

FY 2006 QUARTERLY REPORT (2ND QUARTER)

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REPUBLIC OF TAJIKISTAN

**Submitted to the
U.S. AGENCY FOR INTERNATIONAL
DEVELOPMENT
By IFES**

January 1 - March 31, 2006

I. GENERAL

In the second reporting quarter of FY 2006, IFES engaged in a number of activities in support of its civic education portfolio. Particular focus this quarter was on Student Action Committee and Student Local Government Day student and teacher training events. As part of the ongoing monitoring process, the IFES team worked intensively to process the SAC and SLGD questionnaires received from all regions. IFES aimed to revisit 100% of the SACs created in the prior phase of this project, and to evaluate all new SAC training events as well as SLGD training and events. The information from the monitoring questionnaires was translated into English and entered into a data base specifically created for SAC/SLGD monitoring.

The activities carried out by IFES during this period were directed at providing focused attention to each participating school. The former methodology which consisted of providing large group trainings to an entire district or region proved to have less success than desired. After the training, students went back to their schools with good ideas, but often lacked the tools, support and motivation to establish SAC/SLGDs on their own. The activities are now being promoted and monitored through direct meetings and interviews with students, teachers, parents, school authorities and local governments. Teams of trainer/monitors worked in the field throughout each region. These local trainers and monitors reported back to another team in Dushanbe who pulled all of the data together for the country. The successful monitoring techniques allowed IFES to identify interesting activities and endeavors which students engaged in through SAC and SLGD and helped evaluate the impact of the projects as well as the attitude of the respondents in all the regions of the country. Some significant student activities and endeavors are listed further into this report.

As the quarter commenced, secondary teacher training took place during seminars on Teaching Civic Education through interactive Methodology. In collaboration with its local partner "Pulse," IFES successfully carried out teacher trainings in all regions of the country. In response to the teacher trainings, IFES received positive comments from trainees.

In regards to the Civic Education Textbook, monitoring of the Textbook in Uzbek schools was successfully carried out in the two largest regions of the country; Sughd and Khatlon oblasts. In order to print Part I, 2nd edition of the Civic Education Textbook, IFES Tajikistan contracted with a printing company through a competitive bid process. The Civic Education Textbook Part I, 2nd edition and Teachers' Guide have been submitted for printing.

II. PROGRAMMATIC ACTIVITIES

Civic Education Textbook and Course

A Training of Teachers was organized by IFES Tajikistan and its local NGO partner "Pulse." The training took place at the Retraining Institute in Dushanbe, where 23

highly qualified trainers successfully completed the course on Teaching Civic Education through Interactive Methodology. A final report of the TOT was prepared and submitted by “Pulse.” These 23 teachers that were trained went forth and delivered the Civic Education training for 505 teachers from secondary schools across Tajikistan. During the winter holidays, 31 trainings were conducted in 46 districts of the country, including the Districts of Republican Subordination, Sughd and Khatlon Oblasts, and GBAO. The schoolteachers received a self-instruction teacher’s guide at the completion of the trainings. The local press published news on teacher training event following the press release which was approved by the IFES press office in Washington.

IFES received a request letter from the Manager of Public Union “Chollon” working in Murghab district of Gorno-Badakhshan Autonomous Oblast. The letter requests that IFES carry out a seminar on Interactive methods of teaching for the trainers and volunteers of their organization. The PU “Chollon” works on implementation of educational programs and rendering assistance to needy families in Murghab district. The Manager of “Chollon” was a participant of IFES’ TOT and expressed the good quality of the training organized in their district on January 15-16, 2006. The letter also expressed gratitude for successfully organizing the training despite weather challenges and a lack of transportation in remote mountainous areas of GBAO during the winter period.

Printing of the Civic Education Textbook and Teachers Guide

IFES Tajikistan announced a tender to print the Civic Education Textbook and Teachers Guide with the following publications:

1. 24,000 copies of a 240 page textbook
2. 1,000 copies of a 340 page textbook
3. 10,000 copies of a 250 page textbook
4. 400 copies of a 350 page textbook

The announcement was published in the weekly paper “Asia Plus” on Friday February 24, 2006 calling for printing companies with the following requirements:

Cover color (4+0) glossy paper A3 format.

Inside black (15%) and cyan (3%) A4 format; one color page.

Binding: sewed and glued.

Service should include packaging and delivering to office.

IFES selected a printing company “Polygraph Group” as the best candidate. The Civic Education Textbook and Teachers Guide have been handed over for printing.

Civics Textbook and Course Monitoring

During the quarter, monitoring of the Civic Education Textbook in Uzbek schools was successfully carried out in Sughd and Khatlon oblasts. IFES hired highly qualified trainers from the regions to execute the monitoring. Currently, the information provided in Tajik is in the process of



Students filling questionnaires in Sughd (above) and Khatlon (below) oblasts



translation and evaluation. The results will be reported in the next quarterly report. The following monitoring data illustrates the number of students and teachers who filled in the monitoring questionnaires.

Sughd oblast

#	District	Sch. #	# of Students	# of Teachers
1	Rasulov	13	60	1
2	Rasulov	16	60	1
3	Rasulov	6	60	1
4	Rasulov	20	68	1
5	Rasulov	9	60	1
6	Rasulov	11	60	1
7	Rasulov	22	70	1
8	Rasulov	3	60	1
9	Rasulov	4	60	1
10	Rasulov	19	58	1
11	Rasulov	1	50	1
12	Rasulov	14	60	1
13	Ghafurov	33	18	1
14	Konibodom	57	57	1

Khatlon oblast

#	District	Sch. #	# of Students	# of Teachers
1	Hamadoni	18	51	1
2	Shahrituz	1	49	1
3	Shahrituz	2	38	1
4	Sarband	1	20	1
5	Bokhtar	35	27	1
6	Bokhtar	8	10	2
7	Bokhtar	26	15	1
8	Bokhtar	5	66	2
9	Bokhtar	27	12	2
10	Kolkhozobod	51	28	1
11	Kolkhozobod	2	50	1
12	Kolkhozobod	29	44	2
13	Jomi	1	11	1
14	Yovon	38	53	1
15	Kurgan-Tube	12	121	2
16	Kurgan-Tube	1	24	1
17	Kurgan-Tube	10	26	2

Preparation for National Olympiad

IFES Chief of Party Katherine Müller met with Khayol Boboev, Head of the Centre for Strategic Surveys and Project Development at the Ministry of Education. During the meeting, Katherine Müller discussed three projects IFES is going to implement in cooperation with Ministry of Education including; 1) National Olympiad on Civic Education, 2) Textbook Monitoring and Evaluation, and 3) SCC Clubs.

IFES' Textbook Coordinator worked to prepare a contract to organize a national Olympiad on civic education and monitoring of the Civic Education Textbook in Pilot schools in collaboration with Educational Reform Support Centre "Pulse." The National Olympiad will be conducted during the next reporting quarter.

SCHOOL-BASED ACTIVITIES

IFES trainers (who were working with the students and supporting the school based activities- SACs and SLGD in all regions) gathered at IFES' Tajikistan office for a group discussion of their activities. IFES' Field Coordinator from Sughd oblast and the Field Program assistant from Khatlon oblast also participated. Chief of Party Katherine Müller made an opening speech introducing trainers to the objective of the

week-long workshop, which was to analyze results, discuss findings, and make further plans.

During the workshop, the participants were involved in the following activities:

- Preparing financial report for activities in Sughd, Khatlon oblasts, Dushanbe DRS, and GBAO and submitting it to IFES' Finance department;
- Presenting accomplished activities in the field:
 - General review of activities
 - What were the successes?
 - What difficulties were faced?
 - What could have been improved?
- Reviewing reports from all regions, comparative analysis through Presentation and general discussion;
- Discussing general recommendations of trainers, brainstorming, and general topics;
- Mapping out the schedule/ work plan for SAC/SLGD sustainability in the regions;
- Discussing other issues related to implementation of designed work plans.

IFES' local activities coordinator Salohiddin Shamsiddinov worked with IFES trainers to prepare a work plan and budget for further SAC and SLGD activities in the regions. The follow-up visits and monitoring will continue in some regions. IFES' database coordinator is working to reflect the full monitoring result through graphs and diagrams. The report will be presented during the next reporting quarter as the team concludes the analysis.

IFES school-based projects enjoy support throughout the country

The support of the high ranking officials for civic education facilitated IFES' approach to district educational departments and schools, and paved the way for further successful implementation of the programs.

As indicated by trainers, one of the common findings in all regions is that there is a positive response to the implementation of SAC, SLGD, and civics course/textbook projects by school directors, parents, and educational department and local government officials. During a session of the local Majlisi in Shughnon district (GBAO) the Chairman of Hukumat of the district Jumaev Shofaqir requested members support the civic education program and recommended that education department managers and school directors to open SACs in all district schools and support other IFES projects. The Chairman was introduced to IFES' program during coordination meetings for the SLGD and during the event itself. The Chairman read the IFES project brochures and other informational materials provided by trainers. IFES Tajikistan received a request from the Hukumat of Shughnan as well as from Rushan district to organize training seminars on SAC for schoolteachers of these districts. The Hukumats want to coordinate with education departments and involve

teachers in the seminar in order to prepare them to open and promote SACs in all schools of the districts.

In Khatlon oblast, IFES was invited to attend the regional collegium's meeting of the education departments. After the opening statements, the manager of the regional education department gave the floor to the IFES representative who provided information about the civic education programs. The manager of the regional Education department informed the participants of IFES' tight collaboration with the Ministry of Education and recommended that education department managers and school directors to participate in IFES' Civic Education programs.

In Kolkhozobod district of Khatlon oblast, IFES received positive feedback from a local government official on the SLGD initiative. IFES' field program assistant visited the local government in order to coordinate an SLGD program and met with Saodat Allayorova, the Deputy Chairman on Ideological Activities of the Hukumat. Upon introduction to IFES' Civic education program, the Deputy Chairman said that she has heard praise of the Civic Education Textbook and always wanted to read it. The official requested a copy of the textbook, and showed great interest in supporting civic education. IFES sent a copy of the textbook to the Deputy Chairman soon after the meeting.

During the SLGD event which involved SAC members from school #2, Kolkhozobod district, the Deputy Chairman on Ideological Activities of the Hukumat participated. The official was impressed by students and invited girls to continue to work with the local government as volunteers. The official scheduled a meeting with students after the SLGD event in order to discuss the organization of a group of volunteers girls. *"In organizing cultural events in the district, we often have difficulties committing the time necessary to organize the event properly. Therefore, after the SLGD, I was so impressed by the girls, I thought that they could be of great help,"* explained Deputy Chairman Saodat Alliyorova. During the meeting, the official decided to test the girls' knowledge on school subjects, rights, and their knowledge on democratic governing through a questionnaire. *"Besides cultural events the girls should have knowledge on political parties and governance so that during meeting with district people they can speak intelligently enough and answer questions."* Thirty girls including eighteen from SAC were tested and ten were selected as volunteers. Presently, the group is engaged with the local government in preparation for the 2700th anniversary of the Kulyab district which will be in the district level.



Meeting on February 27, 2006: Deputy Chairman discussing interest of the local government to involve students in carrying out the cultural events in the district

As demonstrated through questionnaires used in schools throughout the country, the school directors, teachers and parents requested that IFES provide more training

seminars for students on civic education and on SACs in particular. Student Action Committees enjoy direct support from students' parents. Out of forty-two parents of SAC members interviewed in GBAO, thirteen (30.9%) said they will provide financial support to SAC and nineteen (45.2%) offered any kind of support needed. During an interview, a parent who works in a local Hukumat expressed his willingness to meet and acquaint students with the work of the government offices. Thirty (71, 4%) parents said they are happy to see their children interested in addressing community problems and becoming more responsible and intelligent people and attribute the behavior to their involvement in SACs.

STUDENT ACTION COMMITTEES (SACs)

IFES Tajikistan successfully carried out monitoring of new and existing SACs across the country. IFES' representatives filled in monitoring questionnaires through interviews with SAC Heads (students), mentors, school authorities, teachers, and parents. The following charts illuminate the number of stakeholders which were interviewed during this period:

Sughd oblast

#	District	# of schools	# of SAC Heads	# of Mentors	# of school authorities	# of Parents	# of Teachers
1	Khujand	22	22	22	22	49	35
2	Chkalovsk	1	1	1	0	2	0
3	Ghafurov	5	5	5	5	12	6
4	Ghonchi	6	6	6	6	8	3
5	Isfara	5	5	5	5	14	3
6	Istaravshan	4	4	3	4	5	5
7	Rasulov	1	1	1	1	1	1
8	Qairoqum	3	3	3	3	10	8
9	Konibodom	3	1	1	3	2	3
10	Penjikent	4	4	3	4	10	3
11	Spitamen	1	1	1	1	1	2
12	Maschoh	1	1	1	1	3	1

Khatlon oblast

#	District	# of schools	# of SAC Heads	# of Mentors	# of school authorities	# of Parents	# of Teachers
1	Qurghontepa	10	7	8	7	47	5
2	Kulyab	3	3	3	3	13	3
3	Sarband	2	2	2	1	0	0
4	Vakhsh	3	2	2	2	11	1

5	Vose	2	2	2	2	9	2
6	Kolkhozobod	2	2	1	2	11	1

GBAO

#	District	# of schools	# of SAC Heads	# of Mentors	# of school authorities	# of Parents	# of Teachers
1	Khorogh	3	3	2	3	17	3
2	Shughnan	2	2	2	2	14	3
3	Rushon	2	2	2	2	9	4
4	Darvaz	1	1	0	1	0	0
5	Roshqal'a	1	1	0	0	2	0

Dushanbe and DRS

#	District	# of schools	# of SAC Heads	# of Mentors	# of school authorities	# of Parents	# of Teachers
1	Dushanbe	11	10	10	11	25	9
2	Hissor	2	2	2	2	7	2
3	Shahrinav	2	2	2	2	6	4
4	Rudaki	1	1	1	1	3	1
5	Tursunzoda	1	1	1	1	2	2
6	Vahdat	1	1	1	1	3	1
7	Varzob	2	2	2	2	4	2

SAC Programmatic Activities and Endeavors

Throughout the country, SACs are carrying out interesting activities and generally have favorable relationships with school authorities. SACs organized clean-ups in and around schools; created charity boxes in order to collect money for the disabled, poor and orphans; organized sports and educational competitions, quizzes, poetry readings, etc. In many schools on Teacher's Day, SACs organized self-governing day events in which students work as teachers and carry out administration activities at the school for an entire day. Students elect a "school director" and deputy director of the day and choose active students as teachers. In each case, the SAC Heads were elected as "directors" and other members of the SAC were chosen as "deputies" and "teachers" by all students. Young "teachers" replaced teachers in all the school classrooms. "Directors" organized general school meetings and discussed students' behavior, conduct, and knowledge. At the end of the day, students organized fun short plays for teachers to congratulate them on their holiday.

IFES Tajikistan received a letter from the SAC of Gymnasium #4 of Khujand district, in which students wrote about successful implementation of their project "SAC is always by your side." Students approached a local firm "Sputnik" with a project

targeted to help a sick woman in the community. Students received 160 somoni from the firm and purchased several food items, clothes and medicine which were needed by the sick woman. Students received a thank you letter from the woman and praise from the Gymnasium authority. The contribution of SAC Head Nargis Qosimova (DSC participant in 2005) was significant as observed by IFES trainers during a monitoring visit.

Earlier, this SAC had also successfully implemented a charitable project. Having approved their project with the Gymnasium Director, SAC announced an activity which was to give a helping hand to children from boarding school #33 in Khujand district. All the students in the school participated in the project by donating money and



Children receiving gifts from SAC members

clothes which they no longer used. SAC members collected 150 somoni and bought gifts. They also collected many clothes which were washed, pressed and neatly packed before being given to children.

One-hundred-and-fifty students from the boarding school received gifts and clothes donated by the SAC.

The head of the SAC at school #18, Khujand district, approached the Director of the school and got permission to use the canteen to make plov, a national dish, to sell to other students in order to raise funds for helping members of the community. In hearing the proposal for the project, the Director agreed it was a great idea and volunteered a personal loan to support the initiation of the project. *‘I lent the SAC 60 somonis to help launch this project. I was delighted to do this as I know they will use the funds raised in the canteen to initiate other SAC projects and help more people.’*



SAC members visiting Monadniso

Since December 2005, ten girls from the SAC have worked in the canteen one day a week and made money to repay the loan from the Director and purchase

gifts and supplies for underprivileged members in the community. Students from the SAC purchased New Years gifts and delivered them to four elderly members in the community. In January 2006, SAC members visited the homes of several retired members in the community, bringing with them small gifts and plov they had prepared in the canteen. Two of the recipients, 81 year-old Dimitry Simshenko and 69 year-old Monadniso Dadoboeva expressed sincere gratitude for the students’ kindness. During their visit to Mrs. Monadniso’s house, two boys from the SAC took the initiative to whitewash both the inside and outside of the house.

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SAC members at the Boarding school entrance with gift packages



SAC Fair participant Mavzuna Bobojonova who is the Head of the SAC at school #3 Khujand district, together with four other SAC members wrote a project, "Visiting and helping poor students." In a general school meeting, the team gave a presentation on their project and invited other students to participate. Students donated fifteen pairs of clothes and seventy-five somoni in total. SAC bought thirty pairs of socks, forty flat cakes (bread), five packets of dry tea, and 5 kgs of sugar. The SAC team visited boarding school #3 of the district and donated the items. The boarding school director received the students well and expressed gratitude for their charitable action.

The new SAC at school #2 of Kolkhozobod district, Khatlon oblast (which opened on December 1, 2005) has implemented several interesting activities. As this school is located on a very busy street, members of SAC act as the traffic cop in front of their



Students safely crossing the street

school assuring safe passage of children across the road. A team of twenty SAC members from grades 9 and 10 stay on duty in the morning before school and in the afternoon when young students are returning home. Set on a rotating schedule, two students work the crosswalk during each time slot. In the near future,

the students are planning to paint road signs before the school as well as crosswalk stripes. A mother of a 2nd grade student commented, *"I work outside the home and cannot bring my children to school. I would always worry about the children when I sent them off in the morning. After SAC members took over this project, I was able to relax and now I know they will make it across the road safely."*

SAC road police are also taking down names and numbers of vehicles who do not obey the crosswalk rules. Violators of the rules are being addressed by the police in order to educate the public on the importance of obeying the safety rules. A similar project was implemented by the SAC from School #14 in Khujand, Sughd oblast.

Members of the SAC at school #2 of Kolkhozobod district approached the Jamoat (village council) to get the names of four candidates; war veterans, elderly and needy people, they wanted to assist. After getting the names, members of the SAC visit these people once a week in order to help them clean and do yard work. On February 23, 2006, SAC members gathered their money and donated it to these people.

During their initial trip to the Jamoat, they were asked to help updating records of young people born between 1976 and 1987. The students gladly accepted the task. Organized by the SAC, twenty-five students from grades 9-11 worked every day for ten straight days in order to update the records. Over 30,000 names from previous records had to be sifted through, as well as adding names of those who had immigrated to the area. In addition to working on the census, students also worked to rebind books and clean up the records area.

The Tajikistan State-based Youth Centre organized an essay-writing competition on HIV/AIDS among schoolchildren from the Somoni district of Dushanbe. Hamida Alisherzoda, a participant from IFES DSC-2005 took part at the event and won the first place among all participants. Hamida Alisherzoda has been the SAC Head at school #95, Dushanbe for two years and is one of the most active girls at school. The Youth Center invited all essay competition winners from other districts to a training seminar which took place in Alma-Ata, Kazakhstan. Hamida Alisherzoda, along with other Tajik and Kazakh peers, attended a training seminar on HIV and drug prevention, children's rights, the role of youth on social development, and other various topics.

IFES Tajikistan received a letter from the SAC Head from Gymnasium #24, Khujand district of Sughd oblast. In the letter, the SAC Head reported that on February 10, 2006, Kamolzoda Munisa, an active girl from the SAC participated in a regional Olympiad of Young Technicians organized by the regional Education department of the Ministry of Education of Tajikistan. Munisa Kamolzoda won first place among participants. Continued monitoring



Munisa receiving certificate from juries

of Gymnasium #24, Khujand is in the new work plan of the trainers. More information will be obtained on the activities of this SAC and its members during upcoming monitoring visit.

SAC members from lyceum #3 Isfara worked to collect books in order to establish a library at their newly opened Lyceum. Through a reference, students located a retired woman, a former employee of the culture sphere Rano Sharipovna, who possessed a private library. The woman was quite surprised by the SAC initiative and agreed at once to give three hundred literature books to the Lyceum library. During a meeting with students and Lyceum authority, the woman expressed, *“In order for today’s youth to become well-educated and well-brought up with an expanded outlook, I am willing to donate books from my home library to the Lyceum.”* These students continue looking for books from other community members to expand their library.

The SAC at Gymnasium #6, Isfara district (Sughd) established an SAC magazine named “Dawn of Hope.” Students publish their magazine weekly and feature the SAC activities and other school events. The magazine begins with the logo “Take the Education Light as Your Guide.” The magazine continues with a slogan “SAC will become your Guide.”



The text diagrams the structure of the SAC and the students in charge of each department. It follows featuring the SACs those who contributed to the charitable project which made financial contributions to a neighboring orphanage. In conclusion, the paper announces and congratulates the winners of an Olympiad recently organized at school. The margin of the magazine features an announcement calling for

students to create and submit short poems, rhymes and short stories as SAC plans to publish a booklet reflecting young talents.

In the rural community of Maschoh, there is a large percentage of girls who stop attending school when they reach the middle grades. A common problem in similar communities, many of these girls forego the opportunity to attend secondary school, and only few continue to the university level. Parents keep them home, and others simply lose interest. The SAC in Maschoh School #11 organized a commission to monitor attendance, focusing on young girls. Results showed that 12 girls from grades 7, 9 and 10 had not attended school for over a month. Organized by a SAC member and Head of the girls, 53 active girls from grades 8-11 joined together to discuss the attendance problem. The group devised a plan to convince these 12 girls and their parents the importance of returning to school. Members from the group met with the girls and explained to them the value of education. It is the right of women to attend school, in fact it is mandatory do. Members explained; girls



need to attend school, even though they will marry in the future. Along with being a good wife and mother, it is also important to be educated and contribute to society.

Amazingly, after lengthy discussions, all 12 girls were persuaded to come back to school and their parents were convinced to support them. These girls now attend the school full time and are working hard to make up for lost time.

In Panjikent district in Sughd oblast, SACs are working very well and are impacting students in schools #1 and #15. In school #15 the SAC has been open since 2002 and has 22 members. Since September 2005, students have implemented several activities including organizing seminars on democracy, gender issues, labor migration and human trafficking, HIV/AIDS prevention; organizing “Hamadon” (a program where students compete based on their knowledge); assisting the elderly, reading poetry from classical and contemporary authors, and organizing sport events. The Head of this SAC was a participant in IFES Democracy Summer Camps and is quite knowledgeable. She was greatly inspired by the summer camp training and its activities. The Mentor is actively connected with the SAC and provides advice on the activities. According to their work plan, over the next three months the SAC will organize an SLGD event, a competition of the best paintings, best national clothes, and a self-governing day at school. The school Director is well informed of the SAC activities and supports and appreciates the students’ activities.

The Director was very pleased with the Poetry reading ceremony organized by the SAC. He suggests that the SAC should organize more discussions on Drugs and HIV

prevention. During an interview, school teachers noted that the SAC bestows a positive influence in the other student's behavior. The teachers suggest that the SAC support students in lower-level classes and assists students from poor families. The parents know a lot about the SAC activities and are pleased with their children becoming SAC members. They note that their children are becoming more active and have started thinking like elders (in a more responsible way). One father said that brochures should be distributed or seminars should be organized in order to inspire students to participate in social activities. One mother suggested that the SAC render more assistance to poor families.

In school #1 of Panjikent district, the SAC has been in operation since 2002 and has 80 members. The SAC Head participated in the DSC and upon returning, shared her knowledge with other schoolchildren. The projects this SAC has carried out include a seminar on "Who is the active citizen?" a day of students' participation in school administration work; carrying out "Hamadon" and sport competitions. Students in this SAC plan to continue to organize quizzes, help disabled people, veterans and orphans; organize general cleanings of the school and community area; organize seminars on different themes; and establish a newspaper. Teachers and school authorities have a good relationship with the SAC and assist them with their activities. One teacher expressed that they heard a lot about IFES seminars from the SAC head and from students who participated at summer camps. During interviews, parents expressed satisfaction for a program like SAC as it makes students think about community problems.

The SAC at Lyceum #1 of Konibodom district organized a clean-up campaign. The SAC gathered schoolchildren from 7-11 classes and worked to clean the district's park situated near the Lyceum. Students cleaned the area, removed garbage, plowed around trees, and planted new trees. The authority in charge of the district park expressed gratitude to the SAC and to the Lyceum administration. Moreover, this SAC organized a competition and identified the cleanest classroom at their Lyceum, thus drawing the attention of the schoolchildren to cleanliness and hygiene.

The SAC at Lyceum #1 of Spitamen district, Sughd oblast has been open since January 2005 and has 21 members. During the last five months, students carried out several interesting projects. They organized a seminar on hygiene and also a paid concert devoted to the Health Year. The money collected during this event was used to repair the school radio system. The SAC activists speak about their projects through the all-school radio and draw attention to the SAC program. Students also organized a competition to repair desks, chairs, and tables in their school, and awarded the winners with gifts. During Teachers' day, the students established a special stand for teachers, organized a self-governing day, as well as a concert and play for teachers; they organized a lottery game in order to make money for the SAC activities, and carried out computer-training classes for students from poor families. The school teachers noted that the SAC positively influenced students' behavior. Students learned to work independently and have acquired the abilities of identifying and solving problems. Teachers appreciated the students' initiative in preparing and

distributing handout materials on hygiene and disease prevention among students. They suggest that the students render assistance to war veterans and disabled people in addition to all those they are currently helping. The teachers expressed gratitude to IFES for supporting students. During the monitoring interviews, students' parents generally noted that their children are becoming independent in solving problems and are formulating solutions to solving social difficulties. A parent indicated that after joining the SAC, his child now considers providing help to elders, disabled people, and orphans as a priority, working to benefit society.

The SAC at school #38 of Ghonchi district, Sughd oblast has been carrying out interesting activities since September 2005. Students organized to clean the school grounds, created a charity box and collected money for disabled people and poor families and organized "competitions on rights" among senior classes. According to their work plan, this SAC is going to organize a competition on "Student ethics;" establish a class-museum; and organize a round-table discussion with the participation of medical officers, teachers, and activists from the village. The school Director was very fond of the competitions organized by the SAC regarding the rights among classes and appreciated students' charity activities and cleaning campaign. During the monitoring interviews, the school Director suggested that students should implement a project entitled "Know your position in society," and expressed that he is ready to support the SAC activities. During the interviews, teachers and parents indicated their support to the SAC. One mother showed enthusiasm for the club and wanted to be involved in the SAC activities. She considers the SAC to be a relevant committee in encouraging youth to be active and knowledgeable. The mother expressed willingness to work jointly with other active women, the community committee and the village Jamoat (Council) to organize regular consultations with the SAC. This mother suggested that the SAC should implement a project on "Developing Youth Education and Culture."

With the approaching spring season, SAC members in almost every school of the country are planting trees and gardens. SAC members at school #10, Qurghonteppea started the initiative to plant trees and shrubs around the school in effort to make it more attractive and cooler in the summer. SAC members collected money from students, 20 dirams each, totaling 156 somoni. In addition to the money collected, many students and teachers brought trees and shrubs from their homes. Students planted 600 trees and flowers, including 230 fruit trees, 112 shade trees, 58 evergreens, and 200 flowers and shrubs. A teacher of Uzbek language and fellow participant said, "SAC members are very passionate about participating in community and school activities. This kind of undertaking encourages other students to recognize and understand how important it is to contribute to the prosperity of the school." One day a week after class, SAC members water the new greens and weed the beds. They are proud of their hard work and their contribution to the school image.

At Gymnasium #4 of Khujand district, two SAC members took the initiative to monitor the greenery in the classrooms. Supported by school authority,



students announced a “law” compulsory for every classroom to acquire at least 6-8 potted plants or flowers. The two SAC members conduct a “raid” two times a week checking all the classrooms. Students from the entire school worked to support the SAC project. Students also planted and cared for beautiful flowers in the schoolyard.

SAC Sustainability and Local Initiative

During the monitoring process, IFES observed that in the past, the clubs were not sustainable due to the lack of “handover” from one graduating president to the upcoming president. IFES now provides personal training in each school for the entire club including students in each grade, thus establishing sustainability. The monitoring results have revealed that in some SACs it is necessary to implement a re-training. Often, the main issue was that these SACs had little knowledge on fundraising for their club and projects.

During this quarter, new SACs were established in nine schools of Dushanbe and DRS including:

- Schools #34 and 88, and Gymnasium “Hilol”, Dushanbe;
- School #56 and Lyceum #1, Varzob district;
- Schools #1 and 3, Shahrinav district;
- School #3, Vahdat district;
- School #5, Hissor district.

The new SACs were established as a result of training groups of thirty students in their schools (thirty students from each school are being trained to assure sustainability of the SACs). During the SAC trainings, students also received SAC manuals and additional handout materials. At the end of this training, the thirty participants elected the Head of their SACs, prepared work plans and began their activities. The election of the first president or head of the SACs has also been modified as only students who have participated in the training and understand the role of the SAC partake in the election.

Before each training event in the schools, coordination meetings were held by the IFES SBA Coordinator and the Educational departments in Dushanbe and Districts of Republican Subordination. This same strategy is applied in each region in the country. The visits are followed by a meeting with the school directors where the mentor and the thirty best and most-active students are selected. These selected students receive an invitation from IFES that is taken to parents in order to obtain permission to participate in the training and in the SAC activities. Most training events were carried out the following day.

IFES received a letter from a school director situated in the remote village of Rushon district, GBAO, noting that they heard about IFES’ SAC program and feels it is very relevant. “SAC is very important for developing a healthy civic society,” says the school Director, “That is why, as the Director of school #31 in Nissor village of Rushon district, I believe it is ideal to establish an SAC and consider its work plan and charter as a solution to the problems in the upbringing of students at school.” A

general school meeting was organized with assistance of the IFES trainers in which the school authority provided information about IFES' civic education and student action committees. Students were informed about the SACs in other schools of the region and throughout the country. Students voted to elect their SAC Head, recognized their Mentor, and appointed the heads of the SAC public relation department, finance department, and news department. Thirty students representing 8, 9, and 10th grades joined this SAC and began preparing their work plan.

Following a recent IFES' SAC re-training at school #20 of Shughnan district (GBAO), students decided to open new SACs in their neighboring schools. Students successfully coordinated with authorities at school #18 and #19 in order to carry out a SAC training seminar with the intent of establishing SAC's in these schools. Students organized a presentation and shared the recently gained information from the re-training with their peers at schools #18 and 19. Students from school #20 prepared and sent a report to IFES trainers working in the region. These students are also studying Civic Education Textbook in their schools which is, as they mentioned, one of their favorite subjects. They requested IFES provide schools #18 and 19 with the Civic Education Textbook.

SACs opened by DSC participants

A Democracy Summer Camp participant from 2005 promoted the creation of an SAC in Lyceum #2 of Asht district. A meeting was organized with the IFES Sughd representative and trainers. In this meeting the Lyceum Director announced and congratulated students for establishing the SAC. Students appointed their Mentor and began their activities. They first organized a quiz on general knowledge, called the "Intellectual show" game, and at a later date, held two sports competitions. The SAC collected money from students and awarded the winners for each event with special gifts. Students organized a clean-up around the Lyceum territory. The Lyceum authority appreciated the students' actions based on their own initiative. The SAC also organized a poetry reading ceremony devoted to Teachers' Day. All the teachers and schoolchildren were invited to the ceremony which included poems, essays, and admonitions about teachers recited by students. Additionally, students from this SAC attended a meeting with a representative from the Public Relations Department of the Ministry of Internal Affairs and received information on crime prevention.

A DSC participant worked to open a new SAC in school #4 of Hissor district. The DSC participant shared his summer camp experience and informed other schoolchildren of the concept of student action committees which operate throughout Tajikistan. Students coordinated with the school authority and established an SAC, electing the DSC participant as the SAC Head. During the first five months of its existence, the twenty SAC members carried out several activities including renovating the school sport ground, collecting money and buying gifts for orphans, and assisting war veterans. Students now plan to repair desks, tables and chairs in the classrooms of the elementary students. Club members also want to visit labor veterans and the elderly. IFES trainers visited the school and interviewed the SAC Head, Mentor, school authorities, parents and teachers and received very positive

feedback. The SAC members and school authority showed keen interest and requested IFES to organize more training and provide handout materials on SAC, to which IFES complied.

SAC Re-trainings

IFES trainers carried out a SAC re-training at school #20 of Shughnan district, GBAO. Thirty students including twenty-six girls and four boys, and the SAC Mentor participated at the re-training and received additional materials and handouts on SAC. The SAC Head reviewed the activities implemented in 2004-05, some of which took place at the village level. The trainers presented examples and narrated the successes of other SACs in the country. As part of these trainings, students are involved in thinking about the problems in their village that can be solved by students. They receive information on how to make projects and prepare small budgets for their implementation. During the re-training, students who recently participated in an SLGD event shared their experience on the work of the local government. The SLGD event was organized by IFES and encouraged the SAC members to carry out activities in collaboration with local government. The event drew attention of other students and village inhabitants.

SAC re-trainings were also successfully carried out in Khorog district school #9, and school #27 of Roshqal'a district in GBAO. Thirty students participated in each.

Following a successful coordination with the educational department and school authority, IFES trainers visited the SAC of school #1 in Darvaz district, GBAO for monitoring purposes. The result indicated that students are very active in this SAC and there is a good connection between students, school authority, and students' parents. However, students needed to learn find raising techniques for their projects. The school currently does not have a sports ground. Students consider this problem as their first priority project. One of the SAC members who is the wrestling champion at the regional level showed enthusiasm to raise money in order to open a sport hall. IFES trainers carried out SAC re-training involving fourteen boys and twelve girls and the SAC Mentor. Students obtained information on writing projects and raising funds. During the re-training, students also learned about the work of their peers in SACs throughout Tajikistan.

Education departments, local government officials, and school authorities supported IFES' Civic education program and SAC activities. The deputy manager of the education department expressed his satisfaction with the work, commenting that last year the committee carried out significant activities which included a big clean up and tree planting campaign in District Park, as well as assisting war veterans.

Following the re-training, the students organized an SLGD with the aim of learning how the local government functions as well as building a link between it and the school. Students desired to establish a sports hall in the centre of their town. Through organizing the SLGD, students obtained permission to use any empty

building in the town as their sport centre. Students also planned to approach the local government for a grant in order to renovate the hall and buy sport equipment.

Students informed IFES that they will send a full report on the results of their activities as the geographical location of this district and the winter transport challenges will not currently allow visitation.

Young kids join SAC

The successes of several SACs have caught the attention of many students in junior grades. These students have subsequently joined the SAC.

Many SAC's have very large numbers. Some of the inflation is due to the younger student's participation. SAC's who have outstanding numbers are the following:

- Dushanbe** Lyceum #53 with 250 members,
School #60 with 160 members;
- Khujand** district Turkish-Tajik Lyceum with 250 members,
School #12 with 69 members;
- Penjakent** district school #1 with 80 members;
- Kulyab** district school #40 with 250 members,
Lyceum #1 with 80 members;
- Vose'** district school #1 with 50 members.

During the monitoring interviews at school #40 of Kulyab district, the school Director emphasized that *"It is just the operation of SAC that makes our school distinguished both on knowledge, behavior and conduct."* The SAC has 250 members at this school. Students from lower grade classes including 6, 7, 8, and 9 constitute half of the club members while the rest are 10 and 11th grade students. *"The lower grade students contribute greatly to the SAC activities and take pride to carry out SAC activities,"* indicated the SAC Head, *"When the school authority respects us and trusts us to organize school events and other activities we became well-known. That's why lower grade students voluntarily joined SAC."* IFES Tajikistan sees this as a success because the participation of lower grade students is a guarantee of a longer duration of the SAC.

In addition to other activities, the club has established a charity box collecting money for "emergency situations." Three times in the last school year, the SAC has emptied its charity box and donated the contents for a good cause. For their efforts, the SAC and its members have been recognized on local TV and are commended throughout the town. Lending an academic hand, SAC members donated 120 somoni from their charity box to help pay for textbooks essential to the learning of the students. They used a portion of the money to restore displays in various classrooms throughout the school including the



Student showing off charity box

military, computer training and foreign language classrooms.

For their generous actions, the club has received recognition from a manager in the Education Department, Mazarifov Abdulkhafiz. *“In the education department, we are well aware of all the activities of the SAC and the money given to the Moscow student as well as to the young man with mental illness. We have reported these kind and generous actions to the executive government of the district. The work accomplished by the SAC members is incredibly kind and compassionate. We are very proud of their hard work and dedication.”* The SAC Head prepared a booklet on their activities and presented it to the school authority.

STUDENT LOCAL GOVERNMENT DAYS (SLGDs)

IFES Tajikistan successfully carried out the monitoring of the SLGDs across the country. The following charts illuminate the number of SLGD participants and stakeholders monitored during the period:

Monitoring of New SLGD

Sughd oblast

#	District	# of schools	# of students	# of Govt. officials	# of Parents	# of Teachers
1	Asht	1	10	3	0	0
2	Zafarabad	1	11	6	5	1
3	Maschoh	1	11	1	0	1
4	Taboshar	1	10	0	0	0
5	Shahriston	1	10	1	1	1

Khatlon oblast

#	District	# of schools	# of students	# of Govt. officials	# of Parents	# of Teachers
1	Farkhor	1	10	3	9	2
2	Vakhsh	1	10	2	3	1
3	Kolkhozobod	1	10	2	6	2
4	Qabodiyon	1	10	3	0	0

GBAO

#	District	# of schools	# of students	# of Govt. officials	# of Parents	# of Teachers
1	Shughnan	2	19	10	4	2

Monitoring of SLGD by SACs

Sughd oblast

#	District	# of schools	# of students	# of Govt. officials	# of Parents	# of Teachers
1	Khujand	5	24	8	9	8
2	Qairoqum	1	6	3	2	1
3	Ghafurov	1	6	5	1	1

Khatlon oblast

#	District	# of schools	# of students	# of Govt. officials	# of Parents	# of Teachers
1	Kurgan-Tube	6	27	8	27	7
2	Kulyab	1	7	5	5	2
3	Vose	1	5	3	5	3

New SLGDs

Before the events, students received IFES-organized SLGD training and gained basic knowledge in preparation for the event. The coordination with the Education department, the local government, school authorities, and other logistical planning was carried out by IFES Field Coordinators and trainers. Authorities in the Education department, local government, and the school warmly received IFES' representative and expressed willingness to participate in other IFES programs.

An SLGD event has been successfully implemented in Asht district of Sughd oblast involving schoolchildren from Lyceum #2. Ten students including eight boys and two girls were hosted by six local government officials working in six different offices: These were the chairmen of the district Hukumat office, General department, Organizational department, Economy department, Labor department, and the Committee on Women's and family affairs. IFES' Field Coordinator made arrangements with the Educational department, the local government, and the Lyceum authority. Authorities from the Education department, the Hukumat, and the Lycem in Asht district proved to be very interested and supportive of the visit from students to the local government officials in Sughd oblast. The education department in Asht district showed keen interest in implementing the SLGD events and suggested involving Lyceum #2 where students recently opened an SAC. The Education department authority is aware of the SAC activities in this new school. In following the suggestion, the IFES representative received a warm welcome by the SAC members at the Lyceum. The Director expressed interest in participating in the SLGD training and, together with the mentor, joined students in the group work exercises. Students were active in the discussions and demonstrated responsibility while performing tasks and exercises. They showed an interest in learning as they had little previous knowledge of the work of their local government. Students and the Lyceum authority felt proud for being chosen as SLGD participants in the town.

As part of monitoring the SLGD event, IFES representatives interviewed government officials and showed students how to fill out Entry and Exit questionnaires for the event. The results of the monitoring indicated that students learned the tasks and responsibilities of the departments they worked with and the local government in general. The results also showed that schoolchildren became more aware of their responsibilities as students and citizens. Students indicated that they will share their experience with friends, family, and neighbors. In the questionnaires, students gave recommendations to the local officials: that they have regular meetings and are in touch with people informing them about the government activities.

Government officials appreciated the organization of this event, which was the first of its kind in the town. The Chairman of the Hukumat indicated interest and personally participated in the program. *"It's a very genuine program for preparing future leaders of the society. I support such an experience-exchanging activity. I am looking forward to receiving one of the best students in my office. I wish to work with such students"* said the Hukumat Chairman during the interview. *"Many people will gain awareness of the work of the Local government through SLGD participants."*

They (students) will also learn on their own, many new things during one day while working in the government offices and will be able to draw their own conclusions. This information helps people feel closer to the local government.” A student who participated in the Hukumat Chairman’s office felt proud as the Chairman called him by his name and introduced him to visitors as his **colleague**. Students learned about the work of the office and the common visitors that are received during the day, “I can make a good government employee from Iqbol (participant); his questions to me were really curious and mature. I was so impressed by the student’s questions. He was so prepared and well educated; I had to think carefully about the way I worded my response, as to make sure I was being accurate,”

noted the Chairman of the Hukumat. The Chairman indicated that students learned only about the work of some departments, but now they are welcome to come and learn about the other departments’ function in the Hukumat. *“It changes students’ opinion about government employees and the responsibilities of the government authorities. It contributes to spread correct information among other citizens,”* emphasized the Chairman. The Hukumat Chairman is aware of the work of the SAC



Boboev Iqbol working with Chairman, Kurbonov Anvar during the SLGD

in the town. He suggested SAC activists to come and present their work to other departments, and advised the SAC to cooperate with the Committee on Youth Affairs and other government departments in order to implement activities and solve problems in the town. The Chairman made several interesting comments during the interview. “I think that their active participation during the elections is necessary. They should learn that people elect persons for governmental positions among those who deserve the position. Many people rush to buy such positions through money or through some friends, but not everybody takes these positions as a way of life to serve other people. We government officials must give priority to serve the people. Being human- being humanist, should be our constant logo” said the Chairman at the end of the interview. The Hukumat Chairman and other officials expressed their gratitude to IFES Tajikistan and requested assistance in conducting SLGD events in other schools in the town.

An SLGD event was successfully implemented in Farkhor district of Khatlon oblast. Ten students including seven girls and three boys from school #10 participated in the event. Students worked with three government officials, managers of Personnel Affaires and Organizational Department; district Hukumat Chairman Apparatus; and general department of district Hukumat chairman apparatus. Prior to the event the Hukumat Chairman met with the students, welcoming them and indicating a willingness to cooperate with the students. Students were encouraged and felt happy for the opportunity to be **the first students in the town to enter the Hukumat building and directly talk with local officials**. The Chairman welcomed IFES’

program which is being implemented for the first time in the district and called it “*relevant and necessary to teach students about the role of the local Hukumat.*”

During the monitoring interviews the Head of the district Hukumat Chairman Apparatus indicated his appreciation for the SLGD program and noted a need to involve all youth in this type of program. “*It is a good program; during my studies I once participated in a program similar to this. Maybe that helped me to reach to this position today,*” says the local official, “*Such programs prepare students in developing their civic education. They will have more initiative in choosing their profession.*” The Head of the district Hukumat Chairman Apparatus recommends that students improve their knowledge, learn the government laws, become active in social activities, and cooperate with local government in order to become active and informed citizens. Other officials also requested implementing SLGDs involving all the schools, including town and village schools. “*Through this method youth can become active citizens and be aware of their rights and responsibilities*” emphasized the Manager of Personnel Affaires and Organizational Department during the monitoring interview.

SLGDs Designed and Implemented by SACs

An SLGD event was successfully implemented by the SAC of school #2 in Kolkhozobod district, Khatlon oblast on December 23, 2005. During SLGD, ten students including seven girls and three boys worked in five departments of the local Hukumat:

- The Labor department;
- Department on Women’s affairs;
- Department on work with teenagers;
- Social department;
- Office of Deputy Chairman on Ideological activities of the district Hukumat.

The students were received by Managers in all of the departments.

A SLGD event was implemented by SAC members from school #9 of Qurghontepa district of Khatlon oblast. In this case, the SAC students took the initiative to organize a visit to the local government officials. Five students, **all active girls** from this SAC participated in this SLGD. The IFES trainer accompanied the students to coordinate with the Educational department. Students were interested in learning about the work of the Educational department in the local government and therefore decided to carry out the event there. They worked with the Manager of the Educational Department and were introduced to the department’s activities in detail.

In preparation for this visit, students attended the SLGD training organized by IFES trainers exclusively for this group of students. The School Director expressed gratitude to IFES for organizing trainings which help students meet with local officials and build connections with the local government. Students shared their experience with other students.

An SLGD event was successfully implemented by the SAC school #14, Qairoqum district Sughd oblast. Six students and three local government officials participated in the event. Students were received in three departments of the local government including the Organizational and Personnel department, the Committee of women's and family affairs, and the Labor Center.

Another SLGD event was successfully implemented on March 28, 2006 jointly by SACs from Lyceum #3 and Gymnasium #6 of Isfara district. Ten students including five from each school participated in the work of five departments. Both, students and government officials would like to continue organizing this type of event on their own and expressed a warm gratitude to IFES for introducing the SLGD event. The Chairman of the Isfara district Hukumat said:

"I am very elated for this program and always will support it. This program meets the demands of today and establishes background for a democratic society. The district Hukumat's doors are always open for such events."

An SLGD event was jointly implemented by SACs from Schools #20, 15, 18 and Gymnasium #4 of Khujand district (Sughd oblast). Twenty students were hosted by the following Local Government officials in the departments:

1. The Prosecutor's assistant -Pochomulloeva Matluba;
2. The Head of the Citizen's State registration office- Tohirova;
3. Wedding House director Sulaimonova Bashorat;
4. Social security office – Qodirova Oqila;
5. The Head of the Education Department of Khujand district -Khodjaev Nurullo.

DEMOCRACY SUMMER CAMP (DSC)

IFES Tajikistan started preparations for the DSC program. IFES' School-based Activities Coordinator worked to prepare a DSC application form and distributed it among students in all regions. IFES Tajikistan considered a number of qualified local NGO partners with whom to work during the event. One main NGO partner will be responsible for coordinating all activities involved in the program. In response to the announcement four NGO candidates applied. NGOs will be invited for an interview and IFES will select the most qualified to implement the summer camps, based on past experience and the potential to hand off the program to them for future implementation. DSC Application forms have already been distributed to all regions of Tajikistan. Students from GBAO filled out the applications and trainers will select students from this region.

IFES' civic education team prepared a follow-up questionnaire for DSC participants. The questionnaire is designed to collect information on DSC participants' activities after the summer camp trainings in 2005. The monitoring of the DSC participants was included in the further work plans of IFES' trainers.

STUDENT CONVERSTATION CLUBS (SCCs) AND STUDENT PARLIAMENT DAYS (SPDs)

The IFES team worked to prepare plans for SCC & SPD program. Chief of Party Katherine Müller supervised the team in planning the implementation of a workshop for SCC members from different universities. The idea is to bring SCC Heads and some of the most active members from different universities (of different regions) together and involve them in discussing the SCC program. At the end of the workshop the students are expected to produce the following:

- Regulations;
- List of topics to be discussed through SCC;
- Survey to find guest speakers for SCC events;
- Work plan

IFES put an announcement in the press and hired a specialized trainer from IFES' local NGO partner *Pulse* as a potential candidate on Management and Leadership in order to organize the implementation of the workshop. The trainer will prepare a Manual on SCCs and, during the workshop, provide training on management and leadership and the structure of the SCC. The IFES team worked to prepare a scope of work for the trainer, and prepared a budget for the event.

The IFES team discussed plans for the SPD program which will include implementation of six SPD events before the end of the semester at each University. As IFES submits the Handbook on Human rights to Majlisi Oli some of the SPD events will feature the discussion of Human Rights as per the interest of students and Parliamentarians. The SCC workshop and SPD events will be organized during the next reporting quarter.

III. MATERIALS PRODUCED

- Handbook: Teaching Civic Education through Interactive Methods of Teaching
- Follow-up questionnaire for DSC participants
- Translation of the Handbook on Human Rights for Parliamentarians
- DSC Application Form

IV. PARTNERS

IFES' PR & Communication Coordinator worked to prepare a Newsletter on IFES programs and activities. The newsletter describes all current IFES activities and some election programs implemented during the parliamentary elections of 2005. For each program, there is an informative explanation, the program's achievements and future plans. The newsletter is intended for governmental officials, such as ministers, president advisors, and heads of Hukumats with the goal to market IFES' activities. It also can be used for donors to sell IFES' programs.

MAJLISI OLI AND THE INTER-PARLIAMENTARY UNION

In response to the special request made by the Ministry of Foreign Affairs to IFES, IFES Tajikistan presented a request to the British Embassy to obtain funding to translate, edit, and print the “Handbook on Human Rights for Parliamentarians” prepared by the Inter-parliamentary Union. Upon receiving the formal request from the Majlisi Oli and the approval of these funds from the British Ambassador, IFES Tajikistan hired two independent translators and carried out the translation. Bahriddin Alavi who is working as translator/editor coordinated the translation and editing the texts and IFES’ IT specialist worked in the designing and formatting of the texts and pages. IFES announced a tender to print the handbook and is currently waiting to receive applications from printing companies. The handbook provides information on the meaning of human rights and the obligations the government contracts when signing and ratifying human rights treaties. It also contains suggestions for actions that parliamentarians and their members can take to contribute to the implementation of the human rights treaties.

V. OTHER

FOLLOW-UP MEETING WITH MINISTER OF EDUCATION

Chief of Party Katherine Müller maintains a regular meeting schedule with the Ministry of Education to update it on IFES’ current activities and future plans.

Khayol Boboev, Head of the Centre for Strategic Research and Implementation of the Project for Devolvement of the Education at the Ministry of Education of the Republic of Tajikistan, informed IFES that the Ministry of Education plans to participate and work during the upcoming presidential election. Khayol Boboev indicated that most of the poll workers are school teachers, therefore the Ministry plans to launch any election project that could be worked in collaboration with teachers and IFES Tajikistan. During the meeting, Boboev also positively characterized the trainers that were involved in the thirty-two teachers’ trainings across the country. IFES received recommendations to get these trainers involved in further projects.

CHIEF OF PARTY IN IFES’ DC OFFICE

On January 12, Michael Svetlik, Tom Wood, Anthony Bowyer, and Katherine Miller met with Department of State and USAID officials together with the US Ambassador to Tajikistan, Richard Hoagland, to update on IFES’ Tajikistan activities and discuss future support to the civic education programs and possible work in elections assistance for the up-coming Presidential elections.

During this period, IFES hosted two mayors from Tajikistan to talk about their role in promoting democracy in their communities. Mirali Olimov, chairman of the Tavildara District in Rasht Province, and Emin Sanginov, chairman of Konibodom, were in the United States for three weeks as part of the International Visitor Leadership Project organized by the U.S. Department of State. Katherine Müller encouraged the mayors to listen to their constituents and empower citizens to participate in governance and community development. She also explained that the mayors would benefit by educating young people about their rights and responsibilities as citizens and encouraging them to take an active role in their societies. IFES informed the mayors of the civic education program for youth and elections assistance to Tajikistan’s Central Commission on Elections and Referenda. Tom Wood, IFES program officer for the Kyrgyz Republic and Tajikistan and Anthony Bowyer, program manager for Central Asia, also took part in the discussion.



Mirali Olimov and Emin Sanginov, mayors from Tajikistan, visit IFES headquarters in Washington.

VI. ISSUES AND CHALLENGES

Looking ahead, both in programmatic and sustainability terms, one overarching challenge is to ensure that the IFES civics program, an unprecedented success in introducing a nationally-accepted civics text into pilot high schools nationally in several languages with full government support and a complimentary series of outreach programs, is positioned to move out into, and impact, the wider national high school system after recent months of high speed momentum. Building on the singular degree of Government buy-in for a donor-funded textbook project, it would be a lost opportunity if the textbook program ended with the pilot phase. Other successor programs could focus on extending the curriculum development or on working in the university system.

For the next Quarter, in this context, IFES is planning to print the second volume of the textbook, dealing with relevant issues such as gender and women’s participation as well as elections – crucial topics in an election year. Planning of summer camps will also need to proceed apace as well as mapping out additional cost-share elements to enable full printing of the second part of the civics text and accompanying teacher training manuals. IFES is working to ensure eventual sustainability by involving Tajik NGOs in the implementation process where at all possible – for example, the NGO Pulse carried out teacher trainings for IFES and others will also work on aspects of the summer camp program in the next Quarter.

VII. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q-2 of FY06	Data for Q-1+2 of FY06	PROJECTIONS FOR FY 06 AS PER WORKPLAN
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Civic Education Textbook and Course					
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	New students to be introduced to book upon printing and distribution.	New students to be introduced to book upon approval, gained in November, and Teacher Training, to take place in January 2006.	13.500 new students from 450 schools participating in the project
# of New Teachers trained for the Civic Education Course	Teachers participated in the training	Report on trainings: list of participants	31 teacher trainings were conducted and 505 teachers participated. 155 women and 350 men participated.	Trainers trained. 31 teacher trainings; 505 teachers	15 teacher trainings
Student Action Committees (SACs)					
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	150 new students: 65 girls	1128 new students: 608 girls	800 new students
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	5 new SAC 1 new community (Hissor school # 4)	40 new SACs in 13 new communities	30 new SACs in 10 additional communities. One national SAC exchange conference held
Student Local Government Day (SLGD)					
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	41 new students 4 new SLGD 12 SLGD by existing SAC	111 new students 11 new SLGD 17 SLGD by existing SAC	150 new students 15 new SLGD 23 SLGD by existing SAC
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES			
Student Conversation Clubs and Student Parliament Day					
# New Students Participating in SCCs (# of Women in SCCs)	Participation and Reach of SCCs	IFES		3 SCC events were conducted 78 students	Increase number of conversation clubs to 75 students in each at 7 universities.
# of New SCC Events	Reach of SCCs	IFES		3 SCC events were conducted	3 SPD 25 students participated in each event
Democracy Summer Camps					

# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES			3 national camps 1 regional camp 300 participants
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES			% of students with better understanding of democratic values
% of Students Expressing Interest in Civic Activism	Impact or Extracurricular Civic Education Activities on Behavior	IFES			% of students who demonstrate improved civic activism

