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Uzbekistan
and
Turkmenistan
Youth Leadership and Democracy
Program Report
April - July 1993



**INTERNATIONAL
REPUBLICAN
INSTITUTE**

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"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

INTRODUCTION

Between April and July 1993, the IRI conducted workshops on *Teambuilding*, *Understanding Cultural Differences*, and *Community Building* for youth in Uzbekistan and Turkmenistan. In addition, the IRI has successfully expanded the Youth Leadership and Democracy Program in the region. These programs are funded by the Agency for International Development (Grant #CCS-0007-A-00-2021-00).

Having completed a training mission in February 1993 on values clarification, the IRI continued its work with two follow-up training seminars in Spring 1993 and another in July. The first of these consisted of *Teambuilding* for democratically-based leadership, and *Understanding Cultural Differences* as a means of resolving conflict in a diverse society.

The second mission took skills learned in the preceding workshops and applied them to *Community Building*. Through community building, activists will gain a better understanding of democracy when coupled with IRI civic education programs such as school-based mock presidential campaigns and other specifically designed activities.

Challenges in Central Asia

In contrast to the traditional culture in Central Asia and the legacy of Soviet education, the IRI posits that the individual citizen can and should make a difference. People who accept their responsibilities as active citizens will also be advocates of basic individual rights and participatory democracy.

A broad base of support has been building among students, parents and educators as democratic ideas take hold in this region where, heretofore, governments have blocked the Institute's traditional approach of political party training. The positive reception to the IRI workshops, thus far, has demonstrated the wisdom in teaching democracy and respect for individual rights through educational programs for youth.

Indeed, the IRI's youth programs are expanding throughout the region. These include preparation for a large youth festival in Uzbekistan and a mock Central Asian UN in Turkmenistan in 1994. In the meantime the IRI will continue its outreach and leadership programs, while providing guidance and support to the initiators of community projects. The IRI is opening Youth Centers in Uzbekistan and Turkmenistan to serve as an information,

Turkmenistan in 1994. In the meantime the IRI will continue its outreach and leadership programs, while providing guidance and support to the initiators of community projects. The IRI is opening Youth Centers in Uzbekistan and Turkmenistan to serve as an information, resource and meeting places.

Methods

IRI workshops employ innovative experience-based methods of teaching. This experiential approach contrasts directly to traditional "Soviet" educational formats in which the teacher feeds information and facts to students, who are then rewarded for their ability to memorize.

The experiential method focusses on the process of learning and is measured in terms of understanding. Trainers are leaders rather than guardians of a prescribed body of knowledge. IRI workshop trainers guide and support the students in drawing conclusions from experiences that involve them. A student commented, "This workshop helped us to get rid of our complexes, our lack of communications skills. The concept "Teamwork" was shown to us in real life. The workshop really promoted communication." Another students wrote in an evaluation (see appendix), "Almost everything I learned can be used in life. I will use leadership."

The workshop leaders teach by devising situations and games, which provide an opportunity to experience first-hand the role of leadership in group activities. Discussions following the exercises explore the importance of individual leadership in all of life's activities.

These methods allow participants to discover the effectiveness of democratic leadership for themselves, engendering an atmosphere of trust between participants and trainers. Such trust has been a vital factor in creating greater interest in IRI programs.

TEAMBUILDING WORKSHOPS IN TASHKENT, ASHGABAT AND SAMARKAND

From April 21st to May 1st IRI Program Officer Gabriela Schwarz, Charlie Harrington, Laura Romanoff, and Igor Ovchinnikov travelled between Uzbekistan and Turkmenistan, interacting with young Central Asians. The IRI trainers conducted teambuilding workshops which grew out of the initial groundwork laid out by the earlier workshop on values clarification. As in the previous workshop the *Teambuilding* workshop took place in Tashkent with students from School #17 and in Ashgabat at the Business School for Teenagers. During the April visit the trainers made a stop at the State University in Samarkand.

Ms. Romanoff works for CityKids in New York, an organization which strives to improve relations among children from different backgrounds. CityKids also sponsors a travelling troupe of young people who create performances that dramatize the hardships that face them. Mr. Harrington has concentrated on working with troubled children. His home in Maine is on the grounds of Camp Kieve Affective Learning and Leadership Decisions Institute, which focusses on choices related to drugs and alcohol.

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The American delegation was joined by a Russian citizen, Mr. Igor Ovchinnikov, who served the group both as trainer and interpreter. Mr. Ovchinnikov works in Moscow with a team of young Russians who make up a non-profit, non-governmental group named "Golubka". "Golubka" is experienced in conducting seminars in non-violent action, conflict-resolution, empowerment, ecology, and democracy. Mr. Ovchinnikov's training skills and background provide an excellent bridge between the American and Soviet experiences. He is a unique role-model from whom young Central Asians can learn, and his frequent participation in the IRI workshops provides continuity.

Tashkent

The following selection of exercises are representative of the activities led by the IRI trainers over the weekend of April 23rd-25th with students from Tashkent. They highlight the educational principles applied at the workshop, in which students experienced group exercises that emphasized democratic leadership. In order to achieve goals students relied on trust, creative problem-solving, positive thinking, and self-confidence.

Group Contract

During the 1st workshop in February on values clarification, students had been introduced to an exercise "group contract", in which participants developed an overall set of rules governing behavior for everyone in the workshop. The trainers for the *Teambuilding* workshop added negotiation and representation as a step further in the process.

In order to arrive at a commonly accepted list of rules, the trainers divided the students into three groups. By asking each member of the group for a suggestion, each group produced a list of six acceptable and six non-acceptable behaviors. Then each group chose a representative to negotiate further a list of the most important rules. This completed, trainers and peers alike referred to the list of ground rules whenever necessary to correct disruptive behavior throughout the weekend.

Students learned that democratically-derived rules protect individuals and improve the chances for a group to accomplish its goals.

The Elephant Game

In preparation for this game, the participants were instructed to choose a leader to guide them through a labyrinth (made up of chairs, tables and other obstacles). Everyone except the leader was blindfolded and instructed to hold on to each other as in a chain (see Appendix A). The "eyes" (leader) of the elephant was allowed to communicate with this chain only by making sounds. The leader could not use words or touch the elephant's "body" (the chain).

There were three phases in this game. First, the group consulted amongst themselves, chose a leader, and agreed on the sound signals for navigating through the maze. Then, the group was

allowed a trial run through a simplified version of the labyrinth. The last phase included more challenging obstacles, as well as provocations. For example, the trainers disrupted and confused the chain by imitating the signals of the "eyes".

In this workshop, the outcomes varied very much according to the composition of the participants. One group fared poorly when a young man simply thrust himself into the role of leader and dictated the signals he would use as the elephant eyes. In guiding the chain through the labyrinth, the young man faced many frustrations. The group misunderstood his signals, disintegrated at the slightest provocation, and felt frustrated as a result of his attempts to complete the assignment.

Successful groups had deliberated together and had chosen leaders they trusted. They prepared themselves for the task at hand by carefully deciding the order of the chain in advance, such as pairing the more timid members in the chain with braver and sturdier ones. Exceptionally talented leaders prepared their groups by inspiring team spirit and encouraging them to trust each other.

Once the participants finished the game, the trainers discussed the leadership issues that had arisen. Trainers asked participants questions that referred directly to their experiences: What was frustrating about the game? What would you do differently if you played this game again? Did your leader perform well? How did you choose your leader?

The debriefing period began with general observations about the *Elephant Game* experience. Soon, however, the discussion turned to issues of leadership and even social and political behavior in every day life.

For example, the trainers raised questions relating to gender dynamics. They observed that this exercise had been conducted several times in Central Asia, and that the most active players had always been males. In response a girl expressed her frustration at having her ideas shouted down in the planning stage.

Leaders and followers were asked if, in their daily lives, they found themselves in the same roles. The leaders of the game were usually leaders at school. The discussion brought out useful insights. A student evaluation reads, "We should not always follow the 'crowd', we must learn to prove our points of view, to overcome certain limits in ourselves." (see appendix) Interestingly, the boy who had taken command of his group by force acknowledged that it would serve him well to be a follower at times and give others the opportunity to practice their skills. A comment in the students' evaluations was that the *Elephant Game* would be useful "to try and find a place in life, that you never considered appropriate for yourself." (see appendix)

The *Elephant Game* provided a basis for discussion about many issues. For young people in Central Asia, such opportunities do not often present themselves, not to mention in the context of a discussion about building democratic institutions. Students wrote in their evaluations that they valued "Opportunity to express my own opinion" and "Expression of our views and opinions" (see appendix). In its work with these young people, the IRI brings in new perspectives about forms of leadership and the individual's role in the governing process.

"Warp Speed"

Several exercises in the team-building workshop set up "impossible" tasks. These are called "challenge" exercises. These exercises place a high premium on the creation of new ideas and on effective communication.

The game "Warp Speed" divided the youths into several groups and challenged each group to pass a tennis ball to each of the fifteen members of their group in less than 5 seconds. Initially, each member of the group was instructed to toss a ball to a person opposite them in the circle. Each person had to touch the ball in this exact order. On the first try this took 2-3 minutes. The students were dismayed at the results, wanting to give up hope of doing this in a matter of seconds.

The trainer exhorted the groups to do better, saying that other groups have been able to pass the ball in less than 30 seconds. Students began to think of more effective ways to organize themselves. They decided to try lining up in order and rolling the ball quickly from hand to hand. The results were better, but the process still took more than one 1 minute.

The trainer encouraged the group to try again. The groups started shouting and exchanged a round of new ideas. There were some skeptics, but on the whole they were confident that they would find a solution.

The students were delighted when they succeeded in their task. One group had lined up, pressed their hands together and dropped the ball over all the hands in the specified order in less than 3 seconds (see Appendix A). Another group formed a tube with their hands and achieved a similar result. Students were exhilarated with their accomplishment.

As they reviewed their success, the students concluded that the best solutions to seemingly impossible tasks require imagination, trial and error, team effort and positive thinking.

Minefield

This exercise required participants to work in pairs. Trainers placed objects on the floor in a designated area, through which one blindfolded partner must navigate (see Appendix A). If the blindfolded person stepped on an object, they had to start over again. After a few attempts, the partners switched roles.

Some students perceived this to be a difficult, frustrating game. When a person felt uneasy about being blindfolded, progress was slow. However, students who felt self-assured and concentrated on the goal succeeded in crossing the space safely.

Obstacles and Solutions

The IRI trainers introduced a brainstorming session to elicit a common group goal. The participants were asked to develop a list of projects that would benefit youth in their city. They arrived at the following list of ideas:

disneyland

*sports complex

*swimming pool

*stock exchange for young people

youth computer center

olympics

*international camp for children

*disco club

car factory

*very big park

invite movie stars, leaders, celebrities

*improved travel opportunities (travel agency)

*center for intellectual games

recycling environmental center

modern hospital

The participants placed an asterisk in front of projects that seemed most realistic. A favorite, an international summer camp for children, was chosen for further deliberation. The trainers divided into three groups to predict the obstacles that they would encounter in establishing this camp. The groups competed with each other to come up with the most imaginative solutions.

Each team chose a different approach to present their proposed solutions. One group decided that the obstacles would arise when the camp had already been built. They devised a plan to advertise their camp, so that it would have an international reputation. They suggested publishing posters, booklets, and brochures, even producing a video tape of the camp, which embassies would then distribute around the world.

The second group foresaw problems in acquiring land and receiving permission from the authorities to build. As a solution, they thought to convince the proper ministries that the international reputation would benefit everyone.

The third group presented the problem as a financial problem, since it would take a substantial amount of money to build an attractive internationally renown facility. Their solution was to seek sponsorships from wealthy and successful companies, who would support the cause.

Guided Visualization

The trainers wrapped up the session with a visioning exercise to encourage participants to look for elements of good leadership in their daily lives.

Students relaxed on the floor and closed their eyes. They were asked to imagine a pleasant hike in the mountains with their friends or family. They were to choose the most supportive people in their lives. After imagining a hike to the mountain top on a beautiful day with friends, the participants were to imagine storm clouds suddenly approaching.

Students were asked questions about the situation. How did you get home without incident? Who took on the responsibility for deciding how to get home safely and quickly? Did anyone in the group seem more calm and supportive? How did they make the group feel safe? What leadership qualities helped the group? Did people listen to each other?

The exercise was followed by a discussion of how people can help each other in achieving group goals, even when they are not close friends. Students commented that they gained "experience in communication and mutual understanding".

Problems in Tashkent

In Tashkent the Second IRI Youth Leadership and Democracy Workshop was held at Camp Semurg. The camp was situated at the base of the Aktash mountains, about an hour's drive from the capital. Formerly a Pioneer Summer Camp, it reminded visitors of the days of Soviet youth training. Even with accommodations for about 300 people, it was difficult to find a multi-purpose room suitable for the variety of activities planned by the IRI team. Rooms were arranged classroom-style with chairs bolted to the floor.

Despite these handicaps and the drab, starchy cafeteria food, the student workshops were more suited by the camp than the school. Here the students were able to relax, spend extra time with the trainers, and concentrate fully on the training seminars without outside distractions.

Ashgabat

In Ashgabat the *Teambuilding* workshop paralleled those in Tashkent. Unfortunately, access to the students was limited to 3 hours per day, which hindered the development of rapport between trainers and participants. However, trainers were able to introduce the exercise "Spider's Web", a challenging group game that requires planning skills and cooperation.

Spider's Web

The trainer first spanned two ropes between two pillars. The upper rope stretched about six feet above the head of the tallest team member. The lower one was positioned about one foot from the ground. In this space, additional ropes or strings were tied and hung to create squares of varying size, resulting in the "Spider's Web". The team was instructed to pass each team member through the squares without touching the strings; once a square was used, it could not

be traversed again (see Appendix A).

Each team had to determine in advance which teammate was not suited for a particular square. No one was to be left out. If the choices were not planned carefully in advance, the team could not complete the task successfully.

Some holes were too high to jump through. This meant that a very light person had to be lifted up and carefully passed through to the other side. In addition, a strong person had to be waiting on the other side to receive that person safely. It was a team effort to plan carefully and to execute this challenge.

The youths learned that achieving goals in a team requires careful planning, and that every team member has an important contribution to make. In some instances, even, perceived weaknesses could become assets.

Problems in Ashgabat

In Ashgabat, the IRI team faced severe handicaps. The most frustrating circumstance was the lack of space. Until recently, the Business School for Teenagers shared space with the Cultural Center of Ashgabat, which occupied the most suitable rooms for conducting workshops.

In addition, the Business School for Teenagers has been offered as an extra-curricular program independent of the official school system. The students' regular school teachers and school authorities were reluctant for the pupils to attend workshops and miss classes. Thus, the IRI workshop was modified and was much less effective than in Tashkent, since continuity and process figure heavily in the workshop design.

With a large number of absentees and workshop hours cut in half, the opportunities to tie training experiences to the theme of democracy were limited. The future looks brighter, since the school is moving to a larger facility at present and plans to involve itself more in IRI activities.

Samarkand

On April 22nd, Laura Romanoff, Charlie Harrington and Gabriela Schwarz met with Anvar Shakirov of Samarkand University. There, the team discussed the IRI's mission and found an interested audience. Several students and teachers of the English Department took part in exercises that demonstrated IRI's training techniques.

As a result of the meeting, Mr. Shakirov said that he would help set up workshops at the local high school. The IRI anticipates arranging future workshops and other activities in Samarkand.

Conclusion

In the *Teambuilding* workshop young Central Asians eagerly accepted challenges and wanted to prove their abilities. They learned about the benefits of group work that integrates the diverse qualities of team members. They learned about the importance of communication and vision in achieving goals. The students explored various leadership styles, which ranged from authoritarian to egalitarian. They experienced the satisfaction and success brought on by cooperation and mutual support in a team effort.

After the workshop the students expressed a desire to try their hand at a project that had practical results. They volunteered to help organize and plan the IRI Youth Festival scheduled for Spring 1994 in Tashkent.

UNDERSTANDING CULTURAL DIFFERENCES
WORKSHOPS IN TASHKENT, ASHABAT, AND FERGANA
May 1st-May 16

From May 1- May 16, 1993 the IRI team--Program Officer Gabriela Schwarz, Carole Watt and Jo Ann Hinshaw--held workshops on *Understanding Cultural Differences* at School #17 in Tashkent, the Business School for Teenagers in Ashgabat, and at a Youth Festival in Fergana, Uzbekistan.

Methods

Cultural values and attitudes are deeply ingrained in every individual. They are essential for providing a common framework of right and wrong in the functioning of society.

In coming across values that sharply differ from their own, people often react strongly. In such situations, people can encounter behaviors that oppose their belief system and their code of morality. Overcoming the shock of such an experience requires an openness to understanding the existence of myriad cultural differences as a phenomenon of human variability. It is to comprehend the values framework and its function as a mode of organizing society. It is to find commonalities rather than to condemn differences.

Ms. Watt and Ms. Hinshaw apply experiential techniques to accomplish these goals in their work with international visitors at Meridian International Center in Washington, D.C. At Meridian, students learn to observe and understand the cultural assumptions that govern American society, and how these assumptions may differ from their own.

The experiential method utilizes role-play, simulations and games to convey these lessons. Such techniques provide opportunities to experience the effects of stereotyping and of misinterpretation of unfamiliar cultural signals.

Understanding differences is important at every level of human interaction. It is the first step to resolving conflicts, because it enables people to focus on positive values and characteristics that contribute to achieving common goals.

Tashkent, Ashgabat, and Fergana

As in the *Teambuilding* workshop, students from School #17 met for a full two-day workshop at Camp Semurg. In Ashgabat, students from the Business School for Teenagers attended the *Understanding Cultural Differences* workshop in two afternoons at the city's Cultural Center. In Fergana, a two-hour demonstration workshop resulted in invitations for IRI programs in different regions of Uzbekistan.

The following exercises are representative of the workshop series *Understanding Cultural Differences*.

The Box

Students had an opportunity to discover the value of communication in this exercise. The trainers presented a box that was being shipped to a fictitious country. It had indecipherable writing on it and arrows pointing both up and down. Acting as an angry importer, the trainer selected two student participants to play the role of dock workers, who were responsible for unloading this fragile product. The dock workers were asked to demonstrate the proper handling of the parcel. Their every action, however, enraged the clients. They received a scolding laden with culturally insensitive language.

Students were then asked to create labels for the box that would be universally comprehensible. The students worked hard to find ways to communicate the needs of the importer.

In this exercise, they learned that cross-cultural communication is difficult, that it involves creativity and the willingness to seek a common language. They learned the extent to which culture shapes one's point of view and that something that is important in one place might not be relevant in another culture.

The Values Auction

The IRI team encountered its first culture clash during its presentation of the "Values Auction". In this game, play money was distributed to the group. The trainers held up cards that read "independent wealth", "genius level intelligence", "good friends", "a happy family life", "the ability to create world peace", "a big house", "health", etc. In teams of two, the participants consulted with each other and bid on the values that seemed most important to them.

The trainers expected this game to provoke heated discussion on the priority of certain values over others. In Ashgabat and Tashkent students explained their choices by arguing that they preferred one value over the other, because the possession of one would automatically result in the possession of the others. For example, high intelligence would enable a person to create world peace. Another twist was to argue that without good health all the other values were worthless.

However, the predominant reaction was one of disinterest, apathy, and consternation. Most students agreed that this exercise offended them, because values could not be bought with

money. As a result, the majority of participants balked. The design of the game disturbed them so much that they did not want to talk about the issues it brought up. There was no discussion, for example, about the fact that different people value different things and that this is healthy and normal.

The IRI trainers learned that deep-seated cultural values can detract from the pedagogical intention of experiential games, but their emergence also provide an opportunity to explore cultural differences.

Headbands

This game teaches about the effects of stereotypes by placing participants in situations in which they are arbitrarily labeled. They wear headbands that give them a title and directions on how to treat them. Examples include:

"I'm the boss. Treat me with respect."

"I'm stupid. Ignore me."

"I'm an expert. Ask me anything."

"I'm a consultant. I'm here to help you."

"I'm helpless. Comfort me."

"No label."

Participants mingle as if they were at a cocktail party, role-playing and reacting to each other as the directions indicate. No one knows what is written on their headbands, but they try to guess their own status from their peers behavior toward them.

This game was played in Tashkent, Ashgabat and Fergana and invariably the reaction was strong. The participants had powerful experiences and were amazed to discover the impact of stereotypical labels.

One boy in Tashkent said, "I felt like a really important person with people seeking my autograph or wanting their pictures taken with me. It felt really good." A girl chimed in, "Normally no one pays attention to me, but suddenly everyone was asking me for my advice."

The same was true for those who were labeled "helpless" or "stupid". They admitted that although they were usually quite capable, when people started laughing at them or consoling them, they started feeling dumb and insecure. Participants drew from this experience an understanding of the power in labelling and prejudice.

Values Continuum

The "Values Continuum" activity was a combination of lecture, demonstration, and role-playing. the trainers revealed how cultural differences are based on values and how those values are reflected in human behavior.

At the core of this presentation lay the "Values Continuum" developed by Dr. L. Robert Kohl and adapted by Meridian Center International trainers.

Values from progressive, modern societies were paired with values from traditional societies to form a spectrum of possible attitudes. The following chart pairs twelve values that represent these contrasting world views.

MODERN VALUES

Personal Control over the Environment
Change
Time & Its Control
Equality
Individualism/Privacy
Self-Help
Competition
Future Orientation
Action/Work Orientation
Informality
Directness/Openness/Honesty
Materialism/Acquisitiveness

TRADITIONAL VALUES

Fate
Tradition
Human Interaction
Hierarchy/Rank/Status
Group's Welfare
Birthright/Inheritance
Cooperation
Past Orientation
"Being" Orientation
Formality
Indirectness/Ritual/Face-Saving
Spiritualism/Detachment

According to Carole Watt, behaviors and actions are guided by underlying values. "The different behaviors of a people or a culture make sense only when seen through the basic beliefs, assumptions and values of that particular group.

Carole Watt and Jo Ann Hinshaw demonstrated how "time and its control" influences American interpersonal relationships. They played the roles of close friends who hadn't seen each other in five years. They bump into each other on the street, catch up on the events of their lives in five minutes, and dash off to make it to a meeting on time.

The Central Asian students were asked to describe what would have happened if this occurred on the streets of Tashkent or Ashgabat. They expressed surprise at the American version of the scene. To them, this behavior seemed callous. "If this had happened to me, one student said, " I would insist that my friend visit my home immediately and I would prepare a feast."

Another role-play demonstrated informality in the United States. An employee meets with her superior to ask for a raise. The two first chat about family and personal matters. The atmosphere is so relaxed that the petitioner takes off her shoes. Almost casually she describes her financial difficulties and the necessity for a raise. The students expressed surprise that relations between employer and employee would be so casual in the United States.

Students were then given the opportunity to demonstrate important cultural values in Central Asia by means of role-plays. The students demonstrated that hospitality and respect for elders were extremely important in their lives.

In this segment, students learned that values influence behaviors, and that an understanding of

value-systems helps to explain actions and attitudes in other cultures. The "Values Continuum" framework helped them to conceptualize these ideas and to begin analyzing behaviors as manifestations of specific cultural values.

Stereotyping Exercise

In this exercise students were divided into groups, given markers and paper, and instructed to draw symbols and characteristics of a particular cultural group. Dozens of posters around the room displayed the cultural stereotypes of Ukrainians, black Americans, American women, Jews, Moslems, Russians, Uzbeks (Turkmenis) and others.

The IRI trainers pointed out that humans use categorization as a tool. Stereotypes arise as a natural part of human thought.

The discussion of the posters resulted in the revelation that stereotypes are useful, but are often inaccurate when applied to judge a person or a culture. Of particular interest were the assumptions disclosed by the posters on American culture. For example, the posters implied that all American women smoked cigarettes and that all black Americans took drugs. The IRI team were not only living proof that these were unjustified assumptions, but also that these actions not only applied only to a portion of those two groups, but to other groups as well.

Thus, students learned to be cautious about judging a person or culture based on generalities. When asked how the workshop will make a difference in their lives, students responded, "I think that understanding values of others will help me" and "I learned that stereotypes that are attributed to certain people are very harmful and make life more difficult". One student wrote in his evaluation that he learned "respect for traditions and cultural values of others" (see appendix).

Fergana

In December 1992 the IRI had met with representatives of the University Student Division of the Youth Union of Uzbekistan to discuss the possibility of conducting experiential workshops at the Fergana Youth Festival in May 1993.

As agreed, the IRI brought trainers to Fergana to introduce the *Understanding Cultural Differences* workshop. University students representing the Youth Union of Uzbekistan from all of the country's 12 districts gathered to celebrate and to speak on various topics over the week of May 1st to May 8th. Every one of the 200 participants was of Uzbek nationality. The student presentations and, for the first time, the IRI workshop were conducted in the Uzbek language.

Although the IRI had been invited to this event, it quickly became apparent that the organizers

mistrusted the IRI's intentions. They welcomed their American guests with great pomp and circumstance. They provided tours of the region, transportation with police escort, prime seats at major events and lavish hospitality. But this attention soon turned into frustration and dismay. Upon closer study of the festival schedule, there was no mention of the IRI workshop. The person responsible for the "American guests" pleaded ignorance to the organizational details and evaded the issue when pressed for an explanation.

As the IRI team was shuttled from festival activities to cultural events and factory visits, the issue of a workshop slipped further into the background. It seemed as though the organizers would be content if the American guests would let themselves be entertained and forget about the workshop.

When the organizers disclosed that the timing of the return flight to Tashkent would make a workshop impossible. Knowing that this was not factual, the IRI offered two options. The organizers could either incense their international guests or accommodate them. The latter choice prevailed.

Approximately twenty-five students participated in the two hour *Cultural Differences* workshop. They were all leaders of their University's youth organization. At first, the majority of them felt awkward, mistrustful and shy. However, after a few "ice-breaker" exercises and the "Headband" activity, the participants became animated and involved. During and after the workshop students swarmed the trainers, requesting a repetition of these activities at their university.

The workshop accomplished two things. It initiated contacts with young people from the provinces of Uzbekistan with the promises of future opportunities for IRI activities outside Tashkent. It also established trust with the Youth Union of Uzbekistan, which now assists the IRI in its efforts.

Conclusion

In Soviet Central Asia: the Failed Transformation (Westview Press, Colorado 1991), William Fierman describes the attempt of Russia to convert Central Asia from a traditional society to a modern, communist society. Moscow attempted to forge the disparate regions under its control into an empire by creating the myth of the "Soviet man". As the title of Fierman's book indicates, Russia fell short of its goal. Central Asians to this day remain distrustful of outside influences and resistant to change. These attitudes express themselves in intolerant behavior. At the same time, there is the Soviet legacy of denial that differences are real and need to be recognized.

The current environment poses a potentially explosive threat, because both denial and intolerance preclude the search for commonalities and mutual benefit, essential components in the conflict resolution process.

The IRI cultural workshop helps young Central Asians understand the basis for conflict and demonstrates that attitudes can change. The successful transformation of newly independent

Central Asia to a democratic, globally integrated region depends on an understanding of the contributions of diverse cultures.

"COMMUNITY BUILDING" WORKSHOP

June 29th - July 6th

The purpose of the *Community-Building* workshop was to find ways to link leadership skills to practical applications. In an effort to apply youth leadership workshop skills to actual projects, students from School #17 worked with Jeff Bercuvitz, who is a consultant for communities in the United States and Canada in need of economic and social revitalization. In addition to working with high school students in Tashkent, Mr. Bercuvitz led a discussion with students at the University of Samarkand and met with an environmental group in Tashkent.

As a natural successor to the IRI Youth Leadership and Democracy series, the *Community-Building* workshop drew on the leadership skills and experiences already developed in previous IRI workshops. For example, in both the first and second workshops, the youths had been involved in visioning exercises. In these exercises, students assessed their values and applied this insight in envisioning an ideal future. In the *Community-Building* workshop students learned to take steps toward that future.

As Mr. Bercuvitz observed, "Most community building skills are attitudinal--they come from learning how to look at oneself and one's community with a certain set of eyes--eyes of possibility, creativity and confidence." In exercises such as "warp speed" from the *Teambuilding* workshop or "obstacles and barriers" from the *Values Clarification* workshop, students had begun to realize that positive thinking, creativity and visioning were powerful tools for achieving goals.

Methods

Mr. Bercuvitz engaged participants in exercises that led them from the mere desire to make a difference to a discovery of the steps necessary to fulfill this desire.

Ordinarily, Mr. Bercuvitz generates enthusiasm and creates optimism by relating anecdotes and by telling stories about what has worked before in other communities. At times, the stories make a point about attitudes and leadership qualities that led to success. An example would be the Dr. Seuss story of "Horton Hears a Who", which illustrates the idea that every voice counts.

Without having grown up reading Dr. Seuss, such stories have a weaker impact in other cultures. In devising a workshop that would motivate and inspire young people in Tashkent, Mr. Bercuvitz played on their interest in the English language and enjoyment in learning new songs. Language games and songs underscored the ideas which he wanted to convey.

Rather than lecturing on the qualities of a good leader or community organizer, Mr. Bercuvitz played the following game. In five small groups, students were challenged to match the following columns:

COLUMN A

where there's a will
every cloud
when life deals you lemons
take a leap
the sky's
don't ask permission
think big
opportunity

COLUMN B

make lemonade
of faith
start small
has a silver lining
there's a way
knocks
the limit
just do it

The students had fun trying to match the English expressions, and later Mr. Bercuvitz referred to these phrases in order to illustrate his points about the importance of optimism and the ability to transform problems into opportunities.

Community-Building

Mr. Bercuvitz outlined the following basic principles of community activism which he uses to set communities on the road to progress and change:

1. Think big, start small.
2. Take stock of your strengths.
3. Create opportunities out of problems.
4. Have fun.
5. Just do it.
6. Ripple out. (Build on what has already been accomplished.)

The workshop focussed on "how to make the most of your personal strengths". First, students were asked to draw a symbol on their nametags, representing something they enjoy. Second, they had to guess each other's symbols. Third, the students drew mini-murals depicting these enjoyable activities and any others that students engage in.

Using the song "(These are a few of) My Favorite Things", Mr. Bercuvitz had the students write their own words in Uzbek and in Russian, including as many of the pleasurable activities that they had drawn in the murals. Finally, the students were ready to think creatively about how to take these interests and turn them into something that would improve community life. Some ideas were:

1. If someone likes to listen to music they could start a sing-a-long in the park.

2. Maybe you could bring people from different ethnic backgrounds together, singing their own and each other's traditional songs.
3. You could do something similar if you like dancing.
4. If someone likes to bake, they could make pies and take them to shut-in pensioners.

Mr. Bercuvitz demonstrated that it is the process of helping people come out of their shell that leads to the first steps in enlivening a community. He drew on personal interests and strengths and their potential for inspiring action.

Mr. Bercuvitz' workshop then shifted from personal strengths to community strengths in a series of exercises that employed the same techniques as described above.

As a result, students came up with a list of special places in their community or "community treasures". The students learned the song "This Land is Your Land", rewriting the verses in Russian and in Uzbek. The result was something like "From Gorky Theater to Navoi Fountain this land was made for you and me...". This led into a discussion of potential community projects, since favorite places in a community, Mr. Bercuvitz surmised correctly, often need protection or enhancement.

After the workshops, which included many more motivational activities, students were ready to think about ways to make use of and increase their power and inspire themselves and a few others to take action and to say "yes I can" rather than "there's nothing I can do".

The two-day workshop provided only a taste of what could happen when young leaders begin to think about taking action. Mr. Bercuvitz proposed to develop a step-by-step process by which the core youth group, the Leadership and Democracy Program participants, and support staff, would undertake a community improvement initiative of their own.

A few proposed community projects that resulted from collective brainstorming were:

- *creating a large mural on a school wall reflecting the different activities that students enjoy and which can be translated into concrete community improvement efforts.
- *creating a youth "people pages", highlighting skills and abilities students would share for free or for a fee.
- *creating a master list of special places/community treasures and make a mural about them.
- *conduct a "Kid's Dreams" project identifying some of the priorities young people have for the future of their community.
- *celebrate the accomplishment of these programs at the IRI Youth Festival in the Spring.

Samarkand

In his discussions with students at Samarkand State University, Mr. Bercuvitz met with great pessimism regarding possible participation in community improvement projects. There were several reasons for this: the students were older than the ones in Tashkent; they hadn't had the benefit of IRI workshops; Tashkent is the capital of the country and people there are more inclined to try new things than those in the provinces. Nevertheless, the discussion ended on an optimistic note, since students recalled that a few positive changes had taken place in their city due to "people power". Some remembered that a church had been saved and another important building through the intervention of the community. At the end of the meeting, one teacher conceded "much more is possible here; we have barely begun to discover what we can do."

Ecological Union of Associates and Enterprises, Tashkent

A brief meeting with Mr. Mikho-Misho of the Ecological Union of Associates and Enterprises, an environmental advocacy group, resulted in great interest on the Union's part. Mr. Bercuvitz suggested that the Union might work with youth on a small-scale project that was good for the environment and the community as a part of a campaign, or in celebration like a festival. Mr. Mikho-Misho was interested and was willing to discuss these proposals in detail.

Conclusion

The workshop helped young people to discover ways of making a significant contribution to the welfare of their community. It demonstrated that:

1. Even in the context of great difficulties and limited political freedoms some important things are possible (even with little time and money).
2. Responsibility for change rests with the individual, who can make a difference.
3. Making a difference does not need to be an overwhelming task.

By addressing attitudes and self-images, the IRI Youth Leadership and Democracy Program has made strides in breaking down barriers that lie between people and their ability to take action.

The IRI will continue to support the implementation of community projects, which will provide leadership experience for those involved. These activities will provide a venue for civic education programs that tie such leadership to democratic principles.

IRI ACTIVITIES: JUNE - JULY 1993

From June 19th to July 19th the IRI was active on many fronts to nurture enthusiasm for

democracy in Central Asia. Five women from Uzbekistan and three from Turkmenistan attended the IRI Women's Conference in Novgorod, Russia from June 19th-June 28th. Gabriela Schwarz went to Central Asia afterwards to debrief with the participants and to assess the long-term potential of the experience. Jeff Bercuvitz, who held workshops at the conference, travelled with the participants to Tashkent and conducted youth workshops there, but his presence also served to reinforce the lessons from the Novgorod experience.

In addition, this summer two youths from School #17 in Tashkent were sent to a Project Harmony's Youth Leadership Conference in Riga, Moscow and Petrazovodsk. The topics of this conference included the need for democratic institutions, the value of a free press and the mechanism of free enterprise. The students currently presenting their experiences to teachers and students in forums in Tashkent arranged by IRI coordinator, Stella Protzenko. A full written report is forthcoming.

Tashkent

After the IRI Women's Conference in Novgorod, the delegates returned home energized and ready for action. When they spoke of the experience to friends and colleagues, they regularly praised the IRI for affording them the opportunity.

This enthusiasm became particularly apparent in a presentation to an assembly of women who had gathered to hear the delegates speak about the experience. The three women, Stella Protzenko, Mubarak Tashpulatova, and Elena Gallant spoke to 15 employees of the Youth Union of Uzbekistan, who were predominantly child care providers and administrators.

When they finished the delegates had sparked interest in community projects, women's working groups, and a future meeting for a larger audience. The Novgorod attendees had studied public speaking and practical workshop techniques that contributed to their success. For example, Ms. Protzenko took along flip chart paper and markers. She divided the women into groups and instructed them to first "brainstorm" a list of personal priorities and then the obstacles they saw preventing them from achieving their dreams. The prevalent theme was the fear of economic deprivation. The audience was asked to articulate possible solutions, obstacles aside. The women expressed a desire to open a private day care center, a restaurant, a modest hotel, or a boutique.

Ms. Tashpulatova's primary interest was in the business field, and she described the Novgorod workshop on starting your own business, which was conducted by Ms. Cindy Hays and Ms. J.D. Cullen. This workshop had described the joys and responsibility of going into business for oneself. Ms. Tashpulatova was so impressed with the Novgorod experience that she now routinely donates her free time to organize IRI youth programs in Tashkent.

The most moving presentation was given by Ms. Elena Gallant, a history teacher at School #17. She described her first involvement with IRI programs in February, when students participated in the *Values Clarification* workshop. At first she was skeptical and wary of the IRI's intentions, but after the IRI Youth Leadership series and after the program in Novgorod, she

wholly subscribed to the IRI's efforts. She flatly told the audience that the IRI had taught her that everything she valued and encouraged students to emulate was summed up in democracy. "Democracy is what our young people need to guide them to a better future," she said.

The Mock Campaign

The IRI had also invited a young student from School #17 to Novgorod. During the mock election in Novgorod, Nadira Alinkhodjayeva--only 16 years old--decided to run for president of "Beresta" (the name of the hotel in Novgorod), against 3 other strong candidates. During the campaign, Nadira was advised by IRI consultant Frank Fahrenkopf, who acted as her campaign manager. Together they prepared her nomination speech, planned the campaign strategy, organized volunteers, lobbied interest groups, debated coalition-building, and lastly, prepared her concession speech.

Although Nadira's loss was a bitter one, she returned home with a new career goal: campaign manager.

Most importantly, Nadira Alinkhodjayeva and Elena Gallant returned home determined to duplicate the Mock Campaign exercise at their school. The IRI agreed to assist the creation of a mock presidential campaign at School #17 in the November that would include many of the authentic elements of elections in democratic societies. The exercise will include lessons in platform writing, speech-making, and conducting free and fair elections. The IRI will supply supplementary teaching materials and bring trainers to hold mini-workshops on the importance of legitimate elections in a democracy.

This exercise will serve as a model which teachers and IRI supporters will be able to duplicate at other schools, as well as in neighboring countries.

Parents

A meeting was arranged with the students of School #17 and their parents. In the summer only a handful were available to discuss the impact of the IRI Youth Leadership and Democracy program, but the fact that parents attended the meeting testifies to their interest and support.

The students talked about their impressions of Jeff Bercovitz's workshop. One student said, "It's amazing how we learn completely new things and new approaches to tackling problems at each of the IRI workshops." The other students agreed and urged that the IRI continue its work at School #17.

The parents articulated their support for the IRI as well. Their feedback was surprisingly positive. A parent described her satisfaction by stating, "My son has become more energetic and well-adjusted after having participated in the IRI program. I can't thank you enough for the work you are doing. Other parents feel the same way, and you can count on us to help you carry on in your efforts."

Stella Protzenko and IRI Program Officer Gabriela Schwarz conducted a mini-workshop, consisting of communication techniques and conflict-resolution exercises for parents and their children. The results were mixed, because the group was too small and too familiar to ensure anonymity. Those youth whose parents were not in attendance spoke more openly about their frustrations as teenagers, whereas the others spoke of their lives only in idealized terms. The most striking articulation among the young people was of their fears for the future and its lack of opportunities for realizing their dreams. Almost unanimously, however, students expressed faith in their parents' support for their endeavors to achieve their goals.

Turkmenistan

Success in Turkmenistan is tenuous, because the culture is even more traditional than in Uzbekistan and government control is reminiscent of another era. Other assistance groups have visited Turkmenistan, but the numbers that find a niche are few.

The visitor to Turkmenistan immediately recognizes that the country has been able to avoid strong outside influence. On the streets of Ashgabat, the majority of women wear long dresses and cover their heads with colorful scarves. Men squat and chat under a shade tree, a camel saunters in the background. Many locals have difficulty speaking Russian. Even more astounding are reports that young women are sold as brides in country markets or that some Turkmen women are said to sleep on the kitchen floor, leaving their homes only to buy groceries.

The political atmosphere is also stifling, comparable to the Soviet Union twenty years ago. A cult of president Niyazov pervades every day life with 5 story high portraits of the president in the center of Ashgabat, portraits in every office, and even smiling at passengers in Turkmen airplanes. The hesitancy of officials to meet with Americans reflects an unwillingness to take responsibility for what may be construed as a wrong move.

Under the circumstances, the IRI has been fortunate to deal with the innovative and courageous director of the Business School for Teenagers, Ms. Anjela Begjanova and her tireless staff. Regardless of the curtailed workshop hours and inadequate space, the IRI would not have had any opportunities to work in Turkmenistan if it were not for this energetic woman.

Mary

In an effort to expand IRI programs and to reach populations outside of capital cities, IRI's Program Officer visited Mary, a desert town in eastern Turkmenistan in July. The contact in Mary was Olga Maisheva of the City Council. She had attended the IRI Novgorod Conference, but had fallen ill which prevented her from fully participating in the workshops and events.

As the council member responsible for cultural and social affairs, Ms. Maisheva presented Mary in the best light. She took her guest to day care centers, to the museum, to the youth activity center and to schools. Typical of an official visit, it was not terribly fruitful. The economic

potential and the social services of the city were exaggerated, and the conversation characteristically skirted all real problems.

Nevertheless, as elsewhere trust is something that is built over time. Often it is the second visit that reassures people in this region that the offer of assistance is genuine and beneficial. It is a delicate matter for an official to host an IRI program. First, it may create controversy and meet with disapproval from someone higher up in authority. Second, it is an admission that help is desperately needed.

Ashgabat

Expect the unexpected in Ashgabat. The IRI had invited Ms. Begjanova to the IRI Women's Conference in Novgorod, however, the Minister of Education intervened and prevented her departure. Nevertheless, she had spoken to Ms. Protzenko in Tashkent, and learned that the IRI intended to hold a debriefing meeting with the participants and an interested audience.

On her own accord, Ms. Begjanova placed an announcement in the paper to arrange for such a meeting. The announcement read that women were asked to gather in order to start a Women's Business Association. One hundred and fifty women showed up!

The women's meeting took place without the participants of the Novgorod Conference, because of delayed flights and miscommunications. The self-appointed leaders of the new Women's Business Association met with the IRI representative to discuss the next step for the project. There was no agreement as to the goals of the association or as to the next step. Each woman vehemently clung to a different vision of the future association and, thus, the project remained stymied.

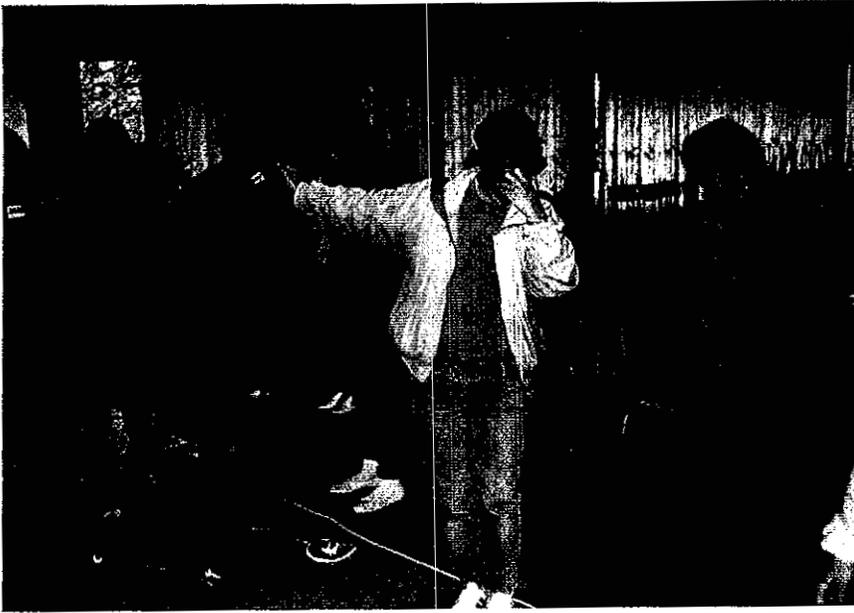
Evidently, the desire to effect change and to work on behalf of one's own interests is alive in Turkmenistan. However, the lack of organizational models and skills impedes the process.

Conclusion

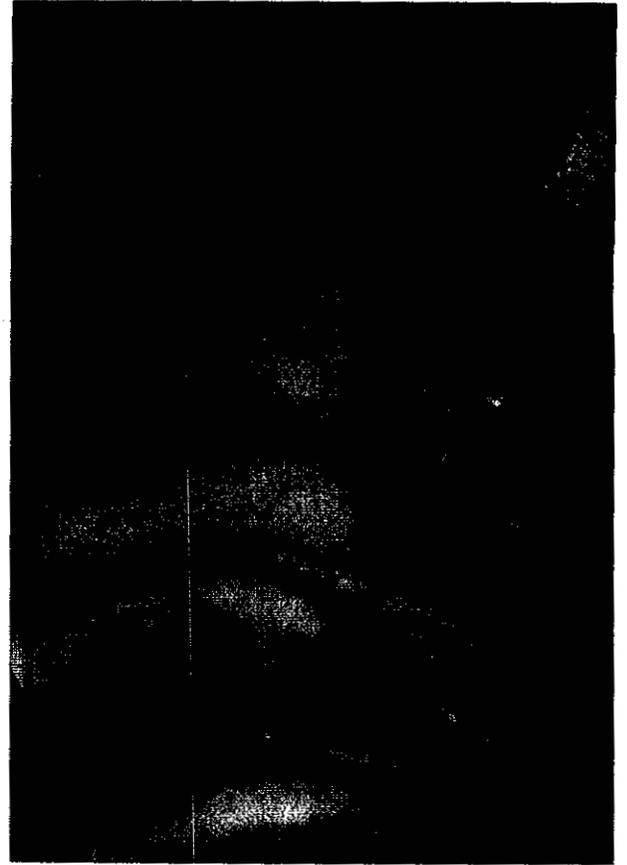
The IRI has few, but loyal, supporters in Turkmenistan and progress is slow and tedious. Even though Turkmenistan has always been the most resistant to change of all the Central Asian republics, each IRI visit brings with it signs of hope and reasons to continue.

With the help of one of the teachers at the Business School for Teenagers, the IRI will be expanding its programs to the School of Economics in the near future. As in Uzbekistan, there is interest in personal empowerment and citizen activism.

APPENDIX A



1. Minefield



2. Warp Speed



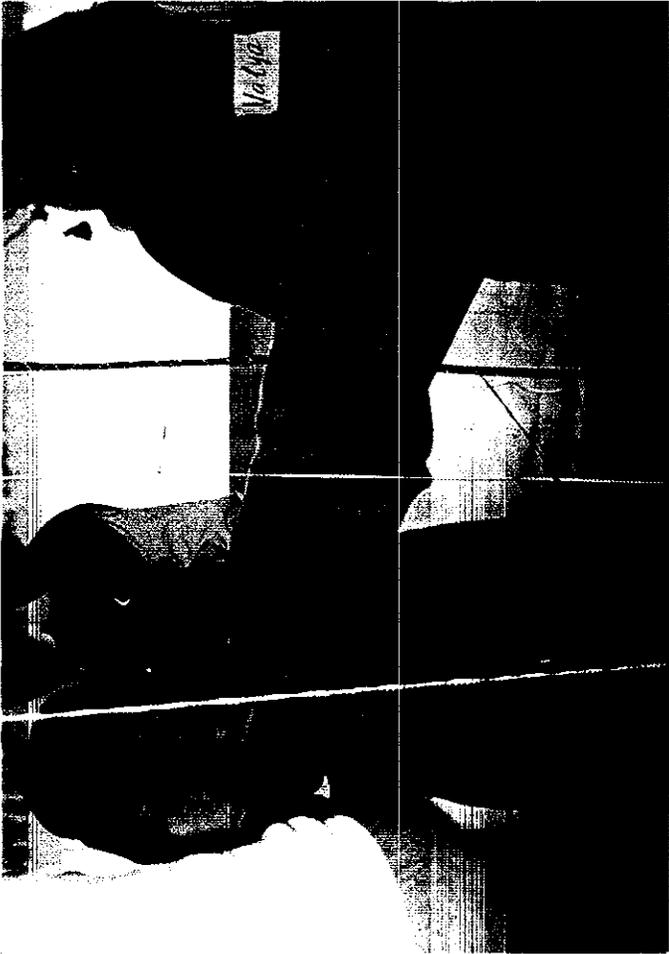
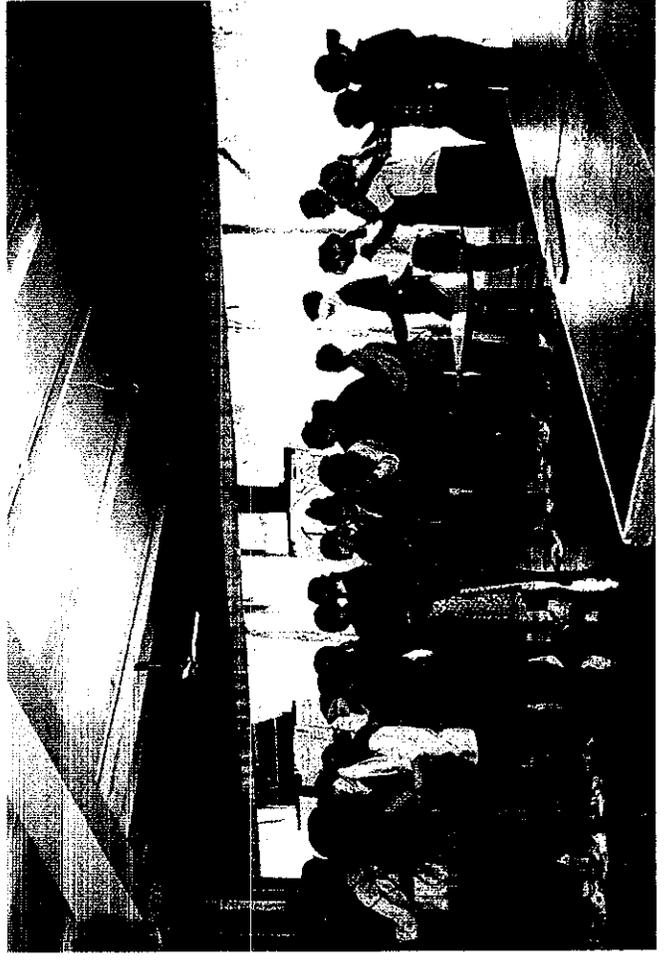
4. Minefield



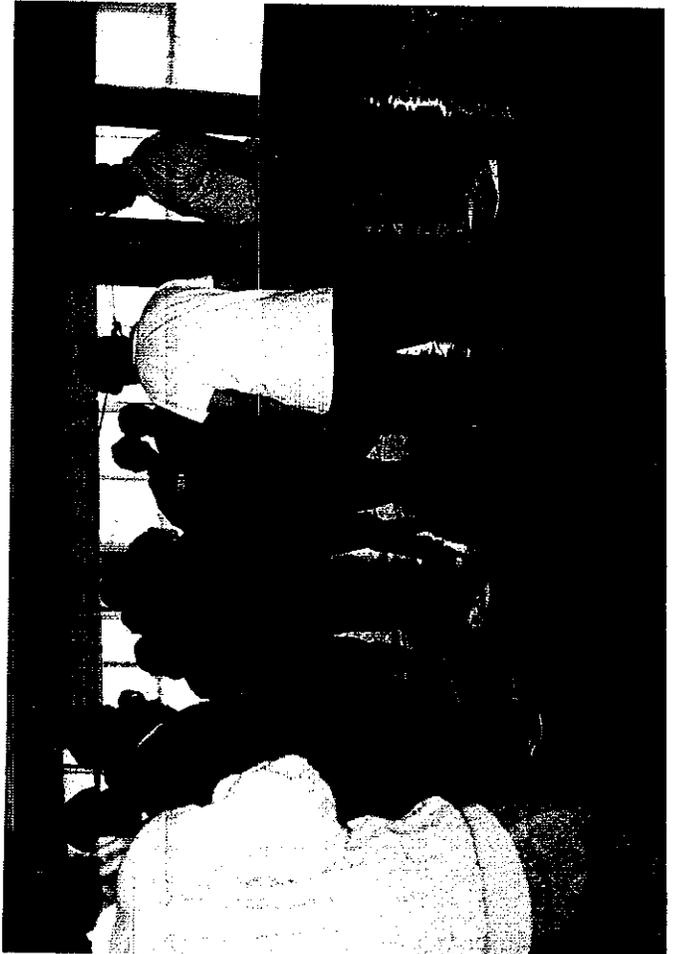
3. Elephant Game



2. Closing Ceremony
4. Elephant Game



1. Spider's Web
3. Spider's Web



APPENDIX B



**INTERNATIONAL
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**Outline of Events
Team-Building Workshops
April 21 - May 1 1993**

Day One

- * **Introductory Remarks**
- * **Warm-up Games**
 - * Partner Tag
 - * "World's Fastest Game of Tag"
 - * Team Guessing Games
- * **Group Contract**
 - * Discussion on treatment of others
 - * Teamwork exercises and discussions
- * **Problem-Solving Games and Stress-Relief Exercises**
 - * "The Square Game"
- * **Discussion of Leadership, Goals and Communication**
- * **Teamwork and Problem-Solving Activity**
 - * "Warp Speed"
 - * Discussion of brainstorming and group support for ideas
 - * "Pair Game of Tag"
- * **Discussion of "Guided Visualization", ..Putting Talents and Skills to Work**
 - * Curtain Game - partners characteristics, talents and skills are emphasized
 - * Group brainstorming of "visions" ("What would make your city a better place to live?")
- * **Communication Skills Activities**
 - * Mine-Field Game
 - * Obstacles/Solutions Brainstorming

- Continued -



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Day Two

- * **Problem-Solving Activities**
 - * Ghengis Khan Game
 - * People to People Tag Game
 - * Performance of Skits based on problem-solving themes
 - * Elephant Game

- * **Guided Visualization**

- * **Trainers Evaluate Participants**

- * **Distribution of Supplementary Materials**

- * **Discussion of Future IRI Involvement**

- * **Question and Answer Session**

- * **Youth Presentations**



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**Outline of Events
Understanding Cultural Differences Workshop
May 1 - May 16**

Day One

- * **Introductory Activities**
 - * Name-Tag/Metaphor Exercise
 - * Name Dance
- * **Discussion of Program Expectations, Goals and Objectives**
- * **Group Discussion of Program Guidelines**
- * **Opening Exercises**
 - * "Five Changes" Game - Discussion of Change and Accomplishment
 - * The Box - Discussion of Communication, Overcoming Cultural Differences and Problem-Solving
- * **Values Exercises**
 - * The "Values Auction" / Discussion of Making Choices
- * **The "Energizer Voice Toss" (relaxation exercise)**
- * **More Values Exercises**
 - * Lecturette and Role-Playing Activity

Day Two

- * **Overcoming Cultural Differences**
 - * Headbands / Discussion on stereotyping, image-perception and labels
 - * Discrimination Exercise / Discussion Following
- * **Closing Activities and Distribution of Program Certificates**



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**Outline of Events
Community Building Workshops
Tashkent, Uzbekistan
June 29 - July 6 1993**

Day One

*** Introductory Exercises**

Ice-breaking Activities

- * American Slang Expressions (measures English knowledge)
- * "Blind-folded Partners" - (increases comfortability among the youths)
- * Matching Phrases

*** Six Principles of Community Building**

*** Pleasure Symbols**

- * Drawing pleasure symbols on name tags
- * murals of collective pleasure symbols
- * Song ("These Are a Few of My Favorite Things") incorporating pleasures
- * Brainstorming on Community Betterment

*** Personal Strengths Exercise (Featuring an obstacle course) / "I am proud of..."**

*** Special Places**

- * Illustrative Songs of "special places"
- * Frisbee Game (continuation of "special places" theme)
- * Brainstorm on Special Places in Tashkent

*** Elephant Game (summarizing the day's themes)**

- Continued -



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Day Two

*** Singing Songs and Discussing Their Meanings-**

- "Moonshadow" - Followed by discussion on adversity
- "Sounds of Silence" - Discussion of youths taking action
- "Blackbird" - Everybody making a difference
- "Rhymes and Reasons" - The inspirational power of youth
- "This Land is Your Land" - Favorite places (incorporating Russian & Uzbek lyrics)
- "Imagine" - Discussion of Hope

*** Hiking Activity**

- * Teamwork concepts
- * Overcoming gender-stereotypes

- * Discussion - "Individual Initiatives"

*** More Sing-a-Longs**

- "Over the Rainbow", "When You Wish Upon a Star"
- * Important discussion of dreams and life's difficulties
- * Establishment of a "dream buddy system"

*** Extensive discussion on Risk-taking**

APPENDIX C

Student Evaluations
Tashkent Workshop May 7,8,9th
Trainers: Jo Ann Hinshaw, Carole Watt
Topic: Appreciating Cultural Diversity, International Understanding

I. * What activities in the two-day workshop did you find undoubtedly valuable?

All activities (3)
Games (2)
Discussion about stereotypes (5)
Liked noisy games most of all
Cultural values (5)
Communication
Teachers

* What activities did you not like? (mostly a category that was left blank)

Auction (4):
Auction for lack of organization
I didn't like when friendship was sold
I didn't like the auction , where friendship and moral values like these were sold for money.
The auction-I didn't like using money to define our values, maybe there's no way out
Everything you said at this workshop I knew before.
Some games too easy
Outdoor games
Much explanation

* What activities did you like most of all?

Association with other people
Outdoor games
Games(5)
Toys (equipment)
Interaction between teachers and children
Discussions about cultural values
Outdoor games
Lectures
Acting

*** Looking at how other cultures are stereotyped:**

Stereotypes (5)

Values of US citizens, national stereotypes

Activities in which we got to know about different cultures and nations and parts of society

Role-plays (3)

Discussions

Teachers

Logical games

II. * What parts did you have the most difficulty understanding?

Language

Formality

Understanding language

It was hard to understand what values Americans like in people.

III. * What one new thing did you learn that you didn't know before?

*I got the information about the different cultures and values of American society.
How Americans treat each other after not having seen each other for a long time.*

Cultural values of America.

Americans and their customs.

Culture in America.

I learned new games and I learned more about Americans and their life.

I changed some stereotypes that I had.

I learned something about different cultures of the world.

I learned some traditions of some nations.

I learned about stereotypes that Americans might have about our country.

I got to know something about Americans and their culture.

About the values, that they are hidden inside and so on.

I learned that Africans don't look you in the eyes.

That we can have an effect on the development of our society.

In Africa it is impolite to look someone in the eyes.

I never thought that I liked to hear lectures.

I learned new things about character, not only about others, but about myself.

That we are all children.

Many new things

New English words

IV. * What one new thing did you learn about each other?

I got to know about the values of my friends.

I learned more in depth the character of my schoolmates.

I got some new friends and I got to know something new about the whole group and about separate members of the group.

I got new friends and I have learned how to communicate not only with one man but also with the whole group.

That we are all friends.

We are great actors. (3)

Personal values

Many of the interesting things we did will help me in my life.

I got to know that my friends are real and good friends.

I learned that Americans are very uninhibited, clever and have mutual understanding.

That someone might be cleverer than I at first thought and that someone turns out to be less clever than I first thought.

I did not expect that students from our school could devote themselves entirely to different kinds of activities.

I got to know about the qualities of my friends that I didn't know before.

I knew before that we are a friendly and creative group, but now I know it much more.

That we are very friendly, smart and master actors.

V. * In what way (s) do you think your participation in this workshop will make a difference in your life? Do you see any new possibilities for yourself, school, family, country?

I guess that my participation in this workshop will make a big difference for a good future in any way.

I will try to think more about my behavior.

It seems to me that I'll use my knowledge about the values and cultures. Maybe I will participate in this workshop in the future.

Organizational abilities.

I will be a better communicator. I will be a pen-pal with my new American friends.

Now I understand more better different cultures, traditions, people life. It will help me in communication.

In the three IRI workshops, I learned to communicate better with others, to be less inhibited, to work in teams and to take the role of a leader and this can be used anywhere

I got to know how I can use my values in the right way.

I learned more about myself and will need that in the future. I opened my values and I can use them to convince people of what is right.

I can tell about your culture and traditions to my friends.

I have become more communicative. I think that it helped me in my future life. I will try to be more communicative with different people.

- Continued -

VI. * Do you recall experiencing any of these feelings during the workshops?

Uncomfortable (0)

Excitement and pleasure(write-in)

Joy (4 write-in)

Surprise (9)

Enthused(15)

Confident(5)

Tired, but not bored (write-in)

A little embarrassed (5)

A little shy (3)

Uninhibited

Strong feeling (write-in): Freedom, Happiness

VII. * Is there anything else you would like to share with Gabriela, Trainers?share:

I wish the workshops covered 6-7 days and that there were more games.

I can only share the joy and fun I had at the workshop and regret of its finishing

I would like to cooperate with you in future activities.

I wanted to know how American children live in america and tell them about our life.

I want to have more opportunity to share opinions with them.

- Continued -

VIII. * Suggestions, recommendations for future workshops?

I want to thank you for organizing these seminars, very interesting. More logical games, please.

I want to know more about children in the USA

I want more exchanges between the youth of Uzbekistan and the USA every year. And that --The seminars will continue, not only for 2 days but longer, 2 days is not enough, it should be year round. Great thanks to all those who organized this seminar. We want to see you in Uzbekistan.

Bring pupils with the teachers to do the seminars. More games.

More interesting games with deep sense

In the previous workshops we had a great deal of work in groups. I wonder why we almost didn't work in groups at all in this workshop.

Like to learn more about American life and so on.

More practical games and more workshops in the future.

To increase the time of spending seminar for making better cooperative atmosphere. To deepen us in the work. To think about more rest in the breaks.

I wanted to see you more often with new programs and new people.

More children should take part in this kind of seminar.

Add games that will enrich our intellect

I want the future workshops to be longer and more frequent

To make seminars longer. To come to our country more often and give us some new knowledge about the world, society and ourselves. To involve another children into the activities of the International Republican Institute.

I am very glad to take part in your work, and hope to continue it, maybe to help you in it.

Make your workshops 3-4 days, longer.

I wouldn't want to change anything.

Make lectures more short, because we can talk with each other. As for me it is not so necessary but most part of our group didn't like to talk with you, and to discuss some problems, because they were shy that anybody would make fun of them. If you make many breaks they will come to you and discuss all problems that they have

More stories about Americans

I think that the youth festival is a very good idea. I would like to meet young people from America who are my age. This would be more interesting for all of us.

I dream that you realize your idea of a youth festival.

APPENDIX D

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:39AM P :
PHONE NO. : 207 236 6827

WORKSHOP ON CULTURAL DIFFERENCES ASHKHABAD

1. What kinds of activities in this 2 day workshop did you find

* undoubtedly valuable?

*Expression of opinions
Opportunity to express my own opinion
Expression of our views and opinions
I liked everything
Games and tests
I undoubtedly liked everything
Auction was undoubtedly valuable
Stereotypes
Games - hiring
I liked everything.
Everything was clear and understandable Very good
All workshop
Lecture about values .
Everything was interesting and useful
Most of all I liked the discussion
about values in different cultures*

* didn't like?

*Some discussions were boring
I liked everything.
Greetings
The game with tables*

* Liked most of all?

*I liked everything.
I liked everything that we did.
Discussion of what is more important and more valuable
for one culture, one group of people than for others
Games, spirit of the workshop, work and charm of the
leaders (teachers)
I liked games
Games (2)*

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:40AM P 3
PHONE NO. : 207 236 6827

*Educational games
Interesting games
Games, communication
Game with defining stereotypes
Everything was very interesting
Games - dockers, hiring
Questions and answers
Box
Box
Game - hiring
Game on defining stereotypes*

2. What part(s) did you have the most difficulty understanding?

*Nothing (11)
I don't think I had any difficulties
Everything was clear
I did not experience any difficulties
Everything was clear
None, everything was OK
I think I understood everything
No problems with understanding
Everything seemed to be clear
Everything was clear
Everything was clear*

3. What one new thing did you learn that you didn't know before?

*I learnt more about American values
I did not know anything about this (I mean activities)
About the process of hiring in the USA, about hand-bands
I learned a lot.
I did not know that differences in values could be so
important for people and for their communication
We were a little shy, but all participants are very good
friends and can open up.
I learned that stereotypes that are attributed to certain
people are very harmful and make life more difficult
Openness of Americans
My understanding of American values used to be a little
different
We and Americans have a lot in common
My understanding of foreigners were different before
Foreigners seemed to be different before*

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:41AM P 4
PHONE NO. : 207 236 6827

*A little about life of Americans, about communication
Concept of values
I learned about 'inter cultural exchange'.
Methods of hiring people
Values
American values (2)
I learnt about American values
Stereotypes
Rules about hiring
I learned a lot.
Tests when hiring
It's difficult to say
I learned American psychology
American life style
I learnt about the system of values and stereotypes*

4. What one new thing did you learn about each other?

*I learnt more about personalities of those, whom I did
not meet very often
We all were more open than usual
That we are very good kids
We all are somewhat alike. I like them all
My friends and be very active and more confident than they are in
everyday life
Good qualities, that we did not notice before
Very good qualities which are not always shown in
everyday life
Some qualities that were not evident before the workshop
Intellectual level of some participants
Many good things
People can be very biased to stereotypes
People can open up
Good and bad qualities
We all are one family
I learnt that they are materialistic
We all not confident enough
Nothing
I met new people and saw their qualities
I like them all
Some of us were surprisingly good
We are all very good people
That we can be closer to each other*

44

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:41AM P 5
PHONE NO. : 207 236 6827

5. In what way(s) do you think your participation in this workshop will make a difference in your life? Do you see any new possibilities for yourself, school, family, country?

American values(5)

I was present at all three workshops and I think that I learnt a lot of useful ideas for myself.

We must be more relaxed

13 American values, openness, outgoing atmosphere

It would be good to play these interesting games keeping in mind these values

I don't understand

Openness and equality are very important

I think that understanding values of others will help me positively

It helps to understand myself and to come to conclusions

My conclusion - we should think more about values

Everything that I learnt will help me, I hope

This workshop influenced my life

Probably I will be more ambitious and confident

American values

Respect for traditions and cultural values of others

I learnt how to talk to people who are holding higher positions

I think that the main thing is confidence

We should not judge people by stereotypes

I can use my experience in communication and understating people in future life

Practically everything

6. Do you recall experiencing any of these feelings during the workshop?

Surprised (10)

Uncomfortable (1)

Embarrassed (2)

in the game with stereotypes

Shy 2

Enthused 13

Confident 12

Any other string feelings you can recall?

I enjoyed our meetings so much

Joy (3)

Joy and interest

A little surprised

I want to be more open

Respect, interest

Interest

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:42AM P 6
PHONE NO. : 207 236 6827

A little of all these, but as a whole I experienced good emotions

7. Anything else you would like to share with Gabriella, Jo Ann or Carole?

*Don't forget about us and come again
I want to say that Ann and Carol definitely have artistic talent
Everything was good
Everything was very good
I would like to meet with American teenagers
More workshops like this one
Come again! We must communicate not only at workshops
Give us opportunities to meet more Americans
Thank you for coming. Come again!
My feelings and emotions during discussions
I would like to share my opinion on many things, but unfortunately my command of English is not excellent.
My opinions and feelings
I wish them all the best in life. Come again.
I wish the very best of luck.
You are very good people
Best of luck in their noble work
Everything was just great!*

8. Suggestions, recommendations for future workshops?

*Many interesting and exciting games (2)
Continue this work (2)
It is difficult to say what could be done better.
More psychological games with many participants
To hold similar workshops for all students of our school during school breaks.
I would like to have more contacts with people from different countries
Good luck!
Workshops should be longer
Give us opportunities to meet more Americans
Come again and bring American teenagers
Again, I can't suggest anything due to the same reason
I would like to take part in future workshops
To make educational material larger
We hope we will meet again. We'll be glad to see you again.
More emphasis on the values of different cultures
More active games, i.e. baseball
More and more such workshops (2)*

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:42AM P 7
PHONE NO. : 207 236 6827

WORKSHOP ON TEAM-BUILDING ASHKhabAD

1. What did you like most in this workshop?

- *This workshop helped us to get rid of our complexes, our lack of communication skills. The concept "Team work" was shown to us in life. The workshop really promoted communication.*
- *The attitude of the participants of the workshop*
- *Communication*
- *I liked games and friendly atmosphere (2)*
- *Games and discussions after games*
- *I liked games. All games were not only exciting, but also very educational. Especially I liked "Chin-Guiz-Khan wisdom" (I don't remember the name exactly).*
- *I liked everything that we did. I am sure I would like everything that we would do if we had more time*
- *I liked games - with nails, "Elephant". Also I liked being together and participating in this workshop*
- *Game "Elephant", friendly atmosphere*
- *I liked games - "Chin-Guiz-Khan", "atomic waste", "elephant"*
- *I liked everything*
- *I liked Chin-Guiz-Khan system of calculation*
- *I liked the "Elephant" game*
- *Organization*
- *I liked the atmosphere during the workshop and the games*
- *Organization of the workshop*
- *Games requiring logical (and dimensional) thinking*
- *The whole workshop*
- *I attended only today's workshop, I wish I could be here yesterday. I liked everything. It was surprising, but I saw it during the last workshop.*
- *Communication, games, especially analytical ones*
- *Everything. Most of all I liked the game "pulling through the ropes"*
- *Communication. Easy communication not only with friends, but with adults and with people from other countries.*
- *As a whole, the workshop was good. Many games were very interesting. I could not believe that some tests can be done in 1 second, but I did them even faster.*

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:43AM P 8
PHONE NO. : 207 236 6827

2. What didn't you like?

- *There was not enough time. The workshop should be much longer, so that we remember the results for a long time in future*
- *Everything was fine (5)*
- *The organization of the workshop*
- *There was not enough time.*
- *I wish there was more time*
- *I don't know. You organized everything very well. A lot depended on us, participants. Some of us were active, others - not.*
- *This workshop could be take more days*
- *It would be better to have a game of baseball (2)*
- *There should be more interpreters*
- *We could faster give over the ball to all the participants (1st game)*
- *It would be better if we could communicate freely*
- *Everything was fine*
- *The workshop should be longer*
- *The organization of the workshop could be better and it could be longer*
- *The workshop could be organized better*
- *The workshop should be longer*
- *A little music wouldn't harm. I would like to see more educational games and suggested topics for improvisations*
- *If we had more time and more room, the workshop would be better. Still, it was nice to socialize and to play the games.*

3. How do you imagine utilizing the information you learned at this workshop?

- *Almost everything that I learnt, can be used in life. I will use leadership.*
- *In future I would like to express my opinion and suggestions more openly*
- *Command of the English language and confidence "Elephant" and much more*
- *We should not always follow the "crowd", we must learn to prove our points of view, to overcome certain limits in ourselves*
- *A lot. Especially the last game - "Elephant" - to try and find place in life, that you never considered appropriate for yourself.*
- *I am sure that I learnt to listen to another opinion, which is very, very important and useful and*

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:44AM P 9
PHONE NO. : 207 236 6827

- Leadership, ambition, initiative - all the rest I already have
- Experience in communication, mutual understanding
- Practically everything
- It is easier to learn on simple things, and they will be useful in future
- A lot
- Practically everything
- It is necessary to stand out, to show yourself, to have more ambitions
- It helped me to feel more confident, and I think that it will help me to communicate with people
- The list of rules (I would try)
- Removing obstacles from my mind
- The workshop was very educational, and I think that everything that we learned can be utilized
- Communication, team work
- To overcome obstacles in myself
- Ability to find a way out of any situation, like in the games
- A lot, almost everything. Unfortunately, I was not here yesterday or at the previous workshop.
- If nobody is shy, then there will be nobody to be shy with

4. What do you suggest is the next step?

- To organize groups in the CIS and all over the world, and these groups should actively communicate.
- Meetings with American teenagers here and in the USA (6)
- Another workshop in summer
- More and more workshops (10)
- I would like to see you again and again at such workshops
- As a next step we could go and visit them and have a workshop there. This is also an answer to question 5.
- To have a workshop in the USA with us
- If I had more time, I would think of it
- Another workshop will be good
- I would like to meet Americans in America. However, I think that it is unrealistic, so I hope to see them in Ashkhabad

5. Suggestions, recommendations?

- More emphasis on leadership
- I enjoyed the workshop very much, I felt much more confident and learnt to listen to others more attentively.
- More contacts with American kids
- More interesting and new games

TO :
FROM : I. Kuznetsov

PHONE NO. : 12024089462

SEP. 15. 1993 9:44AM P10
PHONE NO. : 207 236 6827

- I want to thank organizers of this workshop. They were friendly, they let us express our opinion. They helped me to believe in myself, to see myself as a personality.
- More useful and interesting games
- To meet again and again
- It is wonderful that you are working at this!
- I like your teaching methods
- Nothing. Everything was fine. (3)
- We would like to meet again. The workshop was very interesting. Thank you for it.
- It is difficult to understand English. If you don't translate, it could be another game.
- More and more such meetings. Before we all leave and go to different towns, I would like to see another workshop, like a forum
- To have more games on smart thinking
- Everything was just fine. It would be great if you could come again with another workshop.
- I liked the games with cubes etc. If we played some more days, I would believe that I can break the limits of the "reasonable" and can solve the unsolvable problems of life
- These games made me believe that a lot in my life depends on me. "Elephant" is a very educational game.
"Appearance" of Roman (a new leader) is a very typical life situation. I think that such workshops are very useful. In the near future we will finish school and start our "working" life. I think that another workshop will help us a lot.

APPENDIX E

I want to see you again. Everything was fine & I regret that it finished so quickly!
Irina.

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PO Box 249
Vershire, VT 05079
802-685-4655

I like all kinds of games. It was very interesting to talk with you. It was ~~my~~ interesting to learn something about your program and American slang.

Lexis body.

Это был необыкновенный день. Такие дни запоминаются навсегда. Была очень хорошая практика английского и еврейского языков. Я думаю, Джефф придет еще раз и к тому времени я смогу свободно общаться на этих двух языках.

Желаю всем удачи! Я. Наташа

We had just an outstanding meeting, which will never be forgotten. We had a great english a hebrew practice.

I believe, that when Jeff comes here next time I will speak both languages pretty well. Good luck!

Natasha

Thank you for the two GREAT Days.

Really I think those rules are very useful & easy to fulfill. THANK YOU

AGAIN & CONSTANTLY.

Denis

It was great!!! Amazing!!!

Thank you for your rules - it's very ~~easy~~ easy to follow them!

Tata

It's my first seminar (is it right?) and it was splendid seminar

Do you understand me, Doreppu!

Everything was great, beautiful, wonderful..... I'd like to meet Jeff again!
Nedra

Хотю да и мога да знам англи. яз.,
но мене не правенеа предлози
И понема да есе јаз бесветле с
мојој.

Назира.

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I had a wonderful, enjoyable
time. I wanted to meet with
Jeff because you are ~~amazing~~ amazing.
I'll don't forget you.

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Nathalie

I don't speak english very well, though
I liked Jeff a lot. I'd like to meet
him again a again

Naзира

I never felt so good. ~~Just~~ ^{Jeff} your games
phrases & different examples from our
life influence not only on my body but
also on my mind. I hope I'll see
you again on our festival. Thanks for
all

Vova to Jeff

I spent a good time, in school
in mountains. I want to will see you again

With best regards

Aibek

Dear Jeffy!

I liked these two days very much



My friends I spent a very good time. I liked all songs that you sang with us. You're a very good singer. I want to meet you again. See you

JININ 7/8/93

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PO Box 249
Vershire, VT 05079
802-685-4655

Jeffy! you have a great, wonderful voice. I want to see you to the spring festival. I think you are wonderful group leader

Hello Jeff:

It's me. You are great guy. I'm glad
that I worked, speaked we you this 2 days
It was wonderful time. Thanks!!!

You are welcome.

I hope I'll see you.

Aounhan.

TOTAL P. 16

~~Was~~ glad to get ~~met~~
I had a good time. I wish it
was again. Really glad to get to
know all the "risks" and the
men who supported them for me.

Gemen (Sanya)

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57.

Songs, music
your voice Letty

I enjoyed your
company.

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