

**FY 2005 QUARTERLY REPORT (2ND QUARTER)**

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

**KYRGYZSTAN**

**Civic Education On-Site Technical Assistance**

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

**By IFES**

**January 1 – March 31, 2005**

## I. PROGRAMMATIC ACTIVITIES

### A. *Secondary Civic Education Textbook Project in Kyrgyzstan*

#### 1. Textbook Printing and Distribution

During this quarter, **IFES completed final delivery of all versions of the 10<sup>th</sup> grade civic education textbook**. All copies of the Kyrgyz, Russian and Uzbek versions of the textbook and teacher's guide to the civic education course were not only printed (as in last quarter) but delivered nationally to the schools for use in class. The IFES pilot civic education school database was completed. Statistical data was used to develop a physical representation of the textbook project on a map of the Kyrgyz Republic. The map depicts all rayons reached with Civic Education textbooks with push-pins.

The text books were the focus of international donor cooperation led by the United States. USAID funded the development of the textbooks. Supplementary cost-share funding for the printing of these books was then provided by the Japanese government (for most of the Kyrgyz language textbooks) and the OSCE for the remaining. The generic teacher's guide on interactive methodology printed in the last quarter continued to play an important role in our broader work. This was funded by various other donors such as the governments of Australia, New Zealand, Canada and others.

IFES printed and distributed Part I of the student textbooks, teacher guides, and generic teacher guides throughout the entire quarter. Due to the generous re-programming of funds by the OSCE, the textbooks were distributed through teacher training programs (please see below for further information).

In **February**, IFES distributed student textbooks in Kyrgyz (600 copies), Uzbek (1394) and Russian (300) languages for a total textbook distribution of 900. At the same time, 20 Kyrgyz language, 38 Uzbek and 11 Russian language teacher guides were distributed. The textbooks reached 69 schools.

In **March**, this quick pace continued as 6097 Kyrgyz, 501 Uzbek and 1966 Russian language student books were distributed (for a total distribution of 8,564 textbooks). There were also 185 Kyrgyz, 13 Uzbek and 86 Russian Teachers Guides distributed. These reached 284 schools.

#### *Sustainability: Marking the successful delivery of Part I and planning the Civics Textbook Part II*

IFES is currently editing Part II for the 11<sup>th</sup> grade, after celebrating a landmark event on March 17 when we invited donors and partners to a handover of the last textbook of Part I.

To mark the instance of the delivery of the final batches, on March 14<sup>th</sup>, 2005 IFES conducted a school visit in the south of the Kyrgyz Republic in Osh. In attendance were some of the lead donors and implementers. In attendance was the USAID Program Officer from Almaty Ms. Nadezhda Yegay, the Japanese Ambassador to Kazakhstan and the Kyrgyz Republic and IFES Board member Lesley Israel. Dr. David Mikosz, the IFES chief of party and the second-secretary of the Japanese Embassy in the Kyrgyz Republic, Mr. Hideto Watanabe, IFES Civic Education Program Manager Kenesh Sainazarov and representatives from the regional educational department and city government were also in attendance. The visit took place at school Kermetoo # 42 in Osh. In honor of the event, Ms. Ubadat Niyazaliyeva facilitated a sample civic education lesson for her 18 students.

The school visits showcase the changes possible because of the new curriculum. During the visits and in testimony from teachers, changes in the behavior of students and their way of thinking have been noted. In almost all schools, the civic education lessons are the most popular. The key elements of the curriculum are a new ability to freely express their opinion while valuing that of others – many of the shy students become much more confident when they

see how their opinions will be respected. At the end of the visit Ms. Ubadat Niyazaliyeva said that they are anxiously awaiting Part II of the textbook – this sort of response is one that IFES often hears about our textbooks. IFES is currently editing Part II and is currently fundraising to allow this to be published for all schools.

IFES is currently considering how to respond to the request of the Ministry for help in developing a new curriculum for the Man and Society courses grades one through nine. This would combine existing civics and ethics courses into a new course called “Citizenship.” This request is too large to be addressed by existing USAID funding and IFES will be exploring ways of addressing this need in the coming quarter.

## 2. Teacher Training and Education

During the second quarter, IFES continued the teacher training program developed by USAID support and with cost-share from the OSCE to conduct an ambitious training program during the entire quarter. These teacher trainings are key parts of the textbook enterprise on several levels:

- the textbooks are handed out to teachers after completion of the trainings; this not only ensures attendance but minimizes the chances that the textbooks could be misappropriated,
- the teachers gain a better understanding of the interactive teaching methodology which is the core, and
- parallel trainings are also conducted for rayon and district educational authorities.

The scale of these trainings is unprecedented in IFES’s work to date in the Kyrgyz Republic.

In **February**, 4 separate trainings (in Kyrgyz, Russian and 2 Uzbek schools) reached 82 participants. These people were from 25 Kyrgyz language, 12 Russian language and 45 Uzbek schools. Plus 7 additional trainings for school administrators in Jalal-Abad (900 participants).

In **March** 13 trainings were conducted: 4 for Russian schools with 91 participants, 8 in Kyrgyz for 197 participants, and 1 in Uzbek for 14 participants. Plus 6 additional trainings for school administrators in Osh oblast (609 participants).

In summary IFES held 17 trainings during this quarter in 222 Kyrgyz, 103 Russian and 59 Uzbek schools. In this period, **IFES reached 298 teachers through our trainings.** Plus 13 additional trainings for school administrators (1509 participants).

January, IFES offered seven workshops for local education authority administrators in the Issyk-Kul oblast. School directors with deputy directors and local education department staff were invited to these workshops to discuss interactive methodology, evaluating classes with interactive methodology and ways to effectively implement IFES textbooks in schools. Almost all of the participants were interested in the content of the workshops. The Deputy Director of one of the schools commented: “Innovations introduced by many international organizations go to teachers at schools bypassing school administrations. Teachers practice these innovations in their classes. However, we apply old system of lesson evaluations and it does not fit with what many teachers practice today. As a result we have a conflict over the methods of teaching used in schools. This workshop, I should say, filled a lot of gaps that we, school administrators, had before.”

IFES also provided a two-day teacher training for participants of an extension course at Kyrgyz Academy of Education, Jan 27-28, 2005. The training was in Kyrgyz. Since almost all of the teachers teach the “Man and Society” course, overall they evaluated the training as very useful to them, especially the classroom management, evaluation mechanisms sections.

They valued the opportunity to develop independently develop new tasks, set education objectives to tasks in cases when the textbook is outdated or materials are not available

in textbooks. In the last session, IFES asked for feedback and suggestions on additional materials that need to be included into the second part of the textbook for grade 11. Teachers were asked to suggest topics for inclusion along with relative prioritization.

*Success stories from IFES teacher trainings:*

*Murtazo Umarov*

- Praised the effectiveness of the Textbook “Citizenship, Governance and Participation: your role in the XXI century,” as he felt that students become more aware of their rights and responsibilities. In a Nookat rayon school named after Biruni (an Uzbek language school) students went to the director of the school and demanded to change their biology teacher because they said that they were dissatisfied with her training and ethics.
- Also he received suggestions for making the training module for part two of the textbook for the 11th grade more practical, i.e. to give teaching method examples. As they lack practical tools for conducting lessons on civic education courses; they don’t have newspapers and journals available especially in remote areas.

*Elena – summer camp and SAC trainer*

- Elena experienced real satisfaction and joy during work in a Democracy summer camp as a trainer. While not her first experience working in summer camp, she learnt an equal amount from interacting with her students. One thing in particular she remembered from summer camp was what one of the participants, Chingiz, in Batken summer camp, said to her when they were leaving the camp site: “with your knowledge you gave me a key and with that key I’ll be able to open the door to my future.”

*Feruza Amadaliyeva – Civic Education Project Trainer*

- Feruza managed to get approval for conducting trainings on different parts of the training module for 87 teachers at her school. She was sure that using interactive methods of teaching were of wider applicability. She went to the school administration with a program of trainings and their topics and they agreed and supported her idea. She divided teachers into four groups. On the 29th of March she conducted a one-day training on teachers’ ethics, a successful student, and interactive and traditional methods of teaching. Feruza is going to conduct this kind of training regularly once a month.
- Following the IFES teacher trainings, Feruza left her contact numbers so that teachers can share with her their experience, and she could continue to act as a resource for her teachers. After the completion of the trainings, she received feedback from teachers of Isfana (Leilek rayon of Batken oblast), Aravan rayon of Osh oblast. They sent their experience of working with the textbook and their suggestions.
- Teachers from Aravan rayon conducted a meeting of the civic education departments under the Aravan rayon education department and they decided to invite Feruza to help them and give more direction and recommendations on how to effectively teach civic education course for schoolchildren.
- Teachers from Isfana wrote her that they use IFES textbook for 9th, 10th and 11th grades because there are a lack of books on civic education. Teachers were asking about summer camps and SAC, whether their students can also apply for those programs. IFES civic education teacher trainings spread information about other projects as well.
- Teachers ask her if there is a possibility to publish schedule information about IFES’ summer camps and SAC in *Kut Bilim*.
- In Isfana, Aravan and Nookat teachers visited each other’s lessons so that they could improve their methods. This was an innovation and there is great interest now in ways different teachers apply interactive methods.
- In Aravan rayon, some teachers found out that one lesson per week was not enough for teaching civic education based on the IFES textbook. They managed to double the contact hours and administration of their school agreed.
- A teacher from Aksy (Jalal-Abad oblast) conducted a training for the teachers of her school on interactive methods of teaching.

- In Aravan rayon, a teacher informed Feruza that her students got so immersed in the civic education course that they willingly brought old calendars, posters, markers from home so that they could use them during the lesson.

#### **The Kut Bilim Sabak Newsletter**

IFES continues to prepare and issue monthly teacher newsletter. For this quarter the following topics were discussed there:

##### **January**

- Project on developing manual on interactive methods of teaching and conducting trainings for administrative workers of KR educational system.
- Published the results of the Civic education Power Point presentation among teachers and students.
- Information on invisible ink and the elections.

##### **February**

- Discussion of a civic education lesson visited at school #59 with Japan Embassy, OSCE, and KAE representatives.
- About importance of checking one's name on the voter's list.
- Information about state system and monarchy in Thailand, as it was mentioned in the textbook.
- One of our teachers shares her opinion on importance of educating a good citizen.

##### **March**

- Related the Ceremony of Last Textbook Handover.
- An article about children of divorced families as a supplement for family and society chapter.
- Quotes from the declaration on principles of tolerance.

#### **What is Civic Education training to me?**

IFES in the Kyrgyz Republic finished implementing distribution of the Students' textbook "Citizenship, Governance and Participation: your role in the XXI century" Part I for 10<sup>th</sup> grade along with the Teachers' Guide. First IFES conducted trainings for teachers of civic education courses at schools. After the completion of the training IFES gave the textbooks to teachers according to the number of 10<sup>th</sup> grade students of their school. During trainings IFES tried to involve the most active teachers of piloting phase because they already knew how to teach the subject using interactive methods. They knew how to manage classes. They were actively participating in finalizing Textbook Part I.

IFES contacted trainers very often to get recommendations or comments, that arose from trainings. All the trainers said that participants liked the training, as well as interactive methods introduced in the training module.

*Aida Abdykerimova* from Issyk-Kul oblast responded that teachers are very glad to have a chance of participating in this kind of training especially in rural area where there is strong stereotypes that teachers must dominate their classrooms. After the trainings, most of the teachers accept that teachers and students live in the same country and they can discuss things as they are equal citizens and even friends without teacher domination. Rural teachers are really eager to use all the methods that are given in the Textbook and Teacher Guide. Also Gaback Svetlana said that compared to urban teachers it was more interesting to work with rural teachers as they were more enthusiastic and open for something fresh and new.

The trainer *Umetova Kymbat* from Naryn said: "While conducting trainings I became more tolerant and even more democratic. Sometimes at the lesson and in building relations with other people I was shy but after I worked in the civic education training program I learnt how to overcome this problem. Now I can make a speech even to a very big audience. For me personally it's a really big success. It also made my work at school with students easier." Almost all the trainers meet teachers. She met some teachers from Naryn oblast and they said that they managed to add to the school curriculum two lessons a week on civic education using IFES' Textbook instead of only one lesson. They reasoned this due to the necessity of giving more practical knowledge than just theoretical and the administration of their schools agreed with the teachers.

All the trainers emphasize the experience involved not only conducting trainings but also very wide professional experience exchanges. Now at their classes they can use new methods and approaches that they have learned during trainings from other teachers.

*Elena Chernyshova* said that while conducting trainings they became real professionals of their trainer work because once a participant said: “Sometimes we disagree with the content but after some discussion we don’t notice that we start to support you. You are really good trainers, you come to intended results without pushing and insisting but by persuading.”

## ***B. Extracurricular Student Activities***

### **1. Student Action Committee Forum**

IFES developed a database of the SACs in the Kyrgyz Republic - at the present time there are about 40 SACs. Two new SACs joined the network from the south, Jalabat and Osh. IFES is working with SAC representatives to develop training modules and a SAC regional network.

Some of the highlights of the SAC’s actions during the last quarter included:

A student action committee was established in the secondary school #22 in the city of Osh. IFES conducted trainings for the school students of the SAC and taught them conflict resolution methods, teamwork, collection of information and its analysis, thus equipping them with knowledge and skills to be able to perform work independently in their respective student action committee.

Three years have gone by very quickly, and the time has come for the students to say goodbye to the school and to their student action committee. The new student action committee was established in school #22 with assistance of the school teacher Ms. Ammalieva Feruza. Members of the new SAC did not have the opportunity to attend earlier trainings related to the formation of SACs and hence worried how they could best address community problems, work in a team, etc.

According to *Ms. Feruza Ammalieva*, “When I suggested that students establish second SAC in our school, they doubted this idea by saying that most likely they will not have the ability to establish and run it properly since they did not receive IFES trainings related to the formation of SACs. But I hoped that guys from the youth action committee we could reinstall belief in the students’ minds.”

And this is how the new idea was born, as students and SAC alumni established the youth action committee with the responsibility to oversee actions of the pupils in the school that they had attended. Due to the efforts of the youth student committee, mentored by SAC alumni, actions undertaken by its members were very successful. Some of the most recent successfully accomplished actions include;

1. Conduct of seminars for students in 8-11 grades of secondary schools with regard to the essence of the SAC program;
2. Seminars on such topics as the Constitution, the electoral system of the Kyrgyz Republic, activities of political parties as well as informational campaign on the IFES civic education textbook.
3. Fundraising with subsequent material support to people in need such as veterans;

IFES specialists hope that similar SACs will be formed in other areas of the country. For its part, IFES will try to assist students in their pursuits to create such interesting and useful initiatives.

**IFES asked SAC participants: what do they think about SAC? Has being involved in the SAC changed them in any way? What activities have their SAC done that helped other people or raised awareness of issues?**

*Venera Asadulina from Jalal-Abad oblast, Mailu-Suu town:* “SAC has given many opportunities to students. SAC helps to solve issues. Have being involved in SAC I have changed my worldview. Now I know issues better. Such skills as to interest somebody in this or that issue, listen to opinion of each person, discuss together and come to conclusion - are all opportunities that SAC gives us!”

*Pashenko Olesja from Jalal-Abad oblast, Mailu-Suu town:* “SAC with its teaching independent actions helps social community and schools. With the help of SAC it is possible to realize different projects for the welfare of the society. Students have become independent and have aspiration in solving issues of their own and of society! It seems to me that participants of SAC cannot stay unchanged. Because, opening up possibilities let us improve ourselves and open new possibilities. I notice that I have increased my knowledge, I have more friends and we are busy with common idea – SAC!”

*Mamatkulova Julduz, Jalal-Abad oblast, Mailu-Suu town:* “SAC is an effective solution of many society and town issues! After organizing of SAC we solved many issues of our town. In addition SAC helps students develop themselves, become adult and fairly look at surrounding life. I have been changed much! And it was noticed not only by myself but also by my parents and friends. I have started talking to adults about global problems, I have become adult! Besides, I have got more friends from other countries and talking to them we make decisions and exchange with our opinion and experience. We organized Internet club in our Mailu-Suu town and taught adults and students how to use Internet and showed endlessness possibilities of Internet.”

*Galchenko Alexandra, Jalal-Abad oblast, Mailu-Suu town:* “I think SAC project is necessary. We should to develop democracy in our town and republic and democratic elections is that what we can teach our generation, youth. I can say that I became active voter and observer in advance. We realized the project “Ecological education for population of Mailu-Suu town.” We worked out trainings about security life and there were printed many books, that gave opportunity to people of our town to know more about radiation and about possible fights against it.”

*Nurmanbetova Gulnara tutor of SAC from Tashkumyr town, Jalal Abad:* “SAC project is worthy of respect! The worth of it is forming creative approach for students and teachers, form good qualities in students and teach to make independent actions. My students and I are on one level when we discuss and solve issues. With the financial help \$870 of Fund Soros in Kyrgyz Republic we realized project “School dining-hall” and we feed free of charge students from poor families. The main thing is our SAC members tries to solve issues and they do not stay idle!”

*Kim Anja, School # 33 Bishkek:* “SAC is our future that we make with our own hands! I have become more sociable, started understanding other people and have got interest in issues of young people. Our SAC organized “Business day” at school where students opened mini-shops and sold different goods.”

*Boskunbaeva Janara, lyceum of Talas town:* “SAC helps me to be responsible and think about our future! Our SAC formed “Conflict solving group,” because it’s difficult to solve conflict situations when both of sides insist that they are right. Our conflict-solving group consists of two parents, one teacher and two students and they solve complaints and issues of students that we get out monthly from special box.”

### *C. Democracy Summer Camps*

In the first quarter, IFES began to plan for the next summer's very popular Democracy Summer Camps. The past summer saw five camps held, three of which were funded by USAID and two of which were funded by other donors (the Government of New Zealand and German Technical Cooperation Agency (GTZ)). Each of the camps, however, was based around the same idea and used similar materials.

This year, IFES will conduct one regional and two in-country Summer Camps. Participants for the camps will be recruited from the senior classes of secondary schools. Youth from certain regions will gather for the ten-day period to engage in an intense study and hands-on experience in the study of democratic governance, human rights, volunteerism, tolerance, conflict mitigation, gender sensitivity, and other issues. The camps will revolve around the theme of elections and examine the campaigns of the different candidates. The camps will include lectures and practical exercises on representative government and elections, non-governmental organizations, citizenship, legal rights, women's rights, youth rights, and voter rights. Students will learn the rights and responsibilities of citizens living in a democracy, and will engage in a number of activities designed to challenge and broaden their understanding of democratic governance such as political party building, candidate campaigns, mock elections, community involvement, volunteerism, leadership training, tolerance training, conflict mitigation, and improving communications skills.

In the course of preparations for the regional camp, IFES' local camp coordinator, Mr. Eugeny Grechko, developed the summer camp program. Two trainers from each of the participating countries will be responsible for producing appropriate training and session modules. The regional camp will take place in the city of Tausamal, Republic of Kazakhstan from the period of July 10 through July 19, 2005.

A Survey of past summer camp participants garnered this feedback:

*Sobirov Muhamedali (Osh)*: "Having got experience from IFES Summer Camp, I and other participants from my school organized one day training about citizenship for small grades of our school. Also we showed a little scene at the competition about AIDS. Before elections we organized meeting for grown-ups and discussed about forthcoming elections. Keeping in mind Summer Camp theatre, in February we made a meeting with a lot funs for veterans of great patriotic war."

*Aitmyrzaeva Janara (Aksy)*: "After camp I wrote an article for Kids' Education Center newspaper that called "Ulgu" (it means "example"). My articles were about democracy and citizenship. Nowadays I am a trainer there. I plan to training kids using experience that I took from the IFES Summer Camp. Also I've got a suggestion: It will perfect if IFES employees film interesting moments in the camp as a documentary and show this on TV. I think it will be perfect opportunity for kids that do not know about this IFES project."

*Haidarova Nilufar (Osh)*: "After participating in Summer Camp I plan to write a book. It might sound that it doesn't concern with this project but before I didn't think about writing a book. My book is about oligarchs in Moscow. Nowadays I'm working on the third part of the book. But I have not any idea about publishing of this book. I'm just writing."

*Yrsaliev Elvira (Talas)*: "We realized project "School elections" last February and our school students elected our president, ministry of foreign affairs and ministry of security. The Summer Camp participants used knowledge and experiences that we got from Summer Camp. Also we held competition of acting techniques. In our project took part students from the 9-10 and 11<sup>th</sup> forms. Selected talented students help us with showing scenes in different holidays."

*Kramnyh Aleksandra (Jalal Abad)*: "We held training that called "Mass Media as a forth power." There we discussed lots of global problems, made changes and there were various

suggestions. Also we organized the day of “self-management.” There we changed with functions of our teachers and managed school. Also we held some meetings about voters’ rights and bribery. Participants were students of the 9<sup>th</sup> and 10<sup>th</sup> forms.”

*Ismonjonova Nigora (Osh):* “We held competition “Convention” and participators were the students of 9<sup>th</sup> and 10<sup>th</sup> forms. They showed scenes that they composed themselves. One of the scenes is following: Boy works in bazaar (market) as wheelbarrow driver. He works all day along in bazaar therefore he can’t study. His rights are outraged at every step. One day when he came home his father said that he had got a surprise for him and the surprise was in the basement. He went to the basement and saw new wheelbarrow there...”

*Shahnoza Turgunova (Osh):* “After participating in IFES Summer Camp we consulted with our school administration and elected our school parliament. The function of parliament includes such duties as coordinating students who comes late, studies worse and so on. Also we organized school radio. We broadcasted about school life, 45 minutes and twice in a week. But it longed only 2 months then we have to end the broadcast because of technical and financial problems. But also we realized Mass Media project and published school newspaper, where we write about school life, advertisements and so on.”

*Gazina Dinara (Osh):* “Having participated in IFES Summer Camp I became confident, more active and increased my knowledge. I have been working for organization Every Child for two years. With the help of Every Child I used my experience that I’ve got in camp by organizing trainings for children’s homes in Uch-Korgon and in boarding school of Myrza-Ake. The topics of trainings were “Tolerant leader,” “Mass Media in people’s life,” “Citizens’ participation,” “Conflict resolution,” and we helped those students to publish their own newspapers. Also we showed our goals by poems and pictures.”

#### ***D. Elections in Kyrgyzstan***

Complimenting and building upon its civic education work, IFES played an important role in the February and March Parliamentary elections. This included an unprecedented training program, the procurement and delivery of a new election technology, the procurement and delivery of transparent ballot boxes with funding from the German government. In brief, this quarter witnessed the culmination of several elections-related projects that continued from the previous quarter. The new electoral projects were the DRL training grant for Precinct Election Commissions, a small voter education grant from UK’s Department for International Development (DfID) and lastly, a USAID grant to provide transparent ink and training for the Parliamentary elections.

##### **1. Transparent Ballot Boxes**

IFES procured and delivered the transparent ballot boxes this quarter. Funded by the German Embassy and the Soros Foundation, these transparent stationary and mobile boxes were available for the parliamentary elections.

##### **2. DRL Training Grant for Precinct Election Workers**

IFES conducted the first ever large-scale training of all PECs in the country. The program involved 30 master trainers and 150 PEC trainers. They conducted 640 PEC trainings and reached over 22,000 poll workers nationally. As many teachers and local officials were serving as poll workers and election officials, this impacted the civic education activities and SLDG.

##### **Poll worker training manual**

The development of a poll worker training manual was a challenging affair that involved considerable back and forth between IFES and the Central Election Commission. 28,000 copies

were eventually printed and distributed to all PECs in the country. Several thousand were also used in various voter education programs.

### **3. Inking Project from USAID CEPPS**

In addition to the heroic successes of our work with regular inking we extended this project in a few novel ways:

IFES made the ink and readers available for voter education – over 50 sets were used by the Coalition, Counterpart, Freedom House, IRI and NDI and USAID to educate voters about ink.

IFES printed posters with additional funds gained through USAID's grant to AED – these were 4,000 Kyrgyz-Russian and 2,000 Kyrgyz Uzbek. IFES used the DfID grant to produce posters and calendars – please refer to DfID final report for more information.

### **4. DfID funding for Voter Education**

IFES achieved more than planned due to savings in printing costs. Two training manuals (1,200 each) were developed, a generic and Kyrgyz-specific voter education suggestion manual. A poster and a calendar were also developed based on a poster campaign. This resulted in two very strong candidates, one of which was printed in poster and the other as a calendar (this was printed in 2000 for each).

## **II. MATERIALS PRODUCED (available upon request)**

- Printed all versions of Part One Student Textbooks and Teachers' Guides in Kyrgyz, Russian and Russian languages
- Most of text for Part two of the Student Textbook
- Testing questions for inclusion in the Kyrgyz national testing system
- Eight IFES inserts or article in *Kut Bilim* – official Kyrgyz government education newspaper made available in Kyrgyz, Russian, and Uzbek.
- Precinct Election Commission Training Guide
- Training materials for PEC Trainers
- Information on inking and its uses
- PowerPoint presentations for donor community on various aspects of IFES' work with USAID logo prominently displayed

## **III. ISSUES AND CHALLENGES**

In light of the March 24 Revolution in Kyrgyzstan, IFES needed to evaluate the future quarter's plans in many ways. The Presidential election will occur next quarter, but the turmoil in national politics highlighted the centrality of continued civic education efforts in Kyrgyzstan, which saw a largely non-violent revolution occur with considerable student activism playing a major role in events.

Rapid changes to the political make-up of the country will present challenges for the Democratic Summer Camps and SACs but IFES is confident on being able to deliver what is promised, especially given the urgency that youth have a chance to be exposed to conflict-resolution discourses that can allow them to contribute to and participate peacefully in the political process as active citizens. In addition, moves to amend the constitution may require changes in the civic education Part II textbook structure.

IFES continues to look for ways to address the real need to assist the Ministry of Education and in particular the Academy of Education. Last summer, for example, IFES was requested by the

Minister of Education to develop a new curriculum entitled “Citizenship” for all grade levels. The current political crisis in Kyrgyzstan and the lack of confidence by the population in government and the political process has a tense relationship with the necessity for conflict resolution and consensus-building via the electoral process. To help empower an active citizenry committed to electoral and consensus politics in Kyrgyzstan, there is a greater need than ever for continued support civic education.

#### IV. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q2 FY05
<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	39909
<b>Student Action Committees</b>			
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/Mentors	280 (192)
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/Mentors	49(162)
<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	176(117)
<b>Democracy Summer Camps</b>			
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	840(276)
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	81%
% of Students Expressing Interest in Civic Activism	Impact Extracurricular Civic Education Activities on Behavior	IFES	89%
<b>Information Resources</b>			
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES	9576