



**FY 2005 QUARTERLY REPORT (4TH 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**

**July 1 – September 30, 2005**

## **I. PROGRAMMATIC ACTIVITIES**

### **General**

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

##### **Civic Education Textbook Project**

The Academy of Education finished reviewing almost all of the chapters by the end of August. IFES changed the texts, taking into consideration the recommendations provided by the Academy. The two remaining chapters were on Global Challenges and Elections. IFES updated the chapters by adding country specific information. The Russian version of the text was translated into English for final review and back-translation.

The content of the Teacher Guide Part II is in the process of revision. The new section on Bloom's taxonomy in learning styles will be added. IFES continued to gather other materials for Part II of the textbook. It was agreed with a group of authors of the course on Ethic Values that IFES would conduct research on the content and methodology of similar courses in other countries. IFES staff and the OSCE education specialist conducted a workshop for this group. They introduced participants to various perspectives in this field, while underlining the civic education component. The participants requested a detailed content analysis of the course on Ethic Values, which has been proposed in Kyrgyzstan. It is expected that the Ministry of Education will soon provide a letter of support for the new edition of the civic education textbook.

During the fourth quarter, IFES commenced developing Part II of the Teacher's Guide and Part II of the textbook. A new section on Bloom's taxonomy in learning styles was added. InDesign began working on the layout of Part II of the textbook. IFES negotiated service agreements for printing Part II of the textbook and evaluated the option to print all Kyrgyz version textbooks in one print job, which would save a considerable amount of funds. Cost-share fundraising building on USAID seed money continued to be a positive feature of the program. The OSCE in Kyrgyzstan agreed to cover €20,000 of the printing expenses. An IFES extra-budgetary request also received positive feedback from Vienna with a commitment of €40,000. IFES also used the remaining portion of a JICA grant to print Part II of the Civic Education textbooks.

IFES worked on finalizing the Teacher's Guide CD Rom for universities. In response to requests from ethics teachers, IFES researched the content and methodology of similar courses in other countries. IFES staff and the OSCE education specialist organized a workshop for the group. They introduced participants to various perspectives in this field and underlined the civic education component. The participants requested a detailed analysis of the course on Ethic Values proposed in Kyrgyzstan. The database was revised and updated.

## Student Activity Committees (SAC)

During this quarter, IFES conducted interviews with teachers and SAC members asking how they participated in the elections, what kind of trainings/seminars they wanted, how can SAC be useful, and the sorts of projects they have implemented.

- Students in **Jalalabat** responded that they were engaged in the elections process through their work with the youth organization Kel-Kel and offering small seminars on the programs of the candidates for the local community. They underlined the importance of exchanges of experiences between the Student Action Committees.
- The students in the **Alay region** also conducted small seminars where they explained the election process and the programs of the candidates. The main goal was to highlight the importance of voter turnout. The students of this region also conducted discussions and debates on elections. Alay region students plan to conduct seminars on citizenship for students.
- The students from School # 33 in **Bishkek** held public seminars/lectures on elections. They said that trainings on extending SAC activities would be of most importance. Students agreed that SACs provide them with an opportunity to act more independently and to better deal with problems. One of the many coordinated projects included gathering materials to refurbish the school gymnasium. They also organized a school business-day for students in grades 5 through 11. The 5<sup>th</sup> grade winners presented a business plan for setting up a pizzeria.

Teachers were asked if they thought the civic education textbook encouraged involvement in politics and the election process and to share their insights from teaching the civics course:

- Teachers from School #14 in **Jelalabat** said that they found the textbook very helpful in involving students in debates on such serious topics as elections. They also said that students became more interested in the course after the new teaching methods were introduced. The students asked many questions concerning the events of March 24, 2005.
- Teachers from School #6 in **Manas** region said that the course helped the students to improve their communication and presentation skills. The students began to actively participate in discussions on such topics as family, politics, and civil society.
- The teachers from **Leylek** School related that the course promoted students' interest in politics and economics, as well as other governance issues. They commented that the most interesting and lively discussions were held on bride-kidnapping.
- Teachers from School #1 in **Jelalabad** said that students who took this course also began to participate in political movements locally. Class discussion included such topics as vote-buying and elections.

Organizationally, Information materials on SAC were sent out to the schools where SACs are conducted, in both Russian and Kyrgyz languages. IFES updated the contact information of existing SACs and teachers assisting them. IFES continued working on the new methodology manual on organization of SACs and advised SACs on using Internet distribution for announcements and communications, and provided all SACs with an information packet and activity planner.

### **Summer Democracy Camps**

A Regional Summer Camp was held in Almaty, Kazakhstan (see Kazakhstan Quarterly Report for this quarter for more details). Inside Kyrgyzstan, IFES held three summer camps. Both summer camps dealt with the theme of responsible leadership and followed a template of intensive interactive classroom activity and participation learning exercises.

#### **Jalalabat Summer Camp, July 25 - August 2, 2005**

With fifty participants from all regions of Kyrgyzstan, the nine day camp reached high school seniors from Bishkek city, Talas, Osh and Jalal-Abad oblasts looking at sustainable democratic values, forms of government in democratic countries, necessary qualities for leaders and a leader's role in civic society, importance of young leaders' participation in the process of creating an atmosphere of tolerance, peace and positive cooperation. Students also learned team work, organization of elections and agitation skills.

Located 120 kilometers from Jalal-Abad city, the summer camp site was selected as the best among several others in Jalal-Abad region. There were six trainers who developed and implemented all program modules, participated and supported all activities and provided assistance on holding student's discipline and behavior. The program was compiled so that camp participants could acquire basic skills in relation to working in the groups, practice effective communication, and develop their ideas and expectations about leadership. The complexity of materials was increased by the middle of the program. Toward the end participants were able to discuss more difficult abstract concepts such as "tolerance" and "Leadership and responsibility."

The daily program consisted of theoretical sessions, trainings and practical lessons. This was developed to present students basic knowledge through trainings, seminars, presentation and role games on the following topics that included democracy and civil society, state and local government, voter rights, observer rights, election campaigns, mass media, conflict resolution and tolerance, team building / effective team working as well as management practices and interaction among civil society departments.

General Sessions examined topics related to leadership and were taught throughout the duration of the camp, including components such as "leadership as is," and "how does society create leaders?" and "sustainable development and leadership." The leadership topic was discussed both when the sessions on leadership were conducted and after role plays and during evening groups. In the exit tests participants indicated that their views with regard to the leadership had changed significantly and that they tried to apply acquired knowledge and

analyze situations that originate in the “colored” states. On the first day of the program, the participants wrote essays on defining personal qualities and, based on the results, self-selected into three groups (later three states). “Citizens” of each state wore red, white and grey t-shirts and thus it was easy to distinguish children and ensure control and discipline.

The participants created symbols for their own states; “White House,” “Kyzylkalpakstan” (Red hat land), “Boziya” (boz is Kyrgyz for grey) with a flag, emblem and anthem. Each state had its territory – one building, land and capital. During nine days, three states rotated cycles with either a parliamentary or presidential-parliamentary political system. In accordance with their political system, they conducted elections. They elected a president and deputies. With authority representatives defined, other participants became “opposition” and media.

Educational elections were an extremely important part of the camp. Each cycle started with elections of “authorities’ representatives” in all three states. For this purpose, an Election Commission was formed from the participants of the camp. In each cycle the members of the Election Commission were changed. Thus more than thirty children participated in the organization of elections as members of the Election Commission. Elections were held six times during the camp. Alongside the Election Commission, other children worked as candidates, agitators and voters. With help of facilitators the participants learned very important procedures such as the nomination and registration of candidates and their trusted persons, campaigning, election observation, meetings with voters and pre-election debates, voter inking, compilation of the voters’ lists and work with the lists during the voting process. Students worked with ballot papers, secret voting, vote count and basic skills in relation to filling out precinct level protocols.

In each cycle the government changed and in conclusion there were civic forums organized on which “authority representatives” reported on their work and the “people” asked questions and talked about weaknesses in the various forms of governance.

### **Naryn Summer Camp**

The last summer camp took place on August 10-19, 2005 in Naryn city. The purpose of the nine day camp, as with the other IFES camps, was to teach children of senior classes from Naryn, Issykul and Chuy oblasts the basis of sustainable conceptions about democratic values in the Kyrgyz Republic and forms of government in democratic countries.

All trainers were experienced teachers and most of them college professors in Bishkek. All of them previously participated in other IFES education programs. Every trainer worked closely with program coordinators to develop training modules, lesson plans and teaching materials. Besides conducting teaching sessions and trainings, every trainer also facilitated the practical work of participants in small groups (states), and ensured the order and security of camp participants. During camp trainers showed their initiative and creativity which led to a successful completion of the camp and its work.

The camp was in Naryn city, in the classrooms and dormitories of the Naryn oblast school-lyceum. This camp site was chosen for its frequent use for these sorts of events and the staff's experience hosting groups of students in a secure environment. The Camp participants – students from three northern oblasts of the Kyrgyz Republic – arrived a day before the program started, i.e. on the 10<sup>th</sup> of August. After the program was completed on the 20<sup>th</sup> of August, the participants returned home under the supervision of attendants.

Fifty-three children were selected from Naryn, Issykul and Chuy oblasts of the Kyrgyz Republic. Five participants came from Bishkek, eight from the Chuy oblast, nine from Issik Kul and thirty from the Naryn oblast. Thirty-four people were Kyrgyz-speaking and eighteen Russian-speaking. In total there were thirty-six girls and sixteen boys. On the third day one child from Issik Kul oblast returned home due to illness.

Anonymous daily evaluation sheets assessed logistics, lessons and practical work efficiency. Before the start of the camp program, children filled special questionnaires showing their personal qualities and on the basis of those questionnaires the participants were equally divided into three groups (whose working languages were Russian and Kyrgyz). Each group consisted of 16 to 17 people. For working with children, the color division method was used. Each group wore different colored T-shirts – red, blue and white. This helped differentiate groups and ensure security and orderliness.

On the next day in the beginning of the program, each group created its own “color” state denoted by the various t-shirts: A white snow leopard group, another in red t-shirts “Kizilstan,” and in blue t-shirts an “Asmanstan” (“skyland” in Kyrgyz) group. Participants developed their own symbols, determined territory and chose a government, formed opposition and the mass media. During nine days, three states studied three cycles of three days each. Three states were given two forms of government – parliamentary and presidential-parliamentary on alternating days. On the seventh day of the camp, the three states were united into one state with a presidential form of government. Elections of representatives in all three states occurred in the beginning of each cycle. Therefore a united election commission, UEC, was formed out of the participants of the camp. At the beginning of each cycle, members of the commission were renewed in a template similar to the Arslanbob camp.



**Democracy at Large...**

Educational elections became an important part of the whole educational process. More than a half of all participants worked as members of the Election Commission.

Active involvement of the camp participants in the election process manifested itself in an energetic attitude to the work of the UEC, the aspiration to observe voting, counting and discuss possible violations in the evening group work. In the states with a parliamentary form of government, the parliament was elected and there were four members: a prime-minister, three government members and an appointed judge. In the states with parliamentary-presidential form of government, a president and three-member parliament were elected, forming a cabinet of ministers and appointing a judge. Other citizens of the state became the opposition or represented the media.

By the end of each-day cycle, civic forums were organized. At these forums “authority representatives” debated advantages in their forms of government and an “opposition” contested the given form of government. Thus for participants, the summer camp became a model for studying governments and searching for ways of peaceful cooperation with three neighboring countries. The program intended to give simple skills so that in the last days of the camp children were able to perceive more complicated topics.

The first part of each day was devoted to classroom lessons in which definite topics were discussed, and different activities were held such as trainings, sessions, and group work. Sessions and trainings lasted eight days and included modules on, among others things: civil society, leadership in the West and East, and post-heroic leadership: how a society creates leaders. Two videos were shown in sessions and trainings connected to the topic of leadership, and participants also performed various role-playing games.

For example, among several different exercises “a museum of leadership” task required children to divide into three groups according to preference. Creative, skilled participants acted as historical leaders, children with analytical thinking were guides, and children who wished to observe acted as tourists visiting a leadership museum. A student acting the part of a historical leader in costume made a speech with appropriate mannerisms. They wrote down their leader’s positive and negative qualities for tourists. Guides interpreted the museum informing visitors about each historical leader.



**In the Leadership Museum**

Visitors led by the guides gathered the lists of negative and positive qualities. Leaving the museum, they left undesirable qualities on the “bad leader’s” paper monument later to be symbolically burnt together with the bad qualities.

In a “blind conductors” exercise, participants divided into three groups. Each group chose a conductor shielded from members of their orchestra as well as other conductors. Children learned to sing two simple musical phrases and followed their conductor. A conductor raised either a left or right hand thus directing a very simple musical composition. This role play realized important values related to leadership and interaction between leaders. All role playing supported the discussion and development of the theme of sustainable and responsible leadership.” In the process, the participants reviewed their attitude to the role of a leader, made conclusions about different perspectives in relations between a leader and a group and the importance of a team work and coordination of leader activities at different levels.

In daily evaluation sheets, participants noted important discoveries made during each day. Analyzing evaluation sheets helped to chart progress and coordinate efforts on raising the

effectiveness of the educational process. At the last day of the camp, the participants were asked to write an evaluative essay. Many children noted that before coming to the camp they were not interested in politics, didn't know anything about the forms of government and democracy principles. "When we were given tests, I didn't know answers for many questions," Belek wrote. "Ten days ago I was like a small boy, was not interested in politics. Before coming to this camp I didn't know anything about elections, forms of government in the country," remarked Almanbek. "Ten days ago I didn't know how to vote" (Orozkaziyev Azamat).

Besides the core educational program, children could also develop their own projects and participate in, among other leisure activities, a talent show, performance presentations (fairy-tales, genres), a secret friend, and a carnival. The capstone was an excursion to a gorgeous canyon not far from Naryn town.



**All work and no play...**

An objective difficulty was the unevenness in educational preparedness of participants, particularly seen in the divide between children from remote villages, less comfortable with the course material, in comparison to urban children. The trainers noted the need for continuously updating methods of presenting information during sessions and practical lessons.

### **Batken Summer Camp, July 26 – August 4, 2005**

IFES deliberately targeted the remote and disadvantaged southern province of Batken to host one of the summer camps in order to make the program available in one of the most isolated areas of the country. The format and schedule very closely matched that of the other two

camps. Batken Radio covered the event and broadcast a favorable description of the democratization curriculum. Here are some comments from student participants:

Suyun Abylkasymov: “For me it was very difficult to manage even 10 people when I was elected as a president, now I understand Askar Akayev because he had to manage millions of people. It’s a really difficult job; more responsibilities than rights.”

Umida Dadajanova: “Kyrgyzstan needs a heroic leader at present because there is no good political system in the country yet.”

“I think that Akayev was not a leader at all; he is a good and qualified scientist but not a politician.”

Nurlan Tillayev: “Our leaders should try to build a system in the politics of our country otherwise any other leader can come and organize revolution, destabilize the situation, it will be very bad for people first.”

Nurgul Urustamova: “When we come back to schools we will organize seminars, round tables, discuss topics of the camp with neighbors, relatives and friends. Now I know that politics is a very complicated thing and we should make another approach to things that our politicians do, try to understand them.”

“We will try to apply one by one all three political systems in our school and then we can choose which one is the best for our school.”

Chingiz Tajibayev: “Now I understood that our president, deputies of our parliament and other representatives of the authorities of the republic are ordinary people like us, they are not far from us and we can apply to them any time.”

Ruslan Gaparov: “Elections in our camp were free and fair and I want elections in our country to be conducted same and I think that we play a big role in it. If everyone comes to the polling station and votes and not only voting but also ensures this process to be really fair through observers.”

Elmira Tillabayeva: “I was an international observer in the camp elections and now I have an idea to apply observing elections in our school too because all the elections were without observers and now I doubt fairness of those elections.”

Elnura Askarova: “Only in this camp I understood that I must go to vote, before I thought that nothing is up to me even if I vote but now I know that many “I”s can choose a decent person who will take care of the people of our country.”

Gulmira (a camp administrator): “I liked that everything was translated from Russian into Kyrgyz and visa versa because it helped involve all participants and even other spectators. I remember FTI also conducted a camp for schoolchildren and despite of fact that there were children from Tajikistan nothing was translated from and into Kyrgyz, Russian and Tajik languages. I saw that children were not well involved just because they didn’t understand what a talk was about. I think that program of the camp was very well prepared because after

three to four days I saw that children changed, their attitude to everything became more sensible; also I really liked trainers' treatment and relationship with children."

Nurjan: "I received much useful information that I can use in my society. For example, I learned how leaders are chosen and what he\she must do for the people. I'll try to practice it in our school. About elections I learned about the responsibilities of Election Commissions both theoretically and practically. In 2010, I'll participate in the elections maybe as a PEC member or an observer and of course as a voter. I also learned how a state lives and I think that it's very useful for me because we are youth of the 21st century and we will rule in the future. I also learned about democratic personalities. I learned about types of conflicts, how to solve them I'm sure that they will be very useful in my life. When I come back home I'll distribute materials of the camp to other partners through Mass Media. I'll organize SAC in our school too. I'll also conduct different discussions, trainings about things that I learnt here in the camp. Skills that I received about proposal writing will help me participate in applying to school proposal calls. Thanks a lot for this camp."

### **Conclusion to the Summer 2005 Camps**

Since the March Revolution caused much debate and discussion in Kyrgyzstan about leadership and desired qualities in a president, IFES, in cooperation with its dedicated trainers' team in these camps, offered Kyrgyz youth a new program on the theme of leadership in three less-favored provincial locations, combining an education for active future voters with interactive learning methods about the role of leadership in society and the way in which, even within varying types of democratic political systems, the shape of the system itself can make a dramatic difference in the leadership culture.

### **New Initiatives During the Fourth Quarter**

Building on the key USAID-funded and State Department DRL-funded programs supporting the Kyrgyz Parliamentary and Presidential elections during 2005, that contained a considerable voter-education component, and given the growing role of young voters in political movements in Kyrgyzstan during the year as evidenced by the activism of groups such as Kel Kel and the Students' Union of Kyrgyzstan, in August, IFES searched for ways to enrich the USAID civics program with a low-cost initiative that might draw upon its electoral work and offer insights to high school students.

To that end, IFES will help organize mock elections in 11<sup>th</sup> grade schools to illustrate to students using participatory techniques exactly what happened in the July Presidential elections that would be fresh in the students' memories from their voting age relatives and friend's participation on the day. IFES will use extra PEC training manuals and develop an accompanying guide on how to run a mock election (drawing on our summer camp's mock elections). This will be accompanied by the OSCE/ODIHR observer reports to show what international observers say about elections (in a really cool move, we could even translate the ODIHR reports into Kyrgyz and Uzbek - they are not translated).

The mock elections kit will be sent to all partner high schools where teachers will use the guide and the manuals to run a mock election and discuss what makes a good election. A “Mock election manual for schools” and “Teaching Civic Education at Universities” was recently submitted to the Social Science and Humanities department of the Academy of Education. After the Department's approval, manuscripts will be reviewed by the Academy of Education Council on October 27, 2005.

#### **IV. PERFORMANCE MONITORING**

<b>Performance Indicator</b>	<b>Indicator Definition &amp; Unit of Measure</b>	<b>Data Source</b>	<b>Data for Q4 FY05</b>	<b>Data for FY05</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	N/A	80179
<b>Teacher Training</b>				
# of trainings conducted (# Teachers participated in trainings)	Teacher participation, improvement of teaching methodologies	IFES	5 trainings	98 trainings
<b>Student Action Committees</b>				
#Students Participated in SAC trainings (# of teachers)	Student Participation and Reach of Extracurricular Civic Education Activities	IFES	148	560 student participants
<b>Democracy Summer Camps</b>				
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	984 (# of participants: regional – 20; Arslanbob – 55; Batken – 49; Naryn – 53 )	984; (173 participants)
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	87 % students	87%
% of Students Expressing Interest in Civic Activism	Impact Extracurricular Civic Education Activities on Behavior	IFES	91 % students	91%
<b>Information Resources</b>				
# of Hits on the	Awareness and Interest	IFES	8375	24.533

