



**FY 2004 QUARTERLY REPORT (3RD QUARTER)**

**Cooperative Agreement No. 119-A-00-00-00039-00**

**Civic Education  
On-Site Technical Assistance**

**REPUBLIC OF KAZAKHSTAN**

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

**By IFES**

**April 1, 2004 – June 30, 2004**

## **I. PROGRAMMATIC ACTIVITIES**

### **Secondary Civic Education Textbook Project in Kazakhstan**

During this quarter, IFES staff worked with local authors on updating the country-specific chapters for the Kazakh Civics Textbook. In total, 10 chapters were revised. Plans are in place to alter the overall graphical design add more exercises to the text. In an effort to add local appeal to these exercises, IFES staff will adapt previous models to incorporate names of Kazakh towns, students, etc. in the exercises.

Throughout the quarter, IFES has negotiated a new Protocol of Understanding with the Ministry of Education. The new agreement extends cooperation between IFES and the MOE through 2006, commits both to cooperation on civics curriculum development, and empowers IFES to implement the “Introduction to Civic Education” course throughout the country, along with complementary training initiatives and school-based programming. The content of the agreement has been finalized and approved by both parties; it only remains for the Ministry to arrange the signing of the Protocol.

On an encouraging note, it has become clear from a meeting that USAID had with the Ministry that an opportunity exists to institutionalize the textbook, especially if it is revised.

### **Student Action Committees**

IFES continued to conduct new training sessions for the Student Action Committee (SAC) program throughout the third quarter. In April, a two-day SAC training was held in Aktobe city, Aktubiskaya Oblast. This event involved the local Teachers’ Institute, twenty-two students, and eleven teachers from ten different schools.

During the SAC training, IFES was also able to conduct a mini-training session for 14 school directors, introducing them to IFES programming in Kazakhstan and specifically the SAC and SLGD projects. Feedback from these educators emphasized the particular need for extracurricular projects such as SAC and SLGD in rural Kazakh-language schools.

The SAC training for students and advisors covered program concepts and theory, the ideas and goals of the SAC program, and introduced the IFES-SAC manual. To make all these lessons more of a reality, the participants conducted a role-playing game on the second day, in which students and adults simulate roles in a civic setting. Participants act out roles of city officials, businessmen, other authority figures, local mass media organizations, while students interact with them in order to solve community problems. As with a real Student Action Committee, the objective is to learn the value and possibilities of community activism.

Even as the 2003-2004 school year wound down at the end of the third quarter, new SACs continued to form. These SACs help young people understand their rights and responsibilities in a democracy through hands-on involvement in solving community concerns. In the 2003-2004 school year alone, IFES partner schools established 45 new SACs, bringing the total number of active SACs to 83, and the total number of participating students to roughly 1500.

## **Student Local Government Day (SLGD)**

The first SLGD project of 2004 took place in Ridder city, East-Kazakhstan oblast. An indicator of the growth and maturity of the SLGD program, this event was the first such project to be initiated and conducted independently by the local coordinator in partnership with local city schools, local city Akimat, and the education department. IFES provided methodological and financial report, but encouraged the local coordinator to develop the project logistics independently, therefore increasing the capacity of the local SLGD organizers to continue this program themselves.

A total of 20 students from 12 schools participated in 12 government offices.

In May, IFES conducted the SLGD in Talgar (Almaty oblast).

For this event, 38 students (including 20 female students) worked with 26 local government officials. Ninth through 11<sup>th</sup> grade students were chosen from four different schools (three Russian-speaking schools and one Kazakh-speaking) based on their leadership skills and excellence in the civic education program. The Akim (mayor) and his deputies were engaged and active in the program.

The participants enthusiastically expressed their excitement about the program, and thanked IFES for organizing the event. The government officials even agreed to visit their student partners in class before the end of the school year to continue the exchange of information initiated by the IFES SLGD project. The officials and students agreed to conduct another SLGD during the next school year. Through the SLGD, students have forged a positive, constructive connection with local officials that will encourage continued public participation and strengthen youth activities.

In June, IFES expected the SLGD project to be held in Shylbinks and Satpaev regions. However, both events did not happen due to local government issues such as busy scopes of work and other circumstances. IFES hopes that local coordinators in those regions will be able to conduct projects in early July.

## **Democracy Summer Camp**

This year, IFES conducted only one Democracy Summer Camp. This was held near Shymkent.

IFES-Kazakhstan with partnership with the Association of Young Leaders conducted in June the seventh democracy summer camp. The camp was very successful and reached its goals. The purpose of conducting the summer democracy camp was to improve the knowledge of 74 students from rural Kazakhstan in the areas of voter rights, civics and gender education. Another aim was to introduce the concept of Student Action Committees to the students through conducting trainings and seminars and organizing a Student Action Committee Role Game Day.

IFES' program was a tremendous opportunity – providing these intelligent, energetic students with new tools, insight and confidence to fulfill their potential as leaders while improving their local communities. The students learned about the importance of being active, informed voters, involved and fair. Working with the Association of Young Leaders (AYL), IFES provided the students with public speaking, research,

communication and fundraising skills to make their efforts better focused and more productive.

The next step for the DSC participants is to take the lead being active for the upcoming elections in Kazakhstan and organize the Student Action Committees at their schools. For the most part they will face this task on their own as only a few teachers attend the event. So IFES will stay in touch with the local coordinator in their areas to provide assistance where possible. The SAC program can now grow at a greater rate than it would have with normal IFES trainings and support.

## **Elections**

In this quarter, IFES witnessed heightened interest by donors and the Kazakh government in the impending elections, but as of the end of the quarter IFES had not identified any funding for it to implement election activities.

## **II. MATERIALS PRODUCED**

- 10 revised chapters including one completely new chapter on local government.
- Editing of the Kazak version of SLGD manual
- Editing of the Kazak version of SAC manual
- Summer Camp Report

## **III. ISSUES AND CHALLENGES**

### **Textbook**

The next quarter will see the revision of the textbook into a completely new format. This is going to be a considerable challenge as we will have to learn the layout program used in Kyrgyzstan. However, by adapting much of the generic material and easily-adapted material from the Kyrgyz books we believe that we can fairly quickly produce a similar quality book. This then raises the challenge of how to pay for the printing. During the next month a strategy will be developed to identify donors and possible corporate sponsors.

During this time, Simon Jenkins, the textbook consultant who has been working in Kyrgyzstan, will be acting as project manager while IFES DC finds a more permanent replacement.

### **Elections**

IFES did not receive funding from USAID for elections work, in spite of numerous ideas and concept papers sharing recommended possible targeted assistance activities. While no assistance activities will be forthcoming, we do plan on assisting with the logistics for a visiting Tajik group who will observe the Kazakh parliamentary elections, working with AED and the two CEPPS partners.

IFES staff will also provide technical support and advice to other organizations where there is no cost involved.

#### IV. PERFORMANCE MONITORING

| <b>Performance Indicator</b>                                    | <b>Indicator Definition &amp; Unit of Measure</b>   | <b>Data Source</b>    | <b>Data for Q3 FY04</b> |
|---|---|-----------------------|-------------------------|
| <b>Curriculum Development</b>                                   |   |                       |                         |
| # of New Students Participating in the Civic Education Course   | Student Participation and Reach of the Textbook and New Teaching Methodologies                                | Participating Schools | 0                       |
| <b>Student Action Committees</b>                                |   |                       |                         |
| # New Students Participating in SACs (# of Women)               | Student Participation and Reach of Extracurricular Civic Education Activities                                 | Teachers/Mentors      | 22 (9)                  |
| # of SACs Formed (# of Activities)                              | Reach and Activeness of SACs  | Teachers/Mentors      | 10                      |
| <b>Student Local Government Days</b>                            |   |                       |                         |
| # of Students (# of Government Officials) Participating in SLGD | Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning | IFES                  | 74 (52)                 |
| <b>Information Resources</b>                                    |   |                       |                         |
| # of Hits on the Website  | Awareness and Interest in IFES Resources  | IFES                  | 9613                    |