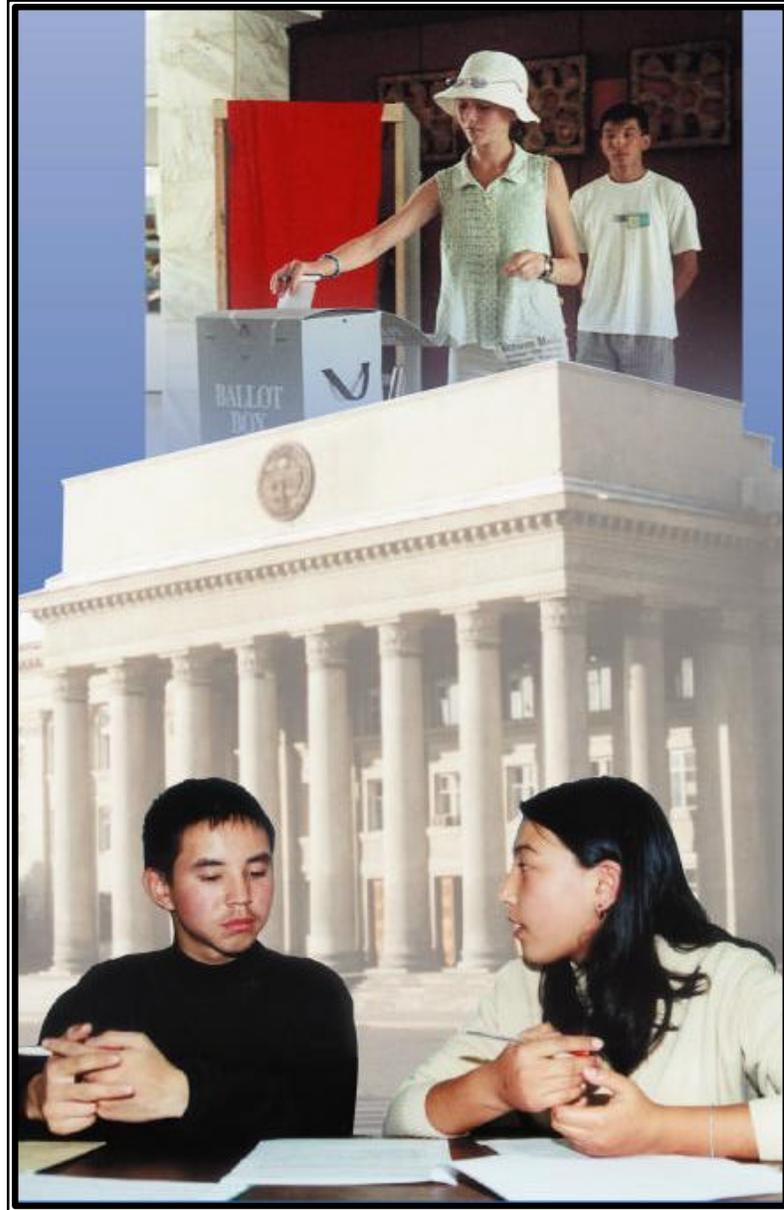


CITIZENSHIP, GOVERNANCE **& PARTICIPATION** *Your role in civic society of the XXI century*



Part One
Pilot edition

CITIZENSHIP, GOVERNANCE **& PARTICIPATION** Your role in civic society of the XXI century

Teacher's Guide

Part I

(Pilot Edition)

Dear teachers!

The first part of the teacher's guide goes with the student textbook, which also consists of two parts. While preparing this course we tried to consider all the possible conditions that exist in schools of Kyrgyz Republic. We already have conducted the preliminary approbation of tasks and texts with a small group of students whose families have just moved to Bishkek. We hope that after reading and understanding our guide you will enjoy teaching this course, and your students will learn more about the society where they live. The Ministry of Education and Culture has permitted piloting of the teacher's guide and student textbook. The teacher's guide was printed out later than the textbook. In the student book some mistakes were found after it was given to the printing house, so we've given some notes on them in the teacher's guide. The reason that we had mistakes was the fact that primary the texts and tasks were written in English and then translated into Russian. (Later it will be translated into Kyrgyz as well). Although the student book has been checked for the mistakes, there may be some more of them as this is the pilot edition. We will be grateful for your comments about this course which you can send to the address given at the end of the book.



Bishkek – 2001

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Editor: Simon Jenkins

IFES Kyrgyzstan:

1. Chedomir Flego
2. Galina Sergunina
3. Alfiya Fattakhova
4. Dmitry Shevkun
5. Vera Vigovskaya
6. Tamara Toktonalieva
7. Ainura Kudaibergenova
8. Keneshbek Sainazarov
9. Chinara Kumenova

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1. Lamar Cravens
2. Lyudmila Sinepostol
3. Liliya Faltina
4. Adahan Madumarov
5. Elena Vinogradova

Translator:

Aleksey Kashpur

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Chapter 13	Local Government
Chapter 14	Election Systems and Political Parties
Chapter 15	Election System in Kyrgyz Republic
Chapter 16	Women in Politics
Chapter 17	Women in Kyrgyz Republic
Chapter 18	Public Opinion. Mass Media – “the fourth power” in the State.
Chapter 19	Civil Society – Definition and History
Chapter 20	Rise of non-profit sector
Chapter 21	NGOs in Kyrgyz Republic.
Chapter 22	How to be active?
Supplement:	The State and Corruption



Dear school teachers and students in the Kyrgyz Republic!

When the International Foundation for Election Systems approached the German Embassy with the idea of a joint activity in the field of instruction and information on democracy in the secondary schools of the Kyrgyz Republic we immediately welcomed the idea. Knowledge of one's own political and constitutional rights and duties within a democratic society are the foundation of every mature political culture - in the Kyrgyz

Republic, in Germany, and everywhere else in the world where the people of a country commit themselves to democratic principles and values.

Democracy is a process from within. It's not sufficient to declare a people, a county, a person to be democratic. Democratic values cannot be imposed - they have to be internalized. Democracy is not an empty shell or merely a technical term. A true democratic system has to be filled with life by all the parties involved to make it function. You, the teachers and students, are as important in this refined machinery/mechanism called Democracy as is everyone else - the executive powers, the judiciary, the press, your parents, family, friends, and neighbours. Democracy cannot be limited to a certain group of people alone - it requires all the society to participate in an equal, transparent, responsible, and fair manner.

This is exactly what this Civil education textbook aims at: To teach you - the future citizens and decision-makers of the Kyrgyz Republic - the structures and procedures of your government, your political and constitutional rights and duties. It wants to make you understand why it is important for all the members of a society to responsibly participate in its democratic system and responsibly make use of the opportunities it offers.

A handwritten signature in black ink, which appears to read 'Achenbach'. The signature is fluid and cursive.

H.E. Klaus Achenbach,

Ambassador of the Federal Republic of Germany to the Kyrgyz Republic

Section One: Why & How

Caution: You may be tempted to read nothing else from this book other than Section Two. This is a serious mistake. If nothing else at least read “**But this is Politics: READ THIS!!!**” in part five of this section. However, we recommend you take the time to read all of Section One and then read the texts and tasks right through and then read them again before you teach each chapter of the teacher’s book.

1.0 Introduction:

Welcome to the International Foundation for Election Systems (IFES) civic education teachers’ guide. If you are a teacher from a small village school far from any town, then this book was designed for you.

This is the draft edition of the teachers’ guide for the student text. Being a draft edition there are bound to be mistakes and problems. We welcome your comments and we hope you and your students enjoy this course. This book is divided into three sections:

This first section which tells you about the design of the tasks and generally how to teach them. If you feel you have a good understanding of interactive methodology¹ you may not need to read all of this.

The second section contains the student book and teaching notes with either the answers, or at least a way to guide the students to reasonable conclusions.

The third section deals with evaluation and where to find more information.

2.0 Why Do We Need Civic Education?

The Kyrgyz nation has gone through enormous changes over the last 100 years. Just since 1990 there has been a major shift in the political culture. These changes show that Kyrgyz citizens very clearly expect to have a say in the way their society is organised.

One of the changes has been the adoption of democracy, a system where one of the major principles is that citizens take an active part in society, firstly through voting for or against their leaders and thus the policies they intend to implement.

A democratic system relies on the voter being aware of their rights and their obligations and being able to make an informed decision. To be able to judge the success of something you clearly need to know the starting point, the resources and the procedures that are in place and any alternatives. In the case of judging a government, as we do when we vote, this means having knowledge of what government structures there are, how they are supposed to work, what resources they have, and the laws and customs that dictate the way things are done.

Without information like this, society can become one where the blind lead the blind and where opinions are expressed without reference to evidence, and without being aware of the consequences. This in itself is dangerous as needs become unbalanced, judgements impartial and could lead to violent conflict. Therefore civic education is not only an essential part of the democratisation process, but in any society a part of the peace building and development process.

3.0 The Objectives of this Course

As being a good Tajik citizen in the 21st Century involves being an effective participant in the democracy in which we live, our objectives are to have your students:

- be able to describe the political and civil rights and obligations of citizens and why it is important and how to be an active Tajik citizen
- be able to describe and understand the structure and processes of good governance at both a local and national level in Tajikistan
- be able to describe and understand the structure and processes of non-governmental organizations at local, national and international levels

¹ Interactive methodology implies the teaching methodology through participation and interaction when learners form the knowledge, skills and attitude to the subject based on the experience that they have and acquire during the teaching process. The role of a teacher as the information transmitter changes to the leader of teaching process which is based on interaction between the participants of the process.

- develop critical thinking skills so they can more effectively interact with governments and their own communities
- be aware of the possible consequences of overly nationalistic policies
- be able to critically evaluate the various ways our society organizes itself
- value the opportunity to hear the opinions of others and to contribute to building of group consensus regardless of the gender or ethnic background of others

Teaching concepts of any kind is an unreliable process. Trying to change behaviour and attitudes through teaching about abstract concepts like democracy or citizenship, is probably the most problematic. You, as the teacher, can never be sure that the students have fully understood what you have taught, or that they will remember it a month or even a week later. Equally, you cannot be sure that they will be able to put the ideas into practise in their everyday lives. Therefore, we need to repeatedly teach these concepts over a long period before they will be understood or displayed, by even the majority, most of the time. One way to do this is to try to integrate these concepts and principles into all of your teaching, even if this just means valuing student opinions by asking them to share their opinions.

4.0 What Other Benefits are there in Teaching this Course?

- We hope most of the tasks will be interesting and fun. Your students will look forward to these classes and you will enjoy teaching them.
- Students become more aware of the causes and results of stereotyping and prejudice. This may improve your classroom atmosphere.
- It contains methodology which students will find new and interesting and which you may be able to adapt to other subject areas.
- Most of the tasks have been designed so you as the teacher do not need to do hours of preparation or marking.
- The methodology used is taken from the best of modern texts from around the world. Therefore you will be preparing yourself for future changes in the Tajik education system.

5.0 But this is politics!!!! READ THIS!!!!

Teachers have also said that they are concerned that teaching a course like this could get them in trouble with parents and officials due to the political content. This will not happen if you remember that:

- *that none of the tasks ask you or your students to make judgements or comment about the quality of your government or the policies of political parties. You must not do this under any circumstances and your own political views should never be exposed to the students. You should appear neutral.*
- *the goal is to teach how things should work. If students question why the way they view reality is not the same as what they understand is supposed to happen, you should not be tempted to offer explanations.*
- *this is a text approved by the Ministry of Education of Tajikistan*

Some teachers are concerned that they do not know enough about the topics covered in the course. That isn't that much of a problem. The methodology changes your role to something more like a chairman, so you are not expected to know everything. How this happens is explained later.

When can we approve this course?

6.0 Timing

The way you teach is constricted by your timetable, the length of a class, your students' abilities and the wishes of higher authorities. The text is not neatly divided into equivalent blocks of teaching time because we are not sure how long these tasks will take in your classroom. We have given an indication as to how long we think the task would take to be done. You can be sure that once your students get used to giving their opinions and having them challenged, the tasks will take much longer than you expect. If your students are involved in an interesting discussion of the topic, never stop it simply to get on to the next task. Remember that we have the dual purpose of transferring information and giving students the opportunity to practise critical thinking skills. When discussing students are practising the communal interaction that lies at the heart of civic education.

Interactive tasks often do not work well when broken up over two time periods (however this is sometimes unavoidable) or when you rush them as doing the task is more important than completing it. (Note that later there is more information about this in **Managing Group Work In Your Classroom: What is the Teachers Job?**) Therefore do not try to do a task in the last five minutes of a period, just because it is the last one in that chapter.

The order of the chapter and readings is important, however the order of the tasks within each chapter is often flexible.

7.0 Using the Chapter Texts

These texts have been designed to provide the background reading for the tasks. However, it may happen that your students may not have access to the student books or your students may find the texts too difficult.

7.1 What do I do if my students find the readings too difficult?

Firstly, you need to check to see that they have done the pre-teaching tasks, which all contain a tasks in which students match definitions to words that we expect your students may not know.

If you still feel it is too difficult try reading the chapter aloud to the class, paragraph by paragraph (a role that can be shared with students) and discuss the meaning as you go.

Also you can often still have your class do the tasks as they have been designed to be as independent as possible from the text. They are designed to teach as much as they are to test knowledge. Where students must have read the text to do the task they are marked accordingly.

8.0 Design Of The Tasks

Each of the chapters has a set of tasks to go with them. They are divided into pre-reading tasks, which should be done before the students read the chapter and post reading tasks, which should be done afterwards. The function of the pre reading tasks is to get students thinking about the topic and to check that they know some of the key vocabulary items used in the chapter text. (Note that in the back of this teacher's guide there is a glossary of terms in both Russian and Tajik.) These activities should be done before the students read the text. They often have no right or wrong answers.

The sets of tasks have been designed to be as flexible as possible. As communities differ greatly in ethnic composition, economic power, etc., you should not see the tasks as the only way to achieve the objectives. In some places supplementary tasks are listed. Use these if you have the time and students are motivated. You know your students and community better than anyone else and therefore you will know how best to adapt the supplied materials. The types of tasks are described in more detail later in the book.

8.1 Interactive Approach

You will notice that most of the tasks require two or more students to work together. Before explaining the reasons for choosing the interactive method let us first look at what it is.

Basically, it is any task that requires students to discuss and work together to find the answer or produce some kind of outcome. In other words, it could be as simple as just using an existing textbook and having two students work together to solve a problem. The most important thing to understand is that the process of solving the problem becomes just as important or possibly more important than the answer. This is because the objective is not to just give students information but also to give them the skills to find it themselves.

One of the key principles behind interactive methodology is that the students' life experience is a key educational asset as we all interact with others everyday.

Interactive methodology encompasses a wide range of tasks and types of interaction: Types of interaction include the student with:

- the teacher (assuming the teacher is willing to change the power relationship)
- a visitor or group of visitors to the class (or the class can visit)
- a single classmate (pair work)
- a small group (3 – 5 students)
- a large group of learners (often some kind of role play/debate, etc..)
- a large group of learners and the community (a group doing research)
- some kinds of machines i.e. computers

The size of the group does not determine the quality of the learning or the interaction.

So key feature of “interaction” is that it is a process of discovery and intrinsic to that process is the idea that students will gain through the interaction, the skills to guide their own learning,

8.2 Why use interactive methodology?

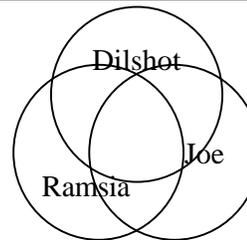
Research has shown that generally we remember about 10% of what we hear, perhaps 20% of what we read but possibly 80% of what we do. Our lives prove this. Clearly, learning to ride a horse can not be done solely by having someone tell us or by reading about it. You actually have to get on the horse and practise those skills. This happens because in practising the skill we are processing information and reformulating the ideas into actions. In doing this we deeply ingrain the logic of what we are doing. When we tell the students the answer the amount of intellectual processing is very small. But when we actually have to formulate and defend our ideas the level of processing is very high. (*see 13.2 for an categorisation of intellectual skills*) With civic education it is the skills of intellectual debate and participation that we need to practise.

Therefore the interactive approach is used for the following reasons:

- as we said earlier; students learn information and the skill how to intellectually evaluate ideas
- it forces students to deeply process ideas
- it allows two or more sets of knowledge to be used to solve a problem. The sum total of this shared pool of knowledge is greater than any one students knowledge (*In our case “knowledge” is mostly represented by the student’s own life experience*).
- when knowledge is shared both the student giving the ideas and the recipient students learn
- the logical correctness of students ideas are often more likely to be challenged.
- so students interact and thus practise the kind of democratic participation that good citizens need to effectively function in today’s world.
- students who might not give their opinions in a whole class discussion
- students learn that other students have views and that they may not be the same as their own
- this type of learning is usually enjoyable

Sharing Knowledge

The following diagram shows what Dilshot, Ramsia and Joe know about a particular topic as represented by a circle. We can see that although they have a lot of common knowledge or skills there are some things that only one or two of them know. As a result of a group working together some of what say Ramsia knows can be transferred to Joe or Dilshot and vice versa.



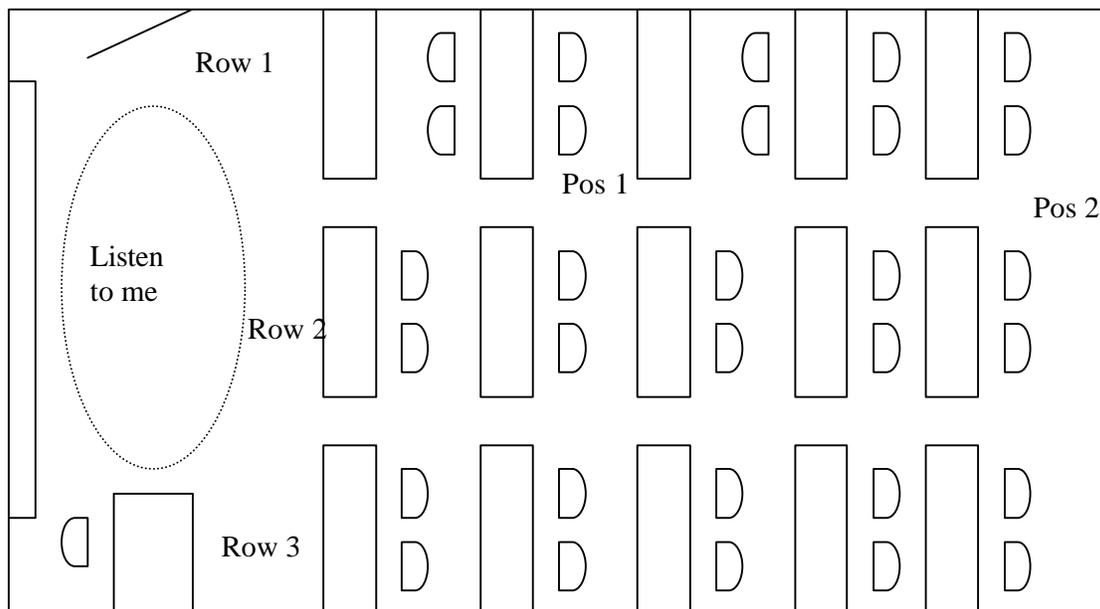
However, the following warning is given. Interactive methodology can if poorly implemented lead to:

- wrong ideas being reinforced if some students are allowed to dominate
- mis-understanding of what is going on by parents, other teachers and administrators
- a loss of teacher control. Interactive teaching methodology does require different management skills and so some notes on group work are included later.

Although the methodology has risks they are easily outweighed by the advantages. However, it is not essential that all the tasks be done in the interactive way that they were designed but they will work much more successfully that way.

8.3 But my students are so passive... Classroom Dynamics

In a traditional classroom the status of a teacher is high as they are the holders of knowledge. In the interactive classroom the status of the teacher should be high because of the teacher’s ability to manage the learning process. This is because with this methodology learning takes place in the student interaction. As a result of this the dynamics of power in a classroom are critical to your success. One of the easiest ways to change dynamics is by being a mostly silent teacher. In other words, limit your explanations, and try to draw ideas out of the students. This will reduce their dependency on you and help them realise that sometimes there is no perfectly correct answer, and that their views are equally important. As teachers we often unknowingly do things that send messages to students (the students themselves may not even be aware this is happening). Let’s take a few examples and look at their consequences. First look at the diagram below of a typical classroom.



8.3.1. Where to be

You can see this is a typical classroom, except that row one is a little strange, but more about that later. In a typical classroom teachers stay in the “listen to me zone”. In this position students look forward and usually up at the teacher as the teacher is normally standing. Over the years this conditioning is very powerful. A good trick is to not over use this space and stay out of it when students are discussing things amongst themselves. In other words if you stand in this zone students are unlikely to talk to each other. Note that the teacher’s desk is very close so sitting there will not help much either. Clearly while we are explaining the task we should use the “listen to me” zone and then indicate that discussion should start, but where to go after that. Pos 1 or sitting with any other group is a good place as it is far from the “listen to me zone”. Here the teacher joins the group, and should for extra effect kneel or sit with the students. (You equalise your status and can not be seen by most of the class. We discuss how to participate as a teacher in group discussions later.) Pos 2 is quite a good place too, but be careful not to turn it into a “listen to me zone.” If you want the attention of the whole class go back to the front of the class.

8.3.2. Organizing the Classroom

Row 1 is set up so that some students turn their chairs around to do small group work. Note that the last pair has no other pair to work with. They could split the middle row and work in threes. For many of the tasks students only need to work in pairs. When students have their backs to the “listen to me zone” this sends a very strong message that they can talk so it is a good technique to use. Clearly you would set up all the rows in this manner. When you stand in the listen to me zone students would need to turn to face you. Although noisy at first students quickly learn how to do this quietly.

8.3.3. Student to Teacher Interaction

Teachers often wonder why when they stand in the “listen to me zone” and ask a student a question why there is silence. Actually, wherever you stand, asking students to volunteer an answer in front of the class requires a fair degree of trust on the part of the student, particularly if it is a matter of fact and therefore there is chance of the student being wrong. You might find that it is best to avoid teacher to individual student interaction at first until students are more familiar with being asked “what do you think” types of questions rather than more traditional “do you know” questions. Instead focus on student to student interaction.

Many teachers make the mistake of believing they need to lead all discussions. Although you will occasionally have to do this, you would be surprised to realise just how much talking teachers do. As teachers you need to make a deliberate effort not to speak. This is why pair work is such an important technique as it gets half of the students talking instead of just one teacher or one student. You will find that students will have the most confidence to talk in pairs, and slightly less in groups of four or five, and least in front of the whole class.

A useful techniques when trying to elicit opinions and ideas from students are to:

- 1) always thank them for giving their opinion
- 2) not say they are wrong, if you believe they are, but instead ask if others are in agreement. If the whole class has misunderstood then you can explain what you think

change group composition in different ways:

- declaring beforehand the prepared list of groups (this way you can guarantee equal division of the strongest and weaker students and prevent gathering together in one group of too active and undisciplined ones);
 - Number off the class into first, second, third, and fourth and get students with the same numbers into one group (you can use words, for example names of fruits, months, etc. instead of the numbers.) This method is better to use when the class has already learnt to work in groups. It gives the process apparent fairness (“no one defines with whom I should work, it just happened in this way”) and the element of a game, as the students never know who will be their partners for the next time.
- Make sure that every member of the group is clear about their roles. e.g. *“Aibek your job is to act as secretary/reporter. Ainura and Anara, your jobs are to suggest ideas.”* or *“Erkin your job is to write out the text, Guljan yours is to illustrate page five and six, Bakyt your job is to check for mistakes and illustrate page three.”* You will find that after a while students learn how to organise themselves in groups. You should encourage them to elect their roles, and to rotate the positions. e.g. *“Last week Ainura was the reporter, so this week Ulan should do it.”* When the class gets used to working in groups, you may just remind them to distribute the roles (of secretary, time-keeper, reporter, artist, etc.) within the groups.
 - Group work skills are similar to discussion skills. Students should respect the rights of others to speak.
 - You can gradually introduce your students to group work by slowly increasing the size of the group. Groups of two are the easiest for students to operate in. Groups of five or six, unless incredibly well managed, can mean that some students appear to be involved, even when they are not.
 - Have tasks for those groups or group members that finish before the others.
 - Group work is a very difficult working environment for some students. This may lead to some students being disruptive. Make sure you know who these students are and keep a close watch on them. It may be better for your class if they work alone at first. But then you need to have a prepared task for them, which are formulated in the way that it won't allow them to feel themselves isolated from the class. You can give them the role of an expert, statistician, observers, etc.
 - Group work often requires a higher noise level than traditional classroom teaching. Develop the skill to know which is work noise and which is just noise! Insist on work noise only!
 - The teacher's role is to move from group to group monitoring what is happening, focusing students on the task, asking questions to help to solve problems. For the students you change from being the holder of knowledge and become a facilitator, a resource manager or consultant. It is a good idea to sit down with them and ask questions to help them find the answers rather than just give them the answers. The worst thing to do is sit at your desk. You need to be active.
 - When you are joining the group do not speak loudly and dominate the group. Your role should principally be to ask questions not answer them.
 - You will find that you will quickly develop the ability to gauge when students have had enough time to discuss a problem. The best way to judge this at first is to walk around the class and listen to what is being discussed.
 - Discuss your successes and failures with other teachers who have used group work as it takes time to adapt to new methodology.
 - Never allow students to think that group work is play or a game. By describing it as such you devalue the activity and their opinions. It is much better described as problem solving. Before students work with the tasks, they should be informed that there would be follow up tasks based on the results of the previous one. (“Let's make sure if we do understand in the same way what does active participation mean before we began to review more detailed the question of active participation of citizens”.)

8.6 Managing Whole Class Discussions In Your Classroom

The success of this course depends largely on the ability of students to have a discussion in which the rights of all to speak and be heard are respected. The best way to train students to do this is to start with pair work and then occasionally have

whole class discussions. Below are some suggestions for the management of whole classroom discussions:

Instead of getting group responses just ask the opinion of one student at a time. After their responses ask if anybody disagrees or has a different opinion.

Make sure certain students do not dominate the discussion. (See text box below)

Note, that discussion differs from the arguing in a way that no one sets an objective of proving one's own rightness. Students do not argue but give well-reasoned opinions. It would be better to develop such culture of discussion when instead of "You're wrong" or offensive notes addressed to other's arguments students say: "I think in other way..."

Record opinions on the blackboard (*unless they are inflammatory*). These can be recorded as bar graphs, tallies or full sentences. This shows students, very clearly, that their opinions may not be shared. It is also a good way of developing summarising skills. Pick a student to be your secretary, so they record the information.

Teach the participants of the discussion to argue their point of view by saying "because...", "for example". It develops skills of public speech makes speech more content, accelerates the thinking process.

Do not make judgements on personal opinions. Instead ask "why" and sometimes "what if" questions. Encourage students to comment on each others' opinions. "Ana, how do you feel about what Pedro has said?"

Stop students quickly if they appear not to understand the question or have gone off the topic. *Unless you feel it is of great interest.*

Use the reflection technique to clarify ideas. In this technique you repeat back in summary form what the student said and ask if that is what they meant.

Be very strict about turn taking. Never let one student interrupt another. Make sure that they listen to each other's opinions. (You are an important model.) Use your existing control techniques (where students raise their hands if they want to speak).

Don't ask too many yes/no (closed) questions. These are often leading questions. Instead ask questions which require explanation or elaboration. (What if ..? Why ..? How ...?)

Make sure that you, as a teacher, do not do all the explaining. Instead ask questions. You may often find that a question by one student can be answered by another.

Rather than have all teacher centred discussions, where opinions are directed through the teacher, give the students the opportunity to discuss amongst themselves before they report back to the class. (This is a good way to encourage quiet students. You could also have a student take your role and you could just observe.)

Key Point

With subjects like Civic Education the process of solving a problem is equally important as the answer. A question a teacher should always ask themselves is: "How can I maximise the opportunities for my students to take part in this process?"

The answer is often in pair work.

8.7 Who can teach this programme?

Given that this programme is not a knowledge based but a skills and ideas based programme, and one which uses life experience as one of its key resources, any teacher who understands the principles of the methodology used can teach it. You do not need to be an expert in politics. We have tested the programme with a chemistry teacher who, once she understood the methodology, was very capable of teaching the programme.

8.8 Does this mean that I should not use traditional methods?

Absolutely not. Our purpose is to add to your toolbox of teaching methodologies. A professional teacher should be able to switch from interactive to non-interactive methods possibly within the various phases of a lesson as the need arises. It is true that this course principally uses these methods but in other subjects this may not be the case. Take the following example. If you were sitting in a plane and in answer to your question about how the pilot was trained the pilot told you that everything was done through discussion and that there were never any correct answers, you would probably wish you could be on another plane. Why.... because much of pilot training requires knowledge based training. Traditional and interactive methods are different tools for different jobs.

9.0 General Procedures

As we have said earlier this work requires little preparation or marking. Usually, you will just need to identify the task, review the procedure (what the students need to do – this can simply be done by stating the student objective) and give a suggested time frame. State the working arrangement and tell them to start. Once they have got started you can walk around and join the groups as a participant and not a teacher. When the time period is over or if they finish early, and if you feel no more value can be gained from further discussion return to the front of the class. (Clearly, if you feel they haven't understood then you will want to stop and re-explain.) Ask them to suggest some of their answers. You may want to comment on what they said, or alternatively ask students to comment to the rest of the class. For example:

“In this exercise you are going to prioritise the qualities of leadership. In the table on your paper, you will find a list of qualities. Work in pairs and decide which ones are the most important. You have five minutes to complete the exercise.”

You might then wait for a minute or two at the back and then join a group. After the discussion period is finished you would return to the front and ask students, who represent groups, not just themselves, to give their answers. You may then want to have some general discussion on their answers.

Focusing On IDEAS

An excellent technique that can often, but not always be used to improve discussion skills is to use the PRES method. This method guides students in giving their opinions in a way that focuses on ideas and not personalities. When giving their opinions ask students to follow the following steps. (This is a very simple example.)

1. **Position** The student states their position. “I agree that smoking should be banned.”
2. **Reason** The student gives a reason why they think this should be the case. “Smoking causes lung cancer.”
3. **Example** The student gives an example. “My Uncle Buzz died of lung cancer last year.”
4. **Summary** The student summarises their argument. “ That is why I think, for the health of our people, it would be better if smoking was banned.

10.0 Right or Wrong? And What Happens If I am Asked a Question I Do Not Know the Answer To.

Not all the tasks have “correct answers” as the correct answer may vary from place to place or it may just be a matter of opinion. Often in these cases the students achieve the primary goal simply by doing the task in that they think about the problem and realize that there is more than one possible correct answer.

This will mean that the teacher cannot be expected to have the best or correct answer in every case.

Some teachers are concerned that they may not know the answer to some questions students ask or that students may ask their opinion, which you may be reluctant to give. In reality students should be able to accept that you don't know or that you do not have a firm opinion. (There is a limit to every ones knowledge.)

Although in some cases we have given some notes to provide a critique of students' answers we could not predict every response and questions a student might ask. Therefore it is probably wise to raise the question “Is it okay if I don't know the answer, and is knowing the answer and telling the answer my only role?” with your class before you get into the situation where you do not have the answer to a student question. It is also worth pointing out that the answer is probably not in the text.

However, if you feel your students will be unhappy with an answer like this, you can always say one of these:

1. My opinion/answer is not important.
2. I'm not sure let me find out.
3. It is much more important that you develop your own ideas than I give you my answer.

Bluffing and pretending to know the answer will never work, as inevitably a student will ask a question that you can not possibly know the answer to.

Remember the process is more important than the answer. Your primary role as a teacher, regardless of what method you use, should be to be an expert on methods to help students learn. If it was simply to be the holder of all knowledge on a subject you could be replaced by a library.

Another issue teachers frequently ask about is evaluation. There is a section on evaluation of student progress in the third section of this teachers' guide.

11.0 Task Types [the chapter numbers need changing]

The types of tasks used in this course lend themselves to smaller group interactive methodology. Rather than describe in detail how to organise each of the tasks in the student's book this teacher's guide instead will show you how to organise the differing types of tasks. These tasks are primarily been designed to reach and reinforce what is in the text. They are not designed for testing. These tasks can be classified as follows:

1. Same / Different
2. Ranking
3. Sequencing
4. Matching
5. Rating
6. Classifying
7. Summarizing
8. True/False
9. True or Make Correct
10. Role play
11. Brain Storming
12. Advantages and Disadvantages
13. Find Consequences
14. What do you think?
15. Research and Report

Note that many tasks could be classified under more than one heading. There are many other types of tasks that can be interactive, such as debate, that are not listed here simply because we did not use them.

11.1 Same Different

With this task students are required to two situations and write statements that show what features they have in common (where they are the same) and write statements that show what features they do not share (where they are different). This task is excellent for getting students to see that, for example, countries or ethnic groups have much more in common than they first imagined.

Examples: **Chapter 8 - Task 05** **Greek City States**
 Chapter 7 - Task 02 **What Are The Differences?**

11.2 Ranking

With this task students are required to look at a series of statements and decide on the relative importance or value of each. Because of students different backgrounds they will often disagree and in explaining their point of view and listening to others they will understand the issues more deeply and logically. Answers to this type of task are often based mostly on opinion and can create a lot of discussion. They can be very useful for finding out what level of understanding students actually have (as their logic is expressed) but usually can not be used for grading purposes.

Examples: **Chapter 4 -Task 04** **How can we evaluate a constitution?**
 Chapter 8 - Task 01 **Why Bother?**
 Chapter 16 - Task 12 **What to spend it on?**

11.3 Sequencing

With this task students are required to look at a series of statements and decide what order they should or did occur in. Usually the order required is chronological. This kind of task encourages students to study the statements very carefully, but they also need to be able to explain their logic to their partners. It is also a very good way to get students to look in detail at something very practical.

Examples: **Chapter 8 - Task 03** **The History of a State**
 Chapter 16 - Task 11 **Where To Start?**

11.4 Matching

With this task students are required to match a word or phrase with a description. This is a good task to reinforce the meaning of concepts. If you feel that the matching task is too easy you can always make it more difficult by having more choices than necessary.

Examples: **Chapter 9 -Task 11** **What does nationalism mean for you?**
 Chapter 17 - Task 09 **Which system??**
 Chapter 10 - Task 05 **A True Citizen**
 Chapter 16 - Task 06 **What Do They Do?**

11.5 Rating

With this task students are required to look at a series of statements and rating criteria in the form of values. They must decide which rating to give to each statement. Answers to this type of task are often based mostly on opinion and can create a lot of discussion. They can be very useful for finding out what level of understanding students actually have (as their logic is expressed) but definitely cannot be used for grading purposes.

Examples: **Chapter 17- Task 01** **Who Should Represent Us?**
 Chapter 11 - Task 07 **Is it Democratic????**
 Chapter 11 - Task 08 **How Democratic Are You?**

11.6 Classifying

With this task students are required to classify a series of statements according to criteria. In doing so they become much more aware of the meanings of the criteria. This task often produces discussion and is useful to reinforce students understanding of similar but contrasting concepts.

Examples: **Chapter 6 - Task 02** **Which is which?**
 Chapter 5 - Task 01 **Needs & Wants** (this is also a ranking task)
 Chapter 1- Task 04 **How do different forms of Authority influence our lives?**
 Chapter 16 - Task 01 **Local or National Responsibilities**

11.7 Summarizing

With this task students are required to establish the key points and record it in a variety of ways. Summaries can be done as a list, an essay, a table, a timeline or as a flow chart, etc. It is generally most effective if the form of the information changes. For example you read a text and summarize it in a table. In fact all of the tasks could in some ways be regarded as summarizing information.

Examples: **Chapter 14 - Task 05** **How Can They Help?**
 Chapter 9 – Task 13 **Timeline**
 Chapter 19 - Task 04 **Lead by Women**
 Chapter 10 - Task 04 **What Influenced What?**

11.8 True/False

With this task students are required to look carefully at statements and decide if they are true or false. This can be a good way to reinforce old ideas, give a purpose to reading source documents and test comprehension. It usually creates a lot of discussion.

Examples: **Chapter 13 - Task 09** **Other Views**
 Chapter 15 - Task 09 **What can he do?**

11.9 True or Make Correct

With this task students are required to look at a statement and decide if it is correct. If it is wrong then they need to rewrite the statement so it true for their own community. This task means that students must look very carefully at what the statement says and is therefore a good way to bring theory to life.

Example: **Chapter 16 - Task 13** **What's Different?**
 Chapter 15 - Task 01 **How Does it Work?**

11.10 Role play

With this task students are required to act in a role. For example they might imagine themselves acting as the members of the Akimiat. This can be a difficult task to manage and should not be done before your class are very familiar with the topic, their roles and interactive methods. However, if properly used it can be very effective especially if it is followed by an activity where students reflect on what happened and why.

The instruction to the participants of the role-play should be short and clear. If it is first time you conduct role-play it is better to read aloud situation and tasks for the participants rather retell it by the memory. Any failed to be said detail as any extra one can mislead the group from the desired result. Give time for preparation neatly, mention, how should the "product" look like – how much time will group have for presentation, consecution, etc.

Before the presentation warn participants that those who are not involved into the play will be observers. One more time repeat neatly the time for presentation of each group and tasks for the observers. (For example: "We are asking the observers to observe the process of making decision. Pay attention which argument was decisive").

Discuss it after the role play. It is very important to focus the attention of the group on what was happening instead of the acting technique of some participants.

Role play or modeling?

Using simulation in the teaching process, we give participants the opportunity to reflect some aspects of reality.(it's forms, not necessarily content), and review mutual relation and interaction of some real situation elements which sometimes takes time. The situation model or its simulation does not become a role-play because they reflect only the action but not the content. For instance, researching the model of the big company work you will use titles and positions, but the position of the vice –president will be presented with a focus on its authority without providing personal information required for its performance.

Examples: **Chapter 4 - Task 07** **Writing a Constitution**
 Chapter 6 - Task 08 **Why do we have taxes?** (Could easily be turned into a role play.)

11.11 Brainstorming

With this task students are required to suggest ideas. The key to success is that all ideas are accepted uncritically unless of course they are offensive. This activity is useful for finding out what students know before teaching tasks and for sharing information.

Rules for the brainstorming:

- All the ideas are accepted and recorded.
- The ideas are not evaluated and discussed. If you start evaluation of the ideas at the moment of its origin the participants will worry about the way it will sound than think of the new ones.
- The original ideas are mostly preferred. It is better to accept and record crazy ideas than loose some valuable. Absence of crazy ideas on the brainstorming list proves that participants are criticizing their own ideas. They prefer to think twice before telling their idea because they are afraid of saying something silly or be in embarrassing situation.
- More ideas – the better. Quantity will give us the quality after all. When the large amount of ideas is outlined in short period of time and people feel themselves comfortable to present them the good result is guaranteed.
- Each participant can develop ideas proposed by someone else and add own suggestions based on the recorded ones or modify them. Usually the combined or modified ideas are better than originals.
- The time given for brainstorming is limited.

- After the all ideas are written, participants can ask the questions, clarifying this or that idea.

Example: **Chapter 14 -Task 01** **What Do You Know?**

11.12 Advantages and Disadvantages

With this type of task students are required to compare one thing with another and list advantages and disadvantages or reasons for or against one or two ideas. A problem you may find is that they can be repetitive in that the advantages of one idea can be the disadvantages of another. This is particularly likely to happen if the ideas are contrasting.

Discussion between students with this task is likely to make students think more carefully about the implications of an idea.

Examples: **Chapter 13 - Task 06** **Appointed or Elected**
 Chapter 9 -Task 06 **Who are we?**
 Chapter 17 - Task 10 **Communism to Democracy in Kyrgyzstan**

11.13 Find Consequences

With this task students are required to find the consequences of a particular action. It could be done as a matching task where students do not need to think of the consequence. They only need to match it.

Example: **Chapter 14 -Task 03** **The Unexpected**
 Chapter 10 - Task 02 **Events and Results**

11.14 What do you think?

With this task students are required to think about what they believe and why they believe it to be so. The purpose of it is, by using the knowledge gained, to express an informed opinion. It is a very good way to reinforce concepts.

Example: **Chapter 20 - Task 05** **Is she a leader?**
 Chapter 10- Task 08 **For & Against**

11.15 Research and Report

With this task students are required to think clearly about what the task requires and then go and do some research in their own community. It is best if all the information can be gained from just interviewing people in their own community. The report could be presented as an essay, a flowchart or a speech. Although students will at first dislike having to present their information, (that is why it is best done in pairs) this type of task builds confidence. When you give such task for the first time, it's better to define the report form clearly (you may give different versions to different groups explaining clearly each form). Later you can propose to students to select one of the forms of report at their will.

Example: **Chapter 5 -Task 07** **A Local Business**
 Chapter 5 - Task 06 **Becoming a Millionaire**
 Chapter 2 - Task 01 **Graphing information about your community**
 Chapter 16 - Task 09 **So What Do You Do?**

Section Two: The Texts and The Tasks

12.0 Important note

Have you read But This is Politics! READ THIS!!! In Section One. We recommend you take the time to read all of Section One and then read the texts and tasks right through and then read them again before you teach each chapter of the teacher's book.

12.1 Task Objectives

Objectives can be given for the whole course, the chapters and for each task and can be framed in a variety of ways. It is important that you know what the students should practically achieve and why this is worth doing. For all of the tasks you will see objectives listed.

- When you see “SP-Obj: Students will be able to ...” this indicates a student performance objective. In other words it states what the students will actually be able to do (skills) by the end of the task. This is similar to a learning objective, which specifies what knowledge students will gain. However with this type of course is more focused on skills than knowledge.
- When you see “T-Obj: This task...” this indicates the teaching objective. In other words why it is important for the student to achieve the student performance objective. These are not always stated because they are mostly obvious.

In some cases where the student performance is obvious then it is not stated. In this case the Teaching objective is stated. In some cases both are stated, particularly where one or both are less obvious. There some objectives such as “Students will learn that opinions vary” that can apply to almost any task. Rather than restate them we have only stated them once or twice.

Examples:

Task 01 What is education for?

Students will be able to distinguish between the differing purposes of education.

TObj: This task is designed to help students understand that education gives both information and skills.

Task 02 Working Together

Students will be able to identify some of the cooperative skills that they will need to use when doing interactive tasks.

Tobj: This task is designed to show students that the kind of learning they will do on this course is a little different. It should also help the teacher as it clearly states that the teacher has the authority to make this change.

12.2 Making Lesson Plans

Below you will find an example of how a teacher took some of the tasks and turned it into a lesson plan.

Sample Lesson Plan

Topic: Relationship between economic and political rights

Objectives:

1. Students will be able to understand that economic and political rights complement each other in civil society.
2. Students will be able to relate social issues in their community to theoretical concepts.
3. Students will be aware of the needs of businesses

Recourses: Reading material, activity book

Methods to be used: Group discussion, Pair work

#	Lesson Parts/Blocks	Content	Method	Time
1.	Organization of the class/Revision	<ul style="list-style-type: none"> Chapter 5 p.xx –xx READ Key concepts 	Small group discussion	10 min.
2.	Presentation	<ul style="list-style-type: none"> New concepts Activity # 1 <NAME> 	Group discussion, Pair work	10 min.
3.	Practice	<ul style="list-style-type: none"> Activity # 4 <NAME> Activity # 5 <NAME> 	Pair work Group discussion	13 min.
4.	Consolidation	<ul style="list-style-type: none"> Activity # 5 <NAME> Revision of new concepts presented at the class 	Group discussion	10 min.
5.	Evaluation/Home work discussion	<ul style="list-style-type: none"> Activity # 2, 3 <NAME> 		2 min.

Note:

1. The plan above fits with the requirements of most Education Administrations. This is NOT to say that interactive methods of teaching is incompatible with traditional teaching styles.
2. Time allotted for activities could be adjusted to the level of students' knowledge about the topic. You should not worry if you go over time if students are particularly interested to discuss a topic for longer.
3. Note that the objectives given a compilation of the objectives given in this book. You may choose just to list all the objectives we have given but you might have a large number if you intend to do four or five tasks.

12.3 Teaching Notes.

This section is set out with the chapters of student book, which contain the text and the student tasks. Immediately, under each task in *italics* you will find notes on each of the tasks. These notes include information about the possible answers, the objectives and the procedures that you might want to use.

Next to the name of the tasks there is an indication as to how long we think the task will take, however we expect this to vary from class to class, depending on students' discussion ability and interests. If you feel your class is having a very good discussion you may want to take longer to complete the task.

You will occasionally find some supplementary tasks that you could use if you have time.

Chapter 1 What is the Purpose of Civic Education?

The overall goal of this chapter is to introduce the ideas that will be discussed and to get the students thinking about the methods and intellectual tools used to learn about this topic.

Pre Reading activities

Task 01 Word Definition Match 5 min

Working in pairs, match words with its definitions by using the arrow. For example: “Democracy → the power of people.” Please, do not write in the book. Make notes in your notebooks. The book is meant only for reading.

Word	Description
1. Democracy	a) Legal standing, position
2. Status	b) Universal principle of democracy that allows to solve and predict the conflicts and reduce the tension within the society
3. Consensus	c) The power of people

SP-Obj: Students will be able to correctly match up the meanings with definitions.

Make sure they understand that they should not write or draw in the book. Instead with this type of exercise, which you will find at the beginning of every chapter, students should make a list of the words and the number of the definition that corresponds with it. This should take only a few minutes. After they have discussed it get answers from students and confirm from the list below.

Answers: 1. - c 2. - a 3. - b

In the following chapters there is just a list of answers.

Task 02 What is education for? 10 – 30 min

With a partner look at the following opinions about why we go to school. Which one best fits what you think?

Aigul: We go to school to get knowledge. The teachers and the books have all the knowledge and we have to learn it all.

Bakyt: I’ve never really thought about that. I go because my parents tell me to go. I suppose we go to learn something. Anyway, it’s a good question and I want to think about it more.

Nurjigit: We go to school, as it is the one of the places we can learn. We get knowledge and we learn skills like how to think and how to discuss. Well, that’s what I think school should be for.

Elvira: I go to school to study for my exams so I can get a good job. The teacher can give us a lot of knowledge.

Notes:

SP-Obj: Students will be able to distinguish between the differing purposes of education.

T-Obj: This task is designed to help students understand that

- 1) education gives both information and skills
- 2) there are educational tasks without correct answers
- 3) that students have differing opinions

You should start this task as pair work and then follow this up with a whole class discussion where you ask students to give their opinions to the class. Do not give your opinion until the very end or not at all.

This is the first real discussion task in the book and in the course and in many ways a very important one as the result will influence the way students think about all the tasks. Therefore you need to encourage them to share their views with each other.

You may also find that the way the tasks in this course are organized is so different to what students are used to that you need to get students to reflect the instructions back to you as follows.

Teacher: I would like you to work in pairs. I want you to read through the conversations and decide which viewpoint best fits with yours. You have 10 minutes to read and then discuss your opinion with your partner. After that we will have a whole class discussion. Chinara can you tell me what we have to do?

Chinara: We have to work in pairs and read the conversation and then write our opinions in our exercise books.

Teacher: Thank you Chinara. Actually you don't need to write anything down.

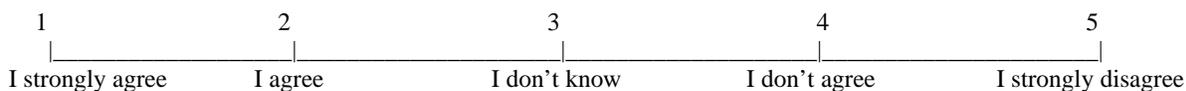
This technique is good because the students will listen to your instructions, as they know there is a chance that you will ask them to repeat them.

There is no correct answer for this task as it is a matter of opinion and varying motivations. You should make this clear before they start. It may happen that students say that they would prefer another option. However, here they need to make a compromise, as it is only the opinion that is closest to their own, which we need. Nurjigit's opinion is probably the one that best reflects educational philosophy of this course.

Task 03 Working Together 30 min – 60 min

Most of the activities in this book require you to work in pairs or in larger groups. Do not forget that you shouldn't make any marks in the book, because other students will read this book after you. Look at the list of statements below and decide, using the scale below the table, to what extent you agree.

Statements	I think
1. In this book we will work together a lot.	
2. Working together means that it is more difficult for the teacher but it can also be more interesting.	
3. Working together can be fun and interesting for students.	
4. Working together means that we learn about what other students think.	
5. Working together requires more self-discipline of students.	
6. Working together is sometimes difficult if we do not respect each other's rights to speak.	
7. We have to work just as hard when we work together.	
8. Working together means that we share our ideas and that we are all equal.	
9. One of the most important skills in working together is learning how to listen.	
10. We learn faster if we have double or more brainpower and experience.	
11. Being a good citizen means being able to work together as equals.	



Notes:

SP-Obj: Students will be able to identify some of the cooperative skills that they will need to use when doing interactive tasks.

T-Obj: This task is designed to show students that the kind of learning they will do on this course is a little different. It should also help the teacher as it clearly states that the teacher has the authority to make this change.

This activity can be managed in a very similar way to the previous one.

Commentary of how IFES would respond to this task... but you may disagree

- Q1 1 - Yes
- Q2 3 - It will depend on you as a teacher, however, once you are used to this methodology it is no more difficult than any other, but often a lot more enjoyable for you as a teacher.
- Q3 1 - Our piloting has shown us that students learn a lot and find this kind of learning very enjoyable.
- Q4 1 -

- Q5 1 - This is because they have to listen to others and give others a chance to express their views
- Q6 1 - Respecting each others right to have differing views and express them is one of the most difficult things for many students any where
- Q7 1. - Possibly even harder as these types of exercises force us to justify our thinking publicly.
- Q8 1 - Once students understand the advantages of equality then ideas are judged on their merits and not by the status of the person who had the idea. Einstein was a quiet person.
- Q9 1 -We must listen to the teacher and other students. Great leaders are able to inspire others by making all feel valued. The best way to test and develop ideas is to allow others to discuss them.
- Q10 1 - If we cooperate imagine the power with thirty brains working together. Sometimes it might seem slower to reach agreement. However when we are discussing we are gaining a better understanding of how other people think.
- Q11 1 - This is the most important concept. No one leader builds a society... it is the work of all including the quietest and poorest. Even the quietest person, regardless of ethnicity or sex has something to contribute and should have the right to do so.

Task 04 Where are we starting from? 15 min

In groups of three or four write what you think it means to be “a good citizen” and what you think “civic education” might include.

SP-Obj: Students will be able to identify their starting point in terms of knowledge about citizenship.

T-Obj: The purpose here is so students can later see how much they have learnt.

This would be best done in groups of about four. Make sure students know how they will form these groups. (Every second row could just turn around.) Make sure students know which group they are in and that no one is left out. One student needs to be the secretary in each group.

Give them three minutes to discuss each topic (citizenship & civic education). Go around and check that the groups have understood the tasks. As this is a brainstorming task, make sure you have read the section in this teachers' guide, which describes how to conduct this and then explain the procedures of brainstorming to the students.

Once the time is over ask a representative from each group to say what conclusions their group had. You could get the students to list on the black board or a piece of paper all the things their group thought should be included under each topic. You may find it interesting at the end of the course to compare what students thought about the meaning of citizenship, at the beginning of the course, to what they think at the end. It is important in this exercise that you do not give your opinion.

Before doing this task it would be a good idea to get students to make up a list of rules for working in groups. They should include “We must not interrupt others. We must be prepared to listen to all ideas.” At the end of the task they could then review these rules. A common set could be put on a poster and put on the wall.

NOW THE STUDENTS SHOULD READ THE CHAPTER TEXT

Text for reading

In every other course, students learn specific subjects: literature, history, and science. This course however is fundamentally different. Although it does offer facts, its principal function goes beyond the presentation of information: Its main purpose is to foster a certain attitude toward oneself and others. Briefly put, it seeks to create a political culture that promotes self-government, individual creativity and incentive, tolerance, and an appreciation of democratic values. It seeks to inspire the student to be all that he or she can be; not simply promoting an understanding of the structure of political governance of Kyrgyzstan The text is also intended to teach how every citizen must strive to be a part of civil society, and must seriously take the challenge of participating in the political process.

In addition, the text seeks to help you appreciate the role of each person in creating prosperity and a vibrant private sector, not only in economic but also in social and cultural terms. It is not always easy to motivate people to take charge of their own life; yet that is the idea behind this text. Its underlying premise is that in a democracy, everyone is important. The students of Kyrgyzstan are the voters and leaders of tomorrow. This text is designed to help you not only to understand what that means, but give you some of the tools necessary to make it a reality.

The book starts out with a discussion of the family as this is the basis of society. The book goes on to explain the concept of rights as ideally, each grown-up person should have the right to decide for himself what to do with the important proviso that each person also needs to respect everyone else's right to do the same.

Equally basic to an understanding of human society and behavior is economics: from the moment we are born, we all have to eat and be clothed, so everyone is aware of the fact that property and exchange, cooperation and production, must take place in order for us to survive.

Political organization is based on the need for some order. The text therefore deals next with the origin, structure, and function of government, not only in general but also specifically, as it exists today in Kyrgyzstan. All government is supposed to protect the people; ideally, a government is supposed to punish those who violate people's rights, those who hurt others, who kill, rape, or steal from others. Ideally, again, a government is supposed to promote individual liberty, it is supposed to make it possible for each of us to live in such a way that we are prosperous, happy, and fulfill our potential.

Throughout the world, people have created different types of states. They have elected or selected representatives, who have written laws to promote freedom and prosperity. Those laws have needed to be enforced; otherwise, they would not mean much. And they needed to be enforced in an equitable fashion: no one, no matter what age, ethnic group, or financial status, is exempt from the law. This is called 'the rule of law'. It means not only that the law must apply equally but also that it must be enforced by judiciaries that are fair, treating everyone the same. Not all laws are good; and if people find that laws should be changed, they take the necessary steps to change them. This means urging their representatives to change the laws, or if that does not happen, select new representatives in the next election. A free and independent media should help keep the citizens informed.

It is important to understand the structure of your own government, at both the national and the local level - so that you can participate in the political life of your country. If you do not vote, as well as pay attention to the activities of your government officials even after election, and let them know what you think about what they are doing, you cannot expect to have a democracy that is responsive to your needs. If you do not become active, you will be at the mercy of others. A vibrant democracy requires that each person, each citizen, take seriously the proposition that his government is meant to serve his interests. In order to make sure that you understand the political process, in this course you will undertake a 'mock' election. But the political life of a democracy goes on long past Election Day; it takes place every single day.

Indeed, life extends beyond politics. Finally, this text will explain the meaning and significance of the civil society, the activity that takes place outside the political sphere. Everyone has many needs, there is a great deal that people can and must do to make their own life better, and they do it by getting together and making it happen - not waiting for someone else to do it for them. For this purpose, people cooperate not only through various types of commercial enterprises, producing and trading goods; they also cooperate in ways that do not necessarily involve financial transactions. People get together to help one another in countless ways, and all of this activity is known as 'the civil society'. It is what makes civilization possible.

In addition to listing some examples of such activities, this text also addresses the question: why and how to be active?

Ultimately, you will each have to answer for yourselves. The question reflects the fact that you are in charge. This is not easy to fully appreciate, especially since Kyrgyzstan is a new democracy. Many people are still not used to doing things for themselves but expect the government or some other outside source to solve their problems. But in order for Kyrgyzstan to become a true democracy not only in theory - by adopting, for example, a Constitution designed to create democratic political structures - but also in reality, it will take the efforts of each one of you to take initiative and take charge.

Under the communist system, many aspects of life were centrally controlled. Democracies are more complex, more diverse, since they are predicated on the fact that there are many opinions in society, which should be heard and respected. Diversity is sometimes more confusing than hearing one voice. But it is also interesting and can lead to creative ways of living and learning. This text should help the student not only appreciate the need for pluralism in society but also even appreciate and welcome it. It should help the student be more open to other people's opinions. It underscores the value of respecting others, but also the need to express oneself and persuade others in an orderly fashion, without resort to violence. In a word, civic education is meant to promote a culture of tolerance and peace, which is the essence of true civilization.

Post Reading Activities

Task 01 Questions 15 min

In pairs think about what questions this book may ask you and what questions it might answer.

Notes:

SP-Obj:

1. Students will be able to summarise the goals of this course.
2. Students will be able to develop some personal learning goals in relationship to the course.

3. Students will be able to state the goals of this course in terms of questions.

T-Obj: This task is designed to get students to speculate about the possible topic areas covered.
{You could leave this task out.}

Note that students should come up with a list of questions. These could then be collected together and at the end of the course students could check to see what questions had been answered.

The answers are a matter of opinion but the task should summarize the goals and content of the course, which are stated in this chapter.

Task 02 Your turn... 30 min

Read the following text on conflict and then answer the questions that follow it.

Conflict

A result of having an increasing number of people participate in the way society develops is that conflicting viewpoints are more openly expressed. For this course to work and for you to become an active citizen we need you to develop the skills to listen and respond to opinions you may sometimes strongly disagree with. Therefore being an active citizen is a key to preventing violent conflicts and contributing to the development of your society. Below are some of the features of conflict.

- ❖ Conflict is a natural process, which occurs in all societies every day. It is a process, which can have both positive and negative outcomes for some or all of those involved. The form of outcome will depend on how the conflict is managed and the skills of the people involved.
- ❖ Conflict usually arises where there is a serious disagreement about the distribution of power, ideas or resources and may take many forms ranging from strong difference of opinion, to children fighting, to warfare. The resolution of the conflict often results in one or both sides giving away some rights. We should try to resolve conflicts in ways, which avoid violence and also unnecessary loss of rights by those involved.
- ❖ There are situations where no satisfactory solution can be found immediately, but this does not necessarily mean that violence is the only or inevitable solution.
- ❖ Conflict does not necessarily arise from misunderstanding. Two children fighting over a toy understand each other perfectly. Their problem is more likely to be their lack of skill in finding acceptable compromise.
- ❖ Conflict may not always be expressed. It often remains unresolved and sometimes invisible to the observer. Equally conflicts can be resolved so peacefully, that others may not notice their existence.
- ❖ It is better when conflicts are not regarded as “contests” to be won or lost. Otherwise, “winning” often becomes more important than the “real” issues the conflict is actually about. Successful conflict resolution should result in both “sides” winning. This is a situation where the solution is acceptable to all.
- ❖ Conflicts often result from people disagreeing with the way authority is gained or where power is used without authority.
- ❖ Societies that have experienced violent conflict often apply conflict avoidance strategies. That means they do not want to become involved in the issues in society. Conflict avoidance can be a dangerous strategy, as the pressures build beyond the point where they can easily be dealt with through non-violent means. As a public citizen you have the duty to discuss issues that might lead to more violent forms of conflict if they are not resolved.

In pairs discuss the following questions and be prepared to share your answer with the rest of the class.

- How can we prevent conflict leading to violence?
- Are all conflicts bad? Why?
- When can conflict have a positive result for all concerned?
- What are the signs that indicate that conflict has lead to a positive outcome for all involved?

Notes:

SP-Obj:

1. Students will be able to define conflict and be able to see that conflict is a dynamic process.
2. Students will be able to state situations when conflict is a positive process.
3. Students will be able to identify actions that are lead to non-violent conflict resolution.

- Students will be able to explain why conflict is natural but that with free participation it does not need lead to violent conflict.

T-Obj: The task is designed to get students to see that conflict cannot just be avoided and that differing views and discussion are a vital part of development and the health of society.

Conflict is often understood to always be negative and resulting in violence. However, that is not always the case. Conflict can be a dynamic and have positive outcomes for all involved without there being any loss of rights. It needs to be understood that conflict is mostly unavoidable, whereas violent conflict can almost certainly be avoided.

There are a variety of possible answers here. Students may come up with more than is listed here. Use one or two of these ideas if students are stuck for ideas.

Commentary of possible answers

- By understanding that conflict is a dynamic process By starting with the agreement that any decision reached must be respected and that the rights of all those involved must be respected. By looking for non-violent methods to solve the conflict. By not accepting violence as a possible option. By focussing on the issue and not the person. By being prepared to make a compromise.
- No. If rights are respected then they may not be violent. It may result in both sides winning. It occurs when there is any change.
- When the tension goes but both sides believe a fair agreement with an equal amount of compromise was made by all involved. When all sides agree to protect the needs of others.
- People speak about the problem not the people and when people are proud of the fact that they made a compromise. When people start focussing on the next issue. Both sides are prepared to work together.

Task 03 Discussion and Status 40 min

Read the following text:

Different Views

The exercises in this book require a lot of discussion. When there is discussion there is usually different opinions. There are some cultural aspects that should be considered in any society, which will determine the way we speak to each other. In many cultures some people will consider their status before giving their opinions.

Typically these factors are considered:

Age / Sex / Race / Professional status / Family relations / Education / Physical ability / Economic Power
- of the person they are talking to.

With your partner, now look at a short section of two conversations and then answer the questions.

Conversation A:

Doksai: I hear that some people want to increase the number of women in elected positions in government.

Relos: In some countries there are quotas. There at least 35% of candidates have to be women.

Doksai: That's ridiculous! The number of women representatives in the US Congress doubled at the last election and they didn't have quotas. And anyway, do we do this at the expense of the quality of the candidates? Surely they should be chosen just on merit. That's one of the basics of democracy.

Relos: Yes, that's true, but still the chance of women getting chosen as candidates is fairly small.

Doksai: So, how did they double the number of women in the US Congress in the last election?

Relos: I don't know. We should consider the positions they hold. They are all minor.

Doksai: But in New Zealand the Prime Minister and the Leader of Opposition are both women.

Relos: Yes, but as a percentage...

Doksai: Don't argue with me.

Conversation B:

- Bradley:** So what can be done to increase the number of women in elected positions in government?
Maggie: Well I think we should introduce quotas. At least 35% of candidates should have to be women.
Bradley: That's ridiculous! The number of women representatives in the US Congress doubled at the last election and they didn't have quotas. And anyway, do we do this at the expense of the quality of the candidates. Surely they should be chosen just on merit. That's one of the basic tenets of democracy. You are a democrat, aren't you?
Maggie: So your country is a perfect place? Get real, Bradley. You know that the chance of women getting chosen as candidates are going to be fairly small when most party members are men.
Bradley: So how did they double the number of women in the US Congress at the last election? [Voice raised.]
Maggie: Okay they did, but look at the positions they hold. They are all minor, aren't they, Bradley? [Standing up.]
Bradley: But in New Zealand the Prime Minister and the Leader of Opposition are both women.
Maggie: Yes, but as a percentage...

Questions:

1.	Who has the highest status of the two people?
A	
B	
2.	What factors determine the status in this case?
A	
B	
3.	How did the people feel about each other before, during and after the discussion?
A	
B	

Notes:

SP-Obj:

Students will be able to assess what factors might have lead to people responding to each in different way.
 Students will be able to show that giving opinions that are in opposition to others does not mean that the people have lost respect for each other.

T-Obj: To get students to realize that their behaviour towards others can greatly limit the contributions of others and thus reduce the effectiveness of learning.

See the next exercise for some possible answers. Of course, this is a matter of opinion.

Task 04 Other Cultural Viewpoints on Discussion 10 min

Look again at your answers to the questions in the previous task and then compare them with Eric's who is from Australia.

1.	Who has the highest status of the two people?
A	Well, I would guess that Doksai has a higher status than Relos, because Relos never actually says Doksai is wrong.
B	Actually we do not know. Once the two people entered into the conversation I would assume that they both understood that any status differences were temporally suspended during the discussion.
2.	What factors determine the status in this case?
A	I guess Doksai is male and Relos is female.
B	Not applicable.
3.	How did the people feel about each other before, during and after the discussion?
A	Relos clearly fears Doksai's reaction if he feels that his status or authority is questioned. Relos clearly believes that Doksai at least thinks that status and level of knowledge are linked.
B	They enjoyed the discussion. They probably were feeling a bit annoyed at the time but there was no change in respect for each other.

Eric could see that in conversation B the issue was not personalized to the extent that respect for each other did not really change. This is crucial if people are going to be able to give opinions openly and without any fear.

The ability to separate issues from the person is dependent on:

- a) being able to avoid criticizing the person and focus on the logic;
- b) your ability to give constructive criticism.

To avoid personalizing an issue both sides must understand that they have the obligation to treat each other as equals during the discussion.

There are three main aspects to constructive criticism:

1. making positive comments that recognize the other person's logic;
2. making negative comments;
3. suggesting solutions/compromises;

Reaching a Decision When Opinions Differ

A very common approach is consensus building. This approach relies on the following factors:

- All viewpoints are accepted without criticism.
- All sides have an obligation to work towards a compromise.
- This process takes time.
- A shared opinion can be valid even if in some ways there are contradictions.
- Each person can interpret a shared opinion as he wishes.

Notes:

SP-Obj: Students will compare the answers with the ones given and be able to discuss differences.

T-Obj: See task 03

Note that here there are no answers in this task.

Task 05 Decision making 20 min

We can classify decision-making methods into three types. All of these are used in democracies at different times.

Voting (When we choose our leader)

Consensus (See the box above for a description)

Imposed (Where one person has power through authority to impose a decision on another)

Below is a table of principles that describe what should happen in three different methods of reaching a decision. With a partner decide which principle goes with which method. Note that some principles can go with more than one method.

Principles of Different Methods of Reaching a Decision	Vote	Consensus	Imposed
1. Each person has a vote.	✓		
2. One person decides for all others. His or her decision is usually final.			
3. Everybody has a chance to express their opinion, and a decision is reached that is acceptable to everyone, although it may not be exactly what they wanted.			
4. You give your opinion by raising your hand or writing it and putting it into a box, so it remains secret.			
5. It is possible that the decision does not reflect the wishes of any of the people except the leader. However the decision is accepted as the decision maker has legal power.			
6. The decision that is made reflects the view of the majority. The minority accepts the decision because they believe the process of reaching the decision was fair.			
7. Somebody with authority decided that a rule has been broken and forces one group to take actions to punish for them that.			
8. People keep talking until they find a compromise acceptable to everyone.			
9. Everyone talks about the problem but the oldest person makes the final decision.			
10. A company decides which product they should keep making, depending on which products customers buy most.			
11. An aid agency decides in which country to work in.			

Notes:

SP-Obj: Students will be able to identify the different characteristics behind voting, consensus and imposition as forms of decision making.

T-Obj: The task is designed to help students understand the features of and differences between decision making processes.

Before doing this activity you may want to check that the terms are understood. Ask a student to briefly explain each of the terms.

Here are some possible answers. V = vote C = Consensus I = Imposed

1. V
2. I (This assumes no discussion)
3. C + V (Even when we vote we express our opinion.)
4. V
5. I
6. V
7. I
8. C
9. I
10. V (Customers vote by choosing to buy the products)
11. I (the country is not asked)

Task 06 Advantages and Disadvantages 40 min

The two dialogues below give examples of different approaches to conflict solutions.

A village is having a meeting to decide whether they should cut down a tree to widen a road. Read through the dialogues and then work out what are the advantages and disadvantages of the three systems.

Voting

- Adilet:** Okay, so we have this tree and some people want to cut it down and some want to keep it. Does any one have a comment before we vote?
- Kanat:** Well I think this tree has historical significance, as that is where my great grandfather sat when he wrote the poem for which he is famous.
- Adilet:** Any other views?
- Ainure:** I think we should cut it down as it is blocking the road and we cannot move the road. It will die some day anyway.
[Ten people speak, five giving good reasons for keeping the tree and five against.]
- Adilet:** Well we have heard both sides on this issue. Let us vote.
[People raise their hands for and against the idea.]
- Adilet:** The result is 51 for and 49 against. The majority has decided to cut the tree down.

Consensus

- Adilet:** Okay, so we have this tree and some people want to cut it down and some want to keep it. We've heard different reasons for doing both. Now we have to find a decision that is acceptable to everyone. Would anyone like to suggest a solution?
- Ainura:** Why don't we just leave the question until next year and then look at the problem again?
- Nurjigit:** No, that is not acceptable, as it still remains a problem for another year. I have another suggestion. What about we cut the tree down and plant a new small tree at its place.
- Cholpon:** No, that will mean that I won't have the fruits or shade of the tree for many years. I think we should cut all the branches off the top of the tree and those branches on the side facing the road, but leave the other branches.
- Murat:** It would be very ugly, but it would mean that both the road users and the house owner would be happy.
- Adilet:** Would this suggestion of Cholpon be acceptable to everyone?
[Everyone agrees.]
- Adilet:** Okay, we will cut some of the branches off.

Imposed

- Adilet:** So we have this tree and some people want to cut it down and some want to keep it. You may think I am making the wrong decision, but I have decided to cut it down for some reasons. Thank you for coming to the meeting.

Now work out what are the advantages and disadvantages of the three systems.

Advantages	Disadvantages
Voting 1. 2. 3.	Voting 1. 2. 3.
Consensus 1. 2. 3.	Consensus 1. 2. 3.
Imposed 1. 2. 3.	Imposed 1. 2. 3.

Notes:

SP-Obj: Students will be able to state the advantages and disadvantages of the different ways of reaching a decision.

First get students working in pairs or small groups and then follow up by having a whole class discussion where answers and justifications are shared.

A key point here is that the quality of the decision can be greatly enhanced with voting or consensus as information can more easily be collected from all those involved.

There are no perfect answers but some possible answers are listed below.

Advantages	Disadvantages
Voting 1. Can reduce tension 2. Respects rights of people 3. Allows all views to be heard	Voting 1. Can lead to 49% of voters not having their way 2. Can be costly 3. Often slow to implement 4. Can result in side taking 5. One or more sides can be seen as losing
Consensus All views heard All views reflected in decision There are no losers	Consensus 1. Can be hard to make strong decisions 2. Can be very slow to make a decision 3. Sometimes no decision made
Imposed 1. Quick 2. Easy to implement 3.	Imposed 1. Rights often not respected 2. It is easy for many to see themselves as losers in this process 3. Requires that leader has accepted legal power

Task 07 When should we use these methods? 30 min

In groups of three or four look at the following situations and decide which method or methods would be the most appropriate way of reaching the decision. Be prepared to explain why you choose the method you did for each case. [If you don't agree then explain why not.] You may choose more than one method.

Situation Requiring Decision		Vote	Consensus	Imposed
1	Two people think they are the best person to be the president.	✓		
2	A 5-year-old son wants to watch TV but the mother wants him to go to bed.			
3	Two communities claim one piece of land.			
4	Citizens decide which of three groups with conflicting views about how the economy should be managed will be the government.			
5	A judge decides whether someone is guilty or not.			
6	A doctor has to decide which medicine to prescribe.			
7	A family chooses a new name for the baby.			
8	Deciding whom the daughter should marry.			
9	Deciding what color to paint the inner walls of your house.			

Notes:

SP-Obj: Students will be able to identify when each method of decision making is most appropriate.

T-Obj: This task is designed so students will see that each of the methods is appropriate in certain circumstances but not in others.

Depending on the exact circumstances opinions may differ.

1. V 2. I 3. C 4. V
 5. I 6. I 7. C or V 8. C9. C or V

Your students will enjoy finding out how the other students justified their decisions so make sure you get them to share this information with the rest of the class.

First get students working in pairs or small groups and then follow up by having a whole class discussion.

Task 08 Which Principle? 10 min

With a partner decide which principle is describing which method of decision making is described.

- a) The person who makes the decision should have the agreement of people to have this power and there needs to be a clear procedure to follow when making the decision.
- b) That the people accept the final decision even if it is not what they wanted. The decision should not breach the basic rights of the people.
- c) No decision is finally agreed upon until all those involved are in agreement.

Notes:

SP-Obj: Students will be able to identify the core principle behind each of these forms of decision making.

T-Obj: The task is designed so students will be clearer about the differences

- a) Imposed b) Voting c) Consensus

Task 09 In your city, town, village, ... 30 min

In pairs think about the times when there were disagreements between groups in your town, village. Try to think of two examples for each decision making approach.

	Vote	Consensus	Imposed
Situation 1			
Situation 2			

Notes:

SP-Obj: Students will be able to identify times when each of these forms of decision making have been used in their community.

T-Obj: This task is designed so students see that all these methods are already in use.

You will need to be careful that students do not raise sensitive issues. They could avoid this by asking students not to mention any names. Clearly in a small village this would not be enough. If you feel that students not do this activity without tensions being raised then you should omit this activity or perhaps relate it to events outside the community or in a book or on TV.

Although the objective is partly to show students that the various methods are all used you could follow up the task by asking students if in each situation the decision could be made in a different way (by vote instead of imposed) and what the results would have been.

Chapter 2 Family

The overall goal of this chapter is to identify the basic features of the family and family relations.

Pre Reading Activities

Task 01 Family 10 min

In groups of three or four list functions of a family that you know.

Notes:

SP-Obj: Students will be able to list main functions of a family.

T-Obj: This task is designed so students can later see differences between families and governments.

Functions of the family:

1. Personal functions - its goal is to legitimate the intimate relations between a man and a woman.
2. Creating the family shelter and household.
3. Reproduction is one of the main family functions in any society. It includes the regulation of sexual life and childbearing. (reproductive function is birth and socialization of a child.)
4. Economic function. Probably, the main economic function of the family is establishing the shelter for its members, providing them with food, clothes, as well as paying for their healthcare and education. During the period of tribal relations collapse and domination of feudal relations patriarchal family existed (expanded family which included several generations). This family was the main production and consumer unit. This family function stopped existing with the development of capitalism.
5. Upbringing a citizen. It is the family where a child acquires the basic skills of communication and learns the cooperation with other people. In this meaning the family carries the civic function.
6. Creating the atmosphere of psychological comfort and protection. There are a lot of families that doesn't have children in such countries like France, Holland, Belgium. This function became particularly important for them.

Task 02 Word Match 5 min

In pairs match the word with the definition.

Word	Definition
1. inheritance	a) marriage between close relatives
2. incest	b) property which is given to a person after the death of the owner according to law

Answers: 1. - b 2. - a

Text for reading

The family is the first social unit. As soon as a person decides to combine his life with another human being, and perhaps raise children, a family unit is created. The family is thought to constitute the most basic building block of society. In this chapter we examine how members of families interact with each other and society and how these interactions vary across cultures. While this chapter predominantly quotes examples of ethnically Kyrgyz cultural traditions, which themselves vary from region to region, it is important to realize that these are only some of the culturally rich traditions of this multicultural country.

(1) Types of Families

While most common, the nuclear family – consisting of parents and their children – may also just consist of a husband and wife as a couple may not be able to, or want to produce children. In the countries of Western Europe and North America it is not uncommon for couples to decide not to have children.

Beyond the nuclear family there is the extended family, which includes relatives: married children and their wives and husbands and children. For a long time the ethnically Kyrgyz family remained a patriarchic (dominated by the father's line) extended family (till the first half of the 19th century) with highly hierarchical relationships.

The extended family is a very important concept particularly in cultures that place far greater trust in family ties than in any other social bonds. In Western countries with highly urbanized societies, and where education means that children are able to get well paid jobs and so are far less economically dependent on their parents, the links between extended families have weakened or disappeared almost entirely.

Not all nuclear families are monogamous (which is the pairing of one husband with one wife). While monogamy is definitely the most common form of marriage — there are other patterns of monogamy. For example, in cultures where divorce is relatively easy, it is possible to have what may be called “serial monogamy,” which involves several marriages in a “series.” People might, then, be married to many other people – but not at the same time.

One alternative to monogamy is polygamy. In this type of marital arrangement, a husband may take on several wives. In several Islamic countries polygamy appears to be allowed, but public opinion is not as much in favor of this type of family arrangement as was the case in earlier times. Although polygamy is sometimes sanctioned by religion or custom it can just result from a shortage of marriageable men. In one of the Polynesian islands, Tikopia, rather than polygamy there is mass suicide of women who cannot find partners by swimming out to sea. This occurs, as polygamy would in fact worsen the problems of an already small genetic pool.

The marriage of a woman with several husbands, (polyandry) as an accepted cultural practice is exceptionally rare. It usually occurs when there is a scarcity of women. Examples of polyandry can be found amongst the Nair people in South India and in some parts of Tibet. Other cultures such as found in Sri Lanka the customary laws allow for it but it would not appear to be practiced.

(2) The Function of the Family

The family has personal, social, and economic functions. The personal function of the family is to institutionalize the intimate relationship between men and women.

Perhaps the principal function of the family is to create a home, a shelter for its members, a place where they are physically as well as psychologically safe. This can be partly regarded as an economic function.

Equally important is the creation of the next generation. The human infant is known to be among the most helpless and most in need of nurturing among mammals. Throughout history, not only have children required to be fed and clothed for many years but also, most importantly, they have had to be given extensive education. The socialization of the child requires a great deal of effort from the family. People resolve the issue in various ways, even within one culture and one society.

A core part of socialization is teaching cooperation among people. It is normally learned at an early age through the family, where each member has to take into consideration the rights, the needs and interests of others. In this sense, the family serves a civilizing function.

(3) Family and Property

The issue of inheritance varies throughout different cultures and historical times. In the past in England farms were inherited by the eldest son (a practice known as primogeniture), while in France and the Rhineland all children were supposed to have an equal right to the property. At the same time, in both these countries the eldest son generally represented the family in the village and was considered to be the decision-maker in matters of family disputes.

In traditional Chinese culture, the family system is strictly patrilineal: inheritance flows through males only and is shared equally by all of a father's sons. By contrast, a system of primogeniture is the rule in Japan. This practice has important implications for the distribution of property as well as the social structure. In many cultures the son must be genetically related. For example, in China, blood ties are crucial; it is actually very difficult to adopt a son. This is not the case in neighboring Japan, or in Western Europe generally. In the Central Asia there is a practice of minorate when the youngest son stays with his parents and inherits their property whereas older children live separately. As a rule women were excluded from inheritance.

The Chinese Confucian family involves a five-generation extended family, rather than the small nuclear family consisting of parents and children. Moreover, wealthy Chinese men have traditionally taken on several wives and sometimes concubines, to the extent that they could afford to do so. So sometimes cultural and economic considerations go hand in hand: the wealthy have different behavior patterns from the poor. This tends to be true in all cultures. There is no clear geographic division in this regard.

In some ways family relations in southern Italy are similar to those in China despite otherwise very wide cultural and religious differences. The strong emphasis on blood ties is accompanied by a correlated strong distrust of others outside the family, even within the immediate community. There appears to be a low level of trust in such societies. It is possible

that this is the why reason there are relatively few large corporations in both China and southern Italy. Private firms there tend to be small, weak, and family based. Accordingly, in both China and southern Italy the pool of employees of family businesses involve sons, daughters, and other relatives. This is not always the most efficient way to staff a business; nor is it conducive to the formation of very large enterprises.

The bonds of the Japanese family are much weaker than those of either the Italian or the Chinese family, with important economic implications. Although Japan shares with China a Confucian religious background, for which duty to and respect for parents is an important consideration, and where women are very much subordinate to men, the differences between these two Asian cultures are truly great.

Most significant, in Japan the rules for adoption are much more lenient. Moreover, during the Middle Ages Japan initiated the practice that the family house and the family business would be inherited either by the oldest son or by the person designated by the family as the oldest son. This man, in turn, was not obliged to share the family wealth, as the younger sons were expected to go out and make a living on their own. This meant that the younger sons would pursue other occupations such as the military, the state bureaucracy, as well as the sciences and arts. It also meant that there were large estates belonging to one person, which could provide capital for large corporations. And since the family blood ties are less important in Japan, the large corporation – and the trust required to form such business enterprises – is common.

The strength of the family is often an important barometer of a nation's social and economic cohesion. There are often other social problems, such as increase in illegitimacy, promiscuity, drug use, and crime when there is increased pressure of family structure such as rising rates of divorce.

(4) Ethical Values and Family Law

Ethical values are an important aspect of human behavior. The way people act toward one another; the tolerance and respect they show toward each another, makes it possible for people to live together and to create civilizations that prosper. Should people be incapable of tolerance civilizations will inevitably fail to survive except in poverty and instability.

Ethical standards vary considerably, specifically in connection with family life and behavior. While many people consider that affection or love among spouses is absolutely essential this is hardly a universal sentiment. Arranged marriages (where the parents choose the partner) have been traditional in many countries, including the Central Asian republics. In some legal systems, the consent of the woman for marriage is not required. This was particularly true in ancient times. Increasingly, however, voluntary consent of both parties is a necessary part of the marriage contract and is certainly required in current Kyrgyz law. In some cultures marriage is primarily an exchange of property and a social convention. Some marriages are arranged when the partners are infants; indeed, sometimes even before they are born. In cultures where the woman has no right to property, marriage simply establishes a transfer of dependence from her parents to her husband. This was specifically true for certain kinds of Roman marriages, the traditional Chinese marriage, and many present day Hindu and orthodox Jewish marriages, as well as in the Muslim tradition. The giving of a ring in most wedding traditions symbolizes the transfer of property.

In some cases, brides require a dowry; yet in other cultures it is the bride's family that is compensated. Ethnically Kyrgyz people have both traditions. The family of a marriageable young man pays "kalym" for the marriageable girl. At the same time the family of a marriageable young girl has to give presents, the cost of which often corresponds to the cost of kalym. The kalym payment is very difficult for families with a low income. A brides' dowry (ke'et) is generally less than kalym, but over the three years after marriage the girl is given in portions (enchi) that together with a dowry balances kalym.

Less common in the past and extremely rare or unknown now are marriages as "barter" (where big families exchange fiancées), marriages arranged when the partners are still children, marriages where labor rent is given instead of kalym, and marriage which is initiated through as a kidnapping.

According to the tradition of ethnically Kyrgyz people the head of the family (almost always a male) had the right to scold and punish all family members. Family members were always under the threat of exclusion for failing to implement his orders and even contradicting him. The head of the family also had an absolute property right. In accordance with tribal principles every Kyrgyz man tried to have many children as possible because sons enlarged his tribe and influence and daughters extended relations. Children always were welcome especially boys that is why there was a wide spread tradition of adoption. The children of relatives' of the husband were the most frequently adopted.

During Soviet times women gained many rights and considerable equality with men. Although at independence there has been a tendency to revert to traditions. However, during recent years the rights of women have come under considerable pressure in ways that would not have been acceptable under traditional custom or laws. As a result many women and men in Kyrgyzstan have actively insisted that women's rights be protected. This requires a new understanding of the position of women and family duties and to change the thinking of men and women.

Although in Central Asia people normally have large families and marry young, the opposite is true in many of the rich Western democracies. In fact in some countries some couples choose not to have children and many people remain single throughout their lives.

Legal issues, of course, are part of a larger ethical universe, and customs are often very deeply influenced by religious beliefs. In predominantly Catholic countries, for example, divorce is difficult if not outright impossible. Different cultures have different points of view on extra-marital sexual behavior. In some cases, adultery – defined as engaging in sexual behavior outside of marriage – has been punished by death, whereas in many others there is nearly always some sort

of exclusion, ranging from social disgrace to losing one's job and social position. Premarital relations may also be forbidden, although only around one fifth of cultures appear to do so in earnest. However, in some countries it is quite acceptable for couples to live together before marriage. Practically all societies, however, have imposed very strict incest taboos. Incest was quite a common event in ancient Egypt and with members of the royal families in Western Europe and often led to genetic problems. The majority of cultures today do not allow marriage to take place between people who are any closer than second or third cousins.

For ethnic Kyrgyz families the family relationships are based on male descent, the mother's relatives have always been considered as the closest. It is possible, for example, for marriages to occur between cousins on the mother's side in some parts of the country whereas in India it is mostly the other way around.

Divorce is usually regulated by law or custom or both. These customs or laws principally determine the division of family property but also legal relationships in connection with children. Upon the dissolution of a marriage, whether by divorce, separation, or death, there are many decisions that need to be made regarding the rights and custody of family members.

Crucial to the institution of the family are two specific sets of ethical values: responsibility and trust. Responsibility is certainly at the basis of the relationship between parents and children. Parents are obliged to care for their children – and if in fact this duty is not respected for whatever reason, whether willfully or by reason of inability, the state or the community may, and usually do, intervene. Conversely, children are expected to care for their ill or aging parents and even, though less often, for their siblings. These responsibilities are not always codified into law; but they are generally accepted norms of civilized behavior.

A key to the successful functioning of a family is trust. All family members need to have trust in each other that they will have the necessities of life provided and that they are secure. The family, ideally, though not always in reality, is meant to strengthen each of its individual members. For this reason, some political philosophers have attempted to emulate the family when attempting to create political models on a larger scale.

5) How are families different to states?

Although there are some similarities between families and states they are very different. This idea is opposed in democracies like Tajikistan as it equates leaders like the presidents and citizens with children. Citizens like presidents are thinking and often well educated adults who need to be respected as such and take on all the responsibilities of life. Children do not choose their fathers whereas in a democracy citizens choose and change their leaders.

Post Reading Activities:

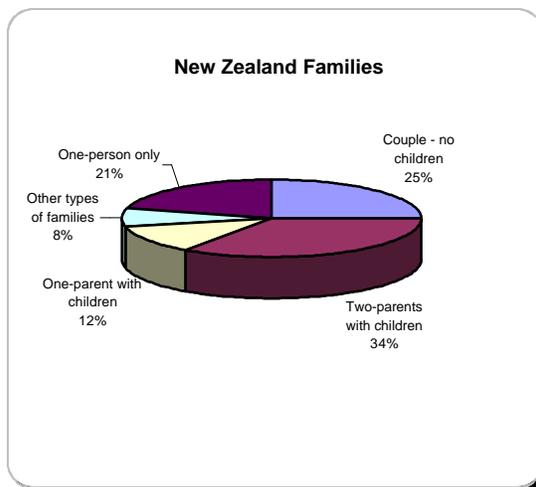
Task 01 Graphing information about your community 50 min

Instructions:

1. Make a list of at least ten families living in your neighborhood.
2. Categorize them into types as either nuclear, extended, single parent, or other types of families. (To do this you may need to visit the families. You must explain the purpose of your visit before you ask any questions. Note that if people live alone then you cannot call this a family.)

Ask: *Who lives in the house? How many children are there? Do grandparents live with them?*

3. Once you have collected this information combine it with the information of two other people in your class.
4. Check that you did not list any families twice.
5. Work out the percentages of each type of family.
6. Make a pie chart like the one for New Zealand.
7. Write at least three sentences comparing families in New Zealand with families in your community. You could even try to explain the reasons for the differences.
8. Ask people in your community how and why they think family structure has changed in the last ten years and during the soviet times.



Average age at marriage:	Male – 33,5	Female – 30,7
Average number of children per family:	1,95	

Notes:

SP-Obj: Students will be able to describe their community in terms of the extent to which different family structures exist.

T-Obj: This task is designed to raise students' awareness of the different types of families that exist.

To do this task, students need to do a small research project. They need to be absolutely clear about the procedure and the outcome.

Research stages:

1-4th instructions

As this task requires students to collect personal information from families it is crucial that students understand that any information they collect is confidential. Therefore they should first explain what they are doing and why they are doing it.

They could say something like:

"In my class we are studying the structure of families in our country. I need to collect information about families in our village. I do not need to know any personal details such as names or ages and I will not be giving any information on to any organization. Can I ask you some questions about your family? "

Your students might want to record their information in a table as the one below.

Family No.	Presence of father and mother	How many children?	Who else lives with them?	The type of the family
1.	Father, mother	3	Grandparents	Expanded family
2.	Mother	1	None	One parent with children
3.	Father, mother	4	Grandfather, father's sister	Expanded family
4.	Father, mother	3	None	Nuclear family
5.	Father, mother	2	Grandmother , mother's brother	Expanded family
6.	Mother	3	Grandmother	One parent with children
7.	Father	1	Grandmother	One parent with children
8.	Father, mother	7	None	Nuclear family
9.	Father, mother	6	Grandfather, father's brother	Expanded family
10.	Father, mother	None	None	Nuclear family

Then ask students to combine their information with the data of two other students in your class (instruction 3) and then calculate the number of types of families.

5th instruction

Calculate your results as percentages according to the following formula:

We multiply the quantity of families of each type by 100 and divide by the total amount of family types.

For example: $12 * 100\% / 30 = 40\%$

Type of the family	How many families	In percentage
Nuclear family	12	40%
Expanded family	10	33,33%
One parent with children	8	26,67%
Total	30	100%

6th instruction

Make a pie chart (as it is given in the textbook) or any other chart that you can make.

7th instruction A possible answer

There are fewer families without children in our country than in New Zealand, but there are more expanded families in our country. We can also see that there are more families with one parent in our country than in New Zealand.

Perhaps the reason why family structure is different in New Zealand is that there is no economic benefit of having large families moreover there are many costs in having children.

Another reason might be that in comparison to Kyrgyzstan people get married far later in New Zealand.

8th Instruction

Students will probably come back with answers such as change in political and economic organization

Task 02 What Are Families For? 10 min

After reading the chapter, work in groups of three or more and list what you think are the main functions of families. Compare the answers that you gave before and after the reading the chapter.

Notes:

T-Obj: The task is designed so students can compare what they first thought and later found are the functions of families.

Task 03 Inheritance 30 min

What are the advantages and disadvantages of different ways families inherit property? Copy the following table into your notebook and fill it with your partner.

Advantages	Disadvantages
a) Inheritance through youngest son	
1.	1.
2.	2.
b) Inheritance through eldest son	
1.	1.
2.	2.
c) All children have an equal part	
1.	1.
2.	2.
d) All sons have an equal share	
1.	1.
2.	2.
e) Property is inherited through oldest or youngest daughter	
1.	1.
2.	2.
f) All property is returned to the state	
1.	1.
2.	2.
g) Property is not inherited as it belongs to the whole family	
1.	1.
2.	2.

Notes:

SP-Obj: Students will be able to compare the advantages and disadvantages of different ways of passing on property and state some of their consequences.

Possible answers could be:

Advantages	Disadvantages
<p>a) Inheritance through youngest son</p> <ul style="list-style-type: none"> Property is not broken into pieces It allows the concentration of capital in one owner, which makes it easier to borrow money to develop assets. The successor takes care of the aged parents. Other children become more economically independent <p>b) Inheritance through eldest son The same answers as in a)</p> <p>c) All children have an equal part</p> <ul style="list-style-type: none"> No children's rights are infringed No conflict between children <p>d) All sons have an equal share</p> <ul style="list-style-type: none"> The shares might be larger than in the situation when all children have an equal share <p>e) Property is inherited through oldest or youngest daughter The same as in a) and b)</p> <p>f) All property is returned to the state</p> <ul style="list-style-type: none"> The state gets wealthy No conflict between children <p>g) Property is not inherited as it belongs to the whole family</p> <ul style="list-style-type: none"> Encourage family owned business Provides employment Strengthens the relations within the family 	<p>a) Inheritance through youngest son</p> <ul style="list-style-type: none"> The others have to make a living by themselves and do not rely on help from parents There may be conflicts between the successor and his/her brothers and sisters <p>b) Inheritance through eldest son The same as in a)</p> <p>c) All children have an equal part If the property is significant:</p> <ul style="list-style-type: none"> It breaks the property into several small parts No opportunity for using the property for developing the bigger business <p>d) All sons have an equal share</p> <ul style="list-style-type: none"> The rights of daughters are disrespected (infringed). <p>e) Property is inherited through oldest or youngest daughter The same as in ?) and b)</p> <p>f) All property is returned to the state</p> <ul style="list-style-type: none"> Children are totally disinherited <p>g) Property is not inherited as it belongs to the whole family</p> <ul style="list-style-type: none"> Family members do not have the economic independence

Task 04 Different privileges 30 min

In groups of three or four list what you think are the difficulties and privileges:

- for unmarried girls in your society,
- for unmarried boys in your society,
- for married men in your society,
- for married women in your society,
- for widowed or divorced women in your society.

Notes:

SP-Obj: Students will be able to state some of the problems and privileges for different sexes and types of marital status in their community.

T-Obj: The objective here is to get the boys to realize that they have many privileges that girls do not have.

Possible answers:

The students' answers may differ depending on traditions and customs of that region where they live.

- for unmarried girls in your society:
She has less freedom because she doesn't have her own family yet, but less duties. There are no legal and traditional work restrictions. Her social status depends on what she does. She is not independent and has to obey her parents. She can own property. Sometimes girls do not have the right to decide who they marry. Social life is restricted.
- for unmarried boys in your society:
He has less responsibilities comparing to a married man. There are no legal and traditional work restrictions. His social status depends on what he does. He can own property. Far less restriction on social life.
- for married men in your society:
He is responsible for his own family; he is respected, as his status is higher. He can own property. Generally, he cannot be criticized by other family members.
- for married women in your society:
Carries out the responsibilities of a wife and mother, is respected and has more rights than a girl. She can own property. Decisions made by family but dominated by men.
- for widowed or divorced women in your society.
Carries out both male and female responsibilities within the family, has a lower status than a married woman but higher than an unmarried girl. It doesn't differ much from the situation of married women. She can own property. They are often not economically supported by society.

Task 05 Unregistered Marriages 30 min

In Kyrgyzstan some young people marry but they do not register the marriage due to different reasons. That might be because of the uncertainty in choosing a partner or some fear of family responsibility, property issues and many others. In groups discuss the following questions:

- What rights does a girl lose if her marriage is not registered?
- What rights does a man lose if his marriage is not registered?
- What effect could it have on your community if large numbers of marriages are unregistered?
- What can be done to solve the problems of unregistered marriages?

Consider the advantages and disadvantages for women and men of unregistered marriages.

Advantages	Disadvantages

Notes:

SP-Obj: Students will be able to state some of the problems with unregistered marriages.

The answers may vary according to the cultural, ethnic and religious traditions of the region where the students live.

- What rights does a girl lose if her marriage is not registered?

She loses the respect of surrounding people, her parents may deprive her of financial assistance and moral support, and it may be difficult for her to find a job. Her and her children's property rights are not legally protected.

- What rights does a man lose if his marriage is not registered?

He is criticized less by a society than a woman, but his parents usually are against unregistered marriages and often deprive him of financial assistance and inheritance. Law does not protect his and his children's property rights. There is no protection of parental rights.

- What effect could it have on your community if large numbers of marriages are unregistered?

Such marriages are often do not last long, people get separated easily, and children suffer most of all. The family is the unit of the society, if the family is not stable, then the society is not stable too.

- What can be done to solve the problems of unregistered marriages?

For example, public information campaign about issues relating to un mar. Marriage is expensive, cost could be reduced.

You could do the Advantages & Disadvantages table filling exercise as a follow up writing exercise.

Possible Answers:

Advantages of an unregistered marriage:

1. Quick to organize.
2. It is easy to divorce.
3. A person can have more than one partner.
4. People can marry under age.
5. A person has no legal obligations to his or her spouse or children.

Advantages of a registered marriage:

1. Women have equal property rights with men.
2. Relationship is formalized both publicly and legally.
3. Both parents have equal rights with regard to their children.
4. A family can get birth certificate more easily.
5. Recognized by law.

Disadvantages of an unregistered marriage:

1. One partner becomes financially more dependent on the other.
2. The law does not support the rights of the couple and their children.
3. One partner cannot legally demand financial assistance for the children in case of separation.
4. In case of death of one of the partners the legal rights of succession to his or her property are lost.
5. There is uncertainty in future as it is easy to break the relationship.
6. Society does not approve the unregistered marriages.
7. The interests of the family and its children are not protected by law.
8. The families are not stable, people divorce easily
9. It is the children who suffer most.
10. It can mean that a woman can marry someone and later find out that the husband is already married.

Disadvantages of a registered marriage:

1. It costs to register.
2. It is more difficult to divorce

Task 06 Your Responsibilities in Your Family 15 min

In pairs list all your responsibilities for your sister/brother/mother/father/cousin/uncle/aunt.

For example in the Solomon Islands, a small country in the South Pacific, a teenage boy

- must protect the reputation of his sister;
- must help in food provision;
- if he earns money he must pay for his younger brothers' or sisters' education.

a teenage girl

- must help her mother prepare food;
- must look after her younger brothers and sisters.

Notes:

SP-Obj: Students will be able to state their responsibilities to different members of their family.

T- Obj: This task is designed to get students to see that they have responsibilities other than simply to obey and do jobs (like milk the cow).

The idea here was that boys would realize that they have significant responsibilities but these are supposed to be reciprocal.

Chapter 3 Human Rights

The overall goal of this chapter is to introduce the ideas behind human rights. Most importantly students need to understand that they all have human rights because they are human.

Pre Reading Activities

Task 01 What do you already know? 5 min

In pairs discuss what you think human rights are.

Notes:

SP-Obj: Students will be able to summarize what their class knows about this topic.

T- Obj: To get students to share what knowledge they have and focus on the topic.

This could be done as a brainstorming exercise where ideas are collected on the board. If you feel students have no understanding of this topic then you could keep this task very short and just ask the whole class what they know about the topic.

Task 02 Word Match 3 min

Working in pairs, match the word with the definition.

Word	Definition
1. Right	a) Regulates the legal relations between states, principles of general running and behaviour of international organizations as well as some relations of the state and individuals.
2. Natural human rights	b) Rights that regulate human's activity within a society (economic, political, and civic).
3. Acquired human rights	c) Rights that he/she has from the moment of birth (right to life and those rights that respond to physiological needs of a human being).
4. International right	d) An agreement between people about the rules of conduct.

Answers: 1. - d 2. - c 3. - b 4. - a

Text for reading

What are rights?

You have probably heard of human rights and you may have even seen a copy of some of the international documents that list rights. The purpose of this chapter is to explain what "human rights" are, and how they work.

Before explaining 'human rights' let's start with just "rights". A right is basically an agreement between humans about human behaviour towards each other and therefore it tells us what we can expect from others in relation to ourselves and what we are obliged to do. When you make an agreement with someone to do something, you are making an agreement to exchange rights. For example, if Farangiz asks Emir to look after her sheep and in exchange Farangiz will give Emir some of her apples then an exchange of rights has taken place. Farangiz has gained the right to expect Emir to look after her sheep and Emir has gained the right to expect Farangiz to give him some apples. We can also express this as an obligation. For example, after the agreement Emir has an obligation to Farangiz to look after her sheep. So a right is both something to expect and an obligation.

What are human rights?

The idea of human rights is quite different because with human rights there does not need to be an agreement about the value of what is being exchanged as by being human every person automatically has these rights. In fact there may not be obvious exchange at all. However, just as with other rights there is an obligation in that all humans are obliged to observe the rights of others and if they are abused it is our duty to protect the rights of others. To just observe the rights is not enough. We must actively protect each others' rights even if we endanger our own lives. This is because one person cannot resist a state or a mass of people. They must be aided by others to protect their own rights. The idea that every human has a

duty to protect the rights of others is one of the key ideas behind human rights, because without such an idea they are valueless.

The following story demonstrates from Nazi Germany shows why this is so:

They (the government) first came for the Jewish people. I think they took them away and killed them. I wasn't Jewish so I did nothing.

Later they came for the Catholics and they took them away and killed them I think. I wasn't Catholic so I did nothing.

Later they came for the Gypsies and they took them away and killed them I think. I wasn't a Gypsy so I did nothing.

Last they came for me. There was no one left to help me.

Human rights, instead of guaranteeing the delivery of products or services, try to guarantee the basic essentials of life, such as life itself. A minute's thinking will show you that this is a very broad idea and clearly some rights are much easier to give than others. We can better understand human rights if we first categorize rights into negative rights and positive rights with some examples that show the differences between the two. (Note that the examples given are probably too broad in meaning to be used in real life, but they are good examples do demonstrate the differences.)

1. Negative Rights

Negative rights describe your right to be live without interference by others. Negative rights can be further classified into protecting your rights to be free to do things and to be free from the actions of others.

a) You are free to do anything as long as it does not hurt anyone else.

This right is stating what you can do. It is giving you freedom to do things, for example:

- the right to travel wherever you want,
- the right to meet together
- the right to write, say, read and listen to what ever you want

b) You cannot be hurt by someone else, unless that person is being hurt by you.

This is stating cases where other people have rights to interfere with you. It is in fact limiting these actions and therefore you have freedom from the actions of others.

Other examples could be: - the right to be free from torture,
- the right to be free from slavery.

Everyone should have these rights, because everyone should be free from violence. This then means that everyone should respect other peoples' rights to freedom from violence. To do this, people have to refrain from doing something (that is, they must refrain from hurting someone) It is a negative right because the right requires that people NOT do something. Furthermore, they are NOT required to actually DO something positive to protect this kind of right. Generally, for a government there is no cost involved in protecting these rights other than the cost of the police who enforce laws, which protect rights. (Note that a negative right is not a bad thing. The freedom to have children is a negative right but of course it is a good thing. They are called negative rights, as they are the opposite of positive rights, which is described next.)

2. Positive Rights

An example of a positive right is "A child has the right to be fed by his or her parents." This right also has implications for the behaviour of others towards someone, but with positive rights something must be provided (in this case a child must be provided with food) and as a result we call this a positive right. The difference between positive and negative rights is that with positive rights, instead of protecting rights by leaving others alone, here rights are protected by providing or doing something. Providing something often has a cost. For example providing education costs money.

Do only children have positive rights? Not at all; positive rights are created whenever we are involved in any sort of contract to provide something in exchange for something else, which is an obligation. In return for the food the child (perhaps unknowingly) releases the parent from the obligation to provide food until the child is hungry again. A positive right is always related to someone else's positive obligation to provide that right. Obviously, parents are obliged to give their children food, at least while they are small, because they have taken on this responsibility when they decided to bring them into the world. While there was no written contract, there was certainly a tacit obligation to help the child become an adult.

Sometimes citizens decide that the government should provide certain goods and services. In a democracy, it is reasonable to assume that this involves the majority of people, although this is not necessarily the case, depending on the manner in which the decision is taken. If so, a legal positive right is created: in other words, the law stipulates the citizens' "right" to such goods and services (for example, health care). The government (and in fact all citizens in that they provide the taxes to pay for what is required) then have the responsibility to provide such goods to everyone who needs them. There are two problems with this: first, more goods and services might be "guaranteed" by law, than the economy can provide for; and

second, not everyone might have agreed to use taxes to provide these services or goods (specifically those people who did not vote for the law).

This means that when we meet our obligations as required by positive rights we often lose other rights. For example governments tax all citizens to provide education and in taxing them the government is taking away citizens' right to spend their money as they choose. In a democracy, by voting, we can give our agreement for governments to take some rights away by taxing us, on the condition that those taxes are spent guaranteeing citizens various positive rights like access to basic health care and education.

Economic and Political Rights

Human rights may be further divided into civil, political and economic rights. Civil rights (or liberties) involve human action in the area of civil society. Civil society can be understood to mean, every type of activity that involves expression, speech, interaction of all types including even employment. When people as individuals have "civil" rights they are free to do what they like as long as they respect everyone else's right to do the same, and they obey the law. Political rights involve activities and interactions between citizens and their government, for example the right to vote etc. Everyone should be free to engage in political activity and have protection from harassment and abuse. When we have economic rights we have the right to use our property as we choose. There are some limits to this freedom, for example if your property happens to be required for some greater public good. In the chapter on the relationship between economic and political freedoms these rights are discussed further.

Who has the responsibility of protecting human rights?

The responsibility for protecting people against violations of their rights is the principal reason for the creation of government. Governments create laws, which should apply equally to all citizens (this idea is known as "rule of law"). Laws are designed to enforce private agreements, and so protect positive rights, but above all it is designed to protect people against harm. When the police are unable to or do not do this, there is disorder and chaos. Sometimes citizens create private police forces, as is often the case in stores, which hire private guards to protect the store's property. Sometimes however people take justice in their own hands and punish rights-violators themselves. This is dangerous, and can easily deteriorate into chaos.

Sometimes people's rights are most grievously violated by governments themselves. People may be put in jail and harassed, or even killed, simply because they do not agree with official actions and policies. In fact, repressive governments are probably the worst human rights offenders, and are responsible for some of the most terrible crimes against humanity. In such cases, it is possible to appeal to principles of international law.

International Law and International Organisations

In 1995 the Commonwealth of Independent States CIS, together signed an agreement called the Convention on Human Rights. (see Russian title)

This document lists the rights, which all governments, which signed the convention, agreed to protect. Your government was one of the signatories to this convention. When governments sign documents like this it means that they are agreeing that when implementing policies they must make sure that they do not take away the rights of their own citizens and the citizens of other countries. Usually governments can agree on what they shouldn't do, but it is much harder to decide on what should be done when they break some part of the agreement.

The most famous list of rights and the one that was signed by most countries is the Universal Declaration of Human Rights, which was originally written and signed by many countries in 1948.

There are other lists of rights agreed to by governments. Two of the more famous ones are the "The Convention on the Elimination of All Forms of Discrimination Against Women" and "The Convention on the Rights of the Child".

An advantage of all these documents is that they are written by people from all different cultures and religions and so governments can usually sign them without causing offence to their citizens regardless of their religion or culture.

How can these documents protect our human rights?

Documents can never be sufficient to protect rights. Citizens must know how to use them, and have the courage to bring up human rights violations before the international community. Using the documents means understanding their content and knowing how they apply to you, and making sure people who might deny your rights, are aware of human rights. If this is not enough then citizens need to know how to use national and possibly international legal systems to protect your rights.

(This country's legal system is explained later in this book.) The constitution of most countries, including yours, states that international laws ratified by your country are a higher law than the constitution.

In Czechoslovakia and Poland before the collapse of the USSR people got together, under the guidance of international law, to bring about change. Because governments have, in many cases, signed up to international agreements at the UN, citizens can legally demand that rights are protected. In many countries governments and local non-government organisations work together in partnership to implement the human rights agreements, which these government signed.

Hopefully, where the rights of citizens are not protected, government agencies should assist. International human rights law works best when governments themselves agree internally to protect the rights that they have accepted. Unfortunately, even in some rich and developed countries it is the government itself that is the worst abuser of the rights of citizens. Human rights abuses are widespread in the world and in some countries they are systematic and extreme. Examples are the consistent abuse of prisoner's rights, such as by torture, and illegal killings by the police or the army. In this case international organisations can help, however it is important to recognize that they are not like a world police force.

The United Nations (an organisation to which almost all governments belong) and others like the OSCE were set up to try to provide some way of monitoring and controlling the way governments treat their citizens and most importantly to help governments develop their countries so they could better protect the human rights of their citizens.

The United Nations can act to stop governments when there are gross and sustained violations of human rights through a range of interventions, which include:

approving economic sanctions against a state in the hope of economically isolating it. For example, the United Nations member states agreed to stop trading with South Africa until the government reformed their political system in which only white people were allowed to vote.

military intervention by UN troops made up of member state's armies. (This is usually the last option to be considered.)

bringing people who committed war crimes before an international court.

International Courts – Achievements

- *At the end of World War II, Nazi war criminals were charged and punished with crimes against peace and against humanity.*
- *Currently, an International Court of Justice sits in The Hague, the Netherlands. Consisting of 15 judges, the ICJ administers justice under international law dealing with cases ranging from disputes over territory to those concerning rights of passage, as well as human rights abuses and crimes against humanity. e.g. crimes against humanity in the former Yugoslavia*
- *Military and civilian leaders believed to have violated human rights in the case of the Balkan war are currently facing trial at the War Crimes Tribunal in The Hague. In some cases, individuals charged with crimes have been arrested by an international force and taken to Holland for the trial.*

But, as history has shown, it is difficult for the member states of the United Nations to agree on intervention particularly in the case of human rights. Human rights enforcement at the UN level is subject to political debate and often has little to do with the actual human rights issues. For instance, the international military intervention in the Balkans in the last decade of the twentieth century was based on protecting the human rights of minorities there. But other similar violations of the rights of minorities have gone unnoticed by the world community.

In conclusion we can see that while human rights are subject to great dispute, governments throughout the world have indicated that they are at least committed to these rights somehow. How these are implemented depends on the response of civil society, governments, and international organizations, which can work together to ensure human rights are not simply political talk.

Post Reading Activities:

Task 01 What is a Human Right?

8 min

In pairs make a list of what rights are the most important for a human.

Notes:

T-Obj: The purpose here is to check that all students can identify essential requirements for life and dignity.

You may want to give them some hints. Once they have discussed in pairs you should collect ideas from several different pairs so you end up with a comprehensive list, which students could write in their books. You could also do this as a brainstorming task.

Task 02 Needs or Wants? 5 min

In pairs decide if the following are needs or wants.

	Item	Need or Want
1	Tape recorder	
2	Air	
3	A new car	
4	Primary Education	
5	Housing	
6	Shoes in winter	

Notes

SP-Obj: Students will be able to make the distinction between needs and wants.

You might find that what is a want for some people is a need for others. Possible answers are 1, 3 are and wants the others are needs.

Task 03 Rules or Rights? 7 min

In pairs decide whether each statement is describing a rule or a human right.

	Statements	Rule or Human Right
1	You must not eat in the classroom.	
2	All people should be provided with adequate housing.	
3	All students should have access to medical care.	
4	Riding bicycles on the sidewalk is banned.	
5	All students must wear blue hats on Sundays.	
6	You can meet with anyone you like.	

Notes

T-Obj: This task is designed to help students distinguish between the idea of rights, which protect freedoms and freedom to take certain actions and rules, which proscribe certain kinds of behaviour.

1, 2, 3 are all rules. Check answers with whole class as a follow up.

Task 04 Freedom from or freedom to 5 min

In pairs decide whether each statement describes the freedom to do or freedom from something.

	Statements	Freedom from or freedom to
1	Citizens should be able to speak any language they choose.	
2	Citizens should be able to live without fear.	
3	Citizens should never be put in jail for more than ten days unless they are charged with an offence.	
4	The property of citizens should never be taken by the state or others unless fair compensation is paid.	

Notes:

T-Obj: This task is designed to help students distinguish between the idea of rights, which protect freedoms from the actions of others and freedom to take certain actions.

Answers: 1. freedom to 2. freedom from 3. freedom from 4. freedom from

Rather than just give the answers get students to justify their decisions. You could say that with these any "freedom to" can be expressed as a "freedom from" something. For example in the first example the freedom to speak a language can be expressed as to have freedom from persecution if you speak your language.

IN fact we had intended no. 2 to be "Citizens should be able to live without fear of slavery." Which is still a freedom from. We will change it to this in the Kyrgyz edition.

Task 05 Positive and Negative Rights 30 min

In pairs decide whether each statement is describing a positive or negative right.

	Statements	Positive or Negative
1	You have the right to travel to any public place at any time.	
2	Citizens have the right to purchase goods from any country.	
3	Everyone should have adequate housing.	
4	You have the right to live your life without fear of violence.	
5	You can practice any religion you want to.	
6	Citizens have the right to speak or write anything without fear of punishment as long as they tell the truth.	
7	Every citizen has a right to free basic health services.	
8	Citizens are free to marry who they want.	

Notes:

T- Obj: This task is designed to help students distinguish between the idea of positive and negative rights

1, 2, 4, 5, 6, 8 are all negative rights.

Be prepared for students to be confused about negative rights. They will ask you why it is negative to marry and have a family. Of course it isn't. It is only regarded as a negative right because no action needs to be taken if this right is already respected. However with No. 7 somebody or an organisation must provide the health services.

Task 06 We can promise anything but can we keep our promise? 30 min

In pairs decide for each statement whether it would be realistic for the government of your country to guarantee these rights. Note that here you are being asked what the country can afford and not what you would like. The first one is done for you.

	Statements	Realistic?
1	All citizens have the right to be given a helicopter free of charge.	No
2	All citizens have the right to speak their own language.	
3	All citizens have a right to free clothing.	
4	All citizens have a right to have half of their electricity paid by the government.	
5	All citizens have the right to own property.	
6	All citizens have the right to medical care free of charge.	
7	All citizens have the right to free university education.	
8	Every individual should be free to marry who they want.	
9	All citizens should be guaranteed a job.	
10	All citizens have the right to free heating.	

Notes:

SP-Obj: Students will be able to decide which positive rights could realistically be guaranteed.

T-Obj: This task is designed get students thinking about some of the difficulties in guaranteeing positive rights.

This is mostly matter of opinion as it will depend on the circumstances and how important each person thinks these things are.

After discussing in pairs you will probably find it valuable to get each pair to work with another pair as students will find that the more they discuss this the less agreement there will be. It is important for them to understand that there is no point in promising things that they cannot deliver. Rights need to be practical.

Task 07 Order 20 min

Working in pairs, determine whether each statement indicates too rigorous control and whether or not rights and freedoms are being threatened.

	Statements	Too much control
1	The government decides what colour clothes you should wear.	Yes
2	Parents do not allow children to go out late.	
3	Your teacher says what time you must do your homework.	
4	Your father dictates with whom you can be friends.	
5	A policeman demands that you cross the street only at certain places.	
6	Schools require X-ray for schoolchildren every year.	

Notes:

SP-Obj: Students will be able to consider the consequences of certain rules and laws and how they have a negative impact on peoples' rights.

T-Obj: This task is designed get students thinking of what happens when one right interferes with another.

The answers are clearly a matter of opinion. It is important that students accept that this is so and that they are entitled to have their own opinion.

Task 08 You are the author! 30 min

The "Universal Declaration of Human Rights" was made at the meeting of people of all countries' representatives in 1948. Get into groups of four or five and make a list of the rights you would want to include. When you finish, be prepared to share your list with the rest of the class.

Notes

SP-Obj: Students will be able to write up a set of non-conflicting basic human rights.

T-Obj: This task is designed to be a review task.

Do not allow students to look at the CIS Convention on human rights or the constitution in the back of their textbooks until they have finished.

You will need to go around the groups and check that students understand the task. Answers should include concepts such as: health, basic education, justice and freedom.

Task 09 Group & Individual Rights

In pairs read the following story and then answer the questions below.

A man goes into a crowded cinema hall and yells "FIRE!" Actually, there is no fire. Everyone panics and several people killed in the rush to get out. The man is arrested. In court he said it was a joke. He also says that he has the human right of free speech.

1. If you were the judge, how would you reply to this?

2. Can you think of other circumstances where the group's "human rights" should take precedence over the human rights of an individual?

Notes

SP-Obj: Students will be able to make a judgment that balances the individual and group needs.

SP-Obj: Students will be able to identify other situations when group and individual rights are in conflict.

T-Obj: This task is designed help students understand the difference between group and individual rights.

Answers might be as the following:

1. The judge might say that the rights of the group are clearly more important than the rights of any one individual especially in life threatening situations. However this does not mean that majorities have rights over minorities.
2. Noisy parties. Road rules.

Task 10 Freedoms???

In pairs read the following story and then answer the questions below.

"I Can Do What I Want!!!"

Last February, my uncle Timur decided to have a party at his house on the occasion of his daughter's birthday. He invited many of his friends and bought a lot of food. After awhile one of his friends suggested dancing. Timur put a tape into the tape recorder and turned the volume up halfway. After about ten minutes somebody said, "Turn it up louder!" Timur then turned it up to full volume. They continued dancing until there was a loud banging on the front door about an hour later. It was his neighbour, who yelled, "Timur can you please turn down the volume. We are trying to sleep!" Timur invited them to join the party, but they declined and so he turned down the volume a little and they continued the party. Soon, however, somebody turned the volume up again. Twenty minutes later there was a loud banging on the door. The neighbour, less politely told Timur to turn down the volume, or better still, to finish the party or there would be trouble! Timur was annoyed. He yelled back, "I can have a party and I can have the music as loud as I want. Go back to your bed and cover your ears with a pillow! It is my "human right" to follow my cultural traditions and in my culture we have loud parties!!!!" They continued arguing like this and soon all the neighbours had come out to watch until suddenly the electricity went off. After that they all went to sleep.

Can we "do what we want" and if no why not?

What restrictions are needed to be set up?

What was Timur's responsibility?

Notes:

SP-Obj: Students will be able to identify when we can be free and under what circumstances.

T-Obj: This task is designed get students to understand how we need balance rights with obligations.

Answers:

1. No. We must not do things that conflict with the rights of others.
2. We need to restrict the rights of persons to interfere with others.
3. To respect the rights of others.

Task 11 What to do next? 15 min

The story below describes how a small community in Africa successfully protected their rights. (The names are all fictitious.) With your partner put the paragraphs into the order in which you think they occurred.

Ikan wrote a letter to a lawyer he knew, who lived in the city. The lawyer, whose name was Aren, said that the police were correct but that according to the constitution, the highest law in the country, slavery was illegal.

The Naruban Minister of Foreign Affairs later rang the Minister of Police who rang the local Police Chief for the area in which Sawa is located. The next day Rikki got a telephone call and was told that he should start paying his workers.

Ikan wrote back to the lawyer explaining what had happened. The lawyer wrote back to say that Rikki was also breaking the "Universal Declaration of Human Rights". The lawyer said that if the villagers gave her permission, she would act on their behalf.

Ikan talked with the villagers and they agreed. The lawyer contacted some local and international journalists and some people working in international aid agencies. He told them that the villagers in Sawa were being forced into slavery and that on the 21st of January they would be protesting and refusing to go to work.

However, one local journalist sent the story to an international journalist in Germany. The story was printed in Germany and was noticed by someone working in an organization called Human Rights Watch. Human Rights Watch then wrote a letter to the Ministry of Foreign Affairs in the country of Karavia. Someone in the Ministry advised the Karavian embassy in Naruba to check to see if he story was true.

Rikki did nothing but the next day the villagers were beaten and forced to work again. There was no mention of the protest in the local or national newspapers because the journalists were told that their stories were politically unacceptable.

Ikan, one of the villagers then went to see the local police. The policeman said that there was nothing they could do. Ikan asked if a law had been broken and the policeman replied that, yes laws had been broken but that it would take months to take a case to court and that the judges were likely to be corrupt and so they would lose the case and possibly face more problems.

In the country Naruba there was a village called Sawa where the people grew maize. However, nearby there was a new banana plantation. The owner Ricki decided to get the villagers to work in his plantation. Ricki went with some men with guns and told the villagers that they must work for him, however he never paid them. When the people argued he shot one of the villagers. The villagers were scared and went to work on the plantation.

A few months later when the Karavian ambassador visited the country they mentioned this story to the Naruban Minister of Foreign Affairs and explained that the Karavian government would not be giving aid money to a country if it was allowing slavery. Furthermore they would not be recommending companies invest in Naruba.

Ikan then wrote an unsigned letter to Rikki and pointed out that according to the constitution no citizen could be made a slave. Rikki then told all the villagers that they should stop wasting time and that if he received another letter like this he would make trouble for them.

On the 21st some of the journalists went to Sawa. The villagers had made placards, which said things like "We want our Human Rights!", "Slavery is not allowed according to our constitutional rights!" etc.

Notes:

T-Obj: This task is designed to show students how rights can be protected. By ordering the text they will have to understand the process.

Students are required to put the story into the correct order. Although this might seem like a language task in doing this they must understand the story and so they see an example of how rights can be protected

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Task 12 Rights and Responsibilities 30 min

In pairs describe what responsibilities go with each right. The rights listed are summaries of articles of the CIS Convention on Rights and Fundamental Human Freedoms". The first one is done for you.

Human Rights		The Responsibilities that Go with this Right
1.	Article 11. Freedom to express your opinion	(i) We should listen to the views of others. (ii) We should tell the truth about others in public (iii) We should allow others to speak and write without fear of punishment.
2.	Article 12. Freedom to meet	
3.	Article 24. Recognized as a citizen	
4.	Article 29. Participate in government	
5.	Article 2. Right to life	
6.	Article 10. Freedom of religion	
7.	Article 20. All are equal before the law	

Notes:

SP-Obj: Students will be able to identify the specific responsibility that goes with each right.

T-Obj: The goal here is to show students that there are responsibilities that go with rights the most important of which is the responsibility to protect and respect the rights of others.

Possible answers might include the following:

2. When we meet we should not make so much noise or do other things that we disturb others.
3. You must take on the responsibilities of being a citizen which means obeying the law and contributing to society and recognizing the legitimacy of elected leaders.
4. You must participate in society and in the governance of the country by using your right to vote.
5. You must recognize the rights of others to life and you must protect the rights of others to life.
6. You must respect the rights of others to follow their religion even when you may have no religious beliefs. You should not force others to follow your religion.
7. You should never expect to be treated as different regardless of your status or wealth. If you break the law you should accept the consequences.

Task 13 How to Make Human Rights Work 30 min

Discuss in pairs the following questions and be prepared to share your answer with the rest of the class.

- a) What can we do to protect the “human rights” of others in the classroom/ the wider community?
- b) What can we do if the rights of one community conflict with the rights of another?
- c) Why is it necessary to have responsibilities as well as rights?
- d) Whose duty is it to implement the rights of others?

Notes:

T- Obj: This task is designed to get students to think how they can transfer their understanding of human rights into their own lives.

Possible answers might include the following:

- a) Make sure they know their rights. Stand up for them if their rights are being abused.
- b) Try to reach a compromise that minimises loss of rights to both groups. Make sure that where the loss of a basic human right, such as the right to education is not taken away in return for giving someone else the right to a new car, which is not a basic human right.
- c) Because as one of the most important responsibilities is to protect the rights of others we automatically strengthen the concept of human rights.
- d) Every human being has this responsibility

This question was accidentally omitted from the Russian Version.

How can we help leaders and organizations in our community be more aware of human rights issues?

- e) By standing up for the rights of others and by giving them information about human rights. By positively commenting and congratulating them when they do protect human rights and if we have the chance by voting for them!.

Supplementary Activity

Task Human Rights in My Community

(Part A)

The kidnapping of girls still occurs in Kyrgyz society and forced arranged marriages occur in others. In pairs read the opinions of students about this practice and then discuss and decide what you think. (Note that here that we are talking about the situation where there is no prior agreement or knowledge that the kidnapping will occur.)

Ainura (Bishkek)

Kidnapping is an outdated custom, which only poor people practice. I think that it only occurs between people of the same social level. In other words a less educated boy from a poor family would never kidnap a well educated girl. Although I would never accept it if it happened to me, we must accept that this is one of our traditions and be patient with people who think like this. For this reason, I do not think it should be made illegal in our country.

Manas (AK Tala Rayon)

What do you mean? It is already illegal in our national laws. Furthermore, our country is a signatory to the convention on human rights. Surely, no one can deny that if the girl is taken against her will there has been an abuse of her human rights. Personally, I think that if any boy has to kidnap a girl it shows that he does not respect her and is incapable of attracting a girl to marry him. I would also disagree with your statement that it only occurs between families of the same social status. I know of a case where a boy from the village kidnapped an educated girl. His family encouraged him to do it.

Nurbek (Jalalbad)

Yes, you speak of laws and logic but that is how things are in our society. Girls know that they take this risk if they associate with boys. In addition I think you forget that the boy and his family honor the girl and her family by kidnapping her. They are showing her that she is valued. I also think that some of the most successful marriages are the arranged ones. The great hero Manas - your namesake was example of this.

Bakai (Kerben)

I think you are confusing the issue here. Nobody objects to arranged marriage if the girl or boy have the final say and if the decision is not made under pressure. Remember that my namesake did not kidnap Kanykei for Manas he just went to see her family to negotiate on his behalf and her wishes were probably taken into account. I also think that the idea of honor is not as clear as you suggest. Surely it is the choice of the girl as to whether she is honored or not.

Altyn (Karakol)

I agree with you about arranged marriages where the girl is asked. In the case of Manas and Kanykei they lived a happy life. The thing I really object to about this custom is that people try to justify it as fair because the girl can leave if she wants. That may be true in some circumstances but in most situations like this, the girl is under the social pressure to accept sometimes from her own family and the boy's. If she doesn't, other families will gossip about her and the reputation of the family will suffer. Furthermore, often uncles and aunts who personally have nothing to lose if she accepts, will pressure her to accept and in some cases will make the decision for her without asking her. If we follow the true tradition, the boy does not take the girl until he has her consent.

Kenesh (Batken)

You seem to be wanting to throw all our customs away! Where will our country be if we all start drinking Coca Cola and wearing jeans? We should remember that it wasn't so long ago that in many European nations arranged marriages without consent, were not unusual. Although, I think that our society needs to find ways to reduce the social stigma attached to a girl rejecting a boy, I think we should be very careful before rejecting this custom.

Alymbek (Chon Alai)

I agree with you but we need to think about a real contradiction in our culture here. Although traditionally kidnapping might possibly have been seen as honoring the girl and her family, the kidnapper today faces a problem. Our traditions also state that marriage is intended to be permanent. If the marriage starts off with one side obviously and grossly disrespecting the rights of another then how can we expect it to be permanent, unless the husband or the wife accepts the idea that they are less deserving of basic human rights. I also think we need to think why it is that arranged marriages without consent are now extremely rare in European countries.

Anara

Although this should not be the deciding factor, we should wonder about the effect on our country when we tell foreigners about this custom and we are met with a deathly silence. This practice is nothing to be proud of, it is a distortion of a much more honorable tradition where consent is first gained. I also think we need to think about the boy's rights here to. Often he is under great pressure to marry also. Our parents should not pressure either boys or girls in this way. If kidnapping is going to be done with the consent of the girl then I have no problem with this, and in fact if done like this then it is a good thing.

(Part B)

Look in the Constitution and decide what articles would prohibit kidnapping.

(Part C)

In pairs discuss this question.

"The lack of rights to personal choice is a key issue with kidnapping. How does this relate to democracy and voting?"

Notes:

T-Obj: This task is designed to show students the human rights issues involved with kidnapping and therefore removing the right to decide. Part B is designed to show them in law where it is made illegal. Part C is designed to show them the link between the ideas of personal choice and consent of the governed.

You must make it clear that in this exercise we are talking about the situation where there is NO prior consent. Where the girl has agreed in advance of the event it is not kidnapping but just a reenactment.

As you do not have multiple copies of this task you could get students to act this out so students read out what is said. (This exercise will be put into the next version of the student text.)

Answers:

Part A: There is no correct answer here. It is a matter of personal choice.

Part B: Article 16

Part C: Sample answer

Democracy is based on the idea that as humans we have the right to choose our leaders. It is by having this right that we give them the authority to act on our behalf.

Chapter 4. Economic Concepts: Property & Economic Growth

The overall goal of this chapter is to introduce basic economic concepts and to discuss how these relate to economic rights.

Task 01 Word Match 5 min

In pairs match the word with the definition.

Word	Definition
1. Money	a) Direct exchange of one article for another
2. Free market	b) Monetary expression of value
3. Barter	c) Market in which goods are produced according to demand and supply of such goods by unrestricted competition
4. Price	d) Product or service, produced for a sale at the market
5. Investment	e) Universal equivalent of value
6. Value	f) Spending capital for into some business
7. Profit	g) Basic purpose and result of work of any enterpriser or firm
8. Services	h) The amount of labor, invested into the production of a goods or service
9. Goods	i) Some actions offered to consumers for certain payment

Answers: 1. - e 2. - c 3. - a 4. - b 5. - f 6. - h 7. - g 8. - i 9. - d

Text for reading

Note: This is not supposed to be a course in economics, but if you know nothing of this topic read on.

When you hear the word economics, you like most people in the world, probably think that this is just something to do with government. If this is what you think then you are wrong as economics is the study of human behaviour. It tries to explain why we do things and in particular the way in which we use and produce things. If we look at it like that then you can see when we are doing things like growing vegetables or killing a sheep to make Osh, [pilaff] we are making economic decisions. People in villages are often skilled in economic planning. They know that they should not produce more than they can use or sell. They know how to produce things with the minimum effort and cost, and they often now how to produce things more cheaply or more efficiently, if they only had access to other resources like machines.

(1) Specialisation, Cooperation & Exchange

People in villages know that some people can produce some things or have some special skills that they do not have. For example a baker, Olim may have the skills and equipment to produce bread and a farmer, Rayhon may have the skills and equipment to grow wheat. The baker will help himself and his community if he uses his skills in baking and leaves others to grow wheat. The baker can then sell or exchange the surplus bread he has for any wheat Rayhon has that she doesn't need. This story explains some important concepts in economics: specialization, cooperation, and exchange. Although you might think that life in the village is quite simple, you will find that there is a very wide range of specialized skills being practiced and that as soon as you move out into the rayon level the range grows wider. You might also find that some of the specialization isn't recognized as a "job". For example, there may be people who can make a cow better but they are not called a vet.

If things are exchanged then they have a value or price, even if no money is used. If Olim's bread is particularly tasty or he is the only one in the village who can make and supply bread, then people in the village will be more likely to give more for it. If Subira then starts making bread of a similar quality then the price would drop. So the "price" is "elastic" in that it can change.

But the price of bread is not determined just by the number of people making bread. It is also determined by the number of people who want it (the demand for things), and have something the bread maker wants. If that number is high, the "price" would rise. If the demand is low, the price will often drop. This is the idea behind the "supply and demand" theory.

(2) Incentive & Competition

Nobody likes to do a job unless there is some benefit. The benefit needs to be of a certain value or the work isn't worth doing. This is the idea of "incentive".

Olim has an incentive to keep making bread as long as he gets a good price for it. If Subira thinks there is enough incentive she will start making bread in competition with Olim. The supply will increase but the demand will probably stay the same. Perhaps now at the end of each day Olim and Subira have bread left over. Olim might decide that there is more of an incentive to drive a taxi instead. However, he might decide to drop the price of his bread. Two things are likely to happen. Some of Subira's customers are likely to come back to Olim and some people may buy more bread (increasing the demand) because the price is lower.

When Olim decides to raise the price of his bread, he has a bigger incentive, either a bigger profit or less work. This because if demand remains the same he will get have the same number of customers but make a larger profit from each sale. However, some people may not want or be able to pay the price, which may mean less demand. Olim will then produce less bread to make the same amount of profit. Here we can see that it is the demand of the consumers that determines the incentive for Olim to make bread and give it a particular price on it

In this example we can see that by having competition consumers gain as goods become available and prices are kept low and because of that producers gain as more consumers means more demand. Producers also gain because as in this case the demand for bread creates a demand for flour. The demand for flour will mean an incentive for people to compete to offer flour to the bakers at the best price.

People are not selfish, greedy, and short-sighted because they respond to incentives. There are many kinds of incentives. Sometimes people will choose a lower paid job because they find it more interesting or pleasurable. They may also often find great satisfaction in helping others and enjoying artistic beauty. Whatever we want is by definition a type of incentive.

(3) Property

In an exchange of goods it is the right of ownership that is being exchanged. Before Olim sells or swaps his bread for Rayhon's flour he has to be sure that he owns the bread and that Rayhon owns the flour. Olim also needs to be sure that once the exchange has taken place, the change of right of ownership is accepted by Rayhon. The right of ownership of something is a property right. Economies can not function if these rights are not protected as Olim will not bother to bake bread and exchange and sell it if Rayhon or others come back after the exchange and take away the goods they exchanged for his bread.

Clearly, it is not just the bread that Olim needs ownership of. He also needs to be sure that he has ownership over his tools and the buildings he uses and the land they stand upon. However, Olim might have decided that although he owns the building he does not need complete ownership rights over the land. He could exchange something for the right to use the land for a year. Again he will only make this exchange if he is sure that his rights are protected.

(4) Economic Growth

The products that make life possible and enjoyable, the different types of foods, transport, shelter, clothing, and entertainment, are the products of human action. Good products will always sell as long as buyers know of their existence and the price is reasonable and bad products will normally not sell well even if businesses try to encourage people to buy them with advertising. Economic growth is the result of hard work and proper appreciation of what people really want.

We can measure our economic growth by measuring the growth in our standard of living. The major sources of production and income growth are dependent on improvements in workers' skills, better tools, technological advances, and better organization. If these do not grow then the economy may remain the same or get smaller.

The right of ownership of property (title) like land is usually gained through purchase, gift or inheritance. One of the main reasons why some countries are rich is that their citizens have clear and unchallenged title to private property. In countries with less developed economies the inability to have property rights like this means that the people living on the land are unwilling to invest their time or money in developing the productive capacity (constructing buildings or buying machines) of that land, because they could lose it. Furthermore, in countries like this people often find it difficult to borrow money for the following reasons:

- there are few institutions loaning money
- banks and other lending institutions much prefer to loan and be paid back in money, but in some places people only have things like sheep or grain which may be difficult to turn into money
- banks and other lending institutions are unwilling to loan to people when borrowers have no property, to which they have clear title, that can be claimed in case of non repayment of the loan
- because of all of the factors above the interest rates are so high there is too great a risk that they will not be able to pay back the money and make a profit.

Better skilled workers tend to produce more efficiently than less skilled workers. Training, experience, and education help people improve their skills. If workers have better machines they can produce more. Investing in better tools and better skilled workers might be costly at first, but eventually it pays off when the products are better and more plentiful. This is what we mean when we say productivity increases.

One of the most important aspects of economic growth is new technologies and innovation. Innovation can lead to more efficient ways of doing things or it can create completely new products. For example, if Olim finds a way to make bread using less fuel for his oven then his costs will be lower and his profit larger. He will have become a more efficient bread maker.

It is difficult for single businesses to grow if they have to rely just on profits and new ideas. If Olim wants to install an electric oven or if he wants to increase demand by making his bread available to consumers in other villages he will need to borrow money to make a new oven or to buy a truck. When we talk about the amount of money available to be borrowed we are talking about capital. One of the keys for economic growth is the availability of capital at reasonable rates of interest. If the interest rate is too high then businesses will not borrow the money and will not expand their businesses. Imagine that Olim asked Baktyr if he could borrow six thousand Somoni for one year to buy the truck. Baktyr then said he must pay six thousand plus three thousand in interest; Olim would have to make sure that his expanded business with the truck generates enough income to pay for the truck as well as cover his other costs. If Olim was lucky, there might be other borrowers available who would compete to loan him money. Olim would then choose the one with the lowest rate of interest. Usually banks are able to loan at the lowest rate of interest, as they are able to spread the risk of a loan not being repaid over many loans.

Finally, improvements in economic organization can lead to economic growth. Businesses consist of people, who must work together. It is important for them to know what their goals are, to whom they should report, and how to work together most efficiently. Since people are more complicated than machines, it is sometimes difficult to determine exactly what makes for the most efficient way to work. Managers need to use the resources available to a business as efficiently and effectively as possible. The workers of a business are normally the most important resource. One of the keys to success is to make sure the workers are motivated, enjoy their work and feel valued by the owners of the business.

(5) Macroeconomics

You can see that if we look at all the economic links in a village they are quite complex, particularly when you include the exchanges that do not involve money. If you tried to list all the exchanges that took place in a country it would be extremely complex. That is what macroeconomics tries to do.

Macroeconomics involves the study of:

- the value of what a country produces, (you may hear people talking about the country's gross domestic product [GDP] This includes not just the value of products but also services like transport and health.),
- the levels of productivity (the amount of resources (people, time, materials) required to make a product or provide a service. We say productivity is high when we can use the least amount of resources to produce a product or service.)
- the levels of employment and unemployment, (the percentage of people able to work who are employed
- and the general movement of prices of a whole country. (You may hear people talking about inflation, which is when the average prices of all things increase. Inflation is bad because money is then worth less. Some countries like Japan have the opposite problem, which is deflation. Surprisingly deflation, where prices fall and money increases in value, can be just as damaging to the economy.)
- the availability of capital and the rates of interest
- the balance between the value of what the country buys from other countries (imports) compared to what it sells to other countries (exports).

By doing these things a government can see if the economy is growing and if the way it is managing the country is encouraging growth. In some countries this is very difficult to find out. For example if you agree to chop some firewood for a friend who in return will give you milk from his cow, the government has no way of knowing that this exchange took place.

Governments usually try to have high productivity, full employment, low inflation, low interest rates, more exports than imports and then economic growth should result.

Governments also often try to balance individual economic rights against group economic rights. For example they try to make sure that there are no monopolies so one company can not control the production and market of an item or service and thus force the price up without their being fair competition. However, governments sometimes own monopolies for various reasons.

Post Reading Activities

Task 01 Needs & Wants 5 min

- Make a list of what you think are your “needs” and your “wants”.
- How many of these can you buy?
- Prioritize your needs and then make a table like the one below.
- What reasons did you have for wanting some things more than others?

My Needs	Bought	My Wants	Bought
Food	Yes	TV	Yes
True Love	No	Chocolate	Yes

Notes:

SP-Obj: Students will be able to distinguish between needs and wants.

T-Obj: This task is designed to get students thinking about the types of things that generate wealth and the types of things that are just luxuries. It should show that poorer people focus on needs.

There are no correct answers for this task.

Erratum: In My Wants column of the table the item Chocolate should have the answer Yes, which means that it can be bought.

Task 02 Barter 10 min

1. In groups of four, tell each other the last time you saw people bartering. What goods were they bartering? Why did they choose to barter instead of using money?
2. Copy this table into your book and fill it out. List the advantages and disadvantages of each system.

Money	Barter
<i>Money can lose its value.</i>	

Notes:

SP-Obj: Students will be able to explain the concept of barter and its advantages and disadvantages compares to money.

T-Obj: This task is designed to show the advantages and disadvantages but also to show the problems with inflation.

Possible answers

Money	Barter
<u>Disadvantages</u> Money can lose its value People are more likely to steal money <u>Advantages</u> It is easy to carry You can put it in a bank It lasts a long time	<u>Disadvantages</u> It is sometimes hard to know its value The value of the goods depends on the demand for that good It might be hard to carry the goods <u>Advantages</u> Less influenced by inflation Growing taxation revenue

Task 03 Demand and Prices 15 min

Get into pairs and think about three products available in your community. (For example cigarettes, televisions, and apples). Now make a table like the one below and answer these questions.

Product Name	Does the amount of these things being supplied to the market change easily?	What factors can change the supply of these things?	Does the demand change? (Does the total number of people wanting these things change or does the amount they want change?)	What factors can change the demand for this product?
1.				
2.				
3.				

Notes:

SP-Obj: Students will be able to give reasons why supply and demand change.

Obviously the answer will vary for every students and community. A typical answer might be.

Product Name	Does the amount ...	What factors ...	Does the demand change ...	What factors can change the demand
1. Meat	Yes	No. of sales on the previous day. Profit margin. Time of year. In winter people eat more meat as fewer vegetables are available.	Yes. Sometimes the prices are much higher.	The time of year. In spring prices tend to be higher as fewer fat animals are available. The amount of money have at that time of year.

Task 04 Our Property 10 min

Think about what property your family owns. Pick ten things. Include big things like a house and small things like a piece of clothing.

Answer these questions:

- How can you prove to others that you own these things?
- How did your family gain ownership of those things?

Notes:

SP-Obj: Students will be able to give examples of how ownership of property is stated and how property is acquired.

T-Obj: This task is designed to get students thinking about different ways of showing ownership through such things as legal documents.

Students could make up a table listing the items and the details relating to ownership. They should include small items like clothes and big ones like cars or land.

Task 05 Demand, Cost and Competition 10 min

With your partner:

- think of two items that have become more expensive and people in your community stopped buying them.
- think of one item that has become cheaper.
- explain what caused the price of the items to rise or fall.

Notes:

SP-Obj: Students will be able to give examples of products that have increased or decreased in price and will be able to explain these changes in relation to scarcity.

T-Obj: This task is designed to show students that in the absence of supply and competition prices tend to rise and vice versa.

Again this could be put into a table. Students may not be able to explain why items became more expensive or may just say that the seller was greedy. In fact it is probably due to the effects of inflation and the declining value of the currency.

Task 06 Profits – Who benefits? 20 min

With a partner look at the stories in the boxes and answer the questions underneath.

Almaz owns a shop in a small village. He is the only person in the town selling cassette radios. He sells SONY MX345 models for 35,5 som. This is 30% higher than in Bishkek but it costs him only 5% more to buy and transport them from Bishkek to the village. Nuria decided to go to Bishkek and to buy the same model cassette radios for her shop. She plans to sell them for 30 som.

1. Who benefits from Nuria's action?
2. What could Almaz do?

Gulnara has a small bakery in the village making *lepeoshka*. There is another bakery in the village selling *lepeoshka* for the same price. She uses a 50-kilo bag of flour a week (1 bag for 1000 *lepeoshka*). She buys 50-kilo bag of flour for 550 som. After all the expenses she makes a profit of 150 som per day. If she buys 5 bags of flour wholesale she can buy them for 500 som a bag. Although there are two bakeries working there, they can never bake enough *lepeoshka*.

1. What should she do with the profit?
2. Who will benefit from this plan?
3. What might happen to the price?
4. What other factors might spoil the plan?

Notes:

SP-Obj: Students will be able to state how businesses react to competition and the benefits of competition for consumers.

Possible Answers:

Situation One:

1. Customers because they pay less and other businesses because customers will spend the money they would have spent on the more expensive tape recorder on other goods.
2. Almaz could lower his price. He may find that more people can afford tape recorders so he will earn just as much.

Situation Two:

1. Save it up and buy flour in bulk.
2. Both she and the customers will benefit. She can then lower her costs, increase her profit and maintain her prices. Gulnara might even employ someone to help her.
3. She might want to lower her prices, which could allow her to increase her market share.
4. The cost of fuel and other costs could rise. Her competitors might choose to do the same and so she might find that the profit she expected would be less, but it would probably still be a good choice to lower her costs.

Task 07 The Economy and Constitution**25 min**

Read Articles 4, 5, 16, 19 of the Constitution. Write a short summary, answering the following two questions:

1. What property rights do you have?
2. What rights and obligations do you have if you run a business?

Notes:

SP-Obj: Students will be able to identify the parts of the constitution that protect economic rights.

Answers should include:

Legal protection of private property. Land can be privately owned. All citizens equal under law. Trade Union rights, Rights to education. Government can tax citizens.

Actually, you may find it useful to direct students to articles 8, 9, 11, 15, 28 - 31 as well.

Task 08 Becoming a Millionaire**40 min**

The following task can be done in two ways. Either you think of a product that you think would be needed and then do the exercise below or use the suggested product for the exercise.

Suggested product: You invent a simple machine that removes all the stones from rice, by turning a handle.

You now want to start a business making and selling this product. You need to develop a business plan. With your partner think about the following questions and then write up your business plan. Be prepared to present this to the class.

1. Who will buy your product?
2. How will people know about your product and your company?
3. How will you determine the price of the product?
4. What costs will you have?
5. What will you consider first of all, deciding how many machines to make when you start your business?
6. What will you do with the profit?
7. What factors might cause you to have to change the price?
8. How can your business produce more profit?

Notes:

SP-Obj: Students will be able to design a simple business plan

T-Obj: This task is designed to get students thinking about some of the issues big and small businesses must face. It is also designed to focus the students for the next task.

The answers will of course vary. Check that students answer all the questions. This is a good opportunity for students to show their creativity. You could finish this activity by having students vote for the best business plan.

Task 09 Banks: What are banks and why do we need them?**20 min**

In pairs write down the ways banks help in most countries. (Look at the list in the table).

Recipient	Assistance
Ordinary people	
Small businesses	
Big companies	
The government	
Other banks	
Themselves	

Notes:

SP-Obj: Students will be able to list how banks can help differing groups of people.

T-Obj: This task is designed to help students understand that banks have a variety of functions.

The task can be done in forms of a table or classification with the answers to be put into the corresponding boxes

Possible answers might include:

- to provide credit through loans to customers, businesses and other banks.
- to set up payments in foreign currency to customers, and businesses.
- to provide place to keep cash safe, for customers and businesses.
- to pay interest to depositors, for customers and businesses.
- to receive interest from loans to customers

Task 10 What is The Difference? 30 min

Work in pairs: fill in the following table to compare a centralized planned economy with a free market economy. Note that they do not always differ.

In a centrally planned communist economy...	In a free market economy...
All economic decisions were made by a central office of economic planning	
	Private ownership of property is allowed
Taxes are collected	
	Private business is encouraged
No free media	
	The government is usually criticized openly
There are no international banks	
	Most businesses are privately owned
Production levels are determined by planners	
	Anyone can buy foreign currency
The value of the currency is determined by central planners	
	Any business can produce what it likes (as long as it is legal)

Notes:

SP-Obj: Students will be able to list differences between the centrally planned economies and free market economies are organized.

The purpose here is not to make a judgment but simply to point out the differences. You should explain that in fact there are relatively few countries with a fully free market. (In fact, some economists would say that there are none.) Most countries have a capitalist and socialist mix, which means that through taxes and other policies government does not directly control the means of production etc. but they can provide strong incentives for businesses to work in one way or the other. Generally in these countries (e.g. Denmark, Australia, South Africa etc.) the media is free to criticize as long as they tell the truth.

In some countries in the former Soviet Union, the government has kept much of the control, such as export licenses and limited property rights. For this reason they are far from the free market model.

Answers:

In a centrally planned communist economy...	In a free market economy...
<i>All economic decisions were made by a central office of economic planning</i>	<i>Most economic decisions are made by individual businesses for that business only</i>
<i>No private ownership of means of production and limited ownership of consumer goods</i>	<i>Private ownership of property is allowed</i>
<i>Taxes are collected</i>	<i>Taxes are collected</i>
<i>Private business is not allowed</i>	<i>Private business is encouraged</i>
<i>No free media</i>	<i>Free media is allowed and encouraged</i>
<i>Limited or no criticism of the government</i>	<i>The government is usually criticized openly</i>
<i>There are no international banks</i>	<i>Many international banks</i>
<i>No private ownership of businesses</i>	<i>Most businesses are privately owned</i>
<i>Production levels are determined by planners</i>	<i>Production levels are determined by business owners</i>
<i>Very limited or no access to foreign currency</i>	<i>Anyone can buy foreign currency</i>
<i>The value of the currency is determined by central planners</i>	<i>Usually determined by market, and little interference by government</i>
<i>Production is determined by government</i>	<i>Any business can produce what it likes (as long as it is legal)</i>

Task 11 Small Businesses 20 min

In groups of three or four discuss the following questions. Be prepared to share your answers with the class. There are many kinds of small business that involve kiosk owners and people trading in markets.

- Why are they very important part of the economy?
- How can the government help small business?
- What can small business do with its profit?
- How has the position of women changed since they became involved in business?

Notes:

SP-Obj: Students will be able to list the reasons why small business is important and its impact on government responsibilities and women.

T-Obj: This task is designed to help students understand the importance of these small businesses and see how governments can assist in their development.

Small businesses are a part of the supply and the distribution system. They are a training ground for managers. They may grow bigger and employ more people. They pay taxes to the government. Give them information on laws related to business and protect them from criminals. Invest the profit in expanding the business. They have become property owners. They are some times the only income earner. They have often doubled their responsibilities.

Task 12 A Local Business 30 min

With a partner, go to a local business (a shop or factory) and ask the owners these questions. Then write up a report about the business. Be prepared to present it in the class.

1. What goods/products/services do you sell?
2. What is the name of your business? (Some small businesses may not have a name.)
3. How long have you been in business?
4. Who are your customers?
5. What are your costs?
6. How do you get your products?
7. How do you estimate how much of the product(s) you need to make or buy?
8. How do you evaluate the price you sell the products for?
9. When you last changed the price, what factors did you consider?
10. What are the difficulties of being in business?
11. What are the advantages of being in business?

Notes:

SP-Obj: Students will be able to describe one business and the issues it faces.

T-Obj: This task is designed to help students see that business is not risk free and that even the smallest business faces similar problems to the largest. Further it will show students that they are providing a service to the community.

The answers will vary but for some questions you should expect the following.

- 5 - electricity, buying goods or materials, possibly salaries, taxes
- 7. - how much you sold last week, your ability to produce or purchase in the time available
- 8. - by assessing the costs and by looking at the prices competitors charge and the sales last week.
- 10 - the risk that you might go bankrupt, interference by others, it takes a lot of time
- 11 - I am my own boss

In this task, students will need to collect quite personal information about the activities of businesses and therefore we should expect that the owners could be very reluctant to answer questions. As a result, you will need to help students prepare a letter to business owners requesting cooperation. Under NO circumstances should a business owner feel pressured to give information.

Sample letter

Dear Business Owner

As part of our studies at school into civil society we are studying how businesses work. STUDENT NAME would like to ask you the following questions and present the information to his or her class.

<< LIST THE 11 QUESTIONS FROM THIS TASK >>

Under NO circumstances should you feel pressured to answer any further questions or any question here that you feel will compromise your business.

Thank you for your cooperation in helping students of Kyrgyzstan understand how their society does and can work.

SIGNED BY TEACHER OR DIRECTOR WITH SCHOOL STAMP

Task 13 Women in Business 20 min

Find a woman who has some kind of business. (It might be a relative selling things in the market.)

Ask them the following questions and be prepared to discuss them in class:

1. What differences are there for men and women who want to have a business?
2. What are the advantages for women of being in business?
3. How do women help men by being in business?

Notes:

SP-Obj: Students will be able to state the differences for a woman in business compared to a man.

T-Obj: This task is designed to show students that there are particular problems for women in business.

Answers will vary but they might contain the following ideas.

1. traditional expectations. Compromised family role. Security.
2. She has more independence. Possibly a more secure income source. More opportunity to meet other people.
3. They may provide the only or an additional source of income

Task 14 Difference 10 min

List at least three problems a woman, unlike a man, is likely to face when starting a business.

Notes:

SP-Obj: Students will be able to list difficulties women face in business.

T-Obj: This task is designed to help students see that women face extra difficulties in business compared to men.

Similar answers to above activity and as a result you could omit this activity.

Task 15 Responsibilities 20 min

What are the responsibilities of a husband if his wife is the only income earner in the family

Notes:

SP-Obj: Students will be able to list the extra responsibilities a man has in this situation.

T-Obj: This task is designed to help students see that men must pick up non-traditional roles in this case so women can be more effective in their businesses.

Possible Answers:

To cook and care for children. To support the wife so that the business can bring as much income to the family as possible. To accept that the goal should be to maximize the benefit for the whole family. That in extreme economic situations we must be prepared to share roles even if this means compromising some traditions.

Task 16 The Great Plague 20 min

Imagine a situation where 50% of a country gets sick with disease. The disease strikes randomly but fairly evenly through the population at male and female, rich and poor, urban and rural, and clever and stupid. This disease does not kill, it just means that people are permanently unable to speak, listen, write or read.

With a partner, think about what the consequences for the economy would be. What would happen in schools, in businesses, in government, in hospitals, in villages etc.? For example it would mean that a professor would now only be able to work in the garden but even this he could not do well as he would not easily be able to learn. Write a 150-word paragraph answering these questions.

Notes:

SP-Obj: Students will be able to state the consequences of excluding women from the business sector and other occupational sectors.

T-Obj: This task is designed to show students that excluding 50% of a talent of a country would be a disastrous economic policy, as it will result in great loss of productivity.

Once students realize it, you can introduce the concept that shows what happens when society decides to exclude minorities or women from the process of its activity. You should also point out that for an economy as Kyrgyzstan has it is necessary to maximize the productivity, which means using all the potential of the population.

Possible answers would include drastic fall in services (health, education etc) and the output (from farms and factories) of the economy.

Task 17 **What do you do all day?** **30 min**

You will hear a short drama. The roles are:

W – housewife

S – son

H – husband

SA – worker of State Statistical Agency

After listening to or reading the conversation, answer the questions below with a partner, and be prepared to discuss it in the class.

1. What do you think was the husband's opinion about his wife's daily duties?
2. How do you think views like this influence the way we value the work done by people when they are not paid for it?
3. What unpaid work is done in your community?
4. Is it valuable work?
5. If this is how housework is valued, then what do you think happens when women have to have an ordinary job as well? Who does the housework?
6. How can we show that we value the work done by all family members?

Setting: A family is sitting inside the house talking after having their dinner. There is a knock on the door. The son gets up and opens the door.

S: Hello.

SA: Hello. My name is Bahktiar and I am working for the State Statistical Agency. I am doing some surveys about family life. I would like to ask you some questions about your family. Would you be willing to answer some questions?

H: That's fine. Come in. My name is Bakyt, this is my wife Saltanat and this is my son Damir. Sit down. Would you like a cup of tea?

SA: Yes, thank you. Now I am not interested in hearing anything that you feel is private or confidential, you just tell me what you think happens on a typical day at this time of year.

H: Okay, what's the first question?

SA: Well, I am interested to know about what both you and your wife do on a typical day?

H: My wife...well she stays home all day so there's not much to say. She gets up and makes the breakfast, looks after my son, keeps the house tidy, cooks dinner and talks to the neighbours.

SA: Well, actually I need a bit more detail than that. Do you mind if I ask your wife?

H: No problem. Hey Saltanat, could you come in here? Bahktiar wants to ask you some questions.

SA: Okay, could you tell me about your typical day, from when you get up to when you go back to sleep again?

W: Yes. Well I start the day at about five when I get up and build up the fire to heat some water. Then, I start cooking breakfast and get things ready for my son to go to school. We all have breakfast together at about six and then my husband leaves for his work. I then tidy up the kitchen and at about seven, I start washing the clothes and clean the house. It usually takes me about one hour as we have no machine. After doing the washing I usually do a little work in the garden and then go down to the market. I sell some of the things we grow. And if we have any spare money I might buy a few things like food items. I usually stay there for about eight hours and get home only at five o'clock. After that, I go home and prepare dinner, and work in the garden for another few hours. When it gets dark I go inside and there is always things to be done such as sewing, etc.

SA: Okay. Is there anything else?

W: No, I think that's all.

S: You forgot to tell the man about when you go and get the water from the stream, and how you milk the cow and getting the firewood.

W: Yes, those things too.

S: And what about when you help me with my school work and when you take food around to Dad's mother and things like that.

W: They don't count.

SA: May be. May be not. But it all takes time.

W: True, that's what I never have enough of.

SA: So do you have any hobbies?

W: Well, I like to read. But I suppose my family is my hobby.

SA: Thanks. Now Bakyt can you tell me about your day?

H: Sure. Well I start with...

Notes:

SP-Obj: Students will be able to state the kind of activities family members do on a typical day.

T-Obj: This task is designed to show that although women may have a lower status than men, they often make an equal or larger contribution to the quality of life of families.

In this task, the skit could be read or even acted out by students. At least one girl is needed in the class. The drama is set in a typical village. Its purpose is to show that housework often looks like "sitting at home all day". The questions would be discussed with the whole class. It should not become discussion where individual persons are discussed.

Possible answers might include:

1. What do you think was the husband's opinion about his wife's daily duties? They were not as important or as difficult as his.
2. How do you think views like this influence the way we value the work done by people when they are not paid for it? If work is not paid then it is not valuable or difficult.
3. What unpaid work is done in your community? Answers will vary. Possible things like helping the local school or old people.
4. Is it valuable work? Yes, but no one is prepared to pay for it.
5. If this is how housework is valued, then what do you think happens when women have to have an ordinary job as well? Who does the housework? They have to do both.
6. How can we show that we value the work done by all family members? By thanking our mothers for what they do and giving them assistance.

Task 18 Business and Civil Society 20 min

In pairs, try to write an answer to this question.

"The role of private business in the development of a society can be equal to or greater than the government's role. Why is this?"

Notes:

SP-Obj: Students will be able to state reasons why business makes a contribution to our society, despite that fact that there is a primary motive of creating wealth for the owner.

T-Obj: This task is designed to show students that business has a crucial role in the development of society and should encourage students to think about why government should promote business.

Possible answers should include;

- Private business is better at expanding the economy as most incentives work best locally.
- Private businesses are unlikely to do things, which are economically inefficient.
- Private business is better at providing jobs, which relate directly to economic growth.
- A strong business sector can provide on the unchecked power of government because business needs open government and markets.
- Private business can provide social protection through jobs and charitable acts
- Most importantly, private business and its employees, pays the taxes to government without which there would be no services.

Chapter 5 The Relationship Between Economic & Political Rights

The overall goal of this chapter is to introduce the concepts of political rights and then to examine the relationship between the development of economic and political rights.

Pre Reading Activities

Task 01 Rights and Freedoms 10 min

1. In groups of three or four discuss what freedoms a person has when they are politically free.
2. In groups of three or four discuss what freedoms a person has when they are economically free.

Notes:

SP-Obj: Students will be able to list both types of freedoms.

Just collect their answers on the blackboard and then add to the list once they have read the chapter text.

Only give these answers after the students have read the text and you have asked them if they could add to the original list they made. They may come up with more ideas than are on this list.

Politically Free: can freely vote or choose to be a candidate, can form or join a political party, can openly advocate political ideas or ideals.

Economically Free: can open a business or work where one chooses, can own property, can live wherever they choose, can freely trade in goods.

Task 02 Word Match 5 min

Match the words with corresponding definitions.

Word	Definition
1. Human rights	a) Capacity and possibility to influence people's behavior and activities to achieve some purposes.
2. Authority	b) Legal relationship of a person and the government which results in their mutual rights and duties.
3. Taxes	c) Economic activity devoted to earning a profit.
4. Political rights	d) Inalienable rights of every individual.
5. Business (entrepreneurship)	e) Transmission of state property to private ownership of citizens.
6. Economic rights	f) Compulsory and obligatory payments to the state budget.
7. Citizenship	g) Abusing of one's power to get any illegal benefit.
8. Privatization	h) The right of ownership, entrepreneurship and free arranging with one's own labor force.
9. Corruption	i) The right of a person to take active part in political life.

Answers: 1. - d 2. - a 3. - f 4. - i 5. - c 6. - h 7. - b 8. - e 9. - g

Text for reading

Giving citizens economic freedoms and rights is an important step towards improving the economy of a country as it allows citizens the opportunity to use their creativity and motivation to create wealth for the economy. Some people argue that as long as people's economic situation is improving then political rights are not so important. The purpose of this chapter is to show that this is not true.

What are Political Rights?

As we saw in the chapter on human rights economic rights can be described as the absence of government pressure or control on the production, distribution, or consumption of products and services.¹ Political rights could simply be defined as

the right to choose your leader, but we can describe it more accurately by using the following checklist and if we also include a list of civil rights. ²

Political Rights:

1. Is the head of government or other chief authority elected through free and fair elections?
2. Are the members of parliament elected through free and fair elections?
3. Are there fair electoral laws, equal campaigning opportunities, fair opportunity to vote, and honest counting of votes?
4. Are the voters able to give the leaders they choose real power?
5. Do the people have the right to organize in different political parties?
6. Is there a significant opposition vote, and a realistic possibility for the opposition to increase its support or gain power through elections?
7. Are people free from control by the military, a foreign power, religious groups, or any other powerful group?
8. Do ethnic, religious and other minority groups have reasonable self-determination (the right to organize their own community in a way that fits with their cultural values), self-government, and can they participate in the decision-making process?

Civil Rights:

Are there sources of news and opinions (media), and other forms of cultural expression, which are free of government control?

Is there open public discussion and free private discussion?

Are you able to travel and meet together and publicly and peacefully demonstrate against government policies?

Are citizens equal under the law, with access to an independent, fair judiciary, and do the security forces respect the legal system?

Is there protection from political terror, and from unjustified imprisonment, exile or torture, whether by groups that support or oppose the system?

Are there trade unions and peasant organizations or equivalents, and are there effective ways for workers in groups to protect their employment conditions?

Are there professional and other private organizations without government control?

Are there private businesses or cooperatives?

Are people free to join or not join religious institutions and are people free to privately and publicly express their religious beliefs?

Are there personal social freedoms? This means such things as equality for women, the freedom to speak your language, the freedom to choose who you marry and decide on the size of your family?

Is there equality of opportunity? This means for example that everyone has a reasonable chance to be educated, that you are paid fairly for your work, that you have a choice as to how you spend your money.

Is there freedom from corruption?

Does the government care about the condition of its people?

The Need for Political Rights

The government can have great influence over the life of citizens. Look at the two following stories set in villages in Central America and see what can happen when people have economic but not political rights.

Situation 1. There are nine families living on a cooperative farm. They all are part owners of the farm. A government official chooses one of the farmers, Mika as the chairman of the committee that manages the farm. Although they discuss issues at the meeting, Mika makes all the decisions. For the first year Mika does a good job of managing the farm and the farm makes some profit. However, in the second year Mika does not allow one farmer, Rita, to sell his share of the farm, as he knows that Rita is the best mechanic of all the farmers. Also that year the farm does not make a profit. The other farmers say that Mika is making mistakes and they suggest at one of the meetings that someone else should have the chance to be the chairman. Mika, who is the best educated says that it is not their choice, as he is the best person for the job and was appointed by the government. The other farmers know that unless Mika agrees they cannot force a change of manager. As a result many of them become less interested in their work on the farm as they believe that the methods he is using are out of date. The farm's profits begin to drop due to their lack of interest.

Situation 1. *Domingo lives on a farm with just his family. They have a document, which says that they own the land the farm is on. The farm can produce more food than Domingo's family need to survive. For the first few years everything is good. Domingo is able to sell his surplus and buy some cows. Every year someone from the government comes and asks him to pay 20% of what he earns from selling his products to the government. He agrees to do this, as he wants a school built for his daughter to go to. Even though there are no elections, Domingo doesn't really mind, as he thinks the government is doing a good job. However, after five years people from the government come wearing uniforms and say that he must give 70% of his surplus. Domingo isn't very happy about this but the people have guns. Domingo is even less happy about it when he hears that the money that is collected is used to build a new house for the people in the government. He writes a letter to the only newspaper in his region which is government owned, but his letter is not published. Domingo wishes he could choose the government.*

In the first story we can see that the farmers had economic rights but not political ones (the right to choose leaders). Although Mika is trying to help, because the other farmers don't feel they have a choice so they give up. Perhaps if the farmers did have a choice then they would vote for another chairman. That chairman's ideas may not be better but at least the farmers would know it was their choice so they would remain interested. Perhaps then if there was another election Mika might win again.

In the second story the farmer Domingo again has economic rights but largely loses them because he doesn't have political rights. The problem here is that after some years the government isn't interested in the people any more and start taking his property.

Do We Need To Have Both Rights At the Same Time?

Political and economic rights or freedoms are linked very closely because when citizens have no political power governments can easily weaken property rights. If a government taxes citizens or takes their property or limits their use of it in some other way, without the consent of citizens then they cannot be said to be free. The situation is not made any more acceptable by a government claiming that the action was taken for the common good. In some countries, when the government wishes to take away someone's property for the "the greater public good," it generally compensates the owner. The amount of the compensation however may be in dispute."

In democracies even if citizens are unable to give their consent for each and every occasion a government limits citizens' rights to use their property in the way they want to, they can still be considered free. This is because they can use their political rights every election to vote against and possibly change the government if sufficient numbers of other citizens think likewise. This means that both economic and political rights need to be given together.

When citizens have full political rights and they use them, they can determine the type of economic policies and therefore the strength of the economy they live in. This explains why countries that allow their citizens the greatest economic and political freedoms are often the richest. These same countries are generally also the least corrupt. Although, some countries – for example Singapore and the province of Hong Kong, among others – are rich yet not highly democratic, in that they do not give their citizens much political power, they do give wide economic rights, and citizen's legal rights are well protected.

Some countries have attempted to introduce political rights more quickly than economic rights or the other way round. Although elections have to come first so that the new elected officials can introduce new laws and economic freedom, in the end it is the economic structure that will transform the economy, but that structure has to be protected and the most effective way to do that is to give people the political rights so that the leaders they choose must be open about what they do and can be replaced if necessary.

But Political Rights Don't Seem To Help Me!

When many people are asked their opinion about democracy, the free market and privatization, many people of newly independent nations are understandably disappointed with what they see. Often they are confused, and do not know what an economy based on capitalism with strong political rights is like. They judge the success of capitalism and the free market, simply by what they see in their own countries where there may be some economic rights but very limited political rights. For example just giving citizens one political right, such as the vote, doesn't make a country a strong democracy.

One of the common misconceptions about a system of government, which gives its citizens political and economic rights, is that its promoters (organizations like the United Nations or IFES) believe that the process of democratic government is smooth and easy. Democracy is not a perfect system, but it seems to be the one that can best balance the competing interests of peoples. Giving people all their economic and political rights and getting them to use them effectively, can be like learning to ride a bicycle or a horse – you learn by doing. Therefore the only way that citizens can learn is to make

these rights work effectively is to have people use their rights in as many levels as possible, from village council to the president's office.

So Are You Saying That All Countries Need to Be Like the United States?

Clearly not, there are a wide variety government systems, that offer their citizens political and economic rights, Some like the Western European countries have systems of government that have considerable influence on the lives of their citizens. In others like New Zealand or United States the government has very little influence and owns very little. However, in all these countries citizens regularly choose the type of government they want. Although some Asian leaders have said that the Asian way of doing things is to have leaders make decisions without seeking the agreement of citizens, this view can only be proven if people actually choose to give up their rights to choose. Recent events in South East Asia and public opinion polls in Central Asia show that despite what their leaders may say, people are very reluctant to give up choice.

But Doesn't the Government Know What is Best For Us?

Some people say that giving citizens full political rights in a new democracy or in a country where people are mostly uneducated, will only lead to chaos and instability. In some countries the army or some other powerful group has taken over from a democratically elected government e.g. in 2000 Fiji, Pakistan. Those groups often justify their action by saying that the politicians elected were corrupt and bought their votes. It is true that this sometimes happens. Even in the United States, probably the world's most well known democracy, some of people elected turn out to be incompetent or dishonest. However, because of the existence of other political rights such as an independent media and an honest and fair legal system, bad leaders can be removed. The Philippines and Indonesia are excellent examples of this. Because the people had political rights they were able to elect their presidents, and when they found that their presidents were corrupt they were able, through demonstration and legal means to remove them. In fact many would argue that it was not enough political rights that led to these situations occurring in the first place. So although giving political rights can lead to instability, economic mismanagement and corruption, these things are equally likely when people have no political rights, as the government cannot be held accountable for their actions.

Finally, everyone knows that most people prefer to choose for themselves. Restricting a person's freedom to choose – whether at the voting booth, before the television camera, or at the market – is denying human beings something that is part of their humanity.

Post Reading Activities

Task 01 Which is which? 30 min

With a partner decide whether the following are economic freedoms or political freedoms. Put the numbers of each freedom under a chart like the one below. You may find that some could be regarded as both types of freedom. In this case put it under the category that you feel fits most of the time.

Rights and Freedoms	Political or economical?
The right to own a house.	
The right to vote in elections.	
The freedom to sell your land.	
The freedom to speak any language.	
The freedom to give your opinion on the radio.	
The freedom to advertise a product you make.	
The freedom to form an organization that wishes to become the government.	
The freedom to start a business.	
The freedom to break any law.	
The freedom to keep foreign currency.	
The freedom to meet with others who have the same opinion about government as you.	
The freedom to drive a car.	
The freedom to disagree with your leaders.	
The freedom to choose your religion.	
The freedom to privacy.	
The freedom to marry whom you want.	

Notes:

SP-Obj: Students will be able to distinguish between economic and political freedoms.

T-Obj: This task is designed to get students to think about what economic freedoms consist of.

Suggested Answers:

Economic freedom
Political
Economic
Political
Political
Economic
Political
Economic

Political - could be economic too
Economic
Political
Economic
Political
Political
Political
Economic - could be political too

Supplementary Tasks

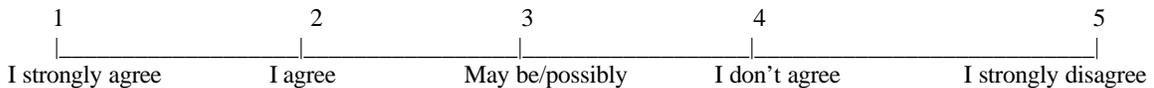
Supplementary Task A Collective Bargaining 20 min

One economic right that we missed from the student textbook is collective bargaining.

This right can exist between buyers and sellers, and employees and employers.

The right to collectively bargain for employees means that instead of a single employee asking for an increase in payment or an improvement in conditions, all the employees of the organization stand together and ask. This way they will have much more power because if the employer refuses to agree they can stop or slow production. Although the right to collectively bargain is strongly protected in most democracies there are some people who think that this right should not be given or be greatly limited. What do you think?

With your partner, read through the following set of opinions and decide which one is closest to your own.



Ainura

I don't think this right is particularly important as the bosses always know what is best for people and anyway ordinary people will always have their rights limited. That's life.

Chinara

I don't agree. This power of collective bargain also applies to people like farmers. If they stand together, they can demand better prices for their products, which means that the whole country benefits. This is because the money farmers get is spent on goods. This means a bigger profit for shop owners and more taxes for the government.

Galina

That's true but the problem with many rights like this is that the power that also goes along with them can so easily be abused. I agree that people like employees or producers need to be given this right but I think that there needs to be some limitations on the power they have. For example, people like doctors should not be allowed to strike unless they give at least six weeks notice. There needs to be compromise on all sides.

Sasha

The problem for me with collective bargaining is that employees do not understand business and if they can demand high wages, they can force the business into bankruptcy. It is the same with farmers. They can refuse to supply the market with food until we pay their prices or they could export it all.

Notes

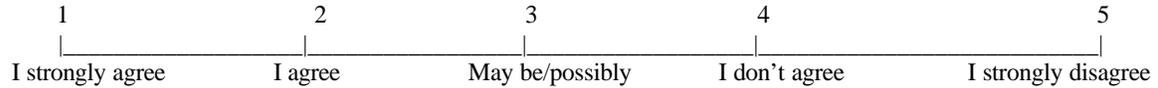
T-Obj: The purpose of this task is to expose students to the various views about the rights of producers and employees to bargain collectively.

There are no correct answers.

Supplementary Task B Land Rights**20 min**

In 2001 the government passed a law allowing some people the right to buy and sell land. This is an important economic right that in most democratic countries all citizens have.

With your partner, read through the following set of opinions about this change in the law about land and decide which one is closest to your own.



Timur

This law is just designed to make the rich people richer. I am against it. I think all land should be owned by the state and leased to people if they want to use it. If the rich people buy the land then they will rent it to the poor people and we will just be peasants. I am also worried that foreigners will buy all our land and we will lose our country. What will happen to people who lose their rights to live from the land, but who have been living there for generations?

Aigul

I don't agree. I think this is a good change as it means that farmers and business people can buy the land. Then when they improve the land or build things on it they know that it is theirs. If people are not sure about this they will not have the confidence to do this. Also banks will not be happy to loan money if there are no assets to reclaim if there is no repayment of the loan. This change will mean that land will be owned by those who can make the best use of it which can help bring development to our country.

Tamara

A problem with buying and selling land is that some people will speculate on the prices and the process will rise too high. Poor people will not then be able to get land to grow the food they need. I am also worried that the land will not be divided up fairly. Another problem is that people may not realize how important this land is and they may just sell it for a low price just to get the money. After that they will have nothing. I think that if we are going to have this law then at least the people who presently live on the land should be given a big discount or should be free of land tax for the first ten years.

Dmitry

I think that this change is necessary although I can see some problems. I think that people should be given the land around which their house stands. This will mean that everyone will have their house and some land to grow food. However, I think that ownership of land in an agricultural society is crucial for development. Although land could be leased they would need to be very long leases, perhaps 100 years. However at this time people need confidence and so we need to be able to buy and sell land

Notes:

T-Obj: The purpose of this task is to expose students to the various views about the privatization and sale of land.

There are no correct answers.

Task 02 Price of Freedom**30 min**

In pairs write a paragraph of no more than 100 words discussing the reasons why we cannot allow the "freedom to break any law" in our society.

Notes:

SP-Obj: Students will be able to summarize the main reasons why complete freedoms cannot be granted in any society.

Societies cannot allow the so-called 'freedom to break laws' because it would directly affect the political rights of others to go about their lawful business and have safe possession of their life and property. Freedom also

means the right to choose not to comply with some laws; however when these choices have only a minor affect on the rights of others, society usually applies economic penalties or limits on liberty. When these choices have serious effects on others, society will take much stronger measures such as imprisonment to protect the basic rights of the people.

Task 03 What is the most important? 40 min

1. The following is a list of economic freedoms and services. Choose any business in your community. Look at the list with your partner and rank them in order of importance according to the business you chose.

Rights and freedoms	How much important?
The freedom to own property and products.	
The freedom to sell property and products.	
Reliable transport services.	
The freedom to advertise property and products you make.	
The freedom to import goods.	
Reliable banking services.	
The freedom to export goods.	
Reliable police and independent justice system.	
The freedom to transport goods.	
Freedom from excessive corruption.	
The freedom to hire the services of others.	
Reliable water supplies.	
The freedom to sell things in a public place.	
The freedom to use any currency.	
Reliable electricity supplies.	

2. Now take the three you chose to be the most important services or freedoms and be prepared to explain why you chose these for the business you were thinking about.

Notes:

SP-Obj: Students will be able to prioritize the business and services that are important for businesses in their area.

T-Obj: This task is designed to get students focusing on the needs of businesses.

A possible answer for a cotton farmer might be:

The freedom to own property and products.

This is a basic necessity to encourage investment in production.

Reliable banking services.

This is necessary in making investment possible and productive.

Reliable police and justice system.

This is necessary in ensuring the application of a uniform approach and legal equity and justice.

Task 04 Business laws 40 min.

With a partner visit a local business and ask the owner if he can tell you what laws have been passed recently that make it easier to do business than it was under the communist system. Be prepared to tell the class about the results of your visit. You need to be able to explain what the new laws were and what they allowed the business to do.

Notes:

SP-Obj: Students will be able to describe some of the principle changes that have taken place regarding business law since the end of the Soviet period.

T-Obj: This task is designed to get students to make a comparison between the two types of economy.

It might be a good idea if you prepared a letter for students explaining that no personal information is needed and that the information is being collected for a school research project. See Task 12 in

Chapter 4 for an example.

Note that young businessmen might not know about the older laws used earlier.

Task 05 Why do we have taxes? 60 min

You could say that any tax cuts into people’s freedom to spend their money as they wish. However, all governments have some kind of tax.

- a) With your partner decide how taxes can be justified and decide how we can say when taxes are unreasonable. Be prepared to explain your answer.
- b) With your partner discuss what you think are the most important things for governments to pay for. Be prepared to explain your answer.
- c) Imagine you are the Minister of Finance. You have 1 billion dollars to spend. How will you spend this money? Make a pie chart and be prepared to explain your answer. Here are things to spend money on.

Budget items to consider	How many percent?
Defense	
Health Care	
Social Security (for pensions, orphans)	
Customs	
Education	
Police	
Transport	
Foreign Affairs	
Government Administration	

d) Ask your family what they think of your budget.

Notes:

SP-Obj:

Students will be able to list justifications for taxes and define when they offer an unreasonable load.
 + c) + d) SP-Obj: Students will be able to list the priorities for spending.

T-Obj:

- a) This task is designed to get students to realize that taxes provide services in the community.
- b) This task is designed to help students realize where taxes go.
- c+d) These tasks are designed to help students see that prioritising spending is a complex balancing act which must take the needs of a wide variety of interests into account.

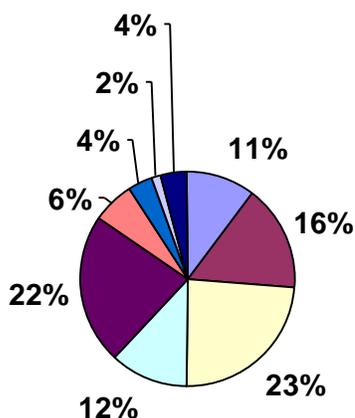
There are neither wrong nor right answers. The purpose of the exercise is to get students to understand the difficulty of such decisions and the necessity of compromise.

(a) Parliaments need to have a budget in order to fund the activities of government. However parliament needs to be responsible and accountable to the people if they are to ensure equity and justice prevails for the citizens. Taxes may become unreasonable when the people are not consulted or do not approve of government budgetary proposals.

(b) The most important items government has a responsibility to budget for are those agreed to by the citizens. These may include the normal range of cited government activities but could also include other programs such as promotion and incentives for internal development of the populace such as upgrading educational standards and development of new industrial and service industries. It could also include external operations such as peacekeeping duties with the United Nations in order to bring stability and peace to a troubled region.

(c) This is a sample pie chart: You can add extra items if you want to.

Budget Expenditure



ALEXEI - TRANSLATE THE GRAPH AS WELL

Task 06 Your Opinion 30 min

Discuss the statement below with your partner and then decide where you stand on this issue.

“Economic freedoms should precede political freedoms”

Your opinion might be that:

- This is true
- Political freedoms should come before economic freedoms.
- Economic and political freedoms should come at the same time.

Once you have decided go to the other people who think like you do. Develop your arguments and be prepared to present them to the class.

Notes:

SP-Obj: Students will be able to give arguments as to why they believe one of the arguments listed in the task.

T-Obj: This task is designed to get students thinking about the relative development of these two types of freedoms.

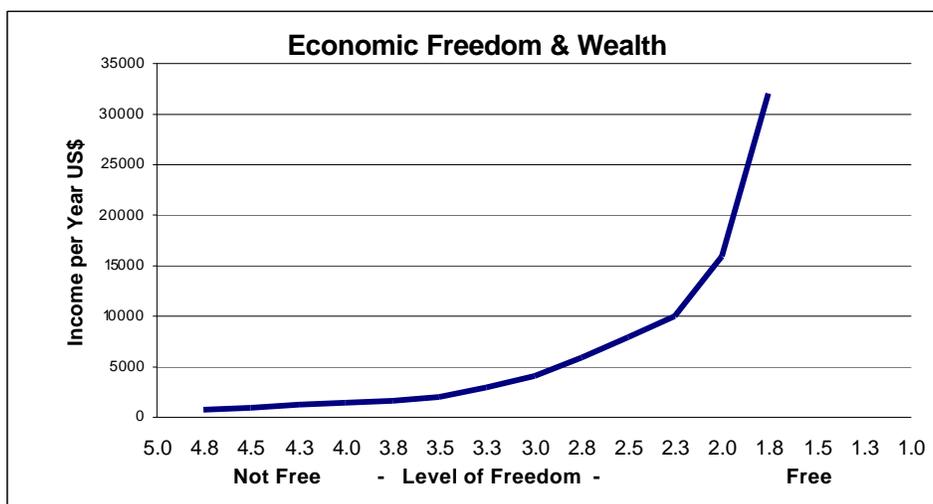
Sample Answer:

It is generally apparent that the separate pursuit of political or economic freedoms leads to difficulties in establishing any freedoms at all. The two need to go together because human activity does not only fall into one category; work goes with lifestyles and they need to support each other. Achieving only one freedom makes it difficult to maintain if you cannot act freely and independently in the other. However, it seems that while you can build economic freedoms at higher levels of political freedoms it is generally easier to begin to build political freedoms at the same time economic freedoms are beginning to be built.

This is a difficult task.

Task 07 Wealth & Freedom 20 min

With a partner look at the graph below and write a paragraph of no more than 70 words summarizing what conclusions you can draw from the graph. Remember that it is showing an average for all countries.



Notes:

SP-Obj: Students will be able to draw a conclusion in a paragraph about the relationship between wealth and freedom.

T-Obj: This task is designed to help students see that the countries that are freer tend to be more economically wealthy.

Sample Answer:

This graph indicates a direct correlation between income levels and a freedom index. It generally means that as people become freer they also become wealthier; and conversely if they become wealthy they become freer. However, the graph is indicative only and relies on national figures, which may not always be consistent or accurate. It also indicates that only at the high levels of freedom is there an expectation of high levels of income.

Extra Note:

Note that this graph shows the average for all countries. Some countries could have relatively high levels of political freedom but low levels of economic freedom and vice versa.

Task 08 How wealthy? 20 min

Below is a list of freedoms. Using the following scoring system work out the likely income for a citizen of the fictitious country of Nur by adding the numbers and dividing by 13.

Always/Yes = 1 Mostly = 2 Sometimes = 3 Not Often = 4 Never / No = 5

Measures of Freedom	Answers for Nur	Numbers
1. Is the head of government elected through free and fair elections?	Never	
2. Are the legislative representatives elected through free and fair elections?	Mostly	
3. Do the freely elected representatives have real power?	No	
4. Do the people have the right to organize in political parties?	Never	
5. Is there a realistic possibility for the opposition to increase its support or gain power through elections?	No, Never	
6. Do cultural, ethnic, religious and other minority groups have equal rights to others?	Sometimes	
7. Is there independent media free from political influence? (Newspapers and TV)	Mostly	
8. Is there freedom of assembly and demonstration?	Sometimes	
9. Are citizens equal under the law with access to an independent judiciary?	Sometimes	
10. Do employees have the right to organize trade unions?	Mostly	
11. Are there free businesses, which are free from political interference?	Sometimes	
12. Is their freedom of religious belief?	Always	
13. Are there personal social freedoms, including as gender equality, property rights, freedom of movement, choice of marriage?	Mostly	

Discuss the following questions:

1. What is similar between your country and the country Nur?
2. How does Nur differs from your country?

Notes:

SP-Obj: Students will be able to use the answers in the table to assess likely wealth based on level of freedom.

T-Obj: This task is designed to show students which freedoms are likely to result in wealth and reinforces the relationship between the two. It looks like a maths exercise but its objective is to show a non-mathematical conceptual relationship.

Answer:

No = 20; Mostly = 8; Sometimes = 12; Always = 1; Total = 41. Average = $41/13 = 3.15$.

Which puts the level of Freedom at 3.15 and therefore the likely income level would be below the first mark of our table placing the value of income at approximately US \$4,000 per annum.

Task 09 Our World 30 min

Discuss the following questions with your partner and then be prepared to explain your answer to the class.

1. Why do people wish to have both economic and political freedom at the same time?
2. Why would some people prefer to have one freedom more or before another?

Notes:

SP-Obj: Students will be able to give reasons why people want an increase in both freedoms at the same time and why others might prefer separate development of these freedoms.

Sample Answer:

People who believe in having both political and economic freedoms simultaneously recognize the difficulty of building both. . Those who prefer to have one freedom before the other express the view that it is possible to establish one freedom and continue for some indefinite period establishing those values while allowing plenty of time to develop other freedoms. These people suggest it is better to start building freedoms in whatever field is possible and not wait for the right combinations of freedoms to become available before proceeding with both. Strong opinions can be expressed in both cases. Given different circumstances every case is likely to be unique and the development of democratic freedoms is largely individualistic. However, it would seem that political freedom is a prerequisite of economic freedom, because without political freedom citizens are likely to be unable to make their leaders accountable. When leaders are not accountable it is highly likely that economic freedoms and rights will be abused.

Given recent world history there seems to be much evidence to suggest freedoms come more easily to people who fight for them; few freedoms are granted as of rights.

This is a particularly difficult task.

Chapter 6. Nationalism and the Origins of the State

The overall goal of this chapter should examine how states are formed and the positive and negative influences of nationalism.

Pre Reading Activities

Before asking students to read this chapter, you should look at the answers to the post reading task 02, which discusses the meaning of the word "nation".

Task 01 Word Match

With your partner match the word with its definition.

Word	Definition
1. Sovereignty	a) The characteristics that show which group you genetically come from
2. Nation	b) Having independence and complete power over itself
3. Ethnos	c) The ideology and policy of propagation of national isolation and exclusiveness belief in protecting the nation from outside influences
4. Elite	d) Stable group of people that have common origin (blood), history, language and culture.
5. Nationalism	e) Elected circle of people; the most outstanding representatives of any part of society; the highest layer of social hierarchy
6. Ethnicity	f) People who occupy a particular territory organized into a political entity

Answers: 1. - b 2. - f 3. - d 4. - e 5. - c 6. - a

Task 02 In the beginning 20 min

Before we can begin to think about how to devise rights or laws or how to organize a society it is worth considering what "natural rights" we have as people. A famous philosopher, called John Locke considered this problem. Now it is your turn.

Imagine that all the students in your class go to a place with enough resources for you to live well, but where there are no others. When you arrive there is no other way to communicate with people in other parts of the world. In groups of three or four discuss whether in this place the following situations:

1. Would there be any government or laws to control how you lived, which rights or freedoms you had or what property you had? (*Rus ver Is there any necessity for government or laws that would control your life? What right freedoms and property do you have?*)
2. Would anyone have the right to govern you?
3. Would you have any rights? What would they be?
- 4.
- 5.
6. What might life be like for everyone?

Notes:

SP-Obj: 1. Students will be able to explain why in a "state of nature" , moral principles and natural rights would still apply. It is the awareness of these natural rights that causes people to seek organization (government) to help better protect these rights through their protection by others.. (The idea of natural rights is based on what rights we would have if we were in a "state of nature". A state of nature means when there is no government or organization at all.)

2. Students will be able to explain why a person does not have rights to power unless consent is given

T-Obj: This task is designed to get students thinking about organization in society beyond government.

Questions 4 & 5 were accidentally omitted from the student book and question one was incorrectly typed..

They should read:

1. Would there be any government or laws to control how you lived, which rights or freedoms you had or what property you had?

4. What might people who were stronger or smarter than others try to do? Why?
5. What might the weaker or less sophisticated people try to do? Why?

Possible Answer:

Only if you and the other people established them.

Only if you gave them that right. (However, it is likely that someone might govern you without the right to do so.

Yes, basic human rights (particularly the negative human rights) simply because you are human.

Try to govern you without your consent

They might resist or they want to set up their own government

Difficult until there were more resources..

Text for reading

In this chapter we will look at:

the meaning of the word state,

how the idea of states developed

how states come into being through being a) legitimate or b) through revolution

nationalism and how nationalities exist in relation to citizenship

When people use the word “state” they are usually talking about political organization. Other words are sometimes used to communicate similar ideas, such as country, nation, and government. Sometimes the idea of “fatherland” or “motherland,” as well as “kingdom” or “republic” may be used but then a different meaning is given. The idea of state can have a variety of meanings: it can mean both the people living in a particular territory that makes up a political entity, or it may refer more narrowly to the form of government of that territory. In fact, these two concepts are in some respects conflicting, since people in a state may feel that their government does not represent them. This is particularly true where there is no system of representation, through a system of elections.

Sometimes a “state” is also known as “a country,” or “nation”. For example, the United Nations is really an organization whose members are individual states, or countries. The groups of people who call themselves “nations” such as for example the Gypsies, or the Kurds do not have their own states. Without a state of their own however, such groups cannot be members of the “United Nations”. For the purpose of this text, a state refers to a group of people living in a specific territory under a political system that is recognized by most other states to be in some sense legitimate. When something is legitimate it means that it was established or gains its power through some kind of accepted process. Typically this process is through the use of a set of laws. Next we will look further at how states gain this legitimacy.

(1) Legitimacy

States may be created by deliberate political actions, which include all the people who wish to (or, in many cases, find themselves forced to) belong to a particular political unit. States are recognized as sovereign (self controlling) and independent.

The concept of the state is rather new. The ancient Greek “city-states,” were the beginning of the nation-states that were to come into existence over two thousand five hundred years later. The Greek city-state was a small political unit, which possessed some of the characteristics of what today would be called a state: it was sovereign, occupied a specific territory, and its authority was recognized by its people. However, the city-state was more than merely a political unit; it also facilitated and in many ways controlled the cultural and religious life of the citizens. There was not the kind of separation between religious life and state that would later, become extremely important. The city-states were so small that it would be difficult to call them states in modern terms. The Italian philosopher Nicolo Machiavelli first presented the modern idea of the “state” in Western culture, in the 16th century. Machiavelli thought of the state as a self-contained unit, requiring able and clever commanders in order to defend the people and their liberties. Perhaps one reason the concept became popular was that he believed that the principal function of the state is the protection of its citizens. This was simple and clear to understand.

However, people have always felt the need to somehow justify the existence of a state mainly because it requires the use of power. It would seem obvious that whenever one man uses power in connection with another, whether or not it is for that person's own good, some form of justification is required. Some people see God as the source of all justification for the use of force. In Europe, before the time of Machiavelli, it was assumed that the final authority giving power to

princes or kings was God himself. At the same time, however, that power was also supposed to be limited and under the control of the power of the church, which was seen as closer to God.

From ancient times there have been many different types of justifications for the state. But it was the Englishman John Locke (1632-1704) who offered, a moral argument for the establishment of a state. Locke was convinced that political society was a positive moral good provided it followed certain basic principles of ethics and reason.

The basic idea underlying Locke's theory of government was that all people are created equal, which to him meant that everyone had the same right to life, liberty, and property. He explained the right to property as simply an extension of the right to life and liberty, since without some basic property it was impossible to stay alive. The rights to life, liberty, and property, in other words are really one idea: together they include the right to freedom.

That right, however, is meaningless in a situation where there is no way to punish those who violate the rights of others, as we must expect this to happen.

Given human nature, therefore, people should get together and give up at least one small part of their original freedom in order to protect themselves. Locke believed people would voluntarily set up a state to protect their rights if no state existed.

One common misconception about the form of the state Locke envisaged was that he meant complete unbridled freedom: anyone can do what he wants to further his interest. But that is rather a description of pure anarchy, or as Locke called it, "the state of nature." In contrast he meant equal freedom – which is necessarily constrained by the equal right of everyone to be left in peace. Hence everyone's freedom ends, so to speak, at the other person's nose. If this equal right is not respected, the illusory "free for all" is short-lived, and degenerates into chaos.

Locke did not express a special preference for monarchy, aristocracy, or democracy. That was a separate issue. He felt that each of these systems could work, if properly administered. He did however offer a strong moral justification for the state, which clearly stated in its laws, what could be considered as breaking people's trust. Should those with power and authority who say they represent the people fail to pay attention to the people's rights, their power is no longer legitimate, and they should be replaced. Locke argued that the source of state's legitimacy lies in the agreement (consent) of the people to govern. The people are the ones who possess the right to freedom, and they are the ones who gave part of that right in order to provide for their own protection. Therefore all legitimacy, for Locke, ultimately comes from the people.

There are many other political philosophies that have offered arguments to justify the existence of the state. Some thinkers believe that a state is the source of discipline and must impose moral standards upon the population. Others believe that the state gives rights to the people who otherwise have absolutely no rights, except that they are citizens. Democratically elected officials, get their legitimacy from the voters. There is no doubt that states can be powerful, but a state must also be able to claim some legitimacy in order to use its power.

Karl Marx, F. Engels and later V.I. Lenin, all believed that the state would disappear in the ideal and final historical stage of development, that of communism. They believed that the state was oppressive and that with the end of private property should come the end of the state as well.

However, in the communist political system the state came to totally control nearly all aspects of life. This should not have come as a surprise given the fact that communism sought to abolish private property: there had to be, then, some sort of central organization of all economic activity. In the end, it also proved to be not only very inefficient but also highly damaging to people's personal freedom.

(2) Revolution

Most nation-states experience different types of government throughout their histories. Some of the changes are relatively painless and orderly. Others however are bloody and highly destructive. Some of the more radical changes have been considered, to be "revolutionary."

But what does that mean? Do revolutions have to be violent? Do they have to involve a complete change of governmental system? Do they have to be supported by the masses? And if not, can they be considered legitimate?

These are difficult if not impossible questions to answer. The collapse of the former Soviet Union has been mainly peaceful. However, a revolution requires a major change of political system.

But what constitutes a "major" change is much more difficult to define. Some revolutions may just result in a change of leader but the system remains the same. Others bring about a change of leaders and the system of government.

The violent French Revolution was supposed to remove the monarchy and replaced it with a republican form of government. In many ways the experiment failed as the way citizens could participate in political life was not clearly set out. It would take several decades before the basis of a modern republic would be introduced.

The American Revolution on the other hand did result in the creation of a new stable country with a new system of government after the colonies broke from England. But interestingly, the reason for the revolution was not that the American colonists objected to the British monarchy as such. Rather, they claimed that King George II had gone beyond his powers and not followed his own constitution. The American colonists claimed that the taxes, they were being asked to pay, had not been approved by them, since they were not represented in the British Parliament. They said these taxes, had been forced on them by the King. The American colonists implemented John Locke's idea that legal legitimacy comes from the consent of the governed. The governed, in this case the colonists, claimed that they had given no such consent.

The conclusion of the colonists, then, was that in order for them to be properly and legitimately governed a new nation had to be born which allowed for direct representation through elections. That nation, the United States of America, would consist of several separate states eventually to reach fifty, some two hundred years later.

The Russian Revolution of 1917 was also a truly radical political upheaval, designed to eliminate private property and give total power to poorer people who had little economic power (the dictatorship of the proletariat). Its main architect, V.I. Lenin, and his successor I.V. Stalin, had predicted that the Soviet state would be the most prosperous and successful in history. That prediction proved wrong.

When the regime collapsed, in 1990, many referred to the end of the Soviet empire as an "implosion" – for the change, while radical, did not possess some of the more common aspects of revolutions.

These aspects include:

- an elite responsible for organizing the change;
- a clear blueprint for change;
- a critical mass pushing for change;
- and usually, violent upheaval

The end of the Soviet Union was also a revolution but it was quite different to the beginning. There appeared to be no special group responsible for organizing the upheaval, nor a clear plan for change, no mass of people pushing for the change, and practically no violence. The changes that took place in each of the new republics have taken different paths, and in many cases continue to take place. Often quite radical changes, including the creation of new Constitutions, happened years later. Ukraine for example gained independence in 1990 but did not adopt a new Constitution until 1995. In many cases the system collapsed as a result of the decision to hold new multi-party elections. Some have said that communism merely disintegrated, almost naturally, in a process of evolution not unlike the physical world where organisms simply die and others take their place.

Political evolution is a necessary part of all change. Mankind passes through new phases throughout history. Whether or not violence occurs in order to cause changes that are considered essential does not, of course, necessarily mean that the new system will be stable or long lasting. On the contrary, sometimes longer and slower changes last longer than quick radical ones. The hardest part of any change, whether "revolutionary" or not, is the building of institutions and the creation of a civil society.

(3) Nations, Nationality & Nationalism

The concept of a "state", as mentioned above, is definitely not the same as "nation". States may be created that are multi-national. We can say a "nation" is a population group unified by either language or a historically common past. This common quality is sometimes real and sometimes imagined or created by those who - for political reasons - decide to create a separate "national identity" for a group of people. In other words, a nation is a social unit whose unifying element is not always easy to define. However, its unity is an essential part of being a nation. Nations usually involve political structures, which give citizens some kind of relationship to their political leaders.

Nationality has sometimes been defined by language. For example, the Germans consider themselves a nation of German speakers. However, some non-Germans (such as the Austrians) speak almost the same language yet belong to a different nation. Similarly, some French speakers, for example in much of Africa, are members of other nations. Language is not always a necessary condition for defining a person's nationality. Some Germans who have grown up in Kazakhstan or Tajikistan may never have learned German, since they were not born in Germany, yet since their parents were German they may be regarded by some as Germans.

The Jewish people are sometimes identified as a nation, but what would seem to unify them is not language but religion as Jewish people generally speak the language of the state in which they are born. However, some Jewish people might not even believe in the religion and yet they are often considered, to be members of the Jewish nation. In this case it is a common historical past that is the unifying factor.

In Central Asia, nationality is for some ethnic groups partly connected to tribal ties, which are often quite complex. The countries of Central Asia owe their current boundaries mainly to political administrative decisions made during the Soviet era; in some cases national groups such as Tajiks have been separated in different countries, as there are significant numbers of Tajik people in Kyrgyzstan as well as Uzbekistan and of course Tajikistan.

Nationalism is in many ways about a nation believing in a common idea. The Central Asian Republics face the difficult task of defining these ideas and their national identity.

Issues of nationalist identification and ethnicity have been a significant feature of all states that emerged after the collapse of the Soviet Union where most new states are multi-ethnic in that they contain large groups of different peoples with different languages, cultures and sometimes, different religions.

Every person needs to ask themselves the following questions: “What does it mean to be a Kyrgyz citizen?” and “What is the relationship between nationality and citizenship?” Citizenship and nationality are clearly not the same. For example a person who is ethnically Kyrgyz but carries a German passport is a German citizen and therefore they are regarded in Germany as being German. A Kyrgyz person in this situation has therefore accepted all the obligations and gained all the rights of citizens of that country. However, they remain ethnically and culturally largely Kyrgyz. This also means every citizen of Kyrgyzstan, regardless of nationality has exactly the same rights and obligations as everyone else. It is for this reason that passports in most democratic countries do not state your ethnic group. For these passports, under the heading nationality, which is required by international law, only the name of the state is given indicating a belief that the concept of citizenship is not divisible by nationality.

Nationalism can be a tool by those in power to persuade the people to fight against each other. Nationalism can create an atmosphere where minorities (those not of the same group as the dominant forces of the state) have their rights threatened or taken away. This kind of nationalism usually arises where there are deep historical differences and resentments between groups and where the group now in power was once oppressed. In turn, the new minorities may feel a need to assert their culture and language to protect their traditions.

However, nationalism should not be seen as only a negative influence. There is nothing particularly unusual or wrong about a country taking pride in the accomplishments of its citizens.

Rather than stress the importance of having common ethnic or cultural practices, nationalism can express the opposite idea. It can express the idea that all the people of a nation wish to identify themselves with a government that protects the rights and values the cultural diversity of all the population.

Countries like Singapore, New Zealand, and Canada, with their very wide range of ethnic groups and cultures are examples of countries with populations with this idea. Furthermore, countries like these have strong stable economies, because they are able to attract migrants from all over the world, as immigrants know that regardless of their culture they will be accepted.

So although nationalism is neither necessarily, good or bad it is a force that can be used for both good and bad ends. The challenge is to change a nation’s identity in a way that respects differences while building the new national identity required.

Post Reading Activities

Section One Origins of the State

Task 01 Why Bother? 40 min

In groups of three or four, look through the list of reasons, explaining why a group of people decided to establish a state. You need to do three tasks:

Look through the list and decide if there is any reason, which is missing.

Add any reason you think is necessary.

Rank them all in terms of importance.

	Reason for Forming a State	Rank
1	Someone can do the job of a leader	
2	Ability to specialize labor	
3	Protection from enemies	
4	We can have a national flag	
5	We will be more civilized	
6	Taxes can be collected for services	
7	We will be able to say who we are	
8	Someone will protect our rights	
9	Fight against crime	
10		
11		

Notes:

SP-Obj: Students will be able to identify reasons why states are necessary.

You may first need to explain what the second item means.

This means that instead of everyone in the community being involved in growing food, that instead only some do this and others can be carpenters, doctors or what ever they are best at. Otherwise doctors might spend all their time learning how to grow food and farmers would go untreated if sick.

Possible answers:

The most important ones are 8, 3, 6, 9, 2

Other important ideas are:

Organization of distribution of resources.

Develop laws and a way to enforce them.

Delegate the responsibility of community organization to those who are best at it.

Task 02 What do you think??? 20 min

In pairs discuss the following questions and then respond to each of them in a written form (no more than 100 words.)

What is the difference between nation and state?

Can there be more than one nation within one state?

Can a society develop into a nation if there is no unifying concept?

How do states gain their legitimacy?

Notes:

SP-Obj: Students will be able to explain the differences between a state and a nation, how states gain legitimacy.

T-Obj: This task is designed to help students understand the differences between a state and a nation and how legitimacy works.

Answers:

1. The first question is one of the most important in the course. Unfortunately, in Russian there is no single word that conveys the meaning that is conveyed by the meaning of "nation" in English. In English it has the following meaning.

A nation consists of all the people who choose to live with in a defined region and who identify themselves as belonging to that group. They may not have a common language or cultural background.

A state is nation with a mechanism with which it organizes itself. This organization can be called government.

Whereas in Russian the word nation means "a historically established state and political form which controls a group of people that are unified by that territory and economic form of life, and common culture and language." (You will find that even in some English dictionaries the meaning of nation is much closer to the Russian meaning. Part of the problem here is simply because language is dynamic and the meaning is changing.)

This is a significant difference because if we use the Russian meaning citizens of countries where the population are migrants or countries that have many internal languages would not be able to say that they "belong" to that nation. In other words, a Russian person, with a Kyrgyz passport could not say they belong to the Kyrgyz nation. (that phrase in itself probably looks like a contradiction!)

This is not to say that either meaning is better. The difference is significant simply because with the Russian meaning a persons "nation" can be determined by culture or blood, whereas in English it is only determined by the place people choose to live.

It means for example that in Russian if we ask a Japanese person who has taken Kyrgyz citizenship, if they belong to the Kyrgyz nation, they would have to answer "No." If we asked the same question with the English meaning the answer would be "Yes" as it would be impossible to be a citizen of a country and not belong to the nation. It is for this reason that many countries do not give the ethnicity of citizens in the passport. Interestingly, new Russian passports do not state nationality.

For this course, you should realize that the intended meaning of "nation" is the second meaning. Your students need to know this.

No, unless that state was so poorly managed that people who were forced to live within the state began to rebel and develop a common purpose to be independent of that state

No. Otherwise why would they organize a state.

Through setting up the mechanisms of state through processes that are approved by citizens.

Task 03 The History of a State **20 min**

Below is a list of statements that describe the history and development of a fictitious state, where the dates and events are conditional. With your partner put the statements in what you think are the correct historical order. Be prepared to explain your answer. Remember there may be more than one correct answer.

- *They appoint people to represent EREWHON in other groups of towns and villages. These people also assist with arranging the trade. The disputes between the people living in EREWHON become more complex and so a set of rules and rights of people living here is written. A court system is set up to make sure that local sheriffs correctly interpret the rules. For this more taxes are needed.*
- *At this time there is increasing trade between towns. Some towns are able to specialize in making some products more efficiently than others. This is often due to the availability of some resources. Some towns issue their own currency to avoid the wastefulness of barter.*
- *Families group together for protection from animals and from other people. They mostly hunt for animals, although some families harvest food in forests and swap it for animals captured by good hunters.*
- *Small groups of people are living in villages but have little knowledge or awareness of the people living around them. They often speak different languages to the people living around them. Some people plant crops and swap them for other kinds of crop and meat of animals.*
- *Some towns become big enough that they need some kind of administration and so an election is held. The elected representatives chose a leader and then this town government asks the town members to pay taxes for a school, a sheriff, and to keep the town clean.*
- *People begin specializing and so have a surplus of goods. They then travel to other areas to trade goods. Their awareness of other villages increases. They develop some rules of required behaviour. Some people breed animals and cropping becomes more efficient.*

- *Some villages combine and become towns. In these towns people stop producing goods and start to produce single items like tools. They sell these goods to surrounding villages and buy food and raw materials from them. A system of punishments is agreed to be used when people do not follow the community rules.*
- *Although not always done voluntarily, some of the towns and their associated villages work together to defeat common enemies and to gain advantages in trade with other areas. Trade increases and services develop in the towns. There is increased specialization and a greater range of services and products is available. People begin to learn the language of the bigger towns. Some trades people in towns are now working together and further specialize their skills.*
- *Some of the villages surrounding the towns ask to have the services of the town extended to them. Specifically they ask for protection from other villages and bandits. The towns agree and collect taxes for this purpose.*
- *These collections of towns need to have some way to work together. They develop a common set of laws and they contribute a percentage of the town taxes to a common fund. The leaders of all the towns meet together occasionally to decide how to spend the money in this common fund. They spend it on: roads linking the towns, a school for administrators and to pay a group of people who will make sure that the rules are obeyed.*
- *People in EREWHON also get together to form groups to influence the decisions of the representatives in the Orange House. The representatives become so busy with all the demands that they appoint staff to do specific jobs. These people in turn become too busy as the economy expands and they ask to appoint more staff, some of who work in offices in the smaller towns.*
- *Other collections of towns and groups of bandits occasionally try to take goods or claim to have power over the area controlled by this group of towns. To prevent this the leaders meet and: a) define the outside borders of the villages and towns protected by them, b) set up an army and customs office to protect this border. They decide to call this group of towns and villages EREWHON.*
- *Most of these administrative capacities are located in the biggest town. Most people speak of this town, which is called Metro. When people of EREWHON travel to other places they are called EREWHONESE and their language is called Metrish. By this time the leaders have decided to write the common rules and have also written up a set of punishments.*
- *To stop the leaders from the richer towns unfairly dominating they decide to have an election for the chairman of their group. All people in EREWHON have the right to vote for this person every four years. The elected leader and the group of town leaders now seem to be meeting most of the time. They meet in an orange house in the biggest town. A new system is introduced where people vote for a town leader and a person to go to the orange house. They are called representatives.*

Notes:

SP-Obj: Students will be able to correctly order the events in a logical sequence that reflects the development of a state.

T-Obj: This task is designed to reinforce the key concepts and the logical order of the development of a state.

Answer: There may be more than one correct answer. But to do the next exercise they need to have this order with these dates.

233 AD

Families group together for protection from animals and from other people. They mostly hunt for animals although some families harvest food from the forest and swap it for animals captured by good hunters.

441

Small groups of people are living in villages but have little knowledge or awareness of the people living around them. They often speak different languages to the people living around them. Some people plant crops and swap these with others they meet who have other crops and meat from animals.

502

People begin specializing and so have a surplus of goods. They then travel to other areas to trade goods. There awareness of other villages increases. They develop some rules of required behaviour. Some people breed animals and cropping becomes more efficient.

627

Some villages combine and become towns. In these towns, people stop producing goods and start to produce single items like tools. They sell these goods to surrounding villages and buy food and raw materials from them. A system of punishments is agreed to be used when people do not follow the community rules.

816

Some towns become big enough that they need some kind of administration and so an election is held. The elected representatives chose a leader and then this town government asks the town members to pay taxes for a school, a sheriff, and to keep the town clean.

959

Some of the villages surrounding the towns ask to have the services of the town extended to them. Specifically they ask for protection from other villages and bandits. The towns agree and collect taxes for this purpose.

1045

At this time, there is increasing trade between towns. Some towns are able to specialize in the making of some products more efficiently than others. This is often due to the availability of some resource. Some towns issue their own types of money to avoid the wastefulness of barter.

1089

Although not always done voluntarily, some of the towns and their associated villages work together to defeat common enemies and to gain advantages in trade with other areas. Trade increases and services develop in the towns. There is increased specialization and a greater range of services and products is available. People begin to learn the language of the bigger towns. Some trades people in towns are now working together and further specialize their skills.

1156

These collections of towns need to have some way to work together. They develop a common set of laws and they contribute a percentage of the town taxes to a common fund. The leaders of all the towns meet together occasionally to decide how to spend the money in this common fund. They spend it on: roads linking the towns, a school for administrators and to pay a group of people who will make sure that the rules are obeyed.

1258

Other collections of towns and groups of bandits occasionally try to take goods or claim to have power over the area controlled by this group of towns. To prevent this the leaders meet and: a) define the outside borders of the villages and towns protected by them, b) set up an army and customs office to protect this border. They decide to call this group of towns and villages EREWHON.

1366

They appoint people to represent EREWHON in other groups of towns and villages. These people also assist with arranging trade. The disputes between the people living in EREWHON become more complex and so a set of rules and rights of people living here is written. A court system is set up to make sure that the rules are correctly interpreted by the sheriffs. For this more taxes are needed.

1503

Most of these administrative capacities are located in the biggest town. Most people speak of this town, which is called Metro. When people of EREWHON travel to other places they are called EREWHONESE and their language is called Metrish. By this time the leaders have decided to write the common rules and have also written up a set of punishments.

1624

To stop the leaders from the richer towns unfairly dominating they decide have a election for the chairman of their group. All people in EREWHON have the right to vote for this person every four years. The elected leader and the group of town leaders now seem to be meeting most of the time. They meet in an orange house in the biggest town. A new system is introduced where people vote for a town leader and a person to go to the orange house. They are called representatives.

1737

People in EREWHON also get together to form groups to influence the decisions of the representatives in the Orange House. The representatives become so busy with all the demands that they appoint staff to do specific jobs. These people in turn become too busy as the economy expands and they ask to appoint more staff, some of who work in offices in the smaller towns.

Task 04 Which date? 10 min

After you have decided the correct order in task 03, put these dates next to the events.

[233 AD, 441, 502, 627, 816, 959, 1045, 1089, 1156, 1258, 1366, 1503, 1624, 1737]

With your partner, pick which date you think is the one, which represents the:

- a) forming of the nation
- b) and the forming of the state.

Notes:

SP-Obj: Students will be able to identify the date when the described society became a nation and then a state.

T-Obj: This task is designed to identify the features that show when nationhood and statehood are achieved and that there is no clear and undisputable point at which they are achieved

Answer: See the previous task notes for the answer.

In fact, it is often impossible to fix a date when a society becomes a nation so we can probably say at any time between 502 - 1045

Even the becoming a state is hard to place exactly. Possibly we can say between 1156 and 1258.

Task 05 Greek City States 15 min

Read through the section on the development of the Greek city-states. Make a table like the one below in your books. How are the Greek city-states similar or different to Kyrgyzstan today? With your partner, fill out the table.

Similarities	Differences
1. <i>In both societies the state was formed due to the need for protection.</i>	1. <i>In the Greek states they directly elected their leaders.</i>
2.	2.
3.	3.

Notes:

SP-Obj: Students will be able to identify the ways in which the Greek City States were similar and different to Kyrgyzstan.

Similarities	Differences
1. In both societies the state was formed due to the need for protection.	In the Greek states they directly elected all their leaders. In Kyrgyzstan citizenship includes anyone who is eligible for a Kyrgyz passport. In the Greek city states citizenship was limited to a very narrow group of property owners.
2. They both have parliaments	In Kyrgyzstan voting is for representatives most of the time whereas in the Greek city states citizens actually voted on policy matters.
3.	Voting is by secret ballot in Kyrgyzstan whereas in the Greek City states it was done through raising hands in public.

Task 06 What do you think??? 20 min

In pairs discuss these questions and then write an answer for each of no more than 150 words.

1. How did the American colonists justify their revolution?
2. What was the main motive for the 1917 Russian revolutions?

Notes:

SP-Obj: Students will be able to write two paragraphs summarizing the causes of the two revolutions.

T-Obj: This task is designed to get students to see the differences and similarities between the two revolutions.

Possible Answers:

They did not give their consent to be governed. They wanted to be free of the unreasonable taxes levied by the British King.

A desire to be free from the consequences of Economic mismanagement by the Royal family and a desire to reorganize society.

Section Two Nations and Nationalism

Task 07 National Heroes 30 min

All countries have national heroes. For example Tajikistan has Somoni and Ferduasi and others, Kyrgyzstan has Kurmanjan Datka, Kazakhstan has Abylay Khan, Uzbekistan has Ulugbek, Russia has Peter I, India has Mahatma Ghandi, United States has Abraham Lincoln, France has Joan of Arc.

In groups of three or four discuss the following questions. Be prepared to present your ideas to the class.

What qualities do you think national heroes have in common?

Why do you think we need national heroes?

What can we learn from national heroes?

Who in your own community is for you at least a local hero?

Why did you choose those people?

Notes:

SP-Obj: Students will be able to list the qualities of leaders at both national and local levels and the reasons why we need them.

Possible Answers:

The answer will depend on the hero the students have in mind. Tenacity is probably one quality that all will need. Hopefully, tolerance will come out as a necessary quality also.

Some people are leaders and others are followers. Perhaps we don't need leaders but they often become role models. They show us that anything is possible for ordinary citizens. They motivate us.

Students may say things like "How to be brave." but more importantly we can conclude that these heroes are often very like us. Once we realize this, we may see that there are many unrecognized heroes such as citizens who contribute to their society in less obvious ways.

Answer will vary.

Answer will vary.

Task 08 What Have They Done? 20 min

In pairs choose a national hero and list the important contributions they made in his or her life.

What were their qualities?

Notes:

T-Obj: This task is designed to get students thinking about the differing qualities of national heroes

The answers will vary.

Task 09 Famous women 15 min

As a matter of fact, in every country there are fewer heroines than men. Examples of such women are Joan of Arc, Cleopatra, Hillary Clinton, Indira Ghandi, and Marie Curie, Kurmanjan Datka, Nodira-Begim. Why do you think there are fewer heroines? (In pairs discuss the given question.)

Notes:

SP-Obj: Students will be able to list some of the reasons why women are not so easily recognized as national heroes.

T-Obj: This task is designed to help student realize that it is cultural factors not lack of ability that leads to relatively few women being recognized as cultural heroes.

Sample Answer:

Often because in many societies cultural traditions meant that women have fewer chances to get education, or fewer chances to be promoted in the workplace (because of prejudice by men who often have control over women). In history there are some famous examples of women like Joan of Arc who only succeeded by tricking men into thinking she was a man. Therefore, the answer lies in inequality of opportunity.

Task 10 Features of National Identity 10 min

With your partner look through the list of what distinguishes one nation from another.

- Landform
- Lifestyle
- Location
- Historical events
- The way others view us

Now try to add more features to the list and answer the question:

“Is it possible to say that one feature is more important than another?”

Notes:

SP-Obj: Students will decide if particular features are more important.

T-Obj: This task is designed to have students realize that we value the features differently.

Answers will vary. It is important that they do, so you reach the objective. You might need to question students or draw students' attention to differing opinions.

Task 11 Who are we? 30 min

With a partner look at the following table and then:

1. Copy it into your book; and add any feature you think is important.
2. Write down features characteristic to the Kyrgyz nation for each category. (An example is given.)
3. Choose one other country (not in Central Asia) and try to fill in the table.

Feature Category	New Zealand	Kyrgyzstan	Another Country
Location	<i>Isolated in South Pacific Ocean</i>		
Major historical events	<i>Arrival of 1200 people from Maori tribe. Arrival of English people in 1780. Treaty signed between Maori people and settlers</i>		
Language	<i>Maori and English</i>		
How others treat us	<i>Friendly</i>		
Geography	<i>Mountainous islands</i>		
Arts/Literature	<i>Good singers</i>		
Food	<i>Barbeque</i>		
Clothing	<i>Not formal</i>		
Production	<i>Kiwifruit, butter</i>		
Animals	<i>Kiwi bird</i>		
Cultural minorities	<i>Maori and many others Great number of inner-marriages</i>		
Climate	<i>Warm in the North and cold in the South</i>		

Notes:

SP-Obj: Students will be able to write basic statements that describe and allow comparison of the features that make up our national identity.

T-Obj: This task is designed to get students to realize that there are many features that contribute to national identity and that the way they are perceived vary depending on each person's background.

Students may need to use a library for this task.

Task 12 Beauty is in the eyes of the local population 40 min

If you ask people from different countries about their national identity, they will tell you they are from a certain family, a village, a region, and a country. If you then ask about the characteristic features of that nation and ask to describe the specific features of that region, they might point out the following:

*People from our region work hard.
We are the most generous people.
Our food is the tastiest, have you tried...
We have the most beautiful forest in the world.
You can trust us, as we are more honest than...
Our children are the most beautiful.
It is from our culture that all good things in our country come from.
Our language is the most precise and complex.*

Imagine that you are on a train with two people unknown to you. You come from a part of the country called Nur. You are sitting in a train next to another person who comes from a neighboring part of the country called Zogot. In this region the language and culture is quite different. That person is describing his part of the country to a Japanese tourist also sitting in the carriage using the phrases above. You all speak one common language as a second language.

- With a partner answer these questions:
 - How would you feel when you hear these phrases?
 - How could the other person revise these statements to make them equally powerful but less insensitive?
- With a partner look at the statements below and then answer this question:
 3. How do you think strong nationalist feelings can lead to racial discrimination, stereotyping, hatred of others and finally the instability of a country?

*My village is the best.
It's better than that one.
We are more generous, better looking and work harder.
People here are more trustworthy than those people.
You cannot trust those people.
If you had your money stolen, it was probably someone from village...
Our language is better than theirs.
They speak a funny language. Do you know the joke about...
I wish they would live somewhere else.
They are the cause of all our problems.
I hate them. Let's do something about this problem.*

Notes:

- SP-Obj: 1. Students will be able to describe how they would feel if somebody generalizes about their own nation in a way that makes all other nations compare unfavourably.
2. Students will be able to revise statements so they are less likely to offend.

T-Obj: This task is designed to get students thinking about subjectivity and to sensitize students to the way others feel about their own nation and to get students to find more sensitive ways to describe themselves and their nation.

Q1 Hopefully students would feel frustrated that the speaker does not consider the listener and that the listener can not see the difference between subjective and objective statements.

Q2 See below

Some people from our region work hard.

We like to be generous.

I think our food is very the tasty.

We have very beautiful forests.

You can trust us.

All children are beautiful.

All cultures in our society contribute to the good things in our country.

Our language is precise and complex at describing things that we need to describe in our culture.

Q3 Answer will vary but they should contain some of the following ideas.

Statements like these make comparisons that are likely to insult people or make them feel inferior. If people feel insulted, they are likely to stop talking and then tension will start building. The tension will build and the insults will increase. The groups will isolate themselves and live separately from each other and thus have no understanding of each other. With declining tolerance, tensions will continue to build and physical fighting can take place.

Task 13 What does it mean? 30 min

We should be proud of our country and we should tell people things like “these mountains are very beautiful in my view”. With a friend think about what it means when people from many countries can all agree with the English saying “East or west home is best”.

Notes:

SP-Obj: Students will be able to explain that our own home will always seem best, as it is familiar and is usually where family members live.

T-Obj: This task is designed to help students understand that we are often being highly subjective when we compare our own home to others as there are factors beyond the material or physical environment, that makes us judge it as the best place.

Answers will vary

Task 14 Many People – One Country 30 min

Kyrgyzstan is a multicultural and multiethnic society. With your partner, list the disadvantages of living in a country with only one culture and the advantages of living in a country with many cultures, as in the table below. Be prepared to present your answer to the class.

Advantages of having many cultures and ethnicities in one country	Disadvantages of having only one culture or ethnicity
You can more easily learn many languages	Few types of music

List three countries that have more than one major ethnic group and where people live in peace. Try to list what ethnic groups you will find in each. Copy this table into your book. One example is done for you.

Countries	Major Ethnic Groups
New Zealand	English, Maori, Samoan, Chinese, Indian, Somali, Tongan, Dutch

Notes:

SP-Obj: 1) List some of the advantages of living in a multicultural environment and disadvantages of living in a mono-cultural environment. 2) Students will be able to list the ethnicities of some nations.

T-Obj: This task is designed to get students give examples of multicultural environments and to see that a multicultural environment has many advantages and that these far out weigh the disadvantages.

Examples of answers

Advantages of having many cultures and ethnicities in a country

You can better understand the world

Disadvantages of having only one culture or ethnicity

Few types of food

Limited opportunities to learn about other cultures

<u>Countries</u>	<u>Major Ethnic Groups</u>
Australia:	English, Greek, Nigerian, Indian, Chinese, Kazak, Russian, Italian, Croatian ...
Canada	English, French, Indian, Chinese, Italian ...
United States	English, French, Russian, Polish, African, Spanish, American Indian, Italian, Irish...
Germany	German, Turkish, African, Polish,
Holland	Dutch, Indonesian, African
Russia	Russian, Ukrainian, Tajik, Uzbek, Kyrgyz, Kazak, Tatars, Caucasian, Americans?

There are many countries with a huge range of ethnic groups including Russia.

Task 15 What does nationalism mean for you? 30 min

Look at the following set of opinions about the meaning of nationalism.

Decide which opinions oppose each other.

Decide which one or two points of view are closest to what you believe.

1. To me it means to be proud and strong. It means our flag, our family, and our shared blood. It means to be different from other countries and that all of us have a common cultural heritage, which we believe is the best one. A nationalist is willing to die for his country, as his country is more important than his individual rights.
2. I think that nationalism is really about freedom. It means that we stand together, even if we are ethnically diverse, in to protect our freedoms from outside influences that do not respect our freedoms. If as a country we don't have the freedoms to practice the cultural traditions of all the ethnic groups in a way that does not interfere with the rights of others, then we have no common purpose and thus no nation.
3. I think nationalism is an outdated concept. Today with the Internet, globalization, free market and the spread of democracy the issue of nationalism and nations is unimportant. To me it's a good thing that the world is becoming one. It only stood for division and hatred.
4. We have to accept that we have different languages, customs and religions. Therefore to protect these we need to divide ourselves up into groups that can get on together. So one nation will have one language and one culture, etc... Where there are minorities it is their responsibility to accept that for as long as they live in one country they must realize that the majority decision must always have precedence even if it means a loss of rights.

Notes:

SP-Obj: Students will be able to identify the contrasting views and then to identify the one that matches their own.

T-Obj: This task is designed to get students thinking about the range and meaning of the various views. As contrasting views are given students are likely to exist in a class students will have to justify their opinions

There is no correct answer.

Task 16 What can be done? 30 min

With a partner think about the answers to these questions and be prepared to present your answer to the class.

1. Given that people are a country's greatest resource, what can governments do to make sure that all people have an equal opportunity to contribute to that country?
2. In your community what can you do to make sure that everyone has an equal chance to achieve their potential?
With a partner make a list of that actions.

Notes:

SP-Obj: Students will be able to list ways in which a government can give equal opportunity to all and ways a community can do this.

T-Obj: This task is designed to get student thinking about ways in which governments can best utilize its human resources for the benefit of all. They are then asked to think about how they can do this at a community level.

Although answers will vary, the answer to the questions should contain something like:

Not have any policies that allow some groups to have better access to resources than others. However, this does not mean that everyone should be forced to have the same income. If people had no way to earn more they would lose their incentive to be more productive. The important thing here is that governments do not create different barriers to access resources like education for different groups.

- a) Check that all people have this chance equally.
Demand that they have equal rights to you.
Write to local authorities explaining the problem.

Task 17 What do you think? 20 min

What must we do to make people be proud of their nation and country but at the same time make sure that all citizens feel equal?

Notes:

SP-Obj: Students will be able to list things that can be done to increase national pride but without excluding others.

Answers should include the following ideas:

1. Recognize and show interest in and understand the cultural practices of other ethnic groups in the community.
2. Make sure that all citizens have their rights protected.
3. Celebrate our national heroes and the local heroes who make our society work.
4. Show recognition of the pride people from other countries have in their own country.
5. Participate in all aspects of cultural, economic and political life
6. Defend our country against any who try to corrupt the system we have consented out government to establish.

Task 18 Nationalism or patriotism? 30 min

Write an essay about the following question:

What are the differences and similarities between nationalism and patriotism?

Notes:

This would need to be about 150 words

T-Obj: The purpose here is to get students to review what they know about nationalism and to compare it with patriotism.

Answers should include the following ideas.

Patriotism just means the desire to love and defend your country. It should always be positive. Patriots defend their country against external threats. No law abiding citizen could therefore be regarded as an external threat, unless they actually attack the country from the outside and thus become traitors.

It has nothing to do with a particular ethnic group although people often do use the word in this way.

Nationalism can be negative if it is a process of excluding some citizens because of their ethnicity or beliefs. However, it can be positive if it is a desire to promote the interests of the whole nation and therefore all its citizens. In this positive sense both concepts are similar.

It should also be understood that often the best way to be patriotic or nationalistic in the positive sense is to find ways to promote your country through cooperation with citizens and organizations of other countries. Otherwise, it might seem that patriotism is solely about defense.

Chapter 7. State and Political Power

The overall goal of this chapter is to examine the different forms of political power in states and how they developed.

Pre Reading Activities

Task 01 Word Match 5 min

In pairs match the word with its definition.

Word	Definition
1. Dictatorship	a) The form of the government where the supreme state power is exercised by clergy or a head of church.
2. Theocracy	b) State formation in within the structure of a federation.
3. Sub-national government	c) Political regime where one person or a group exercise unrestricted power.

Answers: 1. - c 2. - a 3. - b

Task 02 Principles 15 min

Working in pairs, make a list of what do you think are the most important principles of democracy.

Notes

SP-Obj: Students will be able to list the main features of democracy.

T-Obj: This is a summarizing activity.

Answers should include the following ideas:

1. One man one vote
2. Leaders elected not appointed
3. Open selection of candidates
4. Balance and separation of powers
5. Respect for law
6. People give their consent to be governed

Text for reading

In the last chapter we looked at the various ways states and nations are formed. In this chapter we describe the various systems that are used to gain and organize political power (which is the power to control the way the resources of a state are used and the state's relationship with its citizens). Although we could include all types of political interaction, in this chapter we will focus on government.

(1) Sub-national Political Systems

One of the most ancient of sub-national political systems involves **tribal communities**. There are still tribes in many parts of the world today with varying political influence including Central Asia.

The tribal community is organized according to kinship, and its subdivisions are the extended families. The leadership of the tribe is usually held by a group of adult males, or others who are regarded as having special skills such as shamans. Tribes have a legal tradition, but it is oral and base on customary practice. The leaders of the tribe are the keepers of that tradition. The legal traditions, which may change over time, often gain their credibility through religious rituals and custom.

Another type of sub-national political arrangement involves **rural communities**. The village has traditionally been the center of economic, social, religious and political life throughout the world, especially in countries where agriculture has been an important part of the country's economy.

The evolution from a kinship-based political arrangement, such as the tribe, to the more complex systems of nation-states has proceeded in part through the transformation and enlargement of the rural communities. Generally, in

a village the form of political activity has been relatively informal, consisting of discussions through a village council, often involving a headman and other respected members of the community.

When several rural communities were united, often by a common need, a city was established. Cities with their **urban political systems** were relatively complex political entities even thousands of years ago and involved a radical break with the kinship-based system of government. What took its place was the establishment of political, economic and social status based on class and occupation – leading to the class-based political arrangements i.e. feudalism, that were later institutionalized in many countries throughout the world, from Europe to Asia. Barter, which was the principal basis of economic exchange prior to the establishment of cities, was replaced by more efficient monetary systems. Some cities states later became centers of great empires.

In some of the ancient Greek cities some or all of the male population, who were not slaves and called “citizens,” elected representatives to administer the city. The ancient Greek city governments became the model for modern democratic self-rule.

(2) National Governments – Unitary and Federal Systems

Most of the world’s nations are unitary states. However, the differences among them are considerable. A **unitary state** is a system in which power is delegated from the central government to less powerful sub-national units. We can categorize unitary states into three types:

1. Where the decentralization of power is very extensive in practice even if not always so in law. An example is Great Britain, where Northern Ireland, Wales, and Scotland, are relatively independent of the central government in London, and there are systems of elected local government. Although according to law these local governments all are subservient to the national parliament, in reality they have a great deal of power.
2. Where there is less territorial decentralization, with strict procedures designed to supervise local entities. This is true for example in France, where the central government appoints the principal executives of local government, although some officials are elected.
3. Where all power is retained by the central government. During the Soviet era, for example, local officials were in effect appointed by the Communist Party and were subject to central control from Moscow.

In **Federal systems** political power is divided between two sets of government, one national and the other sub-national. The power of the sub-national government cannot normally or easily be taken back by the national government. In fact the national government may be quite dependent on the will of the sub-national governments as in United States, Argentina, Australia, Brazil, Canada, India, the United States, the Russian Federation, Austria, Cameroon, Libya, Malaysia, Mexico, Nigeria, Switzerland, Tanzania, Venezuela, West Germany, Yugoslavia, as well as Bosnia, are examples of nations that follow a federal system of government.

No two federal systems are exactly alike. In some cases, the sub-national units follow ethnic and linguistic lines, as in Switzerland. In other cases, cultural lines are less clear, as in the Russian Federation. Actually, while the United States is organized federally at the national level, each of the fifty states is in a unitary relationship to its cities and local governments within its particular territory.

(3) Forms of Political Power

Political power can be held by:

- many (democracy),
- a few (oligarchy), which could be a religious group (theocracy), or a social class (aristocracy)
- or just one person (monarchy, monocracy or dictatorship).
- nobody (anarchy)

Any of these systems except anarchy, may occur in both unitary and federal states.

Monarchies & Monocracies

The monarchy is one of the oldest political arrangements, usually a man, whose power traditionally derives from a claim of divine origin. Monarchs are not elected but are either selected by an elite or rise to the throne through conquest. Their power is subsequently transmitted to their heirs, according to strict rules of succession. In many cases, monarchs no longer have political power but play mainly a ceremonial role – as most obviously in Great Britain. Where power is limited in this way by a constitution (the highest law which describes the organization of the powers of the state) it is called a constitutional monarchy. In many instances however a particular king may have personal influence in his country, less by laws than by charisma and the respect he inspires as in Thailand. Both Thailand and Great Britain are monarchies and democracies at the same time.

Elected leaders, even if they are extremely powerful, cannot, strictly speaking, ever be considered to be kings. Many elected presidents, as well as prime ministers, may have a great deal of power and may exercise that power to a considerable extent. For example, in post-communist Ukraine and in Russia, the president of the country took advantage of the form of governing known as the “decree,” which does not require legislative approval, in order to implement radical changes in the country. However, since each of these presidents had been constitutionally elected,

through popular vote, each was acting democratically and also according to law, and in no way could be considered to be monarchical. Monarchs are never elected. It is however possible to speak of **monocracies**, which involve rule by one man who may be elected in a false election but in effect, rules as a dictator. This was the case of ex-President Suharto of Indonesia, and certainly that of many African rulers such as former president Mobutu of what used to be known as Zaire (now Congo).

Oligarchy

An oligarchy is a system of government that involves rule by a particular privileged group. This type of government was especially common in the pre-industrial world, although it could also be found in many Asian countries where the ruling officials were selected from the upper classes. During the Soviet era, members of the Communist Party were an oligarchy.

Unfortunately, many of the post communist countries have groups that appear to get special privileges. In certain respects, this is the logical legacy of oligarchical communism, whereby the former privileged class, the so-called *nomenklatura*, in many cases continues to control power even after the demise of the Soviet Union. Yet this may change as a result of the continuing advance of democratic processes.

Democracy

The central idea of democracy is that the people rule themselves. However, it is sometimes mistakenly assumed to imply majority rule, or the idea that a simple voting majority legitimizes decisions in a democracy. This is not necessarily the case. Many democracies place limits on what the people can do to others by voting in elections so the rights of the individual are protected. For example an ethnic majority could not vote to deny an ethnic minority the right to free speech.

One of the main problems of defining democracy results from the difficulty of defining what it means for “the people” to rule. We need to consider:

- Who are the people?
- Should everyone be included?
- Do some people have a better idea of what is best for the whole country (the “common good”)?
- Should that matter?
- What is it to “rule” yourself when, for instance, only a certain portion of the people actually bother to vote? Can we then still say the others still rule themselves?
- If you vote but your people with your opinion happens to be in the minority and lose, in what sense are they said to still rule themselves?

These are important questions, to which there have been different answers given throughout history. It is important to remember that most systems that are called “democratic” do not in fact practice direct democracy whereby each person decides directly what laws and decisions will affect him or her simply because the population is too large and the number and complexity of decisions too many. Rather, most democratic systems are representational democracies where voters choose someone to represent their views.

(4) Types of democratic states

How is it possible to define whether a state is democratic or not? Moreover, how can we know when one state is more democratic than another?

It is possible to determine the level of democracy in a state only if you know its inside mechanism, and to what extent this mechanism ensures democratic norms, human rights, thus enabling the citizens to freely exercise their activities and to control state power bodies.

The most democratic state is the one, where a possibility is provided for all layers of a society, all large and small groups to influence the process of power, in passing of laws and making decisions of an importance to the state.

Although democracies might be different in different countries, there are certain principles and norms, that must exist for a system to be considered democratic. They are:

- *Sovereignty of people.* People are the only supreme power bearer in a truly democratic state and they exercise this power through representatives in periodic elections.
- *Recurring elections of the state power bodies.* Persons who exercise the supreme power are to be elected for a definite restricted term, which is stipulated in the Constitution.
- *Combination of the ruling by the majority and of protection of the minority.* If in respect to the minority discrimination actions are taken, the regime becomes non-democratic irrespective of fairness and frequency of elections and the change of the elected government.
- *Equality of citizens in terms of the participation in the governance of a state.* This principle implies free establishment of parties and associations for the expression of people’s will, a right to get any public information and to participate in the competitive struggle to occupy the top positions in a state.

- *Division of powers, restraining and counterbalancing* in respect to each other, i. e. their independence and in the exercising of the functions as defined in the law.
- *Adherence to the Universal Declaration on Human Rights*, which proposes: “State for a man, not man for the state.”
- *Principle of equality*. Equality may be of two types: equality in Law and equality in the court system. In some countries citizens are equal in law but they are not treated equally by the court.
- *The equality of rights* to change your status politically and economically.

Given that the sovereignty of the people is such a key concept, it is worth expanding what it means in practice.

One of the best-known scholars of democracy, Professor Robert A. Dahl, has outlined several important criteria for a group of individuals to be considered truly “democratic:”

- First, *effective participation*. This means that before any particular policy or decision is adopted by a group, all its members must have equal and effective opportunities for making their views known to the other members as to what the policy should be. It is important that all members at least be able to do this, whether or not they in fact end up choosing to take advantage of this opportunity.
- Second, *voting equality*. If an issue is put to a vote, it is essential that all members of the group have an equal opportunity to participate in that vote for the country to be considered “democratic.”
- Third, *enlightened understanding*. Within reasonable limits, it is imperative that every member of the group have an equal and effective opportunity to learn relevant facts about the issues about which it is expected to vote. This is a difficult and highly debatable provision, since so many of the issues that need to be decided by a large group are relatively difficult and sophisticated.
- Fourth, *control of the agenda*. This provision refers to the fact that the members of a group must have the opportunity to decide just what exactly it is that it should be able to consider., what matters are to be “placed on the agenda,” so to speak. And the rules whereby the members of the group make decisions must never be closed.
- Fifth, *inclusion of all adults*. No one – specifically, no adult permanent residents of a particular state – should be denied full rights of citizens.²

(5) How democratic are we?

Although democratic countries can all possibly claim that these things happen, the extent to which they happen varies enormously. In other words some democracies are more democratic than others. If we want to compare how democratic one democracy is against another we need to use lists of indicators as described in the chapter “The Relationship Between Political and Economic Freedoms”.

(6) Why do countries choose democratic systems?

In the 20th century there were three periods when states transformed their political structure and became democratic states. The first took place in the beginning of the 20th century. In that period 29 democratic states were born. Fascism and the WW II decreased their number to 12. The second period was in the 1950s – 70s, when the number of democratic states increased to 36. The third period was in the 1980’s – 90-s when the number of democratic states doubled. There were 99 independent democratic states by the year of 1993. Although the number of stable democracies and democracies that strongly protect human rights is much lower, there is a general tendency for most democracies to become more stable and increase their protection of human rights.

Democratic systems are by nature more stable because decision-making is based on a culture of compromises and a consensus. In crises early elections and referenda on the most pressing and disputable issues can often lead to smooth and accepted changes.

Democracies also inherently give incentives that will benefit the whole nation, which means that people are encouraged to be creative and work hard. Therefore it is no coincidence that the 25 richest countries are democratic states.

(7) How do the democratic governments differ?

There is a great range in the way democratic governments involve their citizens in government including some, which call themselves democratic but do not respect even the most basic human rights. There are socialist democracies, liberal democracies, peoples' democracies, and revolutionary democracies, all of which tend to govern in different ways.

If you focus on the question, 'Who rules?' or 'Who participates in rule?'. In a democracy legitimacy requires popular support of the people. The people are the source of authority and government officials are its representatives. It is true that the people never rule directly in any large countries, but there are some countries where they are much more involved in governance than others. The more involved they are, the more democratic it is. Generally one of the more

² Robert A. Dahl, *On Democracy* (London and New Haven: Yale University Press), pp. 37-38.

democratic types of democracy has been liberal democracy where people tend to be much more involved in governance, there is greater protection for minorities and the government has less influence on the day-to-day life of citizens.

However, it would be a mistake to draw the conclusion that a passive State, or a State which does nothing, is better, or a weak State is better than that method of social organization. People who lived under communism knew that the state was all powerful and that the freedom of political expression and opposition was greatly constrained. They also knew that there were serious inefficiencies in the economic organization and priorities and management of the states resources, but they did not know that these inefficiencies were so great that these inefficiencies would be one of, if not the greatest contributor factor to the collapse of the Soviet Union. Post-communism however has problems as well, most notably in the area of rule of law, particularly law enforcement. In many countries the power of local Mafias is creating corruption and insecurity. A liberal democracy involves a state that protects individual rights and is capable of enforcing laws that take such rights seriously.

Dahl put it this way: democracy produces a number of important desirable consequences:

- (1) Democracies avoid tyranny, or the illegal use of power by some individuals against others.
- (2) Essential rights are respected – political and civil liberties, as well as the right to private property.
- (3) There is general freedom to come and go as one pleases, so long as no one is harmed.
- (4) There is exercise of self-determination – citizens are their own masters.
- (5) There is moral autonomy – that is, people are responsible for their actions.
- (6) Democracies allow for human development, and self-fulfillment.
- (7) In strong democracies, essential personal interests are protected, provided the rule of law is in effect.
- (8) By definition, democracies respect political equality.

Finally, democratic governments may still involve a variety of governmental systems, which in turn can be changed – preferably by democratic and constitutional means. Above all, the main virtue of democracy is that it allows pluralism and debate in a peaceful setting. “Ballots rather than bullets” is the motto of a democracy that works.

(8) International Organizations

International organizations consist of governments, which may or may not abide by the alleged principles of those organizations. Just because a government happens to sign a resolution or an agreement or treaty does not necessarily imply compliance. Perhaps the best-known supra-national political organization is the United Nations (UN), which is in itself a democratic institution. Almost every country in the world belongs to the UN. It is often criticized because it has little power to prevent its members (states) from doing what they want to do. Thus the UN cannot stop any country going to war although it will try and dissuade them from doing so.

One of the UN's main functions is to provide a forum for representatives of member governments to discuss common problems. Sometimes these discussions only fuel more conflict. Most of the UN's activities involve resolutions that are non-binding. The UN is known throughout the world primarily for the work done by its various specialized agencies, such as The World Health Organization, the International Labor Organization, the World Food Program, and others.

Countries may also decide to form specific alliances on particular issues, such as trade or security. An example is the Commonwealth of Independent States, which all the Central Asian republics belong to.

Post Reading Activities

Section One. Political Power

Task 01 Different Types of Power 30 min

With a partner, look at these statements about power relationships and put them in order from the strongest power to the weakest.

Statement	Degree of importance
1. The power to force another to do anything even if it breaks laws and brings harm to other person or group.	
2. The power to give advice that the other person or group is free to ignore without fear of negative reaction.	
3. The power to advise action and back up with economic but not military action.	
4. The power to give advice and to remove a member from a group if advice is ignored.	
5. The power to force another person or group, through legally agreed means, to do something, which is accordance with the laws.	
6. The power to force another to do something because the requested action follows customs and traditions.	
7. The power to ask another to do something, that is within the law and to have another agency use its power to force action.	

Notes

SP-Obj: Students will be able to categorize the differing types of power.

T-Obj: This task is designed to show that power relationships vary and that there are alternatives to absolute authoritarianism.

You should point out that many things can be achieved without use of absolute power.

Possible Answer: 1 (most powerful), 5, 7, 6, 4, 3, 2, (least powerful)

Point out that there is no exact answer for this exercise. You may find that students disagree about the order of some of the middle ones. These may vary according to the situation that they imagine. AS long as they can give a reasonable explanation, accept their answers

Once students have completed the task you can then ask the question "which kind of power should be the maximum:

- a) students over other students, (i.e. Should students be able to force each other to do things they do not want to do?)
- b) parents should have over children,
- c) local governments should have over people,
- d) national governments should have over citizens,
- e) international organizations should have over national governments

Collect students' opinions in a table and keep this for review at the end of chapter 12. You may find students change their minds.

Task 02 Levels of Government and Power 45 min

With a partner:

Put the labels listed below into a chart. People or organizations with the most power should go nearer the top. However, don't forget about the powers of citizens.

Draw an arrow showing the power relationship. Is it one way or two ways?

Pick the kind of relationship that you think exists in the arrow. (Just use the letter of the relationship described in the earlier task about power relationships.)

Organizations and People:

Local Government	You	Village Executive	The United Nations	Jogorku Kenesh
European Union	Powerful Countries	Kyrgyz National Government	Your School	Your friends
Government Departments & Ministries	The CIS	Your family	Presidential Apparatus	Police

Notes

SP-Obj: Students will be able to make a diagram showing the power relationships between the various parts of society and government.

T-Obj: The purpose here is to get students thinking about the different power relationships and to show that these relationships are complex and often two way.

Instruct students as follows:

With a partner:

1. People or organizations with the most power should go nearer the top. However, don't forget about the powers of citizens.
2. Draw an arrow showing the power relationship. Is it one way or two ways?

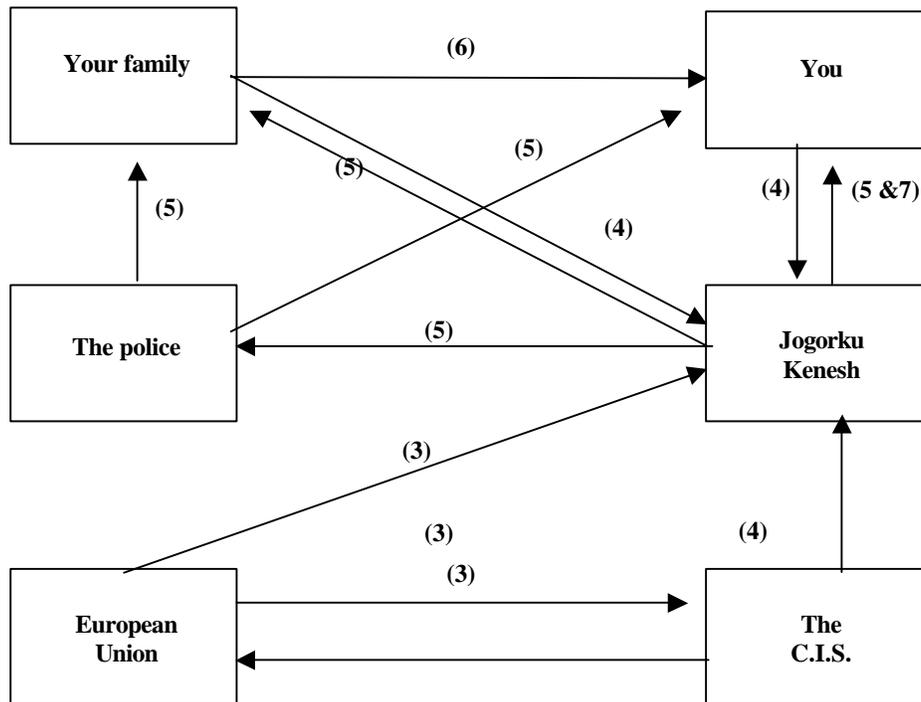
Pick the kind of relationship that you think exists in the arrow. (Just use the letter of the relationship described in the earlier task about power relationships.)

This is a complex and difficult task. Students may not agree which description best fits (In fact in many cases there is more than one type, depending on exactly who in the organization is making the decision and how they decide to use their power.

You may want to ask students to just choose three or four of the elements listed above and describe the power relationships. You could divide up the various combinations (i.e. Pair One - Your family, Village Council, You, Kyrgyz government Pair Two - Village Kenesh, You, CIS, Presidential Apparatus. Etc.) If you did this you might want to include other elements such as the Head of Rayon. Doctors, your grand parents etc. You may also want to ask students to explain what process was used in each power relationship. For example citizens can remove deputies from parliament through voting.

Students could make up charts and then look at each other's charts. One pair could then explain how they saw the power relationships between the elements.

You may want to ask students to do this task over a few days while you are working on other tasks. Below is a possible answer with just six of the elements. Be prepared to accept differing answers but ask students to justify their choices.



ALEXEI this diagram needs translation

Note that the box below on Authority is part of the next exercise and not this one. In the next version of the students' text we will move it.

Authority

Every day of our lives we make decisions about the way we will do things. However, our decision making process is influenced by the systems of authority that act on our lives. Examples of systems of authority are moral principles, local and national laws, cultural or religious traditions, and family customs.

Important questions to ask about authority are:

1. Where does the authority come from? (For example, who decides what the laws of your country will be. In most countries people vote for representatives who then accept or reject laws.)
2. Who is responsible and has powers to enforce the requirements of the authority? In other words who is the agent of authority? (For example your father will enforce family custom in your family.)
3. What powers does the agent of authority have? (The police can put you in prison if you steal.)

Societies would not function without systems of authority. However, systems of authority work best if people give consent (agree to) their existence and the power they have.

Task 03 How do different forms of authority influence our lives? 30 min

Think about all the things you have done since this time yesterday.

Why did you do them in the way you did them? Was it because of a moral principle, a law, a cultural or religious tradition, a family custom, or personal choice?

Instructions: Copy the table below into your books and then fill it in. Write your actions under the form of authority that guided you to make that choice. There are a few examples done for you. Note that for some actions there may be more than two forms of authority at work.

Moral Principle	Law	Personal Choice	Family Custom	Cultural Tradition
Put the books away in the way my father wanted	Crossed the road when the signal came	Listened to my tape cassette	Ate dinner at 5pm	Took my shoes off before going inside

In pairs, discuss the following questions:

- For any actions, you listed under “Moral Principles” say what the principle (for example “You should listen to your father.”)
- For each of these forms of authority who decides which is acceptable or not?

Notes

SP-Obj: Students will be able to classify the principles behind the authority used when making decisions.

T-Obj: The task is designed to raise awareness of how authority works and when particular types of authority are appropriate.

The answers will vary with the examples students choose. You could ask students to give an example and explain their classification. You may find that some examples fall between two categories.

Task 04 Where does power or legitimacy come from? 20 min

In pairs look at the lists of the type of government. Match the type of legitimacy or method of gaining power with the type of leadership or government. Write what you think gives each type its legitimacy.

Type of Government	How it gets its power legitimacy
1. Presidential Republic	a) A leader who has the hereditary title is supported by the custom that the next leader must be the son of the last chief. Usually such power is not limited by power.
2. Absolute Monarchy	b) The consent of only rich people, or people of a certain class who have political rights according to the established by law qualifications (property, class, time).
3. Theocracy	c) Gaining and exercising the power by a person or group of people based on force and violence.
4. Dictatorship	d) Power is made legitimate through a set of rules, which reduces what the leader can do. The leader is not chosen by the people.
5. Oligarchic Republic	e) Consent of the people. The people agree to give the chosen leader that power. They show their consent by voting for a leader.
6. Constitutional Monarchy	f) Power of a separate religious leader or body that justifies itself by religious traditions and people's believe the king chooses the leader.

Notes

SP-Obj: Students will be able to match the type of power with its legitimacy.

T-Obj: This task is designed to show students the different ways power is legitimized.

Answers: 1. - e 2. - a 3. - f 4. - c 5. - b 6. - d

Students may need to use a dictionary for this task

Task 05 Plus and Minus 25 min

What are the advantages and disadvantages for each system? Think especially about how the legitimacy works. Do this in pairs. Some are done for you.

Advantages	Disadvantages
Democracy 1. 2.	Democracy 1. 2.
Monarchy 1. 2.	Monarchy 1. <i>The leader can change laws at will.</i> 2.
Theocracy 1. 2.	Theocracy 1. 2.
Dictatorship 1. 2.	Dictatorship 1. <i>Difficult to remove a bad leader.</i> 2.

Notes

SP-Obj: Students will be able to list some of the advantages and disadvantages of the different systems.

Possible Answers:

Advantages	Disadvantages
<p>Democracy</p> <ol style="list-style-type: none"> 1. It gives everyone a chance to choose their leaders 2. Leaders should be more accountable 3. Human rights much more likely to be respected. 4. Easy to remove bad leaders in a real democracy 5. High level of personal freedom 6. High correlation with wealth when an authentic democracy. <p>Monarchy</p> <ol style="list-style-type: none"> 1. No need for elections 2. No arguments about politics needed 3. Good if you are part of the family 4. Quick decision making 5. Low level of bureaucracy possible <p>Theocracy</p> <ol style="list-style-type: none"> 1. All aspects of life are decided by others so life is simple 2. We don't need to think 3. High level of authority <p>Dictatorship</p> <ol style="list-style-type: none"> 1. No need for elections 2. Life can be good if you are a supporter and related to the leader. 3. Strong leadership 	<p>Democracy</p> <ol style="list-style-type: none"> 1. Sometimes it takes a long time to make decisions 2. Political advertising can be boring 3. Majorities can dictate 4. Low representation of minorities <p>Monarchy</p> <ol style="list-style-type: none"> 1. No choice of leader 2. The leader can change laws at will. 3. The leader is not under so much pressure to respect human rights. 4. The leader may not represent all ethnic groups 5. Nepotism likely 6. Difficult to remove a bad leader 7. Kings and palaces can be expensive <p>Theocracy</p> <ol style="list-style-type: none"> 1. Often no choice of leader 2. People who do not follow that religion 3. They often do not focus on economics and economy and people suffer 4. Often ignore human rights 5. High level of interference in life of citizens <p>Dictatorship</p> <ol style="list-style-type: none"> 1. Difficult to remove a bad leader. 2. Often ignore human rights 3. No choice of leader 4. Arbitrary rule 5. High correlation with poverty 6. Personality cult often results

Students may think of many other ideas.

Task 06 International Power 20 min

With a partner, match the title of an international organization with its function.

Title	What does the organization do?
1. United Nations	a) This is a group of most of the countries that used to belong to the former Soviet Union.
2. UNHCR	b) All countries belong to this organization and have one vote each. It is based in New York.
3. OSCE	c) This organization tries to protect and help children and women.
4. UNICEF	d) This is the name given to the organization of European nations that tries to assist in developing free trade and communication between its members.
5. ASEAN	e) This organization loans money at a low interest rate for government for development
6. European Union	f) This organization helps people who have had to leave their country, because if they stay they could die.
7. The World Bank	g) This organization tries to maintain the political stability and democracy in countries in and close to Europe
8. World Trade Organization	h) This is an economic organization of countries like Japan, Thailand, Malaysia, and Vietnam
9. CIS	i) This organization is trying to have countries freely buy and sell their goods with each other.

Notes

SP-Obj: Students will be able to match the organization with its function.

T-Obj: The task is designed to summarize for students the function of some of the major international organizations, present in the country or which have an influence on Kyrgyzstan.

Answers: 1 - b 2 - f 3 - g 4 - c 5 - h 6 - d 7 - e 8 - I 9 - a

Task 07 Power of International Organizations 30 min

International organizations are able to put pressure on national governments to change the way they govern a country. An example of this was the time when the countries belonging to the United Nations refused to trade with South Africa until it allowed all people the right to vote.

International organisations are able to put a lot of pressure on national governments to change the way they govern a country. An example of this was when the countries belonging to the United Nations refused to trade with South Africa until it allowed all people the right to vote.

1. In pairs give two other examples when international organizations have forced governments to change their policies.
2. With your partner describe situations when you think it is acceptable for international organizations to force governments to change their policies.

Notes

SP-Obj: Students will be able to list examples where international organizations have influenced the actions of national governments and will be able describe situations where this is acceptable..

T-Obj: The purpose of this task is to get students thinking about the conditions under which this kind of influence occurs and the form of this influence. We are trying to show that governments are not free to do as they want with the rights of their own citizens.

Possible Answers

Note that with the first question the action of United States in Afghanistan is not an example as the USA is not an international organization. The actions of the international court and NATO with Slobodan Milosovic is an example as is the actions of the United Nations in Afghanistan and in Bosnia and East Timor.

For the second question, students might suggest something like:

International organizations should only interfere in the sovereignty of a nation when its leaders ignore the basic human rights of a large number of its citizens. In this case, if there is agreement amongst all nations then diplomatic pressure should be put on the offending nation. If that does not work then other stronger actions may need to be taken.

Section Two. Democracy

Task 08 What is Democracy? 20 min

Look at the list below. In pairs, first select by ticking ? the statements that describe how a democratic system should work, and then choose, which you think are the six most important principles of democracy.

Principles of Democracy	Most important
1. That all people can vote as often as they like.	
2. People can change their representative.	
3. People can make a decision about their leaders on a periodic basis.	
4. Minimum age and citizenship are the only qualifications for voting.	
5. Elections should only be held on sunny days.	
6. There should be women candidates.	
7. All candidates must be able to read.	
8. The process of voting, but not the personal vote should be observed by all those interested.	
9. There must be two houses of parliament.	
10. Elections are held by secret ballot.	
11. All those interested should be able to observe the process of counting and reporting results.	
12. It is only democratic if citizens vote on all decisions.	
13. There must be more than one candidate.	
14. Only a rich person can be president.	
15. The ballot must include a personal biography and a photograph of the candidate.	
16. The ballot paper must have the option that a voter is against all candidates.	
17. Candidates must be older than a certain age.	
18. Political parties need to be registered.	

Notes

Notice here that we have identified a mistake in the instruction in the students' book as it just asks students to select the six most important. Students should first select the principles that apply to democracy and then they should pick from those the ones that are very important.

SP-Obj: Students will be able to select the statements that describe how a democratic system works and then select the six most important.

T-Obj: The objective here is to summarize the key features of democracy for students and to get them to think about the meaning of each through getting them to rank them.

Possible answer

2, 3, 4, 8, 10,11 are the six most important items

Commentary

6 - is important, as women are half of a population. In some countries, some political parties have rules making it compulsory that over a certain percentage of candidates must be women. However, many people think this is not as important as the other six principles.

13 - This is important but there can be genuine examples where people are happy with the one candidate and no one else is interested to be a candidate. However, in the situation where one candidate uses his or her power to prevent others being nominated then this is clearly wrong

18 - is important. Political parties are normally registered in democracies as this allows them to receive money from the government for campaigning and it gives the Election Commission the right to put their candidates names on the ballot paper. It also prevents two parties having the same name. Registration is usually quite a simple process. For example in Australia it means that candidates without registration can not have their name placed on the ballot paper with the name of a party, unless that political party is registered. However, individuals do not need to register and so an independent candidate can have their name on the ballot if they are nominated or nominate themselves.

7 & 17 are not important because in the situation where unsuitable candidates are nominated it is up to the voters to reject that person. If an unsuitable candidate is voted in then that is the responsibility of the voters and they should be prepared to accept the consequences.

Task 09 What do you think? 20 min

In groups of three and four list what you think are the main advantages and disadvantages of a democratic system for the citizens of a country?

Advantages	Rank	Disadvantages	Rank
4.		1. <i>Too many TV shows about politics</i>	
5.		2.	
6.		3.	

Once you have done this then rank how important you think each of these is to you.

Notes

T-Obj: This task is designed to reinforce the reasons why democracy is important.

Students could just take the comments from task five and then transfer and then rank them. Answers will vary. This is a very good task to have a follow up discussion with the whole class.

Task 10 Is It Democratic?**30 min**

With a partner look at the following proposed laws and rank them in terms of how democratic each would be. Use a 0 to 5 scale where 0 is more democratic than practical, 1 is very democratic, 3 is neutral and 5 is very undemocratic.

	Proposed Law	Rating
1	The president will appoint all judges.	
2	Votes will be checked after each and every person votes.	
3	All local government positions will be elected.	
4	Students will vote for their teachers.	
5	Only property owners will be able to vote.	
6	Communities will vote for their doctors.	
7	There will be laws allowing people to sue the media for libel.	
8	A new tax of 20% will be introduced on the value of new houses.	
9	The president can be removed from office by a simple majority vote of parliament.	
10	Photo ID cards are required for everyone.	
11	Political party candidates must pay 50% of an annual average income to register.	
12	Some ethnic minorities will be paid less if a majority votes in favor of it.	
13	There will be many candidates but only one party.	
14	Political parties are banned. All candidates must be independent.	
15	There will be a maximum of 10 political parties.	
16	Members of parliament are able to break laws without being taken to court.	

Notes

SP-Obj: Students will be able to decide how democratic each of the statements is, or if it is practical.

T-Obj: This task is designed to test to see if students understand the key concepts behind democracy. However, it is a better learning tool than a testing tool.

Possible Answers and Commentary:

1 - 3, It would better if this role was shared between the bodies. For example after nomination by the executive the nominees would be confirmed by another body.

2 - 5, Then the voting could not be secret and people may not feel they can vote the way they want

3 - 2 It is probably not practical to have everyone working for local government elected. People like the accountants and clerks should be appointed because they have special skills. However, the leaders clearly should be elected.

4 - 0 This is clearly not going to work as students might vote for teachers that give the least homework or the easiest work, which would not help their learning. One of the principles behind electing leaders is that elections work when the voters know enough to judge and the power is gained through consent. That is not the case with teachers. However, in some countries there are private schools and parents vote with their money for the schools they want.

5 - 5 Some people say that the rich know best. The problem with this idea is that they may know best how to keep themselves rich. Governments are supposed to help all citizens, which sometimes means protecting the poor from the greedy. However, there are many rich people who want to help the poor. Furthermore choosing your leader is a human right and therefore should be available to all

6 - 0 See statement 4

7 - 3 This is correct. The mass media must report verifiable facts and if they do not then it must be possible to punish them. However, if they do as they are supposed to do then they should be free to report the news, good and bad.

8 - 3 Governments need to collect taxes, otherwise it can not provide the services that it promised to. However, governments must advise citizens in advance of their intention to introduce new taxes, as citizens may want to choose alternative leaders with different policies. If they do not then they should not be surprised if at the next election they get thrown out. Furthermore, governments must state what they intend to spend the taxes on. They must then use the taxes for this purpose.

9 - 2 Of course it should be possible for the parliament to remove the president but this is a very serious step which may be better requiring larger than a simple majority. Perhaps 75% of all deputies would be better.

10 - 3 This really has nothing to do with democracy, however in some countries people might say that it is an abuse of privacy. Many democracies do have systems like this.

11 - 5 This is very undemocratic as any citizens should be able to be a candidate as long as they are not criminals. A law like this might mean that only rich people who do not need to earn money or who have more than enough would be able to be candidates.

12 - 5 This is very undemocratic as a key principle is that we should avoid the tyranny of the majority. This means that we should never allow the majority to compromise the rights of the minority to equality

13 - 5 Very undemocratic.

14 - 5 Not acceptable under any circumstances

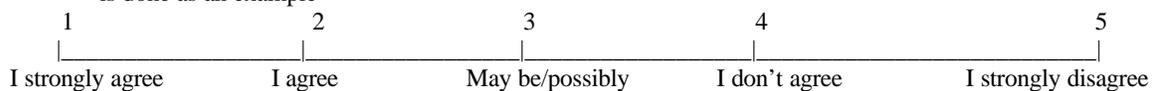
15 - 5 The government has no right to limit this number unless instructed to do so by the citizens and even then it is bad.

16 - 5 Although members of parliament in democracies sometimes have immunity from prosecution in a very limited circumstances (for example they often can not be prosecuted for things they say while in the parliament building,) this immunity is very limited. It would be very undemocratic if members of parliament could break speeding limits or steal without fear of prosecution.

Note: MPs have this immunity while in parliament, as they sometimes need to be able to ask if an allegation against a person or organization is true or not. If they did this outside the house and the allegation was not true then they could be sued for libelous comments.

Task 11 How Democratic Are You? 30 min

Step One: By yourself give a rating of each of the following statements to the extent that you agree or disagree. One is done as an example



	Judgments	Rating
0	Newspapers should only report good news.	4
1	I tell my friends what we will do. I do not expect to discuss my decisions.	
2	I have friends from other nationalities and I treat them all the same.	
3	Although I have more experience than my younger relatives I respect their intelligence.	
4	Life is much better if we just obey commands.	
5	I think women should have the same opportunities as men.	
6	I believe we should vote on all decisions.	
7	Limited violence is acceptable if am greatly offended.	
8	I don't give my opinion, as I don't think it is important.	
9	People with a lot of money are successful and therefore only they should be entitled to vote.	
10	The English language is the best language.	
11	Nobody should be above the law.	
12	I accept the consequences of decisions if they are reached through a free and fair vote.	
13	Freedom in my view means the right to be able to make decision but also take the responsibilities for the consequences.	
14	The good leader provides everything for the people and takes full responsibility for them.	
15	I think we should vote on what laws we obey.	

Step Two: For each of your ratings work out what score you get. One is done as an example.

Score Table		My score
0	A rating of 1 = a score of 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	2
1	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
2	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
3	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
4	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
5	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
6	A rating of 1 = 2, 2 = 1, 3 = 1, 4 = 2, 5 = 2	
7	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
8	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
9	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
10	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
11	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
12	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
13	A rating of 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5	
14	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
15	A rating of 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1	
Total:		

Step Three: Take the total score (not including the #0) and divide by 15.

For you a score of:

- Between 1.0 and 2.0 means that you really are very democratic.
- Between 2.1 and 3.0 means that you are quite democratic
- Between 3.1 and 4.0 means that you are not really very democratic
- Between 4.1 and 5.0 means that you are not democratic at all.

Notes

SP-Obj: Students will be able to judge how democratic they are.

T-Obj: This task is designed to get students to see if they live up to what they expect of their representatives in government, public officials and fellow citizens. It also shows that democracy can exist at all levels of society.

Task 12 Do they agree? 10 min

Get someone who knows you well to rate your level of democracy. Do they come up with the same score?

Notes

T-Obj: Same as above

You might find it an interesting exercise to get students to check each other. Some students might be more honest if they are being checked by people who are not their usual friends. Alternatively, you could ask students to rate each other but they would need to know each other well to do this.

Task 13 Which opinion is closest to yours? 15 min

Below is a question that some students considered. Discuss this with a friend and then chose which opinion best matches your own. If none of them do then write your own opinion. Be prepared to explain your view.

Does having democracy automatically mean that you will have good government?

Daniar: I don't agree at all. Democracy is a waste of time. It's all right for rich countries, but not for us. Some countries have had strong leaders, they have good economies and good government. Malawi was an example of a country like that.

Bakyt: I'm not so sure. Having a democracy doesn't necessarily mean you will have a good government as people might vote for leaders who later turn out not to be so good. Look at what happened in the Philippines a few years ago. However, I think that democracy can mean good government, especially if it is fair and open.

Alfia: Look, I don't care. As long as people live in peace and have got enough to eat it doesn't matter what system we have. All these parties do is just arguing. I think it would be best if we had no government at all. I want to live on a tropical islands...alone!

Tamara: You're right. Peace in the world is very important, however we have to base our government on rationality. I think democracy will always lead to the best government. The more, the better. I think that the true democracies have the best government. The democratic process is very logical and leads to the best decisions being made. It brings out the rationality in people.

Marat: Oh come on. Just look at some of the stupid decisions that were made by democratic governments. The good thing about it is that it allows us to get rid of the useless politicians. Personally, I think it is the best system of a few bad choices, but it has one weakness...people. This weakness is the reason why we need it.

Ainura: I'm for democracy as long as they only give the vote to people who know what to do with it. What I mean is they should only give it to rich people, as they are the ones who create the wealth.

Notes

SP-Obj: Students will be able to decide which opinion is closest to their own.

T-Obj: The purpose here is to expose students to the issues and opinion relating to this topic.

This is a good task to follow up with a whole class discussion. There is no correct answer.

Task 14 What do you think? 15 min.

With your partner discuss the following question. Be prepared to present your answer and the reasons for it to the class.

“Can a country be fully democratic system if its citizens are not democratic in the way they live in their everyday life?”

Notes

SP-Obj: Students will be able to explain why building democracy nationally starts in our daily lives..

T-Obj: This is a review task and will help reinforce democratic concepts. It is designed to show that their actions as citizens are just as important as their leaders.

Sample answer should include the following ideas.

People will not take democracy and human rights seriously if we do not practice it.

It can be practiced in our daily lives even in the most repressive dictatorship.

It is part of many cultural traditions.

If we model it in our lives then others will follow, as they will see how efficient and successful it is.

Chapter 8 Rule of Law

The overall goal of this chapter is to introduce the concept of Rule of Law and the need for it to predominate over Rule of Man and to introduce the basic concepts behind laws and constitutions.

Pre Reading Activities

Task 01 Words and Definitions

In pairs match the words with their definition.

Word	Definition
1. Referendum	a) Equal positions.
2. Laws	b) Compulsory for everyone norms of behavior that were established by the government.
3. Equality	c) National will on some question passed in a form of voting.

Answers: 1. - c 2. - b 3. - a

Text for reading

When people devise political systems that respect basic human rights, they try to organize society in a way that increases efficiency and that shares these benefits amongst citizens. Given that the way benefits are shared is inevitably going to be disputed, there will be need to be laws. Laws allow certain behaviour and disallow others.

Laws are a system for organizing social behaviour through allowing and disallowing certain actions.

Sources of law are:

- International agreements
- Constitutions
- Presidential directives
- Existing legislation
- Certain court decisions
- Local government laws

All of these are influenced by customs social values and practices.

For a system of laws to be respected they must be applied equally. We can make sure laws are applied equally by saying that the rule of law should have power over the rule of individuals. This idea is known as the Rule of Law. We can further define the rule of law as meaning that no individual is above the law and that all behavior is subject to the same rules no matter who that person is. The Rule of Law does not allow special favors for people because of their status, ethnicity, or other considerations. It also implies that the laws are legitimate, in that they have become law through a legal process that is defined in a previously existing law. Without the rule of law it is difficult for human rights and fundamental freedoms to survive within a state.

Among the factors that determine the rule of law in any state are:

The constitution

The legal traditions of the particular state.

(1) Constitutions

The basic law of every state is a constitution that defines the principles upon which that state is created and how the various power-holding institutions are arranged in relation to each other. According to this meaning, every state must have some kind of constitution. Constitutions also often outline the basic rights and duties of its citizens, and set out the principles of political organization. In defining political organization constitutions often describe the limits on the power of the state.

A constitution is the most important legal document of a nation because: no other law can be valid if it conflicts with the constitution. For this reason we say the constitution is the highest law. Constitutions often reflect the different cultural and political values of a nation in defining the core values and organization of the state. If it is a good document it can be a vital tool in protecting the state against enemies both internal and external.

But I didn't vote to approve our constitution?? Can we change it if we don't like it??

The acceptance of the constitution by citizens (called ratification) is an important political process. It is crucial that the population both understands and approves of the document that governs its life. A key idea behind the ratification of a constitution is that people are giving their agreement to be ruled under the condition that they are ruled following the principles laid out in the constitution. This means that if people do not give their approval, the government cannot claim the right to rule.

Clearly it would be difficult and wasteful to repeatedly ratify the constitution. However, democracies allow free and open elections, which can mean that if there is sufficient political pressure changes can be made to a constitution to reflect changing needs in society.

More than three-quarters of the world's constitutions have been completely rewritten since they were first adopted. Usually, the rules of the constitution make it difficult to change them so as to avoid changes that might only be advantageous in the short term or for a select group of citizens. But of course, it is also important that constitutions can be changed – the values of any state can change over time and sometimes the laws have to be changed. Constitutions are not meant to be perfect documents that stay the same forever. Some constitutional changes are minor; others however can involve a complete change to the political system, as was the case in the former Soviet Union.

We can divide the rules, which slow down the process of constitutional change into at least six types:

- (a) there are those that do not allow for change;
- (b) those that allow change by direct referendum of the people;
- (c) those that ensure delay;
- (d) those that demand confirmation of the proposed change by a second decision;
- (e) those that require change based on qualified majorities (in the parliament, for example) and
- (f) those that require confirmation of change by sub-national government.

However, many countries employ a few of these mechanisms at the same time in various combinations. The more mechanisms, the more difficult change is.

For example, in Australia, which is a federation of states the constitution requires that first the legislature prepare a proposed modification to the constitution. A referendum is then held where every citizen decides whether they agree or disagree with the proposed change. It is necessary for a majority of citizens nationwide and also a majority of the states to vote for the change before the constitution can be altered. (A majority of states means that in 3 out of the 5 states a majority of citizens voted for that same change.)

The United States constitution is the oldest written constitution being over 200 years old. So far 27 amendments have been made. Among the major changes in the American constitution were amendments extending civil liberties, specifically extending the right to vote first to blacks, and later to women.

It is important that a constitution offers clear and strong safeguards for individual freedom and be enforced – and enforceable. Saying that a right will be protected when, either the state doesn't actually try to protect that right or if that right is impossible to protect, regardless of the efforts of the state will only damage the credibility of the constitution. Some constitutions, promise considerable benefits for their people such as "rights" to health care and social services. Yet there may be no intention – and often no means – to actually provide such services. As a result the 1995 Ukrainian constitution listed such social services as desirable goals rather than protected rights.

Elements of written constitutions³

A written constitution consists of articles for the following:

- (a) the nature of the State
- (b) the rights of individuals
- (c) the powers of the state and
- (d) the process of changing the constitution.

These are the elements of each and every written constitution. What varies between constitutions are the institutions of power that are established and the way in which authority and responsibility is distributed and the therefore the relationships amongst those institutions.

³This section is adapted from Chapter 6, "Mini or maxi constitutions in the world," in Jan-Erik Lane, Constitutions and Political Theory (Manchester and New York: Manchester University Press, 1996), pp. 110-135.

Usually, the first articles of a constitution set out what kind of state the country is, whether it is a unitary or federal state; whether it is a secular or not. By unitary we mean a state where power is centralized and by federal we mean a state that is comprised of regions that have some autonomy. A secular state means one, in which no religious group has any of the state's powers, whereas in a religious state usually one religious group has some of the state's powers. However, individual members of that religion will still have equal rights with all other citizens.

Then, the constitution usually regulates the relationship between the state and the individual such as by introducing the rights of the citizen. Key rights include the freedom of the press, freedom of religion and association as well as protection for private property and judgment according to valid laws for persons accused of crime. However, it is also true that although most states have constitutions, which set out such rights, in practice some states do not protect the human or other rights of their citizens. In fact states themselves may be the worst abusers of these rights.

When writing the constitution the drafters need to balance the rights of the individual against the powers of the state. They must also make sure that the rights of minority groups such as a small ethnic group, are protected and make sure that a minority group cannot dictate to the majority of the population.

Identifying the basic powers of the State is the next part of the constitution. The usual procedure is to break up the power of the state into three parts:

1. Executive powers (the power to make decisions in accordance with the laws of the land. The institution that holds these powers is called "the executive" The executive in many countries is the president and his cabinet.) ,
2. Legislative powers (the power to design and make laws part of the legal code of a country. The institution that holds these powers is called "the legislature")
3. Judicial powers (which are used to decide if a person accused of a crime has broken a law and the punishment if guilty. The judicial powers are held by the court system.)

The articles of a constitution are usually written so these powers are balanced so as prevent the holders of one set of powers being able to dictate to the others.

Finally, there are usually the rules for changing the constitutions. Sometimes the rules make sudden changes to the constitution difficult in that they will require a long process and many people and institutions to be involved and to give their approval.

If a constitution is to act as a contract in that it gives the consent to be ruled then many must be involved in its drafting, interpretation enforcement and maintenance. These include:

- (a) the citizens;
- (b) the representatives of the people in parliament;
- (c) the members of the cabinet or government;
- (d) the head of state and
- (e) the judges who make up the judicial system.

How are Constitutions Used in Authoritarian States

There are basically two types of states.

1. States in which the citizens give their consent to be governed, which are normally democracies.
2. States in which a particular group governs without the consent of the governed which can be called authoritarian states.

Authoritarian states often have constitutions. They can openly deny its citizens certain rights, such as the right to choose their leaders in the constitution, as is the case in a monarchy, a one party state or perhaps in a state where a religious group has political influence.

Alternatively authoritarian states can have a constitution, which say that the rights of citizens will be protected but in the daily life these rights will often be ignored. This is done to give the governments credibility in the eyes of the world as often states like these have ratified such documents as the Universal Declaration of Human Rights. The constitution will often legalise the dominance of the ruling group and not allow any other group to challenge the government. The various constitutions in the former Soviet Union (the 1936 and 1977 constitutions) and China (the 1954 and 1982 constitutions) all suggested protection of individual rights and due process of law, political expression and privacy. But, at the same time as they contained a clause about the leading role of the Communist Party. In other words, the party was the final and supreme ruler. Accordingly, these constitutions only appeared to respect individual rights. In reality the constitution specified that these rights existed only where they did NOT conflict with the interests of the state and the party. Individual or human rights had no claim over the supremacy of the communist Party.

It is important to remember that no state, democratic or otherwise is able to exist 100 per cent in accordance with its written documents. Custom plays a major role in every state in the world. This is true of democratic countries, especially if their constitutions are old making several of their articles obsolete. However, where states have recent constitutions, which clearly state the rights of citizens but the state on a regular basis ignores its own laws that constitution will have no credibility in the eyes of the world community.

Thus we can see that while constitutions are almost universally found, and are the basic institutions upon which states build their power and internal authority, they vary greatly. Cultural, religious and historical factors can deeply influence the values of any constitution but to be of worth they must be enforced equally and only offer to protect rights that the state has the intention and resources to guarantee. As basic human rights do not vary much over time nor should the protection given to these rights and so constitutions and the way they are enforced should not be changed according wishes of any one current leader.

(2) Enforcing the Rule of Law

Societies living under the rule of law have generally been more stable because the rule of law creates a political and legal order in which clear, impersonal, universally applicable, general rules constrain both the governed and those who govern them.

In addition to providing a regular order, however, the rule of law in Western democracies particularly, has been intimately bound up with a concern for individual liberty, private property, and free markets. As John Locke, the philosophical father of the American Revolution, put it, “the end of the Law is not to abolish or restrain, but to preserve and enlarge Freedom: For ... where there is no Law there is no Freedom.” Because the rule of law restrains even government officials, it ensures freedom from arbitrary rule. Thus, under a rule of law aimed at securing freedom, the common good is not something governments aim at explicitly. Rather, it follows simply from the freedom the rule of law secures.

Throughout history, different societies have sought to institute the rule of law in different ways and to ground it on different foundations. Three general approaches and foundations can be distinguished—religious, common law, and civil law—although many variations have been found.

Religious legal traditions

From the earliest times, societies have grounded laws on the dominant religious customs of the society, often without separating the two. As it is a “higher law” religious legal traditions could be seen to be the rule of law and not rule of man. Unfortunately, this is not always the case as the ruler is often the interpreter of the rules. Nevertheless, the idea of a higher law, whether based on religion or on reason, is the beginning of the rule of law.

Examples of legal traditions based on religious beliefs can be found in ancient Egypt, India, Medieval Europe, and much of the Islamic world. In most societies today, even the most secular, the legal systems retain at least some traces of their religious histories.

Traditional Islamic law, or Shari’a, is a dominant force in the Muslim world. In countries like Iran, it has official status. In other countries, Shari’a coexists with a secular legal system, governing primarily in such areas as personal and family law, but rather less in the areas of commercial or criminal law. In the Central Asian States Islamic law is reflected in the traditions and customs but is not part of the states’ legal systems. These variations are partly due to political history but also due to differences of view about Islamic law among the different Muslim sects.

The early law of the Christian world was also grounded in religion, but it drew as well from the more secular Roman law that had evolved in the Roman Empire. And the struggle that unfolded between church and state took different forms in the Eastern and Western branches of Christianity. Thus, early on in the East the emperor appointed the patriarch of Constantinople and had the power to reduce or remove his jurisdiction, illustrating a domination of state over church that continues to this day. In the West, by contrast, the church-state struggle continued for centuries, culminating gradually in a rudimentary separation of powers between Pope and king. That principle, along with the emergence of commercial cities in Europe, the Protestant Reformation, and, more generally, the growing focus on the individual, all contributed to the refinement of the idea of the rule of law. The process took two paths, however: the common law tradition in England and, later, in the English speaking world; and the civil law tradition in France and in other continental countries.

In both law traditions the kinds of complaints courts have heard have grown over the years, but they have basically concerned disputes over property, personal injuries, and contracts—the fundamental areas of the law. However, the source and consequences of these traditions are quite different.

Common law traditions

Common law, made by judges to settle disputes brought before them, has evolved over centuries. In settling such disputes judges drew upon both reason and common-sense morality derived from principles of right and wrong—and experience or custom. For example imagine a case where a man is growing apples on leased land but the landowner takes the apples without payment because he accuses his tenant of not paying rent on time. The judge could:

- hear evidence from both sides as to what happened
- consider which laws apply (remember this includes legislation, customs and previous judgments)
- decide whether the application of those laws to this situation is fair

Over time as similar cases occurred, there would be a pattern of similar circumstances and the matching judgments and these could be described in the form of a rule. The rule gained its legitimacy from the fact that others had judged in a similar way. These rules could then be used to decide subsequent cases.

Under common law

- the parties are treated as equals
- the court will only act against a defendant if the plaintiff is able to convince the court to do so according to the law.
- the government is limited by the law in what it can do.
- the purpose or end of the common law is individual freedom—freedom from the wrongs of others, which the court is designed to rectify insofar as it can following the law.

When English philosophers like Locke began to question the authority of the monarchy they turned to the common law as their starting point. As common law courts assumed that all sides were equal it, these philosophers then asked whether those same principles might apply between individuals and their government. Thus, they asked “By what right did the king rule?” And with that, the idea that kings ruled by “divine right” began to crumble.

It was replaced by the idea of equal rights: each of us has a right, equal to that of everyone else, to rule himself. The right of self-rule led in turn to democratic rule. Democratic rule meant, as a practical matter, rule by a majority under a social contract like a written constitution.

Civil law traditions

France and other continental countries did not have anything like the English common law tradition to draw upon as they instituted the rule of law. Rather, after the fall of the Roman Empire the law that evolved in Europe was a combination of Roman law and others. Rather than waiting for a case to arise and then relying on the precedents set in previous cases, the civil law tradition reflected a conscious effort to regulate human affairs before disputes occurred.

The main differences between the systems are in judicial function. In common law system judges have wider discretion to make law, because their decisions become precedents and therefore a source of law. This does not mean that in lower courts especially that judges can write their own laws because their decisions must be in accordance with previous judgments.

In contrast, judges in a civil law court enjoy less discretion because their decisions only apply to the particular people involved in that case and so their decisions do not have any effect on future cases.

The process of trying cases is different. In a common law court we say it is adversarial system as two lawyers representing their clients are opposed against each other. The lawyers are responsible for collecting the evidence. The role of the judge or jury is to decide who is telling the truth or what is factual in law and then to decide which laws should apply.

In civil law courts it is an inquisitorial system as the judges investigate what happened both before and during the trial and apply the law. The role of the lawyer is much less as they are not responsible for collecting evidence.

Post Reading Activities

Task 01 Sources

In pairs discuss this question: “Where can we find the advice or guidance when we are trying to devise rules for our society.”

Notes:

SP-Obj: The students will be able to suggest possible sources.

T-Obj: The task is designed to get students to realize that there are many sources.

Answers might include citations of the famous public figures, the experiences of other countries, public opinion polls, religious tradition, Kyrgyz customs, and political practices of the past.

Task 02 Rule of Law or Rule of Man

With a partner look at the statements below and then decide if they are describing Rule of law or Rule of man. The first one is done for you.

Statements	Law	Man
1. Most countries with a stable and growing economy follow this system.	✓	
2. Decisions are based on the interests of those who hold the power.		
3. Rules are made or changed in accordance to regulations, at least, by a majority of votes.		
4. It is very unusual for those in power to interpret the law so a decision favours those without power.		
5. This kind of decision-making is usually a result of where there is no division of power.		
6. Laws can easily be accepted or changed in favor of those who make them.		
7. Under this system all people are equal and the law is one for all.		
8. The way the laws are interpreted depends on the interests of those with power.		
9. Decisions are based on what is stated in laws.		
10. Laws can be passed or changed very quickly.		
11. This system assumes that people will act in their own interests, rather than in the interests of others.		
12. No person is above the law.		
13. Laws are often interpreted contradictory.		
14. Laws are used only when they do not contradict each other.		
15. Decision-makings should be accepted always.		
16. Law does not change with the replacing of those who hold the power.		

Notes:

SP-Obj: Students will be able to distinguish between examples of Rule of Law and Rule of Man.

T-Obj: This task is designed to reinforce students understanding of the difference between these two concepts.

There were some errors in the student book.

Item 3 should read: Rules are made or changed following a set of procedures agreed to by at least a majority of votes in parliament.

(Check Item 4 -7 Simon - in this guide)

Item 8 should be - The way the laws are interpreted depends on the interests of those with power.

Item 15 should be - Decisions regarding laws should be consistent. (In other words, when a judge applies a law he should apply it the same way each time.)

Answers:

Law	Law
Man	Man
Law	Man
Man	Law
Man	Man
Man	Law
Law	Law
Man	Law

Task 03 What do you think? 20 min

In pairs, discuss this question. “Why do you think it is important that rule of law prevails over the rule of individuals?”

Notes:

T-Obj: Again a reinforcing activity

The **rule of law** is an essential component of limited government. The central notion of a rule of law is that society is governed according to widely known and accepted rules followed not only by the governed but also by those in authority. It is a system of governmental behaviour and authority that is constrained by law and the respect for law, in contrast to despotic rule. States respecting the rule of law typically divide the powers of government among separate branches; entrench civil liberties (notably, due process of law and equal protection of the law) behind constitutional walls; and provide for the orderly transfer of political power through fair elections. All versions of political liberalism stress the importance of the rule of law. It is important to recognize that there is a strong and direct correlation and relationship between the rule of law and a nation's ability to manage conflict. It is widely believed that well-functioning legal institutions and a government bound by the rule of law are important to economic and political development.

Task 04 Why to Have Laws? 15 min

Look at this list of reasons for having laws. In pairs match the reasons with the explanation.

Reason For Law	Explanation
1. Morality	a) To protect people’s rights to do what they want to do as long as they do not harm others.
2. Custom	b) To give special status to selected people.
3. Religious belief	c) To formally accept the ways in which people have behaved as a group over a long period of time.
4. Personal liberty	d) To acknowledge what is right and what is wrong.
5. A smooth-running society	e) To ensure people’s physical, mental and financial well being and prevent them from harming each other.
6. Privilege	f) To make a commitment to the teachings of a supreme spiritual being.
7. Protection	g) To develop a society in which people behave well and settle disputes peacefully.

Notes:

SP-Obj: Students will be able to match reasons with explanatory statements

T-Obj: This task is designed to help students understand the different principles that are used in justifying laws.

Suggested answers:

- 1. (d) 5. (g)
- 2. (c) 6. (b)
- 3. (f) 7. (e)
- 4. (a)

Task 05 What are they for? 10 min

In a group of three or four list what you think are the purposes tell what you think about the purposes of constitutions.

Notes:

T-Obj: This task is designed to help students understand why we need constitutions

Sample answer:

The purposes and uses of constitutions are to state the core values and principles of a political system and provide a reference point for citizens to use in evaluating the actions of their government. To do this constitutions set forth the structure of government, give the government power, and establish the relationship between the people and their government, and set limits to government power in order to protect individual rights and promote the common good.

Task 06 How can we evaluate the constitution?

15 min

Working in groups of three or four, discuss and add your recommendations for writing a good Constitution. The examples are given below.

- It should be ratified by the people.
- It should separate and balance powers.

Notes:

SP-Obj: Students will be able to develop a checklist against which they can evaluate constitutions.

T-Obj: This task is designed so students have a tool with which they can evaluate different constitutions and changes to their own.

Here what we are looking for is recommendations on what the constitution needs to contain.

Possible Answer: A constitution should:

1. State the name of the country and define its borders.
2. State basic values of the society and sometimes give recognition to pre-existing social organisation.
3. State how the powers of the state are to be established, divided and balanced.
4. State how the institutions of government are formed.
5. State the procedure and any limitations on how the various positions in the executive, the judiciary and legislature are gained. (appointed, elected etc.)
6. States who is eligible to be a citizen and which citizens are eligible for office.
7. State the hierarchy of laws and courts
8. State the process of making new laws.
9. State how higher office holders can be removed from power.
10. State rights of citizens.
11. State when the timing for elections.
12. State how the constitution can be changed

Extra Information:

There is much debate comparing the advantages and disadvantages of a written constitution versus an 'unwritten' one. This exercise focuses on the written constitutions while recognising the continued benefit and existence of customary law in many countries. We also recognise the benefits derived by the United Kingdom from many centuries of developing a substantial body of laws, which serve as the unwritten British constitution. As it is not practical for most countries to follow either example they prepare their own written constitutions.

A constitution is a set of common rules and values for all citizens of a country. The Constitution determines the system of government and your rights as an individual. What might be a good constitution in one country in a specific political, economical and cultural context might not function in another country.

The constitutions of Denmark, Kenya, Nicaragua, South Africa and Zimbabwe are quite different. The Danish constitution is more than 150 years old and it has only been modified three times. The last time it was amended was in 1953, almost half a century ago, and at that time the changes were not very dramatic. In the more turbulent political climate of Nicaragua, the constitution has been changed 11 times. The South African constitution is new as it was written in the post-apartheid period and decided upon in 1996.

There are also very large differences in how the constitutions came about. In Zimbabwe and Kenya the constitutions were drafted at the Lancaster House conferences in London, without any serious attempt to engage the populations of the two countries. The South African constitution was born out of a broad-based and active public debate with millions of interventions and proposals.

Most importantly, there are huge differences in content. In many modern constitutions, the globally recognized human rights have a strong position. This is the case especially with the constitution of South Africa. The constitutions of South Africa and Nicaragua begin with the rights of the citizens. The Danish constitution, on the contrary, begins with the rights of the King and ends with the rights of the citizens - and only a few of them. The King takes up more space than the citizens!

In the constitutions of Zimbabwe and Kenya, the rights of the citizens are present but so are a number of exceptions, which allow the strong president to rule as he wishes. These constitutions favour the president and leave little room for ordinary citizens and the civil society. This makes the constitutional debate very critical and of immediate importance.

However, equally important as the content of a constitution is the enforcement of a constitution. In Nicaragua, the constitution is modern but there is a lack of good, transparent governance, and there are many old-fashioned laws and rules that undermine the provisions in the constitution. Moreover, the civil society organizations in many countries are not allowed ample room to develop and to fight for the rights in their constitutions. In Denmark, you can form an organization without any restrictions. In many other countries, you need state approval and run the risk of being banned and imprisoned.

While it is true that constitutions in many countries have been modified and improved, it is not true that these changes have automatically resulted in societies operating in a democratic way at all levels. It is particularly not true that the changes have ensured genuine participation of ordinary people in society. For this to happen, it is necessary to pay attention to democracy as a process involving multiple actors at different levels, and to ensure legislative and constitutional arrangements that create an enabling environment for civic action and organization.

In many countries, the elite clings to the power and their privileges. This can be as important impediment to development as old-fashioned constitutions. The elite continuously strengthens its political power and economic wealth, without a proper redistribution of power or wealth. The result is that any economic growth ends up in the hands of the few, instead of reaching the many. In these cases, it is important that the right to participation and the right to enjoy the wealth of a country is established in the constitution. Only then can a constitution become a leverage for the fight against poverty and inequality.

All countries should keep the constitutional debate alive. The Danish constitution is old-fashioned and limited but it is also flexible, which can be an advantage. The constitution of South Africa is quite specific which implies a risk of frequent amendments. In any case, a constitution should be hard to change without broad-based support from the population.

We highlight the important debate of how different countries have a different mixture between constitutional rights and various checks and balances on the state power to protect the individual citizen. We suggest learning from each other in trying to lay the foundation for a free and just society built upon human rights and economic and social justice. For many of us there is still a long way to go.

Task 07 Minority Views 20 min

With a partner, imagine that you are members of Kyrgyz group of International Olympic Committee. A proposal has been made to exclude a small country called Nur, from the next Olympic games. On this question there was held voting in two stages. After the first stage, the majority decides to exclude the country. Below is the discussion transcription that takes place prior to the second vote.

Instructions:

1. Read what was said.
2. Look through the set of statements describing the principles.
3. Decide which were the principles as listed below, speakers 3 and 4 were talking about.

Speaker One: The Olympic charter states that all countries can participate in the competitions regardless of ethnicity, belief or political system, however despite it we have voted for the exclusion of Nur. We have the right to do that but there should be good reasons and we should consider what impacts it will have on the Olympic games.

Speaker Two: We were given this power so we can exclude those countries that are not following moral principles. There is no point in having this power if we cannot use it. The people of Nur do not follow any of the religions of the rest of the Olympic games countries. Furthermore, their customs and traditions are unacceptable to us. They are undemocratic and they sell their products on the world market at prices that which are lower than the cost of production. They do not like us and we don't like them too. By allowing them to compete we are giving them the kind of acceptability they want.

Speaker Three: Yes, what you say is quite true. Our country's economy is badly affected by what we consider to be the illegal selling of their products. However, if our Olympic rules are to be worth something we need to make sure we follow them. The power of exclusion can be used only if the country, as it's stated in our rules, is repressing its people, in a way that means that the membership in national teams is not based on selection by merit.

Speaker Four: I would like to add that while we do have the power to refuse countries to participate, we should recognize that after all we have to pay for that at high price. We never know for sure where from the next gold medallist will come. By excluding a country we are taking the risk that we are going to exclude a potential winner. By doing this we all lose the opportunity to raise standards higher.

Principles

1. Rule of law over rule of man.
2. Freedom of religious belief
3. The decision of the majority is not always the best one.
4. Minorities need to have a right to vote
5. Minorities need protection by majorities
6. Minorities have something to offer to majorities

Notes:

SP-Obj: Students will be able to identify the principle each speaker is basing his or her argument on.

T-Obj: This task is designed to expose students to some of the principles, which are used to oppose exclusion.

Answers:

Speaker 3 is talking about the principle of Rule of Law pre-dominates over Rule of Man

Speaker 4 is talking about the principle that minorities have something to offer to majorities

* Note that instruction three seems to have been wrongly translated in the student book. It should be Decide which were the principles as listed below, speakers 3 and 4 were talking about." The exercise is about SPEAKER 3 + 4

Task 08 Why Divide the Power? 25 min

With your partner write a paragraph of about 150 words that answers this question:

"Why is it that one of the principles of democracy requires that authority be divided between the different branches of government: that is the executive, legislative and judiciary?"

Notes:

T-Obj: This task is designed to reinforce in students minds the need for a separation of powers.

Sample Answer:

The Separation of Powers devised by the framers of the US Constitution was designed to do one primary thing: to prevent the majority from ruling with an iron fist. Based on their experience, the framers shied away from giving any branch of the new government too much power. The separation of powers is also known as "Checks and Balances."

Each of the three branches has certain powers, and each of these powers is limited by another branch. By distributing the essential business of government among three separate but interdependent branches, the Constitutional Framers ensured that the principal powers of the government, legislative, executive and judicial, were not concentrated in the hands of any single branch. Allocating governmental authority among three separate branches also prevented the formation of too strong a national government capable of overpowering the individual state governments. The Separation of Powers, by which the executive, legislative, and judicial branches are to be independent and not infringe upon each other's rights and duties, is one of the basic doctrines in the US Constitution.

Task 09 Who should be responsible?

15 min

Divide these responsibilities as you think they should be divided amongst the Executive, Legislature and the Judiciary. You may decide that some responsibilities need to be shared. If it happens then explain why did it happen.

Responsibilities	Executive	Legislature	Judiciary
1. Select judges for appointment			
2. Approve judges for appointment			
3. Decide if people have broken the laws of the country			
4. Propose new laws			
5. Decide if proposed laws will become actual laws			
6. Decide how to spend taxes			
7. Propose budgets			
8. Review proposed laws to decide whether they fit with the rights given to citizens in the constitution.			
9. Decide how to collect taxes			
10.Remove an official from the executive			
11.Approve budgets			
12.Declare war to another country			
13.To suspend deputies from the legislature			
14.Determine the time for elections			

Notes:

SP-Obj: Students will be able to state which power should belong to which body according to there opinion.

T-Obj: This task is designed to help students see that powers need to be separated and that this can be achieved in a variety of ways.

Answers:

- Executive and Legislature This role needs to be shared
- Legislature The confirmation should be through the legislature as then the selection of judges is less indirectly through the power of the people.
- Judiciary This must only be the judiciary otherwise their authority is eroded.
- Legislature and executive This role can be shared
- Legislature As the legislature is directly elected and because a democratic system is based on its laws the law making process must be dominated by the legislature. However, the executive may have limited powers of veto in some systems.
- Executive Although the legislature may give final approval the executive proposes the budget and implements it once approved.
- Executive
- Legislature and Judiciary This is initially done by the legislature as they are drafting laws and then the constitutional court checks to see if the proposed laws contradict the existing laws and the constitution.
- Executive & Legislature Although the executive may propose a method through a law it must be drafted and approved by the legislature. The executive would then implement this law.
- Legislature and Judiciary

11. **Legislature** It is the tax payers money and so those who are the most directly representative that is the legislature should have this power.
12. **Legislature** Such a serious action needs to be approved by the legislature being the most representative body.
13. **Legislature (the speaker)** This can only be done by the legislature as it means that a certain portion of the population loses its representation.
14. **Executive** Clearly it could not be done by the legislature as it would be in their own interest to have it when it suited them. In most countries this decision is strictly regulated by law.

Note that the answers may vary a little here depending on students' personal preferences on how powers should be separated.

Task 10 Writing a Constitution 1 hour 30 min. (2 classes)

In this exercise, you will have to write a constitution for a group of people who were ship wrecked on a desert island. Your teacher will guide you throughout.

Exercise

For this exercise your teacher will divide your class into smaller groups and then instruct you. The scenario consists of three stages.

Stage One: the Shipwreck

1). During a travel on a passenger liner across the sea, you got caught by a storm. The ship is sunk and you find yourself shipwrecked on a desert island, with about 100 other survivors. There is no way for you to travel back to your homes. Your group has been selected as the 'rulers' or the representatives elected to work out the rules of coexistence on the island. There are few items that survived the wreck: some tools (three knives, three shovels and a hammer) and a small amount of food (100 kg wheat, 100 kg potatoes).

2). Imagine your island: it is located in the tropics. Imagine how the island looks – its appearance, its climate and geography. Assume that the island is far away from the main sea routes and that there is no hope of rescue from the outside. As a group, decide what the island looks like and give it a name.

3). Decide who possess what skills. (Perhaps some know how to garden but others do not.) Decide how to use and share the items and products rescued from the wreck. Write down what you've agreed upon.

4). Define the principles according to which you will live on the island. What should be the most important ideas on this island? Why are these principles essential for a peaceful, productive coexistence?

5). Discuss the following questions:

1. What processes will you use for decisions-makings?
2. Who will hold the power?
3. How will this person or persons be chosen?
4. What rights and responsibilities will the island inhabitants have?
5. How will you deal with the external threats
6. How will you deal with the internal conflicts?
7. What other rights are important to include?

Make sure your set of rules includes all the important spheres that help a society to function.

6). Give a name to the document that you have written answering to the previous questions and using all the above given information. Choose one person from your group who will present your agreement to others.

Notes:

SP-Obj: Students will be able to write a constitution

It should include:

A constitution should provide the structure for an organization, describe its purpose, and define the duties and responsibilities of the officers and members. The following outline may help with writing a constitution. Since a constitution should be tailored to the organization, the following is only a generic list. A constitution may include; **Article 1 Name** of the Organization, **Article 11 Purpose** and scope of the organization, **Article 111 Membership** eligibility and requirements, **Article IV Offices** to be established, **Article V Officers and Duties** including the treasurer and **Article VI Amendments**

Stage Two: Assessing The Other Groups

Now that you have drawn up your own imaginary island and sets of rules, you can judge how other groups have got on.

You will be asked to listen to the oral presentations of the other groups and assess their chances. Copy the following questions into your notebook, leaving the place for group assessment. Rank the groups (from 0-5, with 5 is the highest point) according to each of the following criteria.

1. What are the chances of island inhabitants in case of natural diseases?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
2. How much the inhabitants' private life is protected?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
3. How much are they protected from external aggressions?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
4. How much the organization of life on the island secures the inhabitants' personal safety?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
5. To what extent can the island inhabitants influence the decisions concerning their lives?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
6. To what extent can the island inhabitants do whatever they want?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____
7. How much is limited the power of the leaders and who controls them?
 Island #1 _____ Island #3 _____ Island #5 _____
 Island #2 _____ Island #4 _____ Island #6 _____

Stage Three: Imagining Situations

Your teacher will help you with this section. Imagine what will happen in described below situations. Work out the solutions with your group and remember that you are on a very real desert island; no one can help you.

Situation 1

A person (group), holding the authority, has just made a decision, according to which only those who joined the new association "The Only Right Way," can be appointed for governmental position. To join the association one must pay a high entry fee in food as well as declare his/her loyalty to the Chairperson.

The people who are not in the association are trying to prove that the decision contradicts the rights guaranteed by the Constitution of their island.

Situation 2

The institutions that deal with maintaining the order on the island are concerned about the increase of the crime rate and have just made a decision, which states that people suspected of breaking the law are to be immediately imprisoned for a year. To get arrested it is enough for authorities to have the information from the victim or a crime

witness. According to the authorities' opinion, quick reaction and severe penalties are the foundation of public peace and order.

Some of the citizens do not agree with new procedures and believe that they violate the basic rights stated in the Constitution of the island.

Notes:

SP-Obj: Students in groups will draft a constitution.

T-Obj: This task is designed so students will practice and use the knowledge and skills they have gained in regards to constitutions. In thinking about this task students will reinforce their understanding.

Do not let them use the constitution in the back of their book unless they become completely stuck.

You could get students to look at each others constitutions and have a vote to decide which one was the best or make up a composite one which contains the best articles.

Task 11 It Wasn't So Easy **10 min**

1. With your group make a list of the difficulties you encountered during the process of the Constitution writing.
2. Now hold the meeting with representatives of another group and give no more than five recommendations for writing a good constitution.

Notes:

T-Obj: The task is designed to reinforce the principles of good constitution writing.

This is not the same as task 6 as here we are asking for recommendations on the process of writing a constitution.

Answers will vary.

Task 12 So What Did You Forget? **15 min**

In the group where you wrote the constitution, compare your constitution with the constitution of Kyrgyz Republic. Find 5 similarities and 5 differences.

Notes:

T-Obj: This task is designed to get students to closely examine the Kyrgyz constitution with a critical eye.

Answers will vary

Chapter 9 Establishment of Statehood and Rule of Law in Kyrgyzstan

The overall goal of this chapter is to review the early historical development of Kyrgyzstan and to see how rule of law is applied in Kyrgyzstan.

Pre-Teaching Activities

Task 01 Word Match 3-5 min

Working in pairs, match the word with its definition.

Word	Definition
1. Autonomy	a) Dangerous breaking of law, envisioned within the criminal code of law
2. Lawyer	b) Wide inner self-governance of a region.
3. Crime	c) Indulgence to the way other people live, their thoughts, behaviour, feelings, ideas and values.
4. Tolerance	d) Political regime when the government strives to achieve full and overall control over the every side of social life
5. Totalitarianism	e) An expert in the field of law

Answers: 1-b), 2-e), 3-a), 4-c), 5-d)

Text for reading

This chapter examines:

- the establishment of statehood (a brief historical summary)
- how the constitution was developed in the Kyrgyz republic
- the major features of the constitution
- how it reflects the cultures and values of the country
- how the constitution describes the rights and role of civil society
- the relationship between the constitution and the legal system

(1) Establishment of Statehood

The Kyrgyz state first emerged in the 6-7th centuries in the area of the Enisei river. The most important elements of the political system of the Kyrgyz people were created at that time. These elements were monarchic power based on clans, a bureaucracy, a tax system, well-trained troops and even a diplomatic corps. Later this more or less civilized system was transferred to the Tien Shan mountains where it was destroyed by Genghis-khan. Nevertheless, the Kyrgyz people managed to restore their social and political life later.

In the Tien Shan mountains the Kyrgyz tribes fell under the influence of: a powerful Bukhara khanate, China, Russia and the Kokand khanate. The national and cultural unity was jeopardized. Progressive representatives of Kyrgyz aristocracy realized the need for decisive measures aimed at political unification of the people. There were even some steps taken. Well-known representatives of the political elite were Mukhammed-kyrgyz, Kubat-biy and Alymbek-datka, but the most well-known person striving to unify the Kyrgyz people was Ormon Niyazbek uulu, or Ormon-khan (1790-1854). For a short time in the 19th century (1842-1854) he succeeded in reviving Kyrgyz statehood, but soon afterwards fell victim to tribal conflicts and after his death the idea of statehood was buried for a long time.

After the Kyrgyz people had been conquered by the Kokand khanate, Kyrgyzstan became part of a despotic state close to absolute monarchy. Kyrgyz nobility were fighting for power within the Kokand khanate. Some of them, for example, Alymbek-datka, even occupied high government positions. However the attempts of descendents of Alymbek-datka and other influential Kyrgyz people to unify the Northern and the Southern Kyrgyz proved to be unsuccessful. To a considerable extent this was because at that time some of the Kyrgyz tribes had already been absorbed into the area under the influence of the Russian Empire.

After 1917 there were attempts to establish an independent Turkestan that would unite all tribes and people residing in Central Asia including much of what is today the western region of China, and called Xinjiang Province. This

movement was led by a Turk, Enver Pasha killed in 1921 by Russian led communist forces that were reestablishing control after the revolution.

In 1921-1922, when the Kyrgyz people were already part of the Russian Socialist Federative Soviet Republic, there was an attempt by Kyrgyz political leaders, A.Sadykov, Yu.Abdurakhmanov and N.Arabaev to create a Kyrgyz Mountainous Oblast. The leadership of the Turkestan Autonomous Soviet Republic approved these plans in principle. Another group of high officials of Kyrgyzstan, headed by R.Khudaikulov, spoke against it, probably fearing that they would be "out of job". None of the parties won. The congress, that was supposed to constitute the new autonomous oblast in June 1922, was dissolved by Stalin.

(2) The Kyrgyz Statehood within the Former USSR

Kara-Kyrgyz Autonomous Oblast was set up in 1924. In 1925 it was renamed into Kyrgyz Autonomous Oblast and in 1926 into Kyrgyz Autonomous Republic. A.Orozbekov became chairman of the highest government authority, Executive central Committee and Yu.Abdurakhmanov occupied the post of head of government. The first Constitution was adopted on April 30, 1929. This is how the Kyrgyz statehood was legalized, however it did not at all mean an independent state. Kyrgyzstan was part of a totalitarian state, the USSR, none of the parts of which had full sovereignty, even Russia, the biggest of the republics.

The fact is, the new multi-level state, the USSR, that was created instead of the Russian Empire, was based on domination of one party (the Communist Party, party of the bolsheviks). It substituted for all government authorities and controlled all spheres of life and activities of all peoples in this vast country. The real leaders of this state activity, both in the center and in the provinces, were party leaders and not government officials. Therefore, state independence of the republics could not even be mentioned. For example, the budget of the Kyrgyz SSR (and all other union republics) was formally formed in the republic, while in fact it was allocated from the all-union budget following a decision made in Moscow. Restrictions could be found everywhere: the union republics had no right to appeal and suspend resolutions of the Soviet government, violating the rights of the republics. In case the union and the republican laws contradicted each other, the union law prevailed.

Nevertheless, statehood of many peoples, residing in the Russian Empire before and now residing in the USSR, was formally legalized for the first time. On December 5, 1936 the Kyrgyz Autonomous Soviet Socialist Republic was reorganized into the Kyrgyz SSR with a more independent status than an autonomous republic, and on March 20, 1937 they adopted the first Constitution of the Kyrgyz SSR, thus completing formation of statehood within the USSR.

An amended version of the Constitution of the Kyrgyz SSR was in use from 1978 to 1993. It was a very contradictory document. On the one hand, it proclaimed the power of the people, in that there would be election of all government authorities (Soviets) and judges. This democracy was, however, worth almost nothing because of one article, which gave the final and absolute power to the Communist Party. This meant the Communist Party was above the state and above the popular sovereignty (the will of the people). Democracy, proclaimed by the Constitution, inevitably turned into a "democracy game" with a repressive one-party regime backing it up.

Changes in the structure of the USSR aimed at granting more rights to the union republics, began only with the beginning of perestroika in 1985. The sovereignty of the republics was increasingly becoming stronger, conflicting even more with the centralized structure. Article 6 of the Constitution of the USSR, securing the leading role of the Communist Party, was the biggest constraint in the process of perestroika and democratic development. In August 1991 perestroika reached crisis point, resulting in collapse of the Soviet Union and establishment of new independent states on the basis of the former union republics. Alongside the other republics, Kyrgyzstan followed the path of independent development.

The Declaration of State Sovereignty of the Republic of Kyrgyzstan was adopted by the third session of the Supreme Soviet of the Kyrgyz SSR on December 15, 1990. The Declaration particularly emphasized that the people are the only source of power in the country and that the power exists for the people.

(3) The Development of the 1993 Kyrgyz Constitution

After independence came almost unexpectedly the country was left with a constitution that gave the greatest powers to an institution that was no longer in power and which had lost much of its legitimacy. However, the people in the party were still in what was the Supreme Soviet but which had now changed its name to the Joguru Kenesh. It was however still an unelected parliament. This parliament chose Askar Akaev from several candidates to be the president. During this time it could be argued that none of these actions had a legal basis, but these were unusual times and there seemed little alternative.

A commission was authorized to prepare a new constitution with the assistance of foreign experts, for publication in the media. The commission then requested the oblast and rayon governments to call public meetings where the draft constitution could be discussed.

Unfortunately many people did not participate due to their experience in Soviet times where little value had been placed on the opinions of the general public.

Finally, on May 5th a draft constitution was accepted by the parliament. In September 1994 the president dismissed parliament and called an election. In February 1995 there was nationwide referendum on an amendment to introduce the system by which parliament would be split into an upper and lower house. Later in 1995 there were nationwide elections for both houses of parliament and then later for the president.

There was a second nationwide referendum in February 1996 to adopt the entire constitution with some new amendments, which gave the president increased powers. It was only at this point that it could be said that the people had given their consent to be governed.

(4) Major features of the 1993 Constitution

The Constitution proclaimed the sovereign, unitary and democratic republic of Kyrgyzstan based on principles of a democratic legal state. The Constitution consists of a brief introduction, eight chapters, 12 sections and 97 articles.

The Constitution regulates:

- ❖ the fundamentals of the constitutional system;
- ❖ personal status (human rights and freedoms);
- ❖ the structure of government, relationship between government authorities, their sphere of competence and division of powers;
- ❖ the fundamentals of the judicial system, supreme judicial institutions (Constitutional Court, Supreme Court and Supreme Arbitrage);
- ❖ the organization of local self-governments;
- ❖ the procedure of amending the Constitution and adopting a new Fundamental Law of the Kyrgyz Republic.

The Constitution is the main source of law in Kyrgyzstan, serving as a foundation for all other laws and regulations. The principles expressed in the Constitution are further developed in the laws.

(5) Procedure of Amending the Constitution

1. The Constitution can be changed by a universal referendum that can be called by the President.
2. The Constitution can be amended by the Legislative Assembly and the Assembly of People's Representatives of Jogorku Kenesh. However, these changes can only be approved by Jogorku Kenesh if more than 2/3 of all deputies of each chamber vote for them.
3. Proposed changes to the Constitution, in the form of a petition, can be submitted to the President, or the Jogorku Kenesh if it is signed by at least 300,000 voters.

(6) Fundamentals of the Constitutional System in Kyrgyzstan

The existence of a Constitution in a state does not automatically mean a constitutional or ideal system. For this it is necessary for the government to act according to the constitutional principles. The main principles of the constitutional system in Kyrgyzstan are described in chapter 1 of the Kyrgyz Constitution. They are:

- ❖ power of the people,
- ❖ republican form of government,
- ❖ civil rights and freedoms as the highest value,
- ❖ social protection of the people,
- ❖ division of powers,
- ❖ guarantee of local self-government,
- ❖ political and ideological pluralism,
- ❖ secular state,
- ❖ protection of the rights of private property

Therefore we can judge for ourselves how democratic our government is by examining the extent to which these principles are achieved. Clearly, as a citizen we have the duty to either vote to change the government or change the constitution and its principles if these principles are not being achieved.

Post Reading Activities

Section 1 Establishment of statehood

Task 01 Our History 25 min

With a partner, make a timeline showing the main events in the history of the development of Kyrgyzstan as a national state.

Notes:

SP-Obj: Students will be able to make a timeline showing the major events in Kyrgyzstan's history.

T-Obj: This task is designed to revise and summarize students' knowledge of Kyrgyz history.

For this task tell your students to include changes in the Constitution up until the present day.

Task 02 Events and Results

Look at the events that occurred before 1920 in the timeline that you've made in previous exercise. How do you think whether these historical events have influenced Kyrgyzstan's forming of a national state or not? Copy the table below into your workbook and discuss it in groups of four, then fill it in. One example is done for you. Be prepared to share your answers with the rest of the class.

Event	Result
Kyrgyz statehood arises in VI-VII centuries on the Enisei.	The most important elements of political system were formed.

Notes:

SP-Obj: Students will be able to list major events and their consequences.

T-Obj: This task is designed to get students to think about the many and varying consequences of historical events and how they impact on present day life.

Answers will vary

Task 03 Positive and Negative Influences of the Soviet Period 30 min

Being a part of the Soviet Union, the Kyrgyz were unable to form their own fully independent nation. Although the inclusion of Kyrgyzstan into the former Soviet Union held back the development of the Kyrgyz nation, there were also some positive contributions into the development of the country as a nation during this period.

Copy the table below into your workbooks. Working in pairs, ask older people in your community about the positive and negative results for Kyrgyzstan in terms of building of the Kyrgyz nation during this period. Once you have listed them, classify each as:

- (1) A very serious step backwards / a very positive step for Kyrgyz national statehood.
- (2) A serious step backwards / a positive step for Kyrgyz national statehood
- (3) A step backward / a small step towards to the Kyrgyz national statehood

An example of a positive and a negative factor is given below. (So the first positive factor is ranked as being a very positive step towards to Kyrgyz nationhood.) Be prepared to share your answer with the rest of the class.

Positive factors	Rank	Negative factors	Rank
1. Equal pay for equal work for all citizens	1	1. Kyrgyzstan could not have its own foreign policy.	1
2. Introduction of universal and free education.			

Notes:

SP-Obj: Students will be able to list positive and negative outcomes of being part of the Soviet system and classify them according to their degree of influence.

T-Obj: This task is designed to have a balanced view that sees the Soviet influence as neither all good or all bad. The important point here is that all historical periods need to be looked at as having both a positive and negative influence. Students will also see that there is considerable difference of opinion in the community on this issue. It should be made clear that this is natural in any community and that it is not useful or practical to prove one view correct and another incorrect.

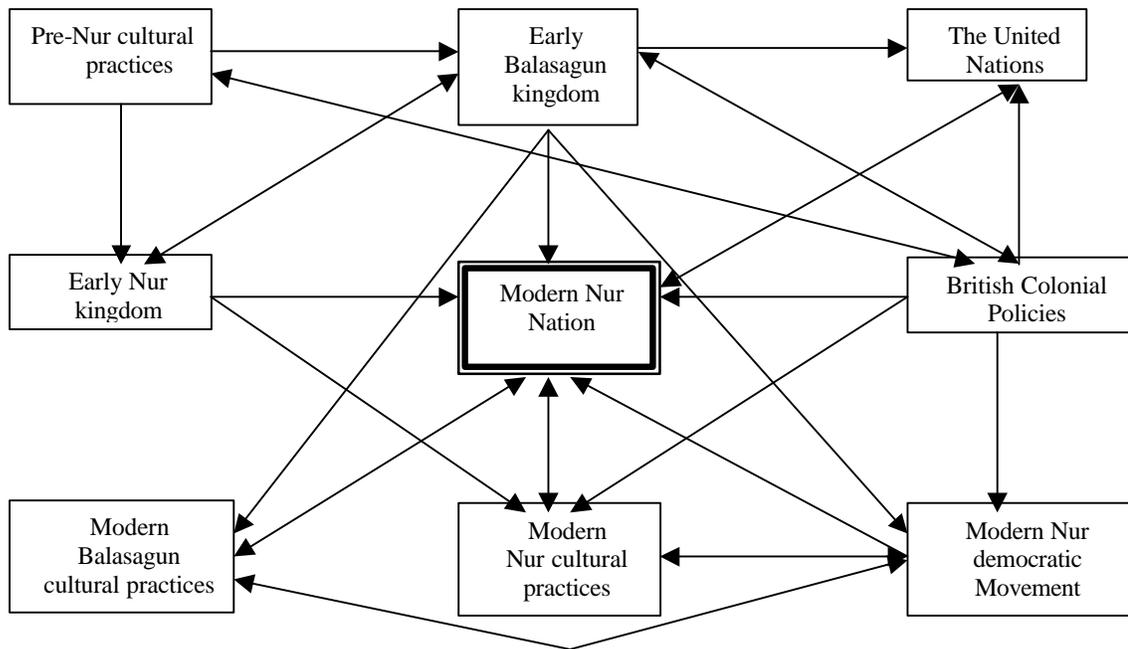
Sample

Positive factors	Rank	Negative factors	Rank
Equal pay for equal work for all citizens	1	Kyrgyzstan could not have its own foreign policy.	
Introduction of universal free education.		Dependence of population on government	
Development of infrastructure		Lack of political freedoms	
Free health service		Lack of free media	

Ranking is of course a personal choice

Task 04 What Influenced What? 30 min

Below you will find a chart that shows which factors have influenced the development of the fictitious state called Nur. Notice that sometimes there is a two-way influence.



In a group of three or four make a similar chart showing the factors influencing the development of the modern Kyrgyz state. Note that you should include people and groups but not events. You can see that in the case of Nur the relationships are complex. Be prepared to explain the relationships and how each group influenced the other.

Notes:

SP-Obj: Students will be able to make a diagram showing the major factors in the development of Kyrgyzstan and the linkages between them.

T-Obj: This task is designed to get students thinking of the interaction between the various factors.

Answers may vary. Although students should see that the influence of the Soviet Union was a two way influence. The major factors to be considered should include:

- The Soviet Union
- The Khanates

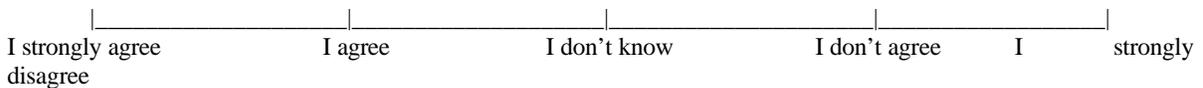
- Islamic culture
- Kublai Khan
- China
- Czarist Russia
- British Colonial Foreign Policy
- Turkic culture
- European Union and other Western Democratic States

Task 05 A True Citizen 15 min

In groups of four discuss what this statement means. Be prepared to explain your view.

If a Canadian asks you: "Who are you?" - and person with Kyrgyz passport replies: "I am a Narynian", "I am an Oshanian", or "I am a Talasani," etc. then that person cannot claim to call himself or herself a true citizen of Kyrgyzstan."

Do you agree with this statement?



Notes:

SP-Obj: Students will be able to explain the meaning of the statement and state the extent to which they agree with it.

T-Obj: This task is designed to get students to realize that citizenship means being a citizen of the whole country and not just part of it, and to show that opinions on this issue can vary.

Answers will vary. However, if students strongly disagree then you should ask students to explain the consequences of people identifying only with their own local area.

Task 06 Your Community 15 min

With a partner make a list of the ethnic minorities in your community. Then list ways that you can or do:

- 1) show that you value their culture and customs
- 2) share your culture with them

Notes:

SP-Obj: Students will be able to list the ethnic minorities and explain ways, they as students, share their cultural differences and show that they value the cultural differences of others. (They may not.) (There also may be some villages, which are mono cultural.)

T-Obj: This task is designed to get students to see that they have responsibilities to maintaining relationships between ethnic groups in the community.

Possible Answers might include:

1. By being tolerant of cultural practices that are not the same as your own. By trying to learn their language. By learning about their customs and music and culture. By accepting all cultures as being of equal value. By being prepared to associate with people from any culture, regardless of race, language, customs or tradition.
2. By inviting them to attend celebrations that are peculiar to your culture. By being willing to tolerate ignorance and by explaining your cultural practices. By showing that you value their culture.

Task 07 Promoting Tolerance 15 min

In a group of four people discuss what to do and how to react to cultural practices that are different from yours and unacceptable compared to your own practices. Be prepared to share your answers with the rest of the class.

Notes:

SP-Obj: Students will give their opinions about tolerating other cultures.

T-Obj: This task is designed to expose students to a range of opinions about differing cultures and our tolerance of the different practices they have.

Possible answers might include some of the ideas in the previous task. However, the key ideas are to:

- Be tolerant of them and try to reach a compromise that is acceptable to all.
- Be tolerant of ignorance and be prepared to explain cultural differences.
- Show that you value cultural differences.

Task 08 For and Against 10 min

Imagine you are a member of the parliament representing a dominant ethnic group in a country called Nur. With your partner decide whether you will vote for or against the following proposed laws. Remember that this is not a secret vote and that you may be asked to explain why you voted one way or the other. The first one is done for you.

Law	Yes	No
Wearing of sunglasses indoors will become illegal.		✓
The using of minority languages is banned in public advertising.		
Money from the budget is allocated for a dance festival of all cultures in Nur.		
Only Nur citizens can own property.		
All non-Nur ethnic must register to have gatherings of more than 20 people.		
Nurism is becoming the state religion.		
Non-Nur speaking citizens can become members of the parliament.		
Allocation of state budget means to publish schoolbooks in minority languages.		
Education is compulsory for girls until grade 8 but for boys until grade 10.		
Repeal of law preventing men wearing the traditional hat of Balasagun region.		

Notes:

SP-Obj: Students will vote for or against laws that have an influence on the lives of a cultural minority to which they may or may not belong.

T-Obj: This task is designed to get students to see that even positive discrimination can have negative effects. Hopefully some students will vote against them and this will get some discussion going in the classroom.

This is a matter of personal choice. However, a tolerant society would be best served if the MP voted in the following way.

2. No 3. Yes 4. No 5. No 6. No 7. Yes 8. Yes 9. Yes 10. No (The law should be the same for both girls and boys.)

Task 09 Balance

You are the Minister of Foreign Affairs and your country is starting to impose openly discriminative laws against people with blond hair. You have black hair. You speak in the parliament on the topic “How can we maintain pride for our country and remain under one flag but at the same time help all people reach their full potentials?”

With a partner write a speech (of no more than five minutes). The speech should state why you think this is necessary and how it will be achieved.

Notes:

SP-Obj: Students will be able to write a letter explaining why racist laws do not build a nation.

T-Obj: This task is designed to get students thinking of the words and phrases they can use to argue against racism.

THE STUDENTS SHOULD FOCUS ON WAYS OF PREVENTING ALL FORMS OF DISCRIMINATION

Answers will vary.

Task 10 Nationalism

With your partner, look through either “The Convention on Human Rights and Basic Human Freedoms” and the Constitution of the Kyrgyz Republic and write a brief summary about the rights of minorities, which are protected in them.

Notes:

SP-Obj: Students will be able to list some of the rights contained in the major human rights documents.

T-Obj: This task is designed to help students see that most documents protect the same basic rights.

Answer: Article 2, 3, 6 item 3, article 10, 12, 14, 16 17, 18, item B, Article 21,

Task 11 Kodak, Anchor, BMW, Microsoft, ORT, Toyota, Coca Cola

As in most countries the shops in Kyrgyzstan have products from other countries. These might include products like shoes from China, and music from USA. As well people from all over the world visit and work in your country. All of these things make changes to and influence the culture of the country.

In pairs discuss the following questions:

1. What words do you know that have come into common use in Kyrgyz language conversations in the last ten years, which actually come from other countries?
2. Are all cultures a product of a variety of influences or are some only influenced by internal factors?
3. Do the strong cultural influences come from countries that are open or closed to outside influences?
4. Are these influences all bad for the development of a country's culture or are some good?
5. What three countries have the strongest culture influence on Kyrgyzstan at the moment?
6. How can the citizens of Kyrgyzstan keep their own cultural traditions and identity but still be an active member of the world community and gain from belonging to it?

Notes:

SP-Obj: Students will be able to list non-Kyrgyz words that recently entered everyday usage and will then discuss the influence of other cultures on their own and how they can protect their own culture.

T-Obj: This task is designed to get students to see that cultures are a product of many influences.

Possible answers might include:

1. Answers will vary - Possibly Coca Cola
2. All cultures are a product of variety of influences
3. Both but more open societies probably have more influence, as their citizens are better able to travel.
4. Answers will vary but we hope students will see there are good and bad influences but the way these influences are judged is a matter of personal choice.
5. Answers will vary. It is worth considering what students aspire to.
6. Answers will vary. By being proud of their own traditions and showing that they value the traditions of others. By valuing all people in society regardless of their economic status. By recognizing that cultural traditions survive if they are dynamic and change, and therefore allowing them to change so they are relevant today's world.

Task 12 Turn it around

Read the following story and answer the questions below.

Yesterday, Robert Hannifin, a black American runner from Chicago, won the gold medal for the marathon in the Olympic games. When asked for his secret, he said he had been using the product of a little known drink producer. Hannifin said that he had been drinking Zulol energy drinks for the last two years after first having visited the country of origin three years previously for high altitude training.

What do you think will happen to the company that sells Shoro drinks?

How will this story influence the culture of Kyrgyzstan?

How will it impact on cultures of other countries?

Notes:

SP-Obj: Students will be able to list the consequences of a local product becoming an international brand.

T-Obj: This task is designed to help students understand how ideas can pass from one culture to another.

Possible answers might include:

Sales of Shoro drinks will skyrocket during a fad period

Running would become more popular. More people would drink Shoro because it was fashionable.

Other countries are likely to introduce the Shoro drink as a normal drink and as a way of training runners; some others will also try to produce and market Shoro drink.

Task 13 Future Issues

With a partner discuss the following question and then write a paragraph of 200 words.

*“What are the issues facing Kyrgyzstan now
in its nation forming efforts and how can these best be dealt with?”*

Notes:

SP-Obj: Students will be able to state the major issues and ways in which they can be dealt with.

T-Obj: This task is designed to think about the issues and the different solutions and strategies available.

Possible answers might include:

- Establishing rule of law
- Economic and industrial development
- Dealing with official corruption
- Development of a secure banking system
- Extricating state enterprises from government control
- Establishing business and government ethics of internationally accepted standards
- National and ethnic harmony
- National and regional security

These need to be dealt with in a comprehensive way; there must be established the basics of domestic free enterprise and international trading at a competitive level

Section Two. Rule of Law in Kyrgyzstan

Task 14 The Legal System in Kyrgyzstan

Look at the following statements and decide if they are true or false in Kyrgyzstan. If they are rewrite the sentences so they are correct.

Statements	True/False
1. Any person taken to the court is guilty.	
2. Before sending the person to the court, first, he should be charged with breaking the law.	
3. The purpose of going to the court is to find out whether there is enough evidence to find the charged person guilty.	
4. Any person, charged with a crime by the police, has a right to use the services of a lawyer. However, the charged person must pay for such services.	
5. The judge decides whether a judge or jury should consider the case.	
6. A charged person can be kept in prison for as long as the court starts his trial.	
7. Some people do not have to obey laws.	
8. Only a judge is allowed to see the laws.	
9. A judge can change the law if he or she wants to.	
10. A judge decides how a guilty person is punished.	

Notes:

SP-Obj: Students will be able to say if the statement is correct and revise it if it is incorrect.

T-Obj: The task is designed to check that students understand some basic principles about the implementation of laws through the court system of the Kyrgyz Republic.

* IMPORTANT NOTE - This task was wrongly translated in places.

Item 5 should read - The judge decides when the person is charged, and if a judge or jury should consider the case.

Item 6 should read - A charged person can be held in prison for as long as the court wishes before the trial.

Item 8 should be - Only a judge is allowed to see the laws.

1. False; any person taken to the courts is innocent until proven guilty
2. True
3. Probably True in an inquisitorial system; False in an adversarial system; a person goes to court when there is enough evidence for a judge or jury to find the person guilty
4. True but if a person can not pay they can request the services of a lawyer paid for by the state.
5. As of 2001 there is no trial by jury in Kyrgyzstan.
6. False; a judge must specify why a charged person must be kept in prison (such as a danger to the community) before the court hearing
7. False; all citizens must obey the countries laws
8. False; laws are a public matter and available to all
9. False; only the Legislative Assembly should change laws; judges never change laws
10. True

Task 15 Why bother?

With a partner try to write an answer for the following question of no more than 150 words.

“Why do we need the Constitution?”

Notes:

SP-Obj: Students will be able to list the main reasons for the existence of the Kyrgyz constitution.

T-Obj: This task is designed to get students to summarize the main reasons for the existence of the Kyrgyz constitution.

Answers should contain the following ideas.:

- Constitutions are the foundation of all national laws.
- They state our rights and obligations as citizens
- They describe how we organize ourselves as a society.

Task 16 The Power of the Judiciary

With a partner look at the Constitution and write a paragraph of less than 150 words, which explains how and when the judiciary can reject the law proposed by parliament.

Notes:

SP-Obj: Students will be able to describe the balancing powers of the judiciary.

T-Obj: The purpose of this activity is to draw student's attention to the powers that the judiciary are given, which balance and check those of the executive and the legislature.

Sample Answer:

The constitutional court, which is the highest level judiciary, can reject a proposed law if it contradicts the constitution. It will also recommend changes if it contradicts an existing law or it may recommend that the proposed law supersede the existing law.

This process happens finally when before the proposed law is to be signed into law by the president. However, in practice the drafters of the proposed law would seek advice from the judiciary before getting this far.

This process is necessary as otherwise people would be in the impossible situation being completely at the mercy of the courts. This is because a judge could decide to impose a punishment on a person using one law but another person who might have committed the same crime could be tried using a law that gave a less severe punishment or did not see the action as illegal.

Note: This answer explains more than "how" and "when". You could ask your students when doing this task to answer "why" this process of having the law checked by the judiciary is necessary.

Task 17 Is it Constitutional?

With a partner look through the following proposed law and decide whether it corresponds to the Constitution of Kyrgyz Republic. Briefly explain your opinion. (Answer should be of no more than 200 words.)

“All people with an Australian passport will be able to purchase land in Kyrgyzstan.”

Notes:

SP-Obj: Students will be able to identify and explain the parts of the constitution that deal with this issue.

T-Obj: This task is designed to get students to focus on the meaning of particular articles in the constitution.

You could also ask students to define who is a citizen and what their rights are under the constitution, and in particular their rights to buy and sell land. In fact just this year a new law has been passed allowing some people to buy and sell farming land.

Answer: Article 19 However, this has been further clarified by the recent law allowing the buying and selling of land by people living in rural areas.

Task 18 How Does it Work?

Working with a partner, make flow charts, which reflects the work of the different parts of the judiciary system. Explain how the judges are appointed and briefly what kind of cases they hear in each level of court.

Notes:

SP-Obj: Students will make a flow chart showing the hierarchy of courts.

T-Obj: This task is designed to show the hierarchy of the courts.

If this task is too difficult then just get students to match the functions with the type of court and then ask students to list the hierarchy.

Note that we are looking for a FLOW chart here.

Task 19 Meet the Law

Invite a lawyer or judge to visit your class and ask the following questions:

1. How did you become a lawyer?
2. What kind of knowledge do you need?
3. How do you learn about new laws?
4. What is the difference between civil and criminal legislation?
5. What is the difference between well written and poorly written law?
6. How has the character of lawyer's job changed in the last few years?

Notes:

SP-Obj: Students will be able to give answers to these questions.

T-Obj: This task is designed to help students have a better understanding of the workings of the court and how lawyers work within it as representatives of the accused.

Answers will contain something like the following:

1. I went to a university in Bishkek for five years and obtained a degree.
2. You need to know about the theory of how law works and you need to know the meaning of the major laws in our country. If you specialize in one area, you will need to know the laws relating to that area.
3. Lawyers can request copies of new laws as they are passed.
4. See description in text.
5. A poorly written law is often contradictory and unenforceable. In other words, it may make something illegal but it is impossible to catch people breaking that law. Laws must be fair.
6. Now the government is introducing the adversarial system, which means that we have to defend our clients in court against the prosecutor. Furthermore, today there are far more commercial cases, regarding breach of contract, than there used to be. Significantly more complicated laws and more responsibility to the public has led to upgrading of legal research and ethical standards for lawyers. Of course, the problems in the economy have meant that the life of a lawyer is much harder than it was before 1991.

Task 20 A Legal Opinion

Invite a lawyer or judge to visit your class and ask their opinion about the laws, proposed by you to solve the next problems (some of them may have already exist):

1. Dogs often bark at night not letting you sleep.
2. You know people who use drugs.
3. You know people who come to your village and sell outlets for lower prices than yours. If it continues this way further, you'll go out of business.

Notes:

SP-Obj: First students propose a law and then a visiting lawyer comments on the practicality of the law.

T-Obj: This task is designed to show students the difficulty in drafting laws and when it is practical to have a law.

Students should work in pairs to prepare draft laws for each of the problems listed.

Answers will vary

Chapter 10 The Structure of Government

The overall goal of this chapter is to explain the typical organization of government.

Pre Reading Activities

Task 01 Word Match

Working in pairs, match the word with its definition. The first one is done for you.

Word	Definition
1. Elections	a) A state citizen, who has the right to vote for that or another candidate or decision
2. Political party	b) Political organization, which presents the interests of electorate in the authority bodies
3. Elector	c) The process of nation's will expression that defines their representatives in the parliament and executive bodies

Answers: 1. - c 2. - a 3. - b

Task 02 State bodies 10 min

In pairs list what you think are the important principles to take into consideration when designing the structure of government.

Notes:

T-Obj: This is a revision exercise. It is designed to remind students of the basic principles of democracy.

Answers should include:

Separation of powers

A system of checks and balances

Accountable to the people

Minimise overlapping functions

Represents views of majorities and minorities

Is there to serve the people and not the other way around

Not wasteful of resources

Based on Rule of Law

Text for reading

In this chapter we will look at the general structure of government and some the problems that can occur. Therefore this chapter is divided into the following sections:

1. the balance of powers
2. the organization of public services
3. the relationship between the public service and citizens
4. the dangers of government monopoly of power

(1) Balance of Powers

One of the first great political thinkers was Aristotle who was born in Macedonia in 384 BC. In a book called *Politics*, he stated that there were three functions of government:

- the development of laws; (this is done by the legislature)
- making decisions using laws on how to manage the state (this is done by the executive)
- making decisions regarding the interpreting and enforcement of laws. (this is done by the judiciary)

What Aristotle said remains true to this day despite the fact that these functions can be performed differently in different systems and they are not always distinct. Legislators, for example, may also implement the laws. This division of responsibilities and powers is necessary so as to prevent the accumulation of too much power in too few hands. When the three branches are independent of one another, we can say that there is a separation of powers. It is effective because this arrangement means that each part should have the power to and actually limit the powers of

the others. This power is gained through the need for cooperation of the parts of government for an action to take place and because each part has an equal amount of power. This is called a system of checks and balances. For example, imagine if the president (part of the executive) wanted all people to wear short trousers. To do this he requests that a law be made that prohibits people from wearing long trousers. This law would have to be prepared and approved by the legislature. To be finally made a law a part of the judiciary would have to say whether the proposed law was compatible with the constitution and other existing laws. If the legislature refused to approve the proposed law or if the judiciary find that it is not compatible with other laws then the president cannot have his way. Even if the law was approved there is still a separation of duties. The judiciary would be responsible for judging whether the law had been broken and punishing any one who broke the law. Either the executive or the legislature, depending on the system, would be responsible for the police who would catch law-breakers and attempt to prosecute them.

Most constitutions today provide for an arrangement where powers are separated and balanced, which is now at the root of modern democracy. Below is a description of how these powers are separated.

The Legislature

The principal function of the legislature is to create laws. Many systems also give the executive some legislative functions, through decrees and other provisions. In addition, the legislatures appropriate funds, ratify treaties, hold public hearings on various issues, determine election procedures, and sometimes approve judiciary appointments.

Legislatures differ greatly in many respects, these may include

1. the number of members
2. the procedures and organization they use
3. the role of political parties
4. their importance compared with the executive

Most legislatures, though not all, are composed of two parts, which are sometimes called “houses”. This usually means that there is a small higher level institution that often represents large regions and a larger lower house where the larger regions are sub divided into many much small areas called electorates. Each one of these electorates chooses a representative. The usual purpose of this division is to further separate powers. However, some smaller and very democratic countries, for example, New Zealand have only one house. Legislatures differ greatly in size. The British House of Commons (this means the lower house consisting of representatives of the ordinary people), with 630 members, is one of the largest legislative bodies. The lower house of Iceland, with 40, is one of the smallest.

One of the most important challenges of post-communist legislatures is that many newly elected members have never had parliamentary experience and are unfamiliar with the complex rules and procedures that apply. The skills of coalition building in the legislature and, for example, processing laws, require time to develop. Good legislators must also learn how to communicate openly with their electorate and with the media. When legislators are either incapable of performing these important functions or, unwilling to do so, the country suffers.

The Executives

Executives are the managers of government (including elected ones). They determine the direction of government policy and they implement the legislation passed by legislature. They include elected officials, such as presidents, prime ministers, cabinet ministers and often appointed civic servants who carry out the technical aspects of the work. The most important distinction in the structure of executives is whether the system is presidential or a parliamentary. In presidential systems, the head of government, the president, is elected for a particular period, as are the members of the legislature. The president cannot be forced to resign except in very unusual circumstances and through a complex and often slow procedure. Usually, presidents also cannot dissolve the legislature. (This means to take away the right for members to be representatives. This normally only happens before an election.) Many presidential systems have a vice president, who might even be elected separately, who is next in authority and takes power if the president is incapacitated.

The United States and France are examples of Presidential systems. In both cases the President is both head of state and head of government. Most post-Soviet states have adopted the Presidential system.

In parliamentary systems the head of government, or the chief executive, is called the prime minister, premier or chancellor. The prime minister is selected from the legislature and is usually the leader of the political party that has won the majority of electorate seats and forms the government. This means that the executive consists of part of the legislature. In this system, the prime minister and the government can be dismissed through a vote of no confidence by a majority of the legislature. Conversely, the prime minister can dissolve the legislature and call for new elections for the whole legislature.

The parliamentary system requires a lot more cooperation between the executive and the legislature since they can dismiss one another more easily.

In a parliamentary system there is a further check on the executive in that the position of head of state and head of government is separated. The head of state, who often holds final power to agree or disagree with proposed laws, and perhaps to appoint some judges, is held by a monarch or an elected leader, perhaps confusingly called a president. However, the power of the president in a parliamentary system is much less than in a presidential system. Japan, Spain, the United Kingdom, and the Scandinavian countries, are parliamentary systems with monarchs. Italy, Germany, Hungary, and the Czech Republic, are parliamentary republics in that they have presidents as their head of state but not head of government.

Both presidents and prime ministers govern with the assistance of a cabinet of ministers, who are more independent under the parliamentary system where the prime minister is simply one among more or less equals. A cabinet is defined as the group of ministers who assist the exercise of executive power.

There are two main implications of these two systems. Firstly, in the Presidential system, the head of government (president) is directly elected by the people. In the Parliamentary system, the head of government (prime minister) is elected by the members of the parliament. This is an indirect election. However, the electorate usually knows in advance what person is likely to become prime minister, as he or she, is the head of the political party. Secondly, in a parliamentary system the ministers of the various departments are members of the legislature and therefore also representing electorates. They gain their ministerial positions through being appointed by the prime minister but can only be eligible if they are representatives in the legislature. In the Presidential system the ministers, which make up the executive are appointed and are not required to be members of an elected body to be eligible.

Although both systems are democratic, it is impossible to say which is more democratic. Far more important than the system chosen is the extent to which the various members abide by the constitution and the extent to which the various powers are balanced.

The Judiciary

The judiciary involves applying the law, and making sure that it is done both fairly and in accordance with the constitution. For that reason, the judiciary must be independent and impartial. A judicial system usually contains an elaborate system of appeals, so that a higher court may overrule the decisions of a lower court if it finds that the decision is in conflict with the constitution or established legislation.

Usually there are two judicial hierarchies dealing with,

- ✓ civil law (laws which give the right for the governments and citizens to take certain actions. As a result these cases are private in that they are between individuals, and individuals and the state where either side disputes whether an obligation has been met.)
- ✓ criminal law. (laws specifying the abuse of rights and the resulting punishments. As a result these cases involve public interest in that they are always between an individual and the state in its role of protector of the common good)

One of the most difficult tasks of post-communist political change involves the establishment of an independent judiciary that is not a part of the executive branch. It is crucial to appoint judges who are independent and highly trained and who are respected and trusted by the people. There is more discussion on this topic in later chapters.

(2) The Organization of Public Services

The administration of the law is performed by public servants who work in various government organizations. In western countries these are usually limited to government departments. There is usually a clear separation between national and local government.

One of the problems left over from the Soviet period is that the concept of the public service as independent from party structure did not exist. These countries inherited a public service where there was state administration and control of all aspects of life and community. As a result, almost every organization in society from the militia, universities, health organizations to banking was controlled by government.

Recently the way the public service has been run has changed so that some functions have been given to private businesses and some functions, which remain under state control, are now managed more like businesses.

Western countries normally have relatively few people working in the public service and they are managed in a way that gives each part of each department a fair degree of independence.

Many former Soviet countries still suffer from having appointed far too many public servants and therefore having difficulty meeting budgetary constraints.

This problem is made worse by the tradition of appointing many officials on the basis of their political affiliation for government departments rather than on the basis of merit..

This system hinders public service work, are bound to have difficulty making distinctions between political control, personal fidelity and actual governance.

These problems are made worse by a public service with usually relatively low wages, no system of selection or promotion on merit, and an authoritarian work atmosphere where work is often uninteresting and taking initiative is not rewarded and in fact can lead to punishment. This leads to public service staff being unmotivated, fearful and reluctant to make decisions, without authority from higher levels where information about local conditions might be poor. As we learn as much from our mistakes as we learn from our successes, public service workers have little chance to improve their administrative and managerial ability, which leads to slow or poor decision making.

(3) The relationship between the public service and citizens

In some countries citizens fear the power of the public services and have little trust in their ability to effectively provide services. However these public services often have extensive legal powers or do not work according to the law. In democracies citizens expect to receive professional services from public services and see them as there to serve the needs of citizens and not the other way around. Public services are expected to be accountable for what they do with taxes collected from citizens. For this reason in many countries there is a “freedom of Information” law so that citizens can force the government to reveal what the public service has done. If it can be shown that the public service has been poorly managed, resulting in poor service or a wasting of resources, then citizens should be able to change the leadership through elections.

(4) Government monopoly of power

Any system of government can be good or bad, but one thing is certain: no system of government is immune from abuse. The state, after all, has the principal monopoly on force in any state (through the police, the army and the courts).

One important purpose of government is to protect citizens from criminals but the government itself can violate the rights of its citizens. At this point, the protector becomes the abuser, and has the potential to be far more dangerous than any private aggressor. So while government is necessary for civilization, it can also become a menace. When that happens, it is said to have become a tyranny.

A tyranny may be defined as a government that betrays its trust by turning against its own citizens. Dictators are tyrants insofar as they enslave and terrorize the population in order to provide benefits for themselves. Any parts of government or officials are susceptible to the abuse of power and therefore may breach the trust that was placed in them. But tyrannies can also be institutionalized through legal means that may mask the true nature of the government. They may not have popular input or control such as, for example, through external conquest. A government may be instituted so that its people no recourse to any appeal, and their interests are deemed irrelevant. This was true of communism and seems to be true of some African countries and some post Soviet countries today.

Democracies too can be tyrannical if there are no safeguards. Unless democratic systems protect their minorities a tyranny of the majority can result. It is possible for majorities to enslave minorities, to steal their property and murder them, simply out of greed or envy. This is why a system of power distribution and constitutional guarantees for the protection of minority rights is needed.

Where tyranny occurs, revolution often violent can result. However, it is clearly better to avoid tyranny by more peaceful means through never allowing it to occur in the first place as tyrannical leaders are unlikely to allow themselves to be removed easily. Where there is Rule of Law it should be possible to prosecute officials who do not follow laws, regardless of whether they are the president or an ordinary citizen. However, for this to happen:

- the executive needs to be sure that the legislature will work within the law and procedures laid down in the constitution (if it doesn't it could remove the executive without following the constitution.)
- the legislature needs to feel free to pass laws even if they may offend or limit the power of the executive (there should be no threat of removal by the executive)
- the judiciary should feel free to make judgments which are in accordance with the law even if this means putting the president or members of the legislature in prison. (Clearly this will not happen if the judges are appointed by just the executive or the legislature and can be removed if they threaten their privileges.)

Of course the other important way of avoiding tyranny is by citizens retaining the right to change their leaders through elections. Elections allow not just a change in personalities but can also be used to change the entire political system, through amending old or developing new constitutions and providing for different systems of government. Elections, defined as orderly means of selecting representatives to carry out the will of the electors, however are also not a remedy for all ills

Sometimes elections can be organized on the basis of flawed rules. For that reason, it is important to make sure that electoral laws accord with international principles that insure fair representation and are considered to be free. The rules themselves are not enough as there must be enforcement of these rules if there are to be free and fair elections. The organization of elections and political parties is discussed in a later chapter.

Post Reading Activities:

Task 01 What Do They Do? 25 min

In pairs, make a list of what you think are the main functions for government according to this chapter.

Notes:

SP-Obj: Students will be able to list the main purposes for having a government.

T-Obj: This task is designed to remind students why people accept there is a need for government.

You should ask students to find functions that are not stated in the text as well.

Possible Answers might include:

- Devising and implementing laws
- Protection of citizens from crime
- Setting spending priorities for the budget
- Representing the country at international forums and in other countries
- Ensuring citizens rights to be represented
- Provision of services like education, police etc.

Task 02 Keeping it Fair 20 min

Teachers have a lot of power when they give the national exam. How is this national examination system designed so it gives an equal chance to everyone? Find out from your school director how the system works. Ask:

1. Who designs the exam?
2. How is this kept secret until the day students read it?
3. How is the marking done so that everyone is marked the same way?

Notes:

SP-Obj: Students will be able to describe some of the checks and balances in the national school examination system.

T-Obj: This task is designed to show students how a checks and balances system, relevant to their lives, works.

Task 03 Constitutional Precautions 40 min

With a partner look through the Constitution of Kyrgyz Republic. What checks and balances are there on the powers of the Executive, the Judiciary and the Legislature? Answer the following questions:

1. What prevents the president making up any new laws?
2. What prevents the chambers of the parliament proposing and passing any laws that they want to?
3. What prevents a judge making any ruling he/she wants to?
4. What is the correct procedure for appointing or removing a judge?

Notes:

SP-Obj: Students will be able to list the articles and explain how they work.

T-Obj: This task is designed to get students focussed on the parts of the constitution that describe the checks and balances and the division of power in Kyrgyzstan.

Answers:

See Chapter 3, 4 & 6 of the Constitution of the Kyrgyz Republic

1. The legislature must approve all laws, however the president has the power to propose new laws.

2. The president gives final approval.
3. The judge must act in accordance with the laws. He or she has no power to interpret the laws.
4. Judges are appointed by age, education and experience (article 80) and removed for health reasons, own requests, for certain crimes or a petition of the president (article 81).

Task 04 Checks and Balances 40 min

Read the following story about what happened to the President of a fictitious country Nur.

Today the President of Nur, Zildorf Higgins was charged in his absence with treason. He had left the country several days ago after a popular revolution assisted by the army called for fresh presidential elections.

This unconstitutional act is the unfortunate result of our poorly designed constitution, which allowed the president powers with no countering balance or checks on what he was doing. The president announced a law, which allowed him to grant himself money at any time for emergency purposes. He then gave himself a grant of \$2000,000. This law was opposed by parliament, but the President has the powers to ignore parliament. Parliament was then unable to get the required 100% of members to vote to remove him from office. The judiciary then tried to challenge the law as unconstitutional but as the president cannot be prosecuted and can override any decisions of the constitutional court nothing could be done.

In pairs write an explanation in no more than 200 words that suggests changes to the Nur constitution that would prevent the President taking money again.

Notes:

SP-Obj: Students will be able to suggest changes to a constitution that will prevent power becoming imbalanced and unchecked.

T-Obj: This task is designed to get students thinking about ways the power of a body can be checked.

Possible Answer:

The president obviously had the power to propose and completely approve laws without recourse to the legislature or with it having to be approved by the constitutional court. If these precautionary steps had been in place the president would not have been able to steal the money.

Ideally the constitution would have stated that the president could only propose laws and that this would have to be approved by the legislature by a majority vote and accepted by the constitutional court. Furthermore, the legislature should have had the right to make a vote of no confidence in the president, requiring about 60% of members rather than 100% and thus remove him from the office of president.

Additionally, it would be useful for the president to have no immunity from prosecution so if he is caught he can be punished for his crimes. It is clear that after the revolution a law like this must have been passed by the legislature.

The constitution of Nur was obviously very unbalanced. This imbalance might not have resulted in this state of affairs if the President was honest and had the interests of the country at heart but human nature being what it is, it was foolish to allow such a temptation to exist.

Task 05 Suharto, Nixon & Estrada 10 min

One way societies can protect themselves is by having a part of the constitution that gives a procedure for removing a president or king if they break the law.

With a partner find which part of the constitution explains how this should be done and find out which group of people can legally remove a person from the position of president.

Notes:

T-Obj: This task is designed to show that the constitution of the Kyrgyz Republic is not like the constitution of Nur.

Answer: Chapter 3, Section 2 - Article 51 & Chapter 6 Article 82 Item 3

Task 06 Why Separate? 10 min

In pairs, write an answer of no more than 100 words to the question below.

“Why does a government need to have its powers separated if it is to be considered democratic?”

Notes:

T-Obj: This task is designed to get students to summarize the reasons for separation of powers.

* This task can be omitted, as it is a repeat of Task 8 in chapter 8. However, it might be worth doing it as a quick revision exercise on the blackboard.

Task 07 Presidential or Parliamentary 20 min

(i) With a partner decide if the following statements belong: to parliamentary (PARL), presidential (PRES) or both systems?

(ii) Decide which system Kyrgyzstan has?

Statements	PRES	PARL
1. The executive consists of ministers.	✓	✓
2. The deputies cannot be ministers.		
3. There is no clear separation of powers between legislature and the executive.		
4. The leader of the executive is the Prime Minister.		
5. The leader of the executive is the President.		
6. The function of the legislative power is to approve legislation.		
7. The power of the executive is balanced by the power of the opposition and the judiciary.		

Notes:

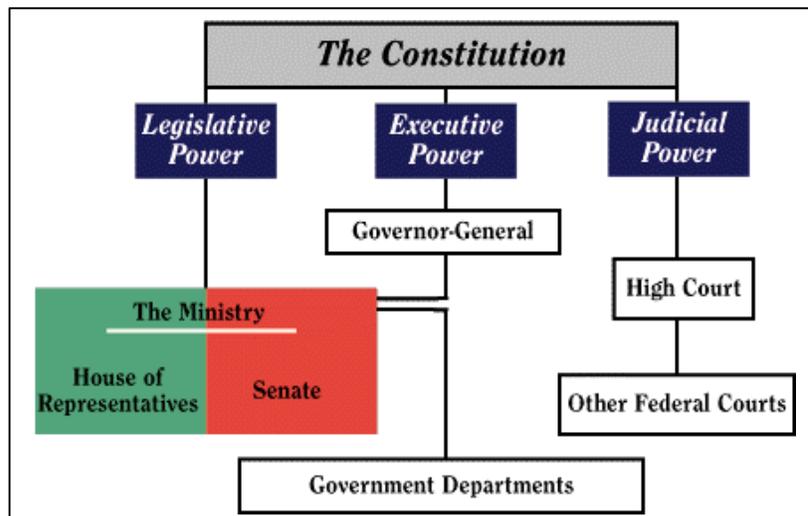
SP-Obj: Students will be able to describe the differences between a parliamentary and a presidential system.

T-Obj: By studying a different system students will develop a better understanding of their own system.

Answers:

The Australian Parliamentary Model

- (i)
 1. Pres & Parl
 2. Pres
 3. Parl but not so clear!
 4. Parl and sometimes Pres
 5. Pres
 6. Pres & Parl
 7. Parl
- (ii) Presidential



Task 08 Appointed or Elected 30 min

With your partner, list some of the advantages and disadvantages of electing or appointing the officials.

Advantages	Disadvantages
<i>Appointing</i>	<i>Appointing</i>
<i>Electing</i>	<i>Electing</i> 1. 2. 3.

Notes:

SP-Obj: Students will be able to list the advantages and disadvantages of both systems.

T-Obj: This task is designed to show students the issues involved in appointing and electing officials.

Possible Answers:

Advantages	Disadvantages
<p>Appointing</p> <ol style="list-style-type: none"> Can be quick No argument Can sometimes mean that a technical expert who might not be known can be put in place. <p>Electing</p> <ol style="list-style-type: none"> People being ruled give consent Stops people being chosen because they are friends The people are chosen because they are the best. 	<p>Appointing</p> <p>The person who has the power to appoint may choose friends or relatives or someone who has paid a bribe</p> <p>If it is the wrong person this can be a disaster for the country</p> <p>Often hard to remove person</p> <p>Electing</p> <p>The people electing may not have the expertise to know who is the best person for the job.</p> <p>Can result in argument</p> <p>Sometimes slow</p> <p>Possibly expensive</p>

Task 09 Who Does What? 30 min

Below you will find a list of:

- general statements, describing the functions of the judiciary, the executive and the legislature.
- statements, describing specific objectives to be carried out by these bodies.

Working with a partner, classify each of the responsibilities and then objectives carried out by these bodies.

General Statements:

This body elaborates and passes the laws through the system of voting. As a rule, it is a representative body. It also has the power to appoint or distrust to other bodies of the state authority.

Usually, this body is appointed and plays two basic roles. The main point of the first is to observe the new laws in order to not allow them to contradict to the existing legislation, especially the Constitution. The second is to carry out the justice regarding to everyday life of the people and organizations.

This body uses the resources proposed by laws in order to administer and implement its policies. It may have the power in terms of appointing the judges and preventing some proposed laws becoming effective. It executes the decisions of the court. It carries the direct control and responsibility for state laws implementing and governing the society

The Executive	The Legislature	The Judiciary
General functions:	General functions:	General functions:
Specific functions:	Specific functions:	Specific functions:

Specific Functions:

1. Decided that the proposed bill contradicts the 4th article of the constitution.
2. Sentenced a man for five years imprisonment for stealing a car.
3. Has spent 400,000 soms for rebuilding the school.
4. Has read for the second time the proposed law about banning of Coca Cola Company activities and suggested to change it.
5. Appointed a judge to the Supreme Court.
6. Has paid salaries to the police.
7. Has voted for budget approval for 2004 year.
8. Called for parliamentary elections
9. Removed the president, having voted for a veto.
10. Appointed the new Minister of Foreign Affairs

Notes:

SP-Obj: Students will be able to describe the general and specific functions of the various parts of government.

T-Obj: This task is designed to reinforce students' knowledge of the functions of the different parts of government.

There were some errors in this task.

General statements

1. This body proposes, modifies and passes the laws through a system of voting. It is a representative body. It also has the power to appoint or remove some members of state bodies.
2. Usually, all members of this body are appointed. It has two basic roles. The first is to make sure that no laws that are being proposed contradict to the existing legislation, especially the Constitution. The second is to apply the laws, so as to determine if the laws have been broken by citizens. If they have then this body will determine but not apply the appropriate punishment.

Specific functions

Item 6 This means to instruct the relevant department to pay the police force the salary that they are legally entitled to

Answer:

General Statements:

Legislature

Judiciary

Executive

Specific Statements

1. J
2. J
3. E
4. L
5. E & J
6. E
7. L
8. E
9. L
10. E

Chapter 11 Structure of Government in Kyrgyzstan

The overall goal of this chapter is to explain how the relationship between the executive, the legislature and the judiciary is organized in Kyrgyzstan.

Pre Reading Activities

Task 01 Word Match

In pairs, match the word with the definition.

Word	Definition
1. Impeachment	a) Ensuring the execution of some obligations.
2. Guarantee	b) Voluntary unifying in order to achieve the common goals.
3. Speaker (toraga)	c) Procedure of bringing an accusation against the president and dismissal him from his position.
4. Coalition	d) Leads the parliament sessions, realizes the connection between the chamber and head of the state, participates in vote only in case of equal division of votes.

Answers: 1. - c 2. - a 3. - d 4. - b

Text for reading

State power, and therefore government, in the Kyrgyz Republic is divided into three branches: the legislature, the executive and the judiciary. This chapter discusses all three branches of state power, their authorities and interrelations as stipulated in the Kyrgyz Constitution and their relationship to the president and his or her powers.

The President

The president occupies a special place in the constitutional structure of government in the Kyrgyz Republic/. He is head of state and the highest official in the Republic, the chief custodian of the Kyrgyz Constitution, human and citizens' rights and liberties. He is responsible for identification of main directions of internal and external policies, coordination and cohesion of all branches of state power/ The Constitution gives the President such extensive powers that place him above all government. His powers include:

- Determining structure of the government of the Kyrgyz Republic, appointment of Prime Minister and members of the Cabinet, their dismissal from office;
- Appointment of Secretary of State of the Kyrgyz Republic and heads of state administrations of all levels;
- Establishment and dissolution of state bodies that do not form part of the government;
- Calling the elections to the parliament and local representative bodies, making a decision about calling a nation-wide referendum
- Convening special sessions of the Houses of Parliament, suggesting their agenda, dissolution of any of the chambers of Parliament in cases stipulated by law and assuming the legislative powers of the dissolved chamber;
- Submission of draft laws to the parliament, final approval of the laws passed by the parliament through their signing or returning the laws to the parliament with his objections;
- Appointment and dismissal of the Prosecutor General of the Kyrgyz Republic, his deputies as well as the prosecutors of Oblasts and Bishkek City;
- Presentation for election by the parliament of his nominees to the post of the chairs, their deputies and judges of the Constitutional Court, the Supreme Court, the High Court of Arbitration of the Kyrgyz Republic and appointment of the chairs, their deputies and judges of the Oblast, Rayon and City courts as well as their dismissal;
- Forming State Security services and the National Guard that are subordinated to him, and in his capacity of Commander –in- Chief of the Armed Forces, appointment and dismissal of the Supreme Command of the Armed Forces of the Kyrgyz Republic;
- Conduct of negotiations and signing of international treaties of the Kyrgyz Republic, appointment and recall of its diplomatic representatives;
- As well as a number of other powers of head of state.

To provide for the execution of all these powers the President sets up a special body called Presidential Administration. It is through this body that the President maintains liaison and controls the work of all other government bodies. The Presidential Administration is run by Chief of Staff. The President and his Administration are not accountable to any other organ of state power. Nevertheless, the President communicates annually the situation in the country and the immediate or long-term development tasks in his message to the people and parliament of Kyrgyzstan.

Limitations of the Presidential Powers

Notwithstanding the vast powers of the President, the power of the president has limitations. First, he is elected, i.e. the people can replace the president every five years. Under the Kyrgyz Constitution, President cannot be elected to his office for more than two terms in succession. The term of office of the current President Askar Akaev expires in 2005 when a different President must be elected. The Constitution puts special requirements to a candidate for the presidency: a citizen of Kyrgyzstan not younger than 35 years of age and not older than 65, with good command of the Kyrgyz language and resident in the country for not less than 15 years prior to his nomination only can become one. To be registered as a candidate, one should collect not less than 50 thousand signatures of the electorate. The winning candidate must win more than half of the votes. Furthermore, more than half of all citizens eligible to vote must vote for election to be valid. The Constitutional Court must endorse the outcome of the elections. {Sentence removed}

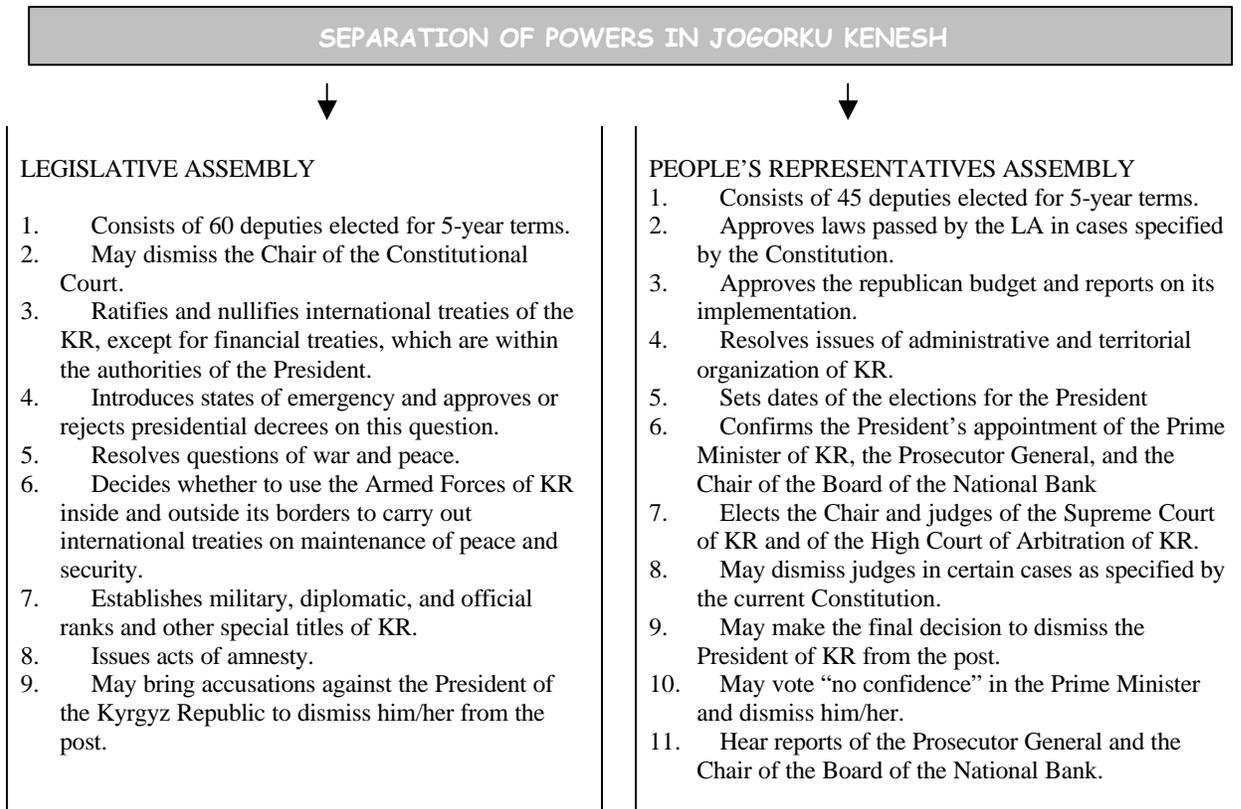
Secondly, the legislature can influence the President's policy to a certain extent. It can reject the President's nominees to the top government positions, introduce amendments and changes into (words removed) programmes and the state budget (words removed) by a qualified majority of votes which can overrule the president's veto (rejection) of the laws passed by Parliament but which he refuses to sign. He is then obliged to sign them. Finally, on Parliament's initiative the president may be dismissed from his office but through a very complicated and lengthy procedure called impeachment.

Legislature

The legislative powers in the Kyrgyz Republic are exercised by a Parliament called the Jogorku Kenesh. As a result of amendments to the Constitution in 1993 through two referenda, the Parliament became bicameral, and was then made smaller and lost a number of its powers, which were transferred to the President. This meant that the Parliament could no longer exercise a control function, and only had representative and legislative functions. At present, Jogorku Kenesh comprises of the Legislative Assembly (LA) with 60 members working on a permanent basis, and the People's Representatives Assembly (PRA) with 45 members working in regular sessions convened 2-4 times a year. In contrast to other bicameral parliaments in the world both chambers of Jogorku Kenesh are equal and not considered as upper and lower houses. The Constitution stipulates that the PRA represents the territorial interests (of the Oblasts and Rayons) while the LA represents the interests of the entire population of the country. However, this is not so in practice because the members of both Houses are elected in the same way and in the same constituencies. Both chambers have similar functions and separations of power. The powers equally shared by both chambers of Jogorku Kenesh are:

- Amending and adding to the Constitution and laws of the Kyrgyz Republic .
 - Official interpretation of the Constitution. Each Assembly has a right to interpret the laws that it passed
 - Changing the borders of the Kyrgyz Republic.
 - Appointment, upon submission by the President, of the Chair of the Constitutional Court (CC) of the Kyrgyz Republic, his/her deputies and judges of the CC selected at a joint meeting of both Houses from the candidates suggested by the President of the Kyrgyz Republic.
 - Election of one third of the members of the Central Election Committee.
 - Election of one third of the auditors of the Chamber of Accounts.
 - Hearing annual reports of the Prime Minister and other officials elected or appointed by the Houses
- LA and PRA hold separate sessions. They have joint meetings to confirm the appointment of the Chair of the Constitutional Court, his/her deputy, and other CC judges, to listen to their oaths, to the speeches and statements of the President and of the heads of foreign states.

At the same time each of the chambers of Jogorku Kenesh specializes on the following issues:



The bulk of work on law making rests with the Legislative Assembly. Under the Constitution, the right to initiate a law (to submit draft laws to Parliament) is given to Members of the Jogorku Kenesh, the President, the Executive, the Supreme Court and the High Court of Arbitration. Citizens can submit draft laws if they can get 30,000 signatures in a petition. In fact, most of the draft laws come from the Executive and the President. Laws are passed by a simple majority vote of MPs but amending the Constitution or changing the borders of the Republic requires not less than a two-thirds majority of votes in each chamber. {Sentence removed}

Elections to both chambers of Jogorku Kenesh are held simultaneously every five years. To be eligible for election to Parliament a candidate should reach the age of 25 and live in the country not less than five years. Unlike presidential candidates, the parliamentary candidates are not required to have a good command of Kyrgyz. At the same time the Constitution does not stipulate a maximum duration of membership in the Parliament and does not establish the age limit for members. {Sentence removed} The Constitution stipulates the right of the electorate to recall their member of Parliament if he/she fails to perform up to their expectations but the procedures of recall are not developed and the electorate cannot use this right in practice. But a member may lose his/her seat for other reasons stipulated in the Constitution.

Executive bodies and local self-government are empowered to enact secondary legislation (decisions, resolutions, regulations, orders, etc., which should correspond to the Constitution and existing laws of the Kyrgyz Republic). These acts are binding within the area of competence of the organs that issue them and on the territory under their control. In the event of contradiction of these acts with the laws they may be rescinded by the Government, the President or the Constitutional Court.

Executive

The executive branch includes the cabinet of the Kyrgyz Republic, its subordinate ministries and state committees, administrative departments and local state administration. The Constitution assigned a number of functions of direct governance both to the President and the Executive. A section of the constitution on the executive power separates the functions, whereby the president has distinct and additional powers. The President as head of state concentrates in his hands the political direction of the nation – identification of major home and foreign policies. On instructions of the President, the Executive develops and implements national policies, organizes fulfillment of political, economic, cultural, social and defense tasks. It develops and submits for consideration by the President its suggestions on major directions of home and foreign policy as well as the Executive programme.

The President of the Kyrgyz Republic is not the head of the Executive but he appoints (with agreement of the People's Representatives Assembly) the head of the Executive and in consultations with the latter other members of his Cabinet. The President supervises performance of the Executive and may preside at its meetings.

The cabinet is the highest organ of the executive branch and is led by the Prime Minister. It consists of the Prime Minister, Vice-Prime-Ministers, Ministers, and chairs of the state committees of the Kyrgyz Republic. The Prime Minister and the Executive have a right to appeal for resignation, which is accepted or rejected by the President. When the Prime Minister is dismissed and/or a new President takes the office, all members of the Executive are also dismissed. The agreement of Jogorku Kenesh is not required for dismissal of the Executive. The President may remove both the Prime Minister and individual ministers of the Executive from office. Jogorku Kenesh may also express "no confidence" in the Prime Minister but the President has the final say. If there is disagreement, the President can dissolve the People's Representatives Assembly, which itself has the right to make a vote of no confidence in the President.

The Jogorku Kenesh has a limited supervisory role over the executive in that it hears annual reports of the Prime Minister in both Assemblies. In addition, the MPs have the right to interpret laws on any issue of the executive activities and it can obtain answers for these either in writing or orally at the "Government hour" hearings in each Assembly.

The Executive of the Kyrgyz Republic

- Resolves questions of state management, excluding the authorities constitutionally assigned to the President.
- Elaborates the republican budget, submits it to the PRA, and ensures its implementation.
- Determines the financial, fiscal and price policy.
- Organizes and implements state property management.
- Ensures state security, defense, and realization of the foreign policy of the Kyrgyz Republic, and takes measures to ensure the rule of law, rights and freedoms of citizens, protection of property and public order, and fight against crime.
- The Executive and the National Bank of the Kyrgyz Republic ensure the conduct of unitary monetary, credit and foreign currency policies.

Since independence the number of ministries and administrative departments in the Executive has been reduced. Today the government has far less direct control of productive property in the country while in the Soviet epoch it ran almost 100% of all productive property.

Oblasts, rayons and cities are governed by local state administration. Local state administrations are subject to the direct control of state executive power. Local state administrations are led by their heads that are appointed by the President of the Kyrgyz Republic. {Sentence removed} In villages there are state appointed Executive-administrative bodies called village boards (Ayil Okmotu). (Local government is described in more detail in a later chapter.)

The executive branch also includes the Office of Public Prosecutor of the Kyrgyz Republic. The Office of Public Prosecutor of the Kyrgyz Republic controls the implementation of legislative acts. This body may warn and start legal proceedings against those who violate the law in courts of law. In such cases this body represents the executive as it is responsible for upholding of laws.

Judiciary

Exclusively courts carry out administration of justice in the KR. Courts of the Kyrgyz Republic include the Constitutional Court, the Supreme Court, High Court of Arbitration, and local courts (in oblasts, Bishkek City, rayons, and towns; arbitration courts in oblasts and Bishkek City, military courts and courts of aksakals).

The Constitutional Court is the highest organ of judicial power on protection of the Constitution of the Kyrgyz Republic. It includes a Chair, deputy chair, and seven judges. It may

- Declare laws and other normative acts unconstitutional.
- Resolve disputes related to effect, implementation, and interpretation of the Constitution.
- Approve the legitimacy of the presidential elections of the Kyrgyz Republic.
- Give conclusions on dismissal of the President of the Kyrgyz Republic as well as judges of the Constitutional and Supreme Courts and the High Court of Arbitration of the Kyrgyz Republic. Authorize initiation of legal proceedings against judges of local courts.
- Make a final decision to permit or prohibit amending the Constitution.
- Cancel decisions of the local self-government contradicting the Constitution.

- Determine the legitimacy of the practice of law implementation by the judiciary related to the constitutional rights of citizens.
- Make final decisions that may not be appealed.

The Supreme Court is the highest organ of judicial power in the sphere of civil, criminal and administrative legal procedure. It supervises oblast, Bishkek City, rayon, town, and military courts on their judicial activities.

The High Court of Arbitration and arbitration courts in oblasts and Bishkek City compose the single system of arbitration courts of the Kyrgyz Republic. Arbitration courts solve disputes that occur in the economic sphere between the companies, services and other legal entities based on different forms of property.

Oblast courts and Bishkek City court hear the cases within their authority as the courts of complaint jurisdiction of first appearance (for complaints on decisions of the lower courts), for supervision purposes and due to new evidence that emerged in these cases. They also supervise the judicial activities of rayon (city, town) courts and perform other functions according to the law.

Rayon (city, town) court considers all civil, criminal cases and administrative torts with the exception of cases that should be considered by other bodies. These courts are primary courts where citizens initially go to protect their rights.

Aksakal (wise old men) Courts can be established at the initiative of citizens, local keneshes or local self-governments in villages and towns. They may include aksakals and other respected residents. The courts consider property, family and other cases specified by law and make decisions following laws of the Kyrgyz Republic that can be appealed in the relevant rayon and city courts of the Kyrgyz Republic.

Citizens older than 35, with higher legal education and at least 10 years' experience in the judicial system have the right to be selected to one of the above-mentioned courts as a judge. If a candidate meets all these requirements, the President proposes him/her for approval by the People's Representatives Assembly. If the candidate is approved, he/she is appointed for 15 years. Judges of the Supreme Court and the Arbitrage are appointed for 10 years. (Two sentences removed)

The Constitution stipulates that a judge may be relieved of his/her position if in of bad health, or if they commit a crime, or if they want to resign. The judges of the Constitutional and the Supreme Courts as well as the Supreme Court of Arbitration can be dismissed from their office by the President's decision provided the majority of the deputies of each house of Jogorku Kenesh approve it.

Under the Constitution, judges are independent and subordinate only to the Constitution and laws. But in reality judges do not enjoy full independence yet. This is because of the way they are appointed and dismissed and because of the low payment they receive. As a result the executive powers still have some influence on the courts. However, the judicial reform is under preparation should bring all these issues in compliance with the internationally accepted standards of a democratic state.

Post Reading Activities

Task 01 How Does the Parliament Work?

In pairs look at the table below where there is a list of statements describing how the national parliament works in a fictitious country called Nur. If the Parliament of Kyrgyzstan works in the same way then just write "SAME". If it works in a different way then you need to write a statement describing the difference.

The Parliament in Nur:	Jogorku Kenesh of KR
1. There is only one house of parliament called "Bereket"	
2. It has elections every three years	
3. Every citizen over 18 can vote.	
4. After the election the party or coalition of parties, which has the most electorates, forms the government.	
5. This government chooses the prime minister from the members of parliament. The prime minister then chooses the ministers from the members of his or her party.	
6. The president is elected every five years and can be removed if 75% or more of the members have no confidence in him or her.	
7. The president can propose a new law and has the right to reject	

any new laws proposed by the parliament.	
8. The speaker controls the parliament. The speaker can remove a member for up to a week if he or she does not obey the rules.	
9. Before a new law is passed it is usually worked on by a select committee. These committees usually have members of all parties in them.	
10. Members of the public can visit parliament at any time, but they must not speak, unless invited by the speaker.	
11. The parliament appoints both the constitutional and supreme court judges. The president has the right to reject no more than 50% of them.	

Notes:

SP-Obj: Students will be able to accurately describe how the parliament works in Kyrgyzstan by correcting or affirming statements.

T-Obj: This task is designed to clarify students' thoughts about their own parliament by comparing it to others.

To do this task students will need to look at this chapter and the constitution of the Kyrgyz republic in the back of their book.

Answers:

1. There are two houses of parliament. Together they are called the Joguruku Kenesh. One house is the Legislative Assembly and the other is called the Peoples Representative Assembly.
2. Both houses have elections every five years
3. Every citizen over 18 can vote.
4. The president forms the government with the approval of the prime minister with the PM being approved by the PRA.
5. The Prime Minister is chosen by the president nominating someone who then if approved by the PRA becomes the prime minister, The ministers are approved by the president after being nominated by the prime minister..
6. The president is elected every five years and can be removed if a special committee of the LA (formed for this purpose) proposes removal for misconduct and this is supported by 2/3 of its members. This proposal must be confirmed by the constitutional court. It must then be supported with 2/3 majority of the PRA. This process must be completed within two months of the original proposal by the LA.
7. The president can propose a new law and has the right to reject any new laws proposed by the parliament
CORRECT.
8. The speakers chair each assembly session.
9. Before a new law is passed it is usually worked on by a committee. These committees consist of deputies.
10. Members of the public can visit parliament after gaining approval from the clerk of the relevant chamber but must not speak, unless invited to by the speaker.
11. The parliament appoints both the constitutional and supreme court judges as nominated by the president.

Task 02 Who is who?

Look at the list of titles of people and institutions in the box below and classify them following the headings in the table.

President, Prime Minister, Jogoku Kenesh, Constitutional Court, Ayil Okmotu, Ministers, Deputy ministers, Toroga of Jogorku Kenesh, Criminal Court Judge, Prosecutor, Leader of Opposition

Executive	Legislature	Judiciary

Notes:

SP-Obj: Students will be able to say in which body these people will be found.

T-Obj: This task is designed to show students how the positions of authority are distributed through the bodies of government.

Answer:

Executive	Legislature	Judiciary
President, Prime Minister, Aiyl Okmotu, Ministers, Deputy ministers, Prosecutor,	Jogurku Kenesh, Leader of Opposition Torogas of LA and PRA,	Criminal Court Judge, Constitutional Court,

Task 03 Who is responsible?

Divide these responsibilities as you think they are divided in the Kyrgyz government amongst the Executive, Legislature and the Judiciary. You may decide that some responsibilities need to be shared. If you do then you will need to explain how this could happen.

Responsibilities	Executive	Legislature	Judiciary
1. Select judges for appointment		?	
2. Approve judges for appointment			
3. Decide if people have broken the laws of the country			
4. Propose new laws			
5. Decide if proposed laws will become actual laws			
6. Decide how to spend taxes			
7. Propose budgets			
8. Review proposed laws to decide if they fit with the rights given to citizens following the constitution.			
9. Decide how to collect taxes			
10. Remove the executive from power			
11. Approve budgets			
12. Declare war on another country			
13. Remove individuals from the legislature			
14. Decide on times for elections			

Notes:

SP-Obj: Students will be able to state which power belongs to which body as stated in the Constitution or in the chapter text.

T-Obj: This task is designed so students compare their answers with the ones they gave in the same task in chapter eight.

Note that for No. 13, the information the students need is not stated in the constitution or the text.

Answers:

- | | |
|-------------------------------|-------------------------------|
| 15. Executive and Legislature | 22. Legislature and Judiciary |
| 16. Executive | 23. Executive |
| 17. Judiciary | 24. Legislature and Judiciary |
| 18. Legislature | 25. Legislature |
| 19. Executive | 26. Executive |
| 20. Executive | 27. Legislature (the speaker) |
| 21. Executive | 28. Executive |

Task 04 How to become the President?

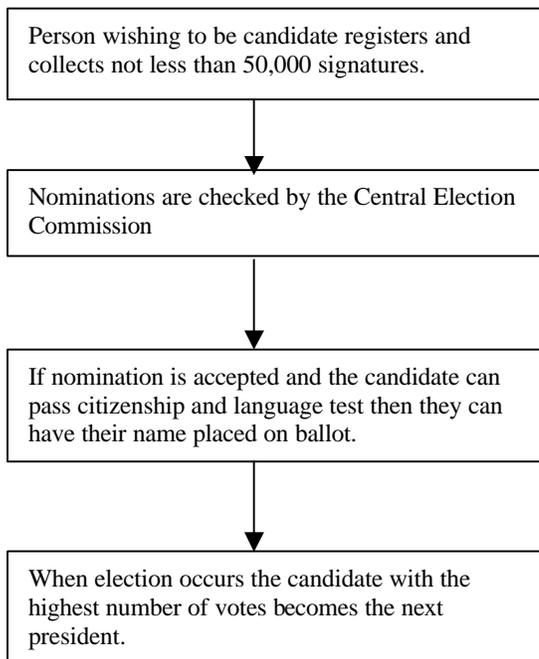
Make a flow chart showing the process of election of the president in Kyrgyz Republic. (You can find about it in the constitution of the Kyrgyz Republic given at the end of this book).

Notes:

T-Obj: This task is designed to help students understand the process involved.

You may need to direct your students to See Chapter 3 Section 1 Article 43 - 44

Answer:



Task 05 What kind of person should the president be?

With a partner, make a list of the qualities you think the president should have.

Notes:

T-Obj: This task is designed to get students thinking about what kind of person the president needs to be.

Answer: Answers will vary

Task 06 What do I know about the position of President?

With a partner look through the constitution and decide if these statements are true or false.

1. The president can be the speaker of parliament.
2. He has the right to break any law.
3. He approves or can veto the appointment of Ministers.
4. He does not have the power to appoint judges.
5. He can be president for as long as he wants.
6. A woman can be president.

Notes:

T-Obj: This task is designed to help students understand the limits on presidential power.

Answers:

1. No 2. No 3. YES 4. No he or she can 5. No he or she is limited to two terms 6. Yes

Task 07 How to become the Prime Minister?

Make a flow chart showing the process of election of the Prime Minister of Kyrgyz Republic. (You can find about it in the constitution given at the end of the book)

Notes:

T-Obj: To show students the process by which the PM is chosen.

*NOTE this task will not work as there is only two steps. 1 He is nominated by the president and 2 confirmed by the PRA

Direct your students to Chapter 5 section 1 Article 71 and ask them to tell you the two steps.

Task 08 What Does the Prime Minister Do?

With your partner, list the main functions of the Prime-Minister of Kyrgyzstan.

Notes:

T-Obj This task is designed to help students understand: the role of the prime minister in a presidential system.

Answer:

Leader of government business.

Responsible for actions of ministers and all executive decisions

Represents government to other governments

Task 09 To Your Honor

With a partner write a letter to a representative in Peoples Representative Chamber of Jogorku Kenesh or local parliament, and ask him or her to respond to you by letter or visit the school. You should request that they speak on the topic "Issues Facing Youth Today in Kyrgyzstan"

Notes:

T-Obj: This task is designed to get students to have some contact with members of the parliaments and councils.

You can post you letter to XXXXXXXXX attention of your member or you can address your letter to your deputy's constituency office.

Task 10 How do they Work Together?

With a partner look at the following statements and decide whether they correspond to the way both chambers of the parliament work. If they do not, alter them so they are correct.

1. The Legislative Assembly (LA) can reject any laws the Peoples Representative Assembly (PRA) proposes.
2. The PRA can remove members of the LA by a 75% vote.
3. PRA considers laws and approve laws passed by the Legislative Assembly, related to taxation, banking system and customs regulation.
4. LA and PRA jointly confirm the republic budget and hear the report about its execution
5. PRA can reject the law passed by LA laws regarding to the announcement of the extreme situation and state of war.
6. LA and APR appoint 1/3 auditors of the account chamber and elect 1/3 of the staff of the Central Commission on election.

Notes:

SP-Obj: Students will be able to decide by referring to the constitution if the following statements are true. If not they will correct the statements.

T-Obj: This task is designed to help students understand the relationship between the two houses and their respective roles. (i.e. That they are of equal status.)

Answers:

1. This is correct but we should add that as well as the Peoples Representative Chamber approving some laws the Legislative Assembly proposes and similarly the LA approves some laws proposed by the PRA. (Article 58, para 1, item 5)

2. This is incorrect. No one has the power to do this although a deputy can lose their rights to sit in parliament if they are found guilty of serious crimes or where the vote is found to be fraudulent.
3. Correct Article 59 para 2.
4. Correct as the implementation of the budget requires a law. Therefore, the LA and the PRA must both approve the budget law. The executive implements the budget and would report to Jogorku Kenesh.
5. Incorrect. The president decrees this and it must be approved by the LA. The PRA has no role. Article 58 item 10 & 11
6. This is correct (Article 58 para 1 item 7 & 8, para 3 item 13 & 15,)

Note that there is not enough information in the text to do some of these tasks.

Task 11 Who does what in the Jogorku Kenesh?

With a partner match up the job title with the job description.

Job Title	Job Description
1. Security officer	a) Records everything that was discussed at the session for media.
2. Newspaper & Tv reporter	b) Participates actively in discussing and passing the laws
3. JK Speaker	c) Organizes and directs the work of certain parliamentary group
4. JK deputy	d) Heads the JK sessions and organizes its work
5. Administrator of the parliamentary committee	e) Develops the draft laws in certain sphere
6. Faction leader	f) Checks that no weapons are brought in.

Notes:

T-Obj: This task is designed to help students understand some of the other roles in parliament.

The answers for most of these are not in the book but can be guessed at.

Answer:

1. f 2. a 3. d 4. b 5. e 6. c

If you would like your class to visit parliament please write to XXXX or telephone XXXX

Supplementary Activity

You may have noticed that we do not have a description or a chart of the structure of the executive including the ministries. It does belong here but in the rush to print, we neglected to include it. We will be placing this at the beginning of the second part of the student book with related tasks.

Chapter 12 Legislatures – History and Procedures – Activities

The overall goal of this chapter is to show how generally how legislatures work and how laws are prepared.

Pre Reading Activities

Task 01 Words and Definitions

In pairs, match the word with its definition.

Word	Definition
1. Regulations	a) A group that runs counter to the majority's opinion.
2. Opposition	b) Defining and marking the lines of state territory.
3. Legislature initiative	c) Purposeful influence on the government by a group of people that unified to achieve own goals.
4. Demarcation	d) A document, regulating the order of activities.
5. Lobbying	e) Popular representative meeting.
6. Forum	f) A right and possibility to bring bills in discussion and voting.

Answers: 1. - d 2. - a 3. - f 4 - b. 5. - c 6. - e

Text for reading

This chapter looks at the history of the development of legislatures and the typical organization and procedures that are used. The organization and procedures of the Jogorku Kenesh and how you can be involved are then described.

(1) Legislatures: history and organization

Legislatures are assemblies of elected representatives usually from geographically defined constituencies, with lawmaking and other functions in the governmental process. Legislatures, called parliaments in most countries, exist in nearly all contemporary political systems, although they are particularly associated with democracies.

Members of legislatures base their authority on the claim that they represent the citizens. Since each member is equally a representative, each is equal to every other in formal authority and status. To transform the strong and often contentious views of such a large number of individuals into collective decisions requires distinctive procedures. These have developed through centuries of experience and have been passed from older to newer parliaments.

All legislatures are public forums for the discussion of major issues, an important function in democracies. Legislatures are usually important lawmaking and budget-making bodies. In most countries, however, their role in lawmaking and in the formulation and enactment of the budget is subordinate to that of the executive branch. In this case the executive drafts most bills, proposes the budget, and manages the passage of items through the legislature. In parliamentary systems of government the legislature participates in selecting the chief executives of government. They are generally chosen from among leaders of the dominant party or parties in the legislature. In most systems, legislatures supervise the executive branch in various ways, exercising what is known as oversight powers.

Legislatures exercise different functions from time to time and from place to place, but they have a characteristic structure that determines how they work and that distinguishes them from the executive branch of government. Members of a legislature do not stand in a relationship of authority and subordination to each other but are formally equal (although some through strength of character may be more influential than others). They base their authority on their claim to represent others, rather than on a claim of their own subject of expertise. Legislatures conduct their business at least partly in the public view. The decisions of legislatures are made collectively rather than by the command of superiors.

The capacity of several hundred men and women to reach collective decisions depends on the complicated patterns of influence that develop among the members of the legislature.

(2) Pre-democratic history

Parliaments predate the advent of representative democracy. They arose in medieval Europe as early as the twelfth century. These procedures have been preserved by successive generations of parliamentarians in the form of parliamentary precedents. The concept of representation, on which the authority and the composition of legislatures

rests, also has medieval origins. Thus the legislature is a product of medieval European civilization, transformed in the age of democracy to suit the needs of a great variety of contemporary political systems, including some systems in which the legislature serves largely to legitimate non-democratic authority.

Seven hundred years ago, the normal form of government in Europe was the monarchy. Monarchs found it prudent to assemble leading members of these groups from time to time to consult them concerning important questions of war and peace, of taxation, and of the administration of justice. In some countries monarchs met separately with the nobility; this pattern led to bicameralism, or parliaments composed of two houses. These assemblies, which usually met irregularly, existed in most of the countries of Europe west of Russia. The name “legislature” came much later, during the seventeenth-century revolution in England, when the House of Commons claimed to be the lawmaking body.

These early assemblies exercised influence on government at the provincial and national levels throughout Europe for five centuries before the advent of democracy.

The early democratic movements in Europe regarded a parliament as an instrument for imposing the will of the people on the monarch. Parliaments therefore arose out of the needs of a predemocratic but pluralistic society and out of efforts to restrain supreme power. Although they were not the invention of democracies, they proved to be the most suitable instruments of democracy among the traditional institutions of European government.

(2). Organization of Legislatures

The complexity of modern society makes it particularly difficult to identify the general interest of all those represented by a parliament. The organization of legislatures help members balance the needs and views of majorities with minorities. The dependence of the members on regular reelection causes them to be particularly attentive to all voters and interest groups in their constituencies and provide them with valuable information on issues. Members of legislatures organize themselves into committees specializing in particular subject areas. The U.S. Senate has 16 specialized standing committees as well as 86 subcommittees. Their specialization is aided by professional committees staffs, which are very extensive in the United States, and well established in most democratic legislatures.

(4). Parliamentary Procedure

The patterns of influence that committees and parties have on the decisions of the entire legislature are determined by its procedure. Procedure governs three very important aspects of parliamentary activity: 1) the lawmaking and budgetary process, 2) the resolution of differences between the two houses in bicameral systems, and 3) the conduct of public debate. Procedure is set out partly in written regulations, partly in interpretations and precedents based on the written rules, and partly in informal norms of conduct. Although legislatures generally have the authority to make their new rules of procedure, in practice most newly elected legislatures readopt the procedures of their predecessors. Newly established legislatures generally borrow the procedures of long-established parliaments in other countries. Although rules of procedure vary from one legislature to another, many contemporary versions of parliamentary rules can be traced back to the procedures of the British Parliament in the pre-democratic era.

Rules have an effect on decisions as they structure the discussion of conflicting views, and so they are potentially extremely controversial. They allocate authority among committees, between committees and the whole house, between majorities and minorities, between decisions made at different points in time, and, in parliamentary systems, between the leaders of parliament in the cabinet and their “back bench” followers. The rules determine the sequence of actions – for example, the order of consideration of bills and amendments.

The lawmaking process begins with the introduction of bills. Bills are introduced in one of several ways: by individual members, as in the U.S. Congress; by the cabinet, in parliamentary systems of government where the cabinet consists of leaders of parliament; by the component states in a federal system, as in Germany; by voters in the form of an initiative, as in Switzerland and many of the states of the United States; or by committees, as in half the world’s legislatures. Bills are nearly everywhere referred to committees, which may revise them substantially before reporting them back to the full chamber

Procedure determines the sequence by which bills are reported back [for a vote in the full chamber] and the restrictions, if any, on their further amendment on the floor [that is, before the full chamber].

Public debate in parliament is important for its effect on particular decisions within the chamber, as in the case of debate over a piece of legislation. It also has an effect on the policies of the executive branch and on the public. Procedures governing debate determine the opportunities for public deliberation and the allocation of time among speakers. ... Debate for the purpose of influencing the executive branch or the public takes a variety of special forms, most of them originally developed in Great Britain. A regular hour for questioning the prime minister and members of the cabinet has become a favorite vehicle for the parliamentary interrogation of executives, in part because it offers an opportunity to

air ministerial actions publicly. It is equivalent in some respects to presidential press conferences in the United States or to committee hearings. These procedures all tend to attract television coverage, which enhances their intended effect on the public. Most parliaments also afford their members an opportunity to debate government policies generally, without attaching the debate to a particular item of business. The purpose is to persuade the electorate rather than other members of the legislature or the executive.

(6) Legislatures in Democracies

Unrealistic expectations of parliament were expressed with regard to the newly independent states of Africa and Asia after World War II and the newly democratic states of East Central Europe after 1989. Experience in both the old and the new democracies, indicates that parliaments do not necessarily produce politically enlightened publics or responsive governments. They do, however, perform indispensable functions in modern political systems. They attract public attention to politics. They recruit and train political leaders. They provide governments with crucial information about what the public wants and what it will accept, and this affects the formulation of public policies and budgets. Finally, a parliament helps define a nation.

The last of these functions proved especially important in the second half of the twentieth century in the newly independent nation-states of Africa and Asia, and in Central and Eastern Europe after the dissolution of the Soviet Union. When they gained independence they faced the challenge of agreeing on institutions of government and on solutions to their most urgent social and economic problems under new circumstances. In these circumstances legislatures played a nation-building function, defining the constituencies of the nation, linking these constituencies to the central government, training a political leadership as well as an opposition, and providing a symbol of the new state. Parliaments had earlier performed this function in the nation-building stages of European history.

The Legislative Process in the Kyrgyz Republic

The best way to understand the way the Jogurku Kenesh works is to look at the legislature process. The description below also highlights how citizens can be involved in this process

I. INTRODUCING A BILL

As we saw in the last chapter many agencies and organizations and even individual citizens can introduce bills to parliament. A bill should be sent to the appropriate department of the apparatus of the Legislative Assembly, from where they are forwarded to the Speaker of LA (Legislative Assembly). However, the most direct way to introduce a bill is to convince a member of parliament to do it, and quicker still is to convince the chair of the committee with jurisdiction over your issue to introduce it, since bills introduced by committee chairs may be considered out of turn. Committee consideration of a bill is a key point in the legislative process for effective advocacy, because committees are one of the “gatekeepers” of the legislative process.

II. PRELIMINARY COMMITTEE DISCUSSION

The Speaker assigns the bill to the relevant committee. The committee holds a discussion at which members of the committee decide whether the bill should be introduced to the whole LA. If decided to do so, during the floor discussion deputies decide if the first reading of the bill should be held. After that the committee chairs and the Speaker set up the dates for the first reading. Thus it is important to have the support of the Speaker and the committee chairs, since they make the most important decisions on your bill. Members of a committee with jurisdiction over your issue also tend to command influence on their issues with other members of parliament and might be able to convince their colleagues to vote in favor of your position more effectively than you could directly.

Discussions of bills in the committees of the LA are open, and mass media may cover them. Representatives of the President, and the Prime-Minister, the government and other state organs, political parties, public unions, institutions, and organizations with an interest in the bill have a right to be present at the committee meetings, both during the consideration of the bill and when the committee decides whether it should be passed to the Speaker to be scheduled for a first reading.

What A Citizen Can Do

Observing committee discussion is a good way to learn parliamentarians’ initial points of view on an issue or bill, which will help you know to whom to target your advocacy efforts. Providing committee members with well-researched information about the issue and your position, summarized in a fact sheet with talking points, encourages them to consider your point of view and enables them to speak about it more effectively during discussion. Letters from your groups’ members and other citizens urging the deputies to consider your point of view demonstrate the strength of voters’ support: support the legislator will need to win reelection. Committee staff are often effective secondary targets

for advocacy, since they do the bulk of the work on a bill, control access to the legislator for whom they work, and often have a great deal of influence with him or her.

III. FIRST READING

The “first reading” is when the full Legislative Assembly considers a bill for the first time. Prior to and during the first reading, the member introducing the bill will have to argue in support of the bill to convince deputies either to pass it or to accept it for further consideration. If parliamentarians do not pass it or reject it immediately, it will be referred back to the relevant committee. Any bill needs majority of votes to be pass through the first reading.

What A Citizen Can Do.

If legislators decide to forward the bill for committee work and a second reading, you and your group will need to work hard to persuade the committee chair to assign it space in the legislative calendar; committees’ schedules are very busy, and they cannot consider all the bills assigned to them.

IV. HEARINGS

Hearings generally involve invited speakers, called witnesses, who have an interest or expertise in the subject matter of the bill. Committees, sub-committees, and the full parliament can hold hearings.

At parliamentary hearings, the following can be discussed: bills that require pubic discussions; international treaties presented for ratification; the republican (national) budget and reports on its implementation; and other important questions of internal and foreign policy.

Parliamentary hearings are generally open to mass media representatives and public bodies; however, the committee organizing the meeting may decide to hold a closed hearing if questions of confidential character or any legally protected state secrets will be discussed.

What A Citizen Can Do.

You or your group may want to offer the committee chair or committee member help in organizing a hearing or, if it is already organized, you might offer to speak. Testifying at a hearing allows you to communicate your message to a powerful audience and to attempt to persuade deputies and the public to support your bill. Inviting mass media representatives to the hearing will encourage them to inform citizens about the bill so they can get involved in the process.

V. SECOND READING.

The committee that works on your bill forwards the improved bill with the list of changes accepted or recommended for rejection to the Speaker of LA. The Speaker decides whether to include it in the calendar of bills to be reviewed by the deputies in the second reading. The committee working on your bill distributes it among all LA deputies, along with a list of existing laws to be canceled because they contradict the new bill not later than three days before the beginning for the second reading. The Chair of the committee working on your bill presents the improved version of the bill to the Assembly with a report on the changes made to the bill. The Speaker asks if there are any objections on the changes made to the bill. The Assembly votes on whether to have the bill as a basis for law. If the bill is accepted as a basis at the second reading, deputies vote to pass or not pass it though the second reading. If not passed, it is referred to the committee working on the bill for further improvement.

What A Citizen Can Do

In addition to the support of the members of the committee with jurisdiction over your bill, you will need support on the floor from the other deputies, who may not be familiar with the particular issue, because they have not taken part in committee discussion or hearings. Effective legislative advocacy includes educating parliamentarians with letters, written materials, phone calls, and visits. You should make sure that all your information is distributed both to supporters and to undecided members of Parliament before the debate on the floor starts. It is important to keep your best arguments for the debate between your friends and not divulge them to any of your opponents. The Speaker can be an effective target, because he/she must decide whether your issue is important enough, compared to other issues vying for floor time, to be brought up for consideration by the full legislative body.

VI. FINAL VOTING: THE THIRD READING.

After the second reading and committee work to improve and clarify the bill, the committee submits it a final time to the full LA to be included in the calendar of questions to be discussed and voted on for a third reading. The third reading allows LA to hold a final discussion and to vote whether or not to pass the bill into law. Deputies may not make any changes in the bill in the third reading.

What A Citizen Can Do

Convincing deputies to make floor speeches in favor of the bill you support is an extremely effective lobbying tactic that can swing votes in your issue's favor. If they agree, you will need to provide them with persuasive and informative talking points about the bill and your position long before the scheduled discussion in the LA. You should also continue lobbying the committee members with jurisdiction over your bill, because they will have special influence in the floor debates. Lobbying tactics include sending letters and arranging face-to-face meetings with key deputies.

VII. SUPPORT IN THE PEOPLE'S REPRESENTATIVE ASSEMBLY

According to the Constitution, a bill passed by LA that requires approval of the People's Representative Assembly must be sent there no later than five business days after the LA passed it. These bills become official laws only after the PRA approves them. If the bill does not require the PRA's approval, it is sent directly to the President for consideration. If the President approves the bill, he or she signs it and announces the signing within in a five-day period.

The following kinds of bills become laws after two readings, if not less than 2/3 of the total number of deputies of each of the chambers of Jogorku Kenesh vote for them:

- Amendments and additions to the Constitution of KR;
- Constitutional laws;
- Demarcation of the state borders and interpretation of the Kyrgyz Constitution

The following kinds of bills, passed by the LA, become official law only if more than a half of the total number of PRA deputies vote for them:

- Taxes and fees;
- Financial and customs regulations;
- Bank activity;
- Ratification and denunciation of international treaties of KR;
- Amnesty

Draft legislation on questions related to the above points is automatically approved if the PRA does not consider them within 60 days of the date the LA passed them.

The PRA must consider and adopt the following bills before the LA can consider them:

- Approval of republican budget and report on its implementation;
- Questions of administrative-territorial structure of KR

These bills become laws either if more than a half of the total number of LA deputies vote for them or, by default, if the LA does not consider them within 60 days of the date the PRA passed them.

VIII. ADMINISTRATION SUPPORT AND OVERRIDING A VETO.

You will need to lobby the Administration to support your issue, help move the bill through the legislative process, and prevent a veto. If the President vetoes the bill, you need to develop enough support among the LA deputies, 2/3 of votes, for your bill to override the veto. If the President vetoes the bill for the second time, 3/4 votes are needed to override it. The President cannot veto the same bill for third time.

IX. PASSING THE BILL.

Your bill becomes a law after it is passed by the legislature and signed by the President of the Kyrgyz Republic. Once it has reached this point, the basic legislative process ends, unless you, deputies, a state body or an initiative group decides to make changes to the law. Nevertheless, it is still important to stay involved.

What A Citizen Can Do

Remember to thank deputies, their staffs, and anyone from the executive branch who has helped you or supported your position. You will still have to fight for funding and will probably have to keep lobbying the President's Administration to be sure that your program is considered in the annual budget presented to Parliament. You will also need to lobby the relevant ministries to be sure that they draft appropriate regulations.

Post Reading Activities

Task 01 Getting Organized

How is the parliament organized so its deputies do not controvert all the time?
Working with a partner, think of some rules to prevent conflicts in the parliament.

Notes:

T-Obj: This task is designed to get students to see that a classroom should be the same as a parliament and that this requires strict rules of debate.

Answers will vary but could include:

- One person speaks at a time
- Strict time limits
- A speaker must regulate all commentaries
- Speaker has power to throw rule breakers out
- Topics must be on agenda
- No personal accusations

Task 02 The Unexpected

One problem of elaborating the legislation is that sometimes they have unexpected consequences even if you intended to have good results. Look through the below proposed laws and think about what kind of consequences they might have. The first one is done for you.

Proposed Laws	Consequences
1. Raise taxes to 95% for everyone	All businesses will go bankrupt, tax revenue will drop
2. Double the number of Members of the Parliament	
3. Ban imports from all countries except Japan	
4. Change the national alphabet to Korean	
5. Take all the businesses owned by the government	
6. Allow smoking in schools	
7. Allow people to drive cars regardless of their condition.	
8. Force people to breed chickens	
9. Allow people to print their own money	
10. Force companies to pay a minimum wage of \$5 a day to all workers.	

Notes:

SP-Obj: Students will be able to suggest possible consequences of particular laws..

T-Obj: This task is designed to show students that laws can have results other than intended.

* Item 5 was wrongly translated. It should have been - "All businesses will be owned by the government."

Answers:

2. This might result in many deputies having nothing to do
3. The cost of living would greatly increase as cheaper varieties would not be available
4. Mass illiteracy
5. If all the businesses were owned by the government, then it would be a return to the communist economic system, which many economists would say collapsed due to bankruptcy. If this is true (and some people might dispute this) then this law could mean economic collapse again. It would also mean denying people their property rights.
6. Many students will develop lung cancer
7. Some cars will be in poor condition and there will probably be some serious accidents.
8. The price for chickens will soon collapse. People will complain that they do not know how best to do this. There will be far more chicken that is needed.

9. Very bad inflation and money will become worthless
10. Everyone will receive at least a minimum wage. However, some economist would argue that this only helpful for those who have jobs. This is because it might also have the effect of companies being reluctant to hire someone where they could only afford to pay less than \$5. Therefore there might be less jobs.

Task 03 Customs, Traditions, Laws & Rules and Other Codes of Conduct

1. With a partner read the story in the box

Bolot decided to marry to Gulya. Following the tradition which allows that kidnapping is normal, he planned to steal the bride. But kidnapped girl wanted to leave despite of all the veto and future troubles (change of relatives' and villagers' attitude towards her). This solution is accepted not only as a disobey, but also as a disrespect for the ancient traditions of the Nur country. However, Gulya's behaviour does not break the Constitution and the fact of kidnapping is a crime that is subjected to legal persecution.

2. Read the following question and then choose from the opinions given the one that best matches your own.

"What should we do when customs and traditions are in conflict with the laws of the country?"

- Asel: I think that the customs and traditions are more important than laws because we come across them more frequently. Sometimes we even do not know what kind of laws exist in our country. If people cannot follow their customs, the consequences can be terrible: they will get angry and stop obeying the laws at all.
- Tamara: I think that no one has the right to break the law under no circumstances, because breaking of one law causes breaking of another laws. According to the Constitution of the country Nur, kidnapping is a crime and violation of human rights, and therefore it can be and should be punished. All citizens are equal under the law of the country and each of them can demand fair punishment for breaking the Constitution as the main law of the country.
- Alexander: Well, I think that everything depends on the importance of the tradition in certain area. If to people of one area the disrespect for national traditions is more unaccepted than breaking the law, than traditions should to be followed and put higher than law.
- Kenesh: I think we need to find compromises. Everything that breaks the law and the traditions at the same time should be considered as a crime. If that what breaks the law but according to tradition is a norm then it shouldn't be considered as a crime. This case should be left to discretion of people of given region without involving the government.
- Adyl: It's hard for me to answer this question. My mother is from Osh and my father is from Naryn, where the same traditions are interpreted in different ways. We have to accept that there was and always will be a conflict between laws and traditions. In this case, it is very important that the judge's decision is objective regardless of traditions under which influences he had grown up even if they contradict the country's laws, but considered to be a norm in the society.

Notes:

T-Obj: This task is designed to help students understand some of the issues relating to reaching compromises between traditions and laws.

Answers will vary.

Task 04 New Laws

With your partner, make a list of three new laws you would like to see implemented. Think carefully about the wording as yours may later be chosen for debates.

Think about:

- Whom it will it affect?
- Is it fair?
- Does it correspond the constitution?
- Who will enforce it?

- Can it be enforced?
- What will be the result of having this new law?

Notes:

SP-Obj: Students will be able to draft a simple law that will be acceptable in its design and intent to the rest of the class..

T-Obj: This task is designed to help students understand the difficulties in designing laws.

Answers will vary.

You could make this exercise more interesting by insisting that it must not conflict with the Kyrgyz constitution or the constitution they designed earlier in the course..

Task 05 How Can They Help?

With a partner, try to explain how the following might happen in a paragraph of no more than 150 words.

“The opposition in our parliament often does not agree with us but they do help to develop better laws.”

Notes:

SP-Obj: Students will be able to describe how compromise in law making can improve the quality of the laws drafted.

T-Obj: This task is designed to help students understand the importance of the opposition in drafting laws and to understand that it is debate and discussion and the willingness to compromise that improves laws.

This may not be completely clear from the text. You could ask students what happens when they are arguing (we mean verbal questioning of each others logic not fighting) about some point with someone. In this situation, what happens to their understanding of the issue... even when they win the argument.

Sample Answer:

The opposition will often argue against laws that are proposed and will bring up points that we had not thought of. This helps us develop better laws that are more likely to work considering the complex situation that exists in any society. Although the opposition may not be happy with the final version of the law that is passed, and we may be frustrated initially because it isn't exactly what we wanted either the final version of the law often better represents the views of the entire country and in the long term may be better than the original proposal.

It can happen that we end up compromising so much that the law is of no benefit to any one, but if we have worked together in the committee stages with the opposition then this is unlikely to happen..

Task 06 How does it work?

With a partner try to explain in a paragraph of 150 words why you think the government needs to have a strong opposition. Ground your position in a paragraph of no more than 150 words.

Notes:

SP-Obj: Students will be able to explain the role of the opposition.

T-Obj: This task is designed to help students understand that they are a necessary and often very useful component in parliamentary process.

Answers should include the following ideas:

The opposition keeps the government to account.

It can sometimes have better ideas, which the government can use.

It may represent people whose interests may not be well represented by the government.

Task 07 How to Make a Law?

Make a flow chart showing the process of how laws are proposed and finally made part of the legislation of Kyrgyzstan.

Notes:

SP-Obj: Students will be able to correctly describe the steps involved in making a law.

T-Obj: This task is designed to help students understand the process of law making and the checks on this system.

If students do not seem able to do this activity then you could just give them these steps out of order and ask them to order them.

Answer: (Your students may not get the first four steps but they are worth considering.)

An issue arises, which requires action. (i.e. Seizing the cars of drunk drivers)

The executive proposes an action.

The legislature check to see if the existing laws would allow this action to happen.

If yes then the action can happen without any new law. If no then go to next step.

A law is drafted by either the executive the presidents or either house of the Jogurku Kenesh

This proposed law is then read out for the first time in the Legislative Assembly.

There is a debate and discussion and the proposed law is sent to a committee to be revised following this discussion If there were no suggested revisions then it would be read a second time.

It is read a second time in the Legislative Assembly. There is a debate and a vote is held to decide whether to send the proposed law to committee or to reject it completely. (If rejected completely that is the end of the process and it will not become law.)

The proposed law comes back from the committee and it is read for a third time. A vote is held to decide whether to accept the law or to reject it.

If accepted the proposed law is considered by the constitutional court. This court checks to see if the law contradicts any existing laws and most importantly the constitution.

If it is acceptable to the constitutional court then the law must be approved by the President. In some cases it must also be approved by the Peoples Representative Assembly. Once this happens the proposed law becomes an actual law.

Task 08 A day in the life of a deputy of the people's representative assembly

Read the diary entry below and then in pairs list the important democratic functions this deputy fulfilled.

- | | |
|----------|---|
| 8.00 am | Arrive at the office. Meeting with my secretary in parliament to discuss the day's program. Replied to two email messages from other deputies and one from a constituent. |
| 8.30 am | Went to committee meeting on land sale law reform. Discussed article 32. |
| 10.30 am | Returned to my parliament office and discussed some letters with the secretary and instructed her on how to reply. |
| 11.15 am | I was driven to my constituency office which is about one hour away from Bishkek. I read over a document from the Rayon office explaining their proposed plan for dealing with water supply problems. |
| 12.15 pm | Lunch with my secretary and the head of the local farmers association. We discussed the proposed changes in the organization of the agricultural college. |
| 1.30 pm | As a guest and local expert (I was a water engineer) I attended the rayon committee meeting on refurbishing the water supply system. |
| 3.30 pm | Opened a shop set up to sell the products of a women's cooperative. |

4.15 pm	Visited school number 8 and met with student action committee. They wanted to know how they could assist in the development of their town. They had also invited the chairman of the Aiy! Okmotu.
4.45 pm	Returned to my constituency office and met with constituents. I try to limit them to thirty minutes each
6.15 pm	Attended meeting of residents in a small village. They are concerned that their nearest clinic will be closing.
7.30 pm	Returned to office to pick up the proposed budget and I wrote some instructions for my secretary on how to deal with a few letters and issues that had arisen.
8.30 pm	Returned home and talked with my family.
9.30 pm	I read over the proposed revisions to articles 38 to 62 to the budget as tomorrow morning I have to go back to Bishkek to the parliament to vote for against this appropriation bill.
11.00 pm	Went to bed.

Notes:

SP-Obj: Students will be able to explain what a typical deputy might do in day and will be able to identify the democratic functions.

T-Obj: This task is designed to help students understand the role of deputies.

Answers:

- Meeting constituents both voters who voted for and against him
- Meeting with local government
- Contributing to the process of finding solutions
- Meeting with all sectors of the community

Task 09 Role-play “Parliament”

You are going to be members of the parliament (MP) in the country of Nur. Your teacher will give out roles for each of you. Note that in this parliament the rules are different from those in Kyrgyz parliament. And note there are also no political parties. First read the powers of the speaker below and then the procedure for MPs.

Powers of the Speaker:

All comments can be made only after the permission of the speaker. A request to speak is as follows:

MP Sharipov raises his hand.

The Speaker: Yes, Mr. Sharipov [*When the speaker is talking, the rest should be quiet*]

MP Sharipov: Permission to speak Mr(s). Speaker

The Speaker: Permission granted

If the speaker feels that an MP is making personal comments unrelated to the issue or is wasting time, he or she can refuse to allow them to speak or interrupt them. MP's are limited to speak more than 2 minutes at a time. Nobody is allowed to interrupt another person except the Speaker.

Note that the speaker can remove your rights to vote if you do not follow his or her instructions. However, the speaker CANNOT force you to vote one way or the other.

The speaker only votes if the votes are evenly split.

Roles:

1 speaker of parliament

The rest of the class is MPs (Note that some of you will receive role cards indicating who you are as well as being a member of parliament.)

MP Role play cards:

- You are a clothing manufacturer but you do not have any shops.
- You are a parent of two children.
- You own a clothing store.
- You sell cigarettes in your store.
- You do not smoke.
- You own two kiosks.
- You own a shop in the ZUM.

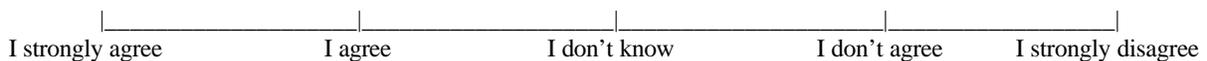
You are a smoker.
 You were a bus driver but you do not smoke.
 You own a farm growing tobacco.
 You are a doctor.
 You are an economist.

Procedure for the Speaker:

1. Decide where you stand on these issues.
2. Ask for the MP's to raise their hands either for or against the idea of the first issue.
3. Instruct the MP's who favor changing the current law or making a new one to get together and to prepare a draft law in 15 minutes. They have to choose a leader. The speaker does not join these groups.
4. For those who wish to keep the situation as it is, they should get together and list reasons why the situation should not change.
5. Once the group, drafting the new law are ready then you should ask their leader to read out their proposed law.
6. You then call for comments from the group proposing the law as to why they feel it is necessary.
7. People who are not in this group may also speak. Control both sides strictly allowing at most five comments from each side.
8. Once both sides have spoken call for a vote on the proposed law. Point out that it is quite acceptable for MP's to change the way they vote. Remember you can vote if there is an even split in votes.
9. If the majority vote for the draft law then you can announce that the new law will be submitted to the constitutional court and if it does not break any part of the constitution it will be submitted for approval by the president.
10. If the majority vote against the draft law then all those who voted for it can get together a second time to modify it in a way that will make it more acceptable. They have 7 minutes for this. During this time the other MPs should think of what points they might be prepared to compromise on.
11. The modified bill is read again to the assembled parliament.
12. The speaker asks for comments.
13. A second vote is called.
14. If the majority votes for the draft law then it goes to the constitutional court.
15. If the majority votes against the draft law then it will not be reconsidered until the following year.
16. Ask for the MP's to raise their hands either for or against the idea of the second issue.
17. Now repeat steps 3 – 15
18. Ask for the MP's to raise their hands either for or against the idea of the third issue.
19. Now repeat steps 3 – 15

Procedure for MPs:

1. On your own decide where you stand on these three issues.



2. Follow the speaker's instructions.

All those who are in favor of a new law for the issues work as a team to propose a law. They need to consider exactly what they are proposing and the penalties they will propose if the law is broken. They have 15 min for this.

ISSUES FOR DEBATE:

1. Ban smoking in all public places.
Currently there are no laws on the control of smoking or sale or production of cigarettes.
2. Restrict shop hours so all shops close on Sundays and after five o'clock every day. The only exception will be for shops in the ZUM, which will remain unregulated.
Currently there are no laws on the controlling when shops can open or close.
3. Make it illegal to sell or import clothing products that will compete with any locally produced ones.
Currently there are laws taxing imports but it is not illegal to do this and there are no laws prohibiting the sale of imported clothing.

Notes:

SP-Obj: Students will be able to explain the process of parliament..

T-Obj: This task is designed to help student understand the procedures used in parliament.

There are no answers to this task.

Section Three: Concluding Comments

13.0 Results & Evaluation

It is probably very clear to you that this course has two widely differing although complimentary goals. 1. To teach information and, 2. to encourage particular behaviour (deep processing of ideas with well considered responses).

We can test to see if we have achieved the first goal by determining the quantity of information retained by students and their depth of understanding. This testing can take the form of individual assessments of student knowledge through the use of essay writing tasks and multiple-choice tests. This kind of testing lends it self to quantitative assessments to which we can easily apply grades. However these grades will at best only tell half the story as they only assess the extent to which the first goal was attained.

To check to see if we have achieved our second goal is much more difficult. We cannot assume that students who do well in achieving the first goal will necessarily achieve the second. For example, some students may not be able to demonstrate that they understand a concept like tolerance or political rights, but you may observe that in their everyday behaviour that they are willing to consider the advantages and disadvantages of ideas.

Any evaluation, which tries to assess student ability to put into practise what you are teaching, will be, by its nature, highly subjective. However, you can make some evaluation through recording comments about the day-to-day behaviour of students towards one another at school. For example do they listen to each other, are they willing to at least consider new ideas. In some countries teachers use this kind of information to grade students for some subject areas. Perhaps you can but you must explain your criteria for judgment to the students before you do so. Clearly this can still be a highly subjective process and may vary greatly between teachers even with the best intentions. We are hoping to develop some criteria to assist with this later.

In some countries some teachers get students to do self-evaluations and to increase the objectivity they ask students to evaluate each other in pairs. You may be surprised to discover that students are much more critical than teachers are. They are also likely not to exaggerate their ability if they know that their grades will be made public. You could even make an interesting intellectual exercise by getting students to think about what the criteria should be.

The most important thing to remember is that just because we cannot easily evaluate and grade students, in a subject it does not mean that it is not worth teaching.

13.1 Some Sample Essay or Speech Topics

1. The rights and obligations of a good citizen
2. How laws are made?
3. Why is the civil society necessary for a vigorous democracy?
4. Why is the consent of the governed such an important concept?
5. Why shouldn't government attempt to provide all the functions of civil society?
6. What is the benefit of independent media sources?
7. What obligations do you have towards people in your society who have different beliefs to your own? [*We the people 201*]
8. Why should there be religious tolerance in a democracy?

13.2 So you want to design some tasks to add to the course

We are very happy if you want to do this. Remember that you need to clear about the following:

- why you are teaching it – what is the learning objective
- what will be the consequences of learning this thing (students will be able to explain the need for a constitution)
- what resources the students will need
- what will be form of the final output (an essay, a completed table)

Good lessons ask students to use a range of intellectual skills that include:

- a) recall of facts
- b) comprehension
- c) application of a knowledge in a new situation
- d) analysis (where we break something into its parts)
- e) synthesis (where we put ideas together to create something new)
- f) evaluation (where we make a judgement about the quality of something)

Recall tasks are generally require the least effort and understanding and evaluation requires the most.

13.3 Student Action Committees

Students' theoretical knowledge acquired in the process of study can be used in practice through various forms of participation in social life. And IFES has developed the program on organization the Student Action Committees (SACs).

Creation of SACs in school is very important for IFES as the successful activity of these action committees facilitates the development of healthy civic society. Student action committees are groups of students organized with a help of school administration and is charter regulated. Its objectives include consideration and decision on socially important problems within their own rayon and schools. SACs are created by students themselves with a support of school administration, form master or other teacher who will carry later the functions of advisor under the leadership of the committee.

Creation of SACs are directed to achieve the following aims:

- SACs should build the "bridges" for interaction with different organizations such as local governments, school governments, NGOs and other social organizations.
- Deciding the socially meaningful problems, students should become aware about the importance of active civic position.
- While organizing SACs students should learn about the principles and foundations of democracy.
- SACs should help students to study the local community and the problems existing within that community.
- By learning the practical skills of joint activity in groups SACs should work on communities' problem solutions.

If at the end of all activities students will be able to solve the real problems of local communities and realize the importance of participation in elections, which can improve their lives, it can be considered as a great achievement.

13.4 Student Local Government Day

In order to get students of secondary schools for better understanding the meaning of local state bodies in their lives, IFES worked out the program which will allow students to become familiar with this work and get the information "at first hand."

The program is simple enough: secondary school students spend a day under the guidance of local government workers. During this day they will see how the officials implement their job, solve different problems, interact with other agencies and influence on the society. So, the students will understand about the work organization in a given institution and its needs.

Organization of such activity gives an opportunity for students to meet with akimiat workers, aiyl okmotu, local courts or with other public and official persons in order to see and learn the work experience of state bodies at local level.

It's necessary to note that even an unsuccessful experience of communication with state officials can bring the positive results. It should motivate students to analyze and come to corresponding conclusions. They will realize the necessity of active participation in elections and life of civic society.

13.5 Something to think about

Teachers can underestimate their effect on students. This is because teachers see their principle effect resulting from what they teach rather than from what they do. When teachers demonstrate democratic behaviour this often has more effect than just talking about it. Perhaps you currently have a president to be in your class.

13.6 Who are we

Being a project of USAID International Foundation for Election System (IFES) is glad for the given opportunity to participate in democracy building process in Central Asia. IFES grants the necessary technical aid to the countries. By supporting the democratic initiatives in more than 120 countries through the world since 1987, IFES has won the trust of responsible for elections organizations, governments, donors and institutions of civic society. IFES's objective is to assist the dissemination of democracy around the world and serve as information source on issues of developing democracy and holding elections. IFES is devoted for the democracy establishment throughout the world. In 1997 IFES founded its office in Kyrgyz Republic and dealt basically with elections, assisting technically to Central Election Committee on how to hold free and transparent elections. However, the current period of development in Kyrgyz Republic shows that the civic education should become a significant element in secondary education. Civic education, which is being introduced now will influence also on the development of the whole society as well.

13.7 How to contact us

Simon Jenkins – International Consultant on Civic Education

simonj4839@hotmail.com

Kenesh Sainazarov – Consultant on Civic Education

kenesh@yahoo.com

IFES – Kyrgyzstan

Kyrgyzstan, Bishkek,
9 Manas St, 2nd floor
tel: (996 312) 66 27 07
(996 312) 66 32 97

IFES – Tajikistan

Tajikstan, Dushanbe
25 Bechzod St, 3rd floor
tel: (992 372) 21 08 52
(992 372) 21 70 98

IFES – Washington

USA, Washington DC, 20005
1101 15th St NW 3rd floor
tel: 001 202 828 8507
001 202 452 0804

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13.11 Glossary of Terms

Term	Definition
Autonomy	A region's internal self-governance.
Adapt	Simplify the text, adjusting it for insufficiently prepared readers.
Adaptation	The process of adjusting of a personality or a group to the social environment, during which the requirements and the expectations of the participants are adjusted as well.
Adat	Whole set of legal and ethical norms set up before the establishment of state (common law).
Assets	In economy a set of properties and financial means that belonged to a business, firm, company, etc.
Amnesty	Complete or partial release of people committed the crime from punishment.
Anarchy	The condition in the society when the state power is abolished.
Arbitrage	Constantly working official state arbitration courts, which hears the economic arguments between organizations, entrepreneurships, and firms and gives judgments for them. Arbitration courts try basically cases related to contractual relationships and obligations. They also consider foreign trade and other international economic relationships.
Rent	Lease of a room or other property for temporary use on a contractual base.
Aristocracy	From the Greek <i>aristos</i> – the best and <i>...cratia</i> , a form of state power, where the power belongs to the representative of aristocracy.
Auditor	Trusted people that do the audit and check the financial-economic activity of firms, entrepreneurships, joint-stock companies. The professionals, qualified specialists that have the certain license and or work at the auditing service and firms can work as auditors.
Balance	1. Equilibrium. 2. Certain correlation – usually in quantitative expression.
Development Bank	State or private financial institute that promotes the investment into economy and conducts the long-term crediting of large projects.
Barter	Direct non-monetary exchange of one goods to the other.
Business (entrepreneurship)	Economic activity devoted to gaining of some profit.
Business-plan	In the broad sense business plan is a document that has number of activities that characterize the condition of a business on certain interval of time. So business planning is a process of estimation and calculation of those activities depending on given parameters of an enterprise's activity.
Exchange, stock	Regularly functioning and organizationally certain wholesale market of homogeneous goods where the bargaining of purchase and sale of large consignment of goods. There are: <ul style="list-style-type: none"> • Commodity exchange that sale stocks of materials and capital equipment; • Stock exchange that trade securities; • Currency exchange that trade currencies; • Universal exchange that trade various goods; • Labour exchange that facilitates job placement of unemployed and people who wants to change their place of job.
Budget	The one that has an official force; recognized or accepted list, table, list of receipts and expenditures of an economic subject for a certain period of time, usually for a year. Mostly, budget is done for calculation of available and expandable funds and their compatibility.
Ballot paper	Document for voting with a list of candidates' names.

Gross Domestic Product (GDP)	The index of statistics of national income in the system of national accounting; expresses the whole value of final products and services, produced on the territory of a given country in market prices. In its natural and substantial form GDP is a whole set of things and services used during one year for consumption and savings.
Currency	1. Monetary unit, which lies on the basis of state monetary system. 2. Banknote of a foreign country, which is used at the international accounting in respect to banknotes of one country.
Department	An office that is in charge of certain field or sphere of social life and is included into the system of bodies of state administration.
Supreme Court	The supreme judicial body of the state that heads the judicial system. It tries the court cases of extreme importance and is a court of high instance for all other courts of the state. In some countries (for example, USA) it executes the function of Constitutional court.
Rule of Law	No one is above the law and the behaviour of all people is submitted to the same rules. Human rights and the basic freedoms cannot exist within the frame of the state without the rule of law.
Veto	Prohibition for some decision by an authorized body or a person (in public and international law).
Power	The ability and the opportunity to influence on people's behaviour and activity in order to achieve certain goals.
Domestic National Product (DNP)	The index of statistics of national income in the system of national accounting; interrelated to GDP. It expresses the whole value of final products and services in market prices. It includes the value of consumed by the population goods and services, state purchase, capital investment and balance of payment. Unlike GDP it includes the amount of net profit from abroad.
Elections	The process of expressing the people's wish, which determines the head of the state and their representative into the parliament and executive bodies.
Guarantee	The provision of implementation of some obligations.
State grants	Funds and financial assistance that are allocated from state budget to local administrative bodies, enterprises, and population and assigned only for specific purposes.
State sovereignty	State's external independence and rule of law within a country; respect of sovereignty.
State	Political organization of a society with a certain form of governance (monarchy, republic). Depending on the governmental form, a state can be federative or unitary.
Citizen	Free member of a state, who realizes himself/herself as a full member of political community and participates actively and responsibly in its matters. He/she is capable to control the government and cares about the good for his/her own state.
Civic society	A whole set of social formations (groups, collectives) unified to achieve specific interests (economic, ethnic, cultural, etc.), which are being realized out of the sphere of state activities.
Civil law	The branch of law, regulating the commodity-money relations, property relations based on the participants' equality and other private non-property relations related to property. Citizens (physical persons), juridical persons, states, autonomies, and administrative and territorial formations as well.
Civil rights	Right in a code, juridical traditions based on the formulated and recorded code of laws in contrast to common law or precedent laws.
Citizenship	Legal connection of a person and a state, which generates their mutual rights and obligations.
Debates	Public argumentations in discussion of something, exchange of opinions on some issue.
Demarcation	Defining and marking the lines of state territory.
Democracy	The power of people. The term is used for characterization of state system under which people can form a government, participate in its activities, influence on it and control it. Democracy can be direct and indirect.
Denouncement	Informing of one state by the other about the annulment of a contract, agreement, etc. (in international right).
Money	Particular kind of universal goods used as universal equivalent through which the value of other goods are expressed. Money is a good that carries functions of exchange, payment, and value measurement and saving the wealth.
Deposit	Funds or securities put into the credit organizations – bank, notary's office, etc. – that under certain circumstances have to be returned to the person who put them.
Deficit	Lack and insufficiency of something. Thing, which is in limited amount.
Deflation	In economy a fall in the general price level or a contraction of available money.
Decentralization	Distribution of administrative functions of a central authority to local authority, increase of a power of lower administrative bodies due to the higher ones.

Dictatorship	Political regime where one person or a group of people has the unlimited power.
Discrimination	Intentional limitation or deprivation of rights, advantages of some people, organizations or states on the basis of race, nationality, country, property status, political or religious belief, etc.
Distributor	A wholesaler firm which provides services of marketing and mediation and gets profit at the expense of the difference of purchase price and the sale price.
Profit	Money or material values that a state, organization, enterprise or a person gets as a result of some activity.
Natural human rights	Rights that a human has from the moment of birth (right to life and those rights that respond to physiological needs of a human being).
Strike	Organized collective discontinuance of a work at the factory, plant, etc with a purpose to have the administration or government to realize the demands.
Loan	In civil law it is a contract on the force of which one side (loaner) gives money to the other (borrower) to own money or things and the borrower is obliged to return the exact amount of what he borrowed.
Law	Standard act of higher body of state power, which is adopted according to an established order and possesses the highest judicial force.
Legislative initiatives	Right and an ability to introduce a bill for discussion and vote.
Laws	Compulsory for all norms of conduct, established by the state.
Stock market game	Holding speculative operations at the stock by successful purchase and sale of securities and other objects of stock trade with a purpose of gaining a profit. The simple game here is using the difference of quotations and courses at different markets. Players purchase the stock commodity at those markets where it is cheaper and immediately sell it other places where it is more expensive.
Ideology	The system of ideas that characterizes the attitude to a social, political or life of a social group, class, political party, society, etc.
Hierarchy	1. Arrangement of parts or elements of the whole in order from the lowest to the highest 2. Arrangement of parts of elements of official title and ranks in order of their submission.
Voter, elector	State citizen who has a right to vote for this or that candidate or decision.
Expenses	In economy they are expenditures of any kind; as a rule, it is a main component of the price. They are distinguished by the sphere of formation (distribution costs, production costs, trade costs, transportation costs and storage) and the way they are included into the price (entirely and in parts).
Immunity	Legally exclusive right not to obey some common laws, given to people who have the particular position in the state. Deputy's immunity – personal immunity of a member of legislation, which implies that he cannot be arrested or brought to trial without agreement of the legislative body. Diplomatic immunity – set of rights and privileges granted for diplomatic representatives of foreign states.
Impeachment	The procedure of bringing an accusation against the president and dismissal him/her from the position.
Property qualifications	Index that characterizes the amount of property.
Investment	Long-term investment in one's own country or abroad into businesses in various spheres, business projects, social and economic programs, innovative projects that give the outcome in a considerable term after the investment.
Initiatives	The ability to act independently, actively and enterprisingly.
Instance	A level in the system of submission of lower bodies – governmental, judicial, etc – to the higher ones.
Incest	Marriage between close relatives.
Hypothec, mortgage	1. The deposit of immovable in order to get a loan. 2. Loan given by bank for such deposit. 3. Promissory note about the immovable property, which is given to loaner by bank.
Personnel	Basic staff of specialized workers of some agency, institute or organization.
Candidate	The one, who is nominated for election appointment or admission to somewhere.
Capital investment	The part of economic wealth, which is spent for a new business in order to gain more profit.
Cassation, appeal	1. Appeal a decision before its legal effect to a higher court. 2. Higher court's checking on the appeal or protest of the prosecutor the legitimacy and validity of the lower court's decision, which did not come into a legal effect.
Qualified	The one, who possesses special knowledge, skills, ability and experience.
Qualification	(From Latin <i>classis</i> – category, class), system of sub-submitted concepts (classes, objects) in any sphere of human knowledge and activity, used as a mean for establishment the

	connection between concepts or object classes.
Coalition	Voluntarily unification in order to achieve the common goals.
Compensation	Reimbursement or repayment of something.
Competence	1. The field of knowledge and frame of issues about which one is well informed. 2. The frame of authorities and rights of some agency or an official.
Compromise	An agreement achieved through mutual concessions.
Competition	Existence of more than one producer of certain product.
Consensus	The common agreement achieved by participants of negotiation on some controversial issue.
Constitutional Court	In many countries it is a special judicial body, which is in charge of controlling the execution of constitution, constituency (i.e. the accordance to the constitution) of all normative documents accepted by governmental bodies, and signed by the state the international agreement and the constituency of applying the laws.
Constitution	The basic law of a country.
Confidential	Trusted, secret.
Conflict	(From Latin <i>conflictus</i> – collision), collision of sides, opinions, forces.
Conception	(From Latin <i>consepio</i> – understanding, system) certain way of understanding of some phenomena, main point of view, leading idea, the basic idea, and constructive principle of various types of activities.
Cooperation	1. A special form of labour management where large number of people participates together in the same or in different but related to each other labour processes. 2. Production, building society, trade, etc. Collective union that is established on the means of its members.
Coordination	Agreement, combination, bringing into order and correspondence.
Corruption	Abuse of one's administrative functions with a purpose to gain any illegal profit.
Crisis	Drastic and severe turning point, difficult transition state.
Legitimate	In accordance with a current law in the country, lawful.
Legitimacy	Specific, historically established and socially significant order of origin and functioning of power, which makes possible achieving an agreement in authority structures and its interaction with the society.
License	1. Permission given by government for importation and exportation of goods from and to abroad. // Document which verifies such permission. 2. Permission to use the patented invention or technical achievement. // Document which verifies such permission. 3. Permission to introduce some kinds of activity (banking activities, hunting, etc.) // Document which verifies such permission.
Lobbying	Purposeful influence on the government by group of people that unified to achieve their goals.
Mayorate	(From Latin Major – elder), form of inheritance of immovable (first of all the property in land) when the property is passed to the eldest successor.
Marketing	An integrated approach to production management and organization of economic activity based on the demands of the market and active influence on expanding the production distribution and sales of services.
International Convention	One of the types of international agreements.
International Right	Regulates the legal relationship between states, the principles of common transaction and behaviour of international organizations, as well as the relationship of a state with separate persons.
International financial organization	International financial organizations founded on the basis of intergovernmental agreements with a purpose to regulate the currency and investment relations between countries, facilitate countries' economic development, credit assistance. Among such organizations are bank for international settlements, international currency reserves, international bank of reconstruction and development, international association for development, international financial corporation, European investment bank, and regional international banks.
Management	Set of principles, methods, approaches and forms that determine the art of governing of intellectual, financial and physical recourses, etc.
Local self-government	Governmental body which is responsible for solutions of issues of certain region.
Minorate	Succession of the property by the youngest son in the family. (This form of succession was practiced mainly in the rural community).
Monarchy	The form of state governance where the supreme power belongs to the hereditary governor – a monarch.
Monitoring	Studying the situation on some issue.

Monogamy	Marriage of one man with one woman.
Monocracy	The governance of one person may be a tyrant.
Monopoly	An exclusive right to something in some sphere of activity (in production, trade, etc.) that belongs to a person, a group of people or a state.
Taxes	Obligatory payments collected by central and local state agencies from physical and juridical persons for the state and local budgets. Taxes are the main source of state treasury. At the same time tax is one of the methods for regulations the economic processes.
Inheritance	Property transferred after the death of its owner to another person according to the law or will.
Nationalism	An ideology and politics of propaganda the national isolation and exclusiveness.
Nation	1. Historically established form of human community unified by the territory of residence, economic way of life, common language and cultural traditions. 2. In western tradition nation comprises of people who decided to live in certain region and associate themselves with the community that lives there.
Nuclear family	Consists of parents and children.
Tradition	Generally accepted, established and traditional order that is rooted long time ago in the life of some people or some public group.
Oligarchy	From Greek <i>oligar?hia</i> – from <i>oligos</i> – not numerous and <i>arche</i> – power, regime when the political power belongs to a narrow group of people (wealthy people, military).
Opposition	Group that goes against the opinion of majority.
Orthodox, generally used	The one that follows steadily and keeps the foundations of some studies, ideology and views.
Resignation	The terminal retirement from the job.
Parliament	An authority body that passes the laws.
Parliamentary republic	A variety of republic form of governance where the post of head of the government is carried by a publicly elected president or monarch. (He has the last word in approving or rejecting bills or decisions). The head of the government (prime-minister or chancellor) is elected among the parliament's members, usually this is the leader of a party that won the most places in the parliament and is forming the government. Under such form of governance the control over the executive power is stricter than in presidential republic.
Patent	1. The document that verifies the right to produce, make a business, commerce or craft, and etc. 2. License that permits its owner the exclusive right for invention.
Patrilineal	The counting of kinship origin and inheritance through the paternal line. The inheritance is divided into equal parts between all the sons.
Personification	(From Latin <i>Persona</i> – person) 1) The imagination of natural phenomena, human features, abstracts in the form of human. 2) Methodical device when a student is in the center of studied issue modeling his/her own behaviour.
Planning	A component of management, used in developing and practical implementation of plans which determines the future economic system, ways, methods and means of achieving them. Besides there is a planning of separate types of resources.
Tribe (tribal community)	The type of ethnical community and social organization of preliminary society.
Pluralism	One of the fundamental principles of legal society's structure, which states the necessity of variety of subjects of economic, political, and cultural life of a society. It also assumes the plurality of opinions, judgments, views, etc. as one of the principles of social structure.
Purchasing capacity	Quantity of goods and services that the population is capable to purchase in accordance to available means and level of price for goods and services of the country. The purchase capacity depends on the population's income level and its part that can be allocated for purchase but at least is conditioned by the value of price and rates for the services.
Polyandry	The practice of marriage between one woman and several men.
Polygamy	The practice of marriage between one man and several women.
Political party	Political organization that represents in the government the interests of their electors.
Political rights	The rights of a citizen to participate in the political life.
Authorities	Rights given to an official or institution by the governmental bodies.
Consumer value	What benefit consumers expect to get from a given product or service or as a consumer how do they estimate the capacity of the product to satisfy their needs. The value as an impartial component of the price doesn't have an exclusive monetary meaning. Also the value is not evaluated in an exceptional objective way. Therefore the consumers value goods of rare importance (rarity value) and are ready to pay the higher price.

Human rights	The system of principles and norms regulating the interrelations between people (a social community) and state and providing them with certain social goods.
Government	Political institution approved by the state.
Right	In narrow sense – the system of generally obligated social norms established or approved by a state; in broad sense it covers legal relations and basic human rights of a citizen, accepted, guaranteed and protected by the government.
Law-enforcement bodies	State bodies which basic (special) function is the legitimacy protection, struggle with the crime and other violations. Court, Office of Public Prosecutor, Ministry of Internal Affairs, Security, Justice and arbitration are the law enforcement bodies.
Supply	In economy the availability of goods for use of others.
Representative	Person, who acts on behalf of someone, represents them and their interests.
President	The head of the state.
Presidential republic	The variety of republic form of governance where the publicly elected president is the head of the government and executive power both legally and factually.
Crime	A particular dangerous violation provided in the criminal code.
Profit	Excess of the income for goods and services sale over the expenses spent for the production and realization of these goods. This is the most important index of the financial results of economic activity of a business and businessmen. The income is calculated as the difference between sales proceeds and cost sum of factors of production in money terms. There is a full total income called gross.
Privatization	Transmission of state property to private ownership of citizens.
Privileges	Exclusive right given to someone in contrast to others.
Acquired human rights	Rights that regulate human activities in the society (economic, political and civil).
Project	Preliminary text of some documents to be discussed over and approved.
Productivity	The production effectiveness index that characterizes the production output in terms of one unit of exploitable resources, production factors.
Office of Public Prosecutor	The system of state bodies for criminal prosecution in public. Within the competence of public prosecutor offices are the stimulation of criminal case, their investigation, and the support of the indictment on the behalf of the state as well. Besides the office controls over the judicial work, sentence serving, legitimacy observance while serving one's sentence, etc.
Procedure	Officially established consequence of actions for realization or implementing something.
Equality	The same status.
Radical	Fundamental; decisive, adherent to extreme, decisive views.
Denationalization of economy	Decrease of government's functions and role in the management of economic objects on privatization part of the state property, transfer of state's authorities to business agencies and development of private business.
Expanded family	Consists of parents, children and relatives.
Ratification	1. Confirmation of the highest body of the state authority of the international agreement which was concluded by state representative; the final approve of the international agreement. 2. Special order of approving the constitutional amendments.
Revolution	Qualitative change in the development of some phenomena or process of nature and different spheres of society's life.
Region	Oblast, region, part of the world that is distinguished from the others by the whole set of natural and historically established peculiarities.
?????? ???	A document that regulates the sequence of activity.
Rating	Popularity degree.
Advertisement	The process of informing the consumers about the sale of certain goods or services.
Referendum	National will on some question passed in a form of voting.
Balance of payment	The difference between the payment to abroad and the income of funds from broad.
Sanction	1. The measure of influence. 2. The most important method of social control.
Free trade	International trade, which is not restricted by any limiting measures.
Free-floating exchange	Currency course that changes and fluctuates freely; its amount is determined by the state of the market, demand, supply and other factors.
Free market	Market which activities are fixed only by the demand and supply with the condition of free market.
Session	Meetings of representative organ or collegial institution on a periodical basis.
Property	The object of possession; private economic goods usually produced by one's own labour or bought or inherited. The property can be personal, private and intellectual.

Cooperation	Joint work of people on a voluntary base for achieving the common goal.
Speaker (toraga)	The Chamber's chairman who organizes the parliament's meetings, discussions, and participates in voting only if the votes are equal.
Demand	Basic concept in market economy that denotes the financially based desire or intend of customers to purchase the given goods. Demand is characterized by the amount of goods that a customer is willing and able to buy for the given price and at the given time.
Loan	Means given for credit to a juridical or physical person.
Stable	Steady, constant, invariable.
Statistics	Branch of science that studies the quantitative development indexes of a society and production.
Status	1. Legal position of a citizen (set of rights and obligations). 2. Social status – position of an individual or a group in the social system which is determined by number of economic, professional, ethnical and other specific signs for a given system (gender, education, occupation, income, etc.)
Incentive	Getting interested in doing something, getting prompted for some actions.
Price	The amount of labour invested into the product or service production.
Insurance	Creating special reserve funds for financial means of a business, organizations and people.
Structure	(From Latin <i>structura</i> – organization, arrangement, order), preservation of basic object's features under different outer and inner changes.
Sub-national government	State formation within the structure of a federation.
Sovereignty	Absolute independence of a state from others regarding its internal and foreign relations. National sovereignty is a set of human right to freedom of choice of economic and political organization, for territorial integrity, economic independence, etc.
Hadiths	A set of Mohammed's sayings and description of his actions, which serve as a model for the faithful people.
Chamber of Count	The highest organ that conducts the financial control; functions in many countries.
Custom house	State service, which controls the export and import of commodity through the border and collects the customs duties, dues, and other taxes.
Theocracy	A form of governance where the highest state power belongs to the clergy or head of the church.
Technology	The branch of study that deals with applied science, engineering, the industrial arts, etc. Also it is operations of getting, processing, transportation, storage, control, and etc. that are the part of general production process.
Tyranny	Form of state power established in the violent way and based on the government of one person. It is cruel and despotic governance.
Title	1. Judicially established right to something (special status, property, product ownership, etc.) 2. Name or rank given to someone in recognition of his/her merits, achievements, etc.
Goods	Product or service produced for sale in the market.
Tolerance	Fair and permissive attitude to the way of life, ideas, behaviours, feelings, opinion and values of other people.
Chamber of Commerce	An international public or state organization that facilitates the economy and business development, foremost the foreign trade relations between countries. Chambers of Commerce tries to unify the professional circle of a business, establish the business relations, and provides the necessary information to trade operations participants.
Totalitarianism	Political regime where the government strives for full absolute control over the every side of social life.
Tradition	That what is historically established, transferred from one generation to the next through traditions (ideas, knowledge, views, behaviour, etc.) in a written or oral form.
Tribalism	English <i>tribalism</i> – from Latin <i>tribus</i> – tribe; cultural, social and political tribal isolation.
Transformation	Change in form, appearance, nature or character.
Usurpation	Illegal seizure of the power or rights and authorities of other.
Unitary state	System in which power is delegated from the central government to less powerful sub-national units.
Services	Types of activities or works that do not generate previously non-existent product but change the quality of already produced and available product. These consumer service, public utilities, transportation services, education, medical treatment, cultural and educational work and care after children and older people as well.
Federal state	State, which consists of state formations that possess certain juridical and political self-governance. In federation, it is characteristic to divide the political power between two sets of government, one national and the other sub-national.

Financing	Providing necessary financial resources for a country, business, enterprises, citizens, and different economic program and types of economic activities as well. Financing is realized due to own inner and outer resources as provisions from budget, credit, foreign assistance, and payments of other people.
Finances	Summarizing economic term meaning as funds, financial resources considered in their creation and flow, distribution, use, so and economic subjects, flow of funds, currency, use of money.
Forum	Popular representative meeting.
Fraction	1. Isolated part of political party with its own organizational center and own position that differs from other political party's. 2. Organized group of political party members that pursue its policy in the parliament, local self-government, public organization.
Function	(From Latin <i>functio</i> – use, implementation), activity, obligation, work, outer exposition of some of the object's features in a given system.
Charisma	Possessing an authority based on extraordinary intellectual, spiritual or some other characteristics of a personality.
Price	Monetary expression of money.
Private property	One of the forms of property, which means absolute, legally protected right of a citizen or juridical person to have a concrete property (land, other movable and immovable properties).
Official	State worker.
Shariat	The set of religious and judicial norms based on the Koran and Hadith, Muslim law.
Evolution	One of the forms of movement, development in nature and society – continuous, gradual, quantitative change.
Equivalent	A product of the same significance and strength. Equivalency is especially important in comparison of goods and their change to each other. For this purpose we use commodity equivalents, i.e. one commodity is equal to the other and used as etalons of value comparison. The universal equivalent is money.
Economic rights	Right to have a property, make a business, and free arrange of own labour.
Extreme	Utmost, limit.
Electorate	A circle of voters who vote for some political parties on parliamentary, presidential, and municipal elections.
Elite	Elected circle of people; the most outstanding representatives of any part of society; the highest layer of social hierarchy.
Ethnicity (ethnos)	Stable group of people that have common origin (blood), history, language and culture.
Effective participation	Political participation of all members of the organization.
Lawyer	A specialist in the sphere of law.

CONSTITUTION OF THE KYRGYZ REPUBLIC

(As amended October 21, 1998 by the Law of the Kyrgyz Republic, N 134)

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We, the People of the Kyrgyz Republic, aspiring to secure the national revival of the Kyrgyz, the protection and development of interests of representatives of all nationalities, who together with the Kyrgyz form the people of Kyrgyzstan, following our ancestors precepts to live in unity, peace and concord; confirming our adherence to human rights and freedoms and the idea of national statehood; filled with a determination to develop an economy, political and legal institutions and a culture which provide appropriate living standards for everyone; proclaiming our adherence to national ethnic traditions and to moral principles common to all mankind; desiring to establish ourselves among peoples of the world as a free and democratic civil society; through our authorized representatives, hereby adopt this Constitution.

CHAPTER ONE THE KYRGYZ REPUBLIC

Section One General principles

Article 1.

1. The Kyrgyz Republic (Kyrgyzstan) is a sovereign, unitary, democratic Republic, constructed on the basis of a legal secular state.
2. The sovereignty of the Kyrgyz Republic is not limited and shall extend throughout its territory.
3. The people of Kyrgyzstan are the holders of sovereignty and are the single source of state power in the Kyrgyz Republic.
4. The people of the Kyrgyz Republic exercise their power directly and through a system of state bodies on the basis of this Constitution and laws of the Kyrgyz Republic. Only the Jogorku Kenesh and the President of the Kyrgyz Republic elected by the People of the Kyrgyz Republic have the right to act on behalf of the People of the Kyrgyz Republic.
5. Amendments and supplements to the Constitution of the Kyrgyz Republic, the Laws of the Kyrgyz Republic, and other important matters of state life may be referred for a referendum (national vote). The grounds and procedure for holding a referendum shall be established by constitutional law.
6. Citizens of the Kyrgyz Republic elect the President, deputies of the Legislative Assembly of the Jogorku Kenesh and the Assembly of Peoples' Representatives of the Jogorku Kenesh and their representatives to bodies of local self-government. Elections shall be free and shall be held on the basis of universal equal and direct suffrage by secret ballot. Citizens who have attained the age of 18 are allowed to participate in elections.

Article 2.

1. The State and its bodies shall serve the whole society, and not a particular group.
2. No separate group of people, no association, nor any individual person shall have the right to usurp power of the State. The usurpation of State Power shall be the gravest crime.

Article 3.

1. The territory of the Kyrgyz Republic, within its existing boundaries, is inviolable and indivisible.
2. For purposes of governmental management, the territory of the Kyrgyz Republic is divided into administrative territorial units determined by law.

Article 4.

1. In the Kyrgyz Republic, state, communal, private, and other forms of property shall be recognized and protected. The Kyrgyz Republic guarantees diversity of forms of property and their equal legal protection.
2. The land, its underlying resources, air space, forests, flora and fauna, and other natural resources in the Kyrgyz Republic shall be used as the basis of life and activity of people of Kyrgyzstan and shall have special protection of the state.
3. The land may be in state, communal, private, or other type of property. Limits to and procedure for execution of rights by land owners and guarantees of their protection shall be set forth in law.
4. The Kyrgyz Republic shall protect the rights of ownership of its citizens and juridical persons to property, and also their property and ownership located within territories of other governments.

Article 5.

1. The state language of the Kyrgyz Republic is the Kyrgyz language.
2. The Kyrgyz Republic guarantees the preservation, equal and free development and functioning of the Russian language and all the other languages used by the population of the Republic.
3. Infringement upon citizens' rights and freedoms based upon lack of knowledge or command of the state language is not permitted.

Article 6.

The Kyrgyz Republic has state symbols - the State Flag, Emblem, and Anthem. The Capital of the Kyrgyz Republic is the City of Bishkek. The unit of currency of the Kyrgyz Republic is the Som.

Section Two The structure and activities of the state

Article 7.

1. State power in the Kyrgyz Republic is based on the following principles:
the supremacy of the power of the people, represented and ensured by the nationally elected head of the state, the President of the Kyrgyz Republic;
division of state power into legislative, executive, and judicial branches, and their coordinated functions and interaction; the responsibility of state bodies to the people and execution by them of their authority on behalf of the people;
differentiation between functions of state power and local self-government.

2. Within the bounds of authority created by this Constitution, the following represent and carry out state power in the Kyrgyz Republic:
the President of the Kyrgyz Republic;
the Jogorku Kenesh of the Kyrgyz Republic, comprised of two chambers: the Legislative Assembly of the Jogorku Kenesh and the Assembly of People's Representatives of the Jogorku Kenesh; the Pravitel'stvo of the Kyrgyz Republic and local state Administrations; the Constitutional Court, the Supreme Court, the Supreme Arbitration Court and the courts and judges of the justice system;

Article 8.

1. In the Kyrgyz Republic political parties, trade unions and other public associations may be organized on the basis of free will and common interests. The State ensures the observation of rights and legal interests of public associations.

2. Political parties may participate in State affairs only in the following ways: by nominating their candidates for election to the Jogorku Kenesh, for state positions and for bodies of local self-government; by forming fractions in representative bodies;

3. Religion, all faiths, shall be separated from the State.

4. In the Kyrgyz Republic the following are not allowed:

- the merger of State and party institutions, as well as subordination of State activity to party programs and decisions;
- the formation and activity of party organizations within state institutions and organizations; civil servants shall have the right to conduct party activities unrelated to their work activity;
- membership in parties and rendering support to any political party by those serving in the military, and by officials working in bodies of internal affairs, national security, justice, the procuracy and the courts;
- the creation of political parties on a religious basis. Religious organizations shall not pursue political goals and tasks;
- interference by members of religious organizations and sects with the activity of state bodies;
- activities of political parties of other governments.

Article 9.

1. The Kyrgyz Republic has no goals of expansion, aggression and territorial claims, which are to be resolved by military force. It rejects militarization of state life, the subordination of the state and its activity to purposes of war. The Armed Forces of the Kyrgyz Republic shall be formed in accordance with principles of self-defense and defensive sufficiency.

2. The right to initiate war shall not be acknowledged except in cases of aggression against Kyrgyzstan and other states bound by responsibilities for collective defense. In each instance, permission for military units of the Armed Forces to cross the borders of the Kyrgyz Republic shall

be granted by decision of the Legislative Assembly to be adopted by no less than by two thirds of the total number of deputies.

3. The use of Armed Forces to resolve internal State political issues is prohibited. Military forces may be used to liquidate the after math of natural disasters and in other similar circumstances directly provided by the law.

4. The Kyrgyz Republic strives toward universal and just peace, mutually beneficial cooperation, resolution of global and regional problems by peaceful means, and shall observe the universally recognized principles of international law. Activities directed at disturbing the peaceful communal life of the people, propagandizing and igniting international strife are unconstitutional.

Article 10.

1. A state of emergency in Kyrgyzstan may be imposed only in cases of natural disaster, direct threat to the constitutional structure, mass disorder accompanied by violence and threat to human life, according to circumstances and subject to time limits established by constitutional law.

2. A state of emergency throughout the Kyrgyz Republic may be imposed only by the Legislative Assembly, but for particular localities where circumstances demand urgent measures, by the President of the Kyrgyz Republic, with immediate, same day notification to the Legislative Assembly which must confirm the act of the President within three days. In absence of such confirmation, the state of emergency is canceled.

3. Martial law in Kyrgyzstan may be introduced by the Legislative Assembly only in case of aggression against the Kyrgyz Republic.

4. Recess of a session of the Legislative Assembly is not allowed during a state of emergency or martial law. In the event that the Legislative Assembly is not in session, and a state of emergency already has been imposed by the President, the Legislative Assembly shall assemble without notice not later than the day after the state of emergency has been imposed.

5. During a period of a state of emergency or martial law, referenda or elections to state bodies and any changes in the structure, functions and authority of state bodies established by the Constitution are not permitted.

Article 11.

1. The state budget of the Kyrgyz Republic consists of republican and local budgets and includes all expenditures and income of the state. The republican budget shall be approved by the Assembly of People's Representatives upon presentation by the Government.

2. Income of the republican budget shall be raised from taxes established by law, other obligatory payments, revenue from state property and other receipts. A single tax system applies on the territory of the Kyrgyz Republic. The Jogorku Kenesh of the Kyrgyz Republic has the right to establish taxes. Laws establishing new taxes and negatively affecting the condition of taxpayers shall not have retroactive force.

3. The Jogorku Kenesh has the right to establish non-budgetary targeted funds. Sources for contributions into non-budgetary funds may be attracted.

4. A report on implementation of the republican budget and extra-budgetary funds is to be approved by the Jogorku Kenesh.

Article 12.

1. The Constitution shall have supreme legal force and direct application in the Kyrgyz Republic.

2. Laws and other normative acts are to be adopted on the basis of the Constitution.

3. Interstate treaties and other normatives of international law ratified by the Kyrgyz Republic are a constituent and directly effective part of the Legislation of the Kyrgyz Republic.

CHAPTER TWO CITIZENS

Section One Citizenship

Article 13.

1. The affiliation of an individual to the Kyrgyz Republic and his status is determined by citizenship. A citizen of the Kyrgyz Republic must observe the Constitution and the laws of the republic, and must respect the rights, freedom, honor and dignity of other people.
2. Citizens of the Kyrgyz Republic shall not be recognized as citizens of other states.
3. No citizen of the Kyrgyz Republic can be deprived of his/her citizenship or of his right to change his/her citizenship.
4. The Kyrgyz Republic guarantees the defense and protection of its citizens beyond its borders.

Article 14.

1. Every citizen of the Kyrgyz Republic by virtue of his/her citizenship enjoys rights and bears responsibilities.
2. In the Kyrgyz Republic, foreigners and persons without citizenship enjoy the rights and freedoms of citizens, and also bear responsibilities on the grounds, terms and according to procedures, provided by laws, international treaties and agreements.

Section Two The rights and freedom of the man**Article 15.**

1. The dignity of individuals in the Kyrgyz Republic is absolute and inviolable.
2. Every person from birth is entitled to basic human rights and freedoms. These rights shall be recognized as absolute, inalienable, and protected by law and the courts from infringement by any other person.
3. All persons in the Kyrgyz Republic shall be equal before the law and the court. No one shall be subject to any type of discrimination, violation of his rights and freedoms, on the grounds of ethnic origin, sex, race, nationality, language, religious belief, or other conditions or circumstances of a personal or social nature.
4. Human rights and freedoms are valid in the Kyrgyz Republic. As such, they determine, the meaning, content and application of laws, and obligate legislative and executive powers, local self-government and are guaranteed by the judiciary.
5. In the Kyrgyz Republic, folk customs and traditions which do not contradict human rights and freedoms are supported by the state.

Article 16.

1. In the Kyrgyz Republic, basic human rights and freedoms are recognized and guaranteed in accordance with universally accepted norms and principles of international law, international treaties and agreements concerning human rights which are ratified by the Kyrgyz Republic.
2. Every person in the Kyrgyz Republic has the right:
 - to life, to physical and moral inviolability;
 - to personal freedom and safety;
 - to free development of his individuality;
 - to freedom of religious belief, spiritual freedom and freedom of worship;
 - to free expression and dissemination of thoughts, ideas and opinions, freedom of literary, artistic, scientific and technical creativity, freedom of press, transmission and dissemination of information;
 - to freedom of movement, choice of destination and residence throughout the territory of Kyrgyzstan, and the right to travel freely abroad and to return home without hindrance;
 - to associate;
 - to assemble peacefully and without arms, to freely conduct meetings and demonstrations;
 - to the inviolability of residence;
 - to the freedom and secrecy of correspondence;
 - to honor and freedom of private life, to private and family secrets;

- to secrecy of postal, telephonic and telegraphic communications;
- to own property and to possess, use and dispose of it at one's own discretion;
- to economic freedom, free use of one's abilities and property for any economic activity;
- to freedom of labor, free choice of activity and profession.

The enumeration of rights and freedoms in the Constitution should not be interpreted as negating or diminishing other universally recognized human rights and freedoms.

Article 17.

1. In the Kyrgyz Republic, no laws shall be issued which abolish or infringe upon human rights and freedoms.
2. Restrictions to the exercise of rights and freedoms is allowed by the Constitution and laws of the Kyrgyz Republic only for the purposes of protecting the rights and freedoms of other persons, public safety and the protection of the constitutional structure. But in doing so, the essence of constitutional rights and freedoms shall not be affected.

Article 18.

1. Limitations which affect the physical and moral inviolability of an individual are allowed only on the basis of law by the decision of a court as punishment for the commission of a crime. No one may be tortured, subjected to mistreatment or inhuman, degrading punishments.
2. Medical, biological, and psychological experiments on people are prohibited without the properly expressed and verified voluntary agreement of the person participating in the experiment.
3. No one may be subjected to arrest or detention except on the basis of law. Any actions aimed at imposing responsibility for a crime on a person before a decision has been made by a court are not allowed, and are grounds for compensation to the victim through the court for the material and moral harm suffered.
4. Capital punishment may be imposed only in exceptional cases by court order. Any person sentenced to capital punishment shall have the right to seek a pardon.

Article 19.

1. Private ownership in the Kyrgyz Republic is recognized and guaranteed as an inalienable human right, as a natural source of one's welfare, business and creative activity, and as a guarantor of one's economic and personal independence.
2. Property is inviolable. No person can be deprived of his/her property arbitrarily; Confiscation against the will of the owner is allowed by decision of a court.
3. In the Kyrgyz Republic the right of inheritance is guaranteed and protected by law.

Article 20.

The Kyrgyz Republic may grant political asylum to foreign citizens and persons without citizenship on the basis of violation of human rights.

Section Three Rights and duties of a citizen

Article 21.

1. Citizens of the Kyrgyz Republic and their associations shall be allowed to engage in any act or activity, except those prohibited or restricted by this Constitution and laws of the Kyrgyz Republic.
2. The exercise of rights and freedoms by a citizen of the Kyrgyz Republic shall be inseparable from his/her duties which must be performed for the security of personal and national interests.

Article 22.

Laws of the Kyrgyz Republic concerning the rights and duties of citizens are to be applied equally to all citizens and do not bestow on anyone advantages and privileges, except those provided by the Constitution and by laws for the social protection of citizens.

Article 23.

Citizens of the Kyrgyz Republic participate in state governance directly and through their representatives in the discussion and adoption of laws and decisions of republican and local significance, and they have equal access to governmental services.

Article 24.

Citizens of the Kyrgyz Republic have the right and duty to defend the Motherland. Citizens perform military service within the limits and in the forms established by law.

Article 25.

Citizens of the Kyrgyz Republic are obliged to pay taxes and fees in accordance with legislation.

Article 26.

1. The family shall be the primary unit of society; family, fatherhood, motherhood, and childhood are the concern of the whole society and preferential protection by law; child care and upbringing is a natural right and civic duty of parents. Able-bodied, legal aged children are obligated to care for their parents.

2. The state provides maintenance, up bringing, education for orphans and children without parental support.

3. Respect for the elderly and caring for relatives and friends are sacred traditions of the people of Kyrgyzstan.

Article 27.

1. In the Kyrgyz Republic social security at the expense of the state is guaranteed in old age, in sickness and in the event of work disability or loss of the main provider.

2. Pensions and social security in accordance with economic resources of the society shall provide a standard of living not below the minimum wage established by law.

3. Voluntary social insurance and the establishment of additional forms of security and charity are encouraged.

Article 28.

1. A citizen of the Kyrgyz Republic has the right to job protection in all its forms and appearances, and to working conditions which comply with requirements of security and hygiene, as well as the right to social protection against unemployment.

2. The state will concern itself with professional training and improvement of professional qualification of citizens, and encourages and promotes international agreements and international organizations, which have the aim of strengthening and securing the right to work.

3. Forced labor of citizens is prohibited, except in cases of war, natural disaster, epidemic, or in other extraordinary circumstances, as well as in accordance with execution of punishment per order of court.

Article 29.

Citizens of the Kyrgyz Republic, working under a labor agreement (contract), shall have the right to remuneration not less than the minimum wage established by the state.

Article 30.

Citizens of the Kyrgyz Republic shall have the right to strike. The procedure and conditions for holding strikes shall be prescribed by law.

Article 31.

1. Citizens of the Kyrgyz Republic have the right to time off.

2. The maximum duration of working hours, the minimum weekly time off and annual paid leave, as well as other conditions for exercising of the right to time off, shall be prescribed by law.

Article 32.

1. Every citizen of the Kyrgyz Republic has the right to education.
2. Basic education shall be compulsory and free of charge; everyone shall have the right to receive it at state educational institutions. In state educational institutions every citizen has the right to a free education.
3. The state provides every person in accordance with individual aptitude access to vocational, special secondary and higher education.
4. Paid education of citizens in state and other educational institutions is allowed on the basis and in the procedure established by legislation.
5. The state exercises control over the activity of educational institutions.

Article 33.

Citizens of the Kyrgyz Republic have the right to housing. The state facilitates the fulfillment of the right to housing by supplying and selling housing from the state-owned housing fund and by encouraging construction of individual dwellings.

Article 34.

1. Citizens of the Kyrgyz Republic have the right to the protection of health and to free use of the network of state public health institutions.
2. Paid medical service shall be allowed on the basis and in the procedure established by law.

Article 35.

1. Citizens of the Kyrgyz Republic have the right to a healthy, safe environment and to compensation for damage caused to one's health or property by activities utilizing nature.
2. The protection of the environment, natural resources and historical monuments is the sacred duty of every citizen.

Article 36.

1. Culture, art, literature, science and the mass media are free (uncontrolled).
2. The state protects historical monuments, cares for and creates necessary conditions for the development of literature, art, science, mass media and sports.
3. Citizens have the right of access to cultural treasures and to be involved in artistic and scientific activities.

Article 37.

Social activity of the State shall not lead to the substitution of state guardianship over a citizen's own economic freedom, activity and the opportunity of the citizen to achieve economic welfare for himself/herself and his/her own family.

Article 38.

1. It is the duty of the state, all its bodies and state officials to provide for full, absolute and immediate protection of the rights and freedoms of citizens, to prevent the infringement upon rights in this area and to restore a violated status.
2. The Kyrgyz Republic guarantees judicial defense of all rights and freedoms of citizens fixed by the Constitution and the laws.

Article 39.

1. A citizen is presumed innocent of committing a criminal offense until determined guilty by an order of court in force.
2. The state guarantees everyone protection from arbitrary and unlawful interference into one's private and family life, infringement upon one's honor and dignity, and violation of secrecy of correspondence and telephone conversations.
3. No one shall have the right to enter a dwelling except in cases when it is necessary to conduct a sanctioned search or seizure of property, to secure public order, to arrest a criminal or to save the life, health or property of an individual.

Article 40.

Every citizen in the Kyrgyz Republic shall be provided qualified legal assistance and defense of the rights and freedoms guaranteed by the Constitution.

Article 41.

The publication of laws and other normative legal acts concerning the rights, freedoms and duties of an individual and a citizen is a prerequisite for their utilization.

CHAPTER THREE THE PRESIDENT**Article 42.**

1. The President of the Kyrgyz Republic is the head of state and the highest official of the Kyrgyz Republic.
2. The President of the Kyrgyz Republic is the symbol of the unity of the people and state power, the guarantor of the Constitution of the Kyrgyz Republic, and of rights and freedoms of the person and citizen.
3. The President of the Kyrgyz Republic defines the fundamental directions of internal and external policy of the state, represents the Kyrgyz Republic within the country and in international relations, adopts measures to protect the sovereignty and territorial integrity of the Kyrgyz Republic, and ensures the unity and continuity of state power and the coordinated functioning and interaction of state bodies and their responsibility to the people.

Section One Election**Article 43.**

1. The President of the Kyrgyz Republic shall be elected for a term of five years.
2. The same person cannot be elected President for more than two consecutive terms.
3. A citizen of the Kyrgyz Republic who has command of the state language and who has been a resident of the republic for not less than 15 years before the nomination of his candidature to the office of the President, may be elected President of the Kyrgyz Republic if he is not less than 35 years of age and not older than 65 years of age.
4. The President of the Kyrgyz Republic cannot be a deputy of the Jogorku Kenesh, hold any other posts or engage in entrepreneurial activity.
5. The President of the Kyrgyz Republic must suspend his activity in political parties and organizations during the term of office until the beginning of a new presidential election in the Kyrgyz Republic.

Article 44.

1. A new presidential election in the Kyrgyz Republic is held two months before the date on which the powers of the President of the Kyrgyz Republic expire.
2. The President of the Kyrgyz Republic is elected by citizens of the Kyrgyz Republic by a majority of actual votes cast; elections shall be held on the basis of universal, equal and direct suffrage, and by secret ballot.
3. The number of candidates for the office of the President of the Kyrgyz Republic is not limited. A person, who has registered and who has collected not less than 50,000 voters' signatures may be a candidate for the President of the Kyrgyz Republic.
4. The election of the President of the Kyrgyz Republic is considered valid if more than fifty per cent of all voters in the republic shall have taken part in the elections.

In the first ballot, a candidate is considered elected to the office of the President if he/she obtains more than a half of the votes of voters who have taken part in the elections.

If no candidate receives more than half of the votes cast in the first ballot, only the two candidates who received the most votes shall appear on the second ballot. In the second ballot, a candidate who receives more than half of the votes cast shall be considered elected if not less than fifty per cent of all voters participate.

Article 45.

1. The results of the election for the President of the Kyrgyz Republic must be confirmed by the Constitutional Court of the Kyrgyz Republic within 7 days after their completion.
2. After the Chairman of the Constitutional Court of the Kyrgyz Republic announces the results of voting, the President takes the oath of office within 30 days in the presence of the deputies of the Legislative Assembly and the Assembly of People's Representatives.
3. Upon entering office, the President of the Kyrgyz Republic takes an oath to the people of Kyrgyzstan:
"I, ..., assuming the office of the President of the Kyrgyz Republic, before my People and the Sacred homeland Ala-Too do swear: to sacredly observe and defend the Constitution and laws of the Kyrgyz Republic; to defend the sovereignty and independence of the Kyrgyz State; to respect and guarantee the rights and freedoms of all citizens of the Kyrgyz Republic; with honor and tirelessly to perform the great responsibility of the President of the Kyrgyz Republic entrusted to me by the confidence of all the People!".
4. The term of the Presidential mandate begins from the moment of taking the oath of office. The powers of the President terminate upon the moment when the newly elected President takes office.

Section Two Powers of the president

Article 46.

1. The President of the Kyrgyz Republic:
 - a) determines the structure of the Pravitel'stvo of the Kyrgyz Republic;
 - b) appoints the Prime Minister of the Kyrgyz Republic with the approval of the Assembly of People's Representatives;
 - c) appoints in consultation with the Prime Minister of the Kyrgyz Republic, the members of the Pravitel'stvo of the Kyrgyz Republic and also the heads of administrative departments, and relieves them of their offices;
 - d) accepts requests by the Prime Minister, the Pravitel'stvo, or an individual member of the Pravitel'stvo to resign; adopts decisions on his own initiative regarding dismissal of the Prime Minister or Pravitel'stvo;
 - e) appoints with the consent of the appropriate local keneshes the heads of state administration of oblasts, rayons and cities; and relieves them of their offices;
 - f) appoints the State Secretary of the Kyrgyz Republic and determines his status and powers; forms the Administration of the President of the Kyrgyz Republic;
 - g) forms and abolishes executive organs not included in the composition of the Pravitel'stvo;
 - h) forms and heads the Security Council of the Kyrgyz Republic and other coordinated organs;
 - i) forms services of Government defense and the National Guard, which are under his purview;
 - j) confirms, in consultation with the Prime Minister, a unified system of training and selection of personnel for bodies maintained at the expense of the state budget, and of the financing of state bodies and payment of those working in the service of the state.
2. The President of the Kyrgyz Republic:
 - a) appoints, with the consent of the Assembly of People's Representatives, the Procurator General of the Kyrgyz Republic; appoints the deputy of the Procurator General, procurators of oblasts, the City of Bishkek and the military procurator of the Kyrgyz Republic; and relieves them of office;
 - b) appoints with the approval of the Assembly of the People's Representatives, the Chairman of the board of the National Bank of the Kyrgyz Republic, and relieves him of office;
 - c) presents to the Legislative Assembly and to the Assembly of People's Representatives candidates for election to the offices of Chairman of the Constitutional Court of the Kyrgyz Republic, his deputy, and judges of the Constitutional Court of the Kyrgyz Republic;
 - d) presents to the Assembly of People's Representatives candidates for election to the offices of Chairman of the Supreme Court of the Kyrgyz Republic and of the Supreme Arbitration Court of the Kyrgyz Republic, their deputies, and judges of the Supreme Court of the Kyrgyz Republic and of the Supreme Arbitration Court of the Kyrgyz Republic;
 - e) appoints the chairmen, their deputies, and judges of the courts of oblasts, the city of Bishkek, rayons, cities, arbitration courts of the oblasts and the city of Bishkek, and also of the military courts of the Kyrgyz Republic, and relieves them of office under circumstances prescribed by the Constitution and laws.
3. The President of the Kyrgyz Republic:
 - a) directs the foreign policy of the Kyrgyz Republic;

- b) conducts negotiations and signs international treaties of the Kyrgyz Republic;
 - c) signs instruments of ratification;
 - d) appoints and recalls diplomatic representatives of the Kyrgyz Republic in foreign states and international organizations; accepts the credentials and letters of recall of the heads of diplomatic missions of foreign states and representatives of international organizations accredited to the President of the Kyrgyz Republic;
 - e) decides questions of acceptance and forfeiture of citizenship in the Kyrgyz Republic and of granting political asylum.
4. The President of the Kyrgyz Republic:
- confers state awards of the Kyrgyz Republic;
 - confers honorary titles of the Kyrgyz Republic;
 - confers higher military ranks, diplomatic ranks, class ranks, and other special titles;
 - grants pardons.
5. The President of the Kyrgyz Republic:
- a) presents draft laws to the Jogorku Kenesh;
 - b) signs laws or returns them with his objections to the appropriate chamber of the Jogorku Kenesh for further consideration; publishes laws; has the right to protest laws and international treaties ratified by the Kyrgyz Republic to the Constitutional Court of the Kyrgyz Republic;
 - c) speaks to the people in yearly messages on the state of affairs in the country, to be delivered at a joint sitting of both Chambers of the Jogorku Kenesh;
 - d) has the right to suspend or annul the effectiveness of acts of the Pravitel'stvo of the Kyrgyz Republic and acts of other bodies of executive power;
 - e) has the right to decide issues of financing urgent matters at state expense; and establishes funds;
 - f) exercises legislative power under the circumstances and in accordance with the procedure set forth in Article 68 of this Constitution.
6. The President of the Kyrgyz Republic:
- a) has the right to call early meetings of the Legislative Assembly and early sessions of the Assembly of People's Representatives and to determine issues subject to consideration;
 - b) designates referenda on his own initiative, or decides to call referenda upon the initiative of no less than 300, 000 voters or a majority of the total number of deputies of both Chambers of the Jogorku Kenesh;
 - c) calls elections to the Legislative Assembly and the Assembly of People's Representatives, carries out early dissolution of the Legislative Assembly and Assembly of People's Representatives under the circumstances set forth in this Constitution;
 - d) calls elections to local Keneshes and carries out their early dissolution under the circumstances set forth in the laws of the Kyrgyz Republic;
 - e) appoints the Chairman of the Central Commission on Elections and the Conducting of Referenda and one-third of its members;
 - f) appoints the Chairman of the Chamber of Auditors and one-third of its auditors.
7. The President of the Kyrgyz Republic upon grounds specified by law, warns of the possibility of introducing a state of emergency, and when necessary introduces a state of emergency in specific localities without prior declaration, of which action he promptly informs the Legislative Assembly.
8. The President of the Kyrgyz Republic declares universal or partial mobilization; announces a state of war in the event of aggression or direct threat of aggression to the Kyrgyz Republic, promptly submits the issue for consideration of the Legislative Assembly; declares a state of war in the interests of the defense of the country and the safety of its citizens, and promptly submits the issue for consideration of the Legislative Assembly.
9. The President of the Kyrgyz Republic is the Commander in Chief of the Armed Forces, and appoints and dismisses commanders of the Armed Forces of the Kyrgyz Republic.

Article 47.

1. The President of the Kyrgyz Republic issues decrees and orders.
2. Decrees and orders of the President of the Kyrgyz Republic must be executed within the entire territory of the Kyrgyz Republic.
3. Decrees issued by the President of the Kyrgyz Republic while executing legislative powers in accordance with sub point 6 of point 5 of Article 46 of the Constitution have the force of law.

Article 48.

The President of the Kyrgyz Republic has the right to transfer powers specified in subpoint 2 of point 3 of Article 46 of the Constitution to the Prime Minister, members of the Pravitel'stvo, and other officials; and also has the right to ratify international financial contracts and credit agreements signed by them.

Article 49.

1. The President of the Kyrgyz Republic enjoys the right of immunity. The honor and dignity of the President of the Kyrgyz Republic is protected by law.
2. The support, service and protection of the President of the Kyrgyz Republic, as well as his family, is provided at state expense.

Article 50.

1. The powers of the President may be terminated as a result of resignation on his own petition made by him at a joint session of the Chambers of the Jogorku Kenesh or upon his dismissal from office in accordance with the procedure specified in this Constitution or also upon inability to execute his powers due to illness or as a result of his death.
2. If the President of the Kyrgyz Republic is unable to carry out his duties due to illness, both Chambers of the Jogorku Kenesh are to adopt a decision on early dismissal of the President of the Kyrgyz Republic from office based upon the conclusion of a State Medical Commission created by them upon a vote of no less than two-thirds of the total number of the deputies of each of the Chambers.

Article 51.

1. The President of the Kyrgyz Republic may be dismissed from office by the Assembly of Peoples' Representatives only on the basis of a charge made by the Legislative Assembly of high treason or commission of another grievous crime confirmed by a ruling of the Constitutional Court of the Kyrgyz Republic.
2. The decision by the Legislative Assembly to bring a charge against the President of the Kyrgyz Republic for dismissal of him from office must be made by a vote of not less than two-thirds of the total number of deputies of the Legislative Assembly upon the initiative of a majority of the total number of deputies of that chamber, and is to be accompanied by a ruling by a special commission formed by the Legislative Assembly.
3. A negative ruling by the Constitutional Court of the Kyrgyz Republic on a charge made by the Legislative Assembly shall result in the dissolution of the Legislative Assembly.
4. A resolution of the Assembly of People's Representatives on dismissal of the President of the Kyrgyz Republic from office must be adopted by a majority vote of no fewer than two-thirds of the total number of deputies of that chamber, no later than two months after the bringing of the charge against the President by the Legislative Assembly. If a decision shall not be reached by the Assembly within this period, the charge shall be considered refuted.

Article 52.

1. If the President of the Kyrgyz Republic is unable to carry out his duties for reasons stated in Article 50 of the this Constitution, the Prime Minister thereafter shall carry out his duties until the election of a new President of the Kyrgyz Republic. Elections for a new President of the Kyrgyz Republic must in this case be conducted within three months of the termination of the term of office of the President of the Kyrgyz Republic.
2. The Prime Minister, while executing the duties of the President of the Kyrgyz Republic, does not have the right to dissolve the Legislative Assembly or the Assembly of People's Representatives, to call a referendum, to terminate the authority of the Pravitel'stvo, or to make proposals for introducing amendments and supplements to the Constitution of the Kyrgyz Republic.

Article 53.

1. All former Presidents of the Kyrgyz Republic, except those who have been dismissed from office by the procedure established in Article 51 of the this Constitution, shall have the title of ex-President of the Kyrgyz Republic.
2. Provision, maintenance, and protection of an ex-President of the Kyrgyz Republic shall be made at state expense by a procedure established by law.

CHAPTER FOUR THE JOGORKU KENESH

Article 54.

1. The Jogorku Kenesh, the Parliament of the Kyrgyz Republic, is the representative body which has legislative power.
2. The Jogorku Kenesh consists of two chambers: The Legislative Assembly, with 60 deputies, which acts continuously and is elected on the basis of representation of the interests of the total population of the republic; The Assembly of People's Representatives, with 45 deputies, which shall work in sessions and shall be elected on the basis of representing territorial interests.
3. Deputies of the Legislative Assembly and the Assembly of People's Representatives are elected for five years. Procedure for election of deputies of the Legislative Assembly and Assembly of People's Representatives shall be stipulated by law.

Article 55.

1. Each chamber of the Jogorku Kenesh shall assemble for its first sitting after election with no fewer than two-thirds of the members of the given chamber and no later than 30 days after the publication of the results of the election.
2. The eldest deputy of each chamber of the Jogorku Kenesh shall open the first session of that chamber.
3. The Legislative Assembly and the Assembly of People's Representatives shall meet separately. The Chambers shall meet jointly for taking oaths of judges of the Constitutional Court of the Kyrgyz Republic, for hearing addresses and declarations of the President of the Kyrgyz Republic, and addresses of leaders of foreign states, and also in other cases envisaged by regulations of the chambers of the Jogorku Kenesh.
4. From the day work of the newly convened Legislative Assembly and the Assembly of People's Representatives begins, the powers of the prior sessions of the Legislative Assembly and the Assembly of People's Representatives end.

Article 56.

1. A citizen of the Kyrgyz Republic who has reached 25 years of age by the day of the elections, has the right to participate in the elections, and has permanently resided in the Republic for not less than 5 years prior to nomination as a Deputy, may be elected a Deputy of the Legislative Assembly of the Jogorku Kenesh. A citizen of the Kyrgyz Republic who has reached 25 years of age by the day of the elections, has the right to participate in the elections, and has permanently resided in the Republic for not less than 5 years prior to nomination as a Deputy, of which not than 3 years have been within the territory of the respective region or city of Bishkek, may be elected a Deputy of the Assembly of People's Representatives of the Jogorku Kenesh.
2. Deputies of the Legislative Assembly of the Jogorku Kenesh and deputies of the Assembly of People's Representatives of the Jogorku Kenesh are representatives of the people of Kyrgyzstan, and are subordinate to the Constitution and to their conscience.
3. A Deputy of the Legislative Assembly and a Deputy of the Assembly of People's Representatives within the entire term of powers may not be prosecuted or held liable for opinion expressed or for voting in the course of execution of their powers as a Deputy.
4. One and the same person may not simultaneously be a deputy of the Legislative Assembly and of the Assembly of People's Representatives. A deputy of the Legislative Assembly or Assembly of People's Representatives can not simultaneously be a deputy of a local Kenesh. A deputy of the Legislative Assembly can not work in other state service and can not engage in entrepreneurial activity. A deputy of the Legislative Assembly has the right to engage in teaching, scientific, or other creative activity, if such activity does not interfere with the performance of his duties as deputy. A deputy of the Assembly of People's Representatives can not simultaneously be employed as a member of the Pravitel'stvo, a procurator, a judge, or another office of state service specified by law. A deputy of the Assembly of People's Representatives working in state service may be relieved from an occupied position without the consent of the chamber.
5. A deputy of the Legislative Assembly or Assembly of People's Representatives who has not warranted the trust of the voters may be dismissed by decision of a majority of voters in the procedure established by law.
6. Powers of a Deputy of the Legislative Assembly or a Deputy of the Assembly of People's Representatives may be terminated early in the event of submission of resignation in writing, a court decision that the Deputy is not legally capable, dissolution of their chamber, entry into force of a court decision on announcing the Deputy deceased, and death of a Deputy. A Deputy of the Legislative Assembly or a Deputy

of the Assembly of People's Representatives shall be deprived of his powers in the event of his recall by voters, entry into force of a guilty verdict against him by court, acceptance of a job or failure to quit a job not compatible with fulfillment of his duties as a Deputy, annulment of the election, change of permanent residents beyond the borders of the Kyrgyz Republic, renunciation of citizenship of the Kyrgyz Republic, or loss of Kyrgyz citizenship. Early termination of powers of a Deputy of the Legislative Assembly and a Deputy of the Assembly of People's Representatives, and their deprivation of powers, shall be executed based on a Resolution of the Central Committee on Elections and Referenda.

Article 57.

A deputy of the Legislative Assembly and the Assembly of People's Representatives has the right of inquiry to bodies of executive power and their officials, who are obliged to answer the inquiry within 10 days.

Section One Powers of the Legislative Assembly and Assembly of People's Representatives

Article 58.

1. The work of the Legislative Assembly of the Jogorku Kenesh includes:
 - a) introduction of amendments and supplements to the Constitution of the Kyrgyz Republic in the procedure established by the Constitution;
 - b) adoption of laws of the Kyrgyz Republic;
 - c) official interpretation of the Constitution and of laws adopted by it;
 - d) alteration of the borders of the Kyrgyz Republic;
 - e) approval of laws adopted by the Assembly of the People's Representatives;
 - f) election, upon nomination by the President of the Kyrgyz Republic, of the Chairman of the Constitutional Court of the Kyrgyz Republic, his deputy, and judges of the Constitutional Court of the Kyrgyz Republic; determining issues of dismissing them from their positions under the circumstances and according to the procedures set forth in this Constitution;
 - g) election of one-third of the members of the Central Commission on Elections and Conduct of Referenda;
 - h) appointment of one-third of the auditors of the Accounting Chamber;
 - i) ratification and denunciation of international treaties, except cases envisaged in Article 48 of this Constitution;
 - j) introduction of states of emergency, authorization of annulment of decrees of the President of the Kyrgyz Republic concerning this issue;
 - k) deciding matters of war and peace; introducing the state of war; and authorization or annulment of decrees of the President of the Kyrgyz Republic about these issues;
 - l) deciding matters about the possibility of using the Armed Forces of the Kyrgyz Republic beyond its borders when necessary to fulfill International treaty obligations in support of peace and security;
 - m) establishing of military ranks, diplomatic ranks, class categories and other special titles of the Kyrgyz Republic;
 - n) establishment of state awards and honorary titles of the Kyrgyz Republic;
 - o) issuing acts of amnesty;
 - p) hearing annual reports of the Prime Minister as well as of bodies and officials appointed and elected by it, with account taken of the rules of autonomy and independence of such bodies and officials established in this Constitution;
 - q) bringing charges against the President of the Republic for dismissal from office.
2. The Legislative Assembly adopts resolutions on issues envisaged in sub-points 5-8, 16, and 17 of point 1 of this Article.
3. The work of the Assembly of People's Representatives of the Jogorku Kenesh includes:
 - a) introduction of amendments and supplements to the Constitution of the Kyrgyz Republic; adoption of laws in cases envisaged by the Constitution;
 - b) approval of the laws adopted by the Legislative Assembly in cases set forth by the Constitution;
 - c) official interpretation of the Constitution and of laws adopted by it;
 - d) authorization of the republican budget and of reports on its implementation;
 - e) alteration of the borders of the Kyrgyz Republic;
 - f) deciding matters of the administrative and territorial structure of the Kyrgyz Republic;

- g) calling elections for President of the Kyrgyz Republic;
 - h) approval of appointments of the Prime Minister of the Kyrgyz Republic;
 - i) approval of appointments of the Procurator General of the Kyrgyz Republic;
 - j) approval of appointments of the Chairman of the Board of the National Bank of the Kyrgyz Republic;
 - k) election, upon nomination by the President of the Kyrgyz Republic, of the Chairman of the Constitutional Court of the Kyrgyz Republic, his deputy, and the judges of the Constitutional Court of the Kyrgyz Republic;
 - l) election, upon nomination by the President of the Kyrgyz Republic, of the Chairmen of the Supreme Court and Supreme Arbitration Court of the Kyrgyz Republic, their deputies, and the judges of the Supreme Court and Supreme Arbitration Court of the Kyrgyz Republic;
 - m) election of one-third of the members of the Central Commission on Elections and Conduct of Referenda;
 - n) deciding issue about dismissing judges in cases according to the procedure set forth in this Constitution;
 - o) appointing one-third of the auditors of the Chamber of Auditors;
 - p) dismissal of the President of the Kyrgyz Republic from office;
 - q) hearing reports of the Prime Minister as well as of bodies and officials appointed or elected by the Assembly of People's Deputies, with consideration taken of the rules of autonomy and independence of such bodies and officials established in this Constitution;
 - r) expression of a no confidence vote to the Prime Minister;
 - s) hearing of the reports of the Procurator General and the Chairman of the Board of the National Bank.
3. The Assembly of People's Representatives adopts resolutions on issues described in subpoints 2 and 7-19 of point 3 of this Article.

Article 59.

1. Laws on the introduction of amendments and supplements to the Constitution, constitutional laws, laws on the alteration of the borders of the Kyrgyz Republic, and on interpretation of the Constitution and constitutional laws, are adopted by both Chambers of the Jogorku Kenesh by majority vote of no less than two-thirds of the total number of deputies of each Chamber.
2. Laws adopted by the Legislative Assembly on matters of taxes and fees, financial and customs regulations, banking activities, the ratification or denunciation of international treaties of the Kyrgyz Republic, and amnesty, are subject to consideration by the Assembly of People's Representatives and are considered approved if they receive yes votes from no fewer than half the total number of deputies of the Assembly of People's Representatives. In the event the Assembly of People's Representatives disapproves a decision taken by the Legislative Assembly, the decision on the matter under consideration may be approved by majority vote of no fewer than two-thirds of the total number of deputies of the Legislative Assembly.
3. Laws adopted by the Assembly of People's Representatives on matters stated in subpoints 4 and 6 of point 3 of Article 58 of this Constitution, are subject to consideration by the Legislative Assembly and shall be considered approved if they receive yes votes from no fewer than half of the total number of deputies of the Legislative Assembly. In the event the Legislative Assembly disapproves a law, the decision on the matter under consideration may be approved by a majority vote of no fewer than two-thirds of the total number of deputies of the Assembly of People's Representatives.
4. Laws described in the first paragraph of point 2 and the first paragraph of point 3 of this Article are deemed approved if not reviewed by the respective chamber of the Jogorku Kenesh within 60 days of adoption.

Article 60.

1. Each chamber of the Jogorku Kenesh shall elect from among its members a Toraga of the Chamber and his deputy, and shall form committees and commissions.
2. The Toraga of each Chamber shall be elected by secret vote. He shall be accountable to the appropriate chamber and may be removed from his office by a decision of such chamber adopted by a vote of no fewer than two-thirds of the total number of deputies.
3. The Toraga of the Legislative Assembly and the Assembly of People's Representatives conduct the sessions of their respective chambers, generally carry out the preparation of issues for consideration during sessions of the chambers, manage internal routine, and sign resolutions adopted by their respective Chambers.

4. The Deputy Toraga of the respective Chamber of the Jogorku Kenesh is elected by secret vote, fulfills specific functions of the Toraga as authorized by him, and substitutes for the Toraga in his absence.

Article 61.

Committees and temporary commissions of the chambers of the Jogorku Kenesh perform law drafting work, preliminarily review issues referred to their competency, and control implementation of the adopted laws and resolutions.

Article 62.

1. The Legislative Assembly conducts its business during conventions. The Legislative Assembly convenes once per year; the convention begins the first work day of September and ends the last work day of June.

2. The Assembly of People's Representatives conducts its business during sessions. Sessions of the Assembly of People's Representatives are called no fewer than two times a year.

3. A convention of the Legislative Assembly or session of the Assembly of People's Representatives is legally valid upon the attendance of no fewer than two-thirds of the total number of deputies of the given Chamber. The procedure for conducting business of the Chambers of the Jogorku Kenesh shall be defined by their Regulations.

Article 63.

1. The Legislative Assembly and the Assembly of People's Representatives may be dissolved early by a decision adopted by a majority vote of no fewer than two-thirds of the total number of deputies of the respective Chamber.

2. The Legislative Assembly or the Assembly of People's Representatives, or both chambers of the Jogorku Kenesh simultaneously, may be dissolved early by the President of the Kyrgyz Republic as the result of a referendum in the event of three refusals to approve the appointment of a Prime Minister or in the event of another crisis caused by insurmountable differences between the chambers of the Jogorku Kenesh or between one or both chambers of the Jogorku Kenesh and other branches of state power.

3. In the case foreseen under point 3 of Article 51 of this Constitution, the Legislative Assembly is considered dissolved from the moment of issuance of a resolution by the Constitutional Court of the Kyrgyz Republic.

4. The chambers of the Jogorku Kenesh may not be dissolved in time of a state emergency or war, during consideration by the chambers of the Jogorku Kenesh of the issue of dismissing the President of the Kyrgyz Republic from office or when there shall be fewer than six months remaining until the end of the term of office of the President of the Kyrgyz Republic.

5. In the event of dissolution of the Legislative Assembly, the Assembly of People's Representatives, or both chambers of the Jogorku Kenesh, the President of the Kyrgyz Republic designates the date for elections of deputies of the given chamber or chambers, so that the newly elected chamber or chambers convene their first session no later than six months after the moment of dissolution.

Section Two Legislative activities

Article 64.

The right to initiate legislative belongs to: 30000 voters (a popular initiative); the President of the Kyrgyz Republic; deputies of the Legislative Assembly; deputies of the Assembly of the People's Representatives; the Pravitel'stvo of the Kyrgyz Republic; the Supreme Court of the Kyrgyz Republic, and the Supreme Arbitration Court of the Kyrgyz Republic, on matters within their jurisdiction.

Article 65.

1. Draft laws are introduced in both chambers of the Jogorku Kenesh. Upon introduction the respective chamber of the Jogorku Kenesh is obligated to decide within one month the issue of introducing the draft law for review by that chamber, and either to determine the order of priority of review or to state a reason for rejection.

2. Amendments to a draft law on the republican budget may be introduced with the consent of the Government.

3. Amendments to the Law on national budget, draft laws on introducing or lifting taxes, providing tax exemptions, on changes in financial obligations of the state, and other draft law providing for increased costs

to be covered from the national budget or for decreases in revenues of the budget, may only be adopted with consent of the Government.

4. A draft law shall be considered adopted if a majority of the total number of deputies of a chamber vote for it.
5. A draft law which has been adopted by one chamber, on a matter which in accordance with the Constitution, requires approval from the other chamber, shall be presented to that chamber no later than five working days after its adoption by the first chamber. Such draft laws are considered adopted from the moment of approval by the other chamber, or in cases when such approval is not obtained, from the moment of confirmation in accordance with points 2 and 3 of Article 59 of this Constitution.
6. Drafts of laws introducing amendments and supplements to the Constitution, of Constitutional laws, of laws altering the borders of the Kyrgyz Republic, and of laws interpreting of the Constitution and constitutional laws, are considered adopted after no fewer than two readings if no fewer than two-thirds of the total number of deputies of each chamber of the Jogorku Kenesh have voted for them. The date of adoption of the draft law is considered to be the day when the vote on adopting the draft was held in both chambers. If the chambers voted on different days then the date of adoption of the law is the day when the second chamber voted for its adoption.
7. Introduction of amendments and supplements to the Constitution and constitutional laws during states of emergency is not allowed.
8. No laws restricting freedom of speech and freedom of the press may be adopted.

Article 66.

1. An adopted law shall be sent within five days to the President of the Kyrgyz Republic for signing.
2. The President of the Kyrgyz Republic, no later than 15 working days after receiving the law, shall sign it or return it with his objections. The given law is subject to reconsideration in the chamber which adopted it. If upon reconsideration the law is approved in the earlier adopted wording by majority vote of no less than two-thirds of the total number of deputies, then the law is to be signed by the President of the Kyrgyz Republic within seven working days.
3. A law rejected by the President which, in accordance with this Constitution, has been adopted by a majority vote of no fewer than two-thirds of the total number of deputies of each chamber of the Jogorku Kenesh, is to be signed by the President within the period established in point 2 of this Article if upon reconsideration it is approved in the earlier adopted wording by a majority vote of no fewer than three-fourths of the total number of deputies of each of the chambers of the Jogorku Kenesh.

Article 67.

A law enters into effect ten days from the moment of its publication if no other stipulation is made in the law itself or in a law on the procedure for its entering into force.

Article 68.

1. The chambers of the Jogorku Kenesh may delegate their legislative powers to the President of the Kyrgyz Republic for a period of no more than one year.
2. Legislative powers transfer to the President of the Kyrgyz Republic in the event of dissolution of chambers of the Jogorku Kenesh.
3. Legislative powers are carried out by the President of the Kyrgyz Republic by the adoption of decrees, which have the force of law.
4. In the event of dissolution of one of the chambers of the Jogorku Kenesh, the President of the Kyrgyz Republic carries out the legislative powers of that chamber only.

CHAPTER FIVE EXECUTIVE POWER

Article 69.

Executive power in the Kyrgyz Republic is carried out by the Pravitel'stvo of the Kyrgyz Republic, by ministries accountable to it, by state committees, administrative departments and local state administration.

Section One The Government

Article 70.

1. The Pravitel'stvo of the Kyrgyz Republic is the highest body of state executive power in the Kyrgyz Republic.
2. The activity of the Pravitel'stvo of the Kyrgyz Republic is headed by the Prime Minister of the Kyrgyz Republic. The Pravitel'stvo of the Kyrgyz Republic consists of the Prime Minister of the Kyrgyz Republic, Vice Prime Ministers, Ministers and Chairmen of State Committees of the Kyrgyz Republic.
3. Entry into office of the newly elected President of the Kyrgyz Republic results in resignation from power of the Pravitel'stvo of the Kyrgyz Republic.
4. The Prime Minister, the Pravitel'stvo of the Kyrgyz Republic or an individual member of it has the right to submit his resignation, which shall be accepted or declined by the President of the Kyrgyz Republic.
5. Acceptance of the resignation of the Prime Minister of the Kyrgyz Republic results in the resignation of all members of the Pravitel'stvo. In the event of acceptance of the resignation, the Pravitel'stvo may continue to act upon authorization from the President of the Kyrgyz Republic, until the formation of a new Pravitel'stvo of the Kyrgyz Republic.

Article 71.

1. The Prime Minister shall be appointed by the President of the Kyrgyz Republic with the consent of the Assembly of People's Representatives.
2. A nomination of a candidate for Prime Minister is submitted to the Assembly of People's Representatives no later than two weeks after entry into office of the newly elected President of the Kyrgyz Republic, or after resignation of the Prime Minister or Pravitel'stvo, or within one week from the day of rejection of a nominee by the Assembly of People's Representatives.
3. The Assembly of People's Representatives shall make its decision concerning the giving of consent to the appointment of a Prime Minister no later than seven days from the day of submission of the nominee.
4. After three refusals by the Assembly of People's Representatives of nominees for Prime Minister, the President of the Kyrgyz Republic appoints a Prime Minister and dissolves the Assembly of People's Representatives.
5. The Assembly of Peoples' Representatives may express lack of confidence in the Prime Minister. A resolution of no confidence in the Prime Minister is adopted by a majority vote of no fewer than two-thirds of the total number of deputies of the Assembly of People's Representatives. After an expression of no confidence in the Prime Minister by the Assembly of People's Representatives, the President of the Kyrgyz Republic shall have the right either to announce the resignation of the Prime Minister or to reject the decision of the Assembly of People's Representatives. In the event that the Assembly of People's Representatives expresses no confidence in the Prime Minister a second time within three months, the President of the Kyrgyz Republic shall either announce the resignation of the Prime Minister or dissolve the Assembly of People's Representatives.
6. The Prime Minister, in accordance with the Constitution of the Kyrgyz Republic, laws and decrees of the President of the Kyrgyz Republic, determines the fundamental directions of the activities of the Pravitel'stvo, organizes its work, and is personally responsible for its activities.

Article 72.

1. The President of the Kyrgyz Republic exercises control over the Pravitel'stvo of the Kyrgyz Republic.
2. The Prime Minister presents a report on the work of the Pravitel'stvo to the Legislative Assembly and the Assembly of People's Representatives annually.

Article 73.

1. The Pravitel'stvo of the Kyrgyz Republic shall decide all issues about state administration, excluding the powers relegated by the Constitution to the competency of the President of the Kyrgyz Republic and to the Jogorku Kenesh.
2. The Pravitel'stvo of the Kyrgyz Republic:
prepares the republican budget and submits it to the Assembly of People's Representatives, and ensures its implementation;
exercises budgetary-financial, tax and price policy; organizes and exercises management over state property;
takes measures to secure the defense of the country, state security, and the realization of foreign policy of the

Kyrgyz Republic; carries out measures to guarantee lawful activity, rights and freedoms of citizens, the protection of property and public order, the fighting of crime.

3. The Pravitel'stvo of the Kyrgyz Republic and the National Bank of Kyrgyzstan ensure the provision of a unitary monetary - credit and hard currency policy.

Article 74.

The Pravitel'stvo of the Kyrgyz Republic issues decrees and instructions binding throughout the territory of the Kyrgyz Republic for all bodies, organizations, officials and citizens and organizes, supervises and secures their fulfillment.

Article 75.

1. The Government of the Kyrgyz Republic oversees the activity of all ministries, government committees, administrative agencies and state organs of local administration.
2. Ministries, state committees, and administrative departments, within the limits of their competency, issue orders and instructions on the basis of and as part of implementing of the Constitution, laws of the Kyrgyz Republic, resolutions of the chambers of the Jogorku Kenesh, acts of the President, resolutions and instructions of the Pravitel'stvo of the Kyrgyz Republic, and organize, check and ensure their implementation.
3. The Government of the Kyrgyz Republic hears reports of the heads of the ministries, state committees administrative agencies and also heads of the local state administrations and annuls their acts which contradict the legislation of the Kyrgyz Republic.

Section Two Local state administration

Article 76.

Executive power in oblasts, rayons and cities is carried out by the local state administration.

Article 77.

1. Local state administrations act on the basis of this Constitution and the laws of the Kyrgyz Republic.
2. Implementation of decisions of a local state administration adopted within the bounds of its competency is mandatory on the respective territory.

Section Three the procurator general's office

Article 78.

Auditing accurate and uniform implementation of legislative is performed by the Procuracy of the Kyrgyz Republic within the bounds of its competency. Bodies of the procuracy conduct criminal investigations and participate in trials of cases in circumstances and procedures set forth by law.

CHAPTER SIX COURTS AND JUSTICE

Article 79.

1. Justice in the Kyrgyz Republic is administered only by the court.
2. The Courts of the Kyrgyz Republic are the Constitutional Court of the Kyrgyz Republic, the Supreme Court of the Kyrgyz Republic, the Supreme Arbitration Court of the Kyrgyz Republic, local courts (oblast courts, courts of the City of Bishkek, courts of rayons, cities, arbitration courts of oblasts and the city of Bishkek, military courts). The creation and founding of extraordinary, special courts and the position of judges is not allowed.
3. The status of courts and judges in the Kyrgyz Republic is specified by Constitutional laws. The organization and procedure for activity of the courts is specified by law.
4. A Judge is subordinated only to the Constitution and to the law. Judges shall enjoy the right of inviolability and immunity; a judge, in accordance with his status, is ensured social, material and other guarantees of his independence.

Article 80.

1. A citizen of the Kyrgyz Republic who is not younger than 35 years of age and no older 70 years of age and who has an advanced legal education and no less than 10 years of experience in the legal profession may

be a judge of the Constitutional Court, the Supreme Court or the Supreme Arbitration Court of the Kyrgyz Republic. Judges of the Constitutional court of the Kyrgyz Republic are elected by the Legislative Assembly and the Assembly of People's Representatives upon nomination by the President of the Kyrgyz Republic for a term of 15 years. Judges of the Supreme Court and the Supreme Arbitration Court of the Kyrgyz Republic are elected by the Assembly of People's Representatives upon nomination by the President of the Kyrgyz Republic for a term of 10 years.

2. A citizen of the Kyrgyz Republic not older than 65 years of age who has a higher legal education and a record of service in his specialty for no less than 5 years may serve as a judge of a local court. Judges of local courts are appointed by the President of the Kyrgyz Republic the first time for a term of 3 years, and the next time for a term of 7 years.

Article 81.

1. Judges are removed from office on the basis of health, by their own request, for commission of a crime where there is a conviction of a court in force and for other reasons specified by law. Judges of local courts also may be relieved from their offices of the basis of results of attestation.

2. Judges of the Constitutional Court of the Kyrgyz Republic may be dismissed from their office upon the petition of the President of the Kyrgyz Republic by a majority vote of no fewer than two-thirds of the total number of deputies of each of the chambers of the Jogorku Kenesh of the Kyrgyz Republic.

3. Judges of the Supreme Court and the Supreme Arbitration Courts may be relieved from their office on the petition of the President of the Kyrgyz Republic by a majority vote of no fewer than two-thirds of the total number of deputies of the Assembly of People's Representatives.

Article 82.

1. The Constitutional Court is the highest body of judicial power for protection of the Constitution of the Kyrgyz Republic.

2. The Constitutional Court consists of the Chairman, the Deputy Chairman and seven judges of the Constitutional Court.

3. The Constitutional Court:

- a) declares laws and other normative legal acts unconstitutional if they contradict the Constitution;
- b) decides disputes concerning the effect, use and interpretation of the Constitution;
- c) determines the validity of elections of the President of the Kyrgyz Republic;
- d) issues a determination concerning the removal from office of the President of the Kyrgyz Republic as well as judges of the Constitutional Court, the Supreme Court and the Supreme Arbitration Court of the Kyrgyz Republic;
- e) gives its consent to the criminal prosecution of judges of local courts;
- f) issues a determination concerning issues about amendments and alterations to the Constitution of the Kyrgyz Republic;
- g) annuls the decisions of bodies of local self-government which contradict the Constitution of the Kyrgyz Republic;
- h) renders a decision concerning the constitutionality of practices concerning the application of laws which affect the constitutional rights of citizens.

4. The decision of the Constitutional Court is final and no appeal is allowed. The determination of the unconstitutionality of laws and other acts by the Constitutional Court annuls their application on the territory of the Kyrgyz Republic and also cancels the effect of other normative and other acts based on the act determined to be unconstitutional.

Article 83.

1. The Supreme Court of the Kyrgyz Republic is the highest body of judicial power in the sphere of civil, criminal and administrative legal proceedings.

2. The Supreme Court of the Kyrgyz Republic oversees the judicial activity of the oblast, City of Bishkek, rayon, municipal and military courts of the Kyrgyz Republic.

Article 84.

1. The Supreme Arbitration Court of the Kyrgyz Republic and arbitration courts of oblasts and the City of Bishkek form a unified system of arbitration courts of the Kyrgyz Republic.

2. Arbitration courts settle economic disputes arising in the economic sphere and in the process of its management of disputes between business entities based on different forms of ownership.

3. The Supreme Arbitration Court of the Kyrgyz Republic oversees judicial activities of arbitration courts in oblasts and in the City of Bishkek.

Article 85.

1. Pursuant to a decision of a gathering of citizens, local keneshes, or other representative body of local self-government in villages, settlements and towns, aksakal courts (courts of elders) may be organized from elders or other citizens who enjoy respect and authority.
2. Courts of elders consider property, family disputes and any other matters allowed by law which are submitted to them for review by agreement of the parties with the aim of reaching reconciliation by the parties and delivery of a just verdict which does not contradict law.
3. Decisions of courts of elders and courts of arbitration may be appealed to the corresponding rayon and municipal courts of the Kyrgyz Republic.

Article 86.

1. Decisions of the courts of the Kyrgyz Republic which are in effects are binding for all state bodies, entities conducting economic activities, public associations, state officials and citizens and are enforceable throughout of the Kyrgyz Republic.
2. Failure to implement a court decision in legal force and also interference with the activities of courts results in the responsibility established by Law.

Article 87.

1. The court does not have the right to apply a normative act which contradicts the Constitution of the Kyrgyz Republic.
2. If during consideration of a case in any court matter there arises an issue about the constitutionality of the law or other act, on which determination of the case rests, the court shall send an inquiry to the Constitutional Court of the Kyrgyz Republic.

Article 88.

1. In the event of a public or other accusation, a citizen has the right to defend his dignity and right in court; under no circumstance shall he be denied such court protection.
2. [The right of] Defense is an inalienable right of a person at any stage of review of a judicial matter. In case of a citizen's lack of a financial means, legal assistance and defense is ensured to him at the expense of the State.
3. In court, every participant in the legal process shall have the right to be heard.

Article 89.

1. The burden of proving guilt in criminal and administrative cases is on the accuser.
2. Evidence obtained in violation of the law shall be considered non-existent and reference to it in court is not allowed.

Article 90.

Principles of justice established by this Constitution are general and unified for all courts and judges of the Kyrgyz Republic.

CHAPTER SEVEN LOCAL SELF-ADMINISTRATION

Article 91.

Local self-government in the Kyrgyz Republic is carried out by local associations which manage affairs of a local character within the bounds of the law and under their own responsibility.

Article 92.

Local self-government is exercised through the local keneshes and other bodies, which may be formed by the population itself in the procedure established by law. Bodies of local self-government may have communal property in their own possession and at their own use and disposal.

Article 93.

The basis for organization and the activities of bodies of local self-government is established by the laws of the Kyrgyz Republic, which also regulate their mutual relations with bodies of state power.

Article 94.

Bodies of local self-government may be endowed with separate governmental powers, accompanied by transfer [to them] of the material, financial, and other means necessary for their execution. Bodies of local self-government are accountable to state bodies concerning transferred power.

Article 95.

1. Local keneshes: approve and control programs of social-economical development of the territory and social protection of the population; approve the local budget and report on its implementation and also hear information on the use of extra-budgetary funds.
2. Local keneshes of rayons, towns and oblasts have the right to express by majority vote of two-thirds of the total number of deputies, no confidence in the head of the local state administration of the corresponding territorial unit.
3. Local keneshes act independently from local state administration.
4. Local keneshes, within the limits of their powers adopt acts binding for implementation on their territory.
5. Local keneshes and other bodies of local self-government are responsible before the state for observation and implementation of laws and before local society for the results of their activities.

**CHAPTER EIGHT PROCEDURE FOR AMENDMENTS AND SUPPLEMENTS TO
THE CONSTITUTION OF THE KYRGYZ REPUBLIC**

Article 96.

1. Amendments and supplements to this Constitution are adopted by referendum called by the President of the Kyrgyz Republic.
2. Amendments and supplements may be adopted in the Chambers of the Jogorku Kenesh after a proposal by the President of the Kyrgyz Republic by a majority of the total number of deputies of the Legislative Assembly and Assembly of People's Representatives, or by no fewer than 300000 voters.
3. Proposals to introduce amendments and supplements to the Constitution of the Kyrgyz Republic are considered by the Legislative Assembly and Assembly of People's Representatives, taking into account the ruling of the Constitutional Court of the Kyrgyz Republic, no earlier than three months and no later than six months from the day of submission of the proposal to the Legislative Assembly and the Assembly of People's Representatives.
4. The text of a draft law on introducing amendments and supplements to the Constitution of the Kyrgyz Republic may not be altered during discussion on it in the Legislative Assembly and Assembly of People's Representatives.

Article 97.

1. Amendments and supplements to this Constitution are considered adopted by the Jogorku Kenesh if no fewer than two-thirds of the total number of deputies of each of its chambers have voted for them.
2. A rejected proposal may be re-submitted to the Jogorku Kenesh no earlier than after one year. President of the Kyrgyz Republic A. Akaev.