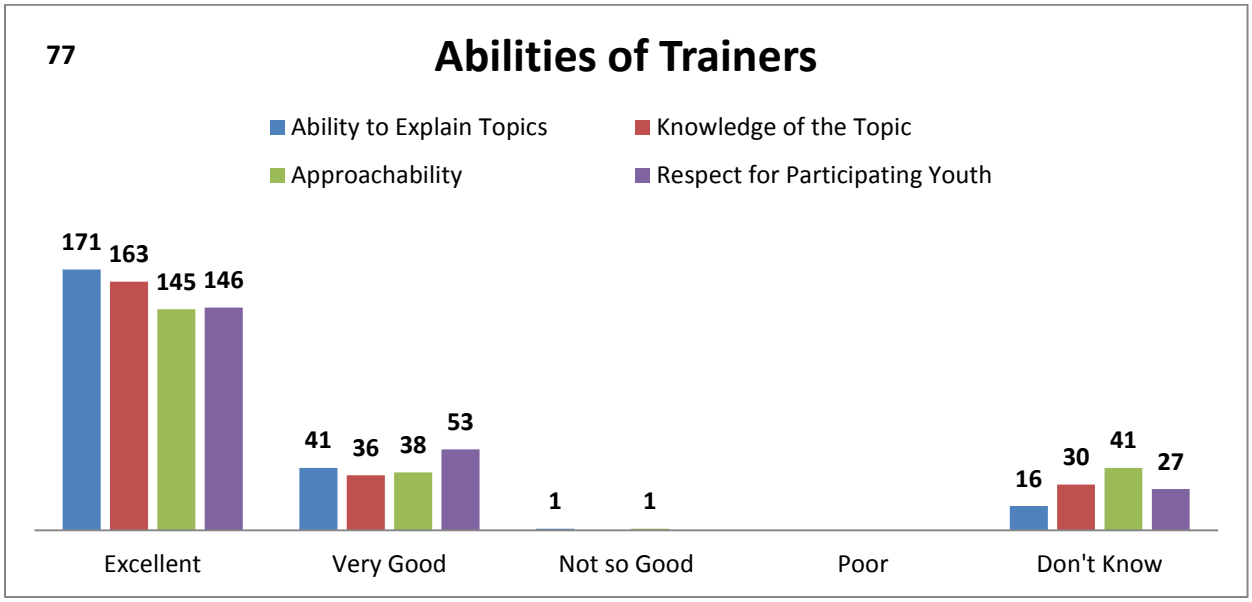


Participants were asked to identify most common methods used by YLP trainers; lectures, flip charts, role play, and homework collectively account for almost 75% of the total methods used in trainings. Other notables were the use of handouts in class and individual actin plans.

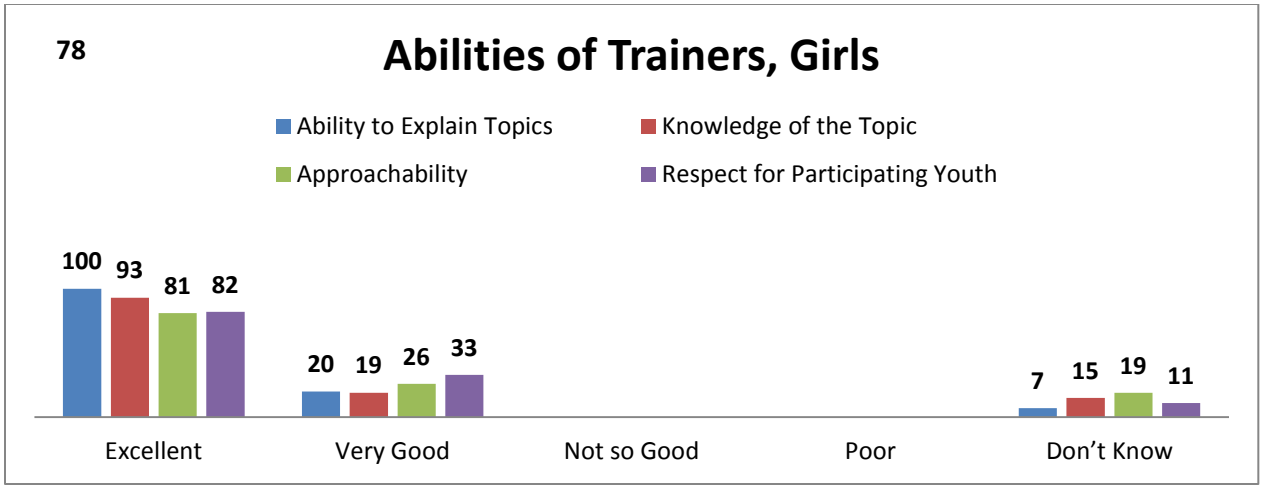


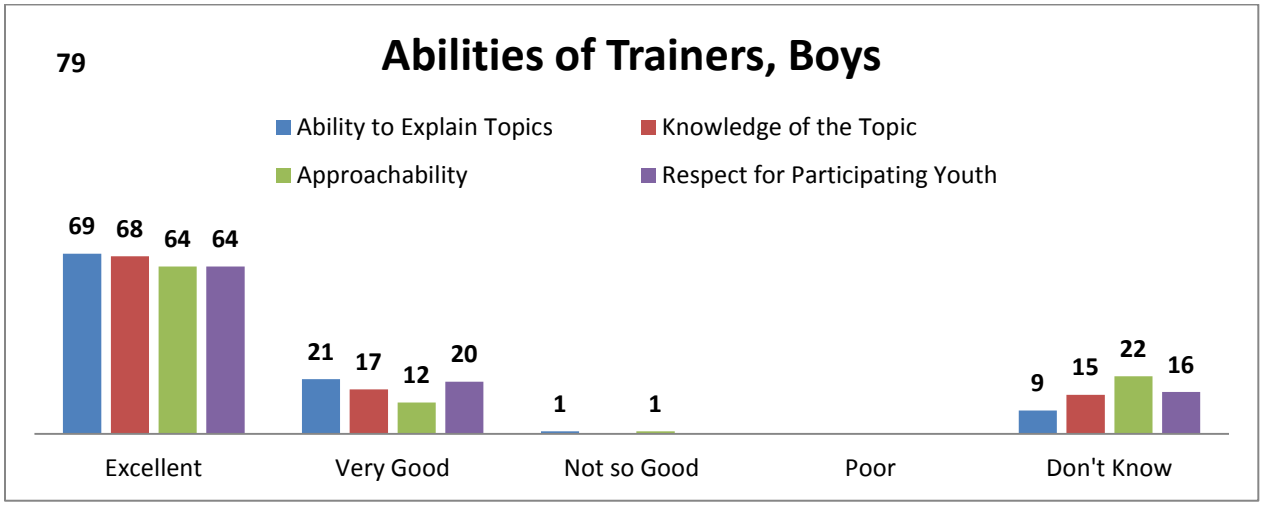


Trainers were evaluated by program participants on a scale of 1-4 with 1 being very effective and 4 being not effective at all. Both boys and girls held similar views about he effectiveness of trainers. Eighty-five percent of boys felt that the trainers were very effective and 87% of girls said the same.

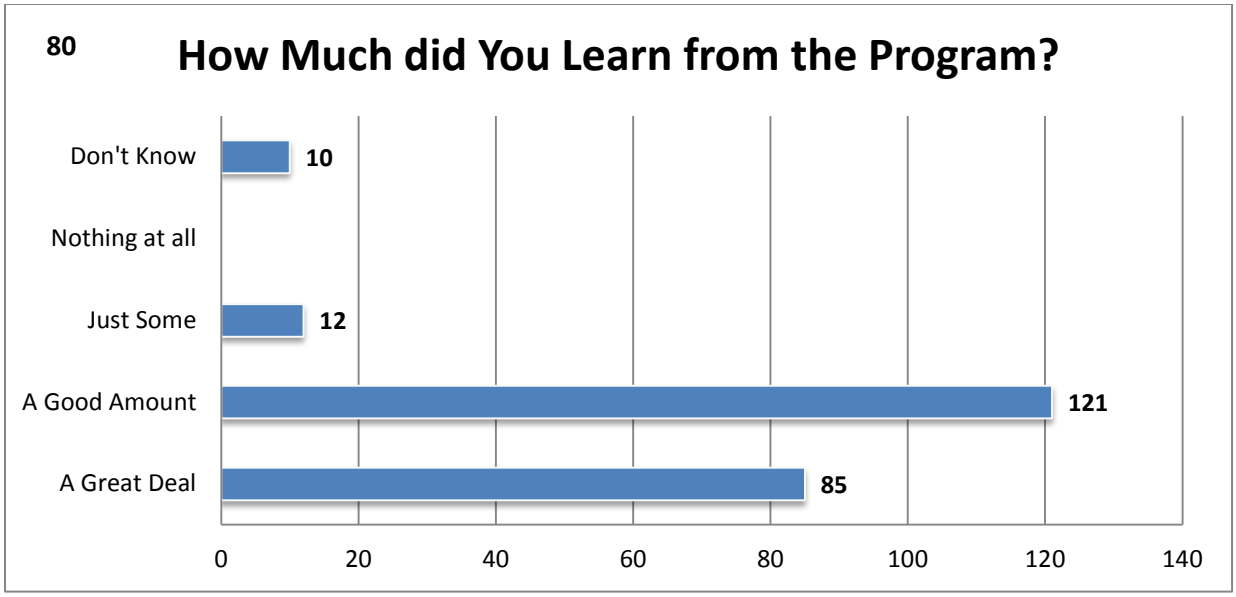


Participants were asked to indicate the abilities of their trainers. Most of the participants felt that the trainers ability were excellent. Trainers were rated on a scale of 1-4 with 1 being excellent and 4 being not so good. 72% of participants thought that the trainers had an excellent ability to explain topics, 69% thought that trainers hade excellent knowledge of their topic. When addressing whether the trainers were approachable and had respect for the participants, scores were slightly lower. 61% of particpants rated the trainers approachability as excellent and 62% thought that the respect for participants was excellent.

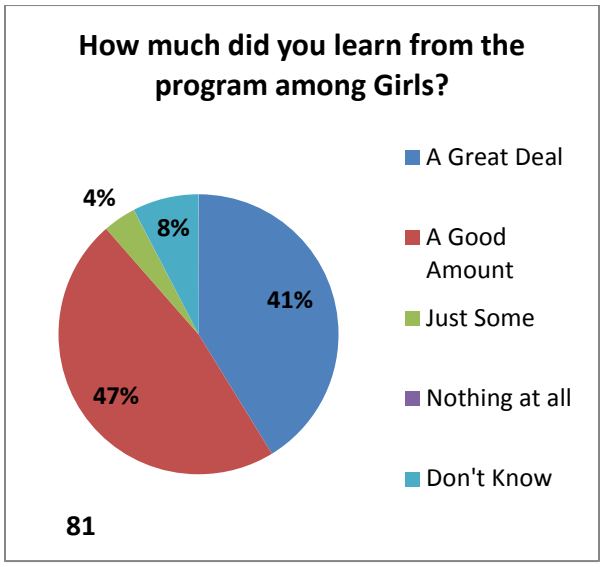


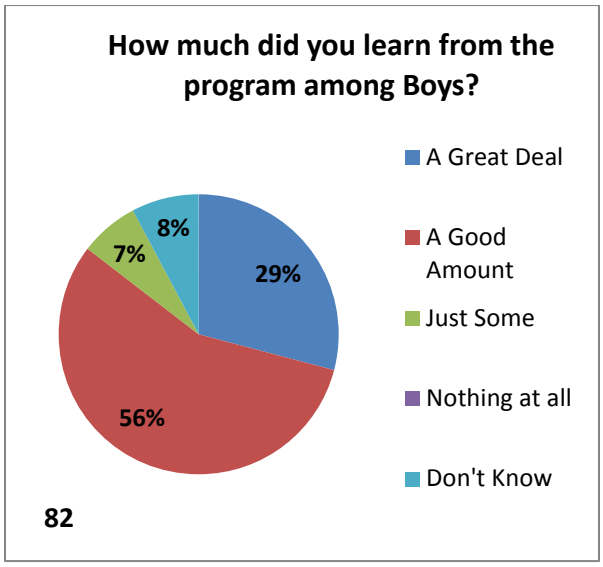


Boys and girls both felt very positively about the abilities of their trainers. 67% and 66% boys respectively felt that trainers had excellent ability to explain topics and excellent knowledge of the topics. Among girls, the trend is similarly high—76% of girls felt the trainers had excellent ability to explain topics and 71% felt the trainers knowledge of topics was excellent.

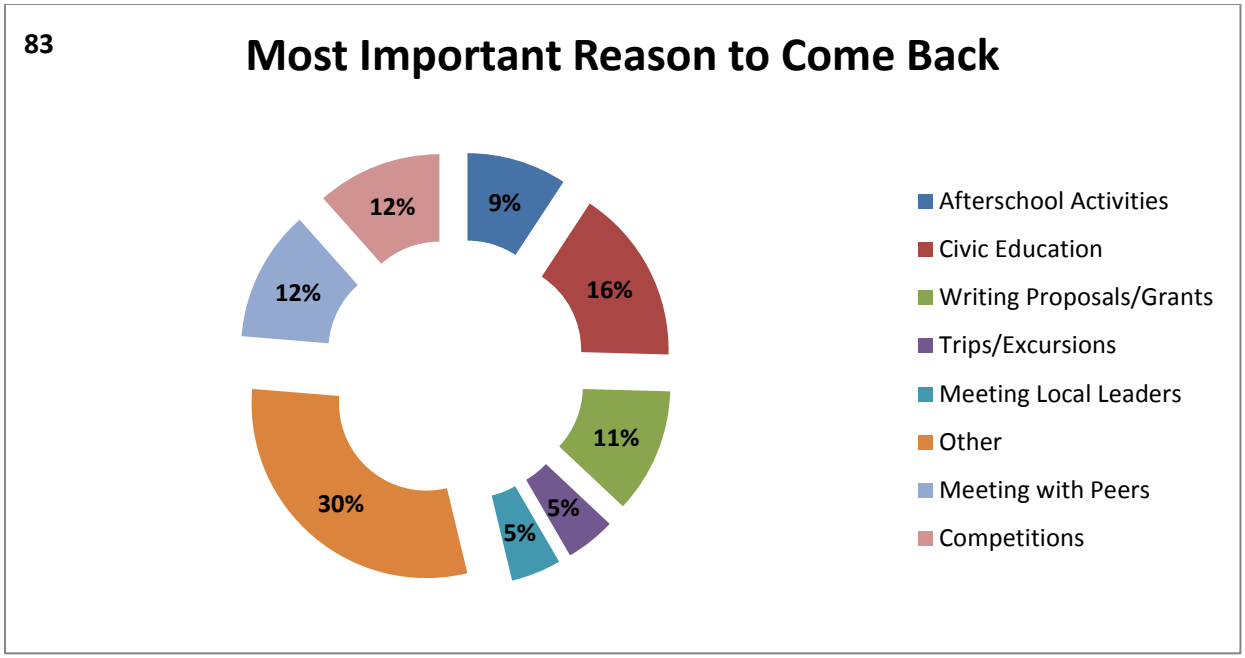


When asked how much they learned from the program; 36% of the students indicated that they learned a great deal from YLP's programming with 51% indicating that they learned a good amount. Five percent indicated they learned a little bit from the programming, and 4% did not know. These numbers indicate that the programming, at least from the participants perspective is having some impact on the students knowledge and understanding of civic issues including democracy, voting, and leadership. A telling number is the fact that no respondent indicated that they had learned nothing at all from the programming.

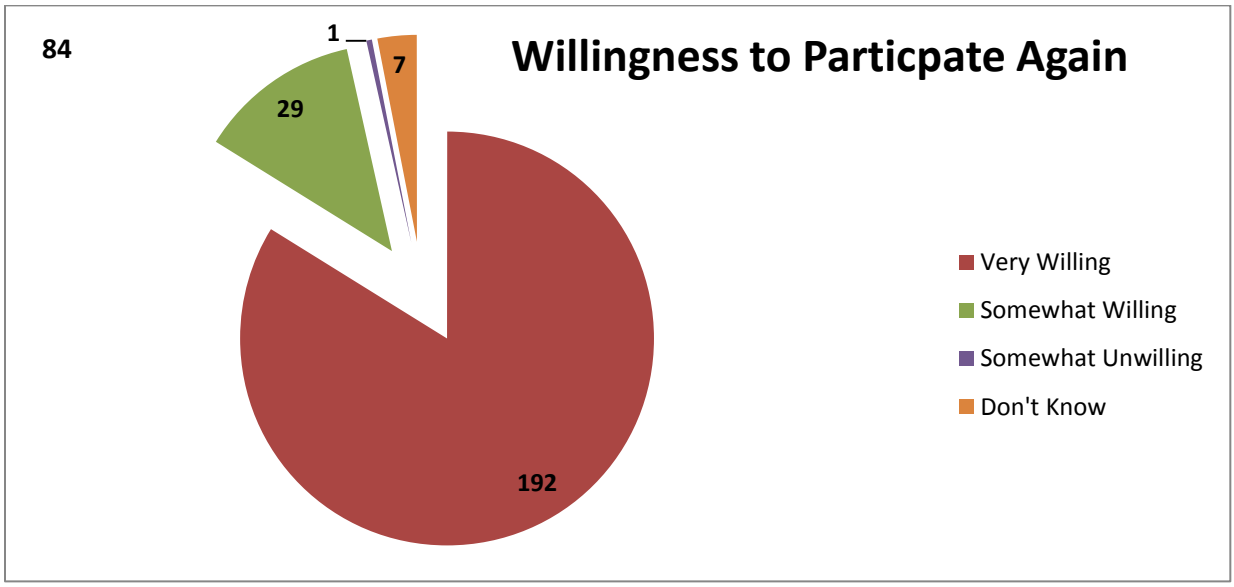




Overall, both boys and girls felt that they learend from the program. Among girls 41% said they learned a great deal and 47% said they learned a good amount. Among boys only 29% said they learned a great deal, with a majority of the male respondents indciating they learned a good amount—56%.

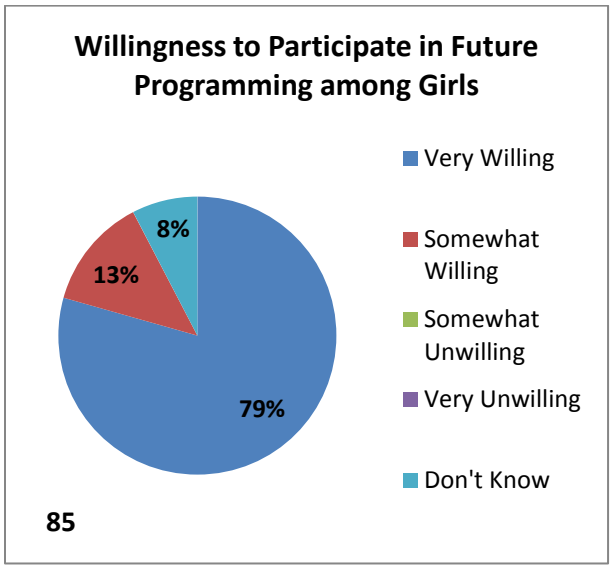


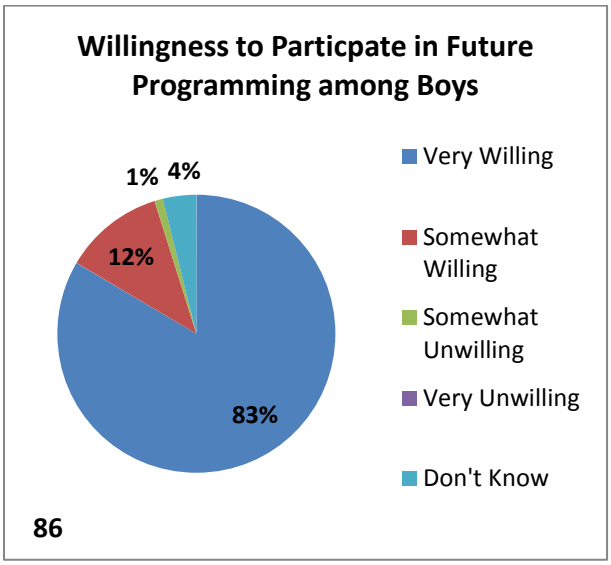
Particpants were also asked the most important factor in their continued participation in the YLP program. The reasons that particpants listed were numerous and incredibly varied. Of those listed in the "other category" were those that listed poetry readings, sporting events, reading, question and answer sessions, and discussions. These were just some of the reasons why students continued to particpate . Among the more popular reasons were meeting with new peers (12%), meeting with local leaders, and civic education training (16%). Some students went so far as to suggest future initiatives including reading rooms, sewing lessons, and more immediately practical programming, including more english langauge classes.



In the final question of the survey, participants were asked about their willingness to continue to participate in the YLP program. An overwhelming number of students indicated that they would

be very willing to participate in future YLP programming, 192 out of 236 participants, or 81%. Twelve percent indicated that they would be somewhat willing to continue particpating and only one person indicated that they would be somewhwat unwilling to take part in future programs.





Among boys and girls, there was a strong willingness to continue to participate in future YLP programming, a signficant part of sustaining the program. Seventy-nine percent of girls expressed that they would be very willing to participate in future YLP programming and 83% of boys said the same. These numbers are encouraging, particurlarly with regards to the success of program long term, as program alumni will be critical in sustaining youth leadership development.

Evaluating Democratic Values and Performance

As part of Counterpart International standards of reporting, YLP regularly tracks key indicators present in its performance monitoring and evaluation plan or PMEP. One indicator was specifically designed to demonstrate an increased understanding of democratic values and concepts by measuring the percentage change in the "understanding and acceptance of the attributes of democratic governance by youth participants" (sic).

The KAP survey contained a number of questions directly related to understanding democratic principles including questions regarding the rights of women, the rights of the disabled, the importance of voting, and the necessary requirements for democracy. Each question gauged participant responses using a different survey metric. Therefore in order to judge the overall impact of YLP programming on understanding and acceptance of democratic values, the staff at Counterpart HQ created an index from selected questions.

The index gathered responses from questions nine, ten, eleven, and fourteen.[†] Then broke them down into positive, negative, or neutral responses and calculated the total number of responses for each question in both the baseline and final surveys. Across all questions in the two groups, respondents showed an average 74% overall increase in understanding of democratic values including an increased understanding of the rights of women, people living with disabilities, and the necessary requirements for democracy.

[†] Examples of these questions and the possible answers can be found in the sample questionnaire in Annex 2.

CONCLUSION:

The KAP surveys conducted at the beginning and the end of the activities for the first cohort of YLP participants provide keen insights into the knowledge and practices of participants regarding key democratic and civic engagement issues. Across a number of democratic indicators in the baseline 65% of respondents answered affirmatively to key indicators of understanding of democratic principles such as gender equality, the role of women and disabled persons in society, the importance of voting, the necessity of free and fair elections, freedom of the press, and separation of powers between levels of government—only 5% in the negative to these categories, while 30% answered that they did not know. Concurrently with regards to civic engagement, an average 25% (~76) of the 299 respondents had led a civic or community activity in the six months prior to participating in the survey—either a subotnik, school excursion, tutoring session, forming a band or other form of public involvement.

When compared against the baseline, these numbers change significantly in the final assessment. When asked about the role of women, the role of disabled persons, the importance of voting, and the key requirements of a democracy, respondents in the final survey overwhelming answered in the affirmative, with an average 85% responding that voting was important, free and fair elections were necessary, freedom of the press were necessary, women should have access to education, should be involved in local decision making, and should be able to hold management positions. Concurrently, the amount that participants in final survey who led a civic or community activity increased substantially as well, from an average 25% (~76) of participants to 45% (~106) of participants leading some form of civic activity.

Comparatively, the two groups show significant change across baseline students prior to participating in YLP's programming and after. In order to meet standards set by Counterpart International's PMEP and judge the increased understanding of democratic principles across the baseline and final surveys an index was created. This index compared positive and negative responses across questions relating to democratic understanding, including issues relating the rights of women, people living with disabilities, the necessary requirements for a democracy. Across the two groups 74% of students show an increased understanding of democratic principles, while 45% show an increased involvement in organizing and leading civic activities.

Recommendations:

Based upon the findings of the survey, key recommendations for furture YLP programming include:

- Include a question in the final survey evaluation that allows for students to recommend improvements for the program to improve training and program initiatives.
- Continue to develop training modules emphasizing the rights of people living with disabilities, the roles of women in society, and the rights of these two groups of people by seeking buy in from all stakeholders including—local government representatives, civil

society organizations, the committee of parents and teachers, and the participants themselves.

- Bring in successful past participants to demonstrate program success from idea conception through implementation. Reach out to prior participants for success stories stories.
- Have participants and alumni work together to develop training modules themselves to develop peer to peer training and problem solving skills.
- Develop measures to sustain activities beyond the end of the project by engaging local government leaders, communities, and young leaders fully in programming and developing future leaders in Tajikistan.
- Attempt greater response from the Badaskhan region in the final surveys with future cohorts.
- Data from quantitative research can be supplemented with data from qualitative sessions such as results from round table discussions, focus groups among students, debate topics and plans, etc.
- It may be useful to include in the evaluation portion of the questionnaire, a section asking for students to provide recommendations for future programming, activities, or plans, thereby involving them in future YLP activities and asking them to critically analyze the program from their perspective.
- Open ended questions regarding satisfaction with the program would be insightful.
- Expand programming to include rural students, so as to provide interaction between both urban and rural population and further facilitate understanding.

Annex 1: LIST OF TABLES AND CHARTS

Chart 1: Baseline Attendance of Training Centers
Chart 2: Final Attendance of Training Centers
Chart 3: Baseline Gender Distribution
Chart 4: Final Gender Distribution
Chart 5: Baseline Regional Attendance Distribution
Chart 6: Final Regional Attendance Distribution
Chart 7: Baseline Regional Gender Distribution
Chart 8: Final Regional Gender Distribution
Chart 9: Baseline Regional Grade Distribution
Chart 10: Final Regional Grade Distribution
Chart 11-1: Baseline Language Spoken at Home
Chart 11-2: Final Language Spoken at Home
Chart 12-1: Baseline Language Spoken at Home by Gender
Chart 12-2: Final Language Spoken at Home by Gender
Chart 13: Baseline Language Spoken at Home by Training Center
Chart 14: Final Language Spoken at Home by Training Center
Chart 15: Baseline Most Important Identity
Chart 16: Final Most Important Identity
Chart 17: Baseline Satisfaction with Life
Chart 18: Final Satisfaction with Life
Chart 19: Baseline Importance of Voting
Chart 20: Final Importance of Voting
Chart 21: Baseline Requirements for Democracy
Chart 22: Baseline Requirements for Democracy among Girls
Chart 23: Baseline Requirements for Democracy among Boys
Chart 24: Final Requirements for Democracy
Chart 25: Final Requirements for Democracy among Girls
Chart 26: Final Requirements for Democracy among Boys
Chart 27: Baseline Roles of Women in Society
Chart 28: Baseline Roles of Women in Society among Girls
Chart 29: Baseline Roles of Women in Society among Boys
Chart 30: Final Roles of Women in Society
Chart 31: Final Roles of Women in Society among Girls
Chart 32: Final Roles of Women in Society among Boys
Chart 33: Baseline Rights of Women Compared to Men
Chart 34: Final Rights of Women as Compared to Men
Chart 35: Baseline Women's Rights as Compared to Men among Girls
Chart 36: Baseline Women's Rights as Compared to Men among Boys
Chart 37: Final Women's Rights as Compared to Men among Girls
Chart 38: Final Women's Rights as Compared to Men among Boys
Chart 39: Baseline Amount of Rights Women Should Have
Chart 40: Final Amount of Rights Women Should Have
Chart 41: Baseline Amount of Rights Women Should Have among Girls
Chart 42: Baseline Amount of Rights Women Should Have among Boys
Chart 43: Final Amount of Rights Women Should Have among Girls
Chart 44: Final Amount of Rights Women Should Have among Boys

Chart 45: Baseline Roles of People Living with Disabilities
Chart 46: Final Roles of People Living With Disabilities
Chart 47: Baseline PLWD Rights Compared to Non-PLWD
Chart 48: Final PLWD Rights Compared to Non-PLWD
Chart 49: Baseline Amount of Rights PLWD Should Have
Chart 50: Final Amount of Rights PLWD Should Have
Chart 51: Baseline Leadership Role Models
Chart 52: Final Leadership Role Models
Chart 53: Baseline do you think of yourself as a leader?
Chart 54: Final do you think of yourself as a leader?
Chart 55: Baseline do you think of yourself as a leader? Among Girls
Chart 56: Baseline do you think of yourself as a leader? Among Boys
Chart 57: Final do you think of yourself as a leader? Among Girls
Chart 58: Final do you think of yourself as a leader? Among Boys
Chart 59: Baseline would you like to be a leader in the future?
Chart 60: Final would you like to be a leader in the future?
Chart 61: Baseline Girls: Would you like to be a leader in the future?
Chart 62: Baseline Boys: Would you like to be a leader in the future?
Chart 63: Final Girls: Would you like to be a leader in the future?
Chart 64: Final Boys: Would you like to be a leader in the future?
Table 1: Baseline Activity Numbers
Table 2: Final Activity Numbers
Chart 65: Baseline Working in a Society
Chart 66: Final Working in a Society
Chart 67: Baseline Leadership Skills
Chart 68: Final Leadership Skills
Chart 69: Baseline Leadership Skills among Girls
Chart 70: Baseline Leadership Skills among Boys
Chart 71: Final Leadership Skills among Girls
Chart 72: Final Leadership Skills among Boys
Chart 73: Favorite YLP Activities
Chart 74: Common Methods Used by Trainers
Chart 75: Effectiveness of Trainers among Girls
Chart 76: Effectiveness of Trainers among Boys
Chart 77: Abilities of Trainers
Chart 78: Abilities of Trainers, Girls
Chart 79: Abilities of Trainers, Boys
Chart 80: How much did you Learn from the Program?
Chart 81: How much did you learn from the program? Among Girls
Chart 82: How much did you learn from the program? Among Boys
Chart 83: Most Important Reason to Come Back
Chart 84: Willingness to Participate Again
Chart 85: Willingness to Participate in Future Programming among Girls
Chart 86: Willingness to Participate in Future Programming among Boys

Annex 2: SAMPLE QUESTIONNAIRE

TAJIKISTAN YOUNG LEADERS PROGRAM

Knowledge, Attitude and Practice (KAP) Survey
Pre and Post Test

December 2012

Counterpart YLP Office

Hussaynzoda, 33/1, Apartment 14, Dushanbe, Tajikistan

Today's date: ____/_____/ _____
date month year

INTRODUCTION

You have been selected to participate in the survey to help Counterpart International better understand the knowledge and skills of our program participants. We would like to learn more from you about your perception of the Youth Leadership Program and what you have learned through participating in it.

Your participation in the survey is voluntary. If you do not wish to participate, please return the empty questionnaire to the Youth Educator.

Your participation in the survey is confidential. Only the researcher in Dushanbe and Counterpart's Dushanbe-based team will have access to your questionnaire. The researcher will analyze all the responses from the participating youth in Zarafshan Valley, Rasht Valley and Badakhshan in an aggregate form. No one will be looking at your individual answers – the researcher will look for common trends among all participants of the survey.

Please answer the questions below to the best of your knowledge. If you are not sure of the answer, simply circle Don't Know.

Thank you for participating in the survey!
Your responses are very important to the Youth Leadership Program!

Q-1. What youth center do you come to? *Please check ✓ one only.*

In Panjakent:

[_] Panjakent
[_] Loiq Sherali
[_] Khalifa –Hasan

In Rasht:

[_] Gharm
[_] Navdi
[_] Boqi Rahimzoda

In Badakhshan:

[_] Khorugh
[_] Porshinev
[_] Pastkuf

Q-2. What is your year of birth?

____/_____/ _____
date month year

Q-3. Are you *Please circle the appropriate response*
[_] Girl
[_] Boy

Q-4. What grade are you in?

Grade ___ ___ (*write your grade here*)
[_] I don't go to school

Q-5. What is the main language spoken in your home? *Please check ✓ only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Pamiri
[_] Other (Specify) _____

Q-6. What is your ethnic group? *Please check ✓ only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Mixed

[_] Other (Specify) _____

Q-7. Which is of more importance to you, your ethnicity or your citizenship? ***Please check ✓only one.***

[_] Ethnicity
[_] Citizenship
[_] Other (Please specify) _____

Q-8. Generally speaking, how satisfied are you with your life – very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied? ***Please check ✓only one.***

Very Satisfied	Fairly satisfied	Fairly Dissatisfied	Very dissatisfied
[_]	[_]	[_]	[_]

The next few questions are general knowledge questions. Some of them may be difficult to answer and some may be easy. Please just do the best you can.

Q-9. How important do you think it is for citizens to vote in elections – very important, somewhat important, not so important or not important at all?

Very important	Somewhat important	Not so important	Not important at all	Don't Know
[_]	[_]	[_]	[_]	[_]

Q-10. For each item below, is this something that is absolutely necessary for a political system to be called "democratic," or a system can be called democratic without that occurring? *Please check ✓once only on each line.*

	Absolutely Necessary for Democracy	**Doesn't Need to Occur for Democracy**	**I don't know**
a. Free and fair elections			
c. Freedom of the news media			
d. A system where the president, the parliament and the courts have separate powers of their own			
e. Equal rights for women			
f. Equal rights for the disabled			
g. Equal rights for all ethnic groups			
e. Equal rights for all religious groups			

Q-11. On another subject, please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	Support Somewhat	Oppose Somewhat	Oppose Strongly	Don't Know
a. Women holding jobs outside the home					
b. Women involved in decisions affecting their village and jamoat					
c. Women holding management positions					
d. Girls education through high school					
e. Higher education for girls					

Q-12. Do you think that women presently have more rights, fewer rights or about the same rights as men in our society? *Please check✓only one.*

[_] More rights than men
[_] Fewer rights than men
[_] Same rights as men
[_] Don't Know

Q-13. Do you think women should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check✓only one.*

[_] More rights than they have now
[_] Fewer rights than they have now
[_] Have the rights they should have
[_] Don't Know

Q-14. Being disabled means having a physical condition or permanent injury that limits a person's movements, senses, or activities.

Please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	Support Somewhat	Oppose Somewhat	Oppose Strongly	Don't Know
a. People with disability involved in decisions affecting their village and jamoat					
b. People with disability					

holding management positions					
c. Education of people with disability					

Q-15. Do you think that disabled people presently have more rights, fewer rights or about the same rights as those in our society who are not disabled? *Please check ✓only one.*

[_] More rights than the non-disabled
[_] Fewer rights than the non-disabled
[_] Same rights as the non-disabled
[_] Don't know

Q-16. Do you think disabled people should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check ✓only one.*

[_] More rights than they have now
[_] Fewer right than they have now
[_] Have the rights they should have
[_] Don't Know

Let's talk about you now.

Q-1. Who is your leadership model?

_____

Q-2. Do you think of yourself as a leader?

[_] Yes
[_] No
[_] Don't know

Q-3. What are examples of your leadership in school, community or country? *Please give as many examples as you like.*

_____
_____
_____
_____
_____
_____
_____

Q-4. If you don't think of yourself as a leader, would you like to be a leader one day? *Please check ✓only one.*

[_] Yes
[_] No
[_] Don't know

Q-5. In the past 6 months have you done any of the following and how many times? *Please check ✓for as many as apply and then for each of your responses indicate how many times you did that.*

	Please check if YES	**How many times**
Organized subbotnik (cleaning of the school yard and classes)	[_]	
Organized competition /holiday celebration / performance in the school	[_]	
Organized sports competition	[_]	
Organized excursion to local theater, museum or to the nature	[_]	
Organized activities for orphanages and nursing homes	[_]	
To take care of fellows and junior fellows that behind their classes	[_]	
Organized charity box for needy people	[_]	
Formed music band	[_]	
Give other examples of your public initiatives _____ _____	[_]	

Q-6. Please indicate whether you agree or disagree with the following statements *Please check✓ once only on each line.*

	Strongly agree	**Agree**	**Agree just a little**	**Disagree just a little**	**Disagree**	**Strongly disagree**	**Don't know**
I can make a difference in my community							
I can solve problems							
I recognize the worth of others							

I feel prepared to be a leader							
I get along with people of other ethnic backgrounds							
I get along with people of other religious backgrounds							
I think it is important to listen to and value the opinions of others							
I can express my opinion when others disagree with me							
I can deal with a situation when others are annoying me or hurting my feelings							
Kids I don't like can have good ideas							
I get along with kids from rural areas and from cities (городские и сельские)							

Q-7. Listed below are some skills that people use when working together on different initiatives. How much of these skills do you have? *Please check✓once only on each line.*

	Excellent	**Very good**	**Not so good**	**Poor**	**Don't know**
Communicating with adults					
Speaking in front of a group					
Making decisions					
Figuring out how to address a problem					
Working as part of a team to solve a					
Planning and organizing					
Completing projects					

YLP Evaluation
(POST-participation survey only)

1. What were your favorite activities in the Young Leaders Program?

_____
_____
_____

2. Did you participate in the following activities of the Program?

	Please check if YES

Civic education training course	[_]
Received a grant	[_]
Participated in a summer camp	[_]
Participated in a Conference	[_]
After-school activities	[_]

If you have participated in the Civic Education Training, please answer **Questions 3,4 and 5**. If you didn't participate in the Training, please go to Question 6.

3. In the Young Leaders Program, did the Youth Educator use any of the following methods of interaction? *You can check✓ more than one*

	Yes
1. Lecture	
2. Flip chart	
3. Role play	
4. Discussion	
5. Individual assignments in class	
6. Home work	
7. Hand out materials that you could take	
8. Individual Action Plan	

4. Overall, were the teaching techniques used by the Youth Educator very effective, somewhat effective, not so effective or not effective at all?

[_] Very effective
[_] Somewhat effective
[_] Not so effective
[_] Not effective at all
[_] Don't Know

5. How would you rate the Youth Educators in the following. *Please check✓ once only on each line.*

	Excellent	**Very Good**	**Not So Good**	**Poor**	**Don't know**
a. ability to explain the topics covered					
b. knowledge of the topic covered					
c. approachability					
d. respect for participating youth					

6. How much, if anything, would you say you learned from the Young Leaders Program - a great deal, a good amount, just some or nothing at all?

[_] A great deal
[_] A good amount
[_] Just some
[_] Nothing at all
[_] Don't Know

7. What is the most important thing that keeps you involved in the youth center?

_____
_____
_____
_____

8. How willing are you to continue your participation in the Young Leaders Program: very willing, somewhat willing, somewhat unwilling, or very unwilling?

[_] Very willing
[_] Somewhat willing
[_] Somewhat unwilling
[_] Very unwilling
[_] Don't Know

THANK YOU VERY MUCH!!!

YOUR RESPONSES ARE VERY IMPORTANT TO US!!!

TAJIKISTAN YOUNG LEADERS PROGRAM

REPORT
ON THE RESULTS OF KAP SURVEY 2013
"IDENTIFYING OF THE LEVEL OF KNOWLEDGE, ATTITUDES AND PRACTICES OF THE YLP YOUTH"
(COMPARATIVE ANALYSIS)

Submitted on: July, 2014

Submitted To: USAID/Central Asian Republics

DUSHANBE - 2014

Content

Executive Summary 2
About the Survey 2
Key Findings 3
Recommendations 4
Introduction 4
Program Profile 5
Methodology 6
Survey and Sampling Tools 6
Participant Profile 7
Civic Education and Democratic Values 11
Key Values and Identities 11
Characteristics of Democratic Society 13
Important Roles 17
Leadership and Civic Engagement 19
Leadership Skills 21
Community Activities 25
Evaluating Democratic Values 26
Conclusion 26
Recommendations 27
Annex 1: Analysis of Questions 28
Annex 2: Baseline Questionnaire 32
Annex 3: Final Questionnaire 41

Executive Summary

The Young Leadership Program (YLP) is a program funded by USAID and implemented by Counterpart International in Tajikistan. The program aims to create a proactive, engaged, and socially conscious youth community in Tajikistan. To measure the impact of the program on youth participants, YLP administered a knowledge, aptitude, and practices (KAP) survey to gauge participant understanding of democratic principles, civic engagement, and leadership, prior to and upon completion of the program.

Counterpart International's Young Leadership Program is a USAID Funded program which aims to create a proactive, engaged, and socially conscious youth community in Tajikistan. In order to measure the impact of the program, YLP regularly administers knowledge, aptitude, and practices (KAP) survey in order to gauge participant understanding of democratic principles, civic engagement, and leadership after completing the program.

The YLP program is broken down into three cohorts separated by into fiscal years. The first cohort participated in YLP programming during FY 2012. The second cohort participated during FY 2013. The third, and final cohort, began participation in the program at the start of FY 14.

This reports presents the findings from the FY 2013 cohort of 316 YLP participants between the ages of 13-17 from three regions in Tajikistan—Rasht, Zarafshan, and the Gorno Badakshan Autonomous Oblast (GBAO). This is the second survey in a set of three that gauges the knowledge, aptitudes, and practices of young Tajik leaders. The third cohort was selected at the beginning of FY 2014 and is currently participating in program activities.

About the Survey

In the 2013 cohort, 316 youth applicants were selected to take part in YLP programming from October to December of 2012. Prior to beginning the program, 267 program youth responded to a 27 question Knowledge, Attitudes, and Practices (KAP) survey. The survey is broken down into three distinct sections: demographics, principles of democratic government and civil society, and civic engagement and leadership.

The first section establishes a demographic framework by asking participants to identify ethnicity, gender, the language spoken at home, which regional center they attended, and what grade they were currently attending at the start of the program.

The second section of the survey focuses on principles of democratic governance and civil society. Questions revolve around the rights of women, the necessary requirements for democracy, and the importance of voting as key indicators of strong civil society and democratic principles. This section focuses on the knowledge and attitudes of the participants. For example, what do they know about democracy or what do they believe the roles and rights of women should be?

The third and final section focuses around the attitudes and practices. It asks participants to self-examine their roles as youth leaders, whether or not they would like be or continue to be leaders, and to identify some practices that would make them a good leader.

YLP staff and partners administered the questionnaire a second time, 6 months after the participants completed the YLP program. This second assessment included an additional section soliciting feedback on the program itself. In total, 186 participants completed the second round of questionnaires. The findings of this report are based on a comparative analysis of the baseline and final surveys of the 2013 cohort.

Key Findings

- There was a 30% decrease between the number of respondents in the baseline and final survey. This decrease is due to a number of factors including inclement weather, impassable roads, some participants graduating and attending university, migrating to other areas for work, and simply having to continue working in their home districts.
- Gender distribution among the baseline and final surveys was almost evenly split: 50% of respondents in the baseline were female, 47% were male, and 3% failed to identify a gender. In the final survey, 53% of respondents were female, 46% were male, and 1% did not identify**.**
- Among participants in both the baseline and final surveys of the 2013 cohort, identity as a citizen of Tajikistan was the most important identity over ethnic identity or any other identity. 72% of participants in the baseline and 93% of participants in the final survey identified their identity as a citizen as the most important identity. The 20% increase between the baseline and the end point survey provide a guide to the changes in attitude around identity. As students participated in the programming, they were slowly coming to identify more with their national identities as citizens, and less with ethnic and parochial identities.
- In an attempt to measure change in understanding around democratic values and principles, Counterpart International indexed positive, negative, and "don't know" answers from questions nine, ten, eleven, and fourteen and then measured the average change from negative and don't know responses to positive responses between the initial baseline survey and the end line surveys. An affirmative or positive response indicating that the participant understood that voting rights, equality between the genders, free and fair news media, etc. were all things that impacted a just, equitable, and democratic society. Between the baseline and the final, participants showed an average increase of 67% in understanding around democratic values.
- Overall, 63% of all respondents held positive opinions about democratic values and principles presented in the program.
- An average of 40% of participants in the baseline had previously participated in, or led, a civic or community engagement activity for a sum total of 1086 activities. Only 33% of respondents in the final survey led similar events, but the overall number of events increased by 23% to 1340. Indicating that, despite the overall drop in participation, the number of activities increased significantly after participating in YLP.
- Among the baseline participants, less than half, 47%, thought of themeselves as leaders, while 34% said they did not, and 19% were unsure. These numbers change significantly among participatnts in the final survey. After participating in YLP programming, 73% responded that they thought of themselves as leaders, 18% still said they did not, and 9% said that they still were unsure.
- 61% of participants in the final survey from the 2012 cohort thought of themselves as leaders, while 73% of participants in the final survey from the 2013 cohort indicated they thought of themselves as leaders after participating in YLP programming.
- After participating in YLP programming, participants felt much surer of their abilities to work in a complex society. 66% of participants indicated that they felt prepared to be a leader, only 4%

responding that they were unsure. 60% of participants strongly agreed they could get along with people from other religious backgrounds, with 6% responding that they "don't know". 56% of students felt that kids they did not like could have good ideas, with 5% responding that they did not know.

Recommendations

- Strive to get as many respondents from the total population as possible. The 2013 cohort initially had 316 total participants, but only 267 of those participated in the baseline, representing a decrease of 15%. From the baseline survey to the final survey, the number of respondents decreased from 267 to 186, a decrease of 30%. The decrease in survey participation makes analysis difficult as we cannot draw comparisons among the same statistically representative group.
- Participants in the baseline continue to show a strong lack of understanding about the meaning of the separation of powers in government, freedom in the news media, and the rights guaranteed to people living. These areas should be strongly emphasized in trainings and YLP Programming.

Introduction

The Republic of Tajikistan is a landlocked country in Central Asia that shares borders with Afghanistan to the South, Uzbekistan to the West, Kyrgyzstan to the North, and China to the East. As of 2012, Tajikistan had a population of over 8 million people, 26.5% of which lives in an urban environment. An estimated 99.5% of the population has the ability to read and write due to an established public education system

Tajikistan has a very large youth population. Over fifty percent of the population is under the age of 24. In order to maintain a stable and healthy democracy, it is critical that Tajik youth be prepared to take an active role in their communities and have the skills necessary to take on leadership roles. YLP programming and partner CSOs seek to better prepare the youth of Tajikistan for the increasingly important roles they will play in maintaining a stable and healthy society.

Sunni Islam of the Hanafi School has been officially recognized by the government since 2009, but Tajikistan considers itself a secular state with a Constitution providing for freedom of religion. Most of Tajikistan's population belongs to the Persian-speaking Tajik ethnic group, who share language, culture and history with Afghanistan and Iran. Although Tajiks who speak the Tajik language are the main ethnic group, there is a sizable minority of Uzbeks and Russians, whose numbers are declining due to emigration.

After independence in 1991 from the Soviet Union, Tajikistan suffered from a devastating civil war, which lasted from 1992 to 1997 and involved factions often distinguished by clan loyalties. Since the end of the war, newly established political stability and foreign aid have allowed the country's economy to grow.

The current President, Emomalii Rahmon, came to power in 1994, and in 1997 a ceasefire was reached between Rahmon and the opposition parties (United Tajik Opposition). Peaceful elections were held in 1999, though they were criticized by opposition parties and foreign observers. Rahmon was re-elected with 98% of the vote. Elections were held again in 2006, with

Rahmon winning a third term in office with 79% of the vote in a field of five candidates. Several opposition parties boycotted the election, and the Organization for Security and Cooperation in Europe (OSCE) was critical of it, although observers from the Commonwealth of Independent States claimed the elections to be legal and transparent.

Tajikistan holds elections for the Presidency and Parliament; however, the country has a one-party dominant system, where the People's Democratic Party of Tajikistan maintains a vast majority in Parliament. Freedom of the press is officially guaranteed by the government, although independent press outlets remain restricted, as does a substantial amount of web content.

Program Profile

The goal of the YLP program is to create a proactive, engaged, and socially conscious, youth community in Tajikistan that is prepared and willing to take greater leadership role in their communities and beyond. To that end Counterpart International is working with local civil society organizations (CSOs), community partners, public institutions, and donors to develop robust and engaging programming designed to engage the youth community and create passionate and involved future leaders.

The program focuses on urban youth from remote areas of Tajikistan and teenagers ages 13-17 in three regions of Tajikistan: the Gorno Badakshan Autonomous Oblast (GBAO), Rasht, and Panjakent, and is in the process of being implemented over four years (from 2011-2015). The program is being implemented at the local level in close cooperation with local governments, education and culture departments, local CSOs, parents committees, schools, and is overseen and maintained at the national level by the Ministry of Education and the Youth Matters Committee.[1] Basic program activities scheduled by YLP include:

- Holding summer camps, forming study groups, supporting sports activities, planning cultural initiatives, and developing local programming centered on youth development and self-actualization. These activities are focused on civil engagement, tolerance, respect, perception, communication skills, democracy development, and leadership skills.
- Supporting youth initiatives aimed at improving the condition of young people through small grant programs, youth projects, outreach, and awareness. Initiatives include the repair of sporting grounds, classrooms, afterschool programs, and the creation of volunteer programs to help youth develop a sense of community and improved notions of civil responsibility and actions.
- Conducting activities for young people at the regional level in order to promote understanding and interaction between youth of different regions and localities.
- Cooperating with social organizations, CSOs, local authorities, schools, and government representatives to advance youth programs and the local and regional level.

To carry out these activities, Counterpart International works with a number of key Civil Society Organizations—Khirad, a local partner in who operates at centers in Badakshan, Marifatnoki, a local CSO that operates at centers in Rasht, and Women of Orient, a local partner CSO that operates centers in Zarafshan (Panjakent). All three of these organizations were competitively

[1] The Gorno Badakshan Autonomous Oblast is an autonomous region that declared independence from the Tajikistan Republic in 1992. Thus programs in that area are not overseen by the Republic.

selected for ISI grants based upon a proven track record of community organization and involvement as well as prior work with youth populations. These local partners work with curriculum and training provided by Counterpart, which they tailor to meet local conditions.

Methodology

Prior to participating in YLP programming, each cohort (or annual group of youth participants) is asked to take a survey to establish an initial level of knowledge, aptitudes, and practices towards democratic and civic participation, the inclusion of women and people living with disabilities, as well as leadership skills, leadership examples, and aptitudes. In the first cohort (2011-12), the baseline survey returned 299 questionnaires across three regions: Rasht, Panjakent, and Badakshan, while the final survey returned 236 questionnaires across those same regions. The second cohort (2012-13) returned 267 surveys in the baseline and 186 surveys in the final across those three regions respectively.

In this cohort, Counterpart International field staff collected and aggregated data from the baseline and final surveys. With support from the field, Counterpart HQ staff analyzed the datasets and prepared a comparative analysis between the baseline and final surveys designed to improve the YLP curriculum and provide insights for future programming.

Survey and Sampling Tools

The youth surveyed participated in YLP activities in three regions. Specifically, these youth reside in three towns, settlements, or jamoats (communes or municipalities) in each of the three regions:

1. Rasht Valley- Garm Settlement, Boki Rahim-zade Jamoat, and Navdi Jamoat
2. Zerafshan Valley- Penjakent town, Loiq-Sherali Jamoat, and Khalifa Hasan Jamoat
3. Badakshan Region- Khorog Town, Proshnev Jamoat, and Pastkhuf Jamoat

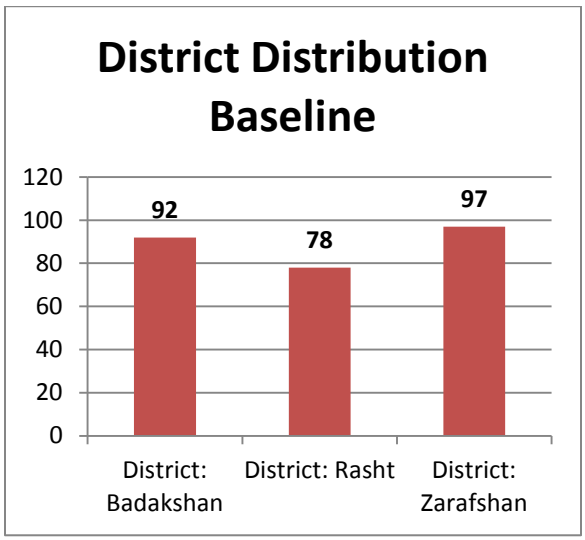
Counterpart administered the baseline questionnaire to recruits prior to their participation in YLP activities. This allowed the project to measure of the basic skills and knowledge of program participants regarding key subjects such as democracy, gender equality, and leadership principles. The final survey, conducted 6 months after the completion of the project's activities, facilitated a comparative analysis of the participant's KAP prior to and upon completion of their engagement with the project to determine the impact of the programming as well as to provide insight to future programs.

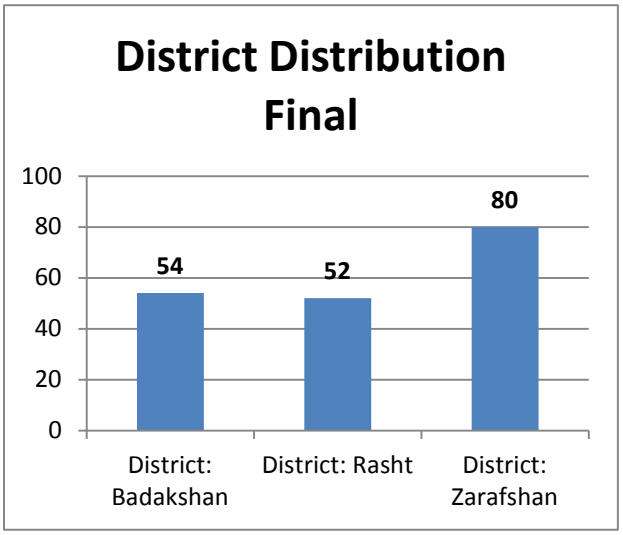
The primary tool for this data collection was a questionnaire composed of 27 open and close-ended questions regarding participant's age, ethnicity, school grade, gender, and opinions regarding democracy, gender equality and human rights, the rights of the disabled, leadership values, leadership models, and leadership skills. The final survey included five additional questions to gather participants' feedback on the project activities and to indicate areas for improvement.

With the help of a consultant, Counterpart International administered the baseline and final surveys, and then translated the results into English, Tajik and Russian. The consultant, as well as Counterpart International HQ staff, analyzed the data to develop and finalize this report.

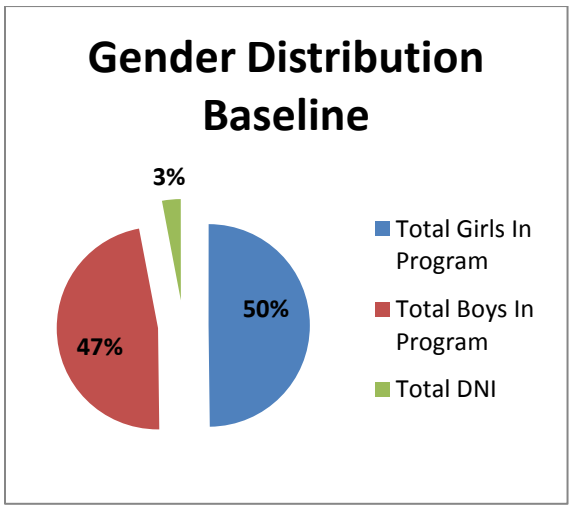
Participant Profile

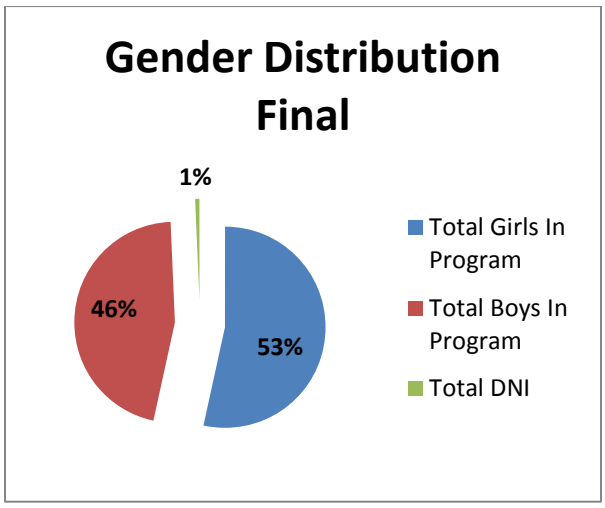
For fiscal year 2013 cohort, Counterpart International's Young Leadership Program (YLP) conducted its second year of civic engagement and leadership activities with the youth of Tajikistan. In 2013, over 300 students and young leaders participated in YLP programs. Of those students, 267 students were surveyed before entering the program over a number of topics relating to civic engagement, civic education, and leadership. Six months after the program ended, 186 students returned the follow up survey.



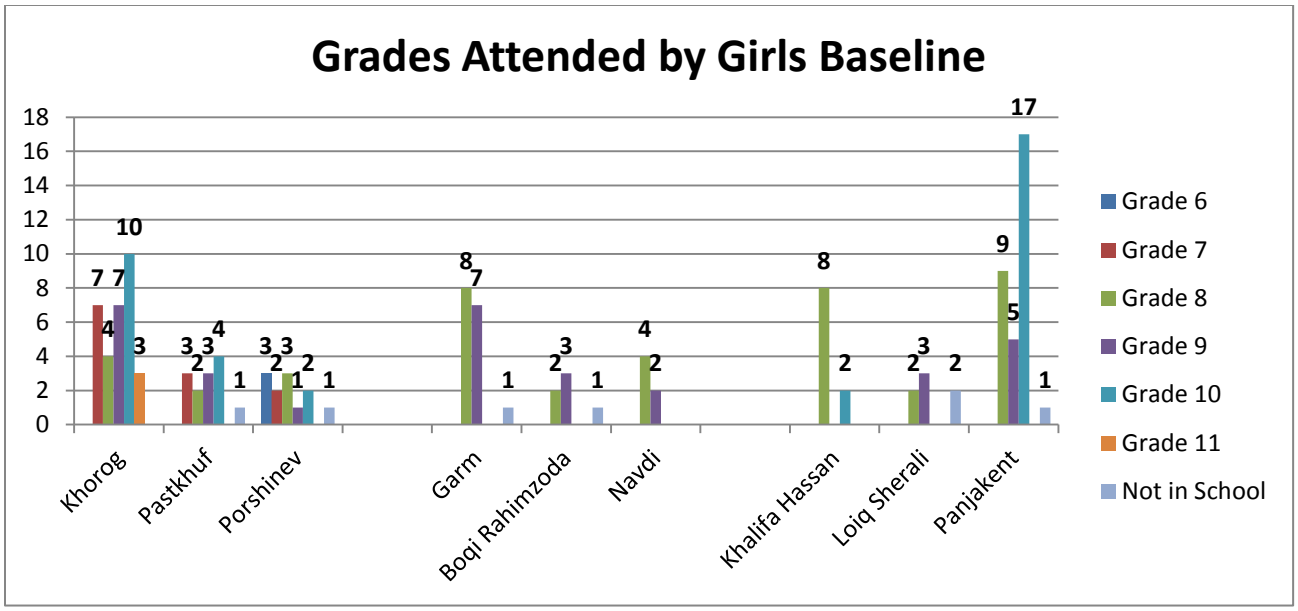


In the baseline survey, respondents were fairly evenly distributed between all three districts with 97 respondents attending centers in Zarafshan, 78 in Rasht, and 92 in Badakshan. In the final survey the number of respondents from each district decreased. A majority 80 respondents came from Zarafshan, with 54 and 52 respondents coming from Badakshan and Rasht respectively.

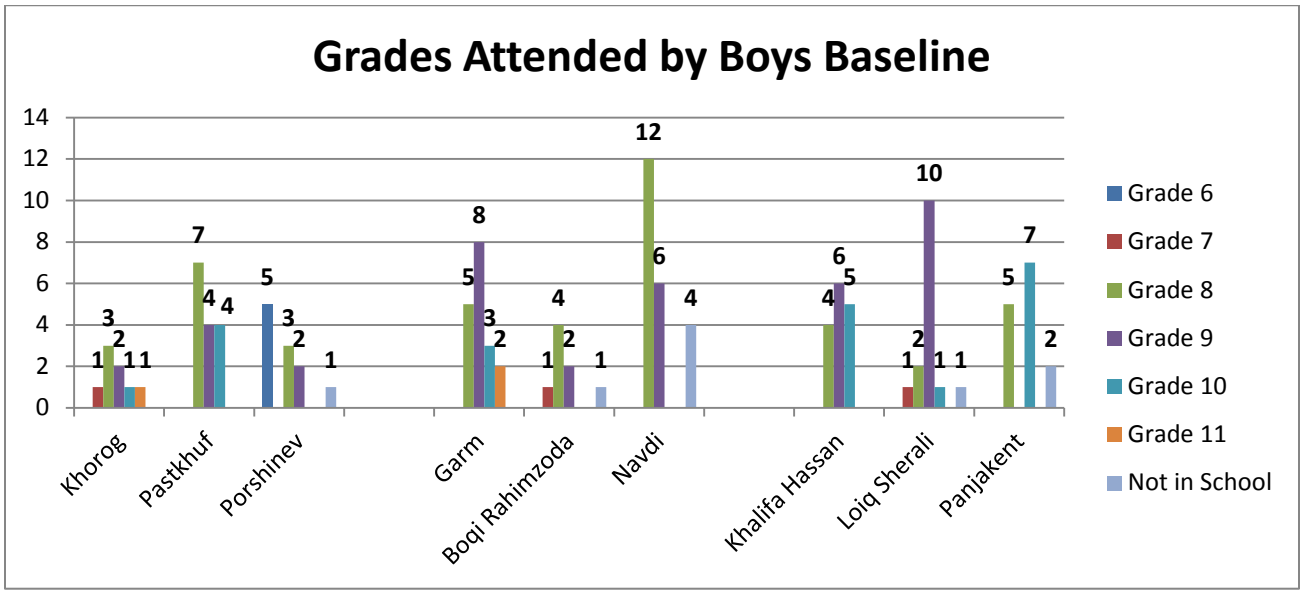




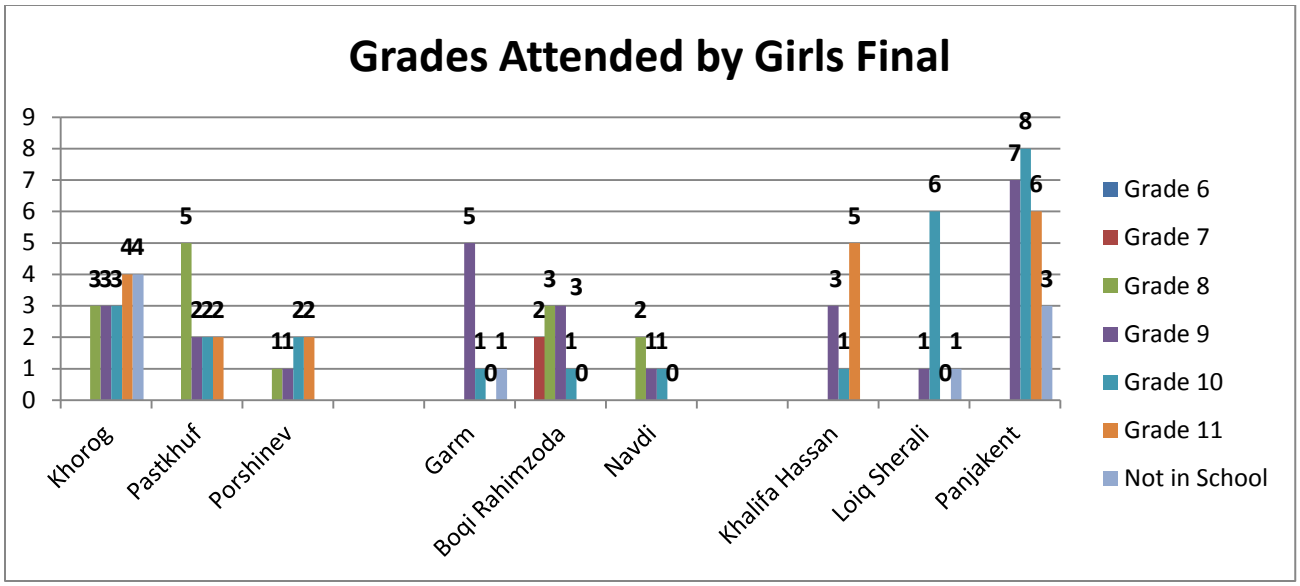
Of the 267 total respondents in the baseline, 50% identified as girls, 47% identified as boys, and 3% failed to identify a gender. In the final survey, 53% of respondents identified as girls, 46% identified as boys, and 1% did not identify. In the final survey, 56% of the 236 respondents were girls and 44% were boys.

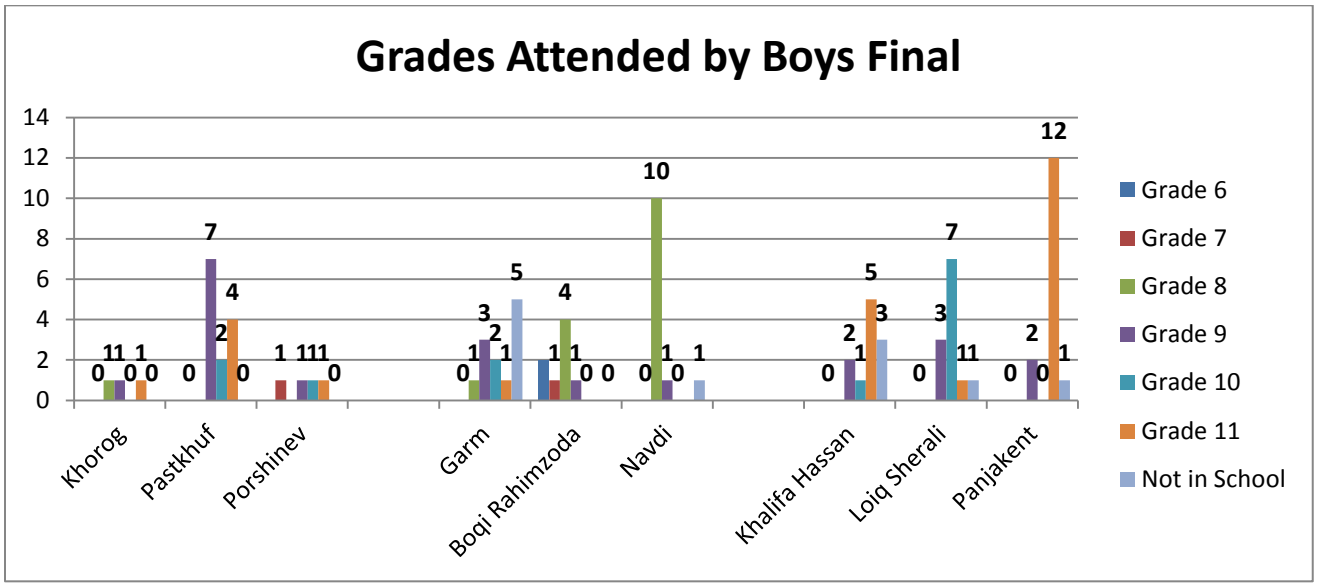


Among girls in the baseline, there was a broader range of educational achievement among students in Khorog, Pastkhuf, and Porshinev—in the Badakshan district, girls attended grades 6-11. While in other districts, the range of grades attended by participants was less varied. In Zarafshan, girls were either in the 8th or 9th grades. While students in Khalifa Hassa, Loiq Sherali, and Panjakent ranged between grades 8 and 10, with a large number of 10th graders coming from Panjakent—17 total. Overall, there were only seven female students who did not attend school while participating in YLP programming.

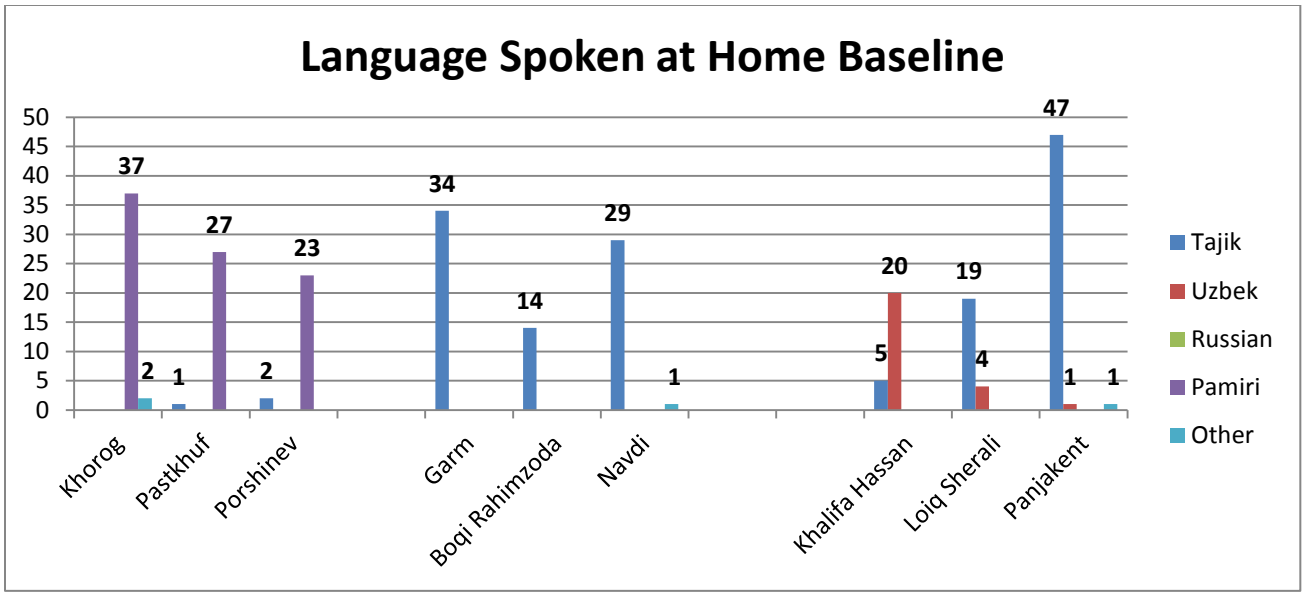


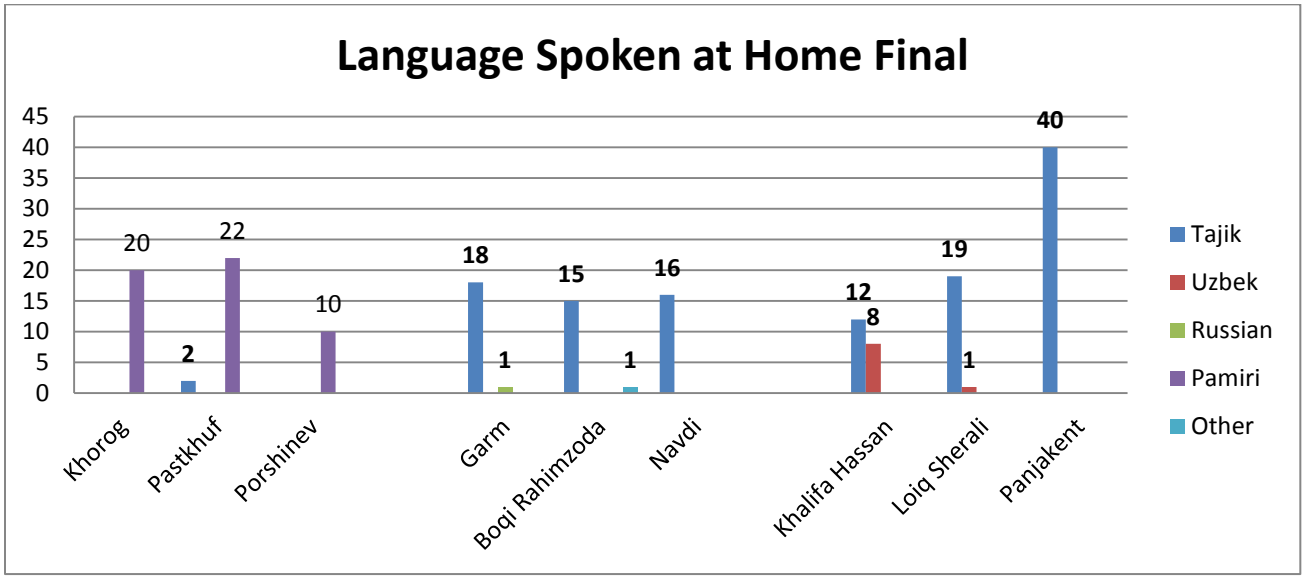
Among boys in the baseline, there was a wider range of grades attended overall across all districts, with some students attending grades 6 and 7 in each district. However, most of the students attended grades 8 and 9—80 in all. In the baseline, nine boys indicated that they did not attend school compared to seven girls. When asked the follow question as to why they did not attend, the most common answer for both boys and girls was other, indicating some other reason than sickness, work, or graduating from the school itself was the reason that they were not currently enrolled in a school.



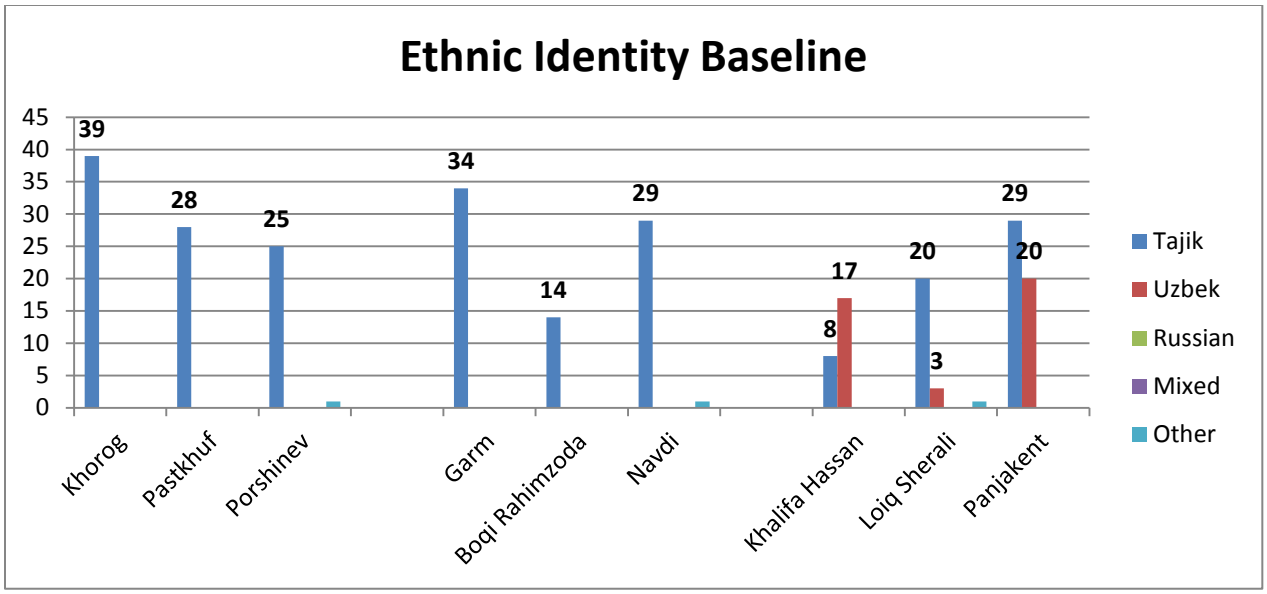


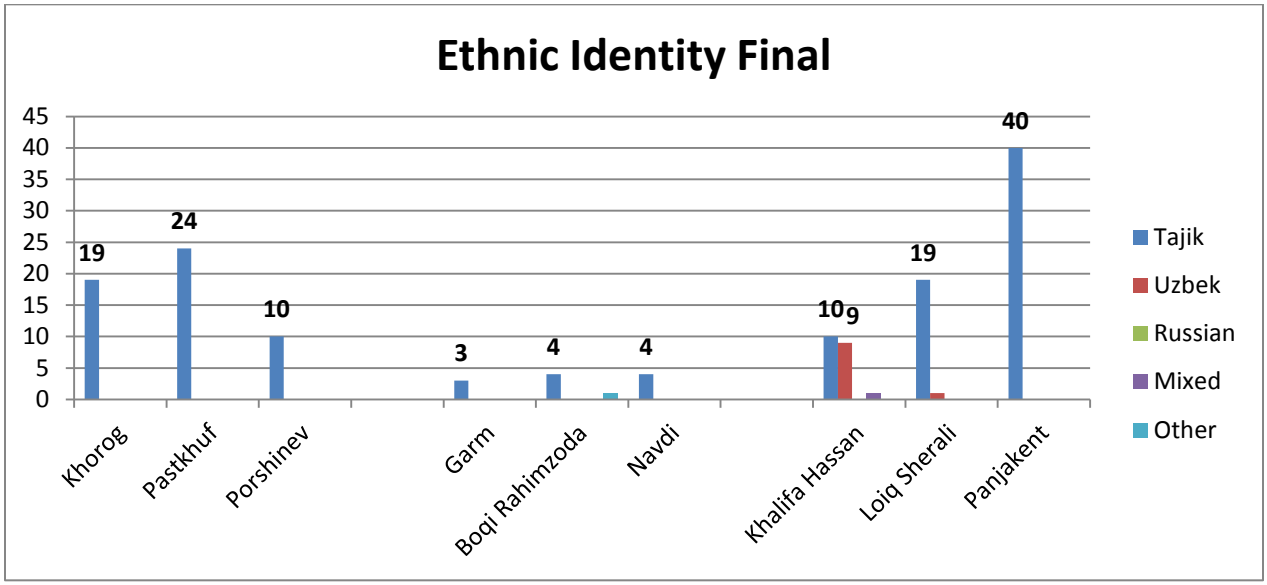
YLP's programming takes place over the course of a year, with a strong emphasis on student participation occurring after school hours and in the summer camp put on by the program. As such, it is normal for students to transition from grade to grade between the baseline and the final surveys.





The most common language spoken by participants in both the baseline and final survey was Tajik. 57% of participants in the baseline survey spoke Tajik as the primary language at home, while 66% participants in the final survey spoke it. The two other most used languages in the home were Uzbek and Pamiri. Pamiri was the most common language spoken at home among participants from Khorog, Pastkhuf, and Porshinev, with 33% of participants speaking it in the baseline and 28% of participants speaking it in the final. Uzbek was a common language used in the home for participants from Khalifa Hassan, Loiq Sherali, and Panjakent. 25 participants from the baseline and 9 participants from the final survey reported that Uzbek was the primary language used in the home, 9% and 5% of the total sample across the three regions, but accounting for 26% and 11% of participants from Panjakent.



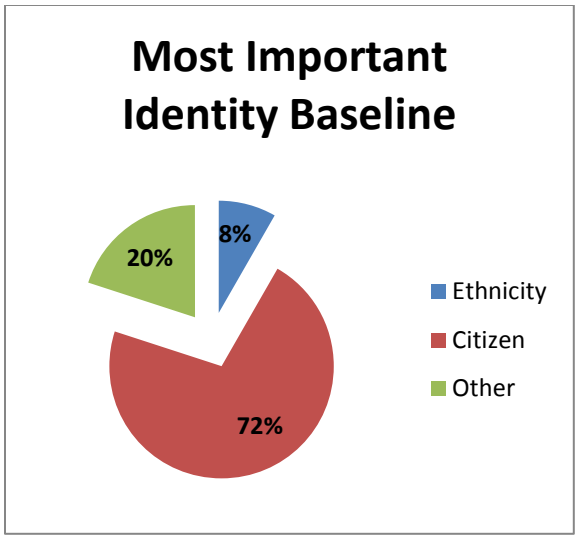


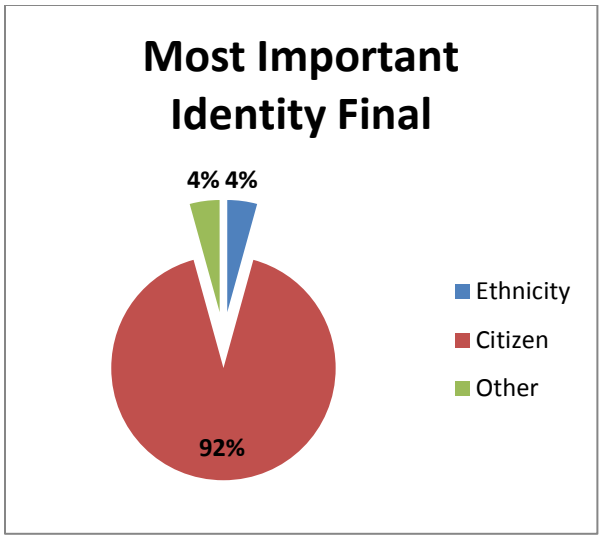
A majority of participants in both the baseline and final surveys, across all districts, self-identified their ethnicity as Tajik. 85% of participants in the baseline survey and72% of participants in the final identified themselves as being of the Tajik Ethnicity. The next largest group was the participants who identified themselves as Uzbek and were concentrated among the centers in Khalifa Hassan, Loiq Sherali, and Panjakent: 15% of students from the baseline and 5% from the final survey respectively.

Civic Education and Democratic Values

Key Values and Identities

As part of its curriculum, Counterpart International's YLP program places a strong emphasis on civic education and the promotion of democratic values. While participating in programming, students are educated and trained on democratic issues related to free and fair media gender equality, the rights of people living with disabilities, and the importance of elections and voting.

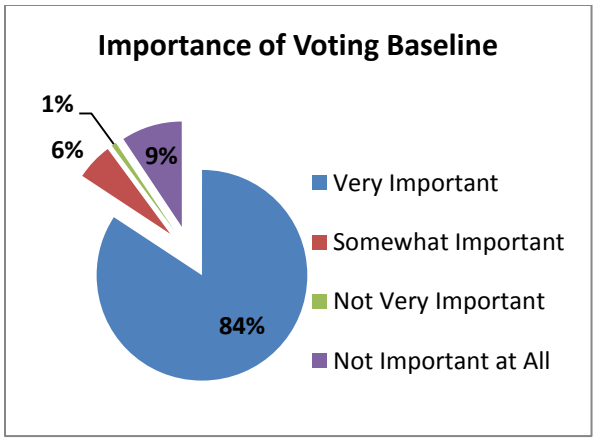


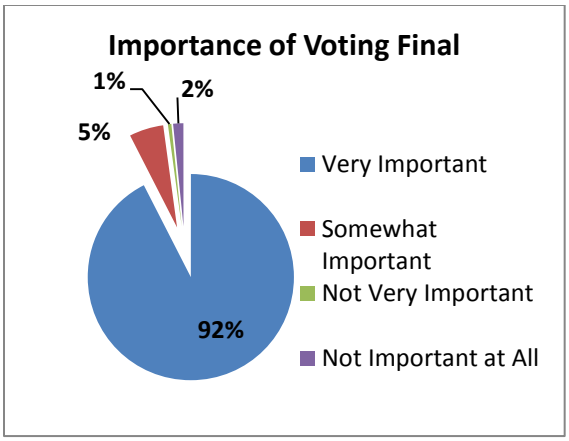


How students identify themselves is a reflection of how they perceive themselves in Tajikistan's society. Students were asked to place their identity either in ethnic terms, citizenship terms, or other. Across the baseline and final respondents, the most important identity among participants was their identity as a citizen of the Republic of Tajikistan. Among participants in the baseline, 72% viewed citizenship as their most important identity, with 20% listing some other identity as most important. In the final survey, 92% listed Tajik citizenship as their most important identity with 4% being some other identity, and 4% being their ethnic identity. This shift from baseline to final indicates increased identification among participants as citizens of Tajikistan as their primary identity, away from their ethnic or some other identity as a result of YLP programming.

When disaggregated by gender, 71% of both boys and girls in the baseline indicated that that citizenship was their most important identity, while only 9% of girls and 8% of boys identified their ethnic identity as most important, and 10% of girls and 11% of boys indicating that some other identity as most important. In terms of gender there is no significant difference of opinion between both boys and girls around civic identity in the baseline.

In the final survey 87% of girls and 96% of boys indicated that their Tajik citizenship was their most important identity, an almost 10% difference. Between the baseline and the final survey, there was an increase of 25 percentage points, from 71% to 96%, among boys who indicated that Tajik citizenship was their most important identity. Among girls, however, there was only an increase of 16 percentage points from 71% to 87%. The increase is still significant, but could indicate girls in this cohort were more reticent to adopt a new civic identity than boys.

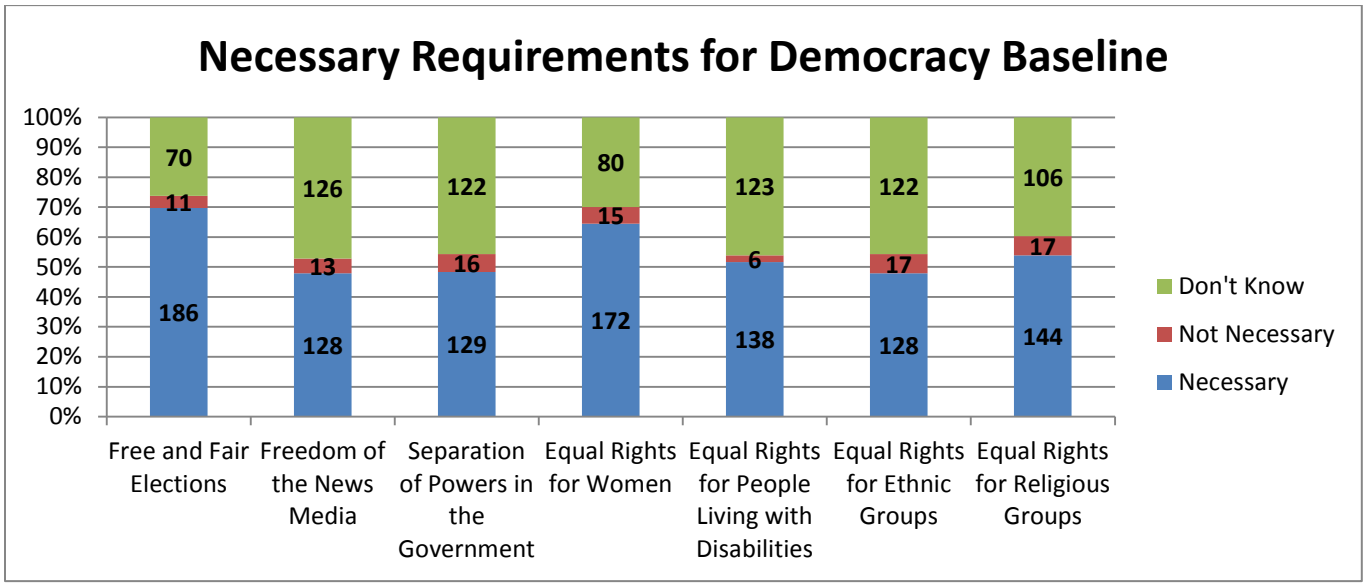


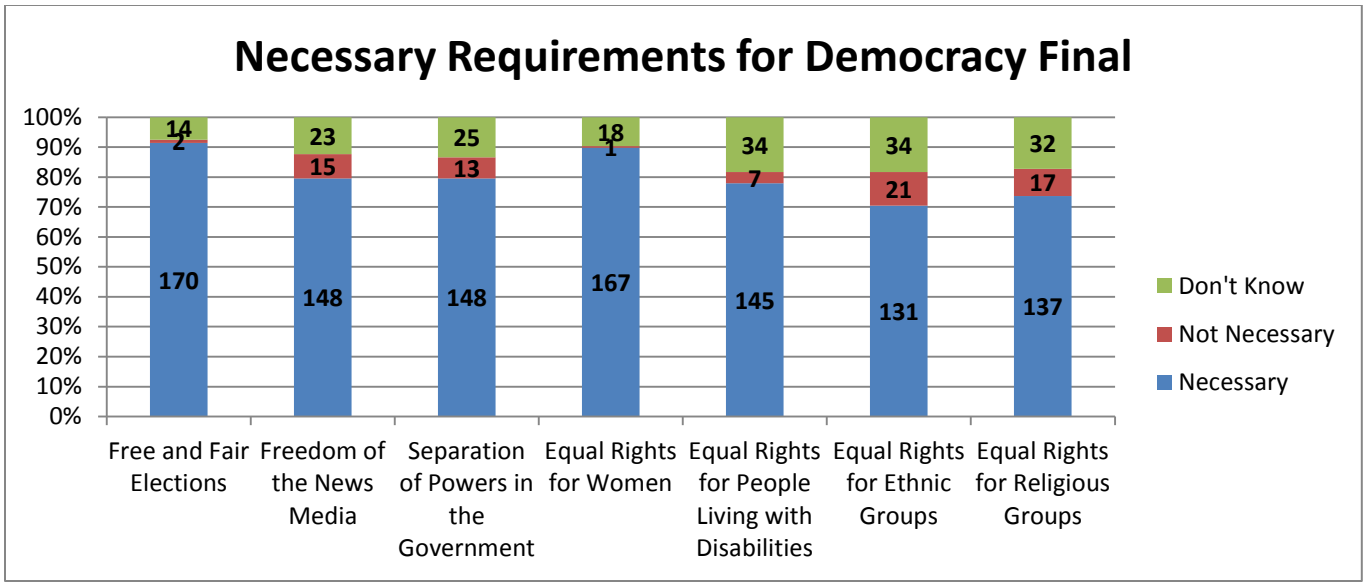


Voting is a key indicator of a civically active society. How much importance participants in the program place on voting helps indicate their belief that the democratic system of Tajikistan is working and whether or not they feel the government reflects their interests. Logically, those that find voting to be important would also find it to be worthwhile to vote, while those that find it to be unimportant would think the reverse.

Among both the final and baseline groups, a strong majority felt that voting was very important, with 84% of the participants in the baseline and 92% of the participants stating that voting was very important. Meanwhile 6% felt that voting was at least somewhat important in the baseline, and 5% felt it was somewhat important in the final. When we account for differences in gender, girls in the baseline were slightly more likely to find voting very important, with 86% of girls saying that voting was very important compared to only 83% of boys. In the baseline, those numbers reverse, with 88% of girls finding voting to be very important, and 96% of boys indicating they thought it to be very important.

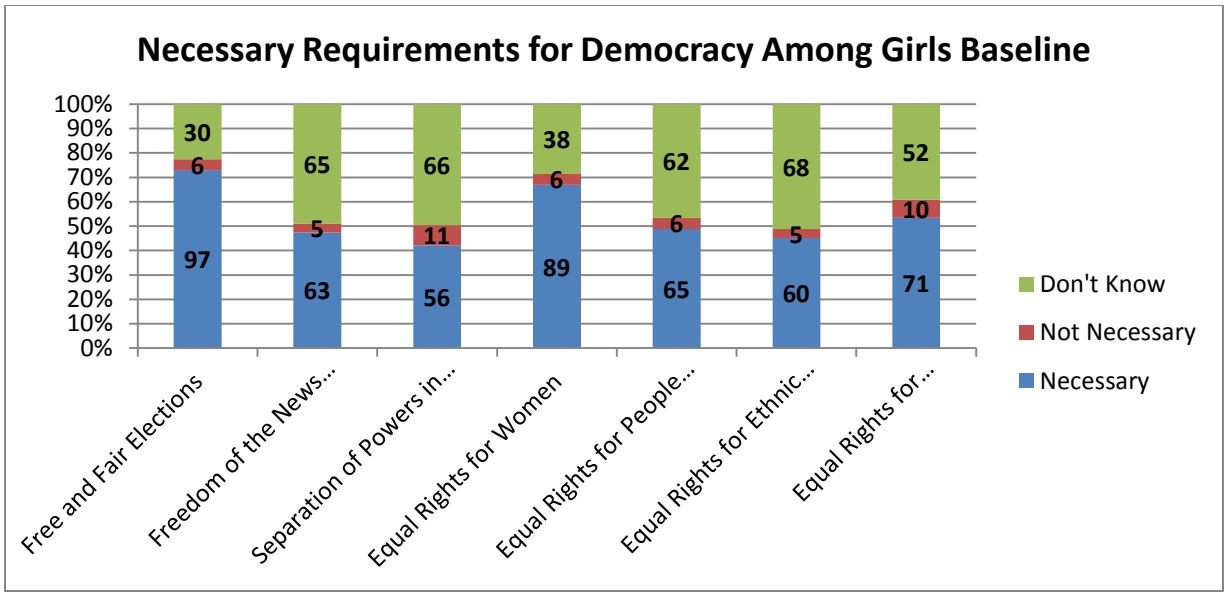
Characteristics of Democratic Society

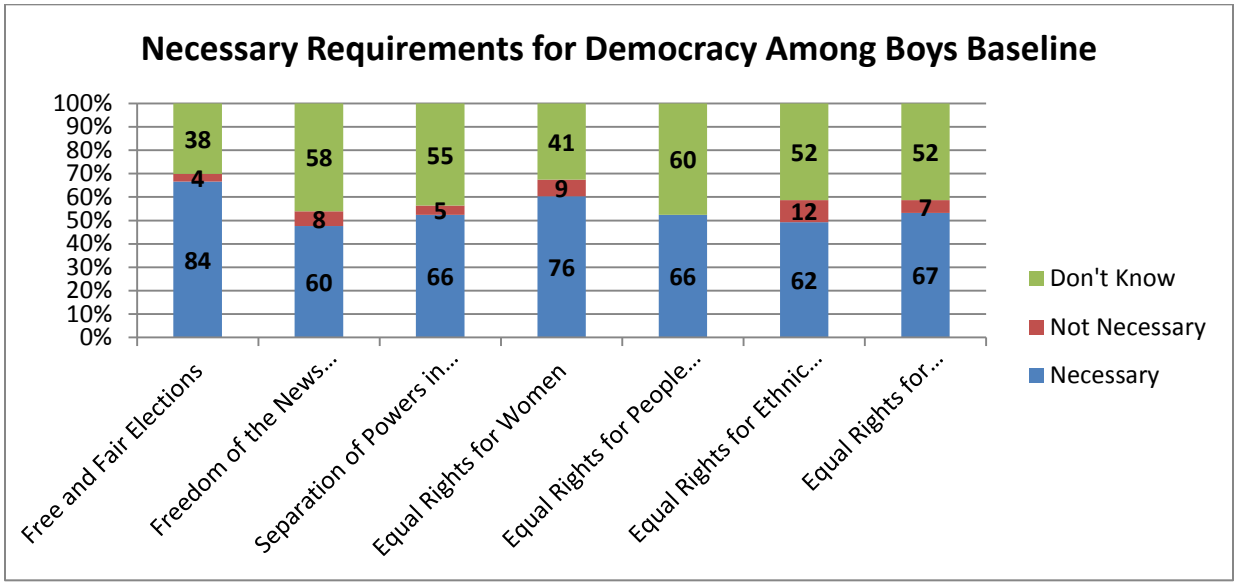




As part of their participation in YLP programming, youth participants receive training on a number of topics important in a democratic society, including the structure of the government, women's rights, human rights, freedom of the media, and free and fair elections. In the baseline survey, free and fair elections and equal rights for women were considered the most necessary among participants, with 70% of participants in the baseline reporting that free and fair elections were necessary for a successful democracy and 64% saying that equal rights for women were necessary Across other topics in the baseline, there is a fairly even split between those that found those topics necessary and those that did not know. For instance, 48% of participants in the baseline felt that freedom among the news media was absolutely necessary and 47% were unsure. The high levels of unsure answers indicate where knowledge among participants may be lacking, suggesting that they may have limited knowledge on the topic of freedom of news media or may be unsure of the relationship between media and democracy.

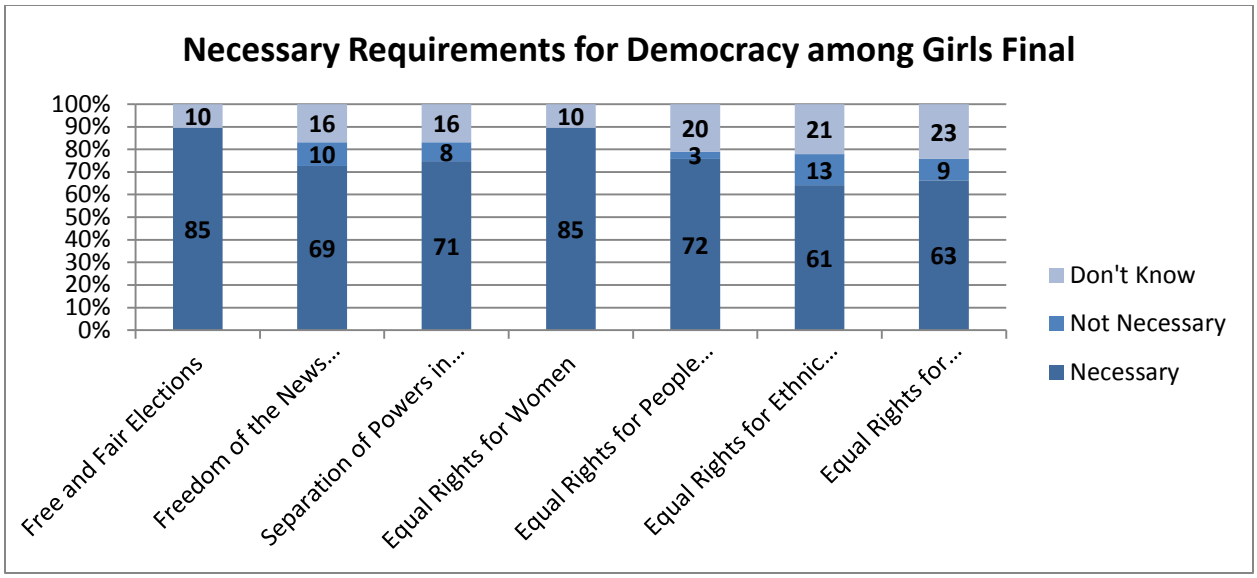
From the baseline to the final groups, the number of "don't know" answers decrease across all topics. In the final survey, 80% of the participants felt that freedom of the news media was necessary for democracy, while only 12% responded that they "don't know". The trend continues across other topics. 80% of participants in the final survey felt that separation of powers between the branches of government was necessary for a successful democracy while only 13% did not know and 7% claiming that it was not.

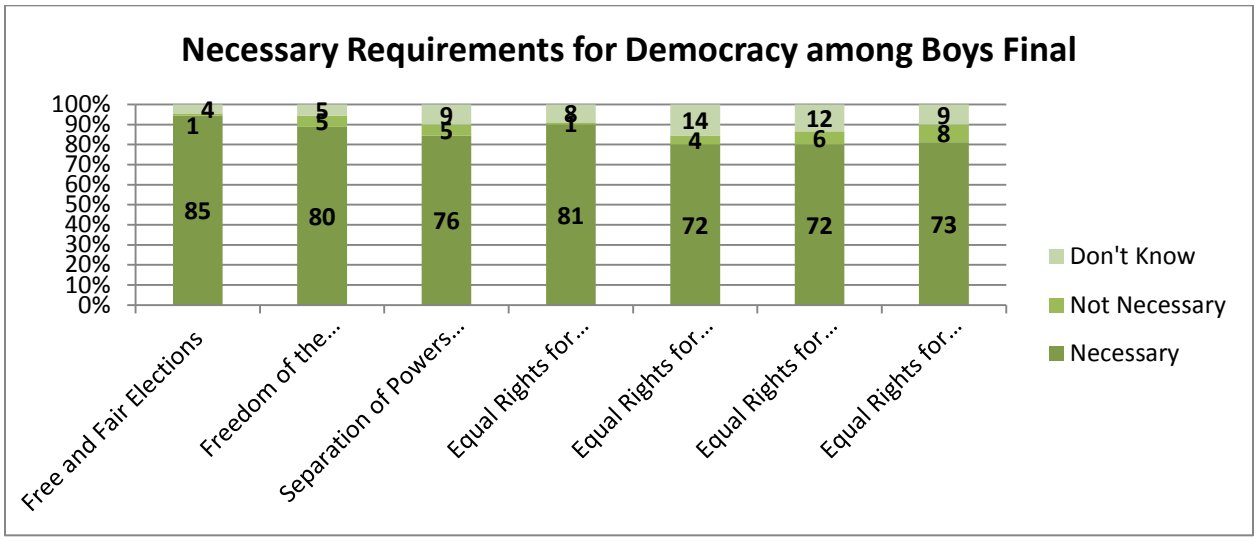




The opinions about the necessary requirements for a democracy differed slightly between genders in the baseline. Among female participants in the survey, 73% expressed that free and fair elections were a necessary requirement for democracy, while 23% did not know, compared to boys in the survey, where 66% thought free and fair elections were necessary, and 30% did not know.

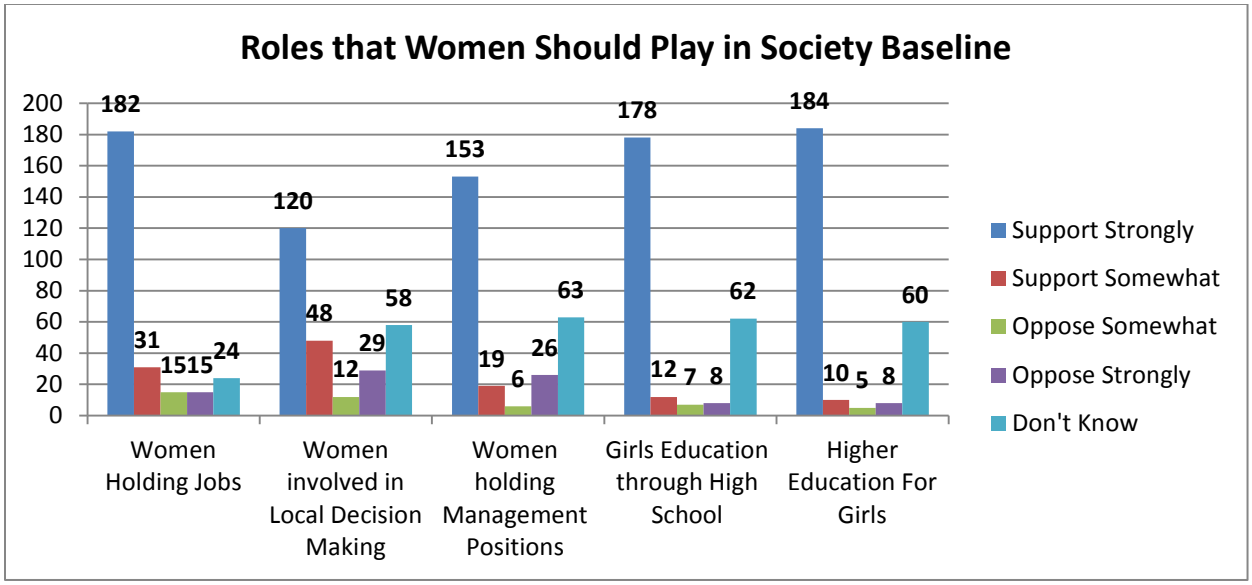
The most significant difference between girls and boys appeared regarding the separation of powers within a government (e.g., separate and independent judiciary, legislature, and executive branches). Among girls, 42% indicated that it was necessary, while 50% indicated that they did not know. Among boys, 62% indicated that it was necessary while only 44% were unsure.

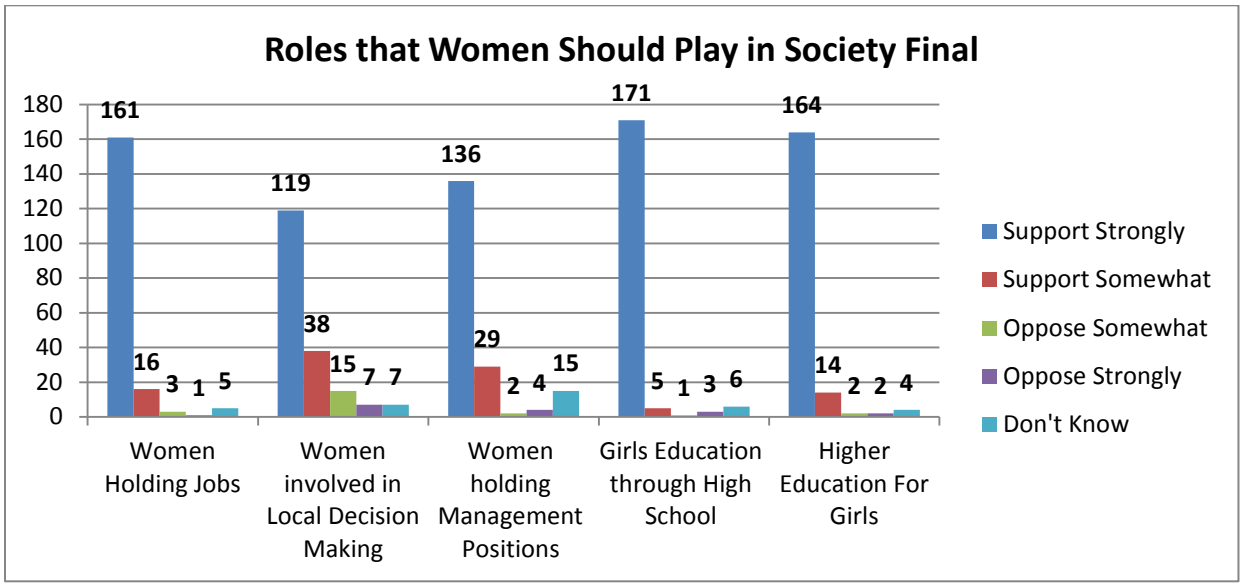




These numbers line up more closely between girls and boys in the final survey. However, across all categories, female respondents continued to express greater doubt than male respondents. Among the last three categories dealing with rights: equal rights for women, equal rights for ethnic groups, and equal rights for those living with disabilities, 21%, 22%, and 24% of female respondents answered that they did not know across each respective category, while male respondents expressed doubt over those same categories at slightly lower rates (15%, 13%, and 10%, respectively).

Important Roles





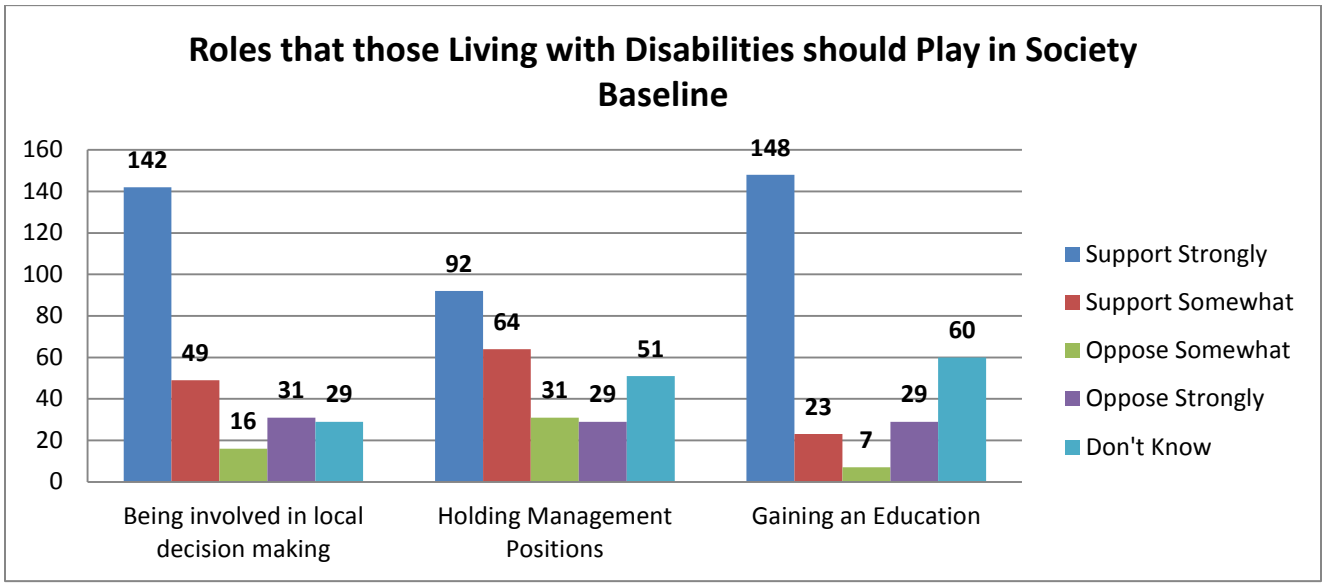
One of the most critical aspects of YLP's civic education program is the emphasis on equal rights and opportunities between genders and for people living with disabilities. To that end, the KAP survey asks questions regarding the rights and roles these groups play in society.

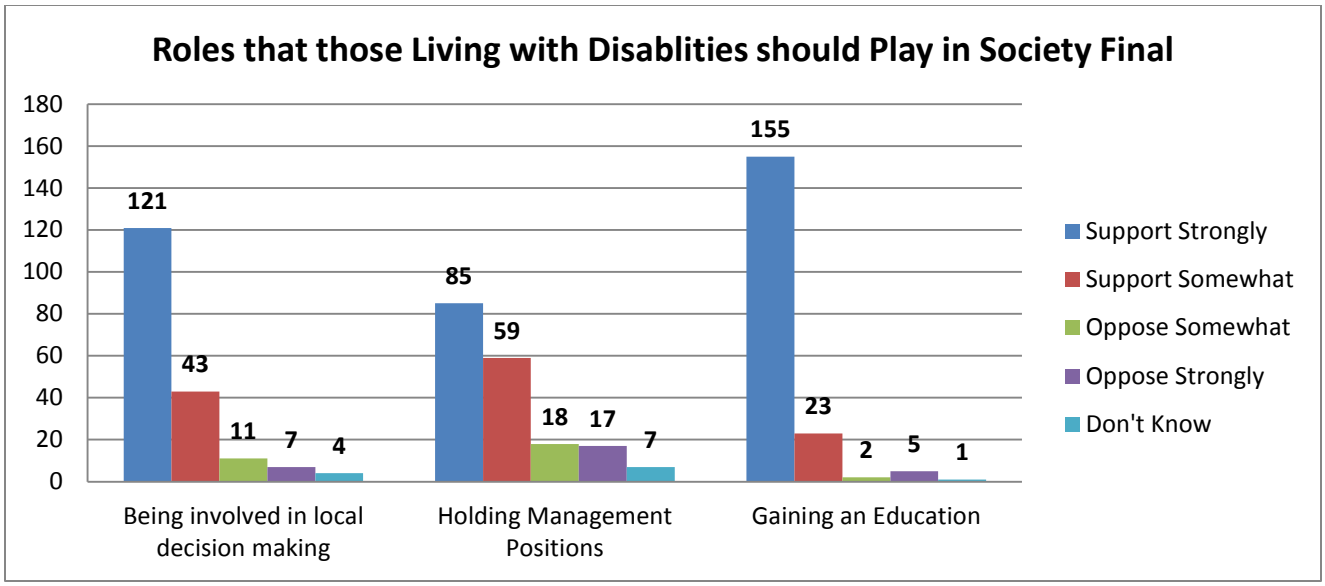
Across most categories in the baseline, respondents, both male and female either strongly supported or somewhat supported women holding jobs, being involved in local decision making, holding management positions, being educated through high school, and being educated beyond high school. Women holding jobs, girls' education through high school, and higher education for girls beyond high school were the most strongly supported roles for women in society with 67%, 66%, and 68% of participants strongly supporting these roles. However, a significant number of participants indicated they were about women being involved in local decision making and women holding management positions, with 22% and 24% of responding with "don't know" answers. When disaggregated by gender, boys and girls did not have a statistically significant

difference about the roles women should play: When disaggregated by gender, there was not much difference in opinion about the roles that women should play in the baseline. Except for one area, among girls 62% strongly supported women holding management positions with 24% indicating they were unsure. Only 52% of boys strongly supported women holding management positions with 22% expressing that they did not know. However, these numbers are made up in the boys who answered that they strongly opposed 11% and only somewhat supported women holding management positions, 8%.

In the final survey, the real number of responses decreased slightly due to the decrease in overall responses. But in terms of overall percentages, most roles saw an increase in support among groups. Among boys, 82% of respondents supported women holding jobs, 91% supported girls gaining an education through high school, and 82% supported women gaining an education beyond high school. However, boys support of women holding management positions remains relatively static—69% of boys strongly supported women holding management positions while just 61% supported women being involved in local decision making.

Among girls, there was in increase in strong support around women holding jobs outside the home, 91%, girls gaining an education through high school, 93%, and girls gaining access to education beyond high school, 94%. However, there was less support for women being able to participate in local decision making, with 66% of girls saying they strongly supported it. While 77% strongly supported women holding management positions.





Beyond gender equality, the YLP programming seeks to educate and inform participants about the roles that marginalized populations can play in society. To that end, the survey questioned respondents about the role that those living with disabilities should play in society.

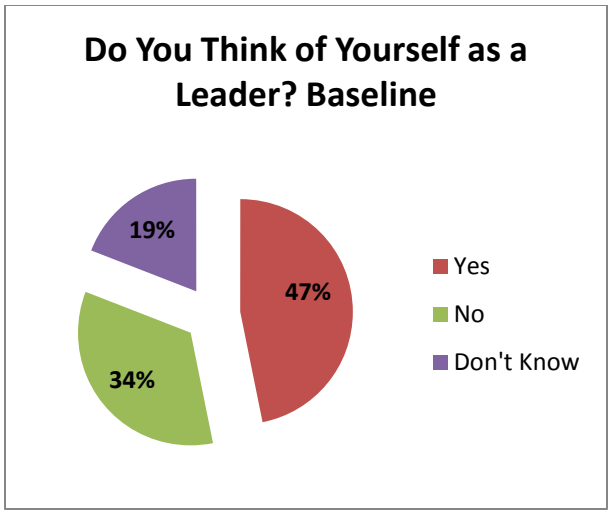
11% of respondents in the baseline expressed that they did not know whether those living with disabilities should be involved in local decision making; while 12% strongly opposed it. 19% responded that they did not know whether those living with disabilities should hold management positions; and 22% responded that they opposed somewhat or opposed strongly the idea of people living with disabilities holding management positions. Finally, 22% responded that they did not know whether people living with disabilities should have access to gaining an education, but only 14% expressed that they strongly opposed or somewhat opposed the idea.

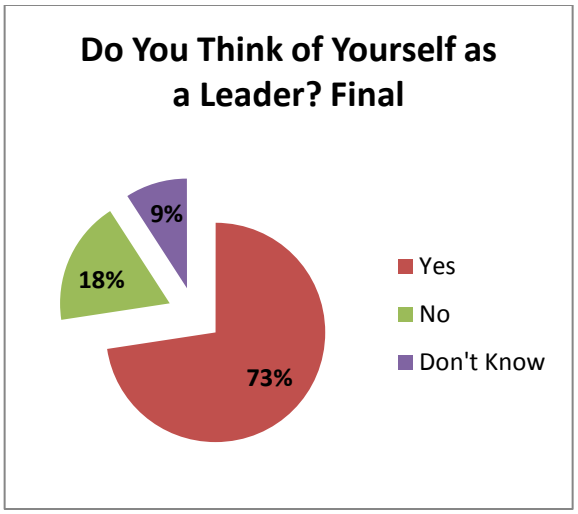
These numbers shift in the final survey. Only 2% of participants said that they were unsure of whether PLWDs should be involved in decision making, while 9% expressed opposition to the idea. 3% responded that they did not know whether or not PLWDs should hold management positions, while 35% were still opposed in some way to the possibility. Only .5% of participants indicated that they were unsure of PLWDs gaining an education, with only 3% of respondents opposing it.

This decrease in don't know answers displays a shift in understanding between respondents about the roles that people living with disabilities can play in society. Most respondents appear to show strong support of PLWDs being involved in local decision making, 65%, and gaining an education, 83%. Support was weakest among respondents around PLWDs holding management positions with only 46% of respondents supporting it strongly. However, 31% supported it somewhat.

Leadership and Civic Engagement

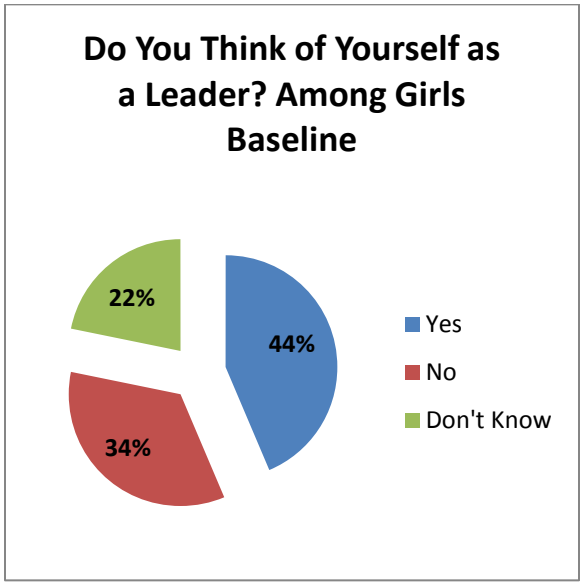
Beyond educating participants about aspects of a healthy civil society, participants in Counterpart's YLP programming received training on leadership initiatives and were asked a number of questions relating to their own leadership activities, the roles they play in their home communities, and the people they look to for leadership examples.

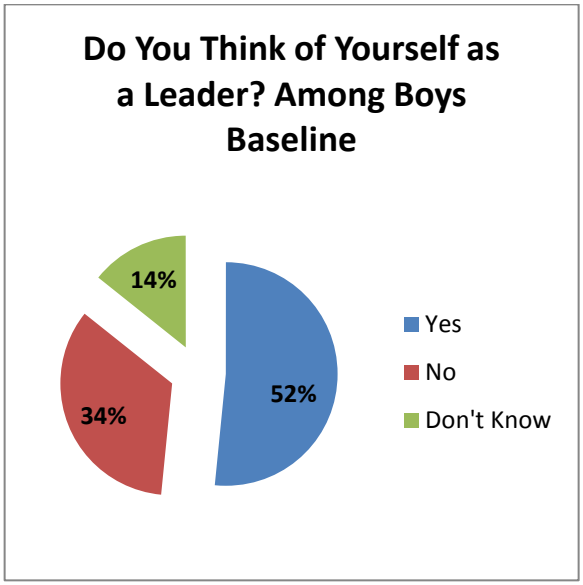




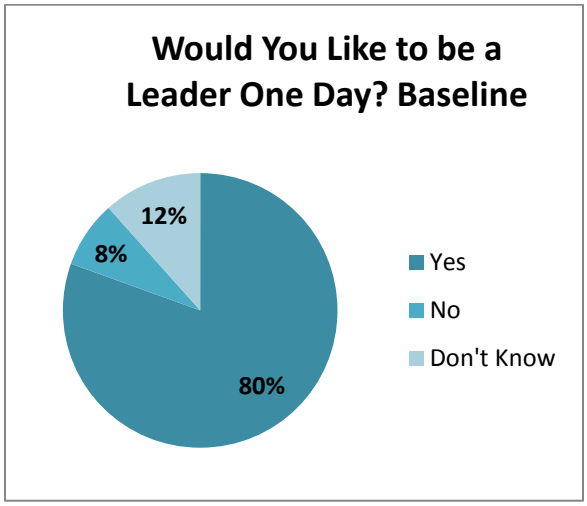
As part of the leadership programming, YLP seeks to encourage and develop leadership among participants. Key to that goal is the self pereception among participants that they are, in fact, leaders, and that leaders come in many shapes, forms and identities, across age, gender, ethnicity, religion, and ability. Among the baseline participants, less than half, 47%, thought of themeselves as leaders, while 34% said they did not, and 19% were unsure. These numbers change significantly among participatnts in the final survey. After participating in YLP programming, 73% responded that they thought of themselves as leaders, 18% still said they did not, and 9% said that they still were unsure.

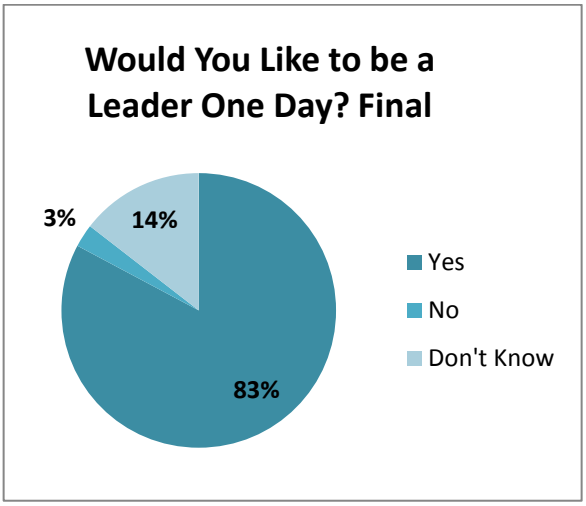
When disaggregated by gender, girls were less sure of themselves as leaders than boys in the baseline groups. 52% of boys felt that they were leaders in the baseline survey, compared to 44% of girls. The same percentage among the groups did not feel themselves to be leaders, 34% among girls and 34% among boys. However, 22% of girls were unsure if they felt themselves to be leaders or not, while only 14% of boys felt the same way.





As a follow on question, participants were asked if they did not think of themselves of a leader currently, would they like to be one in the future? This question gauges the promise of participants to engage their communities in the future.





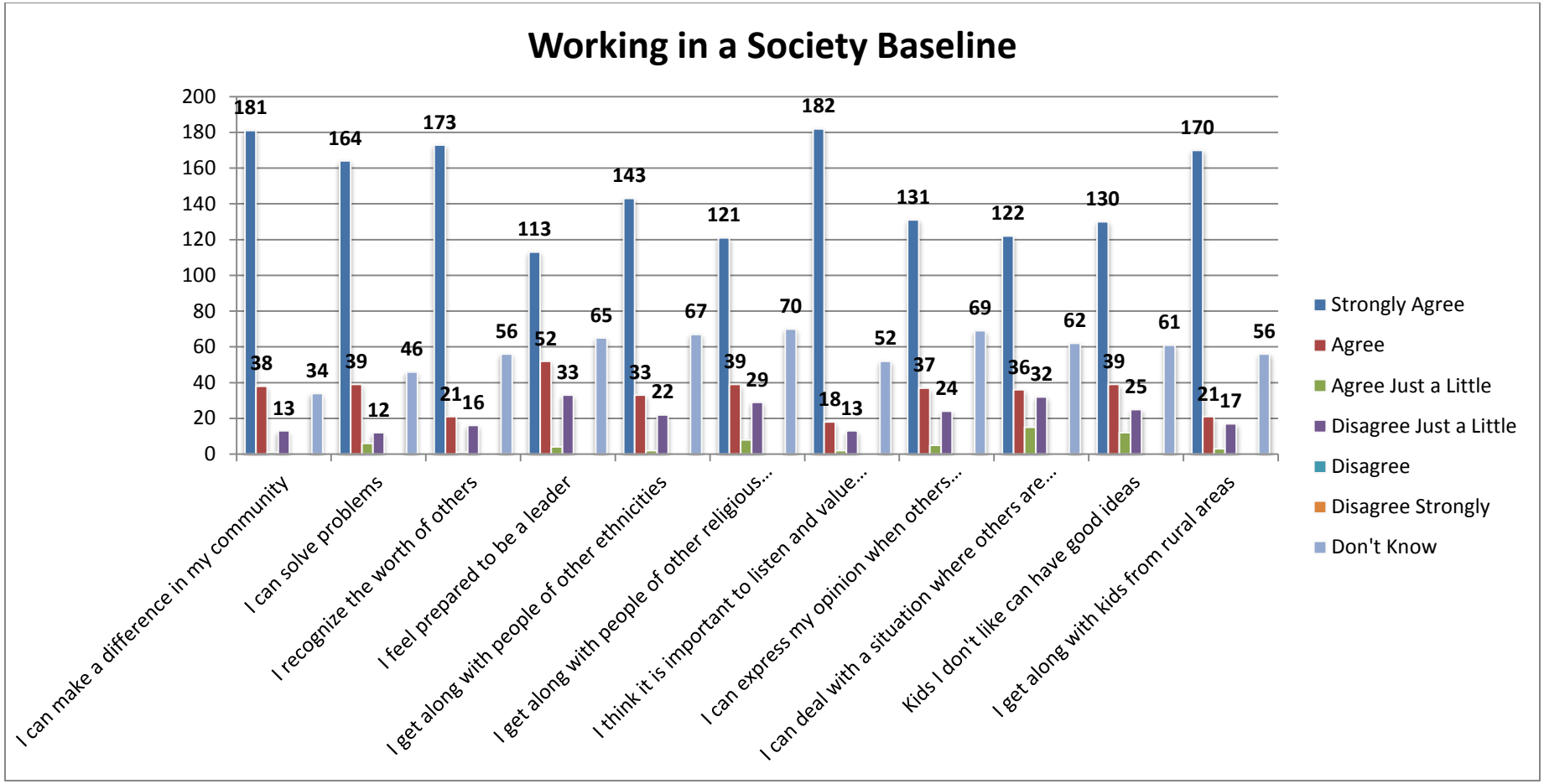
Among baseline participants, 80% of respondents said that they would like to be a leader one eay. With 8% of participants saying that no they would not, and 12% indicating that they were unsure. In the final, 83% said that they would like to be a leader in the future, with 3% saying no, and 14% still unsure about whether or not they wanted to be a leader.

Combined, these two questions provide some insight into the confidence of the participants and their ability to take on increasing leadership roles. The first question gets at the heart of whether or not the youth participating in YLP programming feel prepared to take on greater leadership roles immediately. The second indicates whether or not YLP participants have not only the confidence to take on greater leadership roles in the future, but whether or not they have the ambition to do so as well.

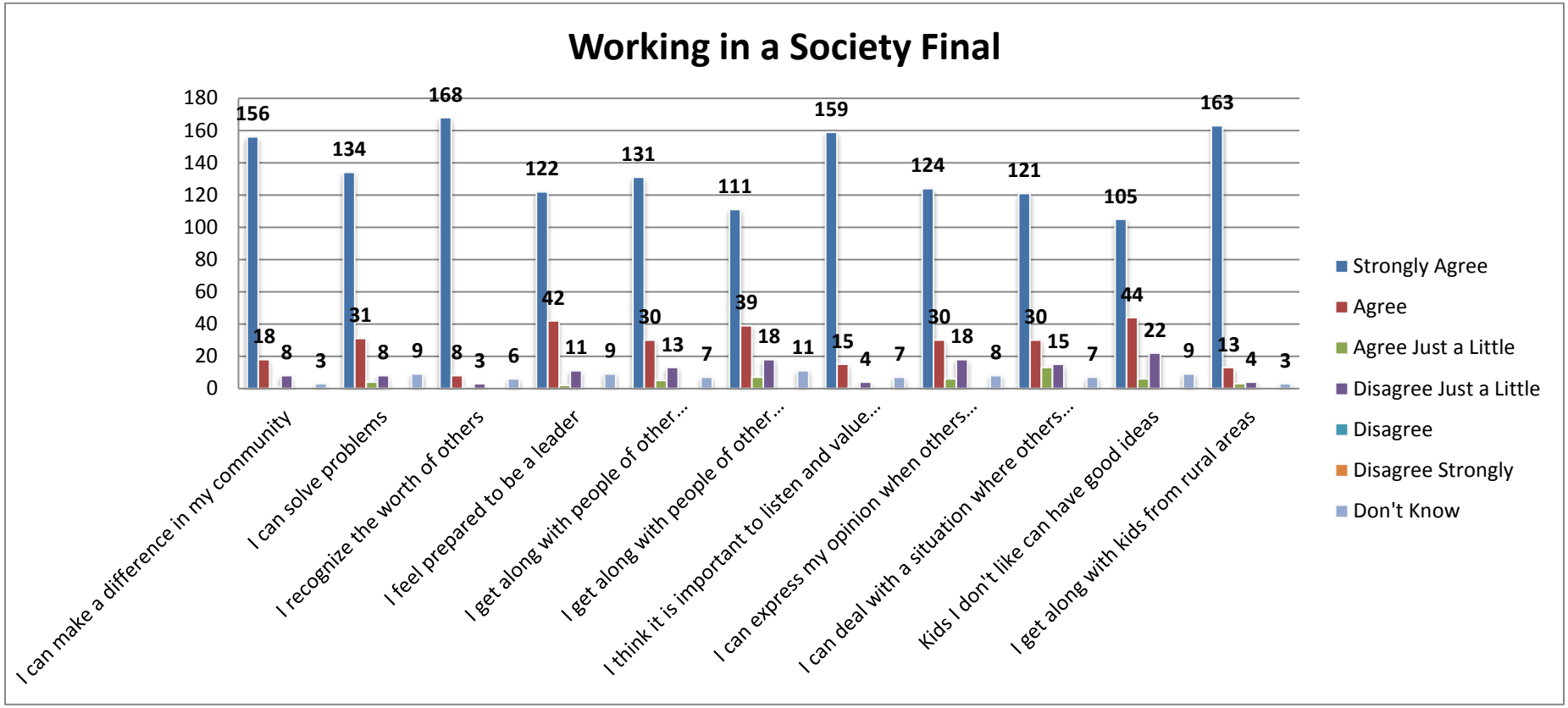
The baseline results from the 2013 cohort reflect trends also present in the 2012 cohort. Among the 2013 cohort participating in the YLP programming, 34% of participants did not think of themselves as leaders. Among the 2012 cohort, 31% of baseline participants did not think of themselves as leaders. Consistently across the two cohorts, there were significant increaseses between baseline and final groups in growth. 61% of participants in the final survey from the 2012 cohort thought of themselves as leaders, while 73% of participants in the final survey from the 2013 cohort indicated they thought of themselves as leaders after participating in YLP programming.

Leadership Skills

In order to build their confidence as leaders, YLP programming focuses on the types of skills already held by participants and where those skills may be lacking. To measure this Counterpart surveyed young leaders on a number of issues including how they get along with others, problem soliving, recognizing the worth of others, working with those that disagree with you, and developing strong listening skills.

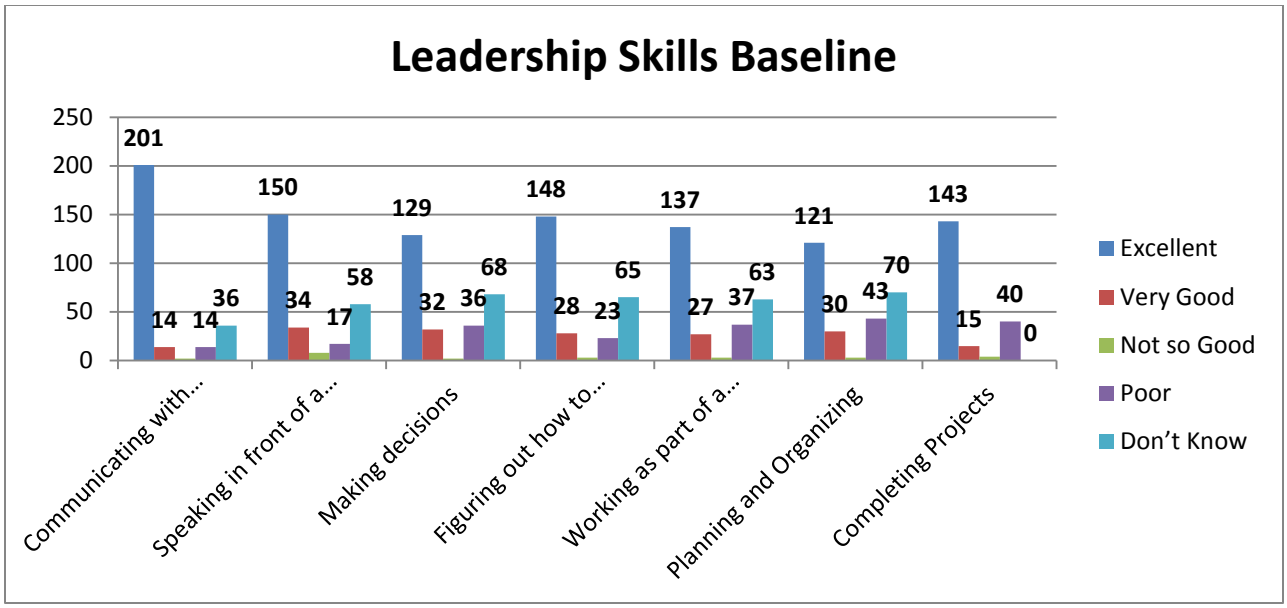


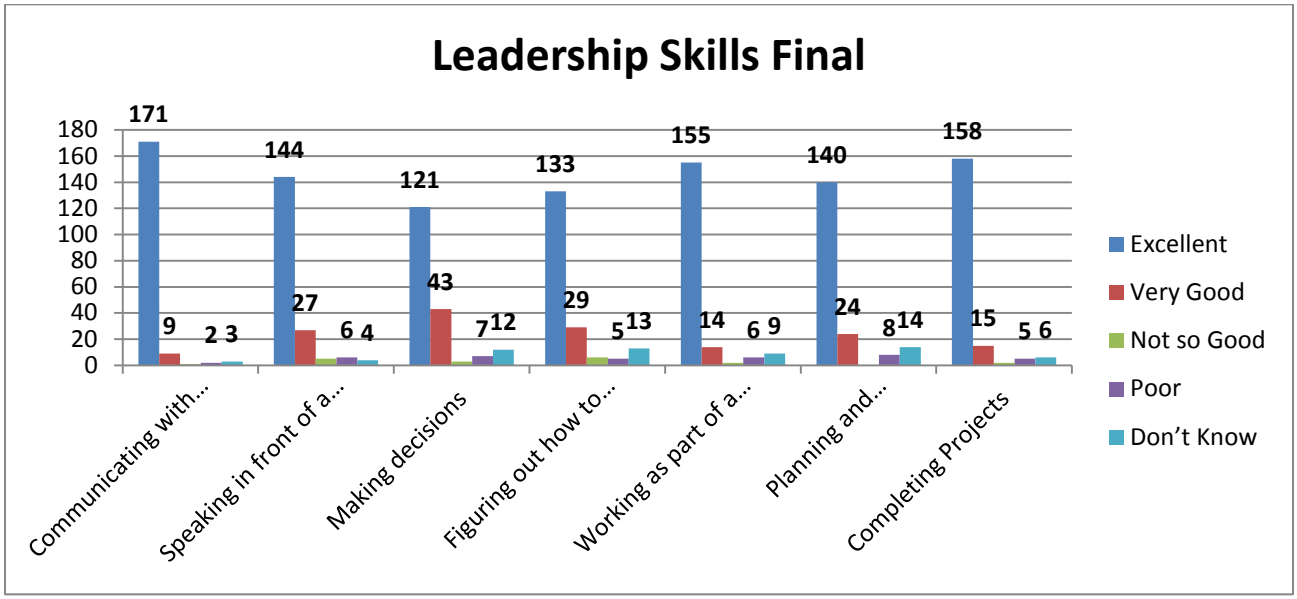
Among participants in the baseline survey, a majority of the participants were fairly confident in thir abilities to live and work in a diverse society where they could make a difference, solve problems, recognize the worth of others, and listen to the opinions of others. Among the lowest responses were those that felt prepared to be a leader, getting along with people from other religious backgrounds, manage situations where their feelings get hurt, and listen and value ideas from students or kids they don't particularly like. 45% strongly agreed that they got along with students from other religious backgrounds, while 26% felt unsure. 49% felt that kids they didn't particularly like could have good ideas, while 23% were unsure.



After participating in YLP programming, participants felt much surer of their abilities to work in a complex society. Across all categories, the doubt expressed by participants in the baseline is all but nonexistent. 66% of participants indicated that they felt prepared to be a leader, only 4% responding that they did not know. 60% of participants strongly agreed they could get along with people from other religious backgrounds, with 6% responding that they did not know. 56% of students felt that kids they did not like could have good ideas, with 5% responding that they did not know.

These changes in attitude are also reflected in the 2012 cohort as well. There were significant increases from baseline to final survey groups. 86% of those surveyed for the final survey in 2012 expressed that they could make a difference in their community, compared to 84% from the 2013 cohorts. 85% responded that they could value the opinions of others in the final set of the 2013 cohort as compared to 88% from the 2012 final cohort.





On top of skills needed to work in a diverse society, YLP seeks to improve the overall skillset of young leaders to include general leadership skills such as communicating with adults, making decisions, working as part of a team, and completing projects. Among participants in the baseline, participants were most confident communicating with adults and speaking in front of a crowd. 75% of participants in the baseline felt that they were excellent when it came to communicating with adults, and 56% felt that they were excellent when it came to speaking in front of a crowd.

Participants were least confident when it came to making decisions and planning and organizing. 25% responded that they did not know whether they were capable of making decisions, while less than half, 48%, said they were excellent. 26% said they unsure if they were good at planning and organizing, while 45% said that they were excellent at it.

In the final survey, respondents were much more confident in these two areas. 65% of the respondents said they were excellent at making decisions and 75% said that they were excellent at planning and organizing.

Community Activities

As part of its programming, YLP seeks to engage young Tajik citizens in local and community leadership activities whether they are activities related to school work, local charitable giving, cleaning and maintaining public spaces or simply organizing field trips or sports competitions.

Baseline Activity Numbers	
Total Activities Organized	3702
Mean	613
Median	343
Most Common Activity	Subotnik (Community Cleaning)
Least Common Activity	Activities for Nursing Homes and Orphanages

Final Activity Numbers	
Total Activities	4569
Mean	645
Median	443
Most Common Activity	Subotnik (Community Cleaning)
Least Common	Music Band

The baseline set of respondents organized over 1086 activities prior to participating in YLP activities. On average, the participants organized 136 activities, including subotniks, sports competitions, activities for nursing homes and orphanages, forming music bands, and tutoring fellow students.

Participants in the final survey conducted 1340 total activities in the six months after completing the program. Respondents indicated a 23% increase in the total number of activities conducted. What makes this number even more compelling is that the baseline survey represents the full numbers of 267 participants while the baseline only captures 186, a 30% decrease in the total number of respondents. So effectively 70% of the participants in the YLP programming conducted 23% more activities after participation.

Evaluating Democratic Values

YLP regularly tracks key indicators present in its performance monitoring and evaluation plan or PMEP. One indicator was specifically designed capture an increased understanding of democratic values and concepts by measuring the percentage of change in the "understanding and acceptance of the attributes of democratic governance by youth participants" (sic).

In order to successfully measure this indicator, the KAP survey contained a number of questions directly related to the understanding of democratic principles, including questions regarding the rights of women, the rights of the disabled, the importance of voting, and the necessary requirements for democracy. In order to gauge understanding of these values, Counterpart International developed an index of the positive, negative, and neutral values from four questions: nine, ten, eleven, and fourteen.[2]

On average between the two groups there was a 67% increase in understanding across all categories of the index from baseline to final survey. While this is under the target goal for the PMEP and is lower than the 75% average increase across all groups, it is important to understand that there was a 30% decrease in the number of overall respondents from the baseline survey to the final survey, so this index does not fully capture the whole sample set of respondents.

Conclusion

The analysis of the second cohort of participants in Counterpart International's YLP programming provides similar insight into the views and values of YLP participants. Among all participants in the baseline, 63% of responses were positive in some way about the roles of women in society, the rights of the people living with disabilities, the importance of voting, and the necessary requirements for a democracy. This holds across the baseline from the 2012 cohort where 65% of respondents held positive opinions about these issues. In the final survey for the 2013 cohort, 83% of respondents held a positive opinion about these issues, reflecting a shift away from answers that expressed doubt (e.g., don't know answers).

In terms of civic engagement, 40% of participants in the baseline had previously lead or participated in a civic or community activity. In the final survey, however, an average 33% of respondents had participated in some form of civic engagement activity. Despite this drop in percentages, those students that did participate in community activities conducted 23% more activities than participants in the baseline.

It is difficult to demonstrate significant change across these two groups as there was such a dramatic drop in the number of respondents from the baseline to the final survey. There were a total of 267 respondents in the baseline survey and 186 in the final, a decrease of 30%. It is difficult to discern how many final answers actually reflect a change in attitude and knowledge, and how many are just the respondents from the baseline who already held positive opinions of the institutions. However, from baseline to final, there appear to be decreases among participants in "don't know" answers and an increase in positive answers overall.

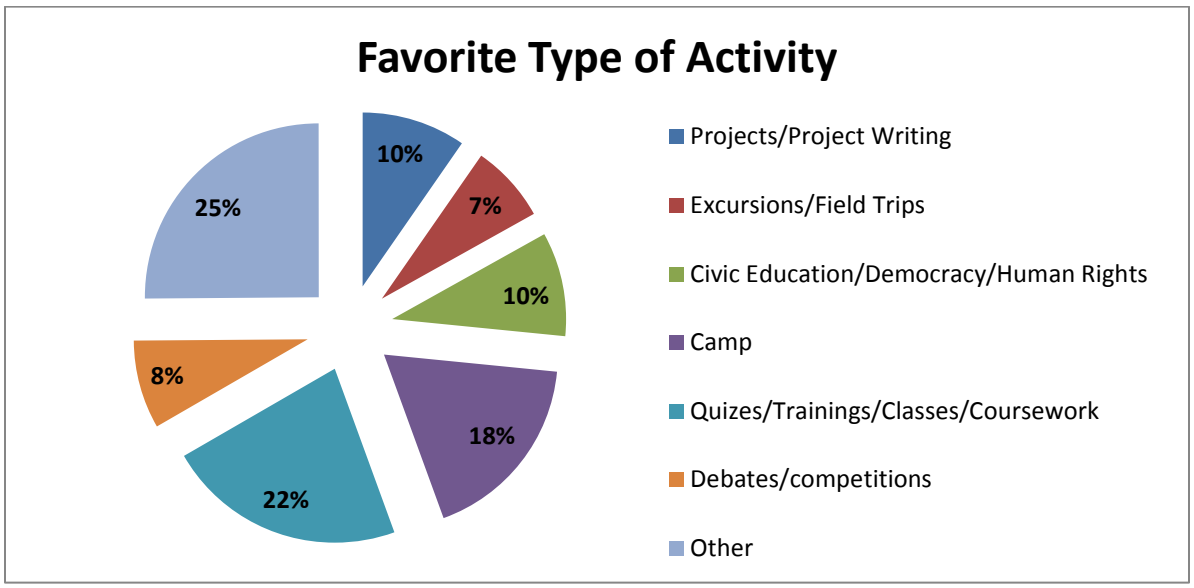
[2] Examples of these questions and the possible answers can be found in the sample questionnaire in Annex 2.

Recommendations

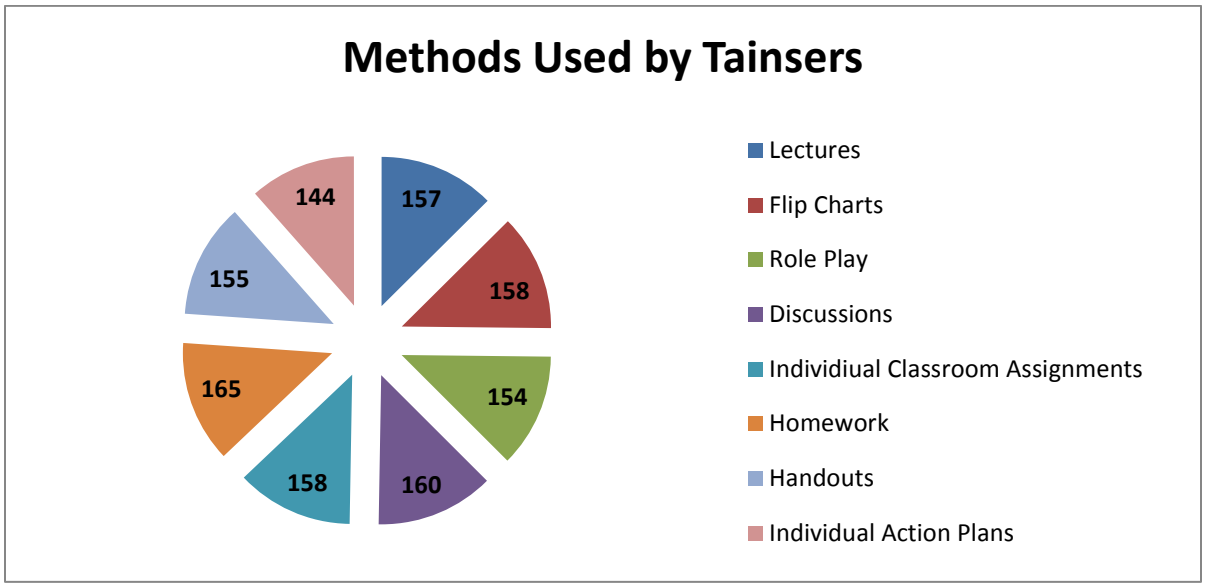
- Strive to get as many respondents from the total population as possible. This cohort initially had 316 total participants, 267 of those participated in the baseline a decrease of 15%. From the baseline survey to the final survey, the number of respondents decreases from 267 down to 186, a decrease of 30%. Particularly with regards from the baseline survey to the final survey, this makes analysis difficult as we cannot draw as robust conclusions as we would like.
- Data should be provided in complete sets (one set of baseline results and one set of final results) for easier and more accurate analysis. The data used in this current analysis was sent in three separate sets for both the baseline and final numbers, which made analysis difficult and cumbersome..
- Baseline data should be provided as soon as those surveys are collected, so that an initial analysis of the responses can be completed and returned to the field for assessment. If we can assess student needs and interests while program activities are ongoing, we could potentially make programming adjustments to better meet the needs of students.
- Question 4B asks students who did not attend school why they did not attend school. However, it was answered by a majority of students who also indicated that they did attend school There may be a lack of understanding among participants as to how to answer this question or what this question is asking.
- Participants in the baseline continue to show a strong lack of understanding about the separation of powers in government, freedom in the news media, and the rights guaranteed to people living with disabilities. These areas should be reviewed and more strongly emphasized in trainings and YLP Programming.
- Finally, students seem to be unclear in the baseline about the roles that people living with disabilities can play in a strong society. This suggests an opportunity to educate youth in regards to advocacy and education for PLWDs.

Annex 1: Analysis of Questions

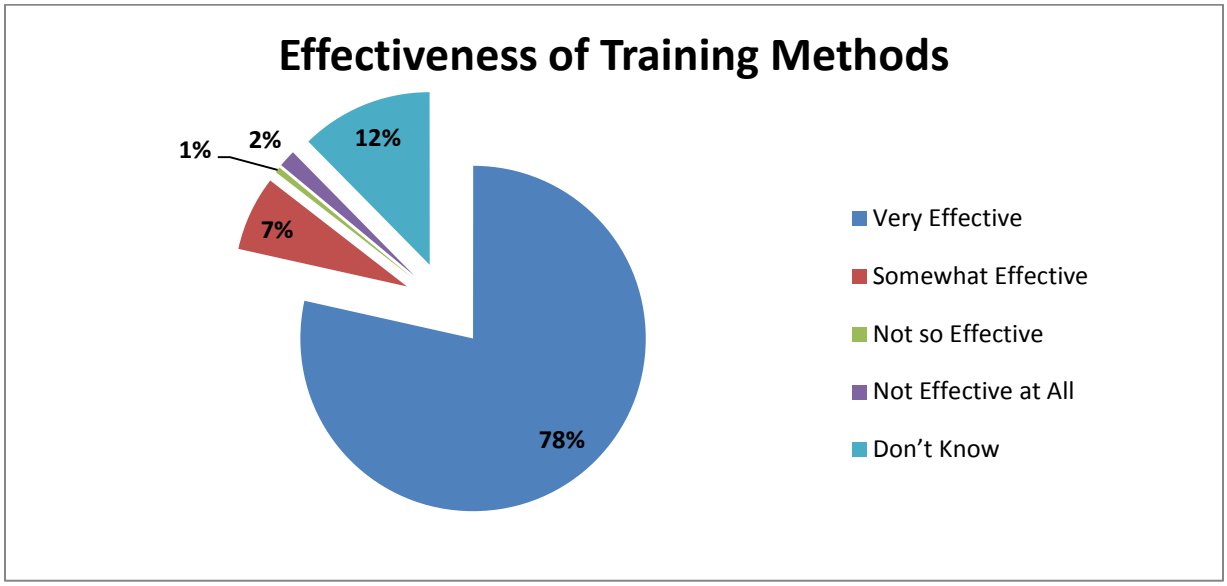
As a regular part of its learning processes and program quality, Counterpart added additional questions to the final survey which ask participants to respond to questions relating to program quality, the materials used in trainings, the skills of the trainers, and the reasons to return to the program. The results of these questions are displayed below.



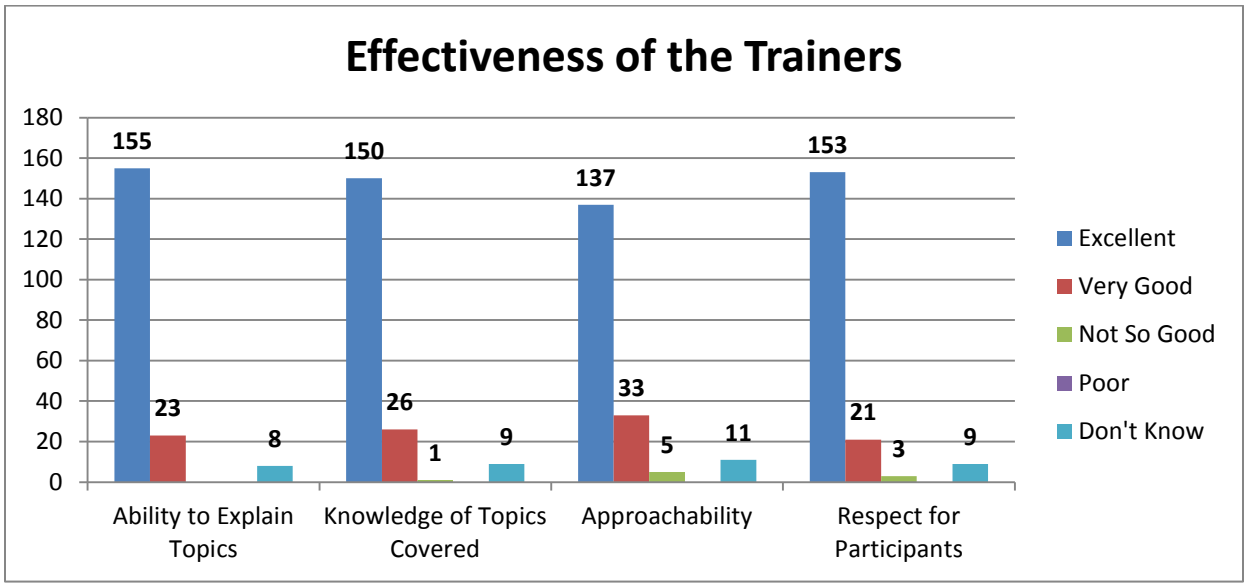
Participants were asked to identify their favorite program activity. These answers were incredibly varied, ranging from projects and proposal writing, to participation in the camp, to field trips with many participants often answering with multiple activities. These numbers represent the unique mention of each activity. 22% of the participants cited the classes and the coursework as being their favorite activity. 18% indicated the summer camp as their favorite activity. And 25% indicated that some other activity was their favorite—including religious study activities, presentations, meeting with friend, making new friends, and meeting with adults.



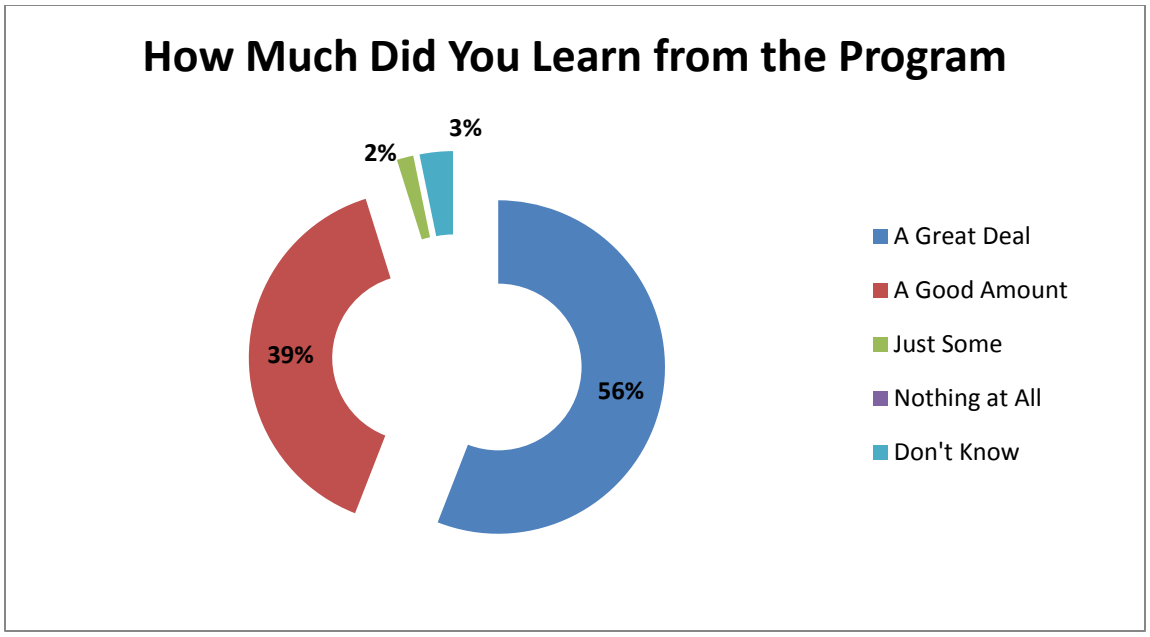
According to responses from participants, the methods used by trainers were very diverse including role plays, flip charts, discussions, and homework. In fact, the least common activity was action plan, yet 144 out of 186 students responded that their trainer used IAPs as a form of training.



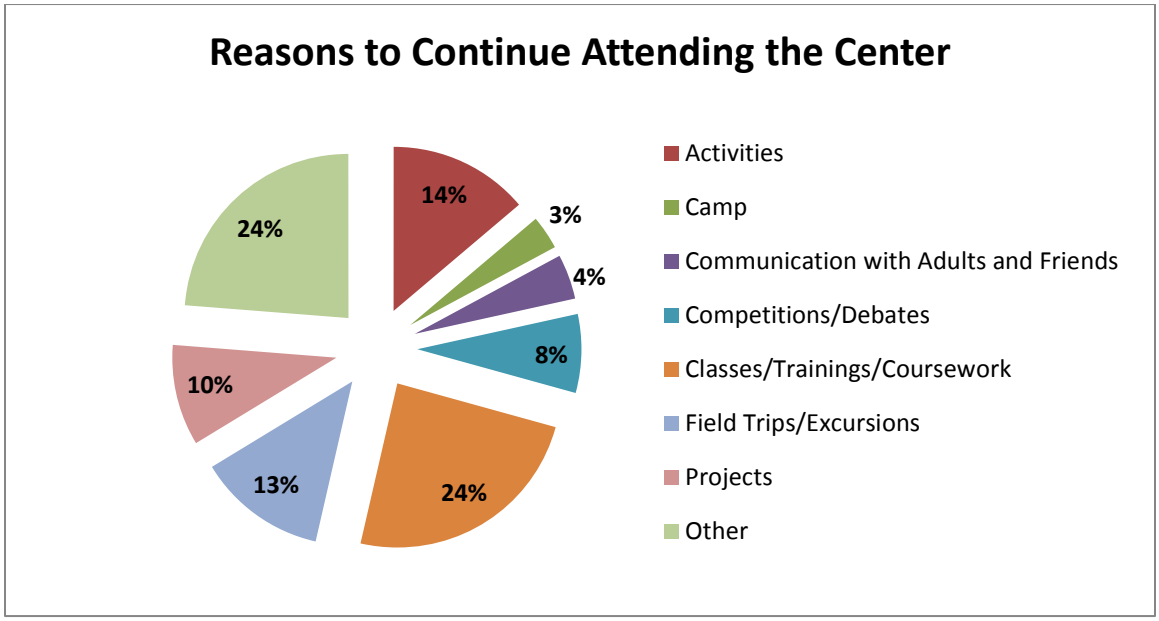
When asked to evaluate the training methods themselves, 78% of respondents said that the training methods were very effective, with 7% saying it was somewhat effective. In total, 85% found the methods used by the trainers effective with only 3% saying they were ineffective and 12% indicating they were unsure about those methods.



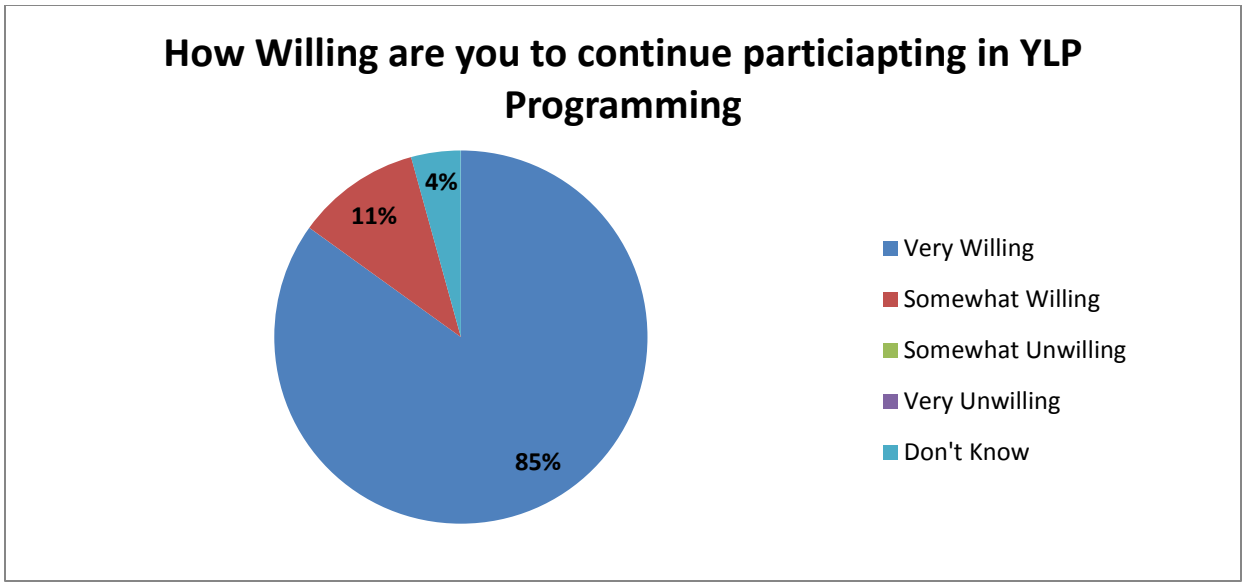
Beyond asking about the effectiveness of the methods, participants were asked to identify the effectiveness of their trainers on their ability to explain topics, how knowledgeable they seem, how approachable they were, and how well they respected participants. Participants scored the their trainers lowest in approachability, with only 137 out of 186 indicating their trainers were excellent. Even relatively speaking, this number says that 73% of participants indicated that their trainers were excellent at being approachable.



In terms of program effectiveness, participants were asked to identify how much they learned from the program. 95% of participants indicated that they learned a great deal or a good amount from the program. With only 2% indicating that they just learned some after participating in the program.



Two of the biggest reasons participants cited for continuing to attend the student centers were the classes, trainings, and coursework and the activities conducted by the center. 24% or respondents cited the coursework/trainings as a reason to continue visiting the citers, with 14% citing activities for returning. 24% of participants indicated that they had some other reason for returning to the center, including friends, presentations, and interacting with adults.



96% of participants indicated that would be willing to continue participating in YLP Programming, with 85% indicating they would be very willing to participate again. Only 4% of participants indicated that they were unsure about whether or not they would continue to participate in YLP Programming.

Annex 2: Baseline Questionnaire

TAJIKISTAN YOUNG LEADERS PROGRAM

Knowledge, Attitude and Practice (KAP) Survey
Pre-Test

November 2013

Counterpart YLP Office
66 Rudaki Avenue, Apartment 4, Dushanbe, Tajikistan, 734001

Today's date: ____/_____/ _____
date month year

INTRODUCTION

You have been selected to participate in the survey to help Counterpart International better understand the knowledge and skills of our program participants. We would like to learn more from you about your perception of the Youth Leadership Program and what you have learned through participating in it.

Your participation in the survey is voluntary. If you do not wish to participate, please return the empty questionnaire to the Youth Educator.

Your participation in the survey is confidential. Only the researcher in Dushanbe and Counterpart's Dushanbe-based team will have access to your questionnaire. The researcher will analyze all the responses from the participating youth in Zarafshan Valley, Rasht Valley and Badakhshan in an aggregate form. No one will be looking at your individual answers – the researcher will look for common trends among all participants of the survey.

Please answer the questions below to the best of your knowledge. If you are not sure of the answer, simply circle Don't Know.

Thank you for participating in the survey!
Your responses are very important to the Youth Leadership Program!

Q-1a. What youth center do you come to? *Please check ✓ one only.*

In Panjakent:

[_] Panjakent
[_] Loiq Sherali
[_] Khalifa –Hasan

In Rasht:

[_] Gharm
[_] Navdi
[_] Boqi Rahimzoda

In Badakhshan:

[_] Khorugh
[_] Porshinev
[_] Pastkuf

Q-2. What is your year of birth?

____/_____/ _____
date month year

Q-3. Are you *Please circle the appropriate response*
[_] Girl
[_] Boy

Q-4. What grade are you in?

Grade ___ ___ (*write your grade here*)

[_] I don't go to school (*if you check this question, please answer the question **4B***)

Q-4B. What is the reason that you do not attend school?

[_] I completed all of my requirements and graduated
[_] I need to work locally to support my family
[_] I have health issues or a limiting health condition
[_] I have to work abroad for all or part of the year
[_] others, please specify_____

Q-5. What is the main language spoken in your home? *Please check ✓ only one.*

[_] Tajik
[_] Uzbek

[_] Russian
[_] Pamiri
[_] Other (Specify) _____

Q-6. What is your ethnic group? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Mixed
[_] Other (Specify) _____

Q-7. Which is of more importance to you, your ethnicity or your citizenship? *Please check ✓only one.*

[_] Ethnicity
[_] Citizenship
[_] Other (Please specify) _____

Q-8. Generally speaking, how satisfied are you with your life – very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied? *Please check ✓only one.*

Very Satisfied	Fairly satisfied	Fairly Dissatisfied	Very dissatisfied
[_]	[_]	[_]	[_]

The next few questions are general knowledge questions. Some of them may be difficult to answer and some may be easy. Please just do the best you can.

Q-9. How important do you think it is for citizens to vote in elections – very important, somewhat important, not so important or not important at all? *Please check ✓only one.*

Very important	Somewhat important	Not so important	Not important at all	Don't Know
[_]	[_]	[_]	[_]	[_]

Q-10. For each item below, is this something that is absolutely necessary for a political system to be called "democratic," or a system can be called democratic without that occurring? *Please check ✓ once only on each line.*

	Absolutely Necessary for Democracy	**Doesn't Need to Occur for Democracy**	**I don't know**
a. Free and fair elections			
c. Freedom of the news media			
d. A system where the president, the parliament and the courts have separate powers of their own			

e. Equal rights for women			
f. Equal rights for the disabled			
g. Equal rights for all ethnic groups			
e. Equal rights for all religious groups			

Q-10 B: What is Pluralism of opinions? *Please check ✓only one.*

[_] A series of diverse opinions that positively impact civil society development
[_]A series of diverse opinions that negatively impact civil society development
[_]Diverse opinions that have no impact upon the development of society
[_]A set of principles for assessing how a society develops

Q- 10 C. What is government structure of Tajikistan**?** *Please check ✓only one.*

[_] Parliamentary
[_] Presidential
[_] Civil

Q- 10 D. Who are the local self-government authorities? *Please check ✓only one.*

[_] Local committees
[_] Settlements (Jamoats)
[_] Civil Society Organizations
[_] District Executive body

Q-11. On another subject, please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. Women holding jobs outside the home					
b. Women involved in decisions affecting their village and jamoat					
c. Women holding management positions					
d. Girls education through high school					
e. Higher education for girls					

Q-12. Do you think that women presently have more rights, fewer rights or about the same rights as men in our society? *Please check✓only one.*

[_] More rights than men
[_] Fewer rights than men
[_] Same rights as men
[_] Don't Know

Q-13. Do you think women should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check✓only one.*

[_] More rights than they have now
[_] Fewer rights than they have now
[_] Have the rights they should have
[_] Don't Know

Q-14. Being disabled means having a physical condition or permanent injury that limits a person's movements, senses, or activities.

Please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. People with disability involved in decisions affecting their village and jamoat					
b. People with disability holding management positions					
c. Education of people with disability					

Q-15. Do you think that disabled people presently have more rights, fewer rights or about the same rights as those in our society who are not disabled? *Please check ✓only one.*

[_] More rights than the non-disabled
[_] Fewer rights than the non-disabled
[_] Same rights as the non-disabled
[_] Don't know

Q-16. Do you think disabled people should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check ✓only one.*

[_] More rights than they have now
[_] Fewer right than they have now

[_] Have the rights they should have
[_] Don't Know

Let's talk about you now.

Q-1. Who is your leadership model?

_____

Q-2. Do you think of yourself as a leader?

[_] Yes
[_] No
[_] Don't know

Q-3. What are examples of your leadership in school, community or country? *Please give as many examples as you like.*

_____
_____
_____
_____
_____
_____
_____
_____
_____

Q-4. If you don't think of yourself as a leader, would you like to be a leader one day? *Please check ✓only one.*

[_] Yes
[_] No
[_] Don't know

Q-5. In the past 6 months have you done any of the following and how many times? *Please check ✓ for as many as apply and then for each of your responses indicate how many times you did that.*

	Please check if YES	**How many times**
Organized subbotnik (cleaning of the school yard and classes)	[_]	
Organized competition /holiday celebration / performance in the school	[_]	
Organized sports competition	[_]	
Organized excursion to local theater, museum or to the nature	[_]	
Organized activities for orphanages and nursing homes	[_]	
To take care of fellows and junior fellows that behind their classes	[_]	
Organized charity box for needy people	[_]	
Formed music band	[_]	

Give other examples of your public initiatives _____ _____	[_]	

Q-6. Please indicate whether you agree or disagree with the following statements *Please check✓ once only on each line.*

	Strongly agree	**Agree**	**Agree just a little**	**Disagree just a little**	**Disagree**	**Strongly disagree**	**Don't know**
I can make a difference in my community							
I can solve problems							
I recognize the worth of others							
I feel prepared to be a leader							
I get along with people of other ethnic backgrounds							
I get along with people of other religious backgrounds							
I think it is important to listen to and value the opinions of others							
I can express my opinion when others disagree with me							
I can deal with a situation when others are annoying me or hurting my feelings							
Kids I don't like can have good ideas							
I get along with kids from rural areas and from cities (городские и сельские)							

Q-7. Listed below are some skills that people use when working together on different initiatives. How much of these skills do you have? *Please check✓ once only on each line.*

	Excellent	**Very good**	**Not so good**	**Poor**	**Don't know**
Communicating with adults					
Speaking in front of a group					
Making decisions					
Figuring out how to address a problem					
Working as part of a team to solve a					

Planning and organizing					
Completing projects					

THANK YOU VERY MUCH!!!

YOUR RESPONSES ARE VERY IMPORTANT TO US!!!

Annex 3: Final Questionnaire

TAJIKISTAN YOUNG LEADERS PROGRAM

Knowledge, Attitude and Practice (KAP) Survey
Pre and Post Test

November 2013

Counterpart YLP Office
66 Rudaki Avenue, Apartment 4, Dushanbe, Tajikistan, 734001

Today's date: ____/_____/ _____
date month year

INTRODUCTION

You have been selected to participate in the survey to help Counterpart International better understand the knowledge and skills of our program participants. We would like to learn more from you about your perception of the Youth Leadership Program and what you have learned through participating in it.

Your participation in the survey is voluntary. If you do not wish to participate, please return the empty questionnaire to the Youth Educator.

Your participation in the survey is confidential. Only the researcher in Dushanbe and Counterpart's Dushanbe-based team will have access to your questionnaire. The researcher will analyze all the responses from the participating youth in Zarafshan Valley, Rasht Valley and Badakhshan in an aggregate form. No one will be looking at your individual answers – the researcher will look for common trends among all participants of the survey.

Please answer the questions below to the best of your knowledge. If you are not sure of the answer, simply circle Don't Know.

Thank you for participating in the survey!
Your responses are very important to the Youth Leadership Program!

Q-1a. What youth center do you come to? *Please check ✓ one only.*

In Panjakent:

[_] Panjakent
[_] Loiq Sherali
[_] Khalifa –Hasan

In Rasht:

[_] Gharm
[_] Navdi
[_] Boqi Rahimzoda

In Badakhshan:

[_] Khorugh
[_] Porshinev
[_] Pastkuf

Q-1b. Did you change the center you attended?
[_] Yes
[_] No

Q-1c. If Yes, why did you change centers?

(Specify)_____

Q-2. What is your year of birth?

____/_____/ _____
date month year

Q-3. Are you *Please circle the appropriate response*
[_] Girl
[_] Boy

Q-4. What grade are you in?

Grade ___ ___ (*write your grade here*)

[_] I don't go to school

Q-4 b. What is the reason that you do not attend school?

[_] I completed all of my requirements and graduated
[_] I need to work locally to support my family

[_] I have health issues or a limiting health condition
[_] I have to work abroad for all or part of the year
[_] others, please specify_____

Q-5. What is the main language spoken in your home? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Pamiri
[_] Other (Specify) _____

Q-6. What is your ethnic group? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Mixed
[_] Other (Specify) _____

Q-7. Which is of more importance to you, your ethnicity or your citizenship? *Please check ✓only one.*
[_] Ethnicity
[_] Citizenship
[_] Other (Please specify) _____

Q-8. Generally speaking, how satisfied are you with your life – very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied? *Please check ✓only one.*

Very Satisfied	Fairly satisfied	Fairly Dissatisfied	Very dissatisfied
[_]	[_]	[_]	[_]

The next few questions are general knowledge questions. Some of them may be difficult to answer and some may be easy. Please just do the best you can.

Q-9. How important do you think it is for citizens to vote in elections – very important, somewhat important, not so important or not important at all?

Very important	Somewhat important	Not so important	Not important at all	Don't Know
[_]	[_]	[_]	[_]	[_]

Q-10. For each item below, is this something that is absolutely necessary for a political system to be called "democratic," or a system can be called democratic without that occurring? *Please check ✓ once only on each line.*

	Absolutely Necessary for Democracy	**Doesn't Need to Occur for Democracy**	**I don't know**
a. Free and fair elections			
c. Freedom of the news media			
d. A system where the president, the parliament and the courts have separate powers of their own			
e. Equal rights for women			
f. Equal rights for the disabled			
g. Equal rights for all ethnic groups			
e. Equal rights for all religious groups			

Q-10 b: What is Pluralism of opinions? *Please check ✓only one.*

[_] A series of diverse opinions that positively impact civil society development
[_]A series of diverse opinions that negatively impact civil society development
[_]Diverse opinions that have no impact upon the development of society
[_]A set of principles for assessing how a society develops

Q- 10 c. What is government structure of Tajikistan**?** *Please check ✓only one.*

[_] Parliamentary
[_] Presidential
[_] Civil

Q- 10 d. Who are the local self-government authorities? *Please check ✓only one.*

[_] Local committees
[_] Settlements (Jamoats)
[_] Civil Society Organizations
[_] District Executive body

Q-11. On another subject, please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. Women holding jobs					

outside the home					
b. Women involved in decisions affecting their village and jamoat					
c. Women holding management positions					
d. Girls education through high school					
e. Higher education for girls					

Q-12. Do you think that women presently have more rights, fewer rights or about the same rights as men in our society? *Please check✓only one.*

[_] More rights than men
[_] Fewer rights than men
[_] Same rights as men
[_] Don't Know

Q-13. Do you think women should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check✓only one.*

[_] More rights than they have now
[_] Fewer rights than they have now
[_] Have the rights they should have
[_] Don't Know

Q-14. Being disabled means having a physical condition or permanent injury that limits a person's movements, senses, or activities.

Please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. People with disability involved in decisions affecting their village and jamoat					
b. People with disability holding management positions					
c. Education of people with disability					

Q-15. Do you think that disabled people presently have more rights, fewer rights or about the same rights as those in our society who are not disabled? *Please check ✓only one.*

[_] More rights than the non-disabled
[_] Fewer rights than the non-disabled
[_] Same rights as the non-disabled
[_] Don't know

Q-16. Do you think disabled people should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check ✓only one.*

[_] More rights than they have now
[_] Fewer right than they have now
[_] Have the rights they should have
[_] Don't Know

Let's talk about you now.

Q-1. Who is your leadership model?

_____

Q-2. Do you think of yourself as a leader?

[_] Yes
[_] No
[_] Don't know

Q-3. What are examples of your leadership in school, community or country? *Please give as many examples as you like.*

_____
_____
_____
_____
_____
_____
_____
_____
_____

Q-4. If you don't think of yourself as a leader, would you like to be a leader one day? *Please check ✓only one.*

[_] Yes
[_] No
[_] Don't know

Q-5. In the past 6 months have you done any of the following and how many times? *Please check ✓ for as many as apply and then for each of your responses indicate how many times you did that.*

	Please check if YES	**How many times**
Organized subbotnik (cleaning of the school yard and classes)	[_]	
Organized competition /holiday celebration / performance in the school	[_]	
Organized sports competition	[_]	
Organized excursion to local theater, museum or to the nature	[_]	
Organized activities for orphanages and nursing homes	[_]	
To take care of fellows and junior fellows that behind their classes	[_]	
Organized charity box for needy people	[_]	
Formed music band	[_]	
Give other examples of your public initiatives _____ _____	[_]	

Q-6. Please indicate whether you agree or disagree with the following statements *Please check✓ once only on each line.*

	Strongly agree	**Agree**	**Agree just a little**	**Disagree just a little**	**Disagree**	**Strongly disagree**	**Don't know**
I can make a difference in my community							
I can solve problems							
I recognize the worth of others							
I feel prepared to be a leader							
I get along with people of other ethnic backgrounds							
I get along with people of other religious backgrounds							
I think it is important to listen to and value the opinions of others							
I can express my opinion when others disagree with me							
I can deal with a situation when others are annoying me or hurting my feelings							

Kids I don't like can have good ideas							
I get along with kids from rural areas and from cities							

Q-7. Listed below are some skills that people use when working together on different initiatives. How much of these skills do you have? *Please check✓once only on each line.*

	Excellent	**Very good**	**Not so good**	**Poor**	**Don't know**
Communicating with adults					
Speaking in front of a group					
Making decisions					
Figuring out how to address a problem					
Working as part of a team to solve a					
Planning and organizing					
Completing projects					

YLP Evaluation
(POST-participation survey only)

1. What were your favorite activities in the Young Leaders Program?

_____

_____

2. Did you participate in the following activities of the Program?

	Please check if YES
Civic education training course	[_]
Received a grant	[_]
Participated in a summer camp	[_]
Participated in a Conference	[_]
After-school activities	[_]

If you have participated in the Civic Education Training, please answer **Questions 3,4 and 5**. If you didn't participate in the Training, please go to Question 6.

3. In the Young Leaders Program, did the Youth Educator use any of the following methods of interaction? *You can check✓more than one*

	Yes
1. Lecture	
2. Flip chart	
3. Role play	
4. Discussion	
5. Individual assignments in class	

6. Home work	
7. Hand out materials that you could take	
8. Individual Action Plan	

4. Overall, were the teaching techniques used by the Youth Educator very effective, somewhat effective, not so effective or not effective at all?

[_] Very effective
[_] Somewhat effective
[_] Not so effective
[_] Not effective at all
[_] Don't Know

5. How would you rate the Youth Educators in the following. *Please check ✓ once only on each line.*

	Excellent	**Very Good**	**Not So Good**	**Poor**	**Don't know**
a. ability to explain the topics covered					
b. knowledge of the topic covered					
c. approachability					
d. respect for participating youth					

6. How much, if anything, would you say you learned from the Young Leaders Program - a great deal, a good amount, just some or nothing at all?

[_] A great deal
[_] A good amount
[_] Just some
[_] Nothing at all
[_] Don't Know

7. What, if anything, would you improve about the training you received from the Young Leader's Program?

_____
_____

8. What is the most important thing that keeps you involved in the youth center?

_____
_____

9. How willing are you to continue your participation in the Young Leaders Program: very willing, somewhat willing, somewhat unwilling, or very unwilling?

[_] Very willing
[_] Somewhat willing
[_] Somewhat unwilling

[_] Very unwilling
[_] Don’t Know

10. Do you have any recommendations for the Young Leaders Program or the center you attended? If so, please share your recommendations.

_____

_____

THANK YOU VERY MUCH!!!

YOUR RESPONSES ARE VERY IMPORTANT TO US!!!

TAJIKISTAN YOUNG LEADERS PROGRAM

REPORT
ON THE RESULTS OF KAP SURVEY 2014
"IDENTIFYING OF THE LEVEL OF KNOWLEDGE, ATTITUDES AND PRACTICES OF THE YLP YOUTH"
(COMPARATIVE ANALYSIS)

Submitted on: March, 2015

Submitted To: USAID/Central Asian Republics

DUSHANBE - 2015

Content

Executive Summary 3
About the Survey 3
Key Findings ..... **Error! Bookmark not defined.**
Recommendations ..... **Error! Bookmark not defined.**
Introduction ..... **Error! Bookmark not defined.**
Program Profile 6
Methodology 7
Survey and Sampling Tools 7
Participant Profile 7
Civic Education and Democratic Values ..... **Error! Bookmark not defined.**
Key Values and Identities ..... **Error! Bookmark not defined.**
Characteristics of Democratic Society ..... **Error! Bookmark not defined.**
Important Roles ..... **Error! Bookmark not defined.**
Leadership and Civic Engagement ..... **Error! Bookmark not defined.**
Leadership Skills ..... **Error! Bookmark not defined.**
Community Activities ..... **Error! Bookmark not defined.**
Evaluating Democratic Values ..... **Error! Bookmark not defined.**
Conclusion ..... **Error! Bookmark not defined.**
Recommendations ..... **Error! Bookmark not defined.**
Annex 1: Analysis of Questions ..... **Error! Bookmark not defined.**
Annex 2: Baseline Questionnaire 3
Annex 3: Final Questionnaire 37

Executive Summary

The Young Leadership Program (YLP) is a program funded by USAID and implemented by Counterpart International in Tajikistan. The program aims to create a proactive, engaged, and socially conscious youth community in Tajikistan. To measure the impact of the program on youth participants, YLP administered a knowledge, aptitude, and practices (KAP) survey to gauge participant understanding of democratic principles, civic engagement, and leadership, prior to and upon completion of the program.

Counterpart International's Young Leadership Program is a USAID Funded program which aims to create a proactive, engaged, and socially conscious youth community in Tajikistan. In order to measure the impact of the program, YLP regularly administers knowledge, aptitude, and practices (KAP) survey in order to gauge participant understanding of democratic principles, civic engagement, and leadership after completing the program.

The YLP program is broken down into three cohorts separated by into fiscal years. The first cohort participated in YLP programming during FY 2012. The second cohort participated during FY 2013. The third, and final cohort, began participation in the program at the start of FY 14.

This reports presents the findings from the FY 2014 cohort of YLP participants between the ages of 13-17 from three regions in Tajikistan—Rasht, Zarafshan, and the Gorno Badakshan Autonomous Oblast (GBAO). This is the second survey in a set of three that gauges the knowledge, aptitudes, and practices of young Tajik leaders. The third cohort was selected at the beginning of FY 2014 and is completed activities in October of 2014.

About the Survey

In the 2014 cohort, 316 youth applicants were selected to take part in YLP programming from October to December of 2012. Prior to beginning the program, 267 program youth responded to a 27 question Knowledge, Attitudes, and Practices (KAP) survey. The survey is broken down into three distinct sections: demographics, principles of democratic government and civil society, and civic engagement and leadership.

The first section establishes a demographic framework by asking participants to identify ethnicity, gender, the language spoken at home, which regional center they attended, and what grade they were currently attending at the start of the program.

The second section of the survey focuses on principles of democratic governance and civil society. Questions revolve around the rights of women, the necessary requirements for democracy, and the importance of voting as key indicators of strong civil society and democratic principles. This section focuses on the knowledge and attitudes of the participants. For example, what do they know about democracy or what do they believe the roles and rights of women should be?

The third and final section focuses around the attitudes and practices. It asks participants to self-examine their roles as youth leaders, whether or not they would like be or continue to be leaders, and to identify some practices that would make them a good leader.

YLP staff and partners administered the questionnaire a second time, 6 months after the participants completed the YLP program. This second assessment included an additional section soliciting

feedback on the program itself. In total, 186 participants completed the second round of questionnaires. The findings of this report are based on a comparative analysis of the baseline and final surveys of the 2013 cohort.

Key Findings

- In final survey, 56% of respondents were female and 43% were male with 1% not indicating a gender.
- The most common language spoken at home in both the baseline and the final survey was Tajik. 56% of all participants, male and female, spoke Tajik at home and with friends in the baseline while 65% of the returning participants in the final survey spoke Tajik at home
- Tajik citizenship was identified as the most important identity among participants with 96% of respondents in the final survey indicating it as their most important identity**.**
- In the baseline survey 93% of participants indicated that voting was very important, while in the final survey that number increased to 97%.
- In the baseline, young women were slightly more likely than young men to perceive that a pluralism of ideas had no impact on society in Tajikistan—45% compared to 39% respectively. Interestingly, in the final this number increased among young women while decreasing among young boys. Fifty-six percent of girls said that pluralism had no impact on society while only 30% of boys said the same
- Ninety-six percent of young women believed that women should hold equal rights to men, while 88% of young men believed the same. These figures indicate a solid increase in the awareness around women's rights and gender equality among both male and female cohorts.
- There was a marked change was the percentage increase in strong support for women being involved in local decision making—72% up from 52%, and 81% up from 65%.
- In the final survey, the percent of participants believing themselves to be leaders increased up to 73% from the original 51%. Boys were still more likely than girls to perceive of themselves as leaders—79% compared to 69%.
- Among all activities, students participated in a total of 1437 activities for an average of 5 activities per participant.
- By and large, participants in the baseline held positive opinions of the roles they felt they could play in impacting society around them. Overall, 67% of participants strongly agreed they could make a difference in their community, 65% strongly agreed they recognized the worth of others, 77% strongly agreed they could recognize the worth of others, and 71% strongly agreed they got along with people from rural areas.

Recommendations

- Approach leadership and roles with girls more closely. Some female respondents still felt they were unprepared to be leaders when compared to the figures for male respondents.
- Emphasize diversity and plurality of opinion. Many participants indicated that a plurality of opinion or thought would have no impact on society as a whole. While this indicates a neutral response, it may indicate that many have not been introduced to differing opinions. There was a similar trend among participants regarding the role of minority ethnic and religious groups in society. While ethnicity and religion as a whole may be deemphasized as a priority in Tajikistan society, it is important that potential minority voices can be heard and that participants should be prepared to encounter them in the future.
- Emphasize the link between skills and leadership, particularly those the program indicates as leadership specific. There still a minority of participants who did not feel prepared to be a

leader after the program, but indicated confidence in the skills to successfully lead. This indicates a possible disconnect between confidence in skills and confidence in leadership ability.

- Prior to establishing a target for overall growth in understanding of civic principles, it is important to establish a baseline of civic knowledge for program participants. In this program, youth program participants already had a strong understanding of the civic system and civic education principles measured by the survey, making judging change a challenge. Before setting the overall target, a baseline evaluation of civic engagement principles would be useful for managing expectations and setting program priorities.
- In future youth programs emphasize program participation time around youth schedules. In this program, after school efforts were the most attended and also the key implementing time for program activities. This is likely context specific, owing to a strong national education center. However, it bears out that youth programs should catch students and young people when they have the time and not infringe on other societal, educational, or familial obligations.

Introduction

The Republic of Tajikistan is a landlocked country in Central Asia that shares borders with Afghanistan to the South, Uzbekistan to the West, Kyrgyzstan to the North, and China to the East. As of 2012, Tajikistan had a population of over 8 million people, 26.5% of which lives in an urban environment. An estimated 99.5% of the population has the ability to read and write due to an established public education system

Tajikistan has a very large youth population. Over fifty percent of the population is under the age of 24. In order to maintain a stable and healthy democracy, it is critical that Tajik youth be prepared to take an active role in their communities and have the skills necessary to take on leadership roles. YLP programming and partner CSOs seek to better prepare the youth of Tajikistan for the increasingly important roles they will play in maintaining a stable and healthy society.

Sunni Islam of the Hanafi School has been officially recognized by the government since 2009, but Tajikistan considers itself a secular state with a Constitution providing for freedom of religion. Most of Tajikistan's population belongs to the Persian-speaking Tajik ethnic group, who share language, culture and history with Afghanistan and Iran. Although Tajiks who speak the Tajik language are the main ethnic group, there is a sizable minority of Uzbeks and Russians, whose numbers are declining due to emigration.

After independence in 1991 from the Soviet Union, Tajikistan suffered from a devastating civil war, which lasted from 1992 to 1997 and involved factions often distinguished by clan loyalties. Since the end of the war, newly established political stability and foreign aid have allowed the country's economy to grow.

The current President, Emomalii Rahmon, came to power in 1994, and in 1997 a ceasefire was reached between Rahmon and the opposition parties (United Tajik Opposition). Peaceful elections were held in 1999, though they were criticized by opposition parties and foreign observers. Rahmon was re-elected with 98% of the vote. Elections were held again in 2006, with Rahmon winning a third term in office with 79% of the vote in a field of five candidates. Several opposition parties boycotted the election, and the Organization for Security and Cooperation in Europe (OSCE) was critical of it, although observers from the Commonwealth of Independent States claimed the elections to be legal and transparent.

Tajikistan holds elections for the Presidency and Parliament; however, the country has a one-party dominant system, where the People's Democratic Party of Tajikistan maintains a vast majority in Parliament. Freedom of the press is officially guaranteed by the government, although independent press outlets remain restricted, as does a substantial amount of web content.

Program Profile

The goal of the YLP program is to create a proactive, engaged, and socially conscious, youth community in Tajikistan that is prepared and willing to take greater leadership role in their communities and beyond. To that end Counterpart International is working with local civil society organizations (CSOs), community partners, public institutions, and donors to develop robust and engaging programming designed to engage the youth community and create passionate and involved future leaders.

The program focuses on urban youth from remote areas of Tajikistan and teenagers ages 13-17 in three regions of Tajikistan: the Gorno Badakshan Autonomous Oblast (GBAO), Rasht, and Panjakent, and is in the process of being implemented over four years (from 2011-2015). The program is being implemented at the local level in close cooperation with local governments, education and culture departments, local CSOs, parents committees, schools, and is overseen and maintained at the national level by the Ministry of Education and the Youth Matters Committee.[1] Basic program activities scheduled by YLP include:

- Holding summer camps, forming study groups, supporting sports activities, planning cultural initiatives, and developing local programming centered on youth development and self-actualization. These activities are focused on civil engagement, tolerance, respect, perception, communication skills, democracy development, and leadership skills.
- Supporting youth initiatives aimed at improving the condition of young people through small grant programs, youth projects, outreach, and awareness. Initiatives include the repair of sporting grounds, classrooms, afterschool programs, and the creation of volunteer programs to help youth develop a sense of community and improved notions of civil responsibility and actions.
- Conducting activities for young people at the regional level in order to promote understanding and interaction between youth of different regions and localities.
- Cooperating with social organizations, CSOs, local authorities, schools, and government representatives to advance youth programs and the local and regional level.

To carry out these activities, Counterpart International works with a number of key Civil Society Organizations—Khirad, a local partner in who operates at centers in Badakshan, Marifatnoki, a local CSO that operates at centers in Rasht, and Women of Orient, a local partner CSO that operates centers in Zarafshan (Panjakent). All three of these organizations were competitively selected for ISI grants based upon a proven track record of community organization and involvement as well as prior work with youth populations. These local partners work with curriculum and training provided by Counterpart, which they tailor to meet local conditions.

[1] The Gorno Badakshan Autonomous Oblast is an autonomous region that declared independence from the Tajikistan Republic in 1992. Thus programs in that area are not overseen by the Republic.

Methodology

Prior to participating in YLP programming, each cohort (or annual group of youth participants) is asked to take a survey to establish an initial level of knowledge, aptitudes, and practices towards democratic and civic participation, the inclusion of women and people living with disabilities, as well as leadership skills, leadership examples, and aptitudes. In the first cohort (2011-12), the baseline survey returned 299 questionnaires across three regions: Rasht, Panjakent, and Badakshan, while the final survey returned 236 questionnaires across those same regions. The second cohort (2012-13) returned 267 surveys in the baseline and 186 surveys in the final across those three regions respectively.

In this cohort, Counterpart International field staff collected and aggregated data from the baseline and final surveys. With support from the field, Counterpart HQ staff analyzed the datasets and prepared a comparative analysis between the baseline and final surveys designed to improve the YLP curriculum and provide insights for future programming.

Survey and Sampling Tools

The youth surveyed participated in YLP activities in three regions. Specifically, these youth reside in three towns, settlements, or jamoats (communes or municipalities) in each of the three regions:

1. Zarafshan- Garm Settlement, Boki Rahim-zade Jamoat, and Navdi Jamoat
2. Panjakent Valley- Penjakent town, Loiq-Sherali Jamoat, and Khalifa Hasan Jamoat
3. Badakshan Region- Khorog Town, Proshnev Jamoat, and Pastkhuf Jamoat

Counterpart administered the baseline questionnaire to recruits prior to their participation in YLP activities. This allowed the project to measure of the basic skills and knowledge of program participants regarding key subjects such as democracy, gender equality, and leadership principles. The final survey, conducted 6 months after the completion of the project's activities, facilitated a comparative analysis of the participant's KAP prior to and upon completion of their engagement with the project to determine the impact of the programming as well as to provide insight to future programs.

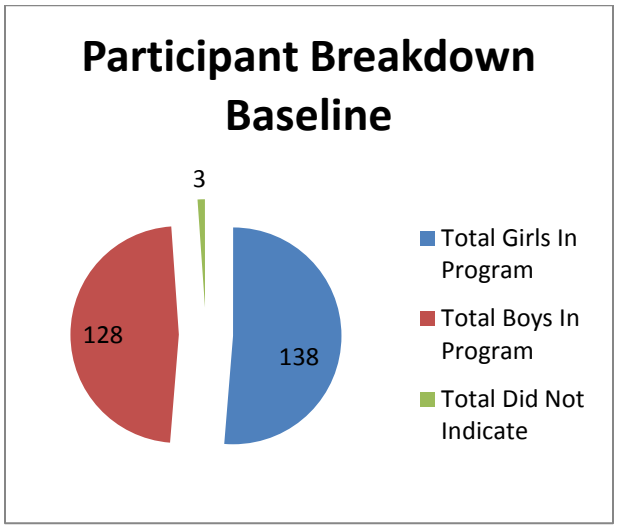
The primary tool for this data collection was a questionnaire composed of 27 open and close-ended questions regarding participant's age, ethnicity, school grade, gender, and opinions regarding democracy, gender equality and human rights, the rights of the disabled, leadership values, leadership models, and leadership skills. The final survey included five additional questions to gather participants' feedback on the project activities and to indicate areas for improvement.

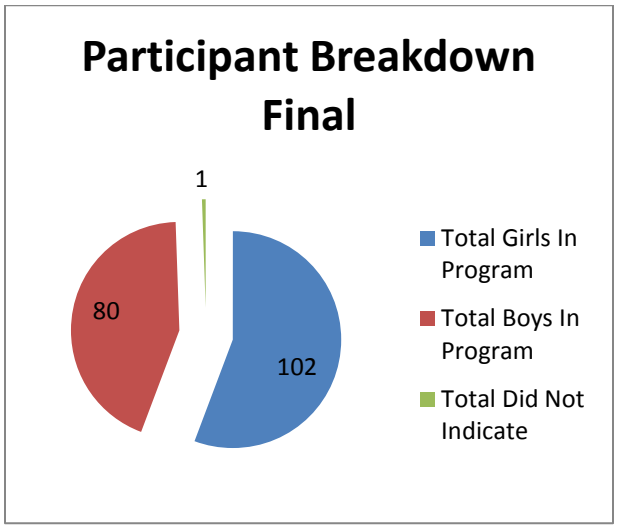
With the help of a consultant, Counterpart International administered the baseline and final surveys, and then translated the results into English, Tajik and Russian. The consultant, as well as Counterpart International HQ staff, analyzed the data to develop and finalize this report.

Participant Profile

The 2014 cohort represents the third and final youth cohort for Counterpart's Youth leadership program. This third cohort, like the previous two, focused on engaging over 300 of Tajikistan's young leader participated in the program with 269 answering questions in the survey given before

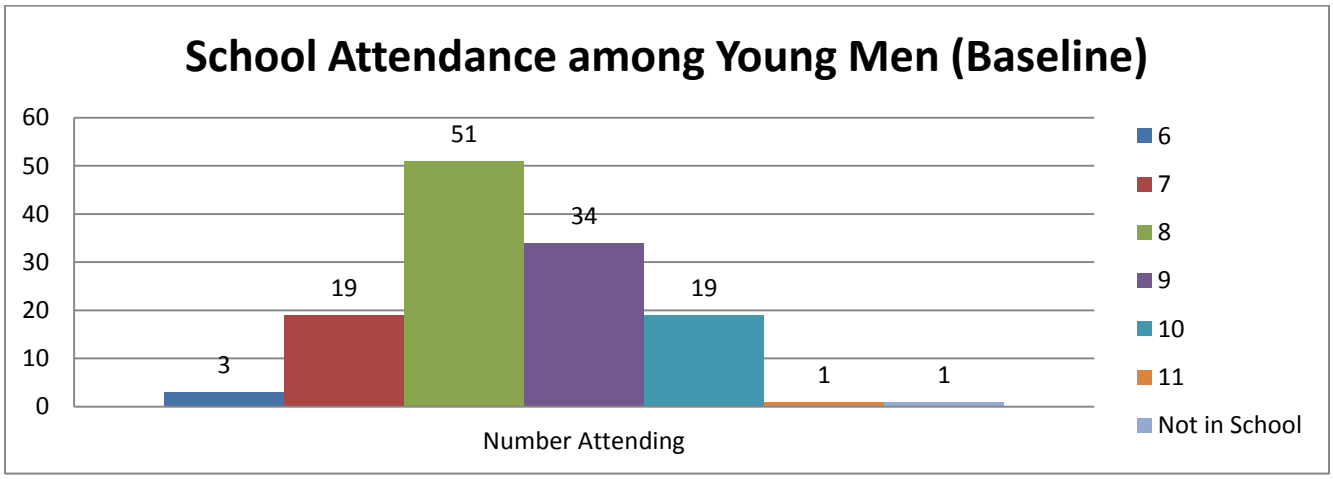
the baseline and 183 program participants answered the survey distributed after the close of activities.

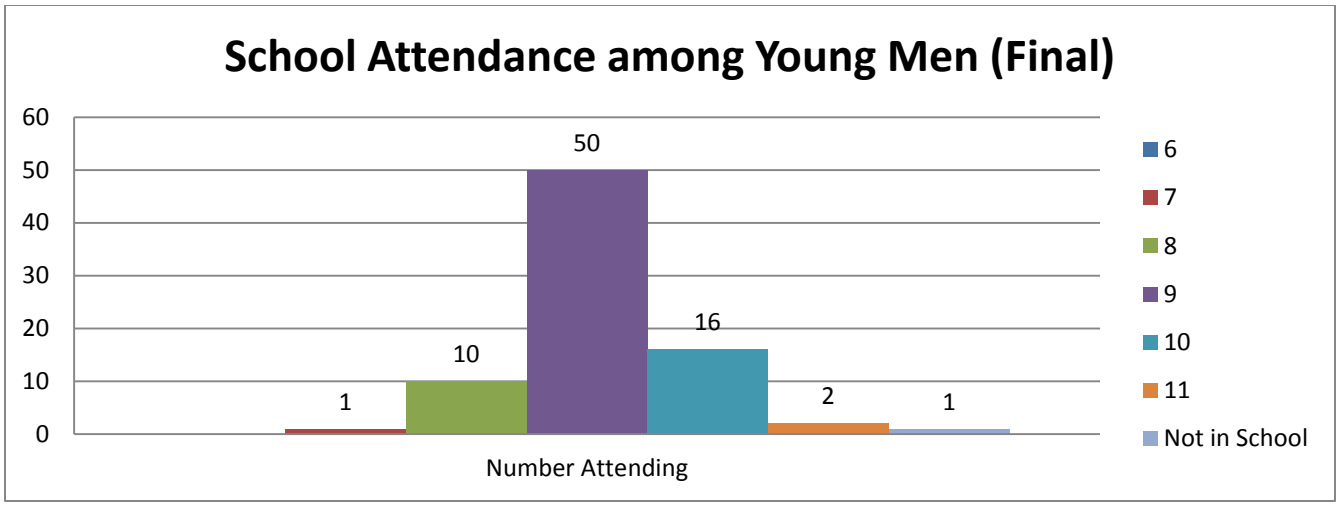




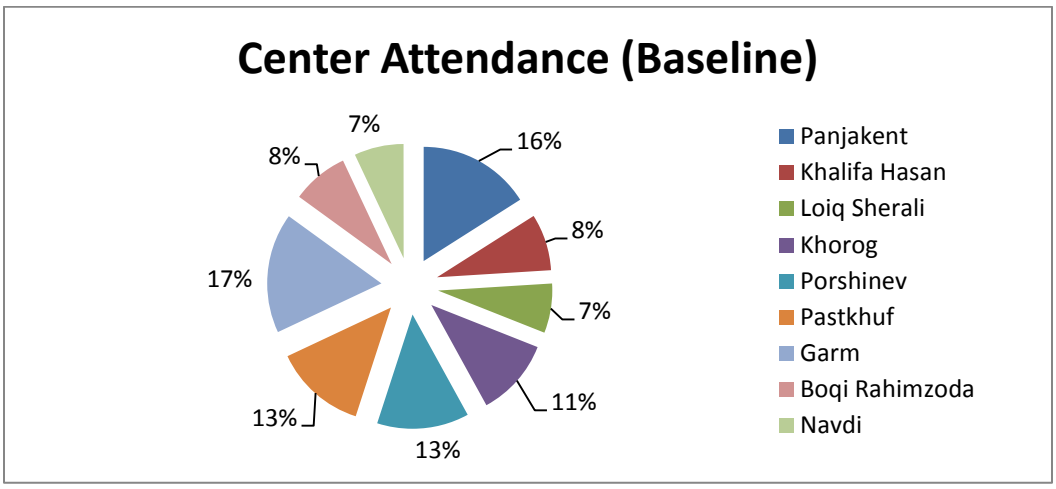
At the start of the program 51% of the respondents to the survey indicated their gender as female, 48% indicated male with 3% not indicating gender at all. In final survey, 56% of respondents were female and 43% were male with 1% not indicating a gender.

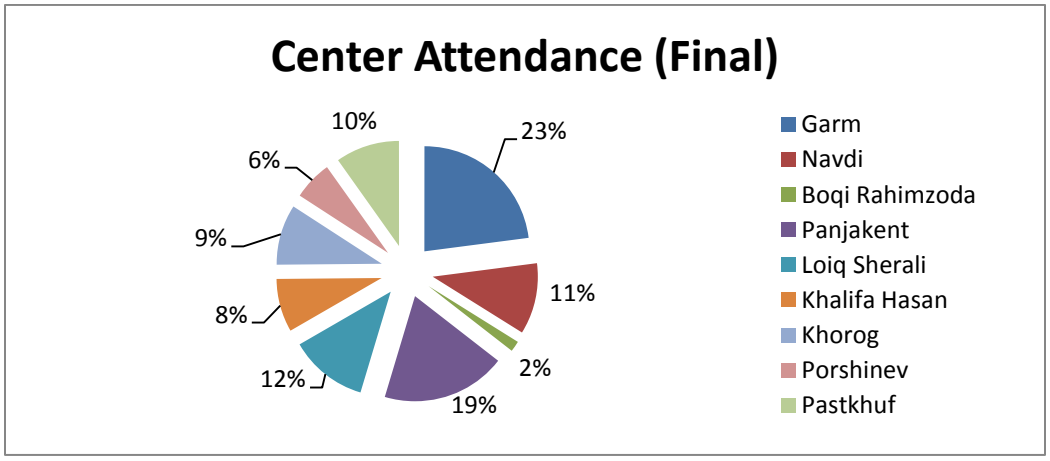
Between the baseline and the final there was a 31% decrease in the overall number of respondents. Among young women respondents the number decreased 26%, while among young men the amount decreased 38%. The most likely reason for this arises from the number of young men who seek employment during the summer and fall. For instance 55 of the male respondents in the baseline survey were in the 9th, 10th, and 11th grades—the prime age that young men in Tajikistan begin to seek employment. Between the start and the end of the program students transition one grade higher. For instance, those in grade 8 at the start of the program will be in grade 9 by the end of the program. If we account for those that shift, those students should be in grade 10, 11, or no longer in school. From the original 55 respondents the number drops down to 19, a decrease of 65%.



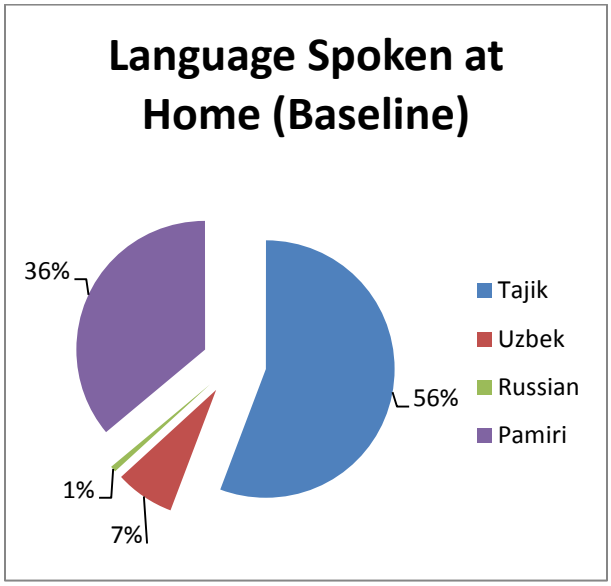


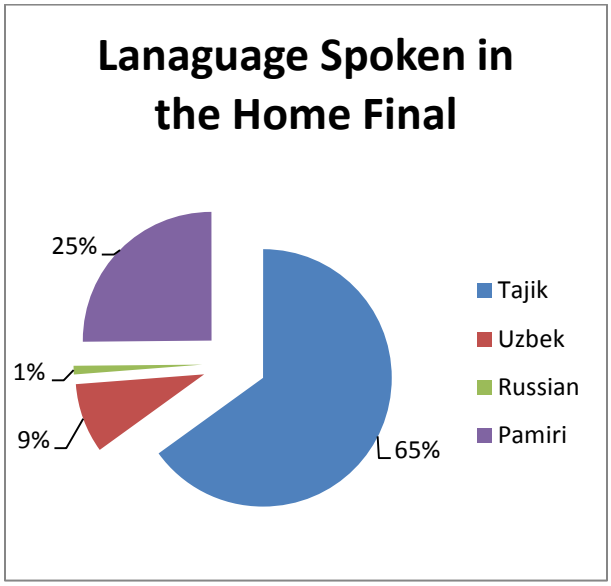
A large portion of YLP programming takes place out of youth programming centers in 9 urban districts in 3 regions of Tajikistan. Among baseline respondents most were likely to attend the Garm, Panjakent, Porshinev, or Pastkhuf Centers at 17%, 16%, 13%, and 13% respectively. By and large, that likelihood holds up in the final survey with 23%, 19%, 6%, and 10% attending those same respective centers. Between young men and women, there was no significant difference in attendance, boys and girls were distributed fairly evenly among centers.





The most common language spoken at home in both the baseline and the final survey was Tajik. 56% of all participants, male and female, spoke Tajik at home and with friends in the baseline while 65% of the returning participants in the final survey spoke Tajik at home. The second most common language between the two surveys was Pamiri, spoken primarily participants from the Gorno-Badakhshan region—36% of participants in the baseline and 25% of participants in the final surveys spoke Pamiri in the home.

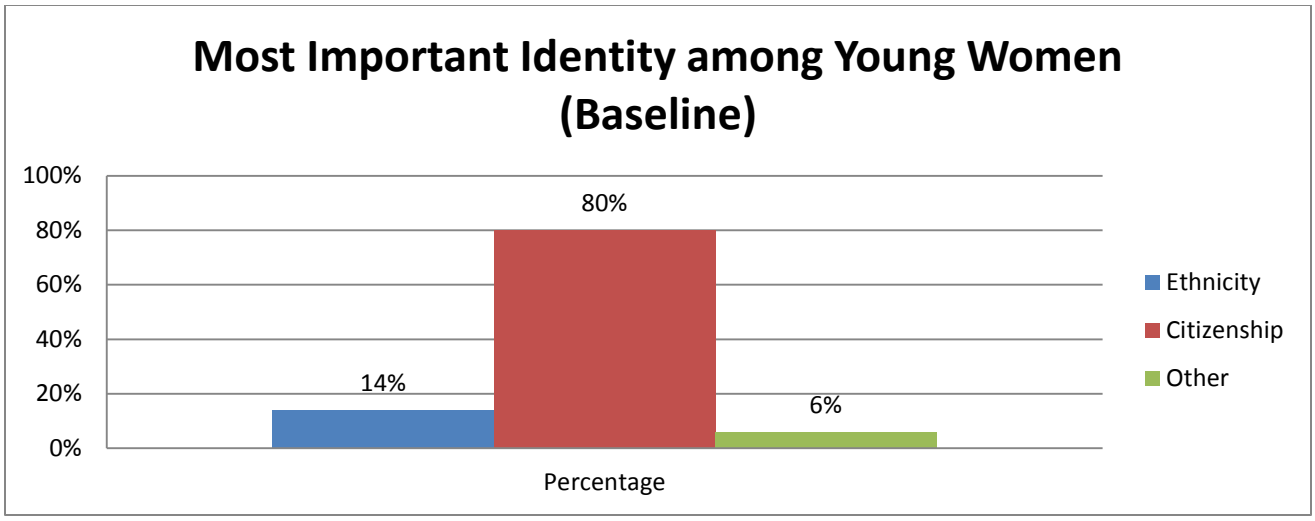


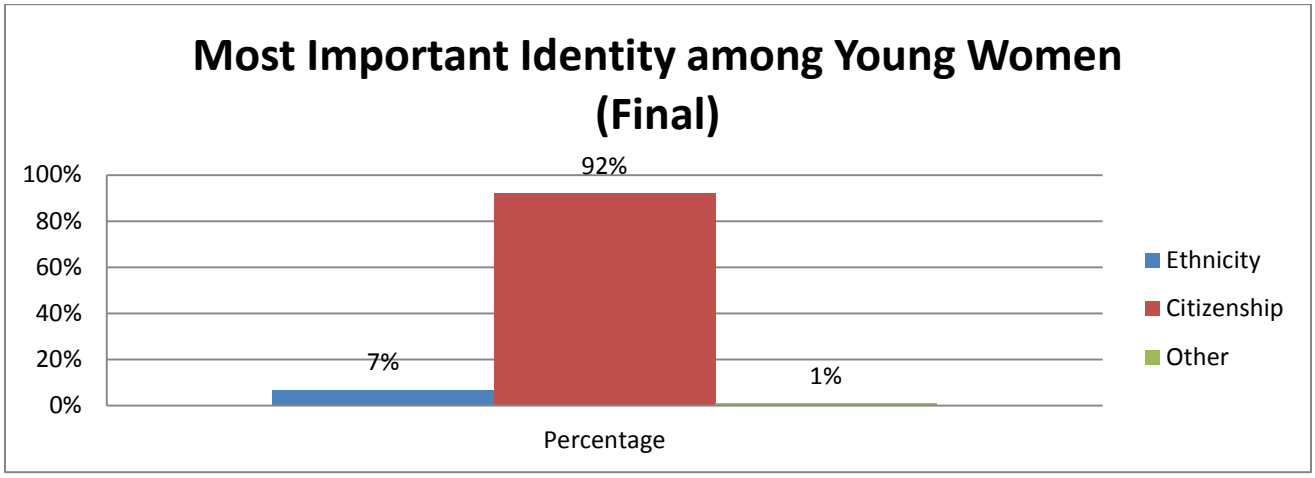


Civic Education

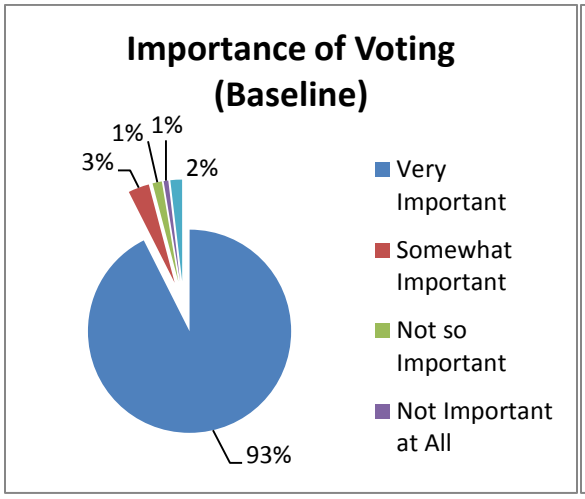
A fundamental component of the Young Leaders Program is developing participants' knowledge and attitudes around civic education and civic principles, a tall order in a country with a high literacy and high awareness of public institutions. In order to gauge that knowledge, the survey asks questions focusing on national identity, the importance of voting, the essential requirements for successful democracy, and the key roles and rights women and those living with disabilities should have. In order to gauge a change in knowledge, Counterpart indexed positive and negative answers between the baseline and final respondents around these key issues to measure potential change.

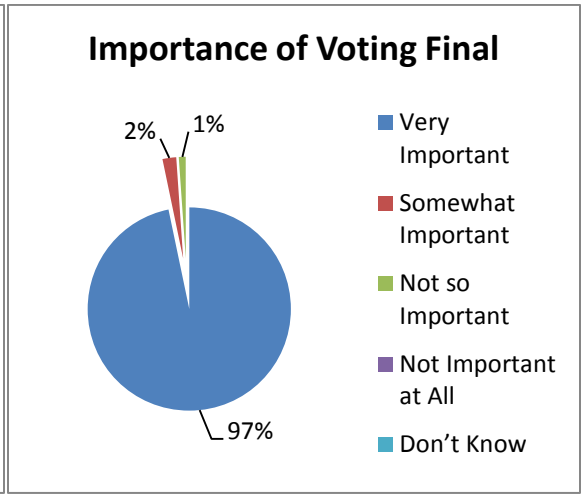
Eighty five percent of all participants in the baseline indicated that their most important identity was citizenship. In the final survey that number increased to 94% of all participants. Interestingly, young women saw the highest percentage point increase between the baseline and the final surveys. Among female participants, 80% of girls in the baseline saw citizenship as their most important identity, while 92% of female participants in the final survey perceived citizenship as their most important identity.





Perceptions on the importance of indicate how participants in the program felt about their ability to impact change through enfranchisement. Those that view voting as important or very important are more likely to believe their views and values matter and that their vote has an impact on decision making. In the baseline survey 93% of participants indicated that voting was very important, while in the final survey that number increased to 97%. Among both young and men and women, those attitudes were reflected evenly.

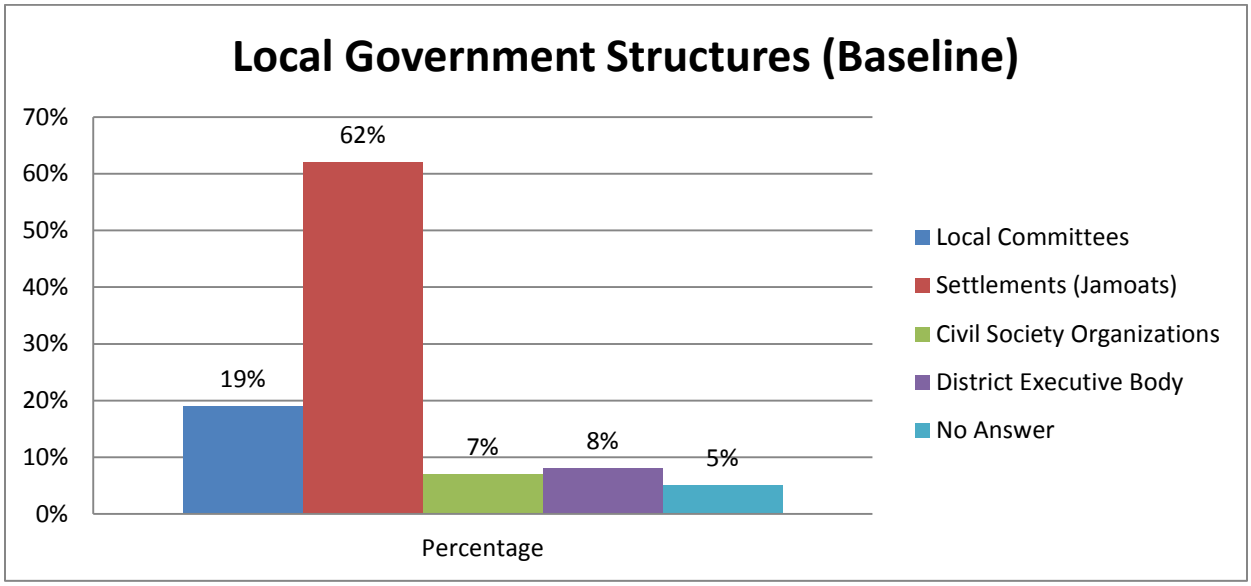


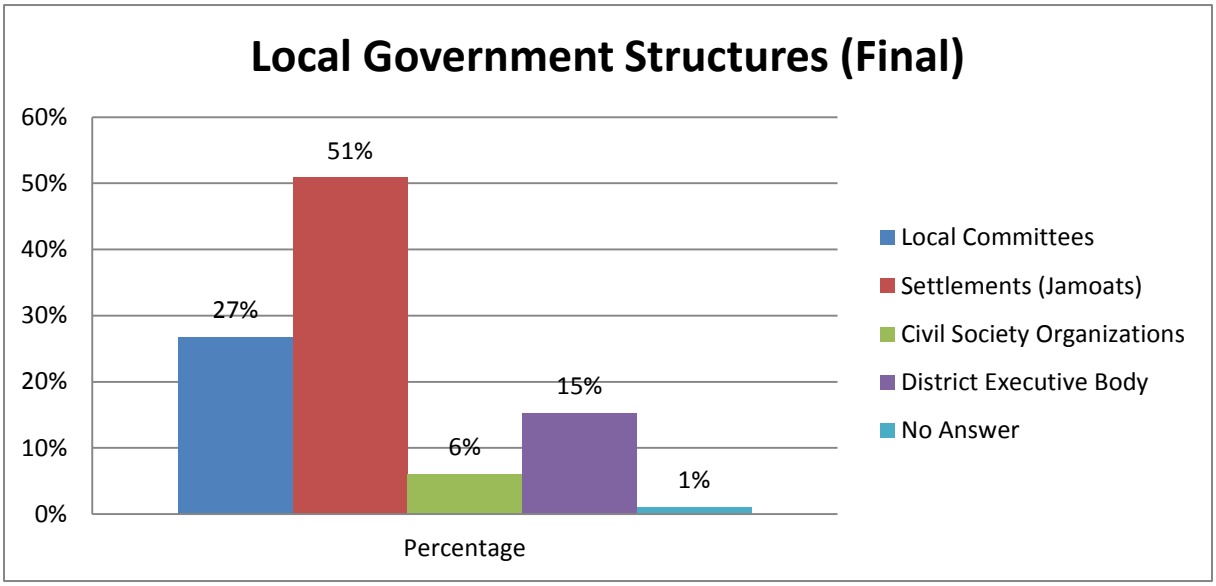


Structures and Democratic Institutions

Participants were asked a number of questions which help define their awareness not only of their local decision making institutions while also identifying the necessary institutions for democracy.

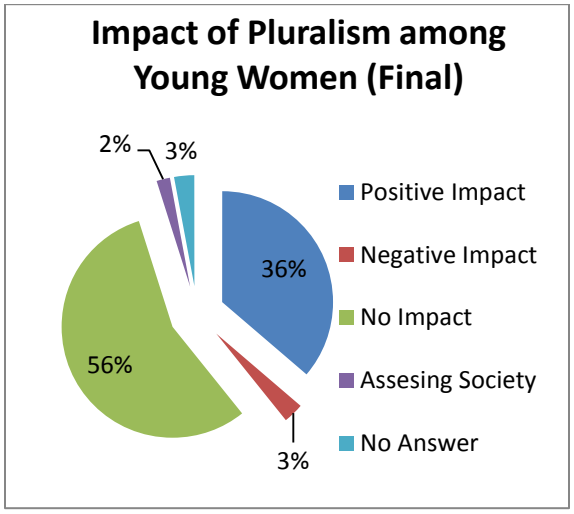
Participants were asked to indicate their local decision making bodies for this survey. Sixty-two percent of participants in the baseline indicated that settlements were their local government structure with 18% indicating that local committees were their most prominent local government structure. However in the final survey, the number that view settlements as local government structure dropped to 51% while the number viewing local committees increased to 27%, indicating an increase in understanding about the responsibilities of various sub national institutions.

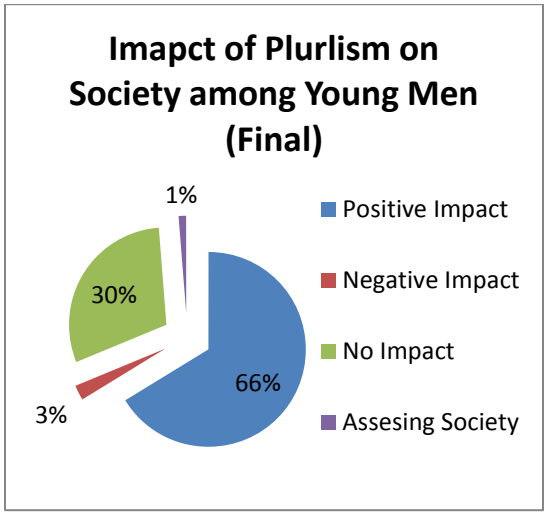




Participants were also asked to indicate the importance of pluralism in Tajik society. Pluralism, particularly as it relates to the free flow of opinions and ideas is viewed as a critical part of a healthy civil society. In the baseline, young women were slightly more likely than young men to perceive

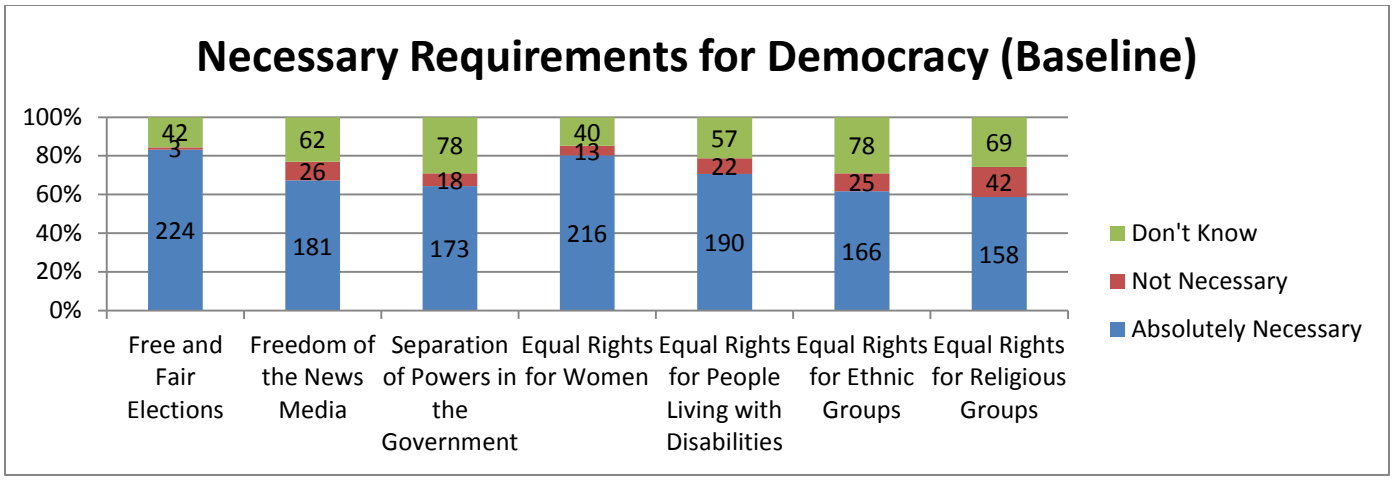
that a pluralism of ideas had no impact on society in Tajikistan—45% compared to 39% respectively. Interestingly, in the final this number increased among young women while decreasing among young boys. Fifty-six percent of girls said that pluralism had no impact on society while only 30% of boys said the same. This may have to do with the decrease in the overall number of male respondents, but the decrease remains striking. It indicates that girls are more likely than boys to believe that a pluralism of ideas bears no real impact on society, therefore is neither a good nor bad institution. Whereas boys in the final survey are almost twice as likely—66% to 36% respectively—to believe that a pluralism of ideas is a good thing for society.

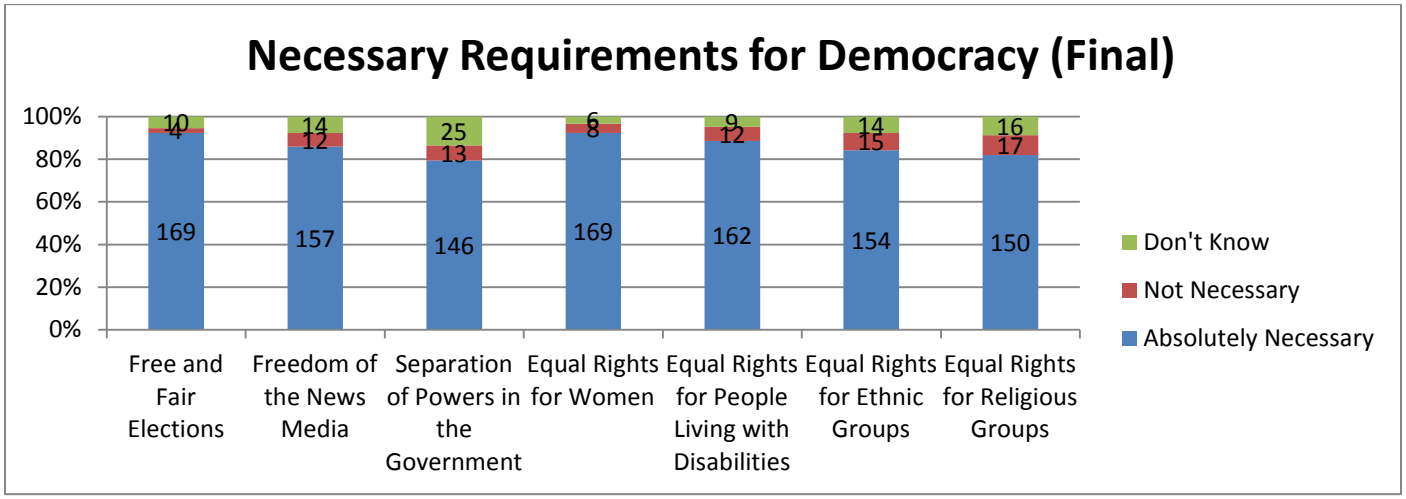




One of the key questions for judging the knowledge, attitudes, and practices of participants in the survey was a series of questions revolving around the importance of key institutions or ideas that are considered fundamental parts of democracy including free and fair elections, separation of powers within the government, and equal rights for various groups.

Among the baseline 83% of participants believed the free and fair elections were necessary in a democracy, nearly ten percentage points in the final to 92%. Eighty percent of respondents in the baseline believed that women should have equal rights to men while in the final 92% believed the same. Surprisingly, young men in the baseline were slightly more likely than young women to believe that women should hold equal rights to men with 81% of boys indicating that compared to 78% of girls. In the final survey, however, the answers become slightly more predictable. Ninety-six percent of young women believed that women should hold equal rights to men, while 88% of young men believed the same. These figures indicate a solid increase in the awareness around women's rights and gender equality among both male and female cohorts.



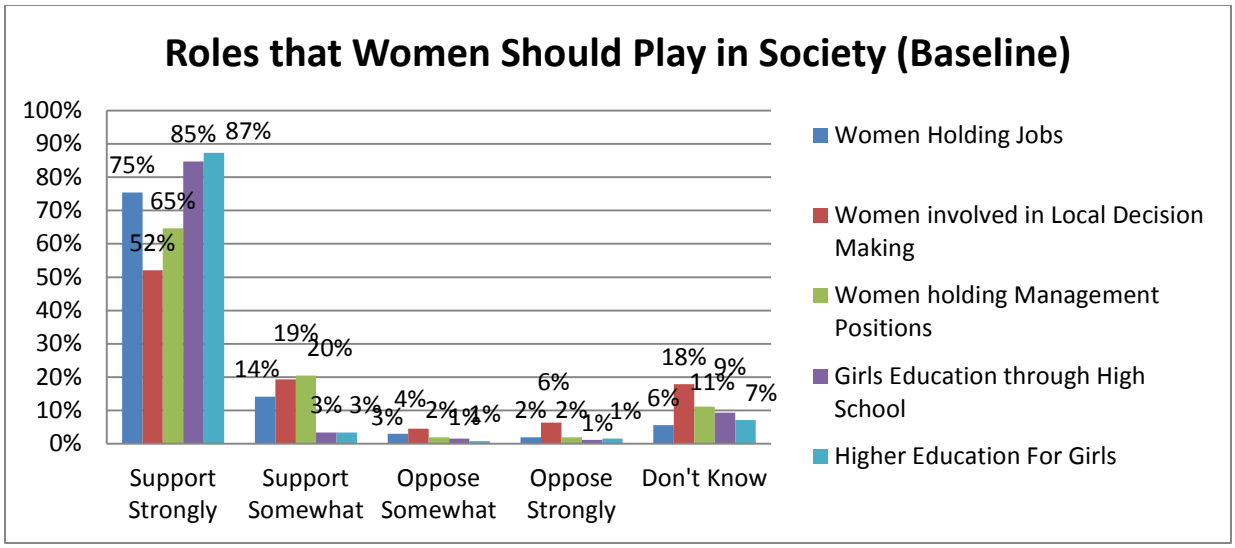


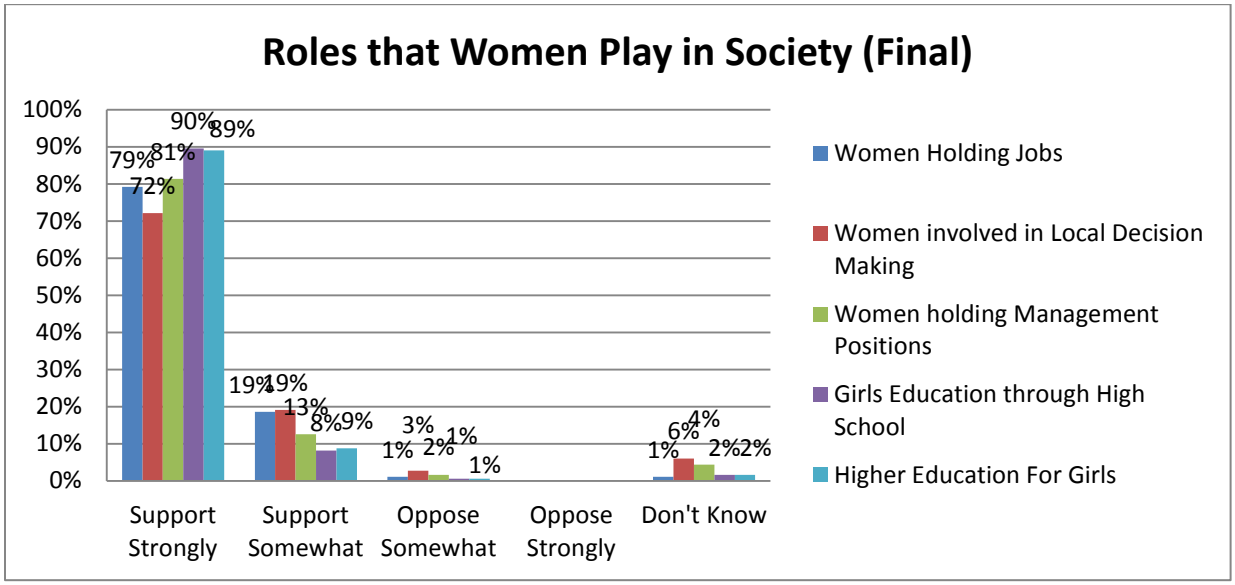
Roles and Rights of Marginal Groups

Another pivotal part of Counterpart's civil society work revolves around the rights, roles, and privileges of women and marginalized groups. In the Young Leaders Program, participants were surveyed about their attitudes relating to the roles and rights that women and people living with disabilities have and should have.

One of the primary areas of focus was to determine what students perceived to be roles that women in should be able to hold including working outside the home, being involved in local decision making, holding management and leadership positions, having access to higher education through high school, and being able to gain an education of their choosing beyond high school.

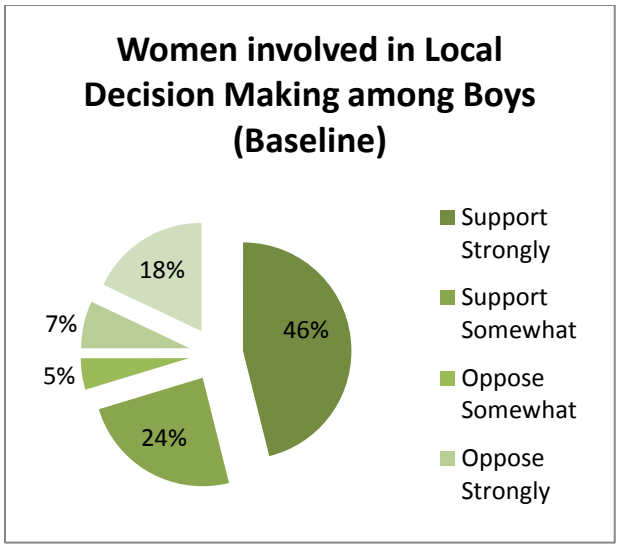
In general, participants in the baseline were strongly supportive of women holding many of the aforementioned roles—75% of participants strongly supported women holding outside of the home, 85% strongly supported girls having access to at least a high school education, and 87% supported girls and women earning an education beyond high school. However, participants were less supportive of women being involved in local decision making in their jamoats and communities. Just 52% of respondents indicated that they strongly supported women being involved in local decision making, while only 65% strongly supported women holding management positions.

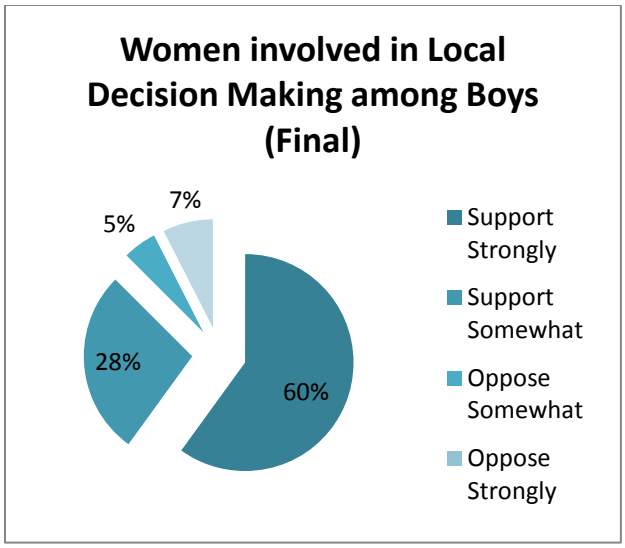




Between the baseline and final surveys for this cohort, positive responses stay relatively steady. Seventy-nine percent of participants strongly supported women holding jobs, and 90% and 89% strongly supported women receiving education through high school and furthering their education beyond high school respectively. Where there was a marked change was the percentage increase in strong support for women being involved in local decision making—72% up from 52%, and 81% up from 65%.

Perhaps not surprisingly, young men were less likely than young girls to support women being involved in local decision making. Just 46% of boys indicated they strongly supported it in the baseline while 59% of girls strongly supported it. In the final survey, that support increases with 60% of young men strongly supporting women being involved in local decision making. However, they are still outpaced by young girls, 81% of whom indicated strongly supporting it.

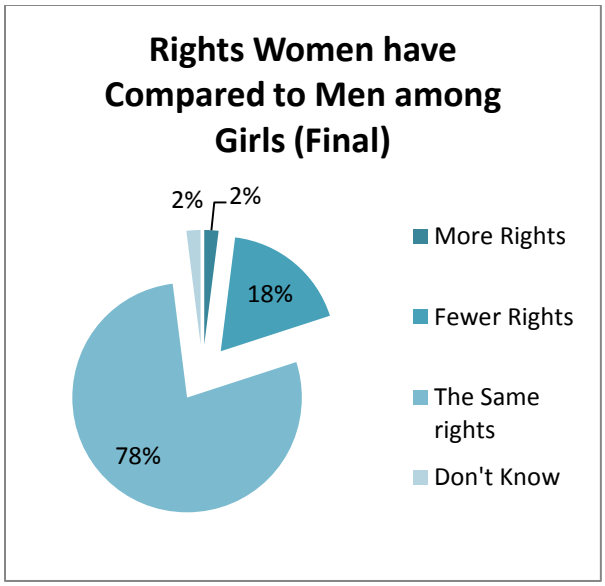


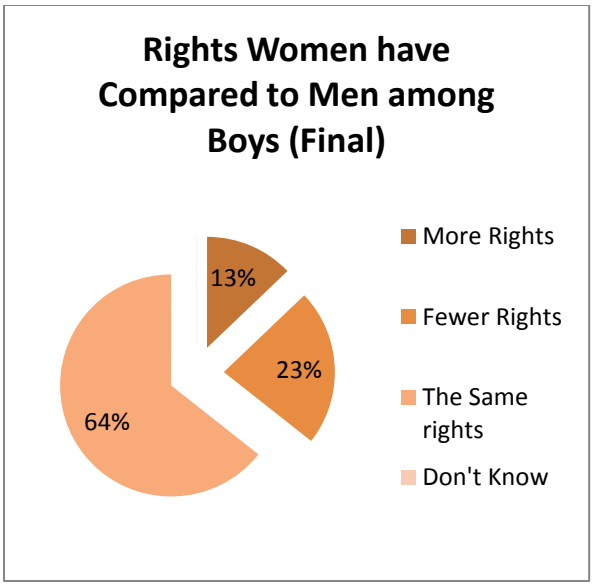


Participants were also asked to compare the shared rights between women and men. The goal of which was to identify whether or not Tajikistan Youth perceived a gender gap with regards to shared rights between men and women. Sixty-three percent of respondents believed that women and men share the same amount of rights, indicating that there is at least the perception that men and women share the same fundamental rights under Tajikistan law.

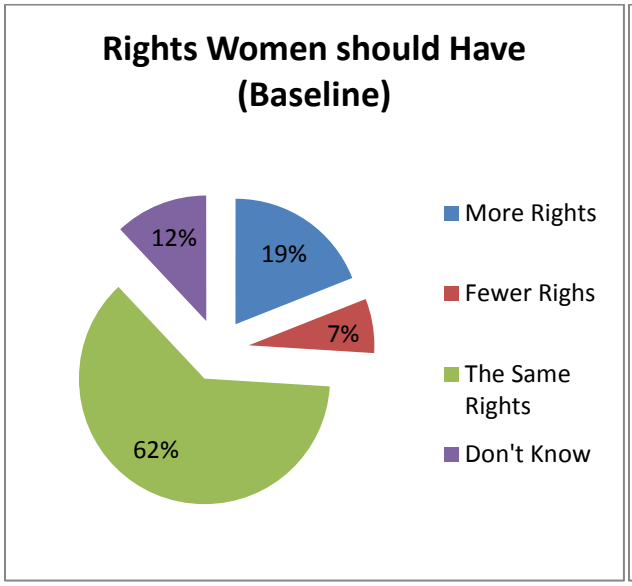
In the baseline girls were slightly less likely than boys to believe they shared equal rights—59% to 62%. This difference is not statistically significant enough to infer any serious belief that girls differed from boys in their opinions.

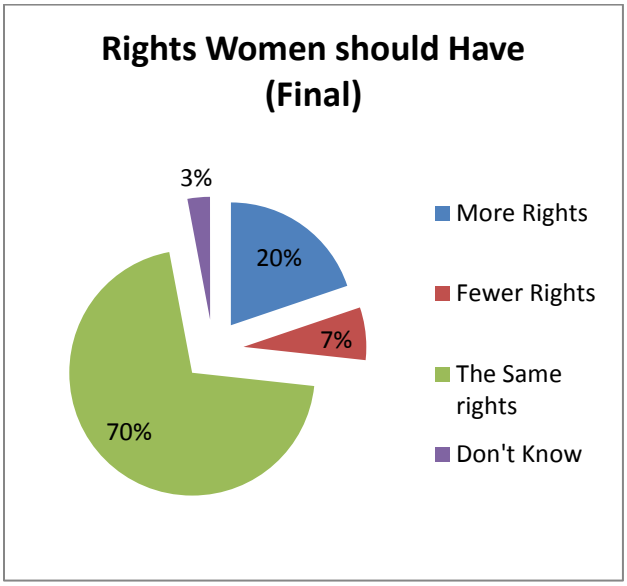
Surprisingly, in the final, girls were more likely than boys to think they shared equal rights. This is possibly to do with the overall decrease in the number of young men from baseline to final. However the results are still interesting: 78% of girls believed that women and men shared the same rights while 65% of boys felt the same.



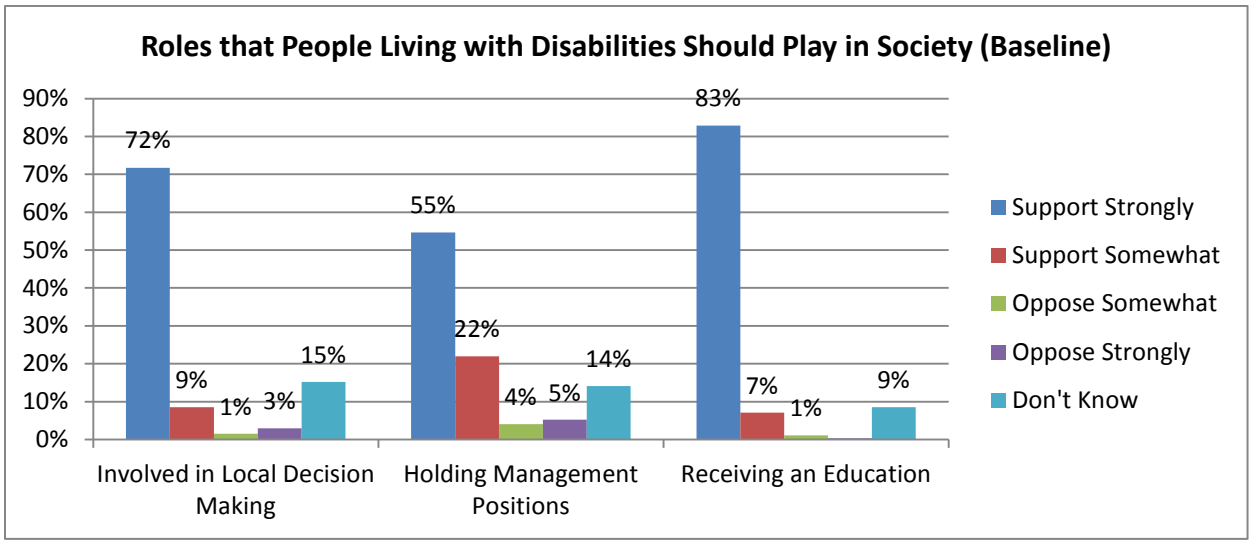


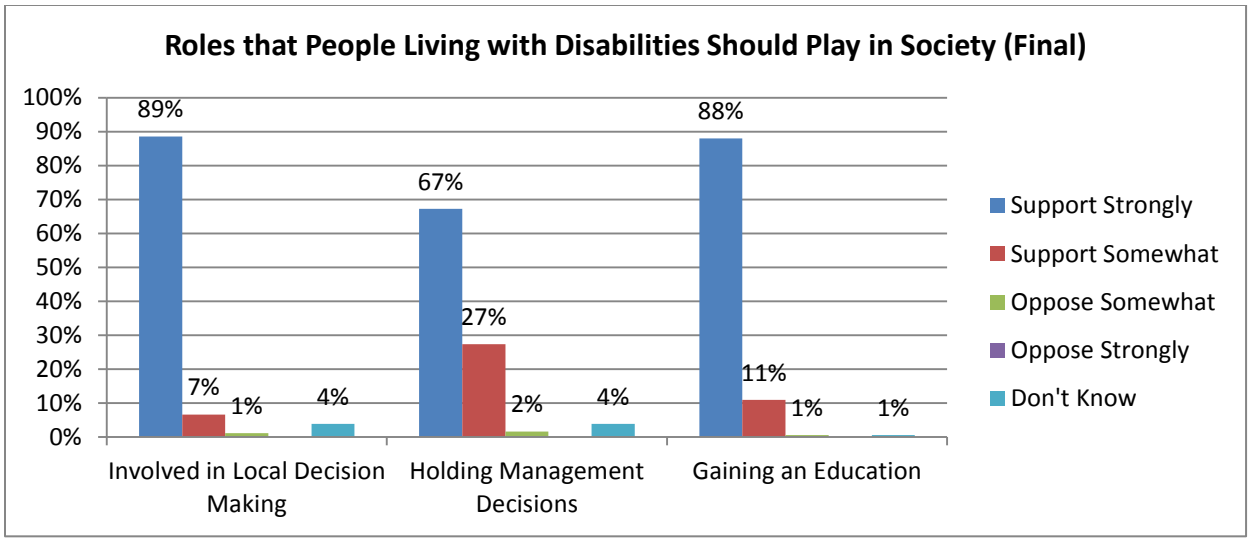
Participants were also asked to indicate whether or not they thought that women should have **more** rights than they currently held. By and large the responses reflect similar sentiments among the participants when asked whether women have more rights than compared to men. Sixty-two percent of participants in the baseline indicated that women should have the same rights that they do now, while 70% of participants in the final believed the same with no significant difference between boys and girls in either group.





Participants were then asked a set of similar questions about the roles and rights of people living with disabilities. Among respondents in the baseline 72% of participants strongly supported PLWDs being involved in local decision making while 83% supported them receiving an education. Only 55% of respondents strongly supported PLWDs holding management positions. Across all three roles, the percentage of respondents who supported PLWDs holding those increased in the final survey. Eighty-nine percent of respondents strongly supported PLWDs being involved in local decisions, 67% strongly supported them holding management positions, and 88% strongly supported them receiving an education in the final survey.



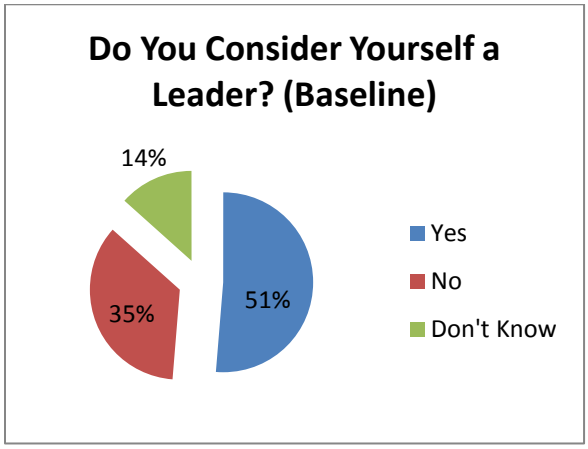


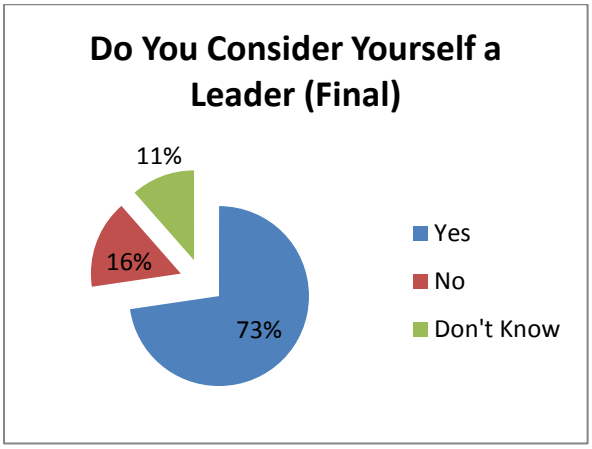
Program participants were also asked to their opinions about the rights that people living with disabilities have compared to others as well as the rights they should have. In the baseline, 57% of participants believed that those living with disabilities have the same rights as those without, while 17% believed they should have more rights, and 10% believed they should have fewer rights. Boys were slightly more likely than girls to believe that PLWDs have the same rights as those without them, 63% to 51%.

In the final survey the percentage of those who believed that PLWDs had the same rights as those without decreased slightly from 57% down to 51%. However this change was not statistically significant enough to infer that participation in the program had resulted in the opinion change.

Leadership and Civic Engagement

The YLP program also focuses on developing youth involvement in their community and growing as young leaders. In this regard the survey asked questions of participant relating to how they viewed themselves in society, whether they were prepared to be a leader, if they wanted to become a leader, and whether they could positively affect change in their communities.



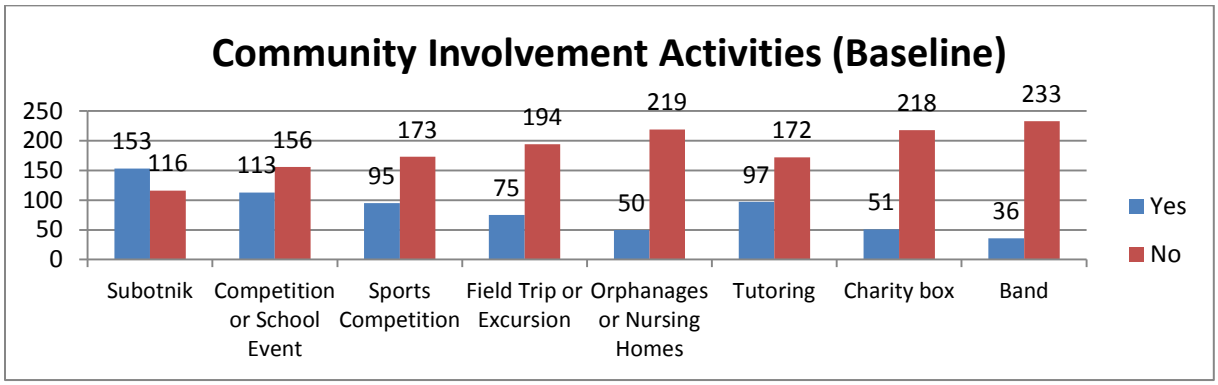


At the start of the program, just over half of all participants, 51%, considered themselves to be leaders, with 35% not considering themselves leaders and 14% unsure. In the baseline, young men

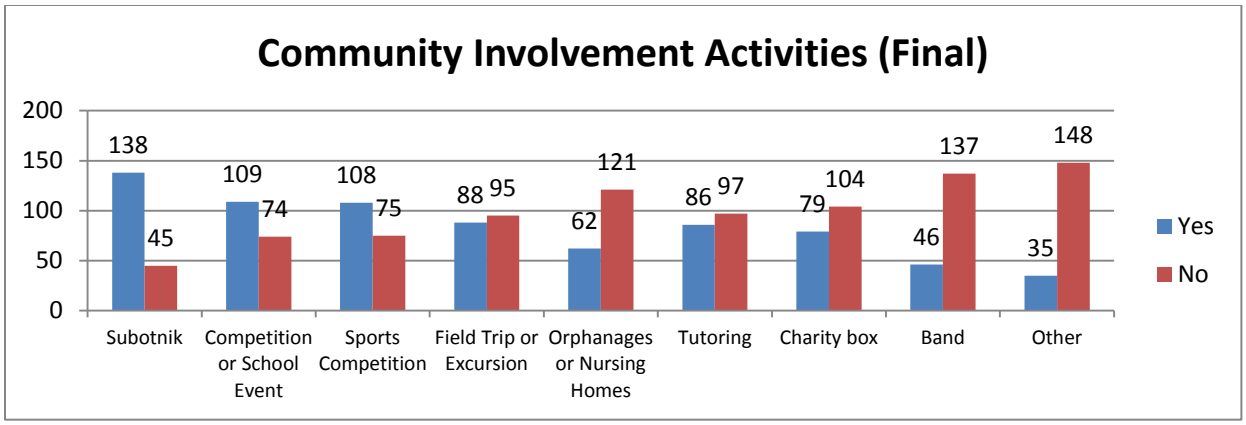
were more likely than young women to consider themselves as leaders –57% compared to 46% respectively. In the final survey, the percent of participants believing themselves to be leaders increased up to 73% from the original 51%. Boys were still more likely than girls to perceive of themselves as leaders—79% compared to 69%.

Participants were also asked whether or not they would like to be a leader in the future. The aim of this question was to reach beyond the current perception of leadership and reach into the aims and goals of young leaders in Tajikistan about their future and their goals. In the baseline, 83% of all participants felt that they would like to be a leader in the future, with 4% indicating that they would not like to be a leader, and 10% indicating they didn't know. In the baseline 84% of girls and 83% of girls indicated that they wanted to be leaders in the future, a positive indication that while girls were less likely than boys to perceive themselves as leaders, they had the same desire to be leaders in the future.

Participants were also asked to indicate their participation in a list of activities that were regarded by the program as critical community service activities. By the program definition of leadership, actions were given equal weight to perception. These activities included subotniks—school and community cleaning projects, participation in after school events, excursion and field trips, tutoring of other students, etc. completed in the six months prior to joining the program.

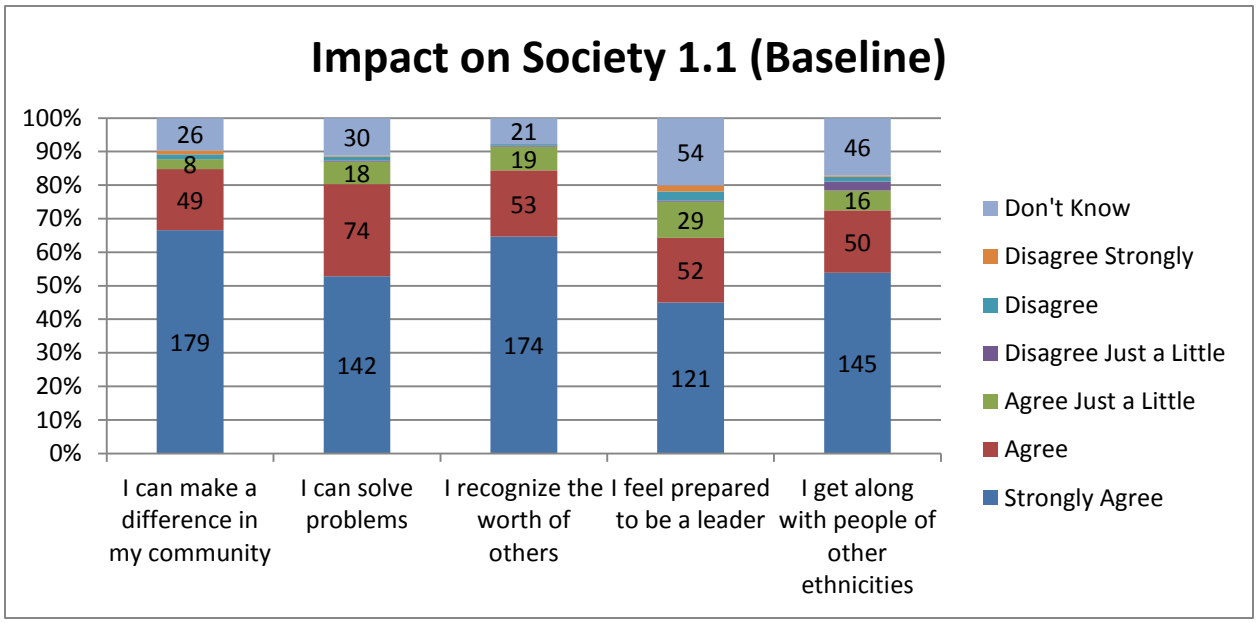


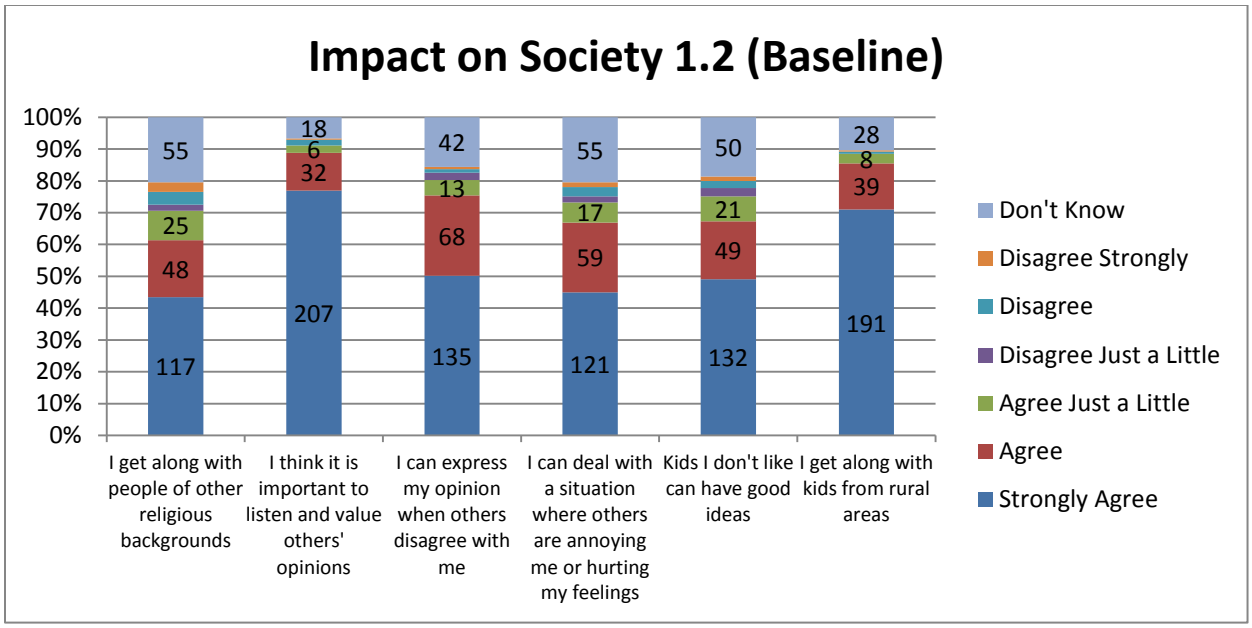
Students across both genders were most likely to have participated in subotniks in the six months prior to their participation. Followed by competitions and school events and tutoring of fellow students. While this graph appears to indicate a low level of community participation, many students participated multiple times in a single activity. Among all activities, students participated in a total of 1437 activities for an average of 5 activities per participant.



Again in the final survey, subtoniks were the most common community service activity with 138 out of 189 total participants taking part in them, followed by competition and school events and sports competitions. Six months after completing the program, participants participated in a total of 1,673 activities, a 14% increase from the baseline survey. While this growth is lower than expected in the PMEP, the actual increase may be somewhat under-represented by the overall decrease in the number of program participants who took the survey.

Another critical element of youth involvement in their community and leadership is their own perception about their role in Tajikistan society. To that end, participants were asked a series of questions about whether or not they could be affect change, express opinions, get along with people from varying ethnic backgrounds, and listen to a plurality of ideas—even if those ideas come from someone they don't particularly like.



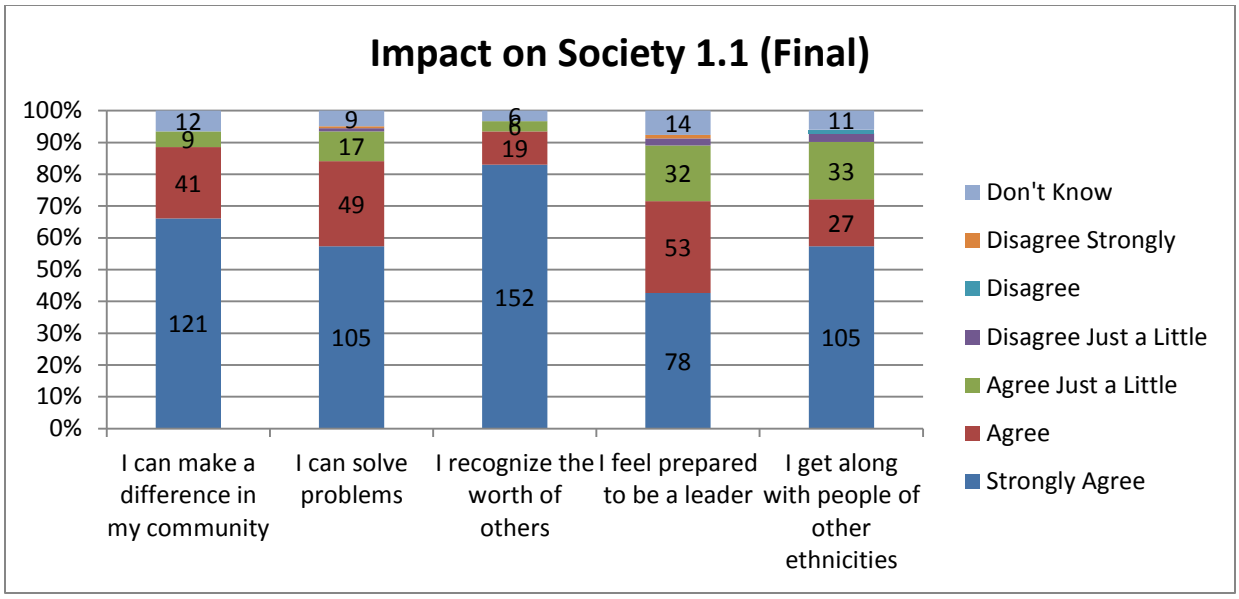


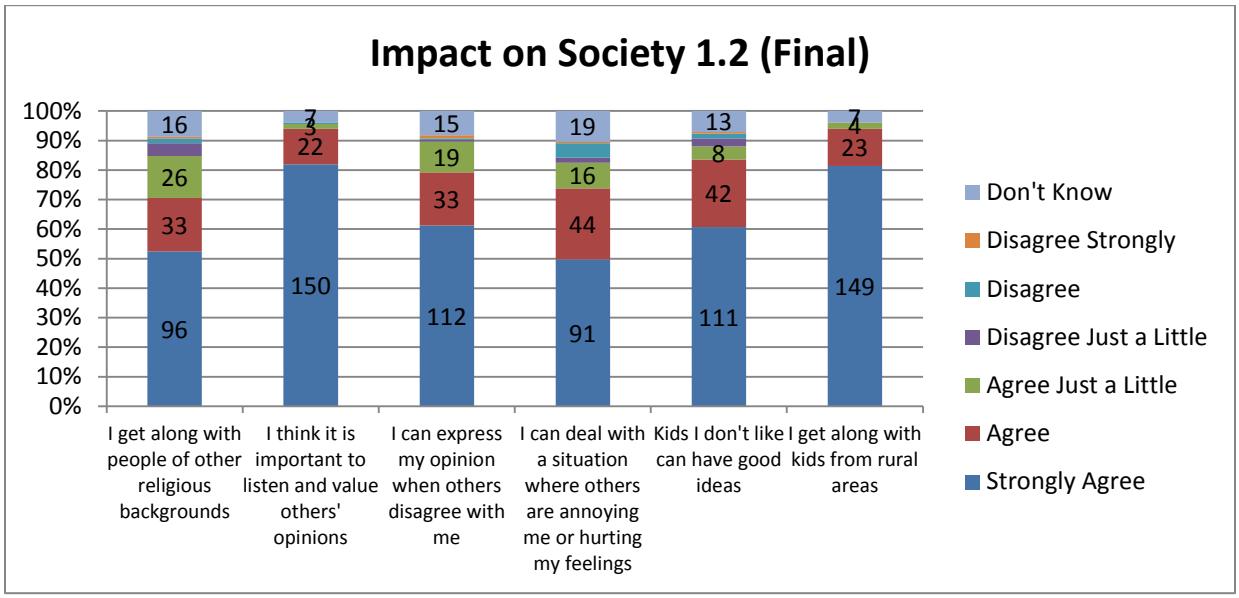
By and large, participants in the baseline held positive opinions of the roles they felt they could play in impacting society around them. Overall, 67% of participants strongly agreed they could make a difference in their community, 65% strongly agreed they recognized the worth of others, 77% strongly agreed they could recognize the worth of others, and 71% strongly agreed they got along with people from rural areas.

Where students were less confident in their abilities related to leadership and their ability to get along with others from different ethnic and religious backgrounds, 45% of participants strongly they agreed they were prepared to be a leader; 43% strongly agreed they could get along with people from differing religious backgrounds; 45% strongly agreed they could deal with situations where others are annoying or hurt their feelings.

Without significantly more context, it is difficult to provide robust analysis to these figures. Respondents could have multiple reasons for being less sure of their ability to get along with those from different religious backgrounds. Tajikistan is a majority Muslim country, many may not have encountered different religions within their country, many may not be aware that religious teachings differ across countries, or it could simply be that religion doesn't play a pivotal role in their conception of Tajikistan society. With regards to readiness to be a leader, many participants may not see themselves as leaders, may not have a clear definition of what leadership means, or many not view everyday activities as potential leadership activities. This is particularly difficult, as can be defined differently across different activities, cultures, societies, and cultures

When participants returned for the final survey, they were asked the same set of questions regarding their ability to impact the society around them, and the overall the answers remained largely positive. Sixty-six percent of participants strongly agreed they can make a difference in their communities; 83% recognized the worth of others opinions; and 81% strongly agreed they got along with kids from rural areas.



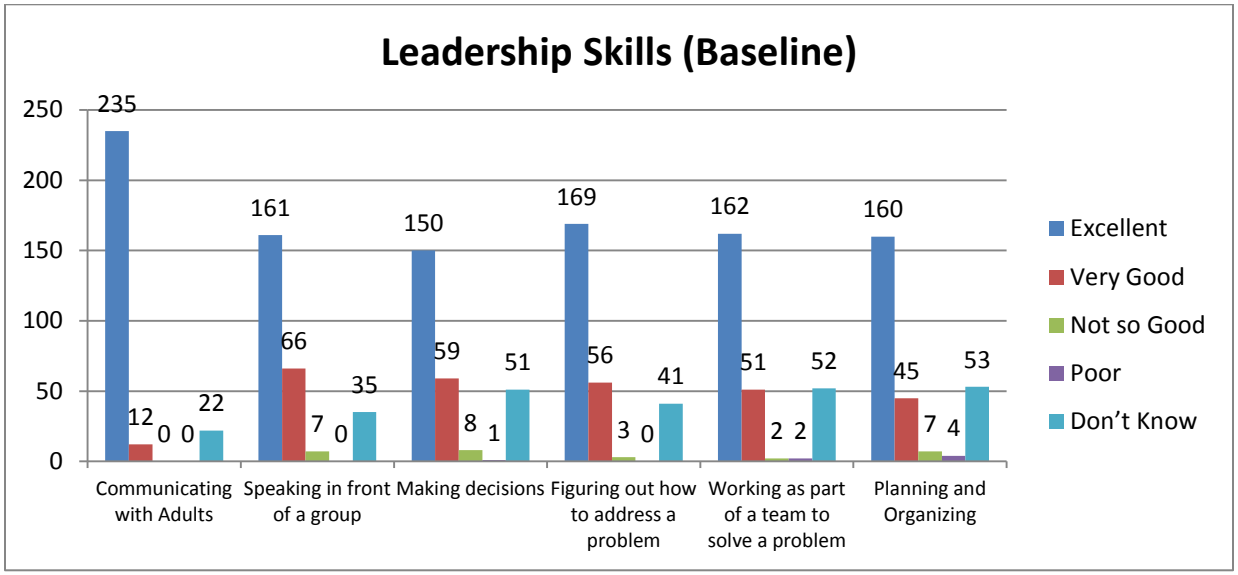


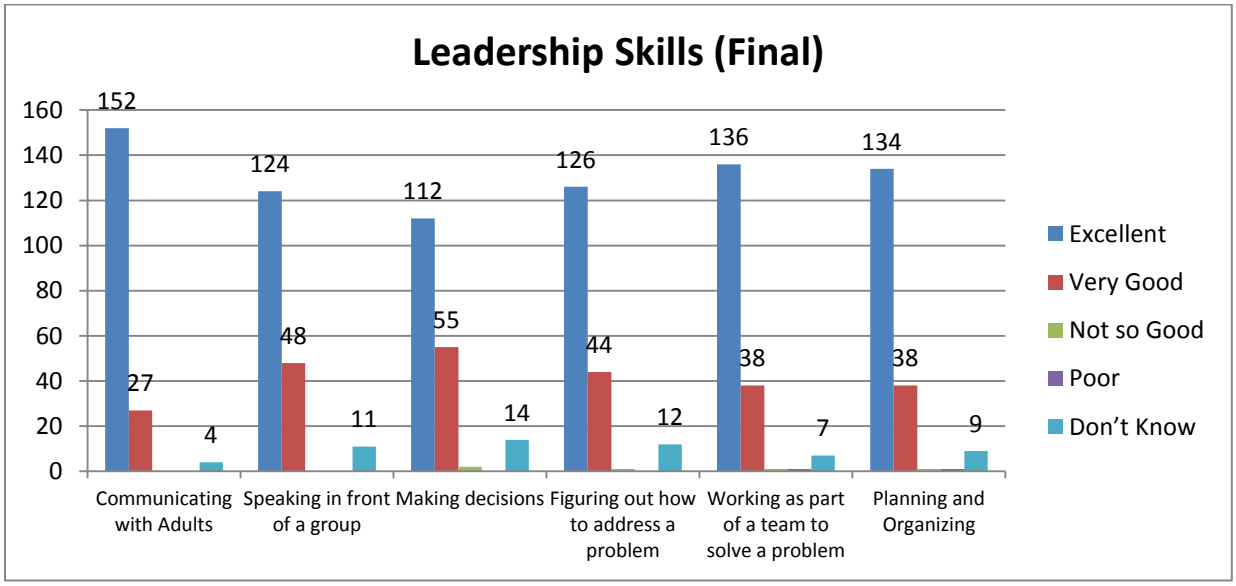
After completing the program only 43% of participants strongly agreed that they were prepared to be a leader, effectively holding static from the baseline, while 52% of participants strongly agreed they could get along with people from different religious backgrounds; and 50% of participants strongly agreed that they could manage a situation where their feelings were hurt by another.

The lack of change between the baseline and final versions of the survey may indicate a general lack of understanding about the importance of these concepts. Participants may not sufficiently understand the concepts. There is potential improvement here for training about leadership concepts, with an emphasis on introducing participants to new situations and building up self esteem and confidence around youth taking leadership roles.

Finally, participants in both the baseline and final surveys were asked to rate their abilities on a certain set of skills, deemed by the program to be pivotal for the development of youth leaders including the ability to communicate with adults, make decisions, plan and organize, and working as

part of a team. Participants were asked to rank their skills in these areas on a scale from excellent to poor.





Participants in both the baseline and final surveys were fairly confident in their abilities as leaders. Eighty-seven percent of participants in the baseline and 83% of participants in the final ranked their ability to communicate with adults as excellent. Sixty percent of participants in the baseline and 68% of participants in the final felt their skill speaking in front of a group was excellent and 60% of participants in the baseline felt that they were excellent at working as part of a group while 74% of participants in the final felt they were excellent as working as part of a team.

The participants overall confidence in their skills belies their confidence in themselves to be leaders. The reasons for this are unclear. It could be that participants were not clearly given a reason as to why they were ranking their skills, or that these skills were considered essential to being a leader, or for that matter, an effective member of society.

Measuring overall Civic Education and Leadership

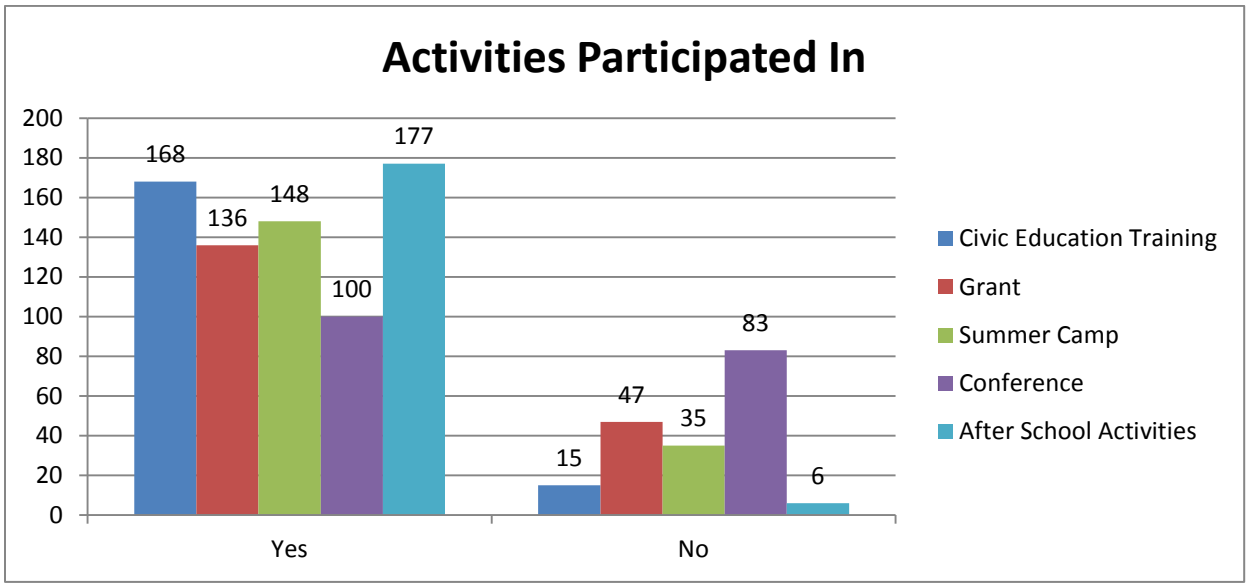
In order to effectively measure progress towards participant understanding regarding civic education principles and leadership, Counterpart developed an civic education index from key questions in the civic education portion of the survey while measuring the overall increase in participation relating to civic activities. From the start of the program to their final completion, participants in the Young Leadership Program saw an average 71% increase in understanding of civic engagment and civic education principles including knowledge of voting habits, important insitutions for democracy, and the rights and roles of women and people living with disabilities.

Measuring civic education is a particular challenge, as youth in the program showed an acute awareness of civic principles. Thus measuring change had to rely on averages from the index rather than raw scores in order to detect any measurable change at all. As part of the recommendations for future program of this nature, it would serve to establish a baseline for civic knowledge and then perhaps adjusting curricula and surveys to match the knowledge of participants.

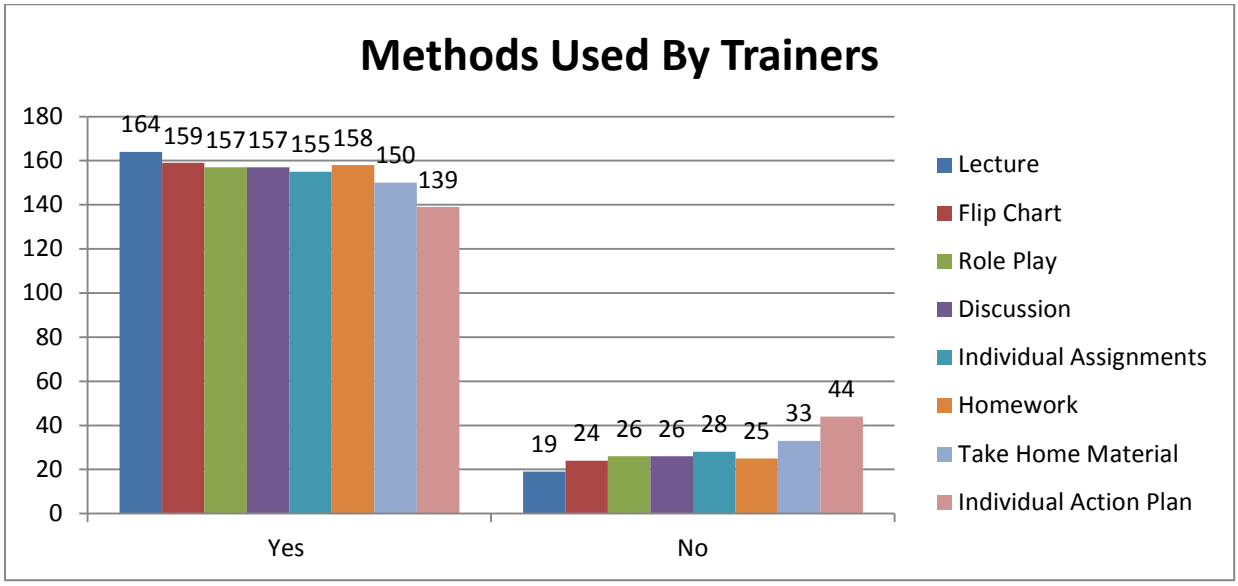
Finally, as a measure of civic engagement, YLP tracked participant activities before and after program participation relating to civic engagement. Six months before program start, YLP participants completed 1,437 leadership activities including school/community cleanings or subotniks, charity events, field trips, or tutioring exercises. Six months after completing the program, participants recorded 1,673 activities an increase of 16% from the baseline group. While lower than the anticipated target, given the 31% drop in responses between the baseline and final group, this number is impressive and indicates a more active civic engagement among program participants.

Participant Evaluation

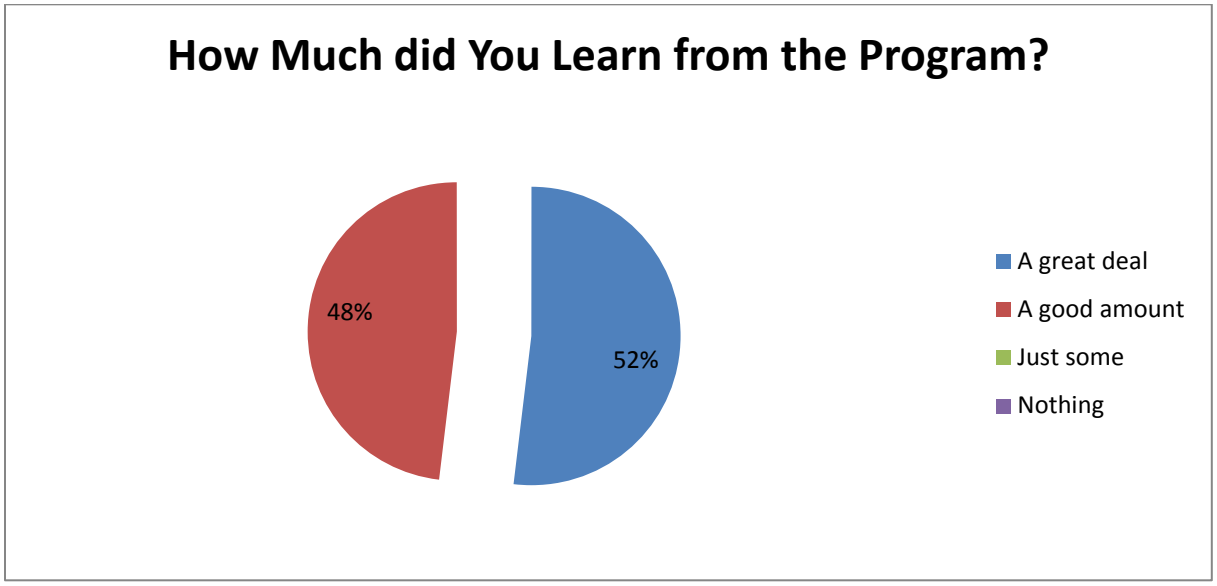
As a regular part of Counterpart program, participants in the final survey were asked to evaluate the program. Questions asked the participants to evaluate their trainers, program methods, and indicate whether or not they would participate in the YLP program again.



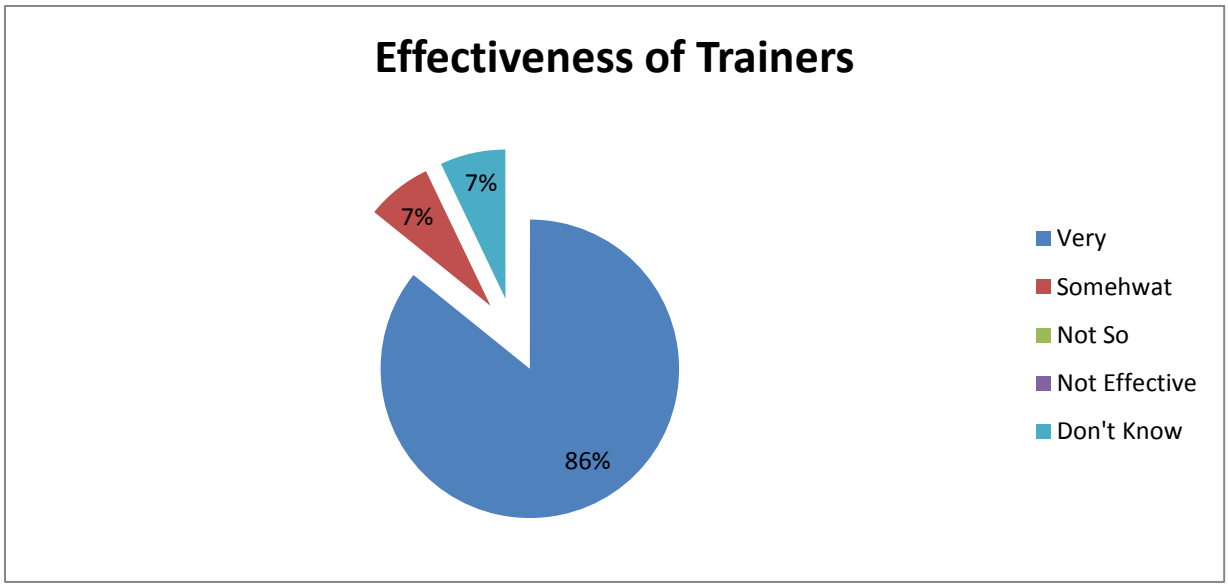
Of all participants, 91% participated in civic education trainings, 74% received a grant from the program, 81% of participants participated in annual summer camp, 55% attended a conference sponsored by the program, and 97% participated in afterschool activities. After school activities were far and away the most successful way to engage youth participants. It is suggested that most activities then, should be held after school or perhaps attached or associated with school itself.



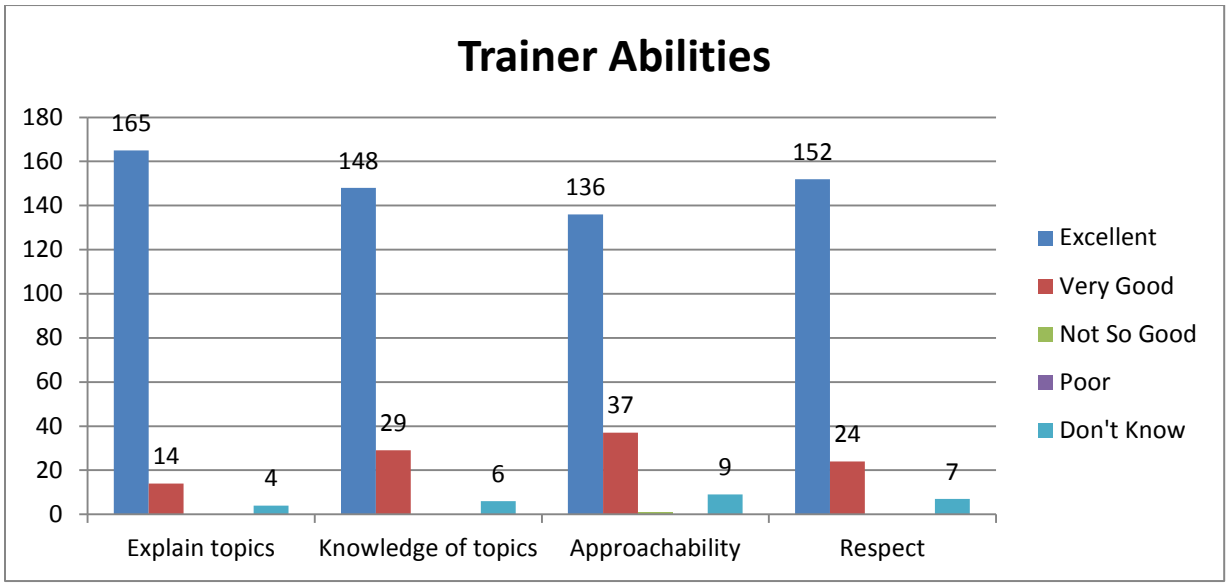
Trainers for the YLP program used a variety of methods to impact training participatns including lectures, flip charts, discussions, and individual assignments. Ninety percent of participants reported their trainer using lectures, 86% reported being involved in some sort of role play, 86% reported being involved in group discussion and 76% participated in developing an individual action plan. This diversity of training techniques reflects part of YLP's overall strategy with regards to training and activities. By using a varied range of training techniques, YLP trainers were encouraging various learning methods and inclusive learning techniques.



In an attempt to measure the efficacy of the , participants were asked how much they felt they'd learned from the program. On the whole participants believed that they had learned a great deal or a good amount. Fifty-two percent said they hand learned a great deal from participating in the program, 48% indicated they'd learned a good amount.



In a related measure, participants were also asked to rate the effectiveness of their trainers. A strong majority, 86%, indicated that their trainers were very effective, 7% were somewhat effective, and 7% indicated that they didn't know. This is a strong indication that the trainers were effective at imparting their message and effectively engaging program participants.



Participants were then asked to rank the abilities of their trainers on a scale ranging from excellent to poor. A majority of participants across all categories viewed their trainers' abilities as excellent: 90% said trainers were excellent at explaining topics; 81% indicated their trainers' knowledge of topics was excellent; 74% indicated their trainers as excellent in approachability; and 83% rated their trainers as excellent in terms of respect shown to participants. The relatively low scores for

approachability may have to do with the age differences between participants and trainers. It also may be cultural relationship between perceived adults and youth. In future youth programs it will be critical to manage the approachability of trainers with the need for some level authority/distinction between participants and trainers.

Conclusions

In the third and final cohort of the Young Leadership Program, participants showed strong baseline knowledge of anticipated civic engagement principles at the start of the program. With a fairly even demographic split between young men and young women, and a low response rate by young men in the second and final survey, demonstrating change in civic education was a challenge. Despite this setback, between the beginning and end of the YLP, participants showed an average 71% increase in understanding of civic education principles including necessary institutions for democracy; rights and roles of women; and the rights and roles of people living with disabilities.

As a key indicator of the program was civic engagement and leadership as well. In order to measure that expected improvement, participants were asked to indicate the level of engagement in community development activities. By the end of the program, there was an overall 17% increase in the number of civic engagement activities conducted by YLP participants. Despite the low turnout, that increase is impressive once the fact that there was a 30% overall decrease in the number of respondents to the surveys from beginning to end.

With this last cohort of students, YLP continues its programming mission to educate and engage young leaders in Tajikistan to become engaged members of society. The role of the program in these young leaders lives has given them an opportunity, not only to learn from, and be engaged with Tajik youth, but also to become involved and aware citizens of Tajikistan.

Annex 2: Baseline Questionnaire

TAJIKISTAN YOUNG LEADERS PROGRAM

Knowledge, Attitude and Practice (KAP) Survey
Pre-Test

November 2013

Counterpart YLP Office
66 Rudaki Avenue, Apartment 4, Dushanbe, Tajikistan, 734001

Today's date: ____/_____/ _____
date month year

INTRODUCTION

You have been selected to participate in the survey to help Counterpart International better understand the knowledge and skills of our program participants. We would like to learn more from you about your perception of the Youth Leadership Program and what you have learned through participating in it.

Your participation in the survey is voluntary. If you do not wish to participate, please return the empty questionnaire to the Youth Educator.

Your participation in the survey is confidential. Only the researcher in Dushanbe and Counterpart's Dushanbe-based team will have access to your questionnaire. The researcher will analyze all the responses from the participating youth in Zarafshan Valley, Rasht Valley and Badakhshan in an aggregate form. No one will be looking at your individual answers – the researcher will look for common trends among all participants of the survey.

Please answer the questions below to the best of your knowledge. If you are not sure of the answer, simply circle Don't Know.

Thank you for participating in the survey!
Your responses are very important to the Youth Leadership Program!

Q-1a. What youth center do you come to? *Please check ✓ one only.*

In Panjakent:

[_] Panjakent
[_] Loiq Sherali
[_] Khalifa –Hasan

In Rasht:

[_] Gharm
[_] Navdi
[_] Boqi Rahimzoda

In Badakhshan:

[_] Khorugh
[_] Porshinev
[_] Pastkuf

Q-2. What is your year of birth?

____/_____/ _____
date month year

Q-3. Are you *Please circle the appropriate response*
[_] Girl
[_] Boy

Q-4. What grade are you in?

Grade ___ ___ (*write your grade here*)

[_] I don't go to school (*if you check this question, please answer the question **4B***)

Q-4B. What is the reason that you do not attend school?

[_] I completed all of my requirements and graduated
[_] I need to work locally to support my family
[_] I have health issues or a limiting health condition
[_] I have to work abroad for all or part of the year
[_] others, please specify_____

Q-5. What is the main language spoken in your home? *Please check ✓ only one.*

[_] Tajik
[_] Uzbek

[_] Russian
[_] Pamiri
[_] Other (Specify) _____

Q-6. What is your ethnic group? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Mixed
[_] Other (Specify) _____

Q-7. Which is of more importance to you, your ethnicity or your citizenship? *Please check ✓only one.*

[_] Ethnicity
[_] Citizenship
[_] Other (Please specify) _____

Q-8. Generally speaking, how satisfied are you with your life – very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied? *Please check ✓only one.*

Very Satisfied	Fairly satisfied	Fairly Dissatisfied	Very dissatisfied
[_]	[_]	[_]	[_]

The next few questions are general knowledge questions. Some of them may be difficult to answer and some may be easy. Please just do the best you can.

Q-9. How important do you think it is for citizens to vote in elections – very important, somewhat important, not so important or not important at all? *Please check ✓only one.*

Very important	Somewhat important	Not so important	Not important at all	Don't Know
[_]	[_]	[_]	[_]	[_]

Q-10. For each item below, is this something that is absolutely necessary for a political system to be called "democratic," or a system can be called democratic without that occurring? *Please check ✓ once only on each line.*

	Absolutely Necessary for Democracy	**Doesn't Need to Occur for Democracy**	**I don't know**
a. Free and fair elections			
c. Freedom of the news media			
d. A system where the president, the parliament and the courts have separate powers of their own			

e. Equal rights for women			
f. Equal rights for the disabled			
g. Equal rights for all ethnic groups			
e. Equal rights for all religious groups			

Q-10 B: What is Pluralism of opinions? *Please check ✓only one.*

[_] A series of diverse opinions that positively impact civil society development
[_]A series of diverse opinions that negatively impact civil society development
[_]Diverse opinions that have no impact upon the development of society
[_]A set of principles for assessing how a society develops

Q- 10 C. What is government structure of Tajikistan**?** *Please check ✓only one.*

[_] Parliamentary
[_] Presidential
[_] Civil

Q- 10 D. Who are the local self-government authorities? *Please check ✓only one.*

[_] Local committees
[_] Settlements (Jamoats)
[_] Civil Society Organizations
[_] District Executive body

Q-11. On another subject, please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. Women holding jobs outside the home					
b. Women involved in decisions affecting their village and jamoat					
c. Women holding management positions					
d. Girls education through high school					
e. Higher education for girls					

Q-12. Do you think that women presently have more rights, fewer rights or about the same rights as men in our society? *Please check✓only one.*

[_] More rights than men
[_] Fewer rights than men
[_] Same rights as men
[_] Don't Know

Q-13. Do you think women should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check✓only one.*

[_] More rights than they have now
[_] Fewer rights than they have now
[_] Have the rights they should have
[_] Don't Know

Q-14. Being disabled means having a physical condition or permanent injury that limits a person's movements, senses, or activities.

Please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. People with disability involved in decisions affecting their village and jamoat					
b. People with disability holding management positions					
c. Education of people with disability					

Q-15. Do you think that disabled people presently have more rights, fewer rights or about the same rights as those in our society who are not disabled? *Please check ✓only one.*

[_] More rights than the non-disabled
[_] Fewer rights than the non-disabled
[_] Same rights as the non-disabled
[_] Don't know

Q-16. Do you think disabled people should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check ✓only one.*

[_] More rights than they have now
[_] Fewer right than they have now

[_] Have the rights they should have
[_] Don't Know

Let's talk about you now.

Q-1. Who is your leadership model?

_____

Q-2. Do you think of yourself as a leader?

[_] Yes
[_] No
[_] Don't know

Q-3. What are examples of your leadership in school, community or country? *Please give as many examples as you like.*

_____
_____
_____
_____
_____
_____
_____
_____
_____

Q-4. If you don't think of yourself as a leader, would you like to be a leader one day? *Please check ✓only one.*

[_] Yes
[_] No
[_] Don't know

Q-5. In the past 6 months have you done any of the following and how many times? *Please check ✓ for as many as apply and then for each of your responses indicate how many times you did that.*

	Please check if YES	**How many times**
Organized subbotnik (cleaning of the school yard and classes)	[_]	
Organized competition /holiday celebration / performance in the school	[_]	
Organized sports competition	[_]	
Organized excursion to local theater, museum or to the nature	[_]	
Organized activities for orphanages and nursing homes	[_]	
To take care of fellows and junior fellows that behind their classes	[_]	
Organized charity box for needy people	[_]	
Formed music band	[_]	

Give other examples of your public initiatives _____ _____	[_]	

Q-6. Please indicate whether you agree or disagree with the following statements *Please check✓ once only on each line.*

	Strongly agree	**Agree**	**Agree just a little**	**Disagree just a little**	**Disagree**	**Strongly disagree**	**Don't know**
I can make a difference in my community							
I can solve problems							
I recognize the worth of others							
I feel prepared to be a leader							
I get along with people of other ethnic backgrounds							
I get along with people of other religious backgrounds							
I think it is important to listen to and value the opinions of others							
I can express my opinion when others disagree with me							
I can deal with a situation when others are annoying me or hurting my feelings							
Kids I don't like can have good ideas							
I get along with kids from rural areas and from cities (городские и сельские)							

Q-7. Listed below are some skills that people use when working together on different initiatives. How much of these skills do you have? *Please check✓ once only on each line.*

	Excellent	**Very good**	**Not so good**	**Poor**	**Don't know**
Communicating with adults					
Speaking in front of a group					
Making decisions					
Figuring out how to address a problem					
Working as part of a team to solve a					

Planning and organizing					
Completing projects					

THANK YOU VERY MUCH!!!

YOUR RESPONSES ARE VERY IMPORTANT TO US!!!

Annex 3: Final Questionnaire

TAJIKISTAN YOUNG LEADERS PROGRAM

Knowledge, Attitude and Practice (KAP) Survey
Pre and Post Test

November 2013

Counterpart YLP Office
66 Rudaki Avenue, Apartment 4, Dushanbe, Tajikistan, 734001

Today's date: ____/_____/ _____
date month year

INTRODUCTION

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Please answer the questions below to the best of your knowledge. If you are not sure of the answer, simply circle Don't Know.

Thank you for participating in the survey!
Your responses are very important to the Youth Leadership Program!

Q-1a. What youth center do you come to? *Please check ✓ one only.*

In Panjakent:

[_] Panjakent
[_] Loiq Sherali
[_] Khalifa –Hasan

In Rasht:

[_] Gharm
[_] Navdi
[_] Boqi Rahimzoda

In Badakhshan:

[_] Khorugh
[_] Porshinev
[_] Pastkuf

Q-1b. Did you change the center you attended?
[_] Yes
[_] No

Q-1c. If Yes, why did you change centers?

(Specify)_____

Q-2. What is your year of birth?

____/_____/ _____
date month year

Q-3. Are you *Please circle the appropriate response*
[_] Girl
[_] Boy

Q-4. What grade are you in?

Grade ___ ___ (*write your grade here*)

[_] I don't go to school

Q-4 b. What is the reason that you do not attend school?

[_] I completed all of my requirements and graduated
[_] I need to work locally to support my family

[_] I have health issues or a limiting health condition
[_] I have to work abroad for all or part of the year
[_] others, please specify_____

Q-5. What is the main language spoken in your home? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Pamiri
[_] Other (Specify) _____

Q-6. What is your ethnic group? *Please check ✓only one.*

[_] Tajik
[_] Uzbek
[_] Russian
[_] Mixed
[_] Other (Specify) _____

Q-7. Which is of more importance to you, your ethnicity or your citizenship? *Please check ✓only one.*
[_] Ethnicity
[_] Citizenship
[_] Other (Please specify) _____

Q-8. Generally speaking, how satisfied are you with your life – very satisfied, fairly satisfied, fairly dissatisfied, or very dissatisfied? *Please check ✓only one.*

Very Satisfied	Fairly satisfied	Fairly Dissatisfied	Very dissatisfied
[_]	[_]	[_]	[_]

The next few questions are general knowledge questions. Some of them may be difficult to answer and some may be easy. Please just do the best you can.

Q-9. How important do you think it is for citizens to vote in elections – very important, somewhat important, not so important or not important at all?

Very important	Somewhat important	Not so important	Not important at all	Don't Know
[_]	[_]	[_]	[_]	[_]

Q-10. For each item below, is this something that is absolutely necessary for a political system to be called "democratic," or a system can be called democratic without that occurring? *Please check ✓ once only on each line.*

	Absolutely Necessary for Democracy	**Doesn't Need to Occur for Democracy**	**I don't know**
a. Free and fair elections			
c. Freedom of the news media			
d. A system where the president, the parliament and the courts have separate powers of their own			
e. Equal rights for women			
f. Equal rights for the disabled			
g. Equal rights for all ethnic groups			
e. Equal rights for all religious groups			

Q-10 b: What is Pluralism of opinions? *Please check ✓only one.*

[_] A series of diverse opinions that positively impact civil society development
[_]A series of diverse opinions that negatively impact civil society development
[_]Diverse opinions that have no impact upon the development of society
[_]A set of principles for assessing how a society develops

Q- 10 c. What is government structure of Tajikistan**?** *Please check ✓only one.*

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Q- 10 d. Who are the local self-government authorities? *Please check ✓only one.*

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[_] Settlements (Jamoats)
[_] Civil Society Organizations
[_] District Executive body

Q-11. On another subject, please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. Women holding jobs					

outside the home					
b. Women involved in decisions affecting their village and jamoat					
c. Women holding management positions					
d. Girls education through high school					
e. Higher education for girls					

Q-12. Do you think that women presently have more rights, fewer rights or about the same rights as men in our society? *Please check✓only one.*

[_] More rights than men
[_] Fewer rights than men
[_] Same rights as men
[_] Don't Know

Q-13. Do you think women should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check✓only one.*

[_] More rights than they have now
[_] Fewer rights than they have now
[_] Have the rights they should have
[_] Don't Know

Q-14. Being disabled means having a physical condition or permanent injury that limits a person's movements, senses, or activities.

Please tell me if each of the following is something you support strongly, support somewhat, oppose somewhat or oppose strongly? *Please check✓once only on each line.*

	Support Strongly	**Support Somewhat**	**Oppose Somewhat**	**Oppose Strongly**	**Don't Know**
a. People with disability involved in decisions affecting their village and jamoat					
b. People with disability holding management positions					
c. Education of people with disability					

Q-15. Do you think that disabled people presently have more rights, fewer rights or about the same rights as those in our society who are not disabled? *Please check ✓only one.*

[_] More rights than the non-disabled
[_] Fewer rights than the non-disabled
[_] Same rights as the non-disabled
[_] Don't know

Q-16. Do you think disabled people should have more rights in our society than they have now, fewer rights than they have now, or do they currently have the rights they should have? *Please check ✓only one.*

[_] More rights than they have now
[_] Fewer right than they have now
[_] Have the rights they should have
[_] Don't Know

Let's talk about you now.

Q-1. Who is your leadership model?

_____

Q-2. Do you think of yourself as a leader?

[_] Yes
[_] No
[_] Don't know

Q-3. What are examples of your leadership in school, community or country? *Please give as many examples as you like.*

_____
_____
_____
_____
_____
_____
_____
_____
_____

Q-4. If you don't think of yourself as a leader, would you like to be a leader one day? *Please check ✓only one.*

[_] Yes
[_] No
[_] Don't know

Q-5. In the past 6 months have you done any of the following and how many times? *Please check ✓ for as many as apply and then for each of your responses indicate how many times you did that.*

	Please check if YES	**How many times**
Organized subbotnik (cleaning of the school yard and classes)	[_]	
Organized competition /holiday celebration / performance in the school	[_]	
Organized sports competition	[_]	
Organized excursion to local theater, museum or to the nature	[_]	
Organized activities for orphanages and nursing homes	[_]	
To take care of fellows and junior fellows that behind their classes	[_]	
Organized charity box for needy people	[_]	
Formed music band	[_]	
Give other examples of your public initiatives _____ _____	[_]	

Q-6. Please indicate whether you agree or disagree with the following statements *Please check✓ once only on each line.*

	Strongly agree	**Agree**	**Agree just a little**	**Disagree just a little**	**Disagree**	**Strongly disagree**	**Don't know**
I can make a difference in my community							
I can solve problems							
I recognize the worth of others							
I feel prepared to be a leader							
I get along with people of other ethnic backgrounds							
I get along with people of other religious backgrounds							
I think it is important to listen to and value the opinions of others							
I can express my opinion when others disagree with me							
I can deal with a situation when others are annoying me or hurting my feelings							

Kids I don't like can have good ideas							
I get along with kids from rural areas and from cities							

Q-7. Listed below are some skills that people use when working together on different initiatives. How much of these skills do you have? *Please check✓once only on each line.*

	Excellent	**Very good**	**Not so good**	**Poor**	**Don't know**
Communicating with adults					
Speaking in front of a group					
Making decisions					
Figuring out how to address a problem					
Working as part of a team to solve a					
Planning and organizing					
Completing projects					

YLP Evaluation
(POST-participation survey only)

1. What were your favorite activities in the Young Leaders Program?

_____

_____

2. Did you participate in the following activities of the Program?

	Please check if YES
Civic education training course	[_]
Received a grant	[_]
Participated in a summer camp	[_]
Participated in a Conference	[_]
After-school activities	[_]

If you have participated in the Civic Education Training, please answer **Questions 3,4 and 5**. If you didn't participate in the Training, please go to Question 6.

3. In the Young Leaders Program, did the Youth Educator use any of the following methods of interaction? *You can check✓more than one*

	Yes
1. Lecture	
2. Flip chart	
3. Role play	
4. Discussion	
5. Individual assignments in class	

6. Home work	
7. Hand out materials that you could take	
8. Individual Action Plan	

4. Overall, were the teaching techniques used by the Youth Educator very effective, somewhat effective, not so effective or not effective at all?

[_] Very effective
[_] Somewhat effective
[_] Not so effective
[_] Not effective at all
[_] Don't Know

5. How would you rate the Youth Educators in the following. *Please check ✓ once only on each line.*

	Excellent	**Very Good**	**Not So Good**	**Poor**	**Don't know**
a. ability to explain the topics covered					
b. knowledge of the topic covered					
c. approachability					
d. respect for participating youth					

6. How much, if anything, would you say you learned from the Young Leaders Program - a great deal, a good amount, just some or nothing at all?

[_] A great deal
[_] A good amount
[_] Just some
[_] Nothing at all
[_] Don't Know

7. What, if anything, would you improve about the training you received from the Young Leader's Program?

_____
_____

8. What is the most important thing that keeps you involved in the youth center?

_____
_____

9. How willing are you to continue your participation in the Young Leaders Program: very willing, somewhat willing, somewhat unwilling, or very unwilling?

[_] Very willing
[_] Somewhat willing
[_] Somewhat unwilling

[_] Very unwilling
[_] Don’t Know

10. Do you have any recommendations for the Young Leaders Program or the center you attended? If so, please share your recommendations.

_____

_____

THANK YOU VERY MUCH!!!

YOUR RESPONSES ARE VERY IMPORTANT TO US!!!

КОНСЕПСИЯИ

ТАҲИЯИ БАРНОМАҲОИ

МАЪРИФАТИ ШАҲРВАНДИИ ҶАВОНОН

ДАР ҶУМҲУРИИ ТОҶИКИСТОН

Дар асоси ҷараён ва натиҷаҳои
Барномаи Ҷавонони Пешсаф

Мундарича

Муқаддима 2

I. Муқаррароти умумӣ 6
1.1. Соҳаи истифодашаванда 7
1.2. Заминаи ҳуқуқии меъёрӣ 8
1.3. Маълумоти умумӣ оид ба Барномаи Ҷавонони Пешсаф 7
Шарҳи мафҳуми маърифати шаҳрвандӣ 10
II. Тарҳрезӣ ва татбиқи барномаи маърифати шаҳрвандӣ дар мактабҳои таҳсилоти миёнаи умумӣ 10
2.1. Ҳамгироии мақсад ва вазифаҳои маърифати шаҳрвандӣ ба барномаҳои таълимӣ 12
2.2. Таҳияи маводи таълим оид ба маърифати шаҳрвандӣ 14
2.3. Воситаҳои таълим ва арзёбии маърифати шаҳрвандӣ 15
III. Тарҳрезӣ ва татбиқи барномаи таҳсилоти ғайрирасмии маърифати шаҳрвандӣ 17
3.1. Ташкили тренингҳои омӯзишӣ оид ба маърифати шаҳрвандӣ 18
3.2. Ташкил ва гузаронидани конфронс ва форумҳо барои ҷавонон 21
3.3. Ташкил намудани клубҳо, озмунҳо ва маъракаҳои истироҳатӣ-маърифатӣ ва дигар машғулиятҳои баҳсдидарсӣ оид ба маърифати шаҳрвандӣ барои ҷавонон 23
VI. Махзани маводи таълим оид ба маърифати шаҳрвандии ҷавонон 25
4.1. Ташкил намудани гӯшаи ахборотӣ оид ба маърифати шаҳрвандӣ дар мактаб ва ҷамоат 25
4.2. Таҳия ва паҳн намудани китобча, маълумотнома ва овезаҳо оид ба маърифати шаҳрвандӣ 26
4.3. Ташкил намудани махзани мавод оид ба маърифати шаҳрвандӣ дар китобхонаҳои мактаб ва китобхонаҳои маҳаллӣ 27
4.4. Тарҳрезӣ ва идоракунии сомонаҳои интернетӣ оид ба маърифати шаҳрвандӣ 27
V. Мусоидат ба пешсафӣ ва фаъолнокии ҷавонон 27
5.1. Таҳия ва татбиқи барномаи омӯзиши пешсафӣ 28
5.2. Ҷалби ҷавонон дар ҷараёни муҳокима ва қабули қарор 28
5.3. Ҷалби ҷавонон ба таҳия ва татбиқи лоиҳаҳо ба мақсади инкишофи ҷомеа 29
5.4. Ҷалби ҷавонон ба фаъолиятҳои ихтиёрӣ 29
Замимаҳо 30
Замимаи 1. Намунаи машғулият 30
Замимаи 2. Воситаҳои таълим ва арзёбии маърифати шаҳрвандӣ 32
Замимаи 3. Намунаи лоиҳаҳои хурд 35
Замимаи 4. Барномаи Конфронси Ҷавонон 36

Лоиҳаи USAID “Барномаи Ҷавонони Пешсаф” яке аз лоиҳаҳои сершумори кӯмаки мардуми Амрико мебошад, ки тавассути USAID ба мардуми Тоҷикистон пешниҳод гардидааст. Аз соли 1992 USAID дар Тоҷикистон зиёда аз 360 миллион доллари ИМАро барои кӯмак ба рушди иқтисодиёт, ниҳодҳои демократӣ, соҳаҳои тандурустӣ ва маорифи Тоҷикистон пешниҳод намудааст.

Муқаддима

Ташаккули шаҳрванде, ки ҳуқуқ ва ӯҳдадориҳои хешро дар ҷараёни ҳодисаҳои иҷтимоӣ, иқтисодӣ ва сиёсии ҷомеа дарк карда, ҳамчун шаҳрванди фаъол дар рушди ҷомеа саҳмгузор аст, амали басо мураккаб ба шумор меравад. Шаҳрванди фаъол яке аз омилҳои асосии рушди ҷомеаи демократӣ ба шумор рафта, давлат ва ҳукумате, ки барои соҳиб шудани мақоми «давлати демократӣ» сайъ дорад, бояд системаи таълими маърифати шаҳрвандиро ба роҳ монда, тавассути ҷалби сохторҳои гуногуни давлатӣ, ғайридавлатӣ ва ҷамъиятӣ сатҳи маърифати шаҳрвандии қишрҳои гуногуни ҷомеаро баланд бардорад.

Шаҳрванди фаъол шахсест, ки дар ҷараёни муҳокима ва қабули қарор оид ба масъалаҳои гуногуни иҷтимоӣ фаъолона ширкат варзида, тавассути воситаҳои гуногуни ҷомеаи демократӣ, аз ҷумла, ташкил намудани иттиҳодияҳои ҷамъиятӣ, ҳизбҳои сиёсӣ, мубоҳисаву муҳокимаҳои иҷтимоӣ ҳуқуқ ва ӯҳдадориҳои худ ва шаҳрвандони дигарро пуштибонӣ ва баррасӣ мекунад. Дар ин самт нақши сохторҳои давлатӣ, ғайридавлатӣ ва ҷамъиятӣ дар дуруст ва дар чаҳорчӯбаи қонунгузорӣ ба роҳ мондани ҷараёни маърифатнокии шаҳрвандон, басо муҳим аст.

Инкишофи маърифати шаҳрвандии аҳолӣ нерӯ ва захираҳои моливу инсониро талаб карда, ҷалби тамоми унсурҳои ҷомеаро тақозо мекунад. Инкишофи маърифати шаҳрвандӣ махсусан дар овони наврасӣ ва ҷавонӣ басо муҳим аст, зеро дар ин синну сол ташаккули дониш, малака ва маҳорат минбаъд натиҷаҳои назаррасро ба бор меорад.

Маърифатнокии шаҳрвандии ҷавонон маънои иштироки фаъолонаи онҳоро дар ҷараёнҳои гуногуни иҷтимоиву ҷамъиятӣ дорад. Иштироки ҷавонон дар ҷараёни муҳокима ва қабули қарорҳо дар сатҳҳои гуногуни ҷомеа сурат гирифта, ақида ва пешниҳодоти онҳо аз тарафи гурӯҳҳои дигари ҷомеа пазируфта мешаванд ва ҳангоми қабули қарор вазни баробар доранд. Лекин барои таъмини иштироки самаранок дар ин ҷараён ҷавонон бояд дониш, малака ва маҳорати мувофиқ дошта бошанд. Маҷмӯи дониш, малака ва маҳорати зарурӣ тавассути барномаҳои маърифатӣ шаҳрвандӣ, ки аз тарафи сохторҳои гуногун пешниҳод карда мешавад, аз худ карда мешавад. Дар ин ҷараён нақши муассисаҳои таълимии расмӣ (мактабҳои таҳсилоти миёнаи умумӣ, омӯзишгоҳҳо, донишгоҳҳо ва ғайра) ва системаи таҳсилоти ғайрирасмӣ бузург аст. Дар маводи мазкур нақшҳо ва вазифаҳои сохторҳои гуногуни дар самти тарҳрезӣ ва татбиқи барномаҳои маърифати шаҳрвандии ҷавонон баррасӣ мегарданд.

Маводи мазкур ба мақсади раҳнамоии ҷараёни тарҳрезӣ, таҳия ва татбиқи барномаҳои маърифати шаҳрвандии ҷавонон дар Ҷумҳурии Тоҷикистон дар асоси таҳқиқотҳои ватанӣ ва байналхалқӣ таҳия шудааст. Дар маводи мазкур асосҳои назариявӣ ва амалии барномаҳои маърифати шаҳрвандии ҷавонон баррасӣ шуда, роҳу усули татбиқи онҳо пешниҳод мегарданд.

Таҳқиқотҳо нишон медиҳанд, ки барномаи хуби маърифати шаҳрвандӣ панҷ унсури асосиро дар бар мегиранд: (1) Татбиқи барномаи маърифати шаҳрвандӣ дар мактабҳои таҳсилоти

миёнаи умумӣ; (2) Татбиқи барномаи таҳсилоти ғайрирасмии маърифати шаҳрвандӣ берун аз мактаб; (3) Ташкили махзанҳои мавод оид ба маърифати шаҳрвандии ҷавонон; (4) Таҳия ва гузаронидани омӯзишҳо оид ба пешсафӣ ва фаъолнокии ҷавонон; (5) Таъсис ва ба истифода додани инфрасохторҳо барои ҷалби ҷавонон ба фаъолиятҳои варзишӣ, маданӣ ва фарҳангӣ.

Ин ҷараёнро дар нақша чунин пешниҳод кардан мумкин аст:

Нақшаи 1. Қисмҳои таркибии системаи маърифати шаҳрвандии ҷавонон

Ҳар унсури ташкили ҷараёни маърифати шаҳрвандии ҷавонон дорои мақсад, вазифа ва натиҷаҳои ниҳоӣ буда, дар якҷоягӣ ин ҷараёнро ба системаи том табдил медиҳанд. Дар ҷадвали поён мақсад, вазифа ва натиҷаҳои ниҳоии унсурҳои мазкури системаи маърифати шаҳрвандии ҷавонон тафсир мегарданд.

Ҷадвали 1. Шарҳи унсурҳои системаи маърифати шаҳрвандии ҷавонон

Унсурҳои системаи маърифати шаҳрвандӣ	Мақсад	Вазифа	Натиҷаи ниҳоӣ
Барномаи маърифати шаҳрвандӣ дар мактабҳои таҳсилоти миёнаи умумӣ	- ҳамгироии мақсад, мазмун ва мундариҷаи барномаи маърифати шаҳрвандӣ ба барномаҳои таълимии фанҳои мухталиф;	- таҷдиди барномаҳои фаннӣ ба мақсади ворид намудани мазмун ва мундариҷа оид ба маърифати шаҳрвандии ҷавонон; - таҳияи маводи	Барномаҳои таълимӣ мақсад, вазифа ва мундариҷаи маърифати шаҳрвандиро фаро мегиранд. Хатмкунандагони зинаи таҳсилоти миёнаи умумӣ дорои салоҳиятҳои шаҳрванди соҳибмаърифат

	- таъмини татбиқи салоҳиятҳои Стандарти давлатии таҳсилоти миёнаи умумӣ оид ба ташаккули шаҳрвандӣ соҳибмаърифат.	таълим оид ба маърифати шаҳрвандӣ.	мегарданд.
Барномаи таҳсилоти ғайрирасмии маърифати шаҳрвандӣ берун аз мактаб	- қалби бештари ҷавонон ба фаъолиятҳои гуногуни ҷамъиятӣ тавассути тадбирҳои фарҳангӣ, иҷтимоӣ, таълимӣ ва фароғатӣ ва ба ин васила баланд бардоштани дониш, малака ва маҳорати шаҳрвандии онҳо.	- ташкил намудани чорабиниҳои фарҳангӣ, маданӣ ва фароғатӣ; - таъсис додани марказҳои таълимӣ; - ташкил намудани чорабиниҳо ва озмунҳои маърифатӣ, варзишӣ, ахборотӣ ва маданӣ.	Ҷавонон тавассути иштирок дар чорабиниҳои ҷамъиятӣ, маърифатӣ, фарҳангӣ ва фароғатӣ дониш, малака ва маҳорати худро оид ба маърифати шаҳрвандӣ дар амал татбиқ мекунанд.
Махзанҳои мавод оид ба маърифати шаҳрвандии ҷавонон	- таъсис додани махзанҳои гуногуни ахборотӣ, аз ҷумла гӯшаҳои ахборотӣ, китобхонаҳои электронӣ ва маъхазҳои интернетӣ оид ба маърифатӣ шаҳрвандӣ.	- таъмини дастрасии ҷавонон ба ахборот ва адабиёт оид ба маърифати шаҳрвандӣ; - ташкил намудани системаи муошират ва ҳамкории ҷавонон дар масъалаҳои иҷтимоӣ.	Ҷавонон аз махзани гуногуни иттилоотӣ ва ахборотӣ истифода бурда, дониш, малака ва маҳораташонро баланд мебардоранд ва барои ҳамкорӣ ва муошират замина мегузоранд.
Омӯзишҳо оид ба пешсафӣ ва фаъолнокии ҷавонон	- таҳияи барномаҳои омӯзишӣ оид ба пешсафӣ ва фаъолгардонии ҷавонон; - омода намудани тренерон оид ба гузаронидани омӯзишҳо оид ба пешсафии ҷавонон; - мутобиқ сохтани барнома ва маводи таълимии санҷидашудаи ҷаҳонӣ оид ба пешсафии ҷавонон	- пешниҳоди барномаи самараноки омӯзишӣ оид ба пешсафӣ ва фаъолнокии ҷамъиятии ҷавонон; - татбиқи лоиҳаҳо барои рушди ҷомеаи шаҳрвандӣ; - қалби ихтиёронаи ҷавонон ба ҳалли масъалаҳои иҷтимоии ҷомеа; - ташкили форумҳо ба	Шумораи зиёди ҷавонон дорои малака ва маҳорати пешсафӣ шуда, ба чорабиниҳои ҷамъиятӣ барои рушди маҳал ва фароҳам овардани имкониятҳо барои ҳамсолон фаъолона ширкат меварзанд.

		мақсади табодули таҷриба.	
Инфрасохторҳо барои ҷалби ҷавонон	- ҷалби ҷавонон ба ташкил ва гузаронидани чорабиниҳои варзишӣ, маърифатӣ ва фарҳангӣ; - ҷалби ҷавонон ба тарзи ҳаёти солим ва омӯзиши малакаҳои ҳаётӣ.	- таъсиси марказҳои ҷавонон; - сохтан ва ба истифода додани майдончаҳо ва толорҳои варзишӣ барои ҷавонон; - ташкил намудани марказҳои фарҳангӣ; - гузаронидани чорабиниҳои маърифатӣ, фарҳангӣ ва фароғатӣ.	Ҷавонон ба фаъолиятҳои созанда шомил гашта, мавқеи худро дар ҷамъият аниқ месозанд ва аз имкониятҳои пешомада дуруст ва ба манфиати худ ва рушди ҷомеа истифода мебаранд.

Бобҳо ва фаслҳои маводи мазкур методологияи ҷараёни тарҳрезӣ, татбиқ ва арзёбии ҳар як унсури системаи маърифати шаҳрвандиро шарҳ дода, тавассути мисолҳои мушаххас, ки дар ҷараёни татбиқи Барномаи Ҷавонони Пешсаф санҷида шудаанд, таҳвият дода мешаванд.

I. Муқаррароти умумӣ

Консепсияи таҳия ва татбиқи барномаҳои маърифати шаҳрвандии ҷавонон ба мақсади расонидани ёрӣ ба сохторҳои гуногуни давлатӣ ва ғайридавлатӣ, шахсони алоҳида, иттиҳодияҳои ҷамъиятие, ки ба масъалаи таҳиявӣ ва татбиқи барномаҳои маърифати шаҳрвандии ҷавонон машғуланд, омода шудааст. Консепсия муассисаҳоро имконият медиҳад, ки барномаҳои маърифати шаҳрвандиро хуб тарҳрезӣ карда, ҷараёни татбиқ ва арзёбии натиҷаҳои онро сифатнок ба роҳ монанд. Назарияҳо, тавсияҳои методологӣ ва усулҳои барномарезӣ дар асоси таҳқиқоту таҷрибаҳои ҷаҳонӣ ва дар мисоли Барномаи Ҷавонони Пешсаф, ки дар Ҷумҳурии Тоҷикистон аз тарафи Каунтерпарт Интернэшнл (Каунтерпарт) татбиқ мегардад, пешниҳод карда мешаванд. Каунтерпарт ташкилоти байналхалқии рушд буда, ба мақсади таҳкими тавоноии одамон, ҷамоатҳо ва муассисаҳо барои рушди доимии онҳо ҳамкорӣ мекунад. Қариб 50 сол мешавад, ки Каунтерпарт бо ҷамоатҳо ҳамкорӣ карда, ба онҳо барои ҳалли масъалаҳои мураккаби рушди иқтисодӣ, таъмини хӯрокворӣ ва ғизо, инчунин ба роҳ мондани идоракунии самараноки муассисаҳо ёрӣ мерасонад. Аз соли 1995 инҷониб Каунтерпарт тавассути омӯзишҳои бевосита ва барномаҳои машвараті иқтидори созмонҳои ғайриҳукуматии маҳаллиро дар Тоҷикистон таҳким бахшида, ба мардуми ниёзманд хизматҳои ичтимоӣ расонидааст. Соли 2000-ум Каунтерпарт барномаи навро ба мақсади баланд бардоштани сатҳи иштироки шаҳрвандон дар ҷараёни қабули қарор тавассути васеъ кардани фаъолиятҳо дар минтақаҳои деҳоти мамлакат, расонидани ёрии амалӣ ба гурӯҳҳои ҷамъиятӣ ва ташкилотҳои маҳаллӣ ба мақсади ҳалли масъалаҳои мубрами ичтимоӣ тавассути муколамаи самаранок бо ҳукуматҳои

маҳаллӣ, татбиқ намуд. Соли 2003-юм Каунтерпарт бомуваффақият панҷ Сохторҳои Ғайри Давлатии минтақавии ёрирасонро таъсис дода, тавассути ин созмонҳо ба гурӯҳҳои ҷамъиятӣ ва Сохторҳои Ғайри Давлатии маҳалли ёрии машваратии фарогир ва дарозмӯҳлат расонд. Имрӯзҳо Каунтерпарт тавассути татбиқи Барномаи Ҷавонони Пешсаф фаъолияти худро дар Ҷумҳурии Тоҷикистон идома дода истодааст.

1.1. Соҳаи истифодашаванда

Консепсияи мазкур бо назардошти хусусияти методологӣ доштанаш, дар мавридҳои зерин истифода мешавад:

- Ҳангоми таҷдиди стандарт ва барномаҳои таълими зинаи таҳсилоти миёнаи умумӣ ба мақсади ворид сохтани талабот, мазмун ва мундариҷаи маърифати шаҳрвандӣ.
- Дар ҷараёни тарҳрезӣ ва татбиқи барномаҳои маърифати шаҳрвандии ҷавонон аз тарафи сохторҳои давлатӣ, аз ҷумла Вазорати маориф ва зерсохторҳои он, Кумитаи ҷавонони назди Ҳукумати Ҷумҳурии Тоҷикистон, бахши ҷавонони ҳукуматҳои маҳаллӣ, ҷамоатҳо ва сохторҳои ғайридавлатӣ ва байналмиллалӣ
- Омӯзгорон, пешсафони маҳалла, намояндагони ҷамоат ва ассосиятсияҳои омӯзгорону волидайн ба мақсади баланд бардоштани сатҳи дониш, малака ва маҳорати ҷавонон оид ба маърифати шаҳрвандӣ ва фаъолгардонии ҷавонон барои муайян кардани масъалаҳои иҷтимоӣ, фарҳангӣ ва сиёсии маҳалла ва ҳалли онҳо.

1.2. Заминаи ҳуқуқии меъёрӣ

Консепсияи мазкур бо назардошти талаботи ҳуҷҷатҳои зерин, ки самтҳои стратегии рушди маърифати шаҳрвандиро дар Ҷумҳурии Тоҷикистон муайян менамоянд, таҳия шудааст:

1. Конституцсияи (Сарқонуни) Ҷумҳурии Тоҷикистон – 6 ноябри соли 1994 дар раъйпурсии умумихалқӣ қабул шуда, 26 сентябри соли 1999 ва 22 июни соли 2003 ба тариқи раъйпурсии умумихалқӣ ба он иловаҳо ворид карда шуд.
2. Қонуни Ҷумҳурии Тоҷикистон “дар бораи ҷавонон ва сиёсати давлатии ҷавонон” Маҷлиси намояндагон 9-уми июни соли 2004 қабул кардааст; Маҷлиси миллӣ 8-уми июли соли 2004 ҷонибдорӣ намудааст
3. Қонуни Ҷумҳурии Тоҷикистон “Дар бораи масъулияти падару модар дар таълиму тарбияи фарзанд” 2 августи соли 2011
4. Консепсияи миллии сиёсати ҷавонон дар Ҷумҳурии Тоҷикистон. 3 июни соли 2006
5. Барномаи «Ҷавонони Тоҷикистон» барои солҳои 2010-2012
6. Консепсияи миллии тарбия дар Ҷумҳурии Тоҷикистон, 1996
7. Консепсияи маърифати шаҳрвандӣ дар Ҷумҳурии Тоҷикистон, 2008.
8. Стратегияи миллии рушди маорифи Ҷумҳурии Тоҷикистон то соли 2020
9. Стандарти давлатии таҳсилоти умумии Ҷумҳурии Тоҷикистон, 2009

1.3. Маълумоти умумӣ оид ба Барномаи Ҷавонони Пешсаф

Барномаи Ҷавонони Пешсаф бо дастгирии молиявии Оҷонсии рушди байналмилалии ИМА (USAID) аз тарафи Каунтерпарт дар Ҷумҳурии Тоҷикистон татбиқ карда мешавад. Мақсади Барномаи Ҷавонони Пешсаф бунёди насли ҷавононе, ки фаъолона дар ҳалли масъалаҳои

иҷтимоӣ ва фарҳангӣ ширкат варзида, барои ояндаи хеш масъулиятро ба ӯҳда гирифта, ба рушди мамлакат саҳм мегузоранд, аст. Барномаи мазкур ду мақсади асосӣ дорад: 1) баланд бардоштани сатҳи фаъолнокӣ ва пешсафии ҷавонон ба мақсади ба миён овардани тағйироти мусбат дар сатҳи ҷомеа; 2) баланд бардоштани сифати хизматрасониҳо, ки аз тарафи ҷомеаи шаҳрвандӣ тавассути татбиқи барномаҳо барои ҷавонон расонида мешавад.

Барномаи Ҷавонони Пешсаф дастгирии рушди ҷомеаи шаҳрвандиро тавассути ҳамкорӣ бо се иттиҳодияҳои ҷамъиятӣ дар нӯҳ ноҳияи дурдаст ва марказҳои се минтақа, аз ҷумла водии Зарафшон, водии Рашт ва Бадахшон ба роҳ мондааст. Мавзеъҳои мазкур дар асоси меъёрҳои шаффоф, ки аз рӯйи нишондиҳандаҳои демографии ҳар мавзеъ ва дараҷаи татбиқи барномаҳои ҷавонон аз тарафи намояндагони сохторҳои давлатӣ, маъмурияти мактабҳо, волидон ва дигар аъзоёни ҷомеа интихоб шудаанд. Якчанд меъёри асосие, ки ҳангоми интихоби мавзеъҳо истифода шудаанд чунинанд:

- Барномаҳои байналхалқӣ дар ин минтақа татбиқ нашудаанд, агар татбиқ шуда бошанд ҳам, дараҷаи фарогириашон маҳдуд буд;
- Хоҳиши ҷавонони ҷомеа барои иштирок дар барнома;
- Мавҷудияти шароити зарурӣ: мактаб, марказҳои маҳалла ё дигар мавзеъҳо барои гузаронидани омӯзишҳо оид ба маърифати шаҳрвандӣ ва дигар фаъолиятҳои барнома.

Моҳи декабри соли 2011, дар се минтақаи озмоишӣ, Барномаи Ҷавонони Пешсаф ба се ташкилоти маҳаллӣ: Занони Шарқ (водии Зарафшон); Маърифатнокӣ (водии Рашт) ва Хирад (Бадахшон), ки ба татбиқи барномаҳо барои ҷавонон машғуланд, барои инкишофи институтсионалӣ ва татбиқи барнома грант супорид. Ташкилотҳои мазкур бо назардошти таҷрибаи пешинаашон дар татбиқи барномаҳо барои ҷавонон ва татбиқи чорабиниҳои гуногун бо намояндагони сохторҳои маҳаллӣ ба мақсади баланд бардоштани сатҳи некӯаҳволии ҷавонон интихоб шудаанд. Дар ҳамкорӣ бо ташкилотҳои мазкур Барномаи Ҷавонони Пешсаф масъалаи ҷавононро бо сохторҳои давлатӣ, ғайридавлатӣ ва байналхалқие, ки дар ин минтақаҳо фаъолият мекунанд баррасӣ ва таҳлил карда, самтҳои ҳамкориро муайян намуданд. Самтҳои ҳамкории мазкур аз унсурҳои мазкур иборат аст: ҳамкорӣ бо ташкилотҳои ҷамъиятии маҳаллӣ барои гузаронидани омӯзишҳо оид ба маърифати шаҳрвандӣ; ҳамкорӣ бо ҷамоатҳо ба мақсади муҳайё сохтани ҷой барои гузаронидани омӯзишҳо ва истифодаи таҷҳизоти зарурӣ; ҳамкорӣ бо ташкилотҳои байналхалқӣ барои ба даст овардани имконияти гирифтани грантҳо ва машваратҳои иловагӣ.

Тадбирҳои барномаро чунин хулоса кардан мумкин аст:

Гузаронидани омӯзишҳо оид ба маърифати шаҳрвандӣ. Дар соли аввали татбиқи Барномаи Ҷавонони Пешсаф, барнома ва маводи таълимии омӯзиши маърифати шаҳрвандӣ барои гурӯҳи мақсаднок таҳия гардиданд. Омӯзишҳои мазкур бо назардошти низоми интерактивӣ ва хонанда меҳвар ташкил карда шуда, барнома мавзӯъҳои гуногуни маърифати шаҳрвандӣ, аз ҷумла:

1. Муқаддимаи курси маърифати шаҳрвандии ғайрирасмӣ;
2. Ҳуқуқҳои инсон
3. Таҳаммулпазирӣ ва созиш
4. Дин ва ҳуқуқ
5. Ҷомеа ва ҳокимияти маҳаллӣ
6. Тоҷикистон ва анъанаҳои демократӣ, нақши шахс ва оила

7. Фаъолияти ихтиёрӣ, фаъолияти ҷамъиятӣ ва масъулияти шаҳрвандӣ
8. Маҳорати гузаронидани гуфтушунид
9. Маҳорати суханронии умумӣ, баромад ва мубоҳиса
10. Рушди имконияти ҷавонон
11. Фаъолияти гурӯҳҳои ташаббускор ва ташкилотҳои ҷамъятӣ
12. Таҳияи нақшаи амалии фардии ҳар як иштирокчӣ

Дар натиҷаи татбиқи барномаи маърифати шаҳрвандӣ зиёда аз 900 ҷавонони минтақаҳои мақсадноки Барномаи Ҷавонони Пешсаф дониш, малака ва маҳорати худро оид ба мавзӯъҳои гуногуни маърифати шаҳрвандӣ баланд бардоштанд.

Ташкил намудани барномаҳои баъдидарсӣ ва хизматрасонии ҷамъиятӣ барои ҷавонон. Барномаи Ҷавонони Пешсаф як қатор барномаҳои баъдидарсии таълимӣ, аз ҷумла курсҳои дузандагӣ, омӯзиши компютер, забони англисӣ, рассомӣ ва чорабиниҳои варзишӣ, маданиву фарҳангиро, инчунин гузаронидани мубоҳисаҳо бо фаро гирифтан ва ҷалби ҷавонони 13-17 сола амалӣ намуд. Дар ҷараёни татбиқи барномаҳои баъдидарсӣ зиёда аз 900 нафар ҷавонон ба омӯзишу чорабиниҳои гуногун фаро гирифта шудасд. Моҳият, тарз ва усулу воситаҳои ташкил намудани барномаҳои баъдидарсӣ ва хизматрасонии ҷамъиятие, ки дар доираи татбиқи Барномаи Ҷавонони Пешсаф истифода шудаанд, дар фаслҳои II, III ва IV-уми ҳуҷҷати мазкур ҳамчун намуна пешниҳод карда мешаванд.

Ташкил намудани барномаҳои табодули таҷриба байни ҷавонон ва лагерҳои истироҳатӣ-таълимӣ. Яке аз мақсадҳои асосии ин унсури Барномаи Ҷавонони Пешсаф ба роҳ мондани муошират байни ҷавонон, махсусан дар минтақаҳои дурдаст бо ҳамсолонашон аз деҳаҳои ҳамсоя ва шаҳрҳо. Барномаи Ҷавонони Пешсаф дар ҷараёни татбиқи фаъолиятҳо якчанд лагери тобистонаро ташкил намуда, ҷавонони ноҳияҳои мақсаднокро ба ҳам овард, то ба онҳо имконияти аз худ кардани донишҳои нав ва пайдо намудани дӯстони нав аз ҳисоби ҳамсолони минтақаҳои гуногун, фароҳам орад. Инчунин, ҷавонон дар ҷараёни лагер имконият доштанд, ки бо намояндагони ҳукуматҳои маҳаллӣ ва мутахассисоне, ки бо масъалаи ҷавонон сару кор доранд, вохӯрда, масоили ҳуқуқӣ ва иҷтимоии худро баррасӣ мекарданд. Илова ба чорабиниҳои маърифативу фароғатӣ дар ҷараёни лагерҳои тобистона ҷавонон имконият доштанд, ки бо намояндагони қабулкунандаи қарор муҳокима карда, ақида ва барномаҳои худро иброз доранд. Дар фаслҳои минбаъдаи консепсия тарзи таҳияи барномаҳои лагерҳои тобистона, ташкил намудани чорабиниҳои фароғативу маърифатӣ, мулоқоту муҳокимаронихо бо намояндагони ҳукуматҳои маҳаллӣ баррасӣ шуда, мисолҳои мушаххас аз Барномаи Ҷавонони Пешсаф пешниҳод карда мешаванд.

Татбиқи лоиҳаҳои хурди ҷамъиятӣ тавассути грантҳои хурд. Барномаи Ҷавонони Пешсаф ба мақсади таҳким бахшидани дониш, малака ва маҳорати ҷавонон, ки дар ҷараёни барномаҳои таълимии баъдидарсӣ, лагерҳои тобистона Грантҳои хурдро барои дастгирии ҷавонон пешниҳод менамояд. Грантҳои мазкур аз тарафи Каунтерпарт бо дастгирии шарикони маҳаллии он эълон ва татбиқ карда шуданд. Ҳамасола 20-25 гранти хурд, ки аз 150 то 300 доллари ИМА-ро ташкил медиҳанд, дар ҳар минтақаи мақсадноки Барномаи Ҷавонони Пешсаф пешниҳод ва татбиқ мегарданд. Грантҳо барои татбиқи лоиҳаҳо дар самтҳои (1) ташкили курсҳои омӯзишӣ, (2) чорабиниҳои ҷамъиятӣ ва рушди маҳалла ва (3) ҳалли якҷояи масъалаҳои ҷомеа бо ҳукуматҳои маҳаллӣ равона мегардиданд. Дар консепсияи мазкур методологияи интихоби лоиҳаҳо ва назорати татбиқи онҳо дар асоси таҷрибаи Барномаи Ҷавонони Пешсаф дар фаслҳои минбаъда шарҳу тафсир меёбанд.

Ташкили конференсҳои миллии ҷавонон. Дар ҷараёни татбиқи Барномаи Ҷавонони Пешсаф Каунтерпарт ду конфронси миллии ҷавононро дар шаҳри Душанбе мегузаронад. Дар ҷараёни конфронсҳои мазкур масъалаи тадбирҳо ва барномаҳои байналхалқӣ оид ба

масъалаи ҷавонон баррасӣ хоҳанд шуд. Инчунин дар конфронс масъалаҳои ҷалби ҷавонон ба фаъолиятҳо дар сатҳи ҷамоат ва фароҳам овардани шароит барои фаъолгардонии иштироки ҷавонон дар ҳалли масъалаҳои иҷтимоӣ тавассути муҳокимаронихо, таҳияи нақшаҳои дурнамо, тарҳрезии барномаҳои маҳаллӣ ва минтақавӣ баррасӣ мешаванд. Дар ҷараёни ин конфронсҳо ҷавонон табодули таҷриба карда, намунаҳо ва натиҷаҳои самараноки барномаҳои мамлакатҳои дигарро таҳлил карда, роҳҳои ҳалли масъалаҳои иҷтимоии ҷавононро дар сатҳи маҳал ва ҷумҳурӣ муайян мекунанд. Барномаи намунавӣ ва методологияи ташкили конфронсҳои ҷавонон дар фасли ба ин масъала бахшидашудаи консепсияи мазкур дар асоси таҷрибаи Барномаи Ҷавонони Пешсаф пуртар шарҳ дода мешавад.

Дастгирии иттиҳодияҳои ҷамъиятии ҷавонон ва гузаронидани омӯзишҳо оид ба маърифати шаҳрвандӣ ва дигар омӯзишҳои амалӣ. Яке аз фаъолиятҳои асосии Барномаи Ҷавонони Пешсаф баланд бардоштани дониш ва малакаҳои ҷавонони деҳот аст. Барномаи Ҷавонони Пешсаф барои расидан ба ин мақсад, барномаҳои омӯзиши кӯтоҳмуддат, модулҳои таълимӣ ва истифодаи усулҳои гуногуни муҳокима ва мубоҳисаро таҳия ва татбиқ намуда, бо истифодаи грантҳои техникӣ, ки аз тарафи Ташкилотҳои ҷамъиятии маҳалли ва марказӣ амали мегарданд, истифода мебарад. Илова ба барномаҳои мазкур омӯзгорон/тренерони усулу воситаҳои гуногуни интерактивию амалиро барои хубтар аз худ кардани донишу малака истифода бурданд. Тавассути усулҳои мазкур, ҷавонон малакаи дар ҷамъият баромад кардан ва дар мубоҳисаву муҳокимаҳо иштирок карда, ақида ва фаҳмиши худро иброз доштанро такмил доданд. Дар фаслҳои марбути консепсияи мазкур оид ба таҳияи барномаҳои таълимӣ ва модулҳои таълимӣ оид ба маърифати шаҳрвандӣ, муоширати ҷамъиятӣ, идоракунии лоиҳаҳо, банақшагирии тиҷорат ва амсоли он маълумот пешниҳод шуда, бо мисолҳои амалие, ки дар натиҷаи татбиқи Барномаи Ҷавонони Пешсаф санҷида шудаанд, таҳким меёбанд.

Шарҳи мафҳуми маърифати шаҳрвандӣ

Маърифати шаҳрвандӣ воситаи асосии ҷалби ҷомеаи шаҳрвандӣ ба ҷараёни демократикунонӣ, худшиносӣ, равандҳои иҷтимоӣ, иқтисодӣ, ҳуқуқӣ ва сиёсии ҷомеа аст. Тавассути низоми мазкур шахс дониш, малака ва маҳорати иштироки фаъолонаро дар ҳаёти иҷтимоӣ, иқтисодӣ ва сиёсии ҷомеа пайдо мекунад. Тавассути воситаҳои маърифати шаҳрвандӣ, ҷавонон метавонанд ҳуқуқу ӯҳдадориҳоя худро омӯзанд ва дар амал татбиқ намоянд.

II. Тарҳрезӣ ва татбиқи барномаи маърифати шаҳрвандӣ дар мактабҳои таҳсилоти миёнаи умумӣ

Системаи таҳсилоти миёнаи умумӣ дар Ҷумҳурии Тоҷикистон дар таълиму тарбияи наврасону ҷавонон нақши басо муҳим дорад. Ҷараёни таълиму тарбияи наврасону ҷавонон дар сатҳҳои гуногуни таҳсилоти миёнаи умумӣ дар асоси стандартҳои таҳсилоти миёнаи умумӣ ба роҳ монда шуда, талаботи он мӯҳтаво, барнома, самтҳо ва низоми муассисаҳои таълимие, ки таҳсилоти миёнаи умумиро татбиқ мекунанд, муайян мекунад.

Дар стандартҳои таҳсилоти миёнаи умумӣ тарбияи шаҳрванди соҳибмаърифат, ки ҳуқуқу ӯҳдадориҳои шаҳрвандии худро хуб дарк карда, арзишҳои ҷомеаи дунявӣ ва демократиро

қадр мекунад, ҳамчун маҳаки асосии ҷараёни таълиму тарбияи кӯдакон, наврасон ва ҷавонон муқарар шудааст.

Аз ин лиҳоз, баланд бардоштани донишу малакаи хонандагони зинаҳои гуногуни таҳсилоти миёнаи умумӣ оид ба маърифати шаҳрвандӣ бояд яке аз вазифаҳои асосии ҷараёни таълиму тарбияи насли наврас гардад.

Хонандаи имрӯза бояд на танҳо аз ҳуқуқу ӯҳдадориҳои худро донад, балки дар мавриди зарурӣ аз онҳо ҳимоят кунад ва масъулият нишон диҳад. Мактаб низ ҷузъи ҷудонопазири ҷомеаи муосир буда, тамоми тамоюлҳои рушди ҷомеаро бояд дар қоидаву рафтор, ташкили ҷараёни таълим, муносибати шогирдону омӯзгорон, муносибати хонандагон байни худ ва муносибати омӯзгорон бо волидайн инъикос кунад.

Пас маърифати шаҳрвандӣ на танҳо метавонад ҷузъи барномаи таълимии фанҳо, балки ҳамчун замина дар ташкили ҷараёни таълиму тарбия, идоракунӣ ва ташкили машғулиятҳо оид ба муҳокима ва қабули қарор дар сатҳи мактаб истифода мешавад. Яъне бо иваз шудани арзишҳои миллӣ нақши мактаб дар тарбияи наврасону ҷавонон ва омода намудани шаҳрвандони соҳибмаърифат тағйир меёбад. Мактаб акнун ҳамчун татбиққунандаи сиёсати ҷомеаи демократӣ, ки Ҷумҳурии Тоҷикистон барои ташкил намудани он ҳамаҷониба кӯшиш менамояд, амал мекунад.

Аз ин лиҳоз, мутобиқ сохтани принсипҳои зерин ба барномаҳои таълимӣ, тартиби идоракунии синф ва мактаб аз манфиат холӣ нест:

Принсипи рияои ҳуқуқҳои инсон, демократия ва волоияти қонун. Тамоми ҷараёни таълим, муносибат (байни кормандони мактаб, омӯзгорону хонандагон, хонандагон) ва арзишҳо дар мактаб бо назардошти риояи ҳуқуқҳои инсон, эҳтироми арзишҳои ҷомеаи демократӣ, ки озодии баён, шафофияти қабули қарор, иштироки ҳамаи субъектҳои раванди таълим дар муҳокима ва қабули қарор ба роҳ монда мешавад. Рафтору муносибати намунавӣ ва ҷалби кӯдакон, наврасон ва ҷавонон ба ин равандҳо метавонад дар ниҳоди хонандагон арзишҳои аслии ҷомеаи шаҳрвандӣ ва демократиро ҷо дода, ӯро барои дар овони калонсолӣ ҳамчун шаҳрванди фаъол, ки ҳуқуқу ӯҳдадориҳои худ ва аҳли ҷомеаро медонад ва риоя мекунад, тарбия намояд. Ин принсип тавассути вазифаҳои зерин амалӣ карда мешавад:

- Дониши хуби омӯзгорон оид ба ҳуқуқ ва ӯҳдадориҳои кӯдакон;
- Ҷалби хонандагон дар муҳокима ва қабули қарор оид ба интихоби роҳбари синф, сардори синф ва дигар намояндагӣ;
- Ваколатдор намудани хонандагон дар гирифтани таҳсилоти босифат;
- Фароҳам овардани шароит ба хонандагони талаботи махсусдошта;
- Ба роҳ мондани талабот ба муносибатҳои баробарии гендерӣ;
- Таҳия, фаҳмондадиҳӣ ва риояи қоидаҳои рафтор дар мактаб, ки дар асоси арзишҳои миллӣ, демократӣ, таҳаммулпазирӣ (нисбат ба ақаллиятҳо ва амсоли он);
- Омода намудани кӯдакон, наврасон ва ҷавонон ба иштироки фаъолона дар ҷараёни муносибатҳои ҷамъиятӣ;
- Таҳияи восита ва механизми мубориза бар зидди хушунат, нажодпарастӣ, хашму бадбинӣ дар байни хонандагон;

- Ташкил намудани гурӯҳҳои ҷавонони пешсаф ба мақсади намояндагӣ дар муҳокима ва қабули қарор дар сатҳи мактаб ва амсоли он.

Принсипи адолати иҷтимоӣ ва иштирок дар чорабиниҳои ҷамъиятӣ.

Хонандагон бояд аз арзишҳои ҷомеаи адолатпарвар дар сатҳи мактаб бархурдор шаванд. Инро метавон дар интихоби шаффоф барои сарварӣ ва пешсафӣ дар мактаб, ҷалби хонандагон ба озмунҳои фаннӣ, ба роҳ мондани системаи шаффоф ва адолатноки арзёбии дастовардҳои таълимии хонандагон. Ҷалби хонандагон ба маърака ва чорабиниҳои гуногуни ҷамъиятӣ, аз ҷумла ташкил намудани амалҳои ихтиёрӣ барои расонидани хизматҳои иҷтимоӣ ба пиронсолон ва эҳтиёҷмандон, гузаронидани маъракаҳои экологӣ ва тарзи ҳаёти солим, ташкил ва гузаронидани озмунҳои варзишӣ ва амсоли он.

Принсипи масъулиятшиносӣ. Тарбияи насли наврас дар асоси принсипи масъулиятшиносӣ бояд дар чаҳорчӯбаи қоидаву тартибот ба роҳ монда шавад. Хонандагонро ба ҳис кардани масъулият нисбат ба гирифтани таълим, иҷрои вазифаҳои таълимӣ, нигоҳубини ашё ва таҷҳизоти мактабӣ ва ғайра дар ҷараёни таълиму тарбия бояд равона кард. Барои татбиқи принсипи мазкур роҳбарони синф, омӯзгорони фаннӣ, падару модарон ва худи хонандагон бояд фаъолона шомил гарданд.

2.1. Ҳамгироии мақсад ва вазифаҳои маърифати шаҳрвандӣ ба барномаҳои таълим

Зарурати ҳамгироии мақсад ва вазифаҳои маърифати шаҳрвандӣ аз талаботи Стандарти таҳсилоти миёнаи умумӣ бар меояд, ки он дар шакли зерин таҷассум ёфтаанд:

- дар бораи моҳияти мафҳумҳои инсон, шаҳрванд, Ватан, ватандӯстӣ, тасаввурот ҳосил намоянд;
- арзишҳои фарҳангию таърихии халқи тоҷик ва суннату анъанаҳои халқҳои дигарро эҳтиром намоянд;
- аҳамияти иҷтимоии «субъекти ҷамъиятӣ» (талаба, ҳамсинф, аъзои коллектив) ва ғайраро дарк намоянд**;**
- меъёрҳои ахлоқии рафторро аз худ намоянд, ба сифатҳои худ баҳо дода тавонанд, боадаб ва хушзеҳн бошанд;
- моҳият ва мафҳуми ибораҳои «пиндори нек», «гуфтори нек», «рафтори нек» -ро дарк намоянд;

Барои бо ҳамгироии бомуваффақияти мақсад ва вазифаҳои маърифати шаҳрвандӣ ба барномаҳои таълим тағйирот дар самтҳои зерин зарур аст:

<u>Мундариҷаи таҳсилот</u>

Ба фанҳои ҷомеашиносӣ ва гуманитарие, ки дар нақшаи таълимӣ муқаррар шудаанд, мавзӯъҳои зерин илова карда шаванд:

- Ҳуқуқҳои инсон;
- Таҳаммулпазирӣ ва созиш;
- Ҷомеа ва ҳокимияти маҳаллӣ;
- Арзишҳои ҷомеаи демократӣ ва ҳуқуқбунёд ва амсоли он.

<u>Фаъолияти таълимӣ дар ҷараёни дарс</u>

Ҷараёни таълим тарзе бояд ба роҳ монда шавад, ки ба ҳар хонанда имконияти такмили малакаву маҳоратҳои зерин фароҳам оварда шаванд:

- Қобилияти дар гурӯҳ бо дигарон ҳамкорӣ кардан;
- Маҳорати гузаронидани гуфтушунид;
- Маҳорати суханронии умумӣ, баромад кардан ва дар мубоҳиса иштирок кардан;
- Қобилияти қабули қарори мувофиқ дар вазъиятҳои гуногуни таълимӣ ва ҳаётӣ.

Фаъолиятҳои баъдидарсӣ

Ҷалби хонандагон ба фаъолиятҳои гуногуни баъдидарсӣ, ки онҳо тавонанд дониш, малака ва маҳорати азхудкардаашонро дар амал татбиқ кунанд, хеле муҳим аст. Тавассути чунин фаъолиятҳои кӯдакон, наврасон ва ҷавонон метавонанд малакаву маҳорати ихтиёрона фаъолият кардан, иштирок дар ҷараёни чорабиниҳои ҷамъиятӣ ва масъулияти шаҳрвандии худро такмил диҳанд. Тавассути чунин фаъолиятҳо имконияти рушди наврасону ҷавонон зиёд гашта, иштироки онҳоро дар ҳалли масъалаҳои иҷтимоӣ таъмин мегардад.

Ба роҳ мондани корҳои мустақилонаи хонандагон

Рушди ҳамаҷонибаи шахсият дар низоми маърифати шаҳрвандӣ яке аз мақсадҳои асосӣ аст. Аз ин лиҳоз, ташкили корҳои мустақилона тавассути таҳияи лоиҳаҳо оид ба масъалаҳои гуногуни иҷтимоӣ ва иқтисодии маҳалла, аз ҷумла, тарзи обёрии заминҳои лалмӣ, дуруст ба роҳ мондани тартиби интихоби раиси маҳалла, нақшаи инкишофи иқтисодии маҳалла ва амсоли он, метавонанд ба рушди хонандагон таъсири мусбӣ расонанд.

Ташкили гурӯҳҳои ташаббускор дар мактаб аз ҳисоби наврасону ҷавонони пешсаф

Чунин гурӯҳҳоро метавон дар заминаи ташкилоти наврасон ва ҷавонони мактаб «Ворисони Сомонӣ» ва «Сомониён» ба роҳ монд. Гурӯҳҳои ташаббускорро метавон аз ҳисоби хонандагони фаъол ва пешсафи мактаб ташкил намуда, барои ҳалли масъалаҳои гуногуни дохили мактабӣ, аз ҷумла, назорати рафтори хонандагон дар мактаб, назорати давомоти хонандагон, назорати иҷрои вазифаи хонагии хонандагон, ташриф ба хонаҳо ба мақсади ба таҳсил фаро гирифтани хонандагоне, ки мактабро тарк кардаанд ва амсоли он сафарбар намуд. Ташкили гурӯҳи ташаббускор барои баланд бардоштани ҳиси масъулиятшиносии шаҳрвандии хонандагон хеле муфид аст.

Усулҳои таълиму тадрис

Маърифати шаҳрвандӣ на танҳо тавассути додани дониш, балки тавассути дар амал татбиқ кардани он самараи бештар медиҳад. Донистани ҳуқуқу ӯҳдадориҳо, арзишҳои ҷомеаи демократӣ ва ҳуқуқбунёд маънои онро надорад, ки хонанда метавонад дар мавридҳои зарурат аз онҳо истифода барад ва ё ҳимоят кунад. Барои ин хонанда бояд тавассути усулу муносибатҳои гуногуни таълим мӯҳтавои таълимро аз худ карда, малакаву маҳоратҳоро машқ кунад. Барои ин омӯзгорон дар ҷараёни банақшагирӣ ва таълим низому муносибатҳои зерини таълимиро истифода баранд:

- Таълими интерактивӣ;
- Таълими хонандамеҳвар (хонанда дар маркази диққат);
- Арзёбии ташаккулдиҳанда;
- Муҳокимаронӣ, мубоҳиса ва корҳои лоиҳавӣ.

2.2. Таҳияи маводи таълим оид ба маърифати шаҳрвандӣ

Маводи таълими маърифати шаҳрвандӣ бо назардошти низоми таълими хонандамеҳвар таҳия карда мешавад. Маводи таълим дар ин ҷо ҳамчун маҷмӯи маводи омӯзишӣ, аз ҷумла дастурҳои таълимӣ, раҳнамои омӯзгор, маводи тақсимотӣ ва амсоли он, фаҳмида мешавад. Ҳангоми таҳияи маводи таълим оид ба маърифати шаҳрвандӣ меъёрҳои зерин ба эътибор гирифта шаванд:

- Мақсад ва вазифаҳо мушаххас баён шуда бошанд;
- Дастур ва супоришҳо ба мақсад ва вазифаҳои машғулият мувофиқ бошанд;
- Хонандагонро (иштирокчиёни машғулиятро) ба таҳлил, таркиб ва арзёбии ахбор ҳидоят намоянд;
- Ҳамкории баёни омӯзгор ва хонанда, хонанда ва хонандагонро таъмин намояд;
- Усулҳои фаъол ва шавқовар истифода шаванд;
- Хонандагонро барои дар амал санҷидану тачриба кардани донишу малакаи нав водор намоянд;
- Ба хонандагон имконияти ба худ ва ба дигарон баҳо додан фароҳам оварда шавад.

Ҷараёни тарҳрезӣ якчанд марҳаларо фаро мегирад ва мураттиби барнома ва маводи таълимӣ оид ба маърифати шаҳрвандӣ ин марҳалаҳоро бояд ба эътибор гирад.

Марҳалаи 1. Тарҳрезӣ дар ин марҳала мураттиб/омӯзгор бояд мақсад, вазифа ва усули таълиму арзёбиро муайян кунад. Барои муайян намудани ин унсурҳо ӯ бояд ба саволҳои мазкур ҷавоб гардонад: *Хонандагон бояд кадом донишро аз худ карда, кадом малака ва маҳоратро соҳиб шаванд? Барои расидан ба ин мақсад хонандагон бояд кадом ахборро таҳлилу баррасӣ кунанд ва кадом малакаҳоро машқ кунанд? Барои самаранок аз худ кардани донишу малака кадом усулу воситаҳои таълим мувофиқтаранд? Ман чи гуна муайян карда метавонам, ки оё хонандагони ман дониш, малака ва маҳоратро аз худ кардаанд ё на?*

Марҳалаи 2. Таҳия дар ин марҳала мураттибон ё омӯзгорон метавонанд қолаби муайянро истифода баранд. Дар ин марҳала тамоми фаъолияти таълимӣ, усулҳое, ки дар давоми машғулият истифода мешаванд, қадам ба қадам шарҳ дода мешаванд. Дар поён як қолаб ҳамчун намуна пешниҳод карда мешавад:

Нақшаи намунавии машғулияти маърифати шаҳрвандӣ[1]

Номи машғулият	*Дар ин ҷо номи машгулият сабт мешавад. Номи машгулият бояд диққатҷалбкунанда ва шавқовар буда, ба мавзӯъ робитаи қавӣ дошта бошад.*
Натиҷаи таълим	*Дар ин ҷо натиҷаи ниҳоӣ навишта мешавад. Яъне хонандагон то охири машгулият кадом дониш, малака ва маҳоратро аз худ мекунанд. Натиҷаи таълим бояд мушаххас, ченшаванда, ичрошаванда ва мувофиқ бошад.*
Маводи зарурӣ	*Дар ин ҷо маводи таълимӣ, аз ҷумла қаламу дафтар, когаз ва дигар маводе, ки дар ҷараёни машгулият истифода мешаванд, дарҷ мегарданд.*
Шарҳ	*Дар ин ҷо шарҳи мухтасари машгулият оварда мешавад.*
Дастур **Лаҳзаи яхшиканӣ ё фаъолгардонии хонандагон**	

[1]Аз дастури машғулиятҳои иловагӣ ва фаъолиятҳои шавқовари БОПТМ (USAID/SDPP) бо тағйиру иловаҳо иқтибос шудааст

Мақсади лаҳзаи яхшиканӣ ё фаъолгардонии хонандагон ба машгулият омода кардани хонандагон ва ҳавасманд гардонидани онҳо мебошад. Лаҳзаи яхшиканӣ бояд шавқовар, фаъол ва ба тарзи бозӣ, саволу ҷавоб, ангезиши зеҳн гузаронида шавад. ***Эзоҳ****: Ин марҳала бояд ба мақсад ва мавзӯи дарс алоқаи зич дошта бошад.*

Қадамҳои асосии машғулият

Мавзӯъ ва мақсади асосии машгулият дар ин марҳала ба хонандагон пешниҳод карда шуда, тавассути усулҳои низоми таълими хонандамеҳвар, интерактивӣ ва фарогир ба роҳ монда мешавад. Хонандагон ахборро тавассути стратегияҳои гуногун аз худ карда, дониш, малака ва маҳорати навро машқ мекунанд. Хонандагон метавонад дар гурӯҳҳои дунафара, чорнафара (ё зиёдтар) ё дар тимҳо машгул шуда, масъаларо таҳлил, муҳокима ва арзёбӣ кунанд, нақш офаранд, мубоҳиса намоянд. Маҳз дар ҳамин марҳала муаррифӣ ва мустаҳкамкунии дониш, малака ва маҳорати нав ба роҳ монда мешавад.

Арзёбӣ ва ҷамъбасти машғулият

Дар ин марҳала хонандагон натиҷаҳои ба даст овардаашонро арзёбӣ мекунанд. Дар ин ҷо арзёбӣ хусусияти ташаккулдиҳанда пайдо мекунад, яъне хонандагон ба фаъолияти таълимии худ ва ҳамсинфон баҳо медиҳанд. Арзёбӣ тавассути саволу ҷавоб, пур кардани ҷадвалҳо, пурсишномаҳо ва гайра ба роҳ монда мешавад.

Барои пурра дарк кардани қолаби боло дар зимаи намунаи як машғулиятро пешниҳод кардаем.

Марҳалаи 3. Тадрис дар марҳалаи мазкур нақшаи машғулият амалӣ карда мешавад. Машғулиятро дар асоси дастурҳо ва қадамҳо гузаронида, агар зарур шавад дар ҷараёни машғулият ба нақша тағйиру иловаҳо ворид карда мешавад. Муҳим он аст, ки ҳар як қадами банақшагирифтаатон амалӣ карда шавад.

Марҳалаи 4. Таҳлил дар ин марҳала мураттиб ё омӯзгор дар асоси натиҷаҳои машғулияти гузаронидааш маводи таълимро таҳлил карда, ба он тағйиру иловаҳо ворид месозад ва барои минбаъд истифода бурдан, онро тозанавис мекунад.

2.3. Воситаҳои таълим ва арзёбии маърифати шаҳрвандӣ

Воситаҳои таълим ва арзёбии маърифати шаҳрвандӣ ин маҷмӯи усулу методҳо мебошад, ки ҳангоми ба роҳ мондани машғулиятҳо истифода бурда мешавад. Асосан ин методҳо аз низоми таълими хонандамеҳвар, таълими интерактивӣ арзёбии ташаккулдиҳанда сарчашма мегиранд. Оид ба ин низомҳо дар Замимаи 2 маълумоти мушаххас оварда шудааст.

Принсипҳое, ки ҳангоми интихоб ва таҳияи воситаҳои таълим ва арзёбӣ ба эътибор гирифта мешаванд:

- **Тақсимоти баробари имкониятҳои таълим** – яъне ба ҳар як хонанда имконияти дар раванди дарс иштирок кардан дода мешавад. Ин амал тавассути корҳои дунафара ва гурӯҳӣ сурат мегирад.
- **Озодии баён** – хонанда (хонандагон) имконияти озодона баён кардани фикрро доранд;

- **Масъулиятшиносӣ** – хонандагон ба гирифтани таълим масъуланд;
- **Тағйири нақшҳо** – омӯзгор дар дарси интерактивӣ нақши роҳбаладро касб мекунад. Ӯ тавассути масъалаву саволҳои гуногуни таълим хонандагонро ба самти дуруст равона месозад;
- **Фазои мусоиди таълим** – масъалаҳо, матнҳо, саволҳо ва тарзи муоширату ороиши синф ба ҳавасмандгардонии фаъолияти таълимии хонанда равона мешаванд;
- **Таълими бе «тамға»** – дар раванди дарси интерактивӣ калимаҳои «духонак», «танбал», «сегирак» ва амсоли ин истифода бурда намешаванд;
- **Арзёбии ташаккулдиҳанда** – арзёбӣ дар таълими интерактивӣ на барои танбеҳ додан, балки барои ташаккули фаъолияти таълимии хонанда истифода мешавад;
- **Идораи бонизоми машғулият** – ҳама гуна фаъолият дар дарс ба азхуд кардани донишҳо ва ноил гаштан ба мақсаду натиҷаи таълим равона мегардад.
- **Ба эътибор гирифтани шахсияти хонанда** – дар машғулиятҳо хоҳиш, завқ ва зеҳни хонанда ба эътибор гирифта мешаванд.

III. Тарҳрезӣ ва татбиқи барномаи таҳсилоти ғайрирасмии маърифати шаҳрвандӣ

Ба ҳамагон маълум аст, ки хатми таҳсилоти миёнаи умумӣ ва дар муассисаҳои таълимии таҳсилоти миёна омӯхтани асосҳои илму техника, гирифтани дониш оид ба малакаҳои ҳаётӣ ва такмил додани маърифати шаҳванди унсури муҳими тарбияи насли ҷавон аст. Бо вуҷуди фарогирии саросарии ҷавонон ба зинаҳои таҳсилоти миёнаи умумӣ, на ҳамаи ҷавонон имконияти идома додани таҳсилро дар мактаб доранд ва баъд аз хатми синфи нӯҳум ё барвақттар таҳсилро дар мактаб қатъ мекунанд. Қобили қайд аст, ки дар барномаҳои таълимӣ мавзӯъҳои асосии маърифати шаҳрвандӣ ба синфҳои 10-11 мувофиқ меояд. Бо назардошти он, ки сатҳи тарки мактаб кардани хонандагон баъд аз хатми синфи 9 - 22.6% ташкил мекунад[2], мо бо боварӣ гуфта наметавонем, ки ин миқдори хонандагон мавзӯъҳои асосии маърифати шаҳрвандиро аз худ намекунанд. Аз ин лиҳоз, таҳия ва татбиқи барномаҳои таҳсилоти ғайрирасмии маърифати шаҳрвандӣ дар ҳалли масъалаи мазкур басо муҳим аст.

Асосан маърифати шаҳрвандӣ дар қолаби низоми таҳсилоти ғайрирасмӣ хуб ва самаранок ба роҳ монда мешавад, зеро дониш, малака ва маҳорати назариявиро иштирокчиён метавонанд дар амал ба зудӣ санҷанд ё машқ кунанд. Аз ин лиҳоз ҳангоми тарҳрезии барномаҳои маърифати шаҳрвандӣ дар қолаби таҳсилоти ғайрирасмӣ се самтро ба эътибор гирифтан зарур аст: (1) Дониши назариявӣ (2) Татбиқи амалии донишҳои андӯхта ва (3) Таҳлилу хулосабарорӣ. Инро дар нақша чунин нишон додан мумкин аст:

Дар ҷараёни таҳияи барномаҳои таҳсилоти ғайрирасмии фаъолиятҳои таълимию маърифатиро ба се гурӯҳ муттаҳид кардан қобили қабул аст: (1) Фаъолиятҳои таълимие, ки дониш, малака ва маҳорати навро муаррифӣ/пешниҳод мекунанд; (2) Фаъолиятҳои таълимию маърифатие, ки барои машқ ва дар амал татбиқ кардани дониш, малака ва

[2]Дастурамал барои барномаи «Таҳсилро дар мактаб идома диҳед!» Душанбе, 2012

маҳорати маърифати шаҳрвандӣ истифода мешаванд; ва (3) Фаъолиятҳои таълимию маърифатӣ барои ҳавасманд гардонидани ҷавонон.

Дар ҷадвали поён тадбирҳои гуногун вобаста ба фаъолияти таълимию маърифатӣ пешниҳод карда мешаванд. Дар доираи Барномаи Ҷавонони Пешсаф аксари ин тадбирҳо амалӣ шуда, ба инкишофи дараҷаи маърифати шаҳрвандии ҷавонон мусоидат карданд.

Муаррифии/пешниҳоди дониш, малака ва маҳорати нав оид ба маърифати шаҳрвандӣ	**Машқ ва дар амал татбиқ кардани дониш, малака ва маҳорати нав оид ба маърифати шаҳрвандӣ**	**Ҳавасманд гардонидани ҷавонон**
Ташкили тренингҳои омӯзишӣ оид ба маърифати шаҳрвандӣ Ташкил ва гузаронидани конфронс ва форумҳо барои ҷавонон Ташкили махзани маводи таълимӣ оид ба маърифати шаҳрвандӣ	Таҳияи ва татбиқи лоиҳаҳои хурди ҷамъиятӣ аз тарафи ҷавонон Пешниҳоди хизматрасонии ҷамъиятӣ (тадбирҳои ихтиёрӣ, ташкили гурӯҳи ихтиёриён) Ташкили гурӯҳи пешсафон аз ҳисоби ҷавонони маҳалла	Ташкил намудани лагерҳои маърифатӣ-фароғатӣ Табодули таҷриба Курсҳои омӯзишӣ (компютер, забони хориҷӣ, дӯзандагӣ ва ғайра) Ташкили озмунҳо барои ҷавонон Ташкил ва гузаронидани маъракаҳои маданӣ-маърифатӣ

Барномаи Ҷавонони Пешсаф чунин барномаҳоро тавассути ташкилотҳои ғайридавлатии маҳаллӣ ба роҳ монда, ҷалби фаъолонаи ҷавонон таъмин намуд. Дар фасли мазкур тарзи тарҳрезӣ, таҳия ва татбиқи чунин барномаҳо дар асоси таҷриба ва натиҷаҳои Барномаи Ҷавонони Пешсаф пешкаш карда мешавад.

3.1. Ташкили тренингҳои омӯзишӣ оид ба маърифати шаҳрвандӣ [3]

Семинарҳои омӯзишии маърифати шаҳрвандии ғайрирасмӣбарои амалӣ кардани як қатор мақсадҳои асосӣ ба монанди андӯхтани дониш оид ба таҷрибаҳои демократӣ ва ниҳодҳо, омӯзиши ақидаҳо ва арзишҳои демократӣ, пешниҳоди малакаю маҳорати шаҳрвандӣ ва ҷалби ҷавонон барои иштироки комилу бошуурона дар корҳои ҷамъиятӣ таҳия мешаванд. Он ҳамчунин ба ҷавонон барои фаъолона ширкат варзидан дар ҳалли масъалаҳои мавҷуда дар ҷамеаҳои худ метавонад ёрӣ диҳад.

Барномаи маърифати шаҳрвандии баъдидарсӣ дар асоси як қатор принсипҳо таҳия мешаванд:

1. **Дарсҳо бояд мунтазам баргузор шаванд,** зеро ҳар қадар чорабиниҳо бисёр доир гарданд, ҳамон қадар гурӯҳи мунтаҳаб майл ба азхуд кардан ва нигоҳ доштани ахборот пайдо мекунад;

[3] Барномаи Ҷавонони Пешсаф. Дастурамали 1 оид ба маърифати шаҳрвандӣ. Душанбе - 2012

2. **Методҳои таълимии гуногун ва муштарак истифода бурда шаванд, зеро** методҳои дарси интерактивӣ нисбат ба дарси ғайрифаъол (анъанавӣ) ба монанди маърӯза ё тақсими маводҳо, ки қаблан бисёртар истифода мешуд, пурсамартар буда, ба дараҷаҳои баланди тағйироти мусбӣ оварда мерасонанд.

3. **Муаллимон** бояд аз муҳити маҳал огоҳ бошанд ва мутобиқи он фаъолияти хешро пеш баранд, зеро сифати маҳорати муаллим ба сифати курс таъсири бевосита мерасонад. Муаллими курси маърифати шаҳрвандӣ бо вуҷуди доштани таасуроти амиқу устувор дар бораи гурӯҳи мунтахаб, бояд ҳамеша дар ҷустуҷӯ ва пайдо кардани иттилооти наву тоза бошанд.

Ҳамзамон:

- Бо истифода аз роҳу усулҳои гуногун монеаҳое, ки бар зидди иштироки доимӣ равона шудаанд, пеш аз амалӣ намудани барнома бартараф намоед.
- Ҷиҳати иштирок намудан дар барномаи маърифати шаҳрвандии сиёсӣ ва иҷтимоӣ тавассути ташкилотҳои ғайридавлатӣ ва ё шахсони расмии давлатӣ барои бевосита иштирок намудани гурӯҳ дар барнома шароит фароҳам биёред.
- Ба мавзӯҳо, ки бевосита ба ҳаёти ҳаррӯзаи одамон мувофиқат мекунанд эътибор диҳед. Ҳамоҳангсозони барнома бояд проблемаи аввалиндараҷаи мардумро муайян намуда, баъдан нишон диҳанд, ки чӣ тавр масъалаҳои демократӣ ва идоракунӣ ба ҳалли проблемаҳо мусоидат карда метавонанд.
- Ба такмили омӯзиши муаллимон бояд сармоягузорӣ кард, зеро таҳияи курси муҳим ва методҳои дарсдиҳӣ, омӯзиши барандагон дар пешрафти курси маърифати шаҳрвандӣ муҳим аст.
- Ба масъалаҳои гендерӣ (ҷинсӣ) диққат диҳед, зеро духтарон назар ба писарон дар масъалаҳои иштирок дар ҳаёти ҷомеа, истифодабарии манбаъҳо ва арзишҳои фарҳангиву маданӣ бештар ба монеаҳо рӯ ба рӯ мешаванд.

Тавсия мешавад, ки барномаи омӯзиши маърифати шаҳвандӣ 10 ҳафтаро фаро гирифта, ҳар ҳафта ба муддати 2 соат омӯзиш гузаронида шавад. Мавзӯъҳои тахминии барномаи омӯзишии маърифати шаҳрвандӣ чунин буда метавонанд:

- Муқаддимаи курси маърифати шаҳрвандии ғайрирасмӣ;
- ҳуқуқҳои инсон;
- таҳаммулпазирӣ ва созиш;
- дин ва ҳуқуқҳо
- ҷомеа ва ҳокимияти маҳаллӣ
- фаъолияти ихтиёрӣ, фаъолияти ҷамъиятӣ ва масъулияти шаҳрвандӣ;
- маҳорати гузаронидани гуфтушунидҳо;
- маҳорати суханронии умумӣ, баромад ва мубоҳиса;
- рушди имконоти ҷавонон;
- фаъолияти гурӯҳҳои ташаббускор ва ташкилотҳои ҷамъиятӣ. Пешкаш намудани нақшаи амалии шахсӣ.

Тасвири ҷараёни таҳия ва татбиқи тренингҳои омӯзишии маърифати шаҳрвандӣ:

№	Қадамҳо	Шарҳ	Маводи тавсияшаванда аз Барномаи Ҷавонони Пешсаф
1	Таҳияи барнома ва маводи таълим	Ташкилот дар асоси тавсияҳои консепсияи мазкур барнома ва маҷмӯи маводи таълимро таҳия мекунад. Талабот ба мазмун, мундариҷа ва усули омӯзишро, ки дар боло оварда шудааст ба эътибор гирифта шавад. Инчунин барнома ва маводи таълимие, ки аз тарафи Барномаи Ҷавонони Пешсаф таҳия шудааст, истифода бурда метавонед.	**Барномаи Ҷавонони Пешсаф.** Дастурамали I Оид ба маърифати шаҳрвандӣ, Душанбе 2013 Аз сомонаи http://www.aot.tj/таҳсилоти ғайрирасмӣ/ дастрас карда метавонед
2	Омода намудани тренерон	Барои хуб ва босифат ба роҳ мондани тренингҳои омӯзишии маърифати шаҳрвандӣ омӯзгорон бояд тренинги махсусро гузаранд ва соҳиби сертификат шаванд. Дар ҷараёни омода намудани тренерон, на танҳо мазмуну мундариҷаи маърифати шаҳрвандӣ, балки усули таълим ва гузаронидани семинарҳо ба роҳ монда мешаванд. Тавсия мешавад, ки дар ҷараёни омода намудани тренерон масъалаҳои мазкур ҷиддан ба эътибор гирифта шаванд: низоми таълими интерактивӣ, хонандамеҳвар, воситаи арзёбии дастовардҳои иштирокчиён ва натиҷаҳои омӯзиш.	
3	Интихоби иштирокчиён	Чун фоидабарандагони асосии барнома ҷавонон мебошанд, ки ҳангоми интихоб синну соли иштирокчиён ба эътибор гирифта мешавад. Барои интихоб шудан ба духтарону писарон имконияти якхела дода шуда, мувозинати гендерӣ ба эътибор гирифта мешавад. Махсусан ҳангоми интихоби иштирокчиён хоҳишу завқи онҳо, фаъолнокии онҳо ва хоҳиши ҳалли масъалаҳои ҷомеа муҳим аст.	
4	Интихоби ҷои гузаронидани тренинги омӯзишӣ	Интихоби ҷои гузаронидани тренинги омӯзиши низ нақши калон мебозад. Макони гузаронидани омӯзиш бояд ба аксари иштирокчиён дастрас бошад. Синфхона бояд равшан ва имконияти ҳавохӯрии он муҳайё бошад.	

5.	Гузаронидани тренинг	Раванди ҷараёни тренинг бо истифодаи усулҳои фаъоли таълим	Усулҳои интерактивӣ Маводи таксимотӣ
6	Арзёбии пешакӣ, ҷорӣ ба ҷамъбастии тренинги омӯзишӣ	Ба мақсади муқоисаи натиҷаҳо дар оғози тренинги омӯзишӣ арзёбии пешакӣ гузаронида мешавад. Ин навъи арзёбӣ барои муайян намудани дониши базавии иштирокчиён оид ба маърифатӣ шаҳрвандӣ буда, натиҷаҳои он то охири тренинг нигоҳ дошта мешаванд ва бо гирифтани арзёбии ҷамъбастӣ дастовардҳои иштирочиён муқоиса карда мешаванд. Арзёбии ҷорӣ мунтазам ба мақсади санҷидани инкишофи иштирокчиён ба сомон расонида мешавад. Ин арзёбӣ имконият медиҳад, ки мушкилот саривақт муайян шуда, ҳамзамон ҳал гардад. Арзёбии ҷамъбастӣ дар охири тренинги омӯзишӣ гузаронида шуда, дастовардҳои иштирокчиён ҷамъбаст карда мешавад.	**Барномаи Ҷавонони Пешсаф.** Пурсишнома оид ба муайян намудани сатҳи дониш, рафтор ва амал Аз сомонаи http://www.aot.tj/таҳсилоти ғайрирасмӣ/ дастрас карда метавонед
7	Хисобот оид ба тренинг		Замима: ҳамаи маводҳое, ки тренер дар тренинг истифода бурд

3.2. Ташкил ва гузаронидани конфронс ва форумҳо барои ҷавонон

Ташкили конфронс ва форумҳо барои ҷавонони пешсаф ба онҳо имконият медиҳад, ки табодули таҷриба карда, аз ҳамдигар омӯзанд. Чун конфронсҳо дар доираи барномаи маърифати шаҳрвандии ҷавонон баргузор карда мешавад, мавзӯъҳои баррасишаванда бояд ба ин масъала марбут бошанд. Чунин конфронсҳо ҳамчун замина барои ба муҳокимаи масъалаҳо ҷалб намудани ҷавонон, шунидани афкори ҷавононе, ки дар барномаҳои гуногуни маърифати шаҳрвандии ҷавонон ҷалб шудаанд, гирифтани ахборот оид ба ташкилотҳо ва созмонҳои давлатӣ ва ғайридавлатии маҳаллӣ ва байналмилалӣ оид ба барномаҳои маърифати шаҳрвандӣ ва табодули таҷрибаи миллӣ ва байналмилалӣ хизмат мекунанд. Дар Замимаи 3 барнома ва маълумоти мухтасар оид ба Конфронси якуми ҷавонон, ки аз тарафи Барномаи Ҷавонони Пешсаф баргузор шудааст, пешниҳод мегардад. Ин ба шумо имконият медиҳад, ки бо мӯҳтаво ва ҷараёни конфронс ошно шуда, онро ҳамчун намуна истифода баред.

Дар ҷараёни тарҳрезӣ ва гузаронидани конфронсу форумҳо барои ҷавонон якчанд қоидаро бояд ба эътибор гирифт:

1) **Банақшагирӣ** – ин марҳала хеле муҳим буда, аз ташкилкунандагони конфронс нерӯ ва қобилияти махсусро талаб мекунад. Қадами аввал муайян намудани мавзӯи асосӣ ё марказии конфронс мебошад. Барои муайян намудани мавзӯи асосӣ ташкилкунандагон бояд таҳқиқоти хурд гузаронида, проблема ё масъалаи мубарми ҷавононро дар самти маърифати шаҳрвандӣ аниқ созанд. Ҷамъоварии ахборро барои муайян кардани мавзӯи асосӣ метавонед тавассути сомонаҳои иҷтимоии интернетӣ, аз ҷумла twitter, facebook, odnoklassniki ва ба монанди он ба роҳ монед. Инчунин

гузаронидани муҳокимаи гурӯҳӣ бо гурӯҳи мақсадноки ҷавонон воситаи хуби муайян кардани масъалаи асосӣ мебошад. Қадами дуюм муайян намудани маърӯзачиёни конфронс мебошад. Дар ин марҳала ташкилкунандагон метавонанд аз ҳисоби иштирокчиён, тренерон ва фаъолони барномаҳои ҷавонон маърӯзачиёнро интихоб кунанд. Минбаъд таҳияи барнома, омода намудани маводи тақсимотӣ ва интихоби иштирокчиён ба роҳ монда мешавад.

2) **Банақшагирии буҷет** – буҷети конфронс вобаста ба мақсад ва шумораи иштирочиён таҳия шуда, тамоми унсурҳо, аз ҷумла, таъминоти иштирокчиён бо ҷойи хоб, роҳкиро, хӯроки нисфирӯзӣ, иҷораи толорҳо ва ғайраро фаро мегирад. Ташкилкунандагон бояд боварӣ ҳосил кунанд, ки маблағи дар буҷет нишондодашуда ба ҳақиқат рост меоянд.

3) **Интихоби иштирокчиён** – вобаста ба гурӯҳи мақсаднок ҳар ташкилот метавонад меъёрҳои интихоби худро таҳия кунад ва дар асоси меъёрҳои мазкур ҳайати иштирокчиёни конфронсро интихоб намояд. Барномаи Ҷавонони Пешсаф барои интихоби иштирокчиёни меъёрҳои мазкурро истифода бурд:

   - Иштироки фаъолона дар курси омӯзишии маърифати шаҳрвандӣ;
   - Иштироки фаъолона дар чорабиниҳои ихтиёронаи ҷамъиятӣ;
   - Дониш, малака ва маҳорати пешсафӣ: иштирок дар мубоҳисаҳо, таҳия ва татбиқи лоиҳаҳои хурди иҷтимоӣ.
   - Дорои ҳисси ташаббускорӣ ва навоварӣ
   - Хоҳишмандӣ

4) **Усул ва методологияи гузаронидани кофронсҳо**[4]- вобаста ба мақсад ва вазифаҳои конфронс усул ва методҳо интихоб карда мешаванд. Аз ин лиҳоз, пеш аз интихоби усулҳои ташкили ҷараёни конфронс вазифаҳои онро баррасӣ кардан зарур аст. Дар поён якчан намунаҳои умумии вазифаҳои конфронс пешниҳод мегарданд:
   - Ба ҳам овардани иштирокчиён як барномаи омӯзишии маърифати шаҳрвандии мамлакатҳои/минтақаҳои мухталиф;
   - Шиносоӣ бо шароити таълимии маърифати шаҳрвандӣ дар мамлакати қабулкунандаи конфронс (барномаҳо, таҷҳизот, имкониятҳо, таҳқиқотҳо ва амсоли он);
   - Шиносоӣ бо барнома ва чорабиниҳои ҷумҳуриявӣ оид ба маърифати шаҳрвандӣ
   - Тақвият бахшидани ҳамкорӣ ва табодули таҷриба байни ташкилотҳое, ки ба масъалаи маърифати шаҳрвандӣ дар мамлакат ва берун аз он фаъолият мекунанд;
   - Ташаккули ҳамкорӣ, пайвастагӣ/муошират бо муассисаҳое, ки ба масъалаи маърифати шаҳрвандӣ машғуланд;
   - Ҷалб кардани иштирокчиёни нави фаъол ба барномаи маърифати шаҳрвандӣ;
   - Донистани таърих, мавзеъҳои диққатҷалбкунанда, фарҳанги мамлакати ташкилкунандаи конфронс;
   - Шиносоӣ бо ҳаёти иҷтимоии мамлакати ташкилкунанда;
   - Фароҳам овардани шароит барои аз худ кардани дониш, малака ва таҷрибаи нав;
   - Пайдо намудани дӯстони нав ва вазифаҳои дигар.

[4] http://www.iapss.org/downloads/publications/iapss_conference_manual.pdf

Барои ба иҷрои вазифаҳои мазкур усули муаррифӣ, лексияи хурд, муҳокимаи умумӣ, муҳокима ва қабули қарор дар гурӯҳҳои мақсаднок/мавзӯӣ ва амсоли он.

5) **Ҷамъбаст ва арзёбӣ** – дар охири конфронс иштирокчиён метавонанд нақшаи ҳамкорӣ таҳия карда дар он чорабиниҳоро оид ба масъалаҳои гуногуни маърифати шаҳрвандӣ ва вақти гузаронидани онҳоро ҷо диҳанд. Ташкилкунандагони конфронс дар ҷамъбаст аз иштирокчиён хоҳиш мекунанд, ки конфронсро арзёбӣ кунанд. Инро тавассути саволномаҳо гузарондан мумкин аст. Тавассути саволномаи мазкур масъалаҳои ташкилии конфронс, аз ҷумла, пешвоз гирифтани иштирокчиён, ҷобаҷо кардани онҳо, хӯроки пешкашшуда, макони баргузоршавии конфронс, таҷҳизот ва барномаву маводи пешниҳодшуда арзёбӣ карда мешавад.

3.3. Ташкил намудани клубҳо, озмунҳо ва маъракаҳои истироҳатӣ-маърифатӣ ва дигар машғулиятҳои баъдидарсӣ оид ба маърифати шаҳрвандӣ барои ҷавонон

Ташкил намудани чорабиниҳои гуногун барои такмили донишу малака ва ҳавасманд гардондани иштирочиёни машғулиятҳои баъдидарсӣ хеле заруранд. Агар дар ҷараёни омӯзишҳо иштирокчиён оид ба маърифати шаҳрвандӣ гиранд, дар раванди машғулиятҳои иловагӣ иштирокчиён ин донишу малакаро машқ мекунанд ва дар амал татбиқ мекунанд. Дар ҷадвали поён навъи чорабинӣ/машғулият мақсад ва вазифаҳои асосии он ва адабиёти тавсияшаванда оварда мешавад. Шумо ҳангоми таҳия кардани чунин барномаҳо метавонед аз ин тавсияҳо истифода баред.

Фаъолият/чорабинӣ	**Мақсад ва вазифаҳо**	**Адабиёти тавсияшаванда**
Клубҳои мубоҳисавӣ (дебата)	Клубҳои мубоҳисавӣ (дебатавӣ) ба мақсади тақвият бахшидан ва такмили маҳорати суханварӣ, таҳлилу муҳокимаи масъалаҳои гуногуни иҷтимоӣ, сиёсӣ ва ҳаётӣ ташкил карда мешаванд. Вазифаи асосии клубҳои мубоҳисавӣ муайян намудани мавзӯъҳо ва масъалаҳои мубоҳисавӣ ва ҷалби ҷавонон ба муҳокимаи ин масъала аст. Иштирокчиёни клубҳои мубоҳисавӣ сараввал бояд дониш, малака ва маҳорати дар мубоҳиса иштирок карданро аз худ кунанд. Клубҳои муҳокимавиро метавон дар сатҳи маҳал, ноҳия, вилоят ва ҷумҳурӣ ташкил намуд. Инчунин байни клубҳои гузаронидани озмунҳои мубоҳисавӣ барои тақвияти масъалаи мазкур заруранд	Намунаи сохтори клуби мубоҳисавӣ Маълумотнома оид ба гузаронидани озмуни мубоҳиса (дебата)
Клубҳои фаннӣ *(масалан, журналистони ҷавон,*	Ташкил намудани клубҳои фаннӣ (мавзӯӣ) барои ҳавасманд гардонидани иштирокчиён хеле заруранд. Дар чунин клубҳо иштирокчиён мувофиқи завқ	Намунаи барнома ё низомномаи клуби фаннӣ

таърихшиносони ҷавон, сиёсатмадорони ҷавон ва ғайра)	шомил гашта, нозукиҳои касбҳои гуногунро аз худ карда, малакаву маҳорати марбутро дар амал месанҷанд ва дар ҳаёти иҷтимоии ҷомеа саҳм мегузоранд. Клубҳои фаннӣ гуногун буда метавонанд: клубҳои журналистони ҷавон, сиёсатмадорони ҷавон ва ғайра.	
Курсҳои омӯзишӣ *(дузандагӣ, компютер, забони хориҷӣ ва ғайра)*	Ташкил намудани курсҳои омӯзишӣ, аз ҷумла дӯзандагӣ, оӯзиши компютер, забонҳои хориҷӣ, асосан барои ҳавасманд гардонидани ҷавонон равона мегарданд. Дар ҷаарёни омӯзиш ҷавонон малакаву маҳорати нав пайдо мекунанд. Чунин курсҳои омӯзиширо дар асоси барномаҳои кӯтоҳмуддат ва миёнамӯҳлати омӯзишӣ ба роҳ мондан мумкин аст.	Барномаи курсҳои омӯзишӣ (комютер, дӯзандагӣ, забонҳои хориҷӣ) Маълумотнома оид ба яке аз курсҳои омӯзишӣ
Лагерҳои тобистона	Лагерҳои истироҳатӣ барои иштирокчиёни барномаҳои маърифати шаҳрвандӣ якчанд вазифаро иҷро мекунад: ҳавасмандгардонӣ, такмил додани дониш, малака ва маҳорат оид ба маърифати шаҳрвандӣ, вохӯрӣ бо ҳамсолон ва намояндагони ташкилотҳои маҳаллӣ, табодули таҷриба ва ғайра. Барномаҳои лагерҳои тобистона аз тренингҳо, клубҳои мубоҳисавӣ, озмунҳо, чорабиниҳои фарҳангиву фароғатӣ иборатанд.	Барномаи лагери тобистона Намунаи меъёрҳо барои интихоби иштирокчиён Ҳисобот оид ба гузаронидани яке аз лагерҳои тобистона
Лоиҳаҳои хурди иҷтимоӣ	Лоиҳаҳои хурди иҷтимоӣ барои ҷавононе, ки барномаи маърифати шаҳрвандиро пурра аз худ кардаанд пешниҳод карда мешавад. Иштирокчиён гурӯҳҳои ҷамъиятӣ таъсис дода, лоиҳаҳои хурд, ки ҷанбаҳои гуногуни ҳаёти иҷтимоии ҷавононро фаро мегиранд, таҳия ва татбиқ мекунанд.	Дастурамал барои таҳияи лоиҳаҳои хурди иҷтимоӣ Дастурамал барои интихоби лоиҳаҳои хурди иҷтимоӣ Намунаи якчанд лоиҳаи хурди иҷтимоӣ, ки аз тарафи ҷавонон дар доираи Барномаи Ҷавонон Пешсаф таҳия ва татбиқ шудаанд
Вохӯрӣ бо муассисаҳои давлатӣ, ғайридавлатӣ ва ҷамъиятӣ	Ташкил намудани вохӯрии иштирокчиёни барномаҳои маърифати шаҳрвандӣ бо намояндагони муассисаҳои давлатӣ – ҳукуматҳои маҳаллӣ ва ғайридавлатии минтаҷа ба иштирокчиён имконият медиҳад, ки бо ин ташкилотҳо робита ба роҳ монда, оид ба фаъолияти онҳо маълумот мегиранд. Ин дар оянда имконият медиҳад, ки масъала ва проблемаи иҷтимоии ҷавононро бевосита ба ин муассисаҳо пешниҳод ва баррасӣ кунанд.	Маълумотнома оид ба яке аз ташрифҳо ба муассисаи давлатӣ ва ғайридавлатӣ
Чорабиниҳо ва	Ташкил намудани гурӯҳи ихтиёриён, ки	Дастурамал барои

фаъолиятҳои ихтиёрӣ	барои иҷрои корҳои гуногун, аз ҷумла расонидани ёрии иҷтимоӣ ба аҳолии ниёзманд, аз ҷумла пиронсолон, беморон ва амсоли онҳо малака ва маҳорати пешсафии иштирокчиёнро баланд мегардонад ва онҳоро масъулияткинос мекунад.	ташкил намудани гурӯҳи ихтиёрӣ Маълумотнома оид ба яке аз чорабиниҳои ихтиёрӣ
Озмунҳо барои ҷавонон	Яке аз роҳҳои ҳавасманд гардонидани иштирокчиёни барномаҳои маърифати шаҳрвандӣ ташкил ва гузаронидани озмунҳои гуногун аст. Аз ҷумла, озмуни клубҳои мубоҳисавӣ, озмуни лоиҳаи беҳтарин, озмуни дастони моҳир ва амсоли он. Чунин озмунҳо ғайр аз вазифаи ҳавасмандгардонии иштирочиён боз ба мақсади ташкил намудани робита байни ҷавонон, табодули таҷриба, аз ҳамсолон омӯхтани малакаҳои нав гузаронида мешаванд.	Маълумотнома оид ба яке аз озмунҳо

VI. Махзани маводи таълим оид ба маърифати шаҳрвандии ҷавонон

Яке аз омилҳои асосии огаҳии ҷавонон оид ба масъалаҳои маърифати шаҳрвандӣ дастрасии маълумот мебошад. Дастрасии маълумот дар ду самт ба роҳ монда мешавад, якум зиёд будани он ва дуюм фаҳмо ва мушаххас будани он аст. Маълумотро тавассути расонаҳои гуногун, аз ҷумла гӯшаи ахборотӣ, таҳия ва паҳн намудани китобчаҳо, маълумотномаҳо ва овезаҳо, ташкили махзани мавод дар китобхонаҳо ва инчунин тавассути сомонаҳои интернетӣ пешниҳод кардан мумкин аст. Дар фасли мазкур воситаҳои гуногуни пешниҳоди маълумот ва маводи таълим оид ба маърифати шаҳрвандӣ баррасӣ мешаванд.

4.1. Ташкил намудани гӯшаи ахборотӣ оид ба маърифати шаҳрвандӣ дар мактаб ва ҷамоат

Гӯшаҳои ахборотӣ оид ба маърифати шаҳрвандӣ дар мактаб ва ҷамоат (маҳалла) вазифаҳои гуногунро иҷро мекунанд. Дар мактаб мақсади асосии гӯшаҳо оид ба маърифати шаҳвандӣ асосан омӯзишӣ буда, барои такмили дониши базавии хонандагон ёрӣ мерасонанд. Гӯшаҳои ахборотӣ оид ба маърифати шаҳрвандӣ дар маҳалла вазифаи огоҳкуниро дошта, вобаста ба тарзи пешниҳоди ахбор аз гӯшаҳои мактабӣ фарқ мекунад. Дар ҷадвали поён хусусиятҳои махсуси ин ду навъи гӯшаҳои ахборотӣ оварда мешаванд.

Гӯшаи ахборотӣ дар мактаб	**Гӯшаи ахборотӣ дар маҳалла**
Мавзӯъҳои гӯша асосан ба масъалаҳои кӯдакон ва наврасон бахшида мешаванд, аз ҷумла, ҳуқуқҳои кӯдак, ва ҳамсоли он; Матн назар ба расму мусаввараҳо зиёдтар аст.	Мавзӯъҳои гӯша масъалаҳои гуногуни иҷтимоиро фаро мегиранд, аз ҷумла пешгирии хушунат дар хонавода, интихобот, қоидаҳои гуногун Расму мусаввара назар ба матн зиёдтар дида мешаванд.

Ташкили гӯшаи ахборотӣ оид ба маърифати шаҳрвандӣ дар мактаб: Барои ташкил намудани гӯша ҷоеро дар толори мактаб интихоб кардан лозим аст, ки хонандагон тавонанд аз ин гӯша бе ягон мушкилот истифода баранд. Гӯша метавонад аз якчанд овезаҳо иборат бошад. Ҳар як овеза масъалаи алоҳидаи маърифати шаҳрвандиро бояд фаро гирад. Масалан, гӯша аз чунин овезаҳо (постерҳо) иборат буда метавонад: "Ҳуқуқҳои худро шинос!", "Натиҷаҳои фаъолияти ихтиёронаи хонандагони мактаб", "Шаҳрванди бомаърифат шав!" ва амсоли он. Агар ин гӯшаро худи хонандагон ташкил кунанд ва мунтазам мундариҷаи онро нав кунанд хуб аст.

*Ташкили гӯшаи ахборотӣ оид ба маърифати шаҳрвандӣ дар маҳалла:*Асосан чунин гӯшаҳо дар ҷойе, ки бошандагони маҳалла зиёд ҷамъ мешаванд, ташкил кардан зарур аст. Масалан, дар назди бунгоҳи тиббии маҳалла, масҷид, истгоҳи таксиҳо ё мағозаҳо ва умуман ҷойе, ки аҳолии маҳалла аз ин мавзеъ зиёд дидан мекунад. Чунин гӯшаҳо мавзӯъҳои гуногунро фаро мегиранд. Асосан, дар ин гӯшаҳо тарзи гузаронидани интихобот, номгӯи ҳуқуқҳо, даъват ба маъракаҳои ҷамъиятӣ, нуқтаҳои асосии қонунҳое, ки ба ҳаёти ҷамъиятӣ марбутанд ва ғайра пешниҳод карда мешаванд. Мисол: "Табиатро ҳифз намо!", "Ба муҳоҷирати меҳнатӣ қонунӣ меравем", " Зан ва мард дар ҷомеа баробарҳуқуқанд"

4.2. Таҳия ва паҳн намудани китобча, маълумотнома ва овезаҳо оид ба маърифати шаҳрвандӣ

Паҳн намудани китобчаҳо (брошюраҳо), маълумотнома ва овезаҳо яке аз воситаҳои осони огаҳ намудани аҳолӣ ва махсусан ҷавонон оид ба маърифати шаҳрвандӣ аст. Ҳангоми таҳияи чунин мавод бояд якчанд талабот ба эътибор гирифта шаванд:

- Китобча, маълумотнома ё овеза бояд як мавзӯи мушаххасро фаро гирад, масалан, "ҳуқуқҳои кӯдак", "пешгирии хушунат дар хона", "баробарии гендерӣ", "ташкили гурӯҳҳои ихтёрӣ", "дин ва ҷамъият", "иштирок дар интихобот", "дастони тоза-гарави саломатӣ" ва амсоли он.
- Мавод бояд диққатҷалбкунанда бошад, расмҳо мусаввараҳо ва амсоли он;
- Ҷумлаҳо кӯтоҳ ва мушаххас буда, калимаҳои душворфаҳм истифода нашуда бошад;
- Дар мавод бояд масъала (проблема) ва роҳҳои ҳалли он таҷассум гардад.

Шарт нест, ки чунин мавод бо сифати баланди полиграфӣ ичро карда шавад. Онро метавонанд хонандагони мактаб ё иштирокчиёни курсҳои маърифати шаҳрвандӣ таҳия карда, байни аҳолӣ паҳн намоянд.

4.3. Ташкил намудани махзани мавод оид ба маърифати шаҳрвандӣ дар китобхонаҳои мактаб ва китобхонаҳои маҳаллӣ

Китобхонаҳои мактаб ва китобхонаҳои маҳаллӣ яке аз мавзеъҳое мебошад, ки тавассути он маводи маърифати шаҳрвандиро ба хонандагон ва аъзоёни ҷомеа пешниҳод кардан мумкин аст. Барои ин якчанд каткаи китобмонакро бо мавод (китобҳо, мақолаҳо, дастурамалҳо, маълумотномаҳо) оид ба маърифати шаҳрвандӣ гузошта, ба он сарлавҳа менависанд. Тавсия мешавад, ки чунин махзан дар ҷои намоёни китобхона ташкил карда шавад, то ки истифодабарандагон ба осонӣ онро мушоҳида ва истифода баранд.

Айни замон маводи зиёде оид ба масъалаҳои гуногуни маърифати шаҳрвандӣ нашр мешаванд. Дар ин самт нақши созмонҳои ғайриҳукуматии маҳаллӣ ва байналмилалӣ зиёд аст. Китобдорон метавонанд ба ин ташкилотҳо мурочиат карда, махзани маводро зиёд кунанд. Тавсия мешавад, ки ҳар он маводе, ки ба масъалаҳои иҷтимоӣ ва сиёсӣ бахшида мешаванд, дар ин махзан ҷо дода шаванд.

4.4. Тарҳрезӣ ва идоракунии сомонаҳои интернетӣ оид ба маърифати шаҳрвандӣ

Ҷавонони муосир ба техника ва технологияи навин завқи зиёд дошта, истифодабарандагони асосии он ба ҳисоб мераванд. Айни замон шумораи ками сомонаҳои интернетӣ бо забони тоҷикӣ оид ба маърифати шаҳрвандӣ мавҷуданд. Ташкил ва идора намудани чунин сомона масъалаи муҳим аст. Барои ташкил намудани он сараввал маводи мавҷударо оид ба маърифати шаҳрвандӣ бо забони тоҷикӣ ҷамъ оварда, таҳрир карда шавад. Сипас, маводи ҷамъовардашуда ба гурӯҳҳои мавзӯӣ гурӯҳбандӣ шаванд, то ки истифодабарандагон ба осонӣ ин маводро берун оранд.

V. Мусоидат ба пешсафӣ ва фаъолнокии ҷавонон

Ҷавонон қисми фаъоли аҳолии ҷумҳурӣ ба шумор рафта, дар чорабиниҳо, маъракаҳо, иду озмунҳо фаъолона иштирок мекунанд. Онҳо натанҳоиҷрокунанда, балки дар аксари ҳолатҳо ҳамчун муаллифон ва ташкилкунандагони чунин чорабиниҳо фаъолият мекунанд. Пешсафӣ ва фаъолнокии иҷтимоии ҷавонон низ аз тарафи ҷомеа дар умум хуб пазироӣ мешавад. Ҳарчанд ҷомеаи анъанавии мамлакат ҳангоми қабули қарорҳо ба ақидаи калонсолон бештар такя кунад ҳам, саҳми ҷавонон дар муҳокима ва қабули қарор солҳои охир зиёд шуда истодаанд. Талабот ва вазифаҳои наве, ки дар ҷомеаи муосир пайдо шудаанд, аз ҷавонон дониш, малака ва маҳорати навро талаб мекунад. Ҷавонони тоҷик дар аксари ҳолатҳо нақши сарвари оиларо бо сабабҳои гуногун[5] ба ӯҳда мегиранд. Ҳарчанд ҷавонон дониш, малака ва маҳорати заруриро надошта бошанд ҳам, маҷбуранд, ки масъалаҳои хонаводагиро таҳлил ва ҳал намоянд. Ин ва дигар омилҳо ҷомеа, ташкилотҳои ҷамъиятӣ ва муассисаҳои таълимиро водор менамояд, ки ба наврасону ҷавонон дониш ва малакаи зарурӣ пешниҳод кунад, то ки онҳо тавонанд дар ҳаёти иҷтимоӣ ва иқтисодии ҷомеа пешсаф бошанд.

[5]Аз ҷумла ба мақсади кор ба муҳоҷират рафтани волидон.

5.1. Таҳия ва татбиқи барномаи омӯзиши пешсафӣ

Пешсафии ҷавонон маънои онро дорад, ки ҷавонон дар алоҳидагӣ ё гурӯҳ ҳамсолони худро ба фаъолиятҳои гуногуни ҷамъиятӣ даъват, водор ва ҳавасманд мекунанд.

Барномаҳои омӯзишии пешсафии ҷавонон сифатҳои зеринро дар ҷавонон такмил медиҳад:

- Малакаи муаррифӣ кардан, маҳорати робитаи/пешниҳоди самараноки маълумот ба ҳамсолони худ;
- Чандирӣ – яъне мутобиқ сохтани усули пешсафии худ ба вазъияти пешомада;
- Эътимоднокӣ –ба худ боварӣ доштан;
- Маҳорати шунидани дархости/ниёзи дигарон;
- Кор дар гурӯҳҳо – ҳарчанд шахс пешсафи гурӯҳ бошад, боз ӯ бояд бо аъзоёни гурӯҳ барои такмили мавод якҷоя кор кунад;
- Барои дигарон рафтори намунавӣ нишон диҳад;
- Ба зудӣ фикр карда, хулоса барорад;
- Барои натиҷаҳои қарор масъулиятро ба дӯш гирад

Барномае, ки барои фаъол ва пешсаф гардонидани ҷавонон таҳия мешавад, бояд вазифаҳои гуногунро иҷро намояд. Фаъолнокӣ ва пешсафии ҷавонон вазифаҳои шомил шудан ба масъалаҳои сиёсӣ, иҷтимоӣ, иқтисодӣ ва ахлоқиро дар назар дорад. Аммо вазифаҳои мазкур набояд дар алоҳидагӣ барои қонеъ намудани талаботи шахс ба вазъияти сиёсӣ, шароити иҷтимоӣ, имкониятҳои ҳуқуқӣ ва падидаҳои ахлоқӣ, балки дар ҳамбастагӣ таҳвият дода шаванд. Аз ин лиҳоз ҳангоми тарҳрезии барномаҳо ба мақсади фаъол ва пешсаф гардонидани ҷавонон ҳамаи ин унсурҳо ба эътибор гирифта шаванд. Дар доираи Барномаи Ҷавонони Пешсаф унсурҳои мазкур ҳамчун қисми таркибии тадбирҳои асосӣ шинохта шудаанд. Дар ҷараёни татбиқи барномаи мазкур ҷавонон дар раванди муҳокима ва қабули қарор, ташкил намудани гурӯҳҳои ихтиёрӣ, татбиқи лоиҳаҳои хурди иҷтимоӣ, таҳия ва гузаронидани чорабиниҳои фарҳангиву маърифатӣ, табодули таҷриба байни ҷавонон ва дигар тадбирҳо амалӣ гаштанд. Ин тадбирҳо барои такмил додани маҳорати пешсафӣ ва фаъол гардонидани ҷавонон мусоидат карданд.

5.2. Ҷалби ҷавонон дар ҷараёни муҳокима ва қабули қарор

Ба мақсади ҷалби бештари ҷавонон ба ҷараёни муҳокимаронихо ва қабули қарор якчанд фаъолиятҳоро гузаронидан мумкин аст. Аз ҷумла, гузаронидани мубоҳисаҳо (дебатаҳо) дар мавзӯъҳои гуногуни иҷтимоӣ, сиёсӣ, иқтисодӣ, ахлоқӣ ва фарҳангӣ. Тавассути гузаронидани мубоҳисаҳо ҷавонон метавонанд яке аз малакаҳои асосии пешсафӣ – дар назди ҷамъият баромад кардан, ақидаи зудро бо далелҳо исбот карданро такмил дода, минбаъд ин малакаро барои баррасӣ ва ҳалли масъалаҳои ҳаётӣ истифода мебаранд. Ҳангоми таҳияи барномаи пешсафӣ муаллифон бояд аз методҳои таълимии «ангезиши зеҳн», «муҳокимаи умумӣ», «фикр кун ва табодули андеша намо» ва ба монанди инҳоро истифода баранд. Чунин усулҳо имконият медиҳанд, ки иштирокчиён масъалаи гузошташударо муҳокима ва баррасӣ намуда, қарори мувофиқ ва дастаҷамъона қабул намоянд.

Барои такмили маҳорати муҳокимаронӣ ва қабули қарор дар ҷараёни омӯзиш ҷавононро бояд ба маҷлисҳои маҳалла, деҳа ва ё ягон муассиса ҷалб кардан хеле муфид аст. Зеро онҳо метавонанд дар амал ҷараёни муҳокима ва қабули қарорро мушоҳида кунанд ва дар он иштирок намоянд.

5.3. Ҷалби ҷавонон ба таҳия ва татбиқи лоиҳаҳо ба мақсади инкишофи ҷомеа

Дар чаҳорчӯбаи Барномаи Ҷавонони Пешсаф як қатор лоиҳаҳои хурд ба мақсади инкишофи ҷомеа аз тарафи гурӯҳҳои ташаббускор, ки аз шумораи иштирокчиёни омӯзишҳои маърифати шаҳрвандӣ ва ҷавонони пешсаф таъсис ёфтаанд, татбиқ карда шуданд. Ин фаъолият яке аз омилҳои муҳими ташаккули малакаи пешсафии ҷавонон ба шумор меравад, зеро онҳо аз муайян кардани проблема то ҳаллӣ он фаъолият карда, дар ҳалли проблемаҳои мубрами ҷомеа саҳмгузор ва масъулиятшинос мегарданд. Ҷараёни татбиқи лоиҳаҳои хурд якчанд вазифаҳоро ба сомон расонидан лозим аст, аз ҷумла:

- Эълони грантҳои хурд барои татбиқи лоиҳаҳои иҷтимоӣ;
- Иштирокчиёнро барои таҳияи лоиҳаҳо омӯзондан;
- Раҳнамоии гурӯҳҳои ташаббускор дар навиштани лоиҳа;
- Таҳияи меъёрҳо барои арзёбӣ ва интихоби лоиҳа;
- Қабули лоиҳаҳо;
- Таъсис додани гурӯҳи корӣ оид ба интихоби лоиҳаҳо;
- Пешниҳоди грант барои татбиқи лоиҳа;
- Мониторинг ва арзёбии ҷараёни татбиқи лоиҳа;
- Ҷамъбасти лоиҳа.

Дар замимаи 3 намунаи лоиҳаи хурд, ки аз тарафи ҷавонони пешсаф татбиқ шудааст, пешниҳод мегардад. Инчунин шумо метавонед, маълумоти бештарро оид ба ҷараёни интихоби лоиҳаҳои хурд аз сомонаи Академияи Таҳсилоти Тоҷикистон - www.aot.tj – *Маърифати шаҳрвандӣ – Лоиҳаҳои хурд* дастрас намоед.

5.4. Ҷалби ҷавонон ба фаъолияти ихтиёрӣ

Ҷалби ҷавонон ба фаъолияти ихтиёрӣ ҳисси масъулиятшиносии шаҳрвандии онҳоро баланд мебардорад. Асосан дар доираи барномаи пешсафӣ гурӯҳҳои ихтиёрон таъсис дода шуда, тавассути он масъалаҳои иҷтимоии аҳолии ниёзманди маҳал тавассути хизматрасонии ҷамъиятӣ ҳаллу фасл мегарданд. Гурӯҳи ихтиёриён инчунин метавонанд маъракаҳои огоҳкунӣ, омӯзишӣ ва дигар чорабиниҳоро ташкил намоянд.

Замимаҳо

Замимаи 1. Намунаи машғулият

Нақшаи намунавӣ

Номи машғулият	**Ҳуқуқҳои худро донед!**
Натиҷаи таълим	– Иштирокчиён ҳуқуқ ва ӯҳдадориҳои худро медонанд; – Иштирокчиён мафҳумҳои «ҳуқуқи инсон», «қонуния» ва «қонун»-ро шарҳ дода метавонанд; – Иштирокчиён ҳуқуқҳои худ ва дигаронро ҳимоя карда метавонанд.
Маводи зарурӣ	4 варақи калон (флипчарт), ду маркери ранга, қуттӣ, варақаҳо. Маводи тақсимотии 1. Ҳуқуқ, озодиҳо ва ӯҳдадориҳои инсон ва шаҳрванд

Дастур

Лаҳзаи яхшиканӣ ё фаъолгардонии хонандагон

1) Аз хонандагон хоҳиш карда мешавад, ки ба саволи зерин ҷавоб гардонанд: *Чаро мо ба ҳуқуқҳои инсон ниёз дорем?*
2) Ақидаҳои хонандагон ба тахтаи синф ё флипчарт навишта шуда, дар охир муҳокима ва таҳлил карда мешаванд.

Қадамҳои асосии машғулият

Омодагии пешакӣ:дар варақаҳои алоҳида ибораҳои зеринро нависед, варақаҳоро тоб дода, ба қуттӣ андозед: *Ҳуқуқ; Ҳуқуқ ба ҳаёт; Ҳуқуқ ба ҳимояи судӣ; Ҳуқуқи дахлнопазири ба ҳаёти шахсӣ; Ҳуқуқ ба мусофирати озод; Ҳуқуқ ба озодиш сухан ва матбуот; Ҳуқуқ ба интихоби озоди дин; Ҳуқуқи иштирок дар ҳаёти сиёсӣ, идораи давлат бевосита ва ё ба воситаи вакилонаш; Ҳуқуқи иштирок дар вохӯриҳо; Ҳуқуқи муттаҳид шудан; Ҳуқуқи соҳиби моликият ва мерос будан; Ҳуқуқ ба меҳнат; Ҳуқуқ ба истироҳат; Ҳуқуқи кафолати таъмини иҷтимоӣ; Ҳуқуқи ҳифзи саломатӣ; Ҳуқуқ ба таҳсил кардан; Ҳуқуқ ба фарҳанг ва маънавиёт; Ҳуқуқ ба манзил; Ҳуқуқи ҳимояи модару кӯдак*

1) Иштирочиёнро ба чор гурӯҳи баробар тақсим намоед. Аз гурӯҳҳо хоҳиш намоед, ки байни худ сарвари гурӯҳро интихоб намоянд.
2) Ба гурӯҳҳо маводи тақсимотии 1. Ҳуқуқ, озодиҳо ва ӯҳдадориҳои инсон ва шаҳрвандро супоред. Ба гурӯҳҳо даҳ дақиқа вақт дода аз онҳо хоҳиш намоед, ки ахбори пешниҳодшударо хонанд, муҳокима кунанд ва дар дафтарҳо қайдҳо кунанд. Ба гурӯҳҳо фаҳмонед, ки пас аз ин вазифа бозии викторинаро мегузаронед, аз ин лиҳоз онҳо бояд бодиққат маълумотро хонанд ва омода шаванд.
3) Пас аз даҳ дақиқа маводи тақсимотиро аз назди гурӯҳҳо гиред. Дар тахтаи синф ҷадвал кашида, дар катакҳои болоии он номи гурӯҳ (ё рақами онро) нависед. Масалан:

Гурӯҳи 1	**Гурӯҳи 2**	**Гурӯҳи 3**	**Гурӯҳи 4**

4) Сипас, ба гурӯҳҳо шарти бозиро фаҳмонед. Шарти бозӣ: Сарварони гурӯҳҳо омада, як варақаро аз қуттӣ мегиранд. Мавзӯи дар варақабударо бо ҳамгурӯҳонаш дар муддати ду дақиқа муҳокима карда, як нафарро барои ба савол ҷавоб додан интихоб

мекунад. Хонандаи интихобшудаи ҳар гурӯҳ аввал мавзӯъро хонда, дар муддати як дақиқа онро шарҳ медиҳад. Агар гурӯҳ ҷавоби дуруст пешниҳод намояд, он гоҳ соҳиби як хол мешавад. Гурӯҳҳо якчанд маротиба то тамом шудани варақаҳо бозиро иҷро мекунанд. Дар охир холҳо ҷамъбаст шуда, гурӯҳи ғолиб интихоб мешавад.

Бозӣ "Мамлакати нав"

1) Ба иштирокчиён фаҳмонед, ки чор мамлакати нав бунёд карда шудааст. Дар ин мамлакатҳо барои ба вуҷуд овардани ҳаёт ҳамаи манбаъҳои зарурӣ ҳастанд, аммо то ҳол ҳеҷ кас дар он ҷо зиндагонӣ накардааст. Дар ин мамлакатҳо қонунҳо ва таърих вуҷуд надорад. Иштирокчиён шаҳрвандони ин давлатҳои нав мебошанд.
2) Иштирокчиён дар гурӯҳҳои хурд фаъолият намуда ба мамлакати худ номгузорӣ мекунанд. Дар якчоягӣ рӯйхати 10 намуди ҳуқуқҳои инсонро, ки аз ҳама муҳимтар барои зиндагии аҳолии худ мешуморанд, бо розигии тамоми гурӯҳ омода намояд. Гурӯҳҳо натиҷаи кории худро ба ҳамаи иштирокчиён муаррифӣ мекунанд ва дар натиҷаи бозӣ ҳамаи гурӯҳҳо як рӯйхати умумиро тайёр мекунанд.
3) Натиҷаи бозиро бо иштирокчиён муҳокима намоед ва хулосаҳо бароред. Бо ҷавонон муҳокима намоед, ки оё кишваре бо ҳуқуқҳое, ки номбар карда шудааст, вуҷуд дорад? То чи андоза ин ҳуқуқҳо ба аҳолии ин кишвар ҳаёти осударо таъмин карда метавонанд? Дар вақти хулосабарории ин кишварро бо Тоҷикистон муқоиса намоед.

Арзёбӣ ва ҷамъбасти машғулият

Аз иштирокчиён хоҳиш кунед, ки ҷадвали поёнро ба дафтарашон кӯчонда, ба саволҳо ҷавоб гардонанд:

Имрӯз ман чиро аз худ кардам?	Чиро пурра фаҳмидам ва ба дигарон гуфта метавонам?	Бо кадом саволҳо оид ба масъалаи мазкур бе ҷавоб монданд?

Аз якчанд иштирокчӣ хоҳиш кунед, ки ҷавобашонро ба аҳли синф хонанд. Ба иштирочиён ташаккур гуфта, машғулиятро ҷамъбаст намоед.

Замимаи 2. Воситаҳои таълим ва арзёбии маърифати шаҳрвандӣ

Таълими хонандамеҳвар чист?[6]

Дар таълими хонандамеҳвар бештар ба натиҷаҳои таълим ва азхудкунии мавод аз тарафи хонандагон такя карда мешавад, на ба омӯзонидан (дарсдиҳӣ). Он шароити таълиму омӯзишеро талаб мекунад, ки таҷрибаи хонанда дар маркази диққат аст.

Дигаргунии асосӣ аз *«Ман ба шумо нақл мекунам ва шумо медонед/меомӯзед» ба «Ман мехоҳам, ки бо шумо роҳҳоеро кашф намоем, ки самарабахш ва ба эҳтиёҷ ҷавоб гӯянд»* гузаштан аст.

Таълими хонандамеҳвар аз назарияҳои зерин маншаъ мегирад:

1. Назарияи таълими проблемавӣ (Илина Т.А.)
2. Таълими ба шахсият нигарондашуда (Якиманская И.С.)
3. Педагогикаи ҳамкорӣ (Ушинский Н.Д., Макаренко А.С.)
4. Технологияи фардикунонии таълим (Унт И.Э., Гранитская А.С., Шадриков В.Д.)

Дар таълими хонандамеҳвар:

- ***Хонандагон*** ҳамчун зарфи холӣ қабул карда намешаванд. Онҳо қобилияти фаҳмида гирифтан ва сарфаҳм рафтан доранд.
- ***Диққати асосӣ*** на танҳо ба мазмуни таълим (*чиро омӯзонем?),* балки ***ба раванди таълим*** (*чӣ тавр раванди таълимро самарабахш гардонем?*) равона мегардад.
- Идрок ва азхудкунии хонандагон вазифаи асосии омӯзгор аст.
- ***Хонандагон бо роҳҳои гуногун меомӯзанд*** ва мутаносибан усули гуногуни дарккунӣ доранд. Шахсикунонӣ ва фардикунонии ҷавобҳои хонандагон дастгирӣ карда мешавад.
- ***Омӯзиш ҳамчун раванди фаъоли инкишофёбандаест***, ки алоқаҳо (байни фактҳо, ғояҳо, ҷараёнҳои гуногун) муназзам тағйир меёбанд ва сохтори онҳо ислоҳ мешавад. Чунин алоқаҳо тавассути муколамаи байни омӯзгору хонандагон ва байни хонандагону ҳамсолони онҳо дастгирӣ мешаванд. Хонандагонро ҳамеша барои баён кардани фарзияҳои худ доир ба ҳалли мушкилот ва масъалаҳое, ки онҳо дар болои он кор мекунанд, ҳавасманд мегардонад.
- ***Хонандагон*** тавассути нақл кардан, шунидан, хондан, навиштан, мулоҳизаронӣ атрофи мазмун, ғояҳо, саволҳо, мушкилот ба бунёди аҳамияти худ машғуланд.
- ***Нақша ва барномаҳои таълим*** на танҳо дар доираи «далелҳо»-е, ки хонандагон бояд дониад, балки дар атрофи равандҳое, ки тавассути онҳо таълим бояд инкишоф ёбад, *(чӣ тарз сурат мегирад?*) таҳия мешаванд.

Таълими интерактивӣ[7]

Идораи раванди дарс, тақсими имконияти таълимгирӣ ва ҳамкорӣ асоси таълими интерактивиро ташкил медиҳад. Ҳангоми банақшагирии дарси интерактивӣ иштироки фаъолу мақсадноки хонанда, ҳамкории ӯ барои ноил гаштан ба мақсади дарс ва натиҷаҳои таълим, арзёбии дуруст ва саривақтӣ нақши калон мебозад.

Калимаи «*интерактив*» аз калимаи англисии «interact» гирифта шуда, маъноояш «**inter**» - «байни …» ва «**act**» - «амал, фаъолият» мебошад. Яъне ҳамкорӣ ҳангоми азхудунии

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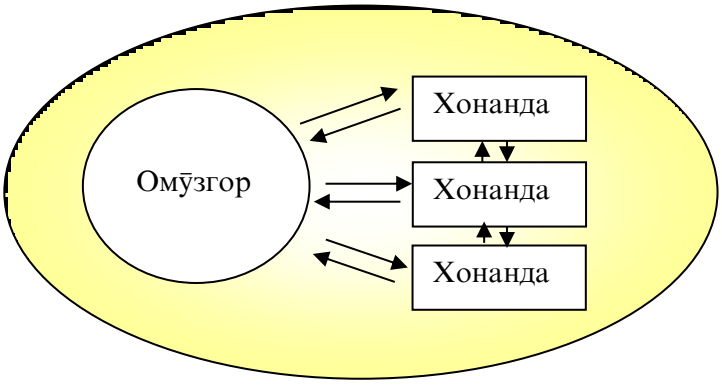
[6]Ниёзов Ф., Олимова Ф. Маърифати таълим: ҷустуҷӯ ва бозёфт. Дастур барои худомӯзии омӯзгорони фанни забони тоҷикӣ. - Душанбе, 2012. - 78с.

[7]Тошбоева З., Ниёзов Ф. Такмили маҳорати педагогии омӯзгорони фанҳои забон ва адабиёти тоҷик. Маводи ёрирасон ба барномаи таълимии курсҳои такмили ихтисоси омӯзгорони фанҳои забон ва адабиёти тоҷик. -Душанбе, 2010. - 71 с.

донишҳои нав, ноил гаштан ба мақсаду натиҷаҳои таълим аст. Ин ҳамкорӣ дар муошираті байни омӯзгор ва хонандагон, хонанда ва хонандагон, омӯзгор ва хонанда зоҳир мегардад.

Ҳамкории мазкур дар нақшаи зерин нишон дода шудааст:



Принсипҳои таълими интерактивиро чунин баён кардан мумкин аст:

1. **Тақсимоти баробари имкониятҳои таълим** – яъне ба ҳар як хонанда имконияти дар раванди дарс иштирок кардан дода мешавад. Ин амал тавассути корҳои дунафара ва гурӯҳӣ сурат мегирад.
2. **Озодии баён** – хонанда (хонандагон) имконияти озодона баён кардани фикрро доранд;
3. **Масъулиятшиносӣ** – хонандагон ба гирифтани таълим масъуланд;
4. **Тағйири нақшҳо** – омӯзгор дар дарси интерактивӣ нақши роҳбаладро касб мекунад. Ӯ тавассути масъалаву саволҳои гуногуни таълим хонандагонро ба самти дуруст равона месозад;
5. **Фазои мусоиди таълим** – масъалаҳо, матнҳо, саволҳо ва тарзи муошираті ороиши синф ба ҳавасмандгардонии фаъолияти таълимии хонанда равона мешаванд;
6. **Таълими бе «тамға»** – дар раванди дарси интерактивӣ калимаҳои «духонак», «танбал», «сегирак» ва амсоли ин истифода бурда намешаванд;
7. **Арзёбии ташаккулдиҳанда** – арзёбӣ дар таълими интерактивӣ на барои танбеҳ додан, балки барои ташаккули фаъолияти таълимии хонанда истифода мешавад;
8. **Идораи бонизоми дарс** – ҳама гуна фаъолият дар дарс ба азхуд кардани донишҳо ва ноил гаштан ба мақсаду натиҷаи таълим равона мегардад.
9. **Ба эътибор гирифтани шахсияти хонанда** – дар дарси интерактивӣ хоҳиш, завқ ва зеҳни хонанда ба эътибор гирифта мешаванд.

Татбиқи таълими интерактивӣ аз омӯзгор малакаҳои зеринро талаб мекунад:

- *омӯзгор воситаҳои гурӯҳбандиро истифода бурда тавонад;*
- *хонандагонро ба муҳокимаи масъалаҳои таълим водор карда тавонад;*
- *хонандагонро дуруст арзёбӣ кунад;*
- *саволу масъалаҳое, ки хонандагонро барои амиқ азхуд кардани маводи таълим водор мекунанд, таҳия карда тавонад;*
- *идораи синфро дуруст ба роҳ монда тавонад;*
- *тавассути муошираті хуб фазои мусоиди таълимро ташкил кунад.*

Мақсади асосии истифодаи низоми интерактивии таълим тайёр намудани хонандагон ба фаъолияти зеҳниву иҷтимоии минбаъда аст. Зеро дар асри XXI аз шаҳрвандон малакаҳои тавассути ҳамкорӣ таҳлили масъалаҳои гуногуни ҳаётӣ ва қабули қарори зарурӣ талаб карда мешавад.

Арзёбии ташаккулдиҳанда[8]

Усули баҳодиҳиест, ки тавассути он муаллиму хонандагон раванди таълимро таҳлил карда, хулосаи зарурӣ мебароранд. Воситаҳои арзёбии ташаккулдиҳанда ба муаллимон имконият медиҳанд, ки раванди таълимро ба мушоҳида гирифта, бо маслиҳату машварат фаъолиятро барои расидан ба мақсадҳои таълим равона созад. Ин навъи арзёбӣ хонандагонро водор месозад, ки сатҳи инкишофашонро худ муайян кунанд ва барои дастрасӣ ба сатҳи дигари ахбор ва тарзи ба он расидан шароит фароҳам оранд.

Дар ин самт таҳқиқоти зиёде гузаронида шудааст, ки натиҷаи онҳоро метавон ба таври зерин хулоса кард:

- арзёбии ташаккулдиҳандаи дуруст ба роҳ мондашуда, натиҷаҳои имтиҳонҳои ҷамъбастиро баланд бардошта, хонандагонро барои тамоми умр дониш андӯхтан омода месозад;
- дар раванди арзёбии ташаккулдиҳанда муаллим на ҳамчун нозир, балки ҳамчун ҳамоҳангсоз ва роҳбалад фаъолият мекунад;
- дар арзёбии ташаккулдиҳанда муаллим ҳамчун муҳаққиқ фаъолият мекунад;
- арзёбии ташаккулдиҳанда раванди вазифаю имкониятҳои таълимро муайян менамояд;
- муқоисаи дониши хонандагон ба ҳамдигар, аз ҷумла тавассути тестҳо, саволҳои бо «*ҳа»* ва ё «*не»* ҷавобшаванда, ба меъёрҳои андозагирӣ мувофиқ, масалан, иншо бояд аз 500 калима кам набошад, 5 ё 10 ҷумлаи мураккаби тобеъ навиштан ва амсоли инҳо арзёбии ташаккулдиҳанда буда наметавонанд.

[8]Ниёзов Ф., Олимова Ф. Арзёбӣ – асоси пешрафт. Дастури методӣ барои муаллимони забон ва адабиёти тоҷик. – Душанбе, 2010

Замимаи 3. Намунаи лоиҳаҳои хурд

«Тозагӣ гарави саломатист»

Рақами лоиҳа: №5

Макони татбиқшавии лоиҳа: н. Рашт. ш.Ғарм, ҷамоатҳои Навдӣ ва Боқӣ Раҳимзода.

Санаи оғоз ва анҷоми лоиҳа: 01.05.2013 то 01.07.2013

Мӯҳлати давомёбии лоиҳа: 2 моҳ

Маблағи буҷаи умумӣ: 300$

Шахсони масъули лоиҳа: Шодиев Назарвалӣ, Шодиев Шуҳрат, Мирзоева Насиба, Маҳмадчонова Моҳира.

Эълони лоиҳанависӣ, ки аз тарафи “Барномаи Ҷавонони Пешсаф” пешниҳод карда шуд. Дар ин раванд якчанд иштирокчиёни “БҶП” лоиҳаҳои худро доир ба “эҳтиёҷоти маҳал” пешниҳод намуданд, ки яке аз онҳо лоиҳа бо номи ”Тозагӣ гарави саломатист” пешниҳод шуда буд, дастгирӣ ёфт. Ин лоиҳа аз якчанд фаъолиятҳои омӯзишӣ, мизи мудаввар, семинарҳо, ва шанбегиҳо иборат буд.

Пеш аз оғози лоиҳа гурӯҳи ташаббускор бо маъмурияти корхонаи камуналӣ ва ҳифзи муҳити зисти ноҳия, мактаби миёнаи №1, ва дар байни гурӯҳҳои ташаббускорону ихтиёрони Барномаи Ҷавонони Пешсафи шаҳраки Ғарм, ҷамоатҳои Навдӣ ва Боқӣ Раҳимзода вохӯриҳо ва сӯҳбатҳо гузаронида шуданд.

Инчунин, бо ҳамроҳии ҳисобчии “БҶП” ҳама он лавозимоти корӣ, ки барои шанбегиҳо (бели тез, бели нова, чанголак, ҷоруб, охолгирак, дастпӯшак, халтаи партовгирӣ, сатил) ва барои семинарҳо (дафтар, ручка, ҷузвдон) лозим буданд, харидорӣ намуда, ба кор шурӯъ намуданд.

Лоиха дар давоми ду моҳ аз 01.05.2013 то 01.07.2013 давом карда, дар ин муддат гурӯҳи валантиёрон зиёда аз 6-шанбегӣ, 3 мизи мудаввар ва 4 семинар дар бораи «ҳифзи муҳити зист» гузарониданд.

Боиси хурсандист, ки бисёри мардум, хусусан савдогарони бозори марказӣ аз ин кори хайр ва ибратангез хурсанд шуда, дар назди мағозаҳояшон партовдонҳои худро ҷойгир намуданд. Мо мефахрем, ки ин кор аз дасти мо валантиёрони БҶП бе мушкилот анҷом ёф

Замимаи 4. Барномаи Конфронси Ҷавонон

Конфронси Ҷавонон

Барномаи Ҷавонони Пешсаф

Ш. Душанбе, Ҷумҳурии Тоҷикистон
Меҳмонхонаи «Тоҷикистон»

Барнома

Сессияи умумӣ

09:00-09:30	**Бақайдгирӣ**
09:30-09:40	**Сарсухан** *Мӯмин Сидиқшоев- Намояндаи Каунтерпарт Интернэшнл дар Ҷумҳурии Тоҷикистон*
09:40 – 09:50	**Сарсухан** *Чарлз Спект*, *директори муваққатии ЮСАИД дар ҶТ*
09:50 - 10:05	**«Стратегияи Ҷавонон дар ҶТ- нақшаҳо ва имкониятҳо»** *Кабирджон Ҷӯраев, Ҷонишини якум, Кумитаи Кор бо Ҷавонон, Варзиш ва Саёҳӣ*
10:05-10:15	**Барномаи Ҷавонони Пешсаф ба мо чи имкониятҳо дод?** *Тақдимоти хатмкунандагони Барномаи Ҷавонони Пешсаф*
10:15-10:35	**«Амалияи беҳтарини фаъолсозии ҷавонон дар Қазоқистон»** *Наталя Бахмутова, мутахассис аз Қазоқистон*
10:35–10:45	**«Иштироки ҷавонон дар мубоҳизаҳо бо мақсади Ҳазорсола баъд аз соли 2015** *Парвиз Бобоев, Фонди СМИ оид ба аҳолӣ*
10:45-11:00	Танаффус ба қаҳва
11:00-15:00	**Мубоҳизаи мувозӣ дар гурӯҳҳои махсус (** бо танаффус ба қаҳва**)**

15:00-15:30	**Танаффус ба қаҳва**
15:30-15:45	**Тақдимоти гурӯҳи якуми махсус**
15:45-16:00	**Тақдимоти гурӯҳи дуввуми махсус**
16:00-16:15	**Тақдимоти гурӯҳи сеюми махсус**
16:15-17:00	**Тавсия ва қарори хотимавии конфронс**

Гурӯҳи якуми махсус

Гурӯҳи махсус барои мубоҳизаи фаъолгардонии ҷавонон ба тавассути маърифати шаҳрвандӣ

Ёрманд – **Нодира Раҳмонбердиева**

11:00-11:20	**Шиносоӣ, чашмдошт ва банақшагирӣ-Ёрманд**
11:20-11:30	**«Таҷрибаи Барномаи Ҷавонони Пешсаф барои ҷалб намудани ҷавонон ба маърифати шаҳрвандӣ; натиҷа ва мушкилотҳо»** *Хатмкунандагони Барнома аз Рашт*
11:30-11:40	Савол ва ҷавобҳо оид ба тақдимот
11:40-11:50	**«Барномаи мунозирот ҳамчун пешрафти усули фикри танқидӣ** *Хатмкунандагони барномаи мубоҳизоти фонди Сорос*
11:50-12:00	Савол ва ҷавобҳо оид ба тақдимот
12:00-13:00	Танаффус барои хӯрокаи наҳорӣ
13:00-13:10	**«Мактабҳои тобистонаи Ташкилоти бехатарӣ ва Ҳамкорӣ дар Аврупо бо иштироки ҷавонон дар ҳаёти сиёсӣ-таҷрибаи иштирокчиён»** *Хатмкунандагони мактаби тонистонаи Ташкилоти бехатарӣ ва Ҳамкорӣ дар Аврупо*
13:10-13:20	Савол ва ҷавобҳо оид ба тақдимот
13:20-14:30	**Мубоҳиза-имкониятҳои маърифати шаҳрвандӣ дар ҶТ**
14:30-15:00	**Тавсияи хотимавӣ ва тайёрии тақдимот ба мавзӯи «Мушкилотҳо ва комёбиҳо барои фаъолгардонии ҷавонон ба тавассути маърифати шаҳрвандӣ»**

15:00-15:30 Танаффус ба қаҳва

Гурӯҳи дуввуми махсус

Гурӯҳи махсус барои муҳокимаи фаъолгардонии ҷавонон бо тарғибот, таъсир ба сиёсат ва дигар ташаббусҳо барои мустаҳкам гардонидани сарварӣ

Ёрманд-**Зарнигор Раҷабова**

11:00-11:20 **Шиносоӣ, чашмдошт ва банақшагирӣ-Ёрманд**

11:20-11:30 **«Маъракаи маълумотӣ ҳамчун воситаи таъсир ба фаъолгардонии сиёсати иҷтимоӣ»**
Хатмкунандагони Барномаи Ҷавонони Пешсаф аз Панҷакент

11:30-11:40 Савол ва ҷавобҳо оид ба тақдимот

11:40-11:50 **Воситаҳои тарғибот**
Ташкилоти ғайридавлатӣ «Ҷавонони асри XXI»

11:50-12:00 Савол ва ҷавобҳо

12:00-13:00 Танаффус ба наҳорӣ

13:00-13:10 **«Иштироки ҷавонон барои фаъолгардонии сиёсат бо муҳофизаи тандурустӣ»**
Ташаббуси «Насли навраси Тоҷикистон» маблаггузории ташкилоти GIZ

13:10-13:20 Савол ва ҷавобҳо оид ба тақдимот

13:20-14:30 Мубоҳиза ба мавзӯи – «Имконияти фаъолгардонии ҷавонон ба воситаи тарғибот ва таъсир ба фаъолгардонии сиёсат дар ҶТ»

14:30-15:00 Тавсияи хотимавӣ ва тайёрии тақдимот ба мавзӯи «Мушкилотҳо ва комёбиҳо барои фаъолгардонии ҷавонон ба тавассути тарғибот ва таъсир ба фаъолгардонии сиёсат дар ҶТ»

15:00-15:30 Танаффус ба қаҳва

Гурӯҳи махсуси сеюм

Гурӯҳи махсус барои муҳокимаи фаъолгардонии ҷавонон бо тавассути ҷалб намудан барои кӯмак ба ҷамоатҳои худ, корҳои фидоӣ ва ташкил додани шабакаҳои ҷавонон.

Ёрманд-**Умед Улуғов**

11:00-11:20	**Шиносоӣ, чашмдошт ва банақшагирӣ-Ёрманд**
11:20-11:30	**«Ҷавобгар ба эҳтиёҷоти ҷамъият-Лоиҳаи «Софи Нӯшокӣ»** *Хатмкунандагони Барномаи Ҷавонони Пешсаф дар Тоҷикистон*
11:30-11:40	Савол ва ҷавобҳо оид ба тақдимот
11:40-11:50	**«Пешрафт-Маблағгузорӣ ба капитали башарӣ»** *Ташкилоти ғайридавлатӣ «Пешрафт»*
11:50-12:00	Савол ва ҷавобҳо оид ба тақдимот
12:00-13:00	Танаффус ба наҳорӣ
13:00-13:10	**«Иштироки ҷавонон барои кӯмак ба ҷамъият» Фонди Евросиё дар ҶТ**
13:10-13:20	Савол ва ҷавобҳо оид ба тақдимот
13:20-14:20	Муҳокимаи фаъолгардонии ҷавонон бо тавассути ҷалб намудан барои кӯмак ба ҷамоатҳои худ, корҳои фидоӣ ва ташкил додани шабакаҳои ҷавонон.
14:20-15:00	Тавсияи хотимавӣ ва тайёрии тақдимот дар мавзӯи «Мушкилотҳо ва комёбиҳои ҷавонон ба воситаи ҷалб намудан барои кӯмак ба ҷамъият, корҳои фидоӣ ва ташкил додани шабакаҳои ҷавонон
15:00-15:30	Танаффус ба қаҳва

РЕЗОЛЮЦИЯ ПО КОНФЕРЕНЦИИ МОЛОДЫЕ ЛИДЕРЫ ТАДЖИКИСТАНА

ПРОГРАММА «МОЛОДЫЕ ЛИДЕРЫ» Каунтерпарт Интернешнл

ДУШАНБЕ, 25 МАРТА 2013 ГОДА

Преамбула

Активизация молодежи, в особенности сельскую молодежь для участия в решение проблем своих сообществ и своей страны является одной из основополагающих принципов «Национальной Концепции молодежной политики Таджикистана». В Таджикистане молодые люди до 18 лет составляют больше половины сельского населения и многие из них сталкиваются с различными социально-экономическими трудностями и вызовами. Молодые люди особенно в сельских местностях не имеют возможности быть вовлеченными в активную внешкольную деятельность, чтобы расширить кругозор, получать новые навыки и знания, находиться в тесном постоянном контакте со своими сверстникам из других регионов страны, участвовать в конференциях, семинарах, тренингах и развивать критическое мышление. Большая часть молодежи сталкивается с такими негативными социальными вызовами как радикализация, отчуждённость, суицидальное поведение, агрессивность, апатия из-за отсутствия возможности что-то менять, ранние браки и молодежная преступность. Важность формального образования неоспорима в развитие молодежи, но на ряду с этим существует необходимость развития гражданского образования, вовлечения молодежи в решение проблем своих сообществ, выявлению нужд своих сообществ, обучения молодежи знаниям и навыкам ведения дискуссии, разработки и реализации малых проектов и активное гражданское участие в судьбе своей страны. Молодым людям в сельской местности не хватают условия для самореализации и стимулирование позитивной общественной молодёжной инициативы и поддержка активного участия молодёжи в развитии своих сообществ.

Задачи Конференции

В Таджикистане работа с молодежью ведется в рамках и государственных инициатив и инициатив, финансируемых международными донорами и такие проекты и инициативы предоставляют молодежи возможность обучения, профессионального роста, развитие критического мышления и другие важные навыки. Данная конференция также была проведена в рамках Программы Молодых Лидеров, финансируемая Агенством США по Развитию (USAID) основной целью, которой было предоставление платформы для обсуждения вопросов касающиеся путей активизации молодёжи в Таджикистане и привлечения к обсуждению данных вопросов, как саму молодежь, так и государственные структуры, неправительственные местные организации, международные организаций и доноры. Конференция предоставила возможность для молодежи обсудить за одним столом со

всеми ключевыми организациями и структурами вопросы гражданского образования, эдвокаси, лоббирование, молодежное лидерство, добровольческая работа, выявление нужд сообществ и реализация малых проектов и многие другие аспекты и возможности для вовлечения молодежи в созидательную деятельность Участие молодежи, международных организаций, неправительственных организаций Таджикистана работающими по проблемам молодежи и независимые эксперты в дискуссиях и обсуждениях конференции придали большой импульс работе конференции и разработке данной резолюции. В работе конференции приняли участие более 60 человек, выпускники молодежных программ в Таджикистане, представители государственных структур, представители местных и международных организаций:

Выпускники программы Молодые Лидеры в Таджикистане, Каунтерпарт Интернешнл
Выпускники программы дебатов Института Открытое Общество, Фонд Сорос
Выпускники летных школ ОБСЕ по участие молодежи в политической жизни
Выпускники молодежных программ Фонда Евразии в Таджикистане
Комитет по делам молодежи, спорту и туризма
Министерство Образования
Агентство США по Развитию (USAID) в Таджикистане
Каунтерпрат Интернешнл
Институт Открытое Общество, Фонд Сороса
ООН Волонтеры
Международная Организации Труда
Фонд ООН по Народонаселению
Международная Организации по Миграции
Германское Общества по Международному Сотрудничеству
ЮНИСЕФ
Фонд Евразии
Ассоциация Молодых Лидеров Казахстана
НПО “Молодежь 21 века”
НПО «Пешрафт»
НПО «Женщины Востока»
НПО «Хирад»
НПО «Марифатноки»
НПО «Инициативная Молодежь Таджикистана»
НПО «Молодое Поколение Таджикистана»
НПО «Мультикид»
НПО «Аврора»
НПО «Ассоциация Менеджеров»

Обсуждения проводились по в трех тематических группах и результаты были озвучены на общем заседании. В трех тематических группах обсуждения были проведены по данным вопросам:

- Перспективы и вызовы для активизации молодежи посредством гражданского образования
- Перспективы и вызовы для активизации молодежи через эдвокаси, влияние на политику и другие инициативы по усилению лидерства
- Перспективы и вызовы для активизации молодёжи посредством вовлечения в помощь своим сообществам, волонтерство и формирование молодежных сетей

Мы участники конференции отмечаем, что существуют определенные проблемы и вызовы для активизации молодежи посредством выше упомянутых путей.

Вызовы для активизации молодёжи посредством вовлечения в помощь своим сообществам через малые проекты, волонтерство и формирование молодежных сетей

- Отсутствие программы обучения волонтерству в школьной среде (в частности, отсутствие квалифицированных кадров)
- Отсутствие имиджа волонтерства как социально полезного направления деятельности среди молодежи (герои труда)
- Отсутствие мотивации для развития волонтерства (Летние Лагеря, прием на работу, государственные гранты для молодежи, конкурсы и т.д.)
- Слабый уровень сотрудничества с международными партнерами (программы обмена)
- Непонимание со стороны общества (старшего поколения) необходимости участия в волонтерских программах
- Слабый уровень привлечения волонтеров государственными органами для реализации национальных приоритетов
- Отсутствие единого координационного центра, который бы курировал все вопросы волонтерства по республике.
- Отсутствие волонтерских центров практически во всех районах страны
- Отсутствие государственной технической и финансовой поддержки в развитии волонтерства

Вызовы для активизации молодежи посредством гражданского образования

- Курсы по гражданскому образованию не являются частью школьной программы
- Гражданское образование в Таджикистане реализуется при помощи проектов, финансируемые за счет доноров и они не постоянны
- Программы по гражданскому образованию ограничены и не могут охватывать молодежь по всей республике
- Недопонимание целей программы гражданского образования администрацией и учителями школ и их сопротивление участию школьников в данной программе
- Незаконные препятствия относительно проведения дебатов в рамках программ по гражданскому образованию
- Нехватка квалифицированных тренеров и учителей по гражданскому образованию

- Отсутствие методических пособий, материалов адаптированных к ситуации Таджикистана

Вызовы и перспективы для активизации молодежи через эдвокаси, влияние на политику и другие инициативы по усилению лидерства

- Ограничения со стороны Министерство Образования по привлечению учащейся молодёжи
- Ограниченность в географическом охвате
- Слабое участие лиц принимающих решение в иследовании в вопросах участия молодёжи
- Ограниченность доступа к интернету
- Непонимание и отсутствие поддержки со стороны родителей (местный менталитет, гендерные стереотипы) и со стороны государственных структур на местах
- Не достаточное информирование молодёжи об эдвокаси

В связи с этим, мы, участники конференции рекомендуем:

- Создание Национальной программы по развитию волонтерства на период 2014-2020 (альтернатива – внесение изменений и дополнений в Национальную стратегию по развитию молодежи на аналогичный период);
- Внедрение курса повышения квалификации учителей на базе РИПКПРО по вопросам волонтерства, а также внедрение внеклассного обучения школьников основам волонтерства и создание кружков;
- Учреждение специальной награды «Герой Добровольного Труда (ГТД)», вручаемая Президентом нашей страны
- Предоставление государственных квот для волонтеров на высшее образование, как в стране, так и за ее пределами за счет госбюджета
- Развитие сотрудничества с международными волонтерскими организациями посредством сети Интернет
- Привлечение джамоатских советов, родительских комитетов для просвещения по вопросам волонтерства
- Пересмотр и включение в государственные программы пункты по обязательному привлечению молодежи к программам социального, инвестиционного, культурного, экологического и т.д.
- Создать Ассоциацию волонтеров Таджикистана, которая будет объединять и координировать действия волонтерских организаций
- Создать единую базу данных для учета волонтеров, координации действий волонтерских организаций, проведение единых республиканских исследований по социальным, инвестиционных, экологическим и иным приоритетам государства
- Разработать государственную систему поощрения участия волонтеров в жизни общества
- Организовать форум-театры
- Включить гражданское образование в школьную программу

- Увеличить количество малых грантов, выдаваемых молодым людям для реализации проектов в своих сообществах
- Издание специальной литературы по гражданскому образованию
- Привлечение СМИ и продвижение гражданского образования
- Чувствительные темы в рамках гражданского образования проводиться в с учетом особенностей традиций, ментальности а также в соответствие с законами и должны быть только включены в программу только для информирования
- Привлечение экспертов по гражданскому образованию на местном уровне и обучение тренеров и учителей
- Увеличить количество программ по развитию гражданского образования
- Открытие центров по гражданскому образованию при средних школах
- Объединение усилий молодежи, организаций, работающих с молодежью по вопросам ограничения участия учащейся молодежи в программах по лидерству и повышению потенциала
- Поиск новых и перераспределение существующих источников финансирования молодежных инициатив
- Повышение информированность молодёжи по их правам
- Работа с родителями и администрациями школ
- Проведение трейнингов и практических занятий по эдвокаси
- Включения занятий по эдвокаси во внеклассные часы
- Налаживание контактов и партнерства с местными и центральными органами власти
- Наладить партнёрские отношения с Объединением Молодежных Организаций Таджикистана

Report and Recommendations from Youth Conference
23 January, 2015, Dushanbe, Tajikistan

Acknowledgment

YLP program staff express their gratitude for all the young people who represented their regions and communities in the significant event - YLP Youth Conference which was aiming at connecting youth, relevant experts and stakeholders to boost discussion around youth related issues and future prospective for youth development in Tajikistan. We also would like to convey appreciation to the participants of the Conference representing international organizations, national civil society organizations, governmental institutions and individual experts who largely contributed to the Conference work. We specially acknowledge and commend the efforts and contribution of the Conference moderator, Ms. Zarnigor Rajabova and members of the expert panel discussions, who made it possible for youth to get engaged directly in the discussions; and partner organizations of YLP program in the regions whose dedication and efforts made essential change in the work with youth. Our experts and presenters were of various backgrounds representing the diverse expert pool working on youth and civic education as follow:

Mr. Obidkhon Qurbonkhonov, University of Central Asia
Mr. Shamsullo Mirzoev – Public Organization “Marifatnoki”
Ms. Tursunoi Isommiddinova – Public Organization “Manija”
Ms. Amy Bernath – IREX
Ms. Dilrabo Inomova –IREX
Mr. Sherali Rizoev – Center for Strategic Research under the President of the Republic of Tajikistan
Mr. Mansurjon Hayotov- Public Organization “Marifatnoki”
Ms. Zuhro Sharipova – Public Organization “Women of Orient”
Mr. Musallo Tolibshoev – Public Organization “Khirad”
Mr. Maksad Rahimov – Public Organization “Young Leaders”

Executive Summary

Young Leaders Program, implemented by Counterpart International with financial support of the USAID organized youth conference in Dushanbe on January 23, 2015 drawing experts and young leaders together to discuss issues related to youth empowerment and civic activism at the community level based on the examples and lessons learned from the YLP program. The conference was designed to unite the Tajik youth with relevant stakeholders in order to explore and establish a platform for discussion in relation to issues of relevance to the youth and to address the importance of youth activism and positive youth contribution to the wider Tajik society. Another objective of the conference was to showcase the results, lessons learned and recommendations from the USAID YLP program which was implemented in Tajikistan since 2011 and will conclude in April 2015. The conference included individual presentations and panel discussions on various topics related to youth development in the country. The discussions were held around the main theme of the conference- prospects of youth empowerment and activation in Tajikistan and lessons learned from YLP program and other similar initiatives. The atmosphere during the conference promoted and built upon positive achievements, while at the same time acknowledged and addressed the obstacles for further success.

YLP Youth actively participated in the conference. They felt that the conference was beneficial to them as it provided an opportunity to:

- Voice their concerns regarding various issues relevant to their communities and peers
- Demonstrate their socially active participation to the wider public
- Familiarize themselves with different obstacles concerning civic education and youth programming through conference discussions and personal dialogue
- Develop a better understanding of the role that the YLP created network can play in the development of their common interests within their regions and countrywide
- Explore options for further engagement with other likeminded stakeholders.
- Demonstrate their successes and achievements within the framework of the YLP program
- Showcase their leadership potential to the audience

Key stakeholders also attached significant importance to the conference. They indicated that they drew specific value from the opportunity to:

- Demonstrate the importance of reaching out to youth groups especially from remote regions of Tajikistan
- Achieve a better understanding of the Tajik youth, especially from the very remote parts of the country through personal dialogue and conference discussions
- Enhance further engagement with YLP youth and alumni of the program for similar initiatives in the regions

Conference objectives

Young Leaders Program, implemented by Counterpart International with financial support of the USAID organized youth conference in Dushanbe drawing experts and young leaders together to discuss issues related to youth empowerment and civic activism at the community level based on the examples and lessons learned from YLP program. The conference was aiming at providing a platform to discuss common issues, overarching challenges, share lessons and opportunities for youth in Tajikistan. The objective was planned to be achieved through involvement of diverse group of participants in the conference work, including Young Leaders Program staff, Young Leaders Program target youth, ISI grantees among partner civil society organizations in the three targeted regions, representatives of the Academy of Education, representatives of the Committee for Youth, Sports, and Tourism, representatives of the civil society and international organizations.

Conference Structure

The conference was held at the conference hall of the Center for Strategic Research under the President of the Republic of Tajikistan on January 23, 2015. 2008. The conference included two panel discussions on the following topics:

- *Perspectives for further development and mainstreaming of civic education into the education system of Tajikistan*
- *Perspectives of youth development in Tajikistan: Issues, Challenges and Directions for working*

The plenary session in the first half of the day included five individual presentations by the Program Director and partner civil society organizations focusing on the program results, lessons learned and best practices in each of the three targeted regions i.e. Zerafshan, Badakhshan and Rasht.

Speakers and expert panel members invited included:

Mr. Obidkhon Qurbonkhonov, University of Central Asia
Mr. Shamsullo Mirzoev – Public Organization “Marifatnoki”
Mrs. Tursunoi Isommiddinova – Public Organization “Manija”
Ms. Amy Bernath – IREX
Ms. Dilrabo Inomova –IREX
Mr. Sherali Rizoev – Center for Strategic Research under the President of the Republic of Tajikistan
Mr. Mansurjon Hayotov- Public Organization “Marifatnoki”
Mrs. Zuhro Sharipova – Public Organization “Women of Orient”
Mr. Musallo Tolibshoev – Public Organization “Khirad”
Mr. Maksad Rahimov – Public Organization “Young Leaders”

Final presentations were made by the Young Leaders Program participants focusing on the success stories of the YLP Community Projects implemented through Small Youth Action Grants within the program framework. These presentations were very persuading and caught the attention of the audinece instantly. Representatives of international organizations, local civil society organizations, governmental structures and individual experts were very positive about the outcomes of the program judging by the presentations. YLP youth was able to really showcase the results of the project through demonstration of changes within their communties as a resul of their work and volunteering initiatives but most importantly to demonstrate the essential change in themselves and their leadership potential.
The final component of the conference was a small cultural and crafting fair, which demonstrated the work of the talented youth as well as the unique culture, customs and traditions of the three targeted regions in order to raise awareness about the potential for small businesses and touristic investments.

Conclusions and Recommendations

Several results were expected from the conference in the planning phase of this activity. *As the* final major program activity YLP was aiming to use the conference to present to youth and other key stakeholders its success, challenges and lessons that were learned throughout the implementation period. By bringing together youth, civil society organizations, international organizations and government representatives the conference was aiming to create a solid platform for furthering youth related priority issues. It was foreseen that a report will be developed to outline the recommendations and conclusions of the Conference, which will be distributed both among participants and other relevant partners to use for work with youth. The conference participants were unison in their opinions. They agreed that effectiveness of the work

with youth to a large extent dependent on the level of support exhibited by various stakeholders. It requires a holistic approach where central part should be youth, their voices and opinions.

Consequently, recommendations of the conference include:

- Civic education should be part of the learning process among youth, since it develops the sense of responsibility and citizenry, which in turn contributes to the willingness of young people to volunteer and serve their communities
- Components of the civic education modules developed and tested within Young Leaders Program can be used in work with youth within schools by integrating relevant components into the existing school subjects and by making possible modifications based on the results and age of the audience
- New initiatives and programs involving civic education need to build up on the existing initiatives and their results. In order to achieve this, proper coordination, mapping of the existing initiatives on civic education and results of the existing programs should be in place and shared by all relevant stakeholders
- Similar programs targeting youth should have wider geographical coverage and longer duration so that other youth in the rural parts of Tajikistan can take advantage of them.
- Considering the great threat of youth radicalization and propagation of extremist movements, it is essential to cover youth with similar programs, since youth in Tajikistan due to various factors do not have opportunities to positively fill in their free time.
- When designing and implementing youth programs, it is essential to look for available assets within youth i.e. characteristics, desires, talents, interests and strong sides of the target group, which can be further positively developed.
- It is important to involve youth in all similar programs and initiatives throughout the life cycle of the program to make it youth centered, by youth and for youth.

ANNEX A
CONFERENCE AGENDA

YOUTH CONFERENCE
YOUNG LEADERS PROGRAM

Dushanbe, Tajikistan

January 23, 2015

A G E N D A

PLENARY SESSION

09:00 - 09:30	Registration
09:30 - 09:35	Welcoming speech: YLP Program Director, Mr. Bogsho Mehralishoev
09:35 - 09:45	Speeches: ▪ Committee of Youth Affairs, Sports and Tourism under the Government of the Republic of Tajikistan; ▪ USAID
09:45 - 10:00	General Presentation of the YLP program: end results and phases by YLP Program Director, Bogsho Mehralishoev
10:00 - 10:40	Final Results of the YLP in the regions. Challenges, lessons learned and best practices for realization of youth programs in Penjikent: ▪ PO „Women of Orient"; ▪ PO „Young Leaders".

10:40 - 11:00	**Coffee - break**
11.00 - 11:40	Final Results of the YLP in the regions. Challenges, lessons learned and best practices for realization of youth programs in Rasht and GBAO ▪ PO „Marifatnoki"; ▪ PO „Khirad".
11:40 - 12:20	*Panel discussion on perspectives for further development and mainstreaming of civic education into the education system of Tajikistan*
	Moderator briefly presents the topic and introduces panelists, asks several questions on the civic education topic to provide framework for discussion among the panelists
	Panelists: ▪ University of Central Asia; ▪ PO „Marifatnoki"; ▪ PO „Manija";
12:20 - 13:00	Discussion: Questions/answers and comments from the audience
13:00 - 14:00	**Lunch**
14:00 - 14:30	*Panel discussion on perspectives of youth development in Tajiistan: Issues, Challenges and Directions for working*
	Moderator briefly presents the concept and results of developmental assets for youth. Introduces panelists and asks several questions to provide framework for discussion among the panelists
	Panelists: ▪ Committee of Youth Affairs, Sports and Tourism under; Government of the Republic of Tajikistan; ▪ Center for Strategic Research; ▪ IREX;
14:30 - 15:00	Discussion: Questions/answers and comments from the audience
15:00 - 15:45	Youth participation in community development: Success stories of YLP Community projects implemented through

	Small Youth Action Grants; Presentations of YLP alumni from three targeted regions
15:45-16:00	**Coffee - break**
16:00- 16:10	Final recommendations and conference resolution
16:10-18:00	Cultural/Crafting fair: Products of Rasht, Soghd and Badakhshan regions

ANNEX B
LIST OF PARTICIPANTS

TAJIKISTAN YOUNG LEADERS PROGRAM

FOCUS GROUP DISCUSSION REPORT

YLP CIVIC EDUCATION AND YOUTH PROGRAMMING FRAMEWORK

Recipient: Counterpart International

Cooperative Agreement Number: DFD-A-00-09-00141-00

GCSS Associate Cooperative Agreement Number: AID-176-LA-11-00002

www.counterpart.org

March, 2015

ABBREVIATIONS AND ACRONYMS

CSO	Civil Society Organization
GORONO	Municipal Department of People's Education
INGOs	International Non-Governmental Organizations
ISI	Institutional Strengthening and Implementation
NGO	Non-governmental Organization
USAID	United States Agency for International Development
YAG	Youth Action Grants
YLP	Young Leaders Program

TABLE OF CONTENTS

1. BACKGROUND 4
2. OBJECTIVES 4
3. METHODOLOGY 4
4. FINDINGS ..... ERROR! BOOKMARK NOT DEFINED.
5. GENERAL ANALYSIS OF THE FOCUS GROUP DISCUSSIONS AND RECOMMENDATIONS 13

1. BACKGROUND

The Young Leaders Program (YLP) is a four-year initiative, funded by the United States Agency for International Development (USAID) and implemented by Counterpart International. The goal of YLP is to build a pro-active, civically-engaged and socially conscious generation of young people able to take ownership of their future and contribute to the development of their country. The program has two key objectives: (1) To increase youth activism and leadership promoting positive change at the community level; and (2) To improve the quality of youth services provided by local civil society through the development of a Tajikistan-focused and tested Youth Programming Framework. The YLP approach consists of supporting Tajikistan civil society through partnership with three regional civil society organizations (CSOs) present in nine rural and district centers in the regions of Zerafshan Valley, Rasht Valley and Badakhshan.

The Civic Education and Youth Programming Framework (hereafter "Framework") Framework was developed based on both local and internationally-tested approaches in 2013 to guide the design, development and implementation of youth civic education in the country. The document was discussed with civil society organizations, civic education experts and relevant government agencies in Tajikistan. During the program implementation period the Framework went through several modifications and improvements based on the results, lessons learned and recommendations from YLP local implementing partners. Consequently, upon incorporating all suggestions and recommendations received from key local partners, the Framework was finalized in April 2014 and posted on the Academy of Education's website, making it available to local and international stakeholders.

2. OBJECTIVES

The focus group discussions on the Civic Education and Youth Programming Framework were conducted to determine whether and how local stakeholders are using the Framework in their youth programming. The discussions were also aimed at assessing the usefulness of the Framework and collecting suggestions for its further improvement.

3. METHODOLOGY

Focus groups were conducted in four regions, including in YLP target areas - Badakhshan, Rasht Valley, and Zeravhshan and in Dushanbe city. YLP, with support from its former ISI grantees, identified and invited representatives of relevant stakeholders to the focus groups. Participants of the focus group discussions were composed of stakeholders with diverse backgrounds, representing CSOs working on youth and education issues, former ISI grantees, individual experts on civic education and youth programming, relevant international organizations, representatives of the Ministry of Education and the regional structures of the Ministry,

Academy of Education, representatives of the regional branches of the Committee on Youth, Sports and Tourism, Teachers` Training Institute, school teachers and principals, community leaders, representatives of universities and local executive branches of the government.

The Framework was distributed among all the focus group participants in advance (one to two weeks prior to the focus group day) to allow sufficient time for review of the document. A number of the focus group participants had collaborated with YLP and its ISI grantees throughout the implementation period, thus they were already well informed about the program and its Framework.

The dates of the focus group discussions and locations were as follow:

1. Focus group discussion in the administrative center of Badakhshan t, Khorog city on December 2, 2015;
2. Focus group discussion in the administrative center of Gharm, on December 18, 2015;
3. Focus group discussion in Dushanbe on January 13, 2015;
4. Focus group discussion in the administrative center of Penjakent on February 10, 2015;

The complete profiles of the participants are reflected in the table below:

FOCUS GROUPS' PARTICIPANTS DEMOGRAPHICS AND PROFILE					
	Location				
Information on participants	**GBAO**	**Rasht**	**Dushanbe**	**Penjakent**	**Total**
Total number of participants	11	12	11	10	44
Female participants	4	2	4	6	16
Male participants	7	10	7	4	28
Representatives of CSOs	4	4	0	3	11
Representatives of Governmental structures	3	1	4	3	11
Representatives of INGOs	1	1	3	0	5
Representatives of Educational Institutions	1	5	2	4	12
Individual experts	0	1	2	0	3
YLP alumni and other youth	2	0	0	0	2

Preliminary questions for the focus group discussions were developed based on the Framework's objectives and expected outcomes and shared with the ISI grantees. The questions were then finalized, taking into account the grantees' comments and feedback.

Since the focus groups were conducted in four different regions a specific and consistent setting was followed in all discussions. The setting for the discussion was formed by focus group leaders presenting a small introduction on the objectives of the focus group discussion and providing the

list of questions. This allowed the facilitator to follow the discussion and derive certain trends for analytical purposes. However, the general setting of the discussion provided some flexibility, allowing the participants to share their views on the Framework. The format also encouraged discussants to share additional information not related to the fixed questions though nonetheless relevant to the Framework.

At the beginning of the focus group discussions a 15-minute coffee break was offered to participants to allow them time to become acquainted with each other and the facilitators. The discussions were conducted in the language preferred by the focus group participants, i.e. Russian, Tajik and Shughnoni (a dialect spoken in Badakhshan). The total duration of the focus group discussions was two hours. Participants were informed prior to the discussion that notes will be taken by the facilitators for analytical purposes and for inclusion in the follow-on, relevant report.

The general information from the focus group discussion is grouped based on the questions below and reflected in the report. These questions included the following:

1. What were the most interesting and useful parts of the Framework for you?
2. Do you consider using any components of the Framework in your work and how you will use it?
3. Do you currently use other sources on civic education and youth programming in your work and what are the differences between existing programs/Frameworks that you use and this one?
4. Which of the components of the Framework do you think might be difficult to use in your work with youth and why?
5. How do you think you can promote the integration of civic education into the formal/informal education system through utilization of the Framework in parts or fully?
6. What positive impact you think you can make in your community by using the Framework fully or partially?
7. What other general obstacles do you think exist that prevent the program from being fully or partially integrated into the education , both formal and informal, such as lack of financial or human resources, lack of trained teachers, lack of need and desire among youth, lack of infrastructure for youth centers etc.?
8. Can you please provide suggestions and recommendations for further improvement and promotion of the Framework?

Analysis of the responses to the questions above was made through categorizing and identifying general concepts, trends and patterns around these questions:

- What patterns emerge?
- What are the common themes?
- What new questions arise?
- What conclusions seem true?

The coding system was also used to analyze the information. This was done to "score" the data by counting the number of times a particular theme is expressed. In order to have a more objective interpretation of the data received the analysis was done by both facilitators and assistants.

4. FINDINGS

- ***What were the most interesting and useful parts of the Framework for you?***

The Civic Education and Youth Programming Framework was generally accepted by the stakeholders as a useful tool and methodology for increasing the knowledge of young people in Tajikistan about civic education. It was noted by the participants that the most interesting and useful part of the Framework is the combination of theory and practice, which consists of developing youth's theoretical knowledge and practical skills. According to the focus groups' participants the structure of the Framework allows reinforcing the understanding of the civic education modules through subsequent practical work in the form of small grants projects, community work boosting youth activism, volunteer experience, work with development of Youth Charter and exchange of experience. In addition, it provides concise methodology for motivating and encouraging youth in the form of summer camps, conferences, cultural and sport events, and training courses.

Focus group participants underscored that often similar documents and methodologies are developed without proper consideration of local context, which makes it difficult for them to be effectively integrated and implemented. The YLP Framework in this regard is different and has an integrated approach. The Framework components, objectives, tasks and intended outcomes are relevant to the Tajik context and extensively reflect the intended outcomes of the relevant local legislation, education and youth policies.

Another useful part of the Framework's maintained by the participants was the unique sequence of steps and elements for designing, implementing informal civic education programs. The sequence is clearly defined in details for different elements such as training courses, civic education modules, and organization of conferences, summers and other relevant activities.

Teachers participating in the focus groups were particularly positive about the usefulness of the Framework in terms of teachers` skills improvement. It was noted that apart from civic education courses, they use the Framework methodology in the process of teaching other school subjects generally. The Framework was deemed particularly useful for designing daily lessons using interactive teaching and learning elements, applying student-centered methodologies and providing formative assessments.

- ***Do you consider using any components of the Framework in your work and how you will use it?***

Participants of the focus group discussions emphasized the importance of civic education in the process of raising and educating youth. They underlined that nowadays it is particularly important to develop a sense of active citizenry in youth and engage them in constructive processes outside of school to fill in the ideological and education vacuum that can be used by destructive and criminal elements of society. Therefore, according to participants it is vital to start engaging youth in civic education and community development. In designing these initiatives, the Framework will be a necessary tool, since it was developed organically with due consideration of Tajikistan's legislative norms; was tested with youth in Tajikistan; and was modified and improved based on the recommendations and lessons learned. Thus, a group of the participants expressed their intentions to use the Framework during open and tutorial hours at schools.

According to o the focus group participants in Rasht valley the Framework has been effectively utilized at the local educational institutions. Mahmadsodiq Saidov, Director of the Secondary School in Jamoat Navdi, Gharm district, noted that his school has integrated the civic education component into their yearly tutorial hours, and the civic education lessons are taught during tutorial hours throughout the entire 2014-2015 academic year. Shamsullo Mirzoev, representative of the PO "Marifatnoki", who is also teaching English language at the Pedagogical College in Gharm, is using a section from the Framework on public speaking and debating skills development to organize a debate tournament among seniors (4th year college students). According to Mr. Mirzoev, after the debate tournament he received a request from the dean to conduct training on debate skills for the entire faculty. He also added that he uses the methodology from the Framework in teaching his regular classes.

Other participants mentioned that the Framework can be used for developing and delivering ToT for tutors at schools who in turn can integrate elements of the Framework into their work. According to participants, the Framework contributes to enhancing teachers' skills in organizing and conducting their classes more effectively and creating a much more favorable learning environment, allowing the students to be more involved throughout the learning process.

In Dushanbe the participants recommended the Teachers` Training Institute to apply the Framework methodology in the teachers` professional development sessions. They strongly encouraged considering the recommendations from the Framework in designing regular trainings for teachers. One suggestion was made by the focus group participants for the National University of Tajikistan's Department of Pedagogy to integrate methodologies of the Framework into the department's curriculum.

According to Mr. Sh. Karimov, the Head of the State Education Department in Penjakent "At high schools throughout the district the tutors are often struggling with determining and including in their workplans appropriate topics for extracurricular sessions. The Civic Education Programming Framework is an excellent source to be used for these sessions".

- ***Do you currently use other sources on civic education and youth programming in your work and what are the differences between existing programs/Frameworks that you use and this one?***

Several relevant sources on civic education and youth programming were named by the participants that are currently being used. One of the primary sources used by the stakeholders is the "Concept of Civic Education in the Republic of Tajikistan" developed in 2007, the core elements of which are based on the approaches of the prominent civic education expert of Tajikistan, professor T. Ziyozoda Participants of the focus groups noted that the Framework also contains the main concepts developed and proposed by Professor Ziyozoda, which form the main pillars for work on civic education in Tajikistan. The reflection of fundamental principles of the "Concept of Civic Education in the Republic of Tajikistan" makes the Framework applicable to the country context in the opinion of the focus group participants. The representative of the University of Central Asia mentioned that in their humanities program's curriculum, in which civic education is the central idea, they use the methodologies and sources developed by local and international scholars such as the Framework. Two participants of the focus group discussion in Dushanbe representing the Democratization and Human Rights Units of the Organization for Security and Cooperation in Europe underlined that within the OSCE civic education project they use the methodologies and materials that are also the joint work of local and international experts. The difference between the OSCE civic education methodologies and the Framework is in the length of the programs. At OSCE the program is approximately two weeks and lacks the interrelation of theoretical and practical activities. Within the YLP Framework, as underlined by the participants, the fusions of the theoretical and practical elements of civic education are more comprehensive. One of the participants, the head of the Pedagogy Department of the National University of Tajikistan, is currently working on the development of a methodological document on civic education and is planning to use it when promoting the inclusion of civic education into the formal education system at the Ministry level. He highly valued the Framework and mentioned that he will use it for his work on the development of the methodological document as well.

- ***Which components of the Framework do you think might be difficult to use in your work with youth and why?***

The majority of the focus group' participants believe that the components of the Framework are adaptable to the Tajik context and are inclusive in this regard. However, a few participants mentioned that in the remote parts of the country they might need to slightly adjust some of the components to make them more relevant to the regional context. Some of the participants underlined that the skeleton of the Framework, such as teaching methodology and sequence of activities can be used as a basis for other educational programs since, the approach has been tested with positive results achieved.

Another point that was made by the representatives of the SCOs and GORONO is that it is very difficult to implement all the components of the Framework within the public schools

curriculum, due to financial constraints. However, as they added, it is possible to find alternative ways within other educational programs that have similar components and can achieve the same positive results.

The representative of the Humanities Program of the University of Central Asia mentioned that they have a four month program where the students learn skills that are needed for prioritizing community needs and designing responses accordingly. However, he said that there are no grants foreseen to be given to the students for implementing their ideas within their communities. Therefore, according to the university representative, at this moment it is difficult to integrate the component on development of social projects into their work.

- ***How do you think you can promote the integration of civic education into the formal/ education system through utilization of the Framework in parts or fully?***

In order to assess the possibilities of including the civic education course into the formal secondary school system and also implementing non-formal civic education programs, the participants were asked to share their ideas on the ways to promote the Framework. The vast majority of participants agreed that inclusion of civic education into the formal education system is a long term prospect that will require additional resources and time. According to the participants integration of civic education program into the formal system requires, first of all, the consent of the Ministry of Education, and then can be implemented through the Academy of Education, the Teachers` Training Institute and secondary/high schools. In order to achieve that, the Framework should be officially approved by the Ministry of Education. . Once the Framework is officially approved it can be used by relevant structures when designing curriculum and developing civic education modules, as noted by focus group participants.

The head of the Teachers' Training Institute, who was among the focus group participants, suggested addressing the Minister of Education on this matter. She mentioned that the Teachers` Training Institute can initiate the start of this process and form a working group which will further improve the Framework before submitting it for official approval. According to her, the first step can be countrywide implementation of civic education modules within the school schedule during open and tutorial hours.

According to the participants another resource for promoting civic education and use of the Framework would be integration of the Framework's component into the classes of the Pedagogy Department of the National University of Tajikistan.

A representative of the local government in Penjakent mentioned that she can use the platform of the up-coming meeting of the Mayor of Penjakent city with representatives of the Education Sector in Penjakent to promote the Framework and the civic education modules at the level of municipal government.

The majority of focus group participants, however, emphasized that inclusion of civic education into the current system of secondary education would be difficult for two major reasons. First of

all, the current curriculum within the secondary education system is too overloaded and requires specific modification before inclusion of additional courses such as civic education. The second factor is financial constraints for integration of civic education into the formal education system countrywide. According to the representative of the Ministry of Education, more than 10 million Tajik Somoni is needed to introduce a new subject into the formal secondary education curriculum, which the Ministry cannot afford at this moment.

However, considering the urgent necessity of developing a sense of duty to be an active citizen among youth, and considering the current challenges such as youth radicalization, participants of the focus groups emphasized promotion and implementation of civic education in the form of non-formal, extracurricular activities and integration of YLP civic education modules into the relevant existing school courses in the near future. Thus, suggestions were made for implementation of YLP civic education components and approaches from the Framework in the following school subjects – History of Religion, History, Basics of Law and other social sciences.

- ***What positive impacts do you think you can make in your community by using the Framework or part of it?***

Generally participants of the focus group discussions agreed that the methodology and approach reflected in the Framework is highly integrated and makes a positive impact within communities. Several examples from YLP were highlighted as successes and impactful to illustrate the Framework`s effectiveness. Among the examples cited were the improved leadership potential of targeted youth, increased susceptibility and responsiveness of youth to community needs, and change of attitude and increased tolerance (especially with regards to social elements like religion, physical and mental disability, aging, gender roles, nationality and ethnicity). The focus group participants mentioned that positive changes were noticeable not only in youth but in communities as well. Notions of volunteerism, community service and good citizenry are reconsidered in a positive way by other members of the targeted communities as well when they become engaged with youth through the various activities of the program.

A representative from Rasht valley mentioned that in jamoat Navdi of Rasht Valley, the civic education modules of YLP were integrated into the annual school plan of tutorial hours. According to this representative, this will allow continuation of the efforts undertaken by YLP and will build on all the positive outcomes of the program. All participants of the four focus groups were supportive of similar initiatives for youth.

The participants in Penjakent underlined that one of the brightest, positive examples of the program was the establishment of a new, youth-focused non-governmental organization by the program alumni exclusively working on youth issues in Penjakent. This demonstrates the change in attitude of youth and the eagerness of young people to make positive changes within their communities. The bulk of the NGO work is currently ongoing on a voluntary basis, which illustrates how favorably volunteerism and community service are now perceived among

targeted youth. According to one focus group participant, this NGO will use the Framework as a main guide in developing and implementing youth programs.

In Badakhshan, it was mentioned that the Ismaili Council, a local civil society organization is demonstrating significant interest in using the Framework in its youth related programs. This is important because the organization is very popular in the region and the coverage of the initiatives led by the organization is substantial. According to focus group participants YLP focal points, together with YLP alumni, utilized the youth charter tools and procedures to promote and advocate for inclusion of components of the Framework into the organization's annual work plan. It is noteworthy that, after the focus group discussions, representatives of the Ismaili Council reached out to the Counterpart YLP team with a request to share with them the Framework in English language.

A particularly positive element of the YLP Framework approach was the noteworthy impact it had in relation to girls in the targeted regions. This was especially noticed in those communities in which school dropout rates among girls was highest, and inequality based on gender based stereotypes was especially prevalent.

- ***What other general obstacles you think are in place to integrate civic education by using the Framework fully or partially in the education system in the form of formal and/or informal– financial resources, human resources, lack of trained teachers, lack of need and desire among youth, lack of infrastructure etc.***

Focus group participants noted that there are a number of factors that become obstacles for integrating civic education into the formal or informal systems of education in Tajikistan. A lack of financial resources for integrating civic education into the formal education system countrywide is among the main factors, according to majority of focus group participants. In addition, a lack of human resources is another factor, i.e. a shortage of trained teachers makes it difficult to integrate civic education successfully into the formal education system.

None of the participants complained about a lack of need or desire among youth as a factor or barrier for civic education in the country. On the contrary, youth are very keen to be involved in civic education courses, as underscored by participants of the focus groups. ISI grantees who were participating in the focus group discussions mentioned that youth in the targeted regions were making substantial efforts to become engaged in YLP and undergo civic education courses; however the program did not have the capacity to cover all youth in the targeted regions. YLP supported the establishment of youth centers in the targeted regions in which the majority of program activities took place. A lack of infrastructure, according to focus group participants, makes implementation of similar informal out of school initiatives challenging. ***Can you please provide suggestions and recommendations for further improvement and promotion of the Framework?***

A majority of the focus group participants agreed that the primary action should be promotion of the Framework at the level of the Ministry of Education. According to them, once the Ministry of Education approved the Framework it will be easy for all other related stakeholders to make use of it, either partially or fully, based on the nature of their work with youth. The President of the Teachers` Training Institute underlined that the Framework is a very necessary and timely document. According to her, perhaps some minor adjustments may be required to be made to the Framework before promoting it to the Ministry's level for review and consideration of approval. It should be noted that after the focus group discussion, the President of the Teachers` Training Institute was in contact with the Ministry regarding the Framework. She is trying to promote incorporation of the Framework into the established tutorial hours in the schools country wide.

Other participants suggested incorporating modules on civic education into the existing relevant school course offering and strengthening teaching skills through utilization of the Framework. Yet another group of participants shared the idea of making civic education course as an elective course in schools and the Framework could be used for this purpose.

Some participants disagreed with the idea of including the Framework into the formal system of education. In Rasht, for example, the participants argued that the current formal education system in the schools does not focus much on a student centered approach, so it will be difficult to use both the theoretical and practical sessions in teaching the civic education course at the schools as it is recommended in the Framework. The best option would be to keep it for informal use thus allowing time for inclusion of the Framework fully. In Badakhshan, some of the participants believe that the selection methodology used by YLP should be changed to a certain degree. They underlined that there is a special need to cover specific groups of youth who have problems with academic achievement and behavior or who are not active socially and in the life of their communities, or who usually isolate themselves from peers and fall under the category of street children, with similar programs. With regards to availability of infrastructure for organization of youth centers, the representative of the local branch of the Committee on Youth, Sport and Tourism in Gharm mentioned that there are 134 small villages in Rasht valley and each of these villages have buildings used for social purposes, such as general public gatherings, meetings at tea houses, clubs etc. According to him, rooms within these buildings can be used for the purpose of organizing youth centers as well.

Several other participants in Rasht recommended adding photos and real examples from YLP activities into the Framework and distributing it in the form of brochures to relevant stakeholders.

5. GENERAL ANALYSIS OF THE FOCUS GROUP DISCUSSIONS AND RECOMMENDATIONS

The purpose of the focus group discussions was to assess the usefulness of the Framework by main stakeholders and to receive recommendations for further improvement of the document. The discussions demonstrated that expectations and experience from the Framework utilization are very positive among participants. The fact that the Framework has been developed and tested

within the Tajik context during the life of the project plays an important role in the formation of positive attitude towards the document among focus group participants.

The common ideas shared during the discussions included the necessity of similar approaches among key stakeholders in work with youth and integration of the Framework fully or partially into the existing initiatives. Recommendations and ideas were suggested by the participants on the ways and possibilities of the Framework's use and further promotion. The need for a similar integrated, approach in work with youth was one of the main themes shared during the discussion and was repeatedly expressed during all focus group discussions.

A majority of the participants believe that Tajik youth are facing tremendous risks emanating from threats such as religious radicalization, extremism and other modern challenges. Therefore, multi-sectorial work with the involvement of youth is essential, and this is where the Framework can form a basis for further development. Several times it was expressed by participants that the Framework is more useful for integration into the informal, extracurricular setting due to various reasons which are enumerated in this report.

Another common idea that was shared during all four focus groups discussions was the need to promote the document at the level of the Ministry of Education in order to receive official approval. Official approval will make it considerably easier for stakeholders to use the Framework both in the formal and informal systems of education. Official approval of the document will also play a big role in the sustainability of the Framework use and will contribute largely to further integration of its components in the education setting. The idea of official approval of the Framework was one of the most repeated themes during the discussions. This also demonstrates that it is becoming more difficult for stakeholders to work on youth and education issues without permission and approval from the relevant governmental structures even if the initiatives officially do not require authorization. Due to various political processes in the territory of the CIS countries, the government of Tajikistan is also becoming more cautious towards initiatives involving youth and thus is more resistant in granting instant approval. The situation with regards to the Framework, however, is fortunately different and relevant governmental structures are very supportive of the document and the program. The focus group discussions also raised some concerns that might need to be addressed when designing and implementing further similar initiatives in the country.

Among the main concerns and questions raised by the participants was sustainability issue and further cascading of the YLP experience which can be reinforced through promotion at the Ministry level. The concern of the program geographical coverage was also raised and opinions were shared in support of wider coverage.

Lastly, some participants were concerned about the future of the YLP alumni. It was noted that YLP alumni are very advanced in terms of their logical thinking, understanding of problems within society, their roles within communities, and their expectations with regards to social, economic and civil rights in comparison to their peers. After completion of the program in some of the most remote parts of the target communities these YLP alumni, who already have a

different understanding now of civic education, might face situations where the absence of similar opportunities for further improvement of their skills and knowledge as well as the absence of adequate redress of socio-economic and political deprivations in the remote parts of the country lead to their increasing frustration. This concern was also raised by some stakeholders working with girls who mentioned that in some of the very traditional communities among target regions completion of the program for girls' alumni who have changed while in the program means facing double challenges. These girls unlike their peers who were not involved in the program would now need to stand against the stereotypes and continue their activism. This will be a challenge for both boys and girls alumni of YLP, to continue growing as a civic-minded individuals outside of the YLP boundaries. In the end, however, this was the desirable change that the program intended and for which it strived to achieve.

ORGANIZATIONAL DEVELOPMENT COMPARATIVE ANALYSIS OF THE ISI GRANTEES

Along with assistance for institutional development, Counterpart provided the CSOs with continuous support to develop the capacities and skills of the Institutional Strengthening and Implementation (ISI) staff members. Such support took various forms, including in-house training and consultation, training provided by external and internal experts and financial support to attend trainings provided by professional organizations.

At the early stages of the program, the Counterpart team provided training and consultation on key areas of Counterpart activity, such as advocacy and grants management, so the CSOs could successfully fulfill their responsibilities under grants from Counterpart. In particular, all three CSOs received trainings on proposal design and competitive proposal writing, introductory and advanced advocacy, training methodology and training module development, presentation and consulting skills, program evaluation and monitoring and the drafting of logical frameworks. In addition, the Counterpart team provided targeted and CSO-specific consultations for staff to further advance their skills to serve as Counterpart partners in youth programming. For example, the Counterpart team provided targeted and individual consultations for the advocacy specialists of all three ISOs on developing training modules for basic advocacy. Using Counterpart's institutional advocacy methodology as its basis, the Counterpart team worked with CSO staff to contextualize the modules to each region's specific needs and develop complimentary modules. While the core concepts remained the same in each module, the case studies differed to reflect the differences in the political climates of each region.

Learning-by-doing proved to be the most effective method of developing CSO staff capacity. Counterpart staff provided the CSOs with on-the-job advice and practical knowledge while monitoring their management of local advocacy grants and election grants. Counterpart also imparted knowledge on the CSOs by providing them with the opportunity to learn by observing Counterpart team members during various service provision activities. The CSOs would then apply the acquired skills and receive feedback during pilot activities. This twinning exercise proved to be essential in the long-term for the practical development of skills.

Along with capacity development in program-related areas, Counterpart also provided continuous assistance to the CSOs in their organizational development through trainings and individualized consultancy. By contracting external consultants and relying on the expertise of staff from Counterpart offices in other countries and their partners to provide trainings and consultations in several new areas, CSOs could further foster institutional development in areas including governance, change management and leadership, financial management, financial sustainability planning, fundraising, public relations and marketing, and copyright protection. Exchange of experiences with Counterpart and other civil society programs also proved to be indispensable for CSOs in their efforts toward professional development.

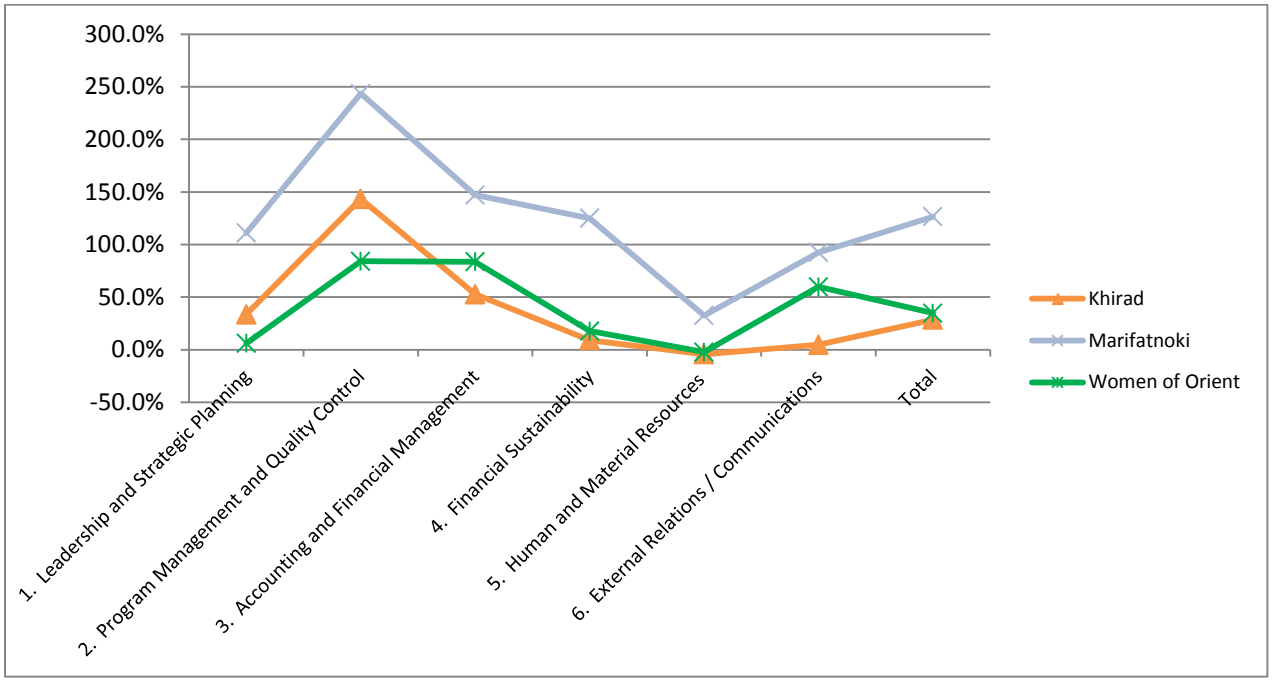
At **baseline**, the scores for the three organizations illustrated the variance of capacity for YLP to support over the life of this program. Key findings from the baseline assessment revealed the following:

- Across the board the CSOs demonstrated their lack of understanding of monitoring and evaluation as a valuable management tool. Rather, they treated M&E as a donor-driven effort. Much of YLP's support to these organizations included direct and indirect technical assistance in the area of Program Management and Quality Control, helping each partner to define a standard of excellence and tracking tools to demonstrate that standard across their whole portfolio.
- Another weak area for all three groups was accounting and financial management. Here again they believed it to be donor driven when they should have focused on tracking the flow of their finances in an effort to better plan future activities. While they needed work in all aspects of organizational management, they recognized the importance of developing solid program managers.
- "Khirad" was seen as a strong community-based organization that is clearly committed to its mission of providing opportunities for youth in and around Khorog. For years it focused on providing a select number of services through its facility. At the time of the baseline assessment it has recently expanded to longer-term program-based activities for the organization. Khirad had a strong mission, solid reputation, and depth of community support through formal and informal connections.
- "Marifatnoki" was seen as a young organization driven by a clear desire to change the reality for youth in the Rasht Valley. At the time of the baseline, recent management decisions were good indicators of the tremendous potential for this group to really take off as a leader in Gharm and as an exemplary institution for other organizations to model. At the time of the baseline, Marifatnoki lacked core systems that would allow it to absorb advanced management skills.
- The "Women of the Orient" organization was seen as strong, with a long history of implementing projects on behalf of a variety of donors. What the assessment team saw at the time of the baseline was consistent with an organization that focuses too much on project and donor needs and rarely steps back to look at the organization as a whole for decision-making.

The **self-assessments (due to limited funding) of local partner CSOs in the interim years** made it difficult to identify trends. There was significant growth and forward momentum, but the growth rate masked evidence of self-critical learning. Still, each partner organization exhibited professional development and increased sophistication based on responses to the self-assessments, with a keener sense of reporting for impact and improved awareness of the local environment and how to forestall challenges by being proactive. YLP committed to carrying out on-site, in-person final organizational assessments in person together with its assessment teams to develop a proper baseline to final comparison. The **final assessment** of local partner CSOs shows three organizations that have risen to a comparable level of capacity in the area of program management and quality control – a first tier priority area for any

CSO. Figure 1 below shows the growth of each of the partners from baseline to the final, per functional area as well as overall. One can easily see the spike for each organization in program management and quality control. One can also see that Marifatnoki had the greatest growth, not uncommon for young organizations that have very little in capacity at the outset.

Figure 1: Percentage Growth by CSO (Final over Baseline)



In Figure 2 below one can see the overall growth from the baseline to the end of the program – both systems in place and the culture and practice of applying those systems – Khirad moved from a 1.67/4.0 overall score at baseline to a 2.4/4.0 overall score at the end of the program. This increase reflects their movement from a modestly-developed organization to one that is secure in its core skills and increasingly sophisticated in its management approach. While they were already quite strong in strategic management at the outset, one can see by the numbers below that Khirad concentrated its efforts on improving program management and quality control, with stronger monitoring and evaluation systems, reporting standards, and improved data collection and management. As a companion

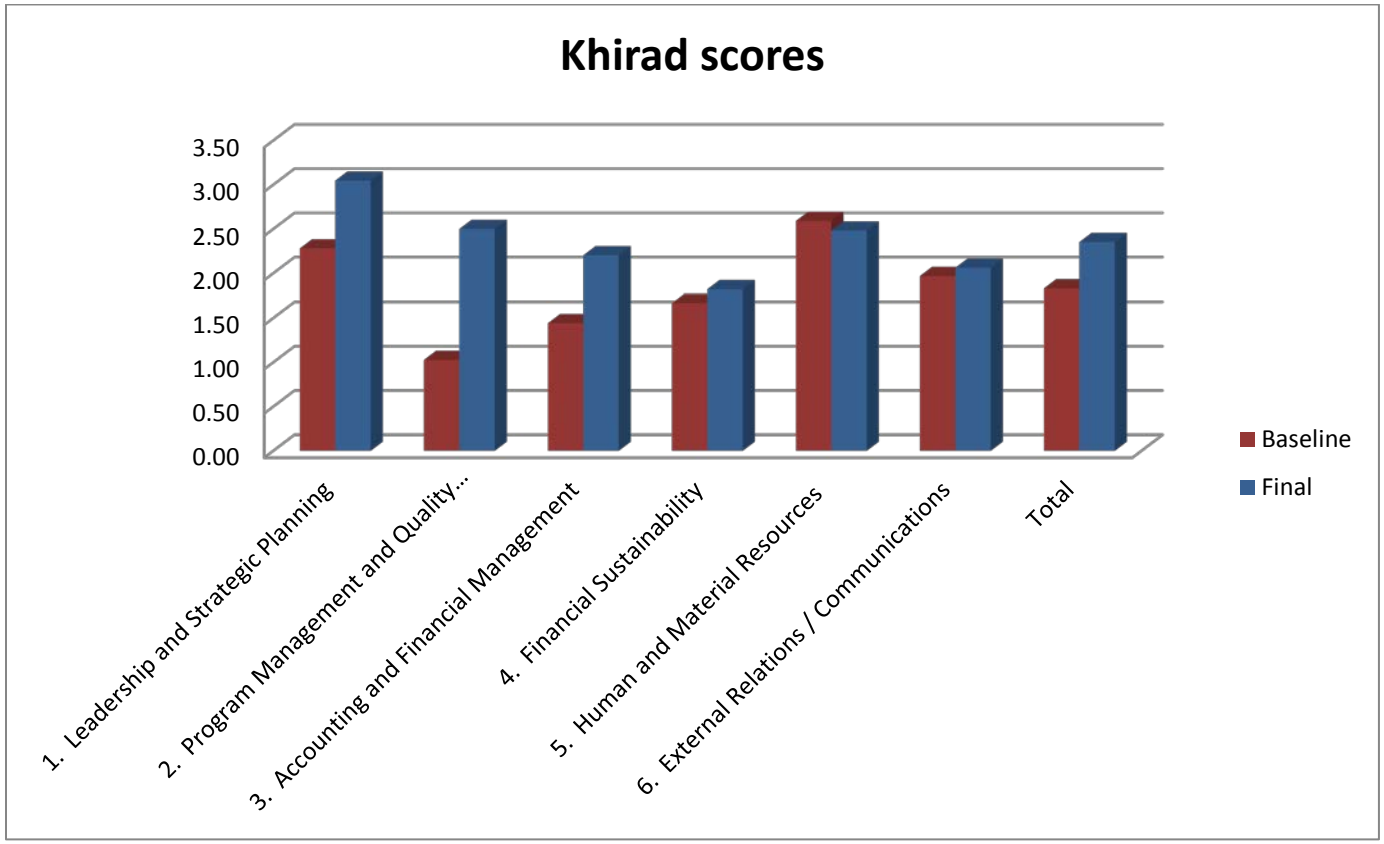
there was improvement in accounting and financial management. Khirad is now more comfortable with tracking and reporting project finances and are beginning to do projections and planning in support of financial sustainability efforts.

Figure 2: Khirad Scores

Khirad												
Summary / Overall Scores	Completed			Understanding			Total					
Functional Areas Under Review	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Mid-term**	**Final**	**% Growth (midterm over baseline)**	**% Growth (final over midterm)**	**% Growth (final over baseline)**
1.Leadership and Strategic Planning	1.81	2.52	*38.9%*	2.75	3.57	*30.1%*	2.28	2.32	3.05	*1.6%*	*31.5%*	*33.6%*
2.Program Management and Quality Control	0.42	1.93	*363.6%*	1.64	3.07	*87.4%*	1.03	3.00	2.50	*192.1%*	*-16.7%*	*143.4%*
3. Accounting and Financial Management	0.99	1.73	*76.0%*	1.90	2.67	*40.8%*	1.44	3.00	2.20	*108.1%*	*-26.6%*	*52.8%*
4.Financial Sustainability	1.00	1.19	*18.8%*	2.33	2.45	*5.1%*	1.67	3.00	1.82	*80.0%*	*-39.3%*	*9.2%*
5. Human and Material Resources	2.43	1.92	*-21.2%*	2.75	3.05	*10.8%*	2.59	2.80	2.48	*8.1%*	*-11.4%*	*-4.2%*
6. External Relations / Communications	1.44	1.38	*-4.3%*	2.50	2.75	*10.0%*	1.97	2.60	2.06	*32.1%*	*-20.7%*	*4.8%*
Total	**1.3**	**1.8**	*31.9%*	**2.3**	**2.9**	*26.7%*	**1.8**	**2.8**	**2.4**	*52.3%*	*-15.6%*	*28.6%*

Looking at the scores presented above, it is clear that the mid-term numbers were a bit of an outlier, with decreases in nearly every category, detracting somewhat from the impact of ultimate growth in all categories from baseline to final. The chart below in Figure 3 shows this growth more visually. Looking more graphically at the growth it is evident that Khirad was efficient in meeting the expectations of functional growth over time.

Figure 3: Khirad Growth Over Time



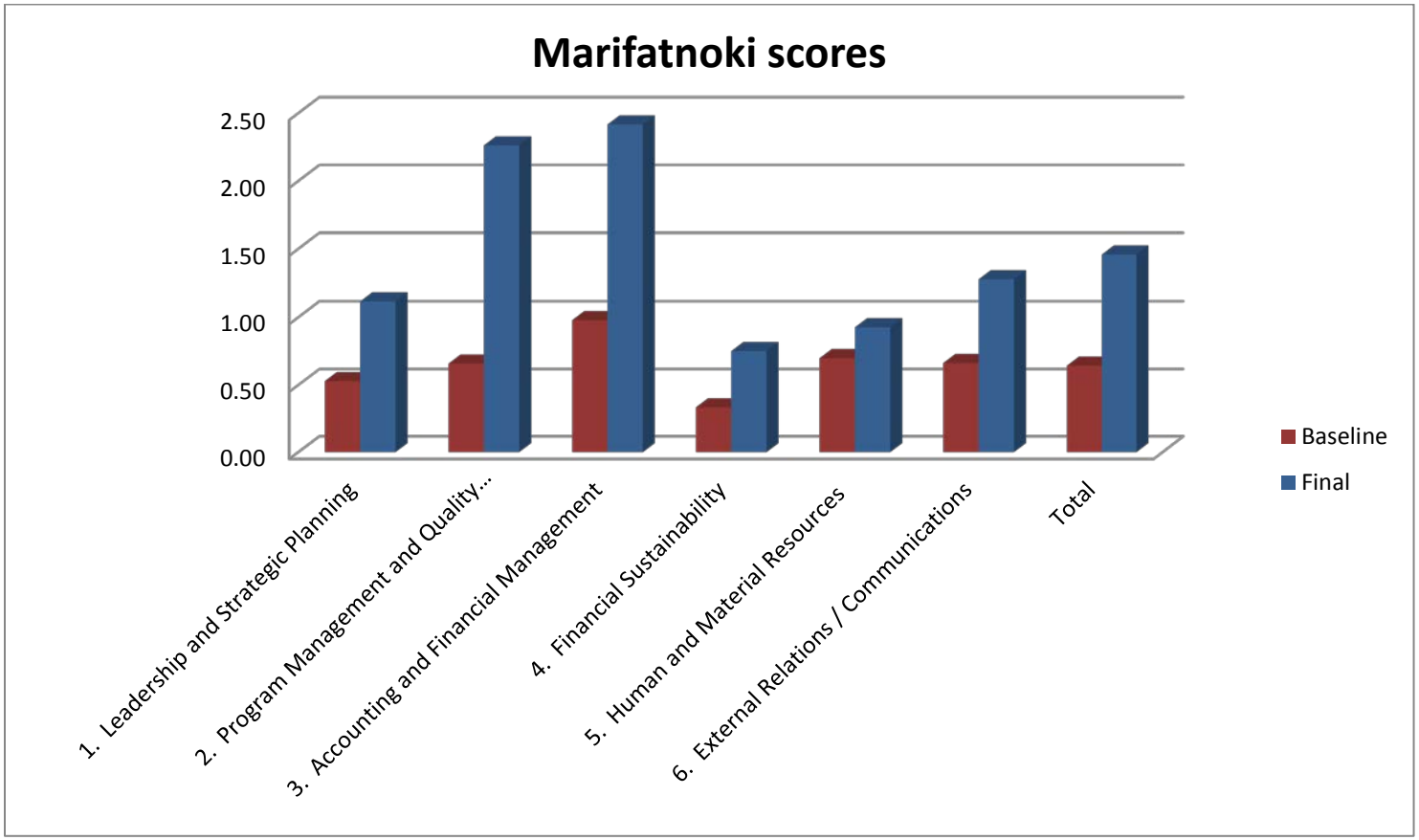
In Figure 4 below one can see the overall growth from the baseline to the end of the program – both systems in place and the culture and practice of applying those systems – Marifatnoki moved from a 0.6/4.0 overall score at baseline to a 1.5/4.0 overall score at the end of the program. This increase reflects their movement from a young, even new, organization to one that is clearly developing. You can see by the numbers below that Marifatnoki made huge strides in the areas of program management and quality control and accounting and financial management (clearly the top tier priorities for any organization).

Figure 4: Marifatnoki Scores

Marifatnoki												
Summary / Overall Scores	Completed			Understanding			Total					
Functional Areas Under Review	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Mid-term**	**Final**	**% Growth (midterm over baseline)**	**% Growth (final over midterm)**	**% Growth (final over baseline)**
1.Leadership and Strategic Planning	0.35	1.12	*217.3%*	0.71	1.12	*58.1%*	0.53	2.3	1.12	*338.1%*	*-51.8%*	*111.1%*
2. Program Management and Quality Control	0.33	2.18	*553.0%*	0.98	2.35	*138.6%*	0.66	2.7	2.26	*311.4%*	*-16.5%*	*243.5%*
3. Accounting and Financial Management	0.58	2.25	*289.7%*	1.38	2.58	*87.1%*	0.98	2.9	2.42	*199.8%*	*-17.6%*	*147.0%*
4.Financial Sustainability	0.00	0.50	*12.5%*	0.67	1.00	*50.0%*	0.33	2.3	0.75	*575.0%*	*-66.7%*	*125.0%*
5. Human and Material Resources	0.38	0.64	*69.7%*	1.02	1.21	*18.8%*	0.70	2.7	0.93	*289.1%*	*-65.9%*	*32.5%*
6.External Relations / Communications	0.32	1.04	*225.0%*	1.01	1.51	*50.2%*	0.66	2.3	1.28	*252.2%*	*-45.4%*	*92.5%*
Total:	**0.3**	**1.3**	*294.0%*	**1.0**	**1.6**	*69.5%*	**0.6**	**2.5**	**1.5**	*295.3%*	*-42.7%*	*126.6%*

Looking at the scores presented below, it is clear that the mid-term numbers were a huge outlier, with large decreases in nearly every category. This is unfortunately typical of young organizations. There is a certain level of maturity required to be self-critical. The growth they had as demonstrated by the external assessments at baseline and final is impressive in its own right and shouldn't be side-tracked by a conversation around decreases compared with the mid-term scores. The chart below in Figure 5 shows this growth more visually. Across the board Marifatnoki made efforts to function as a more professional and trusted development partner to their community and donors.

Figure 5: Marifatnoki Growth Over Time



In Figure 6 below one can see the overall growth from the baseline to the end of the program – both systems in place and the culture and practice of applying those systems – Women of the Orient moved from a 1.6/4.0 overall score at baseline to a 2.2/4.0 overall score at the end of the program. This increase reflects their movement from a low developing organization to one that is secure in its core skills. While they were already comfortable in strategic management and human and material resources at the outset, you can see by the numbers below that Women of the Orient concentrated efforts on improving program management and quality control, with stronger monitoring and evaluation systems, reporting standards, and improved data collection and management. A companion to that

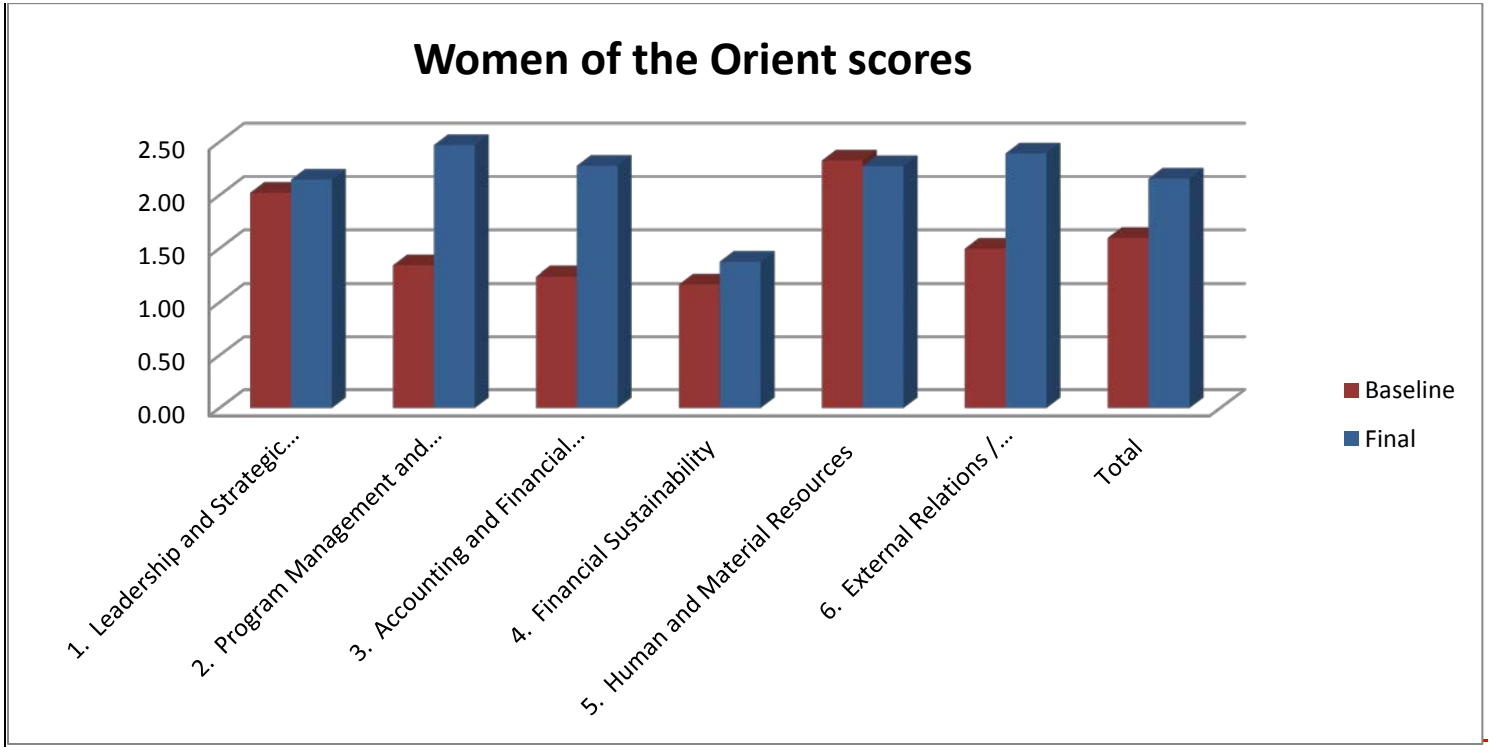
was improvement in accounting and financial management. Women of the Orient are now more comfortable with tracking and reporting project finances and are preparing projections and conducting planning in support of financial sustainability efforts.

Figure 6: Women of the Orient Scores

Women of the Orient												
Summary / Overall Scores	**Completed**			**Understanding**			**Total**					
Functional Areas Under Review	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Final**	**% Growth (final over baseline)**	**Baseline**	**Mid-term**	**Final**	**% Growth (midterm over baseline)**	**% Growth (final over midterm)**	**% Growth (final over baseline)**
1.Leadership and Strategic Planning	1.73	2.01	*16.4%*	2.32	2.28	*-1.6%*	2.02	2.32	2.15	*14.6%*	*-7.4%*	*6.1%*
2.Program Management and Quality Control	1.20	2.25	*87.5%*	1.48	2.69	*81.3%*	1.34	3.10	2.47	*130.9%*	*-20.3%*	*84.1%*
3.Accounting and Financial Management	0.92	2.14	*131.5%*	1.55	2.41	*55.3%*	1.24	3.09	2.28	*149.4%*	*-26.3%*	*83.7%*
4.Financial Sustainability	1.00	1.00	*0.0%*	1.33	1.75	*31.3%*	1.17	2.99	1.38	*156.1%*	*-54.0%*	*17.9%*
5.Human and Material Resources	2.32	2.21	*-4.9%*	2.33	2.34	*0.4%*	2.32	2.01	2.27	*-13.4%*	*12.9%*	*-2.2%*
6.External Relations / Communications	1.02	2.08	*103.1%*	1.97	2.71	*37.3%*	1.50	2.48	2.39	*65.7%*	*-3.6%*	*59.8%*
Total	**1.4**	**1.9**	*42.6%*	**1.8**	**2.4**	*29.0%*	**1.6**	**2.7**	**2.2**	*66.7%*	*-19.1%*	*34.8%*

As was the case of Khirad, it is clear that the mid-term numbers represented a spike, with decreases in nearly every category following that mid-term high water mark. The chart below in Figure 7 displays these trends. Looking more graphically at the growth, it is easy to see how Women of the Orient did a good job of bringing most functional areas to a level within range of one-another.

Figure 7: Women of the Orient Growth Over Time



USAID | TAJIKISTAN
FROM THE AMERICAN PEOPLE

SUCCESS STORY

Equipping Youth to Defend Women's Rights in Tajikistan

As part of volunteer work with YLP, Ismatullo organized 15 meetings with his peers and raised their awareness on human rights and gender equality issues. As a result of these meetings, participants ultimately increased their desire to become actively involved in advocating for human rights through outreach and awareness initiatives.

Photo Alisher Nu

Ismatullo (pictured in center) discussing issues of gender equality with his peers.

"Before, I was quiet and kept to myself, but the YLP program taught me to speak up and share my ideas," said Ismatullo. Asatulloev. "I'm more confident now, and I know how to express my opinion without fear of judgment. The YLP program taught me about civic rights, but more than that, I learned to expand my horizons about the notion of right and wrong and developed the skills to speak my mind. Before, I couldn't have helped my aunt and cousins. I'm proud that I protected them." Ismatullo Asatulloev, USAID Young Leaders Program participant

Ismatullo Asatulloev was 13 years old when he decided he wanted to learn more—to do more—than he could at his school. Growing up in Navdi Village, amid the mountains of rural Tajikistan, a lack of local teachers meant only core subjects could be taught with few extracurricular activities were offered. So, like many of the teenagers around him, Ismatullo became withdrawn and disconnected.

Then, Ismatullo heard about Counterpart's Young Leaders Program, so he signed up for a 10-week civic education class through which he learned about human rights, including women's rights. He was also introduced to professional lawyers from his community and saw firsthand how knowledge of the law can help people in real, tangible ways.

Ismatullo was inspired. For the first time, he realized the power of an education and felt a responsibility to help others learn too. Suddenly, he began to see civic issues all around him in a new way in his everyday life. Today, at 15, Ismatullo recalls the shocking moment he learned of a civic injustice in his own family:" One day, I was walking outside when I saw my three young cousins barefoot, looking for food," said Ismatullo. "My uncle had argued with his wife and kicked out his family. My aunt had nowhere to go and no skills to find work. I knew it was unfair and I wanted to see justice."

Using the lessons learned from his class, Ismatullo taught his aunt about her legal rights and advised her to seek alimony. He even supported her in court, though it meant angering his father and uncle. As a young man, Ismatullo knew it was expected for him to side with the family patriarchy, but he took a stand for what he knew was right.

With Ismatullo's help, his aunt succeeded in collecting alimony. With his family now safe and financially secure, Ismatullo has continued talking to others in his community about their rights. He is even a volunteer for YLP, helping other teenagers become strong young leaders too.

"I've learned how important it is for everyone to know their rights," said Ismatullo. "Many people aren't taught this, so they can't solve their own problems. What we learn at school is not enough. I'll keep sharing what I know with others so they won't feel hopeless when they have a problem. They'll know they have rights, and this will help them in the future."

USAID | TAJIKISTAN
FROM THE AMERICAN PEOPLE

SUCCESS STORY

Supporting Young Leaders in Speaking Out for Girls' Education in Tajikistan

Across nine rural communities in Tajikistan, Counterpart's Young Leaders Program (YLP) has equipped 950 young people like Munisa with the civic knowledge and communications skills needed to become architects of change, helping those around them build better lives and more durable futures.

Photo Shamsullo Mirzoev

Munisa after winning the debate on gender equality in education.

"When I see the girls smiling, I am proud," said Munisa. "They don't seem so desperate anymore. They aren't afraid of a life of dependence now because they have hope for a better future. An education for girls means a future of independent choices. I hope my small contribution will bring big changes to their lives and the lives of their future daughters."

Munisa Sharifkhojaeva,
USAID Young Leaders Program participant

When she was 13-years-old, Munisa Sharifkhojaeva's family told her she couldn't attend an afterschool class to learn about women's right. Growing up in Kalanak Village, Tajikistan—a conservative community where women are expected to stay home and keep quiet—Munisa has been told "no" before.

Like many young women in her community, Munisa has faced these challenges with courage: she persisted in her case and convinced her family to enroll her in the course, a 10-week civic education class organized by Counterpart's Youth Leaders Program (YLP). The course taught her more about human rights and also helped her hone the communications skills needed to make her voice heard.

Now 16, Munisa has been fighting ever since to stand up for herself and other young women, especially the girls in her community who have been forced to leave school to get married. She began by raising public awareness, using the skills she learned to win several regional debates where she championed girls' rights for an equal education.

"I've seen friends drop out to be married," said Munisa. "My mom was a very bright student until marrying young forced her to quit school. In my community, girls and women are already vulnerable to discrimination, but without an education, they can become dependent on their husbands, and this can increase their vulnerably to domestic violence and other abuse."

Munisa has also organized new learning opportunities for girls from poor families. As a YLP graduate, she successfully applied for a YLP grant to start a sewing class in Kalanak Village, teaching the lucrative craft of traditional Tajik dress-sewing to seven 14- and 15-year-old girls. Now, some of the girls are sewing and selling dresses to earn money for school supplies while others are teaching the skill to their sisters and cousins.

"I wanted to help girls learn a skill that can sustain them financially, so they can afford their school expenses and won't drop out," said Munisa. "It's hard for girls here to have the chance to earn a living. I am a girl myself—I cannot be indifferent to those around me."