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INTERNATIONAL REPUBLICAN INSTITUTE
FIRST YOUTH LEADERSHIP
AND DEMOCRACY TRAINING WORKSHOP

Uzbekistan and Turkmenistan
March 1993

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INTERNATIONAL REPUBLICAN INSTITUTE
FIRST YOUTH LEADERSHIP AND DEMOCRACY TRAINING WORKSHOP

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INTERNATIONAL REPUBLICAN INSTITUTE
FIRST YOUTH LEADERSHIP AND DEMOCRACY TRAINING WORKSHOP

Tashkent, Uzbekistan: School #17 (bi-lingual school)
March 1-2, 1993

Ashgabad, Turkmenistan: Business School for Teenagers
March 3-4, 1993

"...democracy is not just what politicians do with their political games--it's actually how each of us sees oneself in relation to the community. Democracy is about self-responsibility--and each of us seeing that we can make a difference in the affairs of our larger community.... The need for learning about group processes and dynamics based on democratic principles can be sensed in all levels of the society, for a group can be as small as a young family and as large as a nation."

-Golubka (former Soviet-American Humanitarian Initiative),
Annual Report 1992

I. The IRI Youth Leadership and Democracy Program

In order to improve conditions in many parts of the former Soviet Union, communities need to be weaned from centralized, patriarchal forms of government. IRI's Youth Leadership and Democracy Program introduces democracy, step by step, by preparing young adults to take on responsibilities and to solve problems on the local level.

An innovation for IRI training programs, youth workshops are laying the groundwork for a democratic future in Central Asia. As a new generation comes of age, democracy will emerge from the grass-roots. Training for youth begins with the fundamentals of building trust, encouraging freedom of expression, and demonstrating the value of the human spirit through individual achievement.

IRI expert trainers utilize games, role-playing, brainstorming and creative work. Young people feel free to communicate their hopes and concerns for the future with the IRI team. In this unpressured environment, students and trainers exchange ideas about the role of the individual in taking steps to achieve future goals.

The IRI Youth Leadership and Democracy Program encourages young people to explore many possibilities for a life of engagement and leadership and to contribute to the formation of a

society molded by the people and serving the people.

II. Background

A. Rationale

In the countries of the former Soviet Union, the process of democratization is making slow progress. The reason for this is a lack of experience in participation and information on democratic practices.

In the Soviet era, societal and economic problems were solved by the Communist Party through the bureaucratic apparatus. No mechanism existed for those directly affected by these problems to have input or to take action. Citizens initiatives were not only prohibited, but they were also the main target on the ideological front. At every opportunity--in school, at the workplace, in the media--independent thinking and initiative were systematically repressed. In the seventy-four years of communist leadership, participatory democracy had been discredited, even demonized.

The psychological block to taking initiative independently of the government cannot be exaggerated. People are afraid to act independently and, to this day, the system has not changed enough to encourage it.

An ideal starting point is the education and empowerment of young people. The young are already dealing with rapid change and adapting to the new realities. There is a gap, however, since their parents and teachers are unprepared to teach them how to take charge in light of new circumstances. Young people yearn for new opportunities and new ideas to help them make rational choices regarding their future. The IRI is able to offer new perspectives and is willing to teach necessary skills for building a strong and stable society based on democratic ideas.

There is hope for democracy in this part of the world. Citizens in the former Soviet Union possess common sense and pride. Many express dismay at the rapid decline of standards and culture. However, without the government to create a brigade or to organize an event, citizens are simply afraid of and inexperienced in taking initiative. There are exceptions everwhere. Toiling away against an enormous bureaucracy, energetic individuals with a vision are improving their lives and their communities. In addition to improving leadership skills, the IRI is interested in helping these individuals by teaching them practical and hands-on techniques to get the job done.

It is in forming a healthy, interactive community life that Western democracies can be most effective in providing assistance. Democracy will not flourish without support and

encouragement at the local level. Activists need practical, organizational training. Above all, a concerted effort must be made to provide useful information on the basics of democracy. Such support will mean slow but sure progress and lasting change.

B. The International Republican Institute

The International Republican Institute promotes the idea of democracy in developing nations throughout the world. The IRI conducts training seminars for nascent, democratic political parties, assists in the electoral process, provides civic education, promotes voter awareness and offers sustained support for recently established democratic institutions all over the world.

With the dissolution of the Eastern bloc and the Soviet Union, the IRI and other democracy-building organizations are vital in providing guidance in the concepts and practice of democracy. In the area of party training, the IRI offers expertise and practical advice to newcomers in the political arena.

C. The IRI in Central Asia

The IRI has developed programs and relationships with activists in Eastern Europe, the Baltics, Russia, and most recently in Central Asia. Each region presents a different set of political, cultural and economic circumstances, to which the IRI is sensitive.

This is particularly true for the newly independent states of Central Asia. Western attention has recently shifted to these formerly remote and isolated parts of the USSR, where the potential exists for flourishing commerce and trade. In countries like Kazakhstan and Turkmenistan business interests from all over the globe are attracted by untapped resources such as oil, natural gas and minerals. Furthermore, the region has captured outside interest because of its geopolitical situation as a bridge to China and the Moslem world.

D. Youth Concept

With elections scheduled for 1995 and an essentially unreformed political system in place, there seemed at first to be no potential for the IRI's traditional role. The formation of political parties has been discouraged in the countries of Uzbekistan and Turkmenistan. Despite the absence of pluralism the IRI hoped to contribute to the long-term establishment of democratic practices in the region.

Central Asian demographics calls attention to the plight of young people. More than half of the inhabitants of of the five republics are under the age of 25. In the three southern countries of the region, the average woman bears six children in her life-span. The population is growing younger, and the problems facing these nations are increasingly youth related. As a result of increasing unemployment and the lack of educational opportunities, many young people are idle, undirected and a source of potential unrest. Basic democracy education and youth involvement are the driving forces behind the IRI youth program.

The IRI favors a training program for Central Asian youth based on the hypothesis that young people are able to adapt to change and assimilate new ideas. The IRI program introduces the principles of democratic governance and prepares youth for leadership roles and community action. Given the changes taking place in the former Soviet Union, it is appropriate that young people learn to direct their future.

E. Assessment mission

In December 1992, IRI representatives conducted an assessment mission in Uzbekistan and Turkmenistan. Exploration of possible partners in Tajikistan has been thwarted by that country's civil conflict.

The IRI visited universities, teachers colleges, youth and other organizations to explore the possibilities of spearheading a program for youth at these institutions.

In the Uzbek capital of Tashkent the IRI met with energetic and open-minded teachers, who were willing to host a Youth Leadership program. The IRI agreed to conduct a workshop at School #17, a bi-lingual English specialty school.

In Ashgabat, the capital of Turkmenistan, the IRI again encountered innovators in the field of education. The director of the Turkmen Republic's Business School for Teenagers, Angela Begjanova, welcomed the idea of a Youth Leadership workshop for the 9th and 10th graders who attend the school as an extra-curricular activity.

III. Youth Program

As a result of the assessment mission in December the program design for Youth Leadership and Democracy began to take shape. IRI discussions and planning with the school administrators in Tashkent and Ashgabat uncovered a desire on the part of the teachers to explore new approaches to education and youth work. Both sites agreed to have students participate in a

workshop on values clarification and personal growth within the framework of democracy-education.

A. Trainers

The IRI began planning and designing the youth workshops in preparation for the first training mission. Since teachers responded enthusiastically to proposals that included role-play, games and experiential activities, the IRI developed a program based on these techniques. The IRI solicited volunteer trainers with group process skills, hands-on capabilities and extensive youth work experience. Three trainers from the United States and one from Russia made up the IRI training team.

The IRI trainers were pioneers in working in a part of the world that is only beginning to open up to global interaction. The team consisted of four trainers and one IRI representative. The trainers' diverse professional backgrounds complemented remarkable personal qualities.

Among the IRI team was Ingrid Lakey, a student of Broadcast Journalism of Temple University in Philadelphia. As an outgoing twenty-one year old with extensive experience in working with youth, Ingrid was chosen to bridge the generational gap between teenagers and trainers. With her energy and maturity Ingrid was an excellent role-model for students.

Stephanie Judson is a teacher of the 8th and 9th grades at the Friends Select School in Philadelphia. Stephanie is an innovator, who has created educational programs that involve students in community work. In 1983-84 Stephanie taught English at a Palestinian girls school on the West Bank. She has written and edited "A Manual on Nonviolence and Children".

Christine Merchant, an Adventure Challenge Specialist, works at New Beginnings, a half-way house for adolescents in trouble in Lewiston, Maine. Chris' spontaneity, creativity, energy and inherent understanding of the importance of play in communication won the hearts of young and old alike. It was Chris who brought a duffle bag packed with the tools of the trade from "Project Adventure": nerf balls, jump ropes, traffic cones, frisbees, parachutes, balloons, hula hoops and more.

Igor Ovchinikov, a specialist in environmental, non-violence, conflict resolution and empowerment training from the Moscow-based organization, Golubka, contributed unquestionably to the group's success. Igor made the framework and overriding message all the more credible, since his deep belief in democracy has emerged from a collapsed Soviet state and intimate familiarity with the power of citizens initiative.

Gabriela Schwarz, the IRI representative and coordinator of the mission, has been active in

putting together the logistical and conceptual pieces.

The trainers had to overcome a great handicap in not having had an opportunity to work together before. The success of the program is in itself a tribute to the skills and talents of each one.

B. The 1st Youth Leadership and Democracy Workshop

On March 1st and 2nd the teachers of School #17 in Tashkent selected the best English speakers from grades 9 and 10 for the workshop. The participants were released from classes for the two days and extended their regular school day to partake in the program which was scheduled from 9 a.m. to 5 p.m.

Thirty-two young people participated. Half of the group was female and the Uzbek to Russian ratio was also equally divided. The ages ranged from 14 to 16 years. The students were very familiar with Americans, having enjoyed exchanges and visits from their Sister City partners from Seattle, Washington. They communicated fairly well in English and balked at the services of the interpreters.

The workshop in Turkmenistan took place on March 3rd and 4th. In Ashgabat, the IRI was surprised by a count of 48 students from the Business School for Teenagers. Twenty-four were female and the Turkmen to Russian ratio was 60% to 40%, which is representative for the capital city. Here, the students were generally 16 to 17 years old. Interpreters were needed and welcome, since the level of English for the majority of students was considerably lower than in Tashkent. Students at the Business School study American business practices, using textbooks provided by Junior Achievement. However, Ashgabat has benefitted much less from its relationship to the Sister City of Albuquerque. Apparently there have been exchanges, but not as extensive as in Tashkent. Certainly, in Ashgabat knowledge of American society and democracy was considerably less sophisticated than in Tashkent.

1. Icebreakers

In general, workshops such as the ones conducted in Ashgabat and Tashkent begin with simple, fun exercises called "ice breakers". Trainers introduce a few easy, interactive exercises that release tension by breaking down expectations and inhibitions.

The game "similarities and differences" is such an activity. Participants group themselves in corners depending on the trainer's instructions. The first command grouped those who spoke only one language in one corner, two languages in another, three languages in another, etc.

Participants immediately identify themselves as members of a particular group with certain abilities, cultural background and other criteria.

As the exercise continues, groups are formed according to a variety of traits, some of which are and some are not readily apparent. The exercise can introduce humor and "break the ice" through laughter.

"Ice breakers" are fun activities. As with many exercises using the experiential technique, there are many levels of learning taking place, even in a simple introductory exercise. The primary purpose of these exercises is to set the mood and get people moving. However, the exercises also work on a symbolic level that create images of positive group interaction.

2. Trust Exercises

An important element in working with youth is building trust. There is a myriad of activities that create strong bonds and trust in a group. Often, these trust-building exercises are practiced at summer camps for the same purpose. Given the nature of IRI's work and its mission, learning to trust is an essential part of the training workshop. Later in the seminars, young people feel comfortable enough to speak their minds and express their opinions openly. A special partnership develops between the trainers and the participants, as there is no pressure to conform. The workshop provides an opportunity to learn about new perspectives and to exchange ideas.

3. Group Process

IRI trainers demonstrate that democratic practices can be a part of the group process. When students first attend an IRI workshop, they expect a lecture on democracy. Instead they experience democracy. The trainers engage and involve the participants in the group process from the beginning. Eventually, through assertions and affirmations, the young participants begin to accept that they are responsible only to themselves and free to draw their own conclusions.

One of the first workshop activities models a democratic process. Instead of issuing a set of rules of behavior for a workshop, young people are given the power to work out a "social contract" of their own. Young people realize themselves that taking turns in speaking, listening, encouraging, allowing for equal opportunity of expression are conducive to productive group work.

Students determine the parameters of their social contract with the help of a group facilitator. A good facilitator directs the activity and keeps it on track. By asking questions, the facilitator leaves the process up to the participants. Sample questions include "is this really going to enable us to work together better?" or "how will this help us accomplish a better group dynamic?

In small groups, participants negotiate and brainstorm among themselves. Once each team has finished, they present the ideas to the entire group. This process provides everyone an opportunity to contribute and for everyone to have a stake maintaining order.

As a result, a framework is in place that is not imposed from above, but negotiated by all. Although interruptions, talking out of turn and other behaviors occur during the workshop, the participants are empowered to remind each other of positive behaviors. Behavior is monitored from within the group, rather than from an authority figure as in the person of a trainer or a teacher.

4. *Setting Goals*

Young people in the former Soviet Union are cynical about their future, because many promises of the government have gone unfulfilled. They are never asked to share their ideas for the future. They do not invest in the future.

In the IRI workshops, young people are asked to formulate their vision of the future, their hopes, and their dreams for a better society. The participants work in small groups, preparing a creative presentation to share with the larger group.

The process of eliciting a common vision parallels the process of producing a "social contract". As each group presents its ideas on the future, the others identify that which is universally accepted by the whole group.

A common understanding prepares the ground for selecting concrete goals and for agreeing on the necessary steps to achieve them. Goals that they have chosen include peace, friendship, prosperity and opportunity. The IRI workshop introduces young people to a process that will help them take those first steps and to stay on course as they work to achieve their goals.

5. "Brainstorming"

In "brainstorming" exercises participants are given a topic or a problem, to which they must respond spontaneously. They contribute as many related or supporting ideas as possible. The

ideas are not judged or discussed, but simply written on flip-chart paper or on the blackboard for all to see.

It is important to write down all ideas and to discourage explanations, discussion and debate in order to give everyone a chance to contribute. Discussion is reserved for the next step in the learning or problem-solving process, when everyone concentrates on a specific point or observation. Once all the ideas have been expressed, then they can be modified, arranged in order of importance or eliminated. Students learn that it is important to have creative ideas, even far-fetched ideas, that may be undiscovered options to finding new solutions to old problems.

C. Conclusion

The 1st IRI Youth and Leadership Training workshop marked the beginning of a process. Democracy is a complex idea. The process of democracy is best understood when opportunities exist to exercise it. Young people are open to new ideas and enjoy being entrusted with responsibilities.

The IRI believes that all young people have the potential to learn the basic principles of self-rule and democracy. The IRI activities enable students to understand and actively participate in a democracy which they create themselves. Because young people are more open to change, they make the ideal partner in the IRI's educational efforts.

It is essential that citizens in the former Soviet Union understand that democracy cannot not be instituted from above. Without input from the people, without their belief in their ability to express their will in some productive way, a democracy is not legitimate. As Daniel Nelson writes in his article in the "Christian Science Monitor" of April 2, 1993: "A right to rule is not simply derived. Elections are not enough, since demagogues can be elected." And, Nelson adds, "Beyond process, democracy must be embedded firmly in values of tolerance, pluralism, and rule of law. The hardest part of democratic polities is to nurture these core tenets of political life. To do so requires lots of time and a milieu of security."

There is hope, but it will take time. With the help of IRI programming, the young adults of Tashkent and Ashgabat have at the very least opened themselves to the idea that democracy begins with the individual taking the first step.

IV. The Future

The next step for IRI programs is a continuation of the process that has been established. In IRI workshops the importance of the idea of process is emphasized. Democracy cannot be seen as a finished product.

The young people of Turkmenistan and Uzbekistan need reinforcement, need to learn new things, to feel empowered and supported. The IRI will follow-up with workshops that focus on intercultural tolerance and conflict resolution in April and Team-building and organizational strategies in May. There is great urgency for such programs, since the ethnic tensions in this region are acute.

Over the summer, the participants will be invited to use their skills to plan and organize a major event on their own. The plan is to invite American youth organizations such as the YMCA, 4-H, Outward Bound and others to share information about their founding, their operations, their principles and their services.

The Youth Festival will enable young Central Asians to learn about organizations that have been initiated on the grass-roots level. These organizations model an innovative approach to the provision of community services, in the former Soviet Union, has only come from the government. By exchanging ideas and looking at their own community needs, young activists can begin to formulate ideas for new organizations in their own countries. The experience in organizing the festival will teach them elementary organizational skills that they can apply to future projects that they design themselves.

Young adults are energetic and idealistic. With knowledge, know-how and experience, they can begin to tackle the problems of their society without wavering, without fear. Their optimism and self-assurance will carry them to leadership positions and inspire others to follow their example. With the help of programs directed at youth, many dreams can become reality.

APPENDIX A

EXPLANATION OF PHOTOS

1. YOUTH IN ASHGABAT ENGAGE IN "TOUCH BLUE" EXERCISE

2. STUDENTS PRESENT THEIR "SOCIAL CONTRACT": PRODUCTIVE GROUP BEHAVIOR AND NON-PRODUCTIVE BEHAVIOR

3. GROUP PRESENTATION OF "VISION OF THE FUTURE"

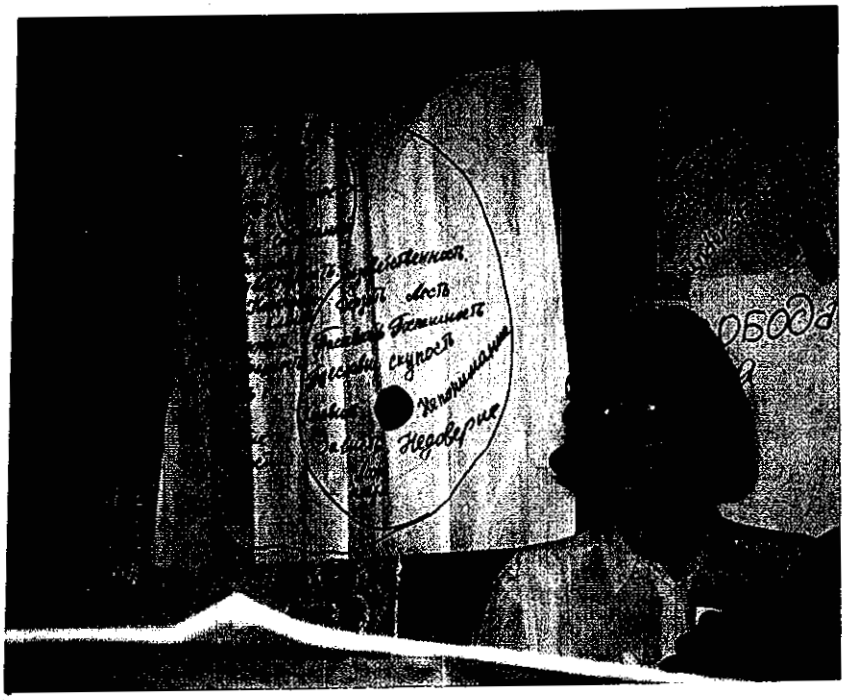
4. YOUTH RELEASE ENERGY IN WORKSHOP BREAKS, BALLOONS ADD COLOR, RECREATION AND CHEER TO WORKSHOP PARTICIPANTS.

5. "DEMOCRACY...?!"

6. THE PROS AND CONS OF DEMOCRACY (HALF OF THE LIST GENERATED BY "BRAINSTORMING"

1.

2.



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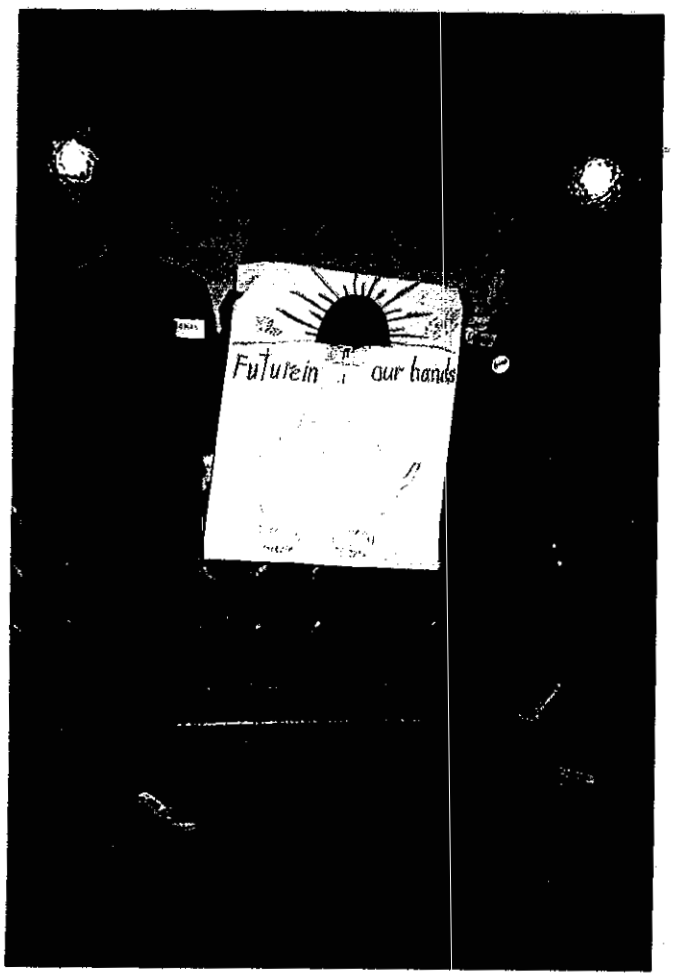

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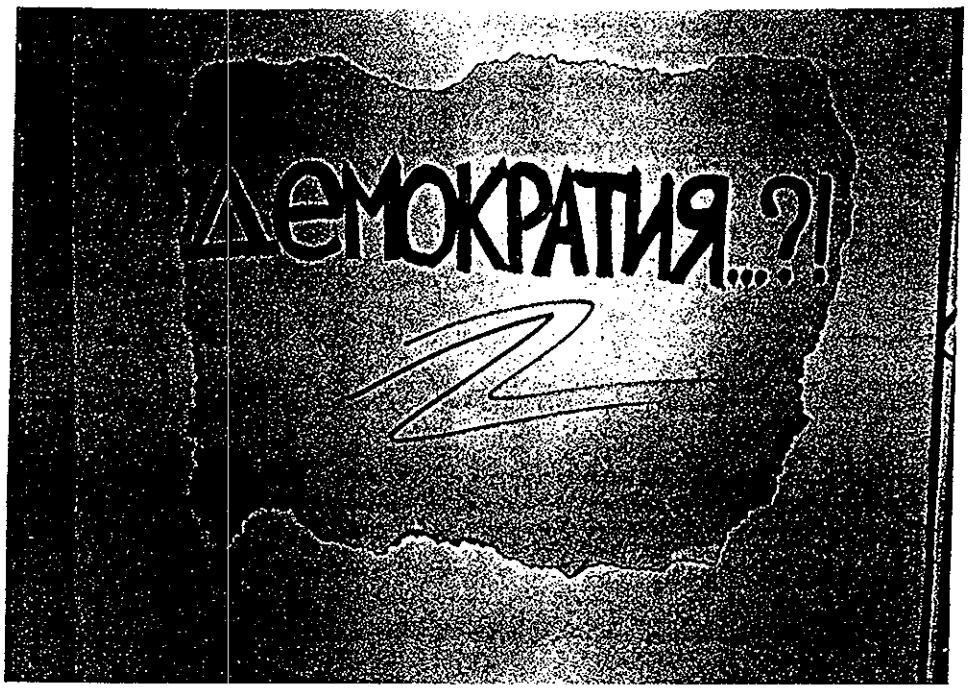

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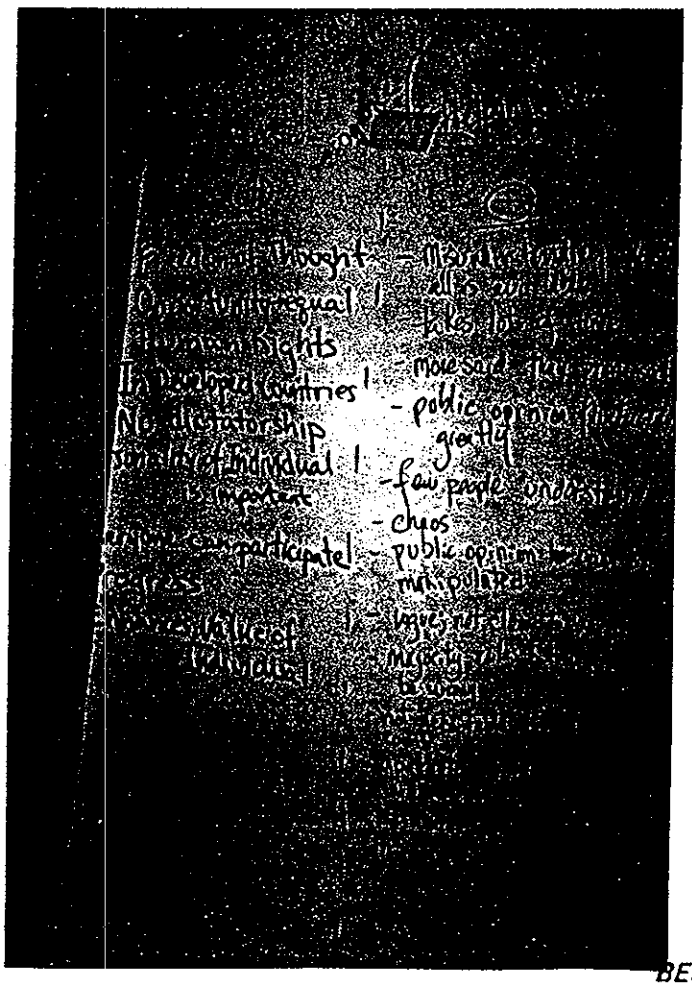

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APPENDIX B

Workshop Agenda

IRI First Youth Leadership and Democracy Workshop

Tashkent, Uzbekistan

Day 1

March 1, 1993

9:00 a.m.	Introduction Group Juggle (Ice-breaker) Similarities and Differences (Ice-breaker) Languages and Singing (Recreational activity)
10:30-12:30	"Social Contract" (Democracy exercise) Report back, post and discuss
12:30-3:00 p.m.	Lunch
3:00-5:00 p.m.	Values Clarification Shared about values in small groups

Day 2

March 2, 1993

9:00 a.m.	Introduction to day's activities "Touch Blue" (Ice-breaker)
9:30-11:00 a.m.	"Visioning" Small group activity Large group activity
11:00 a.m.- 12:00 p.m	"Barriers and obstacles"(Goal-setting activity) Discussion

12:00 p.m.-	
2:30 p.m.	Lunch
2:30-3:30 p.m.	Role-play Discussion
3:30-4:30 p.m.	
	Freeze and Justify(Creative Game) Rain Storm (Recreational/cooperative game)
	Willow in wind (Recreational game) Feelings Marketplace (a values clarification exercise)
4:30-5:30 p.m.	Question and Answer Good-byes/one-on-one sharing Participants' presentation/singing

Ashgabat, Turkmenistan

Day 1

	March 4, 1993
9:00 a.m.	Introductory remarks
	Similarities and Differences (ice-breaker) Touch Blue (ice-breaker)
10:30-12:00 p.m.	"Social Contract"
	Ring toss, group juggle, ball throwing (Recreational games)
12:00-2:00 p.m.	Lunch
2:00-3:00 p.m.	Discussion of "Social Contract"
3:00-4:00 p.m.	Brainstorming as a tool Pluses and minuses of democracy
4:00-5:00 p.m.	Recreational Games

Day 2

March 5, 1993

9:00 a.m.	Demonstration of human knots (Trust and cooperative activity)
9:30-12:00 p.m.	Visioning (Goal-setting activity) Report back,sharing Obstacles and barriers Discussion about goals
12:00-2:00 p.m.	Lunch
	Demonstration of cooperative games
2:00-3:00 p.m.	Feelings marketplace (Values clarification) Small group discussion
3:00-4:30 p.m.	Questions and Answers
4:30-5:00 p.m.	Student "thank-you" presentations Recreational Games "Falling" (Trust exercise) Good-byes

APPENDIX C

IRI YOUTH LEADERSHIP AND DEMOCRACY WORKSHOP

Sample Presentation

DAY 1

I. Introduction

The workshop opened with a few words about the International Republican Institute and its efforts to introduce democratic principles to young people in Uzbekistan:

"This workshop is designed to be a part of a series that helps young people in Uzbekistan understand democracy. Democracy is a process. It cannot be established overnight, because it depends on the willingness of citizens to participate and to take responsibility in maintaining it.

Three key points to establishing democracy are "initiative", "engagement", and "process".

This workshop focusses on the importance of the individual, because the *process* of democratization requires the *initiative* and *engagement* of many individuals. The workshop will introduce new methods of working together, new approaches to solving problems, and new ideas. These are tools that the International Republican Institute would like to offer. With these tools, people can come together to take the first steps toward the ultimate goal of establishing democratic rule."

II. Trainers' Goals for the Workshop

The workshop had specific goals presented to the students on a flip chart.

a. Affirmation of selves and each other
b. Sharing of feelings and ideas
c. Community building

We encourage as a means to achieve these goals:
Cooperation
Communication
Trust/safety
Fun/Play/Challenge

We encourage as a means to achieve these goals:
Cooperation
Communication
Trust/safety
Fun/Play/Challenge

III. Activities

1. "Group Juggle"-ice breaker

The group gets in a circle. One person tosses a ball to the person opposite while calling out his name. The ball gets thrown to all participants. The person throwing the ball must call out the name of the person receiving the ball. As the names are learned, a sequential pattern is established. The fun begins when more balls are added. There is chaos and hilarity with everyone shouting out names and trying to throw balls to each other. The movement and laughter releases tension and breaks down inhibition. It is much easier to introduce new ideas to workshop participants, especially young people, when they start off having fun.

2."Similarities and Differences"

Qualities are called out and the participants divide into groups accordingly. Thus, similarities and differences are quickly established, for example, according to sex, age, birthdate. In the IRI workshop in Tashkent, groups were formed according to language ability. There were a few Americans in the group who only spoke one language. The largest group spoke Uzbek, Russian and English. In between were the Russian-English speakers. A small handful spoke more than three languages.

Humor can be added by introducing comical categories such as "people who have and have not broken a bone" and "those who have had multiple fractures".

The exercise demonstrates how people have visible and not so visible similarities and differences. It is not simply an ice-breaker, although the introduction of humor does have this effect as well.

The workshop group represents society in a microcosm. In society people feel comfortable when they are with others with similar characteristics. The groups individuals choose are important in establishing self-identity and in shaping their attitudes.

In the "similarities and differences" activity, participants perceive that they belong to many groups. They see, as qualities are called out, that as circumstances change, their affiliation changes. There are many different reasons to associate with many different people.

This exercise has great potential for introducing discussions on cultural, political, generational and other differences that may be the source of tension in society. In the exercise, students experience different ways of identifying themselves in concrete terms and these terms can help them to express problems with identity that they face in every day life. In short, the exercise offers many opportunities for workshop leaders to bring ideas into discussion in a way that is not threatening to the participants.

In Tashkent, the trainers asked the groups with language skills to sing "Happy Birthday" in all the languages. The trainers used this opportunity to point to the tremendous skills and talents represented by the group as a whole. As a mini-society, this would mean that there is potential in pooling all the individual talents to achieve society's goals.

3. "SOCIAL CONTRACT"-EMPOWERMENT

The IRI trainers did not want to tell the participants that there were "rules" that needed to be followed in this workshop. The students were invited to create their own parameters for working together effectively.

This exercise has several dynamics. First of all, the trainers wanted to show that they are not the "authorities"; they are facilitators. They do not dictate rules. Second, the students negotiate behavior in small groups with a facilitator and present their ideas to the whole group, when it reconvene. The "rules" are conceived and applied democratically. This model of working together is participatory. Everyone has an opportunity for input, both at the small group level and at the large group level. Thirdly, the exercise is successful. The characteristics for good citizenship have been defined. It is much easier to accomplish goals when the expected behaviors are clear.

The following are some examples of expected behaviors that the youths in Tashkent negotiated.

Productive behavior:
Listening
Be supportive
Encourage
Sense of Humor
Understanding
Express an opinion
Hard work
Kindness
Responsiveness

Non-productive behavior:
Cutting someone down
Teasing
Interrupting
Not giving someone the floor
Bullying
Egoism
Cowardice
Cliques
Ennui
Insults

This exercise is an empowerment activity for the students. Students themselves make up the rules, which gives them power as well as responsibility. As the work with these youths continues, they will be reminded of their negotiated agreements and their commitment to the group's effectiveness.

4. "VALUES CLARIFICATION"

Students are asked to be introspective and to decide what was most important to them in their lives. They fill out worksheets with questions about their lifestyles and preferences.

For examples of these exercises, please see appendix "D".

The students have an opportunity to define themselves and to explore their values. This is important for choosing goals for the future and for working towards the fulfillment of these goals.

Participants first work individually on the worksheets and then share their ideas and values in small groups. In this way, shared values and goals can be identified. This process is necessary in a nascent democratic society in order to connect each citizen to the government as it exercises "the will of the people".

Day 2

1. "TOUCH BLUE"-ICE-BREAKER

This activity has everyone active and loosened up in minutes. The trainer calls out a color, a piece of clothing, or a part of the body and participants need to find and touch it. If the caller says "touch blue", then everybody scrambles to see who is wearing something blue. If the caller says "touch tennis shoes", everyone is on the floor clambering at the one person who wore tennis shoes that day.

2. "VISIONING"

The IRI workshop introduced "visioning" as an important key to building a democratic future. Young people are asked to envision an ideal future for their country. Later they will be asked to think about the steps towards those goals, but first they must have a dream.

Again, the students worked in small groups and later share their results in an assembly. They have the option to draw, make a skit, write a list or something else to present their ideas. The students in Tashkent and Ashgabat envisioned an ideal future as most young people would do anywhere in the world. They conveyed their dreams of peace, friendship, prosperity and freedom.

3. "BARRIERS AND OBSTACLES"

In getting to a goal there are often barriers and obstacles. There may be many reasons for discouragement. In former Soviet societies this is particularly true, even if the barriers are now more imagined than real.

In the exercise "Barriers and Obstacles" students learn about perceived roadblocks and the power of the imagination to supersede them. Two people stand opposite each other. One holds his arm out to the side perpendicular to the floor. The other is instructed to concentrate with all his might on this obstacle, the goal being to pass through it to the other side of the person. The participants try this and find it very difficult to pass the barrier.

In the second part of this exercise, a third person is asked to stand behind the person with the raised arm. The person trying to get to the other side is instructed to concentrate on this person.

The IRI workshop experience is usually that in the second variant the attempts to pass the barrier are considerably more successful. This experience is used to open up a discussion on focussing on the outcome and not so much on potential impediments.

4. "TRUST EXERCISES"

The question of trust is of significance in every society. Trust exercises are a common part of the American summer camp experience. In the former Soviet society trust takes on unquestionable significance on the road to democracy. Before "glasnost" people were not only afraid of expressing their opinions, but they feared that every action was surveilled. It was a time when a colleague, a neighbor, a friend or even a relative could make a report to the authorities. In this atmosphere of mistrust, it is hard to imagine problem-solving on the local level such as parents organizing a PTA.

A trust exercise has groups or pairs working together to physically explore the ability to learn about trust. These exercises include catching a person when falling or passing someone overhead, supported only by the hands of his fellows below. The participants are coached in these exercises. They are talked through each step. They are asked, "Do you trust this person to catch you as you fall?"

It is impressive to see someone being passed around the room from person to person over everyone's head. Such exercises demonstrate that incredible feats are possible if trust exists.

5. "COOPERATIVE EXERCISES"

These activities are similar to trust exercises. In order for a group to achieve it's fullest potential, the members need to first learn to trust each other and then to cooperate with each other.

The "lap sit" is a cooperative and a trust exercise. The whole group lines up and gets into a circle without facing into it. The participants wrap their arms around the waist of the person in front of them and stand close. The whole group proceeds to sit down, very slowly. If everyone cooperates a human chain is formed of people sitting in each others laps. If the participants don't listen carefully to instructions, don't trust each other and don't cooperate, the whole group find itself on the floor. This shows that counterproductive behavior serves no one and that the whole group must play by the rules and pull together.

6. "BRAINSTORMING":

The IRI brainstorming activity involves listing everyone's idea on the pros and cons of democracy. This exercise is intended to elicit ideas and to understand the students' perceptions.

The results of this exercise speak for themselves:

Pros	Cons
-Freedom of thought	-Misunderstanding that all is available
-Opportunities equal	-takes lots of time
-Human rights	-more said than promised
-In developed countries	-public opinion fluctuates greatly
-Personality of Individual is important	-few people understand
-Everyone can participate	-chaos
-Progress	-public opinion can be manipulated
-Enhances value of individual	-vague; not clear to everyone
	-majority rules but might be wrong
	-not acceptable for all countries
	-apathetic public allows leaders to do what they want
	-insecurity about future
	-increases crime level

One of the challenges of future IRI workshops is to go in depth into these questions, testing the sources, seeking and comparing the facts, exploring the validity of these statements. It is worrisome that many former Soviets are experiencing chaos, higher crime levels, insecurity about the future. Of even greater concern is the fact that they perceive their new condition after "perestroika" to be "democracy".

IV. Closing Activities

The IRI workshop closes with question and answer time. Building a democracy depends a great deal on openness, discussion, and information. Workshop participants are curious about Americans, their way of life. In a way, this is one important step towards building democracy. In the former Soviet Union, Americans were

described as cold, ruthless, and greedy people. Even today old prejudices exist. These prejudices carry over to influence opinions on democracy.

IRI Youth Leadership and Democracy Workshops are about changing prejudices, encouraging open-mindedness, teaching useful skills and introducing new information. It is a long and arduous process, but it is the surest route to success.

APPENDIX D

Name_____ Date _____

POSITIVE AND NEGATIVE FEELINGS

Put a P in front of the words that you think are positive (good) feelings or qualities. Put an N in front of the ones you think are negative (bad) feelings or qualities.

_____ accomplishment	_____ freedom	_____ loneliness
_____ anger	_____ guilt	_____ love
_____ boredom	_____ happiness	_____ meanness
_____ confusion	_____ hate	_____ pride
_____ courage	_____ helplessness	_____ selfishness
_____ determination	_____ hurt	_____ sympathy
_____ envy	_____ joy	_____ trust
_____ fear	_____ kindness	_____ weakness

Fill in the blanks with the letters missing from these words. All of the words are in the list above.

Name_____ Date _____

VALUES MATCH

A value is something that is important to you. Listed on the left are things that a person might value. Write the number of each value next to its correct definition.

1. beauty
2. friendship
3. health
4. helpfulness
5. independence
6. influence
7. pleasure
8. recognition
9. religion
10. security
11. wealth
12. workmanship

a. _____ a feeling of being safe and free from worry
b. _____ the attention and approval of others
c. _____ the ability to produce something of good quality or to do a job well
d. _____ a feeling of delight and satisfaction
e. _____ good condition of body and mind
f. _____ doing things for others
g. _____ money and property
h. _____ a system of beliefs or worship
i. _____ a quality that gives pleasure to the mind or senses, as in art or nature
j. _____ a warm relationship with others you like and trust
k. _____ the power to have an effect on others
l. _____ freedom to do what you want

Now list some other things that you value.

1. _____
2. _____
3. _____
4. _____
5. _____