

2nd Quarterly Report for FY2001 For IFES Programming in Uzbekistan

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International Foundation for Election Systems (IFES)

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I. PROGRAMMATIC ACTIVITIES

Student Action Committees

During the month of February, IFES made preparations for the initiation of Student Action Committees in eight pilot schools in Fergana Oblast. Jeffrey Carlson and Project coordinator Dmitry Shevkun held an organizational meeting with three trainers, three deputy school directors, and the Director of the Tarakkiyot Education Center, who is coordinating IFES activities in Fergana. Despite some initial start-up difficulties, teachers and school directors were committed to taking on the project and promoting greater student activism overall. Jeffrey Carlson discussed the elements of the Student Action Committee project, and based on the kinds of questions that arose, worked with Dmitry Shevkun to modify the SAC Teacher's Handbook, which will serve as a reference guide for the teachers in this project. In addition to completing the manual after the initial organizational meetings, IFES made preparations to conduct teacher-training sessions on SAC activities, and train a core group of teacher trainers to assist IFES in expanding the SAC network. All teacher participants agreed that SACs are a timely, up-to-date idea for the region. IFES was able to gain strong support from school directors who participated in ACCELS training in the United States. These directors appeared very eager to implement a variety of civic education activities in Fergana, a region in great need of student education initiatives.

IFES, together with the Tashkent Public Education Center, worked to identify the following eight schools in which to pilot the Student Action Committee program in Fergana: "Parvoz" Gymnasium school, "Shodlik" Gymnasium school, School #3, School #10, School #13, School #15, School #21, and School #22.

During the month of March, IFES concluded its work on teacher training manuals for Student Action Committees (SACs). The teacher-training manual provides teachers in participating schools with a liberal set of guidelines, which aim to educate teachers and mentors about their roles within the SAC. Some of those guidelines outline issues such as the ideological basis of the SAC, how to create the SAC, and conduct of students and teachers within the SAC. After Dmitry Shevkun completed the Russian and English versions of the manual and the approval was given by IFES/Washington, plans were made to hold teacher training during the week of March 26.

IFES made considerable progress in the development of the SAC program. The completed teacher's manuals and subsequent training were an important step in reaching IFES' target to give students practical experience in problem solving, community activism, civil society and local government. With the aid of the SAC manual, teachers could provide guidance to students and help establish connections with local government authorities, NGO's and media representatives while keeping the independent nature of the SAC intact.

IFES Closes its Offices in Uzbekistan

In light of USAID's reprioritization of activities in Uzbekistan, IFES/Uzbekistan staff initiated close-out procedures in preparation for the April 14 close out date. Amid the unfortunate termination of IFES' presence in Uzbekistan, the Student Action Committee manuals were completed, with teacher training scheduled to take place in early April. IFES anticipates that

will the continuing commitment of the Tarrikiyot Education Center in Fergana, this crucial part of civic education implementation will be continued despite IFES' absence.

II. MATERIALS PRODUCED

Student Action Committee Teacher's Manual –Completed in March. Contains guidelines for teachers and mentors to use when sponsoring a SAC. Also contains Appendices, which provide possible templates for the development and continued sustainability of the SAC.

The SAC manual will be distributed to teachers in the following schools prior to training in May: “Parvoz” Gymnasium school, “Shodlik” Gymnasium school, School #3, School #10, School #13, School # 15, School # 21, and School # 22. The teacher training will be coordinated and disseminated by the local NGO, Tarrakiyot Education Center.

III. ISSUES AND PROBLEMS

Throughout the quarter, IFES was compelled to revisit its programmatic commitments because of constant delays within the Ministry of Higher and Secondary Specialized Education (MoHSE). A further re-evaluation of programmatic priorities was necessitated after it became clear that IFES would not undertake the textbook project that had originally been anticipated. IFES had envisioned both Student Local Government Day (SLGD) and the Student Action Committees (SACs) as complementary to the development of the textbook and subsequent training of teachers in pilot schools. IFES attempted to address these problems under the revised workplan that was submitted in December.

Of course, the biggest issue facing IFES during the quarter was the question of whether IFES was going to be allowed to continue operations in Uzbekistan. After IFES was informed of the change in USAID priorities in Uzbekistan, IFES efforts focused on the completion of the SAC manual and related teacher training, and on closing out the office in Tashkent. Although we remain disappointed in the USAID decision to discontinue funding for IFES programming in Uzbekistan, IFES looks forward to the new challenges ahead in Uzbekistan and to an eventual return as the political climate and funding levels allow.

**ATTACHMENT A:
Evaluation of Progress towards Workplan Benchmarks**

Projected benchmarks for 2nd Quarter of FY2001	Projected completion date: (According to workplan)	Status:	Comments:
<i>I. Civic Education</i>			All civic education activities were delayed pending the decision of USAID/CAR regarding the proposed workplan. After IFES received USAID's decision to prepare to close-out of Uzbekistan, focus shifted to completing only SAC activities during the 2 nd quarter of FY2001.
Negotiate an MoU with the MoHSSE	February 2001	Not completed	
Assemble review committee	February 2001	Completed	IFES identified potential review committee members for the textbook.
Identify Phase I pilot institutions	February 2001	Completed	IFES identified pilot institutions for the CE module project.
Identify Phase II pilot institutions	February 2001	Not completed	
Identify courses to target	February 2001	Completed	IFES had identified university level courses to target for the inclusion of the IFES modules.
Identify writers for local chapters	February 2001	Completed	Local contributors had been identified to draft the

International Foundation for Election Systems

STUDENT ACTION COMMITTEES
(SAC)
GUIDEBOOK
FOR
TEACHERS AND MENTORS

IFES

Uzbekistan 2001

TABLE OF CONTENTS

- I. Introduction: Student Activity Committees (SAC) and Civic Education 3**

- II. Organizational Period**
 - A. What is a Student Action Committee?
 - B. How will SACs evolve?
 - C. What is the structure of the SAC?
 - D. Tips on how to write SAC regulations.
 - E. How to organize the work of the SAC

- III. SAC Activities**
 - A. SACs and the School Administration
 - B. The role of Teachers/Mentors
 - C. The Role of Volunteers
 - D. The role of the Maslikhat and Non-Governmental Organizations
 - E. The Role of IFES
 - F. **Sustainability of SACs**

- IV. Attachments**
 - One Draft SAC Regulations
 - Two Suggested SAC Topics
 - Three Diagram of SACs' Cooperation with the Community
 - Four IFES Project: Conducting a Student Local Government Day

I. Introduction: Student Action Committees and Civic Education

The idea of civic education is as old as civil society. For members of society to coexist peacefully, the concept of civil society must be nurtured. This is especially important in a world, which changes rapidly and grows more complex daily. It is important to educate ourselves about these changes in order to be more informed and productive members of society. To be a citizen of a country is not enough; citizenship requires conscious, active understanding of our rights as well as our duties. It is true that people are born with rights inherent to all human beings, however, these rights must be protected by the rule of law; a foundation of civil society. Republican political systems make it possible to protect the general welfare of our citizens and simultaneously grant us the freedom to develop our own talents and pursue individual aspirations.

The main purpose of civic education is to nurture the social and political self-consciousness of citizens to achieve a better society. In order to create a successful civil society, its members must deliberately work for the good of the *public welfare*. There is no one perfect definition of *public welfare*, however, it may be said that the public welfare is ultimately the sum of all rights and values endowed upon individuals in a society. This certainly does not mean that individuals cannot pursue their own happiness and liberty. On the contrary, it presumes that through protecting the general welfare of others, you therefore protect your own. It also does not imply that one cannot determine whether one society is not happier, more prosperous, and successful than another. It only means that no one has a blueprint to what is best. Each society has to find what works best for its members. And the function of civic education is to encourage people to strive toward a more common objective, at both the national and international level.

The world is both very large and very small. The variety of cultures and languages is staggering; yet it is also evident that upheavals, both natural and man-made, in one part of the world affect others at the other corner of the earth. And of course a human being's pain is the same everywhere; therefore it is important to empathize with other cultures rather than shun them over differences. The experience of other countries whether successful or not – always has some relevance to others.

People have organized themselves in political systems for many centuries, using a variety of different methods. It is helpful (when establishing civil society) to analyze some of these systems, learn from them, and adapt them to new, changing circumstances. There are no perfect models for an ideal society just as there are no ready-made maps to happiness. But since experience is all we have, we need to learn from it.

Finally, the most significant lesson of all is that learning itself is a never-ending process. This manual is only the beginning of a journey that should continue throughout one's life. That journey is the discovery of the place of oneself in the world. If you can say at the end of your life "I have made a difference, however small," that is an achievement. The magnitude of one's achievement is not always a matter of choice, but it is always important to someone or something. And if in the

process others are helped, their journey made easier, the achievement will have been worth it all.

One of the possible ways to introduce these ideas to the youth is to involve them with a Student Action Committee (SAC). SACs, as a part of civic education, enable practical use of the knowledge received in the classroom. The idea behind the Student Action Committee is to give the students a hands-on experience in Civic Education issues. One of the main goals of the project is to make the students aware of the mechanisms for solving problems at the local community level, as well as to give them a chance to learn how governmental and non-governmental sectors are employed to meet the needs of local society. Youth problems, social infrastructure, and charity are potential topics for the Student Action Committee work. Students are encouraged to take part in the social life of their community by identifying the problems of local significance and finding solutions, using the knowledge they obtain in the classroom. It is important that the teacher/mentor provide support to the student participants while leaving them space for individual initiative, for one of the most significant tasks of the Student Action Committee is to promote active civil participation.

This Manual provides a set of guidelines for the IFES SAC project. Included are the main objectives of a SAC, how to create and run a SAC, the ideal conduct in relationship between the teacher/mentor and students within a SAC, and between a SAC and official outside of school administration.

II. Organization of a SAC

A. *What are Student Action Committees?*

The Student Action Committee is an important element in educating students to become active members of civil society. The SAC is a structure, organized with the support of School Administration and regulated by its Charter, which is targeted towards solving problems within its local society. SACs should be established by the students with support from administrators and teachers, who will act as mentors.

Students gain practical experience in civil society by actively working with local and self-governmental bodies to achieve their objectives. In the classroom it is important to learn pure theoretical knowledge about the constitution, state, and citizenship but it is also very important to give students an opportunity to feel like useful members of society. The most effective way to utilize this knowledge is through direct participation in the real process of problem solving within the processes of civil society. It is crucial to cooperate with Local Governmental Bodies (Maslikhats), Non-Governmental Organizations, and/or School Administration when developing a needs assessment. Such cooperation will help make students aware of how these institutions work, why they are important to society and how citizens may influence the improvement of the community through peaceful and productive means.

Identifying and solving a problem with the appropriate support of the teacher/mentor is one of the corner stones of a SAC. By going through the process of identifying and assessing a problem to solving it themselves, the students receive a better understanding of all the steps involved in being an active citizen. This kind of activity also gives students experience and skills for cooperating with non-governmental organizations and official bodies and representatives, such as School Administration, and the Maslikhat.

The five basic tenets of SACs are the following:

1. SACs should act as bridges between local society, and local governmental and self-governmental bodies.
2. Students should understand the importance of active participation in civil society through involvement in its processes.
3. Students should become accustomed to the principals of democracy through participation in SACs.
4. Students should become aware of the importance elected appointments to Governance Bodies.
5. Students should gain practical experience of working in a team.

Following these five tenets, students should gain an invaluable civic education experience that brings the classroom to life.

B. *How to Develop SACs*

With a clear main goal, the project will be easy to implement. This section specifies the ideological groundwork and the foundation of the project as well as

some points that must be observed while implementing the project. This ideology is the foundation of the SACs Project. That is why it is so important to strictly follow its five basic tenets. However, there is much room for innovation and Local Coordinators are encouraged to vary the implementation of SACs to adapt to local circumstances. Below are samples of how to organize a SAC. While these are meant to provide ideas and guidance, it should be noted that creative and innovative decisions are also important components of this process.

Example One

The first step to initiating the creation of an SAC in your school is to compile a working plan for all the actions from the beginning to the end; from the assessment of tasks to working them out. As it was stated before, students should take on the majority of the workload in these activities. It is also important to support them with the appropriate guidance, but only when there is an objective need for it. The first step could be a general meeting of all the students. At the meeting students will develop platform for the most important goals for the charter of the SAC. They will then select an initiative group to formulate the charter. It is very important to help students add all the potential regulations for the SAC's activities at this stage. This is important because the regulations of the charter are the main "juridical" foundations of the SAC. Then students should appoint the date of the next meeting to ratify the charter. Also, according to the regulations, it will be necessary to conduct elections to leadership posts specified by the charter. Members also should develop a list of objectives to be pursued. In accordance with SAC's structure, it will be possible to divide groups of students into committees such as public relations, cooperation with governmental and self-governmental bodies, cooperation with non-governmental organizations, and fundraising. These committees would work out different aspects of the SAC's activity.

Example Two

Teachers/Mentors may also use as the model the following example. According to the suggested model, the teacher/mentor should divide students into the groups at the first general meeting and offer them to work out to the several variants of the SAC step by step and finally choose the best one. Here is an outline of the process:

First Step: Establishing a Student Action Committee

Arrange a general meeting of the students. Divide them into several groups of 8-10 people. Suggest that each group create a Student Action Committee for solving up-to-date problems in your community. Each group should review the following questions:

1. The title of the SAC
2. The Structure of the SAC
3. Goals and Objectives of the SAC
4. Methods of decision making in the SAC
5. The size of the SAC

6. Methods to disseminate information about the SAC and its mission among people of a local community, local government and self-government.

Once you have assembled a group, named it and solved all of the above-mentioned questions, write this information down. The group should also appoint someone as the SAC's Secretary who would maintain minutes on the meetings.

Second Step: Promoting the activities of the SAC

Try to imagine that you are going to work on solving some problem within the span of a month. Organize the objectives upon which you would like promote discussion of on the school or community level. Compile an action plan devise a budget to fund the program's monetary needs. Take into account the following suggested activities:

1. Meetings on the level of local community, if there is a need for them
2. Information bulletin publishing
3. Conducting charitable actions
4. Discussion meetings with other groups of students
5. Meetings with the representatives of local administration clarifying the SAC's position.
6. Meeting with local citizens, who are affected bby the problem
7. Establishing contacts with the other local or international organizations who deal with the same problem in the region

Decide which actions from the list above will need money for its implementation

It is also advisable to invite a specialist from the Maslikhat or another organization to make a presentation on how they have solved similar problems. You could also invite a journalist to the classes to talk about how mass media participates in socio-economic decision-making.

Third Step: Comparing Plans

When the students complete all of these steps, let each group present its conception of the SAC and action plan. Let students ask questions about the presented materials. Explain to the students that they should consider these questions seriously and try to give the most practical answers to them.

When the participants have listened to the presentations of the other groups, let them think out their own questions to ask. Then they should vote for the most feasible action plans. This undertaking will become a basis for the Charter of the SAC development.

According to local circumstances, teachers can edit this scheme, if there is an objective need for it. They also could develop their own suggestions that should be sent to the Local Coordinator. Then, the most appropriate suggestions will be included into revised version of the Manual.

The success of a SAC depends on how well the SAC organizes its activities, how well the needs assessment is made and how effective the cooperation is established between the SAC, school administration, local governance bodies, and

NGO's. In this context it is important to create a structure most appropriate to the needs of the School and local Community. It will be especially effective if this institution is combined with an existing self-governmental body such as a school council. It is also best to first create such a student council and then create the Student Action Committee within the framework of this larger body. In this case, "citizens" of the school would be represented by the students of junior classes and the SAC will be presented only by students of senior classes.

C. The structure of SACs

The structure of a SAC might vary depending on local conditions; nevertheless this is a crucial requirement that positions in the SAC's administration are chosen through democratic elections open to the participating students and in accordance with the SAC's charter. For example, if there is already an elected President in some schools then it's probably enough to develop and introduce some amendment to the Constitution in order to establish a SAC. This amendment will regulate the activity of the Administrative Body presented by Student Action Committee within the frames of the School State and in accordance to the Laws of the School State. This institution might be created in the image of the Maslikhat or a self-governmental society. In any case the main objective of the SAC is to identify and assess a problem and develop a plan to solve it.

It has already been stated that a SAC's structure, membership, etc., are to be defined according to the local conditions. In cases where other institutions of school government exist, the SACs might be established within the frames of these structures. You may also use a structure of a model charter (See Attachment). In cases where you create your own structure, you may want to consider using this version of a charter as a basis, modifying it with the appropriate changes.

D. How to write the SAC regulations

With this manual we have included an example of SAC regulations (See Appendix One) which you can use as a draft. Please note that this is an example of a real set of regulations, which, with minor amendments and changes made, and can be submitted to the appropriate government bodies of for NGO registration. If the SAC develops into a non-governmental organization in the future, these regulations can be retained without making substantial changes in them. The best way to organize writing the regulations is the following:

1. At the general student meeting select an initiative group which will work on the regulations.
2. At the same meeting discuss the mission statement of the SAC and identify the objectives it will try to implement.
3. Using the draft regulations, the initiative group will develop the structure of the particular SAC in accordance with its mission and objectives and considering the local conditions
4. Prepare the revised version of the regulations, in which all the necessary changes are made, to be brought up at the next meeting for discussion
5. After conducting the student meeting where the regulations have been discussed, and all the necessary changes and amendments have been made,

prepare the final version of the regulations. The finalized regulations should be submitted to the school administration for revision. If the school administration has recommendations or comments for improving the regulations, all the changes need to be approved at the student meeting.

The regulations, approved by the students and revised by the school administration, will become a legislative and organizational foundation for the SAC's work.

E. How to organize the work of SACs

As mentioned above, most of the questions concerning the organization of SACs are up to the teacher mentors. Among them is the SAC's functioning process. Listed below you will find a possible sequence of activities while implementing a project. You are welcome to work out your own action plans, which will be discussed at the training:

1. Problem or needs assessment (brain storm, questionnaires, etc.)
2. Development of an action plan
3. Identification of the best partner organization (NGO, local self-governmental and governmental bodies etc)
4. Arrangement of the appropriate meetings with the local partners for the final development of the action plan
5. Cooperation with local mass media
6. Targeted activity on solving the problem
7. Curriculum activity

III. SAC Activities

A. SACs and School Administration

One of the most important components for creation of a SAC in a school is the establishment of a cooperative relationship with the school administration. Undoubtedly, these relationships have already been established in some schools within the framework the student council. At the same time, SACs will be organized from scratch in some schools. Here, it is important to establish a respectful relationship with the school administration. Thus, if you inform the Administration of your school about goals and objectives of the SAC, you will avoid a potential misunderstanding that may cause unneeded tensions. You also should remember that as a teacher/mentor you have to inform the School Administration about all plans, events and activities within SAC. The school administration is responsible for everything that happen on school grounds. If you depend the Administration support, inform them in advance about your plans. Remember that the success of the whole Project depends on how positive the relationship is between the SAC and the School Administration.

B. The Role of Teacher/Mentors

The role of the teacher/mentor is very important. Surprisingly, as a teacher's role is more thoroughly implemented, the less visible it becomes. In other words, the teacher should allow the students to display initiative, individualism, and creativity. The main goal of the Project is to provide the *students* with an opportunity to gain experience in making decisions on social problems of their local society. The more independent the students are, the more useful their experience in the SAC will be. The display of initiative and activism by students should not frighten you; instead you should encourage this enthusiasm.

Granting the students independence does not mean that the teacher should separate him/herself from the activities of the students. As stated before, the teacher's role is crucial to the SAC's development. The teacher should help students to be more realistic in their plans. However, when it becomes too costly in terms of time or money to allow students to continue to move in the wrong direction, the teacher should help them to choose another direction. For example, if the students choose a leader, who, in your opinion, is not appropriate, do not try to change anything or convince the students to select another leader. Instead, give them an opportunity to realize the mistake in their decision. The teacher/mentor should patiently withhold judgment on the student until there is evidence of misconduct.

It is also within the scope of the teacher/mentor to establish direct relationships with the School Administration. It does not mean that the teacher should become an SAC liaison within the school administration. It would be more proper to involve students in this activity through, for example, elections of delegates to work with the administration. Explain to the students the importance of choosing leaders who have negotiating skills. Those who are elected probably will need training specifically in communications in order to maintain communication with the school administration.

Teachers may pursue many different strategies to most effectively guide the development of an SAC, however, the main principals brought up in this section should serve as a liberal introduction to the duties and roles of a teacher/mentor.

C. The Role of volunteers

Volunteerism is among the more essential aspects of a citizen's civic duty. Not only does volunteerism contribute to the public welfare but the individual or group gains a certain sense of satisfaction when a goal is achieved for the benefit of the community. Examples of volunteerism range from organizing the clean-up of a local park to providing clothes to an orphanage or feeding the hungry. Though it may be difficult to recognize examples of volunteerism in your community, such individuals do exist. Depending on the level and type of the activity that the SAC chooses, technical assistance could be necessary. Because it is unfortunately difficult to find able and enthusiastic volunteers, it is important to start searching for them soon after the conception of the SAC. There are several ways to find volunteers for your organization. One reliable way to find volunteers is by "word of mouth." This tends to be a reliable way to recruit people who you know will be good for the position. Placing an ad in the local newspaper is also an effective way to quickly build a volunteer base. In other cases, NGO's may be able to lend their staff members to help your organization. Students will learn the value of volunteerism and charity from members of their own community through this exercise; an experience that will unlikely ever be forgotten. It may even inspire your students to volunteer themselves for other projects in the near future.

D. The Role of Local Governmental Bodies (Maslikhat) and Non-Governmental Organizations (NGOs)

The role of local governmental bodies (Maslikhats) and self-governmental bodies in SACs activities is very important, but at the same time they should not play too large of a roll. In other words, it is important to keep contact with your local representatives to a necessary minimum because of their tight schedules. In order to develop mutual cooperation between SACs and the government it is advisable to conduct a roundtable discussion between representatives of department under whose jurisdiction the program falls and SAC representatives. In addition, it is advisable to organize meetings with representatives of local NGO's who can share their experiences in civic duties. These meetings will establish a meaningful connection between the SACs, NGO's and governmental bodies if they are planned and conducted efficiently.

E. The Role of IFES

Undoubtedly, IFES played and will play an important role in the SACs Project. Despite the fact that civic education development in the secondary schools is not the only programmatic area of the Foundation's activities, IFES specialists pay great attention to this Project. In this section we would like to describe the role of IFES, as well as identify competency of the Foundation and competency of local teachers in more details.

First, it should be noticed that IFES realizes that fact that some schools already have some achievements at the civic education development. Some schools had

already conducted mock elections, developed constitutions etc. At the same time the methodology of these activities could vary in different schools. Taking this fact into consideration, IFES does not plan to change systems of already existed school self-governance considerably. Nevertheless, IFES would like to introduce some common characteristics into the current system of Civic Education, particularly in its part covering curriculum activities. Thus, if self-governance in your School meets two basis requirements, IFES believes that students themselves should identify the other issues related to SACs, such as structure, quantity and quality of membership, etc., with the support from teacher mentors and local coordinators. The two requirements are that the objective of School Self Governance should do the following:

1. Involve students in the decision-making process in order to solve problems in the community.
2. Establish a bridge between SACs and local government.
3. IFES will prepare and conduct training of trainers for teachers with this Manual. Then trainees will disseminate this information among those teachers who were not involved into the pilot stage of the Project. In addition to programmatic issues IFES will support other appropriate issues on SACs Project implementation plan. In case of emergency, IFES specialists could travel at the site for consultations. At the same time, IFES must be careful about how it spends its limited resources. For this reason, IFES prefers to work through local coordinators who will be able to support current problems at the site without additional expense.

F. Sustainability of SACs

We believe that the sustainability of SACs must be developed through the utilization of local resources. Listed below are three possible options, but there can be more, such as a “relay race” when the graduating students give their positions over to their successors from the same school. This kind of “relay race” will require a detailed plan of all the procedures concerning handing the responsibilities over from one SAC to another to be included in the regulations. Other options are as follows:

1. Further registration of the SAC as an NGO
2. SAC members participate in an NGO.
3. Students may continue the work of the SAC while they are enrolled at tertiary institutions.

ATTACHMENT ONE

Draft SAC Regulations

Below is the sample of the Charter that you may use for your Students Action Committee. Take into consideration that such a Charter with insignificant changes might serve for the registration of an NGO in the appropriate legal organizations. Thus, in case your SAC will develop into the Public Organization in the future, this Charter might be reserved without great changes.

MODEL CHARTER

1. BASIC REGULATIONS

Students Action Committee of School \$___ hereinafter SAC, is a non-governmental, ___ non-commercial, ___ charitable public union created by the free will of students and acts on the basis of self-governance, legality and publicity.

SAC fulfill its main objectives on the basis of the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan “About public unions in the Republic of Uzbekistan”, Civic Code and the other acting laws and legal documents of the Republic of Uzbekistan (or the Constitution and Laws of the School State), as well as the present Charter.

From the moment of ratification by the general students meeting and School Administration SAC becomes an active institution within the frames of the presented Charter and legislation of the Republic of Uzbekistan.

SAC possesses its symbolism, trademarks and other necessary essential elements.

SAC accomplish its activity provided for by the presented Charter at the territory of the region ___, Makhalla ___, School___.

SAC carries out responsibilities on its obligations by all the property it possesses. Founders and members of the SAC are not responsible for the obligations of the SAC, and the SAC is not responsible for the obligations of its founders and members.

The title of the SAC:

“_____”
In the State Language “_____”, in Russian language “_____”.

The period of SAC’s validity – is unlimited from the moment of ratification.

The location of the SAC: __city, street, etc._____

2. SAC’S GOALS AND OBJECTIVES

2.1 The goal of the SAC is information dissemination and enlightening activity among citizens and youth to form their self-consciousness and will to participate in the process of democratic reform of the society.

In order to achieve this goal SAC sets the following objectives:

To enlighten citizens and youth in the issues of civil society
To help citizens to become involved into the public life
To inform about the situation in ___ region, world
To conduct an educational seminars for citizens and youth
To enlighten and provide additional education
To up bring young generation as the social active members of the society
To establish partnership between SACs of the Schools throughout Uzbekistan
Any other objectives suggested by the general students meeting.

3. THE STRUCTURE OF THE SAC, MANAGEMENT OF ITS ACTIVITY

3.1 The Supreme Body of the SAC is the General Meeting of its Members, that should be convened by the Council no rarely then once a month.

3.2. The initiators of the General Meeting have to pass an invitation specifying time and place of the meeting to every member of the SAC.

3.3 The General Meeting authorized if no less than 2/3 of SAC's members take part in the Meeting. Decisions are made by a majority vote on the basis of open voting.

3.4 To approve the decisions regarding changes and additions to the presented Charter, as well as reorganization and liquidation of the SAC the majority of votes, no less than 2/3 from all members of the SAC is required.

3.5. An exclusive competence of the General Meeting includes:

Making decision on creation, reorganization and liquidation of the SAC

The Charter of the SAC ratifying

Introducing changes and additions to the Charter

Selecting priority areas of SAC activity

Determination of SAC's members quantity, election and recall of SAC's Council Members

Election of the Inspection Commission, terminating its authority

Approving a monthly report of the Council and conclusions of the Inspection Commission

3.6. Permanent Acting Administrative Body of the SAC is the Council, elected by the General Meeting for the period of ___

3.7. Council Members elect a President (or upon the decision of General meeting) from its membership

3.8. An exclusive competence of the Council includes:

Admission and exclusion of the SAC's members

Establishment of the membership fees amount and its periodicity (in case it does not contradict with the local conditions and General Meeting makes decision about its necessity)

Approval of the SAC's Activities Plan

The President of the SAC

Inform School Administration about the continuation of SAC's activity on quarterly basis

Support representatives of School Administration in familiarization with SAC's activity

Arrange preparation and conduction of Council sessions

Provide realization of SAC's program activities

Manage SAC's activity

Carry out administrative functions

Sign necessary documents on behalf of the SAC

Represent SAC at the Local Government and Self-Government Bodies, organizations and Public Unions and abroad

Issue edicts and decrees

Settle all the questions regarding SAC's activity except those under the competence of the General Meeting and the Council

3.10 Control and Revision Body. The Inspection Commission that is elected by the General Meeting in number of 3 people for the period less than one year accomplishes revision of financial administrative activity. Commission prepares conclusions for the annual report.

3.11 Official and working languages are Kazakh, Russian, _____. The Administrative Bodies of the SAC are located at the _____ city, street etc. _____

4. SAC's MEMBERS, THEIR RIGHTS AND RESPONSIBILITIES

4.1. The members of the SAC might be students, juridical persons, public unions, interested in the cooperative implementation of the basics tasks listed in the present Charter.

4.2. Membership in the SAC should be validated in written form:

on the basis of an appropriate individual application for the physical person

on the basis of an appropriate decision of its Official Body for the juridical person

4.3 Juridical and Physical persons – members of the SAC have equal rights and carry out equal responsibilities

Each member of the SAC (for the juridical persons through their representatives) has the right:

To take part in the General Meetings

To elect and to be elected into the Administrative and Control-Revision Bodies of the SAC

To apply with suggestions related to his/her activity to any of the SAC's Bodies

To receive information about the SAC's proposed activities

To take part in the actions conducted by the SAC

Members of the SAC obliged:

To pay membership fees regularly

To observe the Charter of the SAC

To participate in the SAC's activity

To participate in the General Meetings of the SAC

4.6. Quitting the membership is possible on the basis of personal application (for the public unions – on the basis of an appropriate decision) decision of the Council about exclusion the member from the SAC

5. SAC's ACTIVITY TERMINATION PROCEDURE

SAC's activity might be terminated (reorganization, amalgamation, joining separation) on the basis of the General Meeting decision. The decision about reorganization might be made by no less than 2/3 votes of General Meeting participants

After reorganization the property of the SAC should be passed to the newly organized unions as it provided by the legislation.

The liquidation of the SAC is accomplished upon the decision of the General Meeting or in a general order. Decision about liquidation is to be made on the basis of the General Meeting decision by no less than 2/3 votes of General Meeting participants.

After creditors requirements satisfaction, property remained from the SAC should be directed to the aims that SACs had to achieve.

The property remained from the SAC may not be distributed among members of this organization.

The decision about SAC liquidation should be passed to the official body that ratified the Charter of the SAC.

The present Charter prepared in Russian and translated into Kazakh and English. In case of moot interpretation Russian (Kazakh) variant should be taken for the basis.

The PRESIDENT of SAC

ATTACHMENT TWO

Suggested Student Action Committee Topics

Hereby we suggest a list of possible topics for SACs. This list will serve as an example to simplify the process of identifying the most vital problems of the local society. The teacher mentors might have their own suggestions. Could you please collect those suggestions prior to the training day, so that we would be able to discuss it and either add some new topics or eliminate the ones that are not relevant to the region.

1. Leisure (maybe the problem is that the students have no extracurricular activities to participate)
2. Racket (if someone seizes the students' money either on their way to school or at school)
3. Sports (Lack of or bad condition of the sports buildings, sports goods, not enough sports clubs)
4. Mass Media (as a complementary topic, if a reference to some event or problem in the media can help to solve the problem or conduct the event successfully)
5. Repairs/maintenance (maybe the school does not have enough resources for maintenance (including the premises, furniture and education materials) it is possible to organize a search for the necessary funding and activities in order to apply their own efforts where it is possible.
6. Funding (fundraising can be either a part of another activity, or an independent project for SACs)
7. Culture (can be a part of "Leisure", but may also become an independent project to organize, for instance, a student theatre or a student music club)
8. Trainings (conducting trainings, seminars and lectures on a wide range of issues)
9. Veterans (helping veterans, organizing events, involving veterans)
10. Progress in studies (assist in the introduction of up-to-date teaching methods of some subjects, through searching materials on the new methodologies at the libraries, fundraising to conduct seminars and trainings for teachers, and to purchase the appropriate educational supplies)
11. Planting trees (poor ecological conditions in school and in its surroundings)
12. Protecting the rights of the child (addressing the issues of students' rights violation and child abuse, through attracting the community's and media's attention to the matter, co-operating with the law-enforcement agencies, the local

administration representatives and local government Olympiads and competitions
(organizing and conducting the activities of the kind)

13. Co-operation with government officials (as a part of another activity)
14. Keeping in touch with military subdivisions (assisting in organizing events for the military, conducting performances, concerts and the like)
15. Broadcasting (as a part of any other project)
16. Assisting with student employment (upon graduation or during the summer holidays)

ATTACHMENT THREE

Diagram of SAC Cooperation with the Community

BEING

TRANSLATED

ATTACHMENT FOUR

IFES Project: Conducting a Student Local Government Day

IFES proposes that the action of conducting a Student Local Government Day might serve as the potential continuation for SACs Project. IFES suggests organizing the Student Local Government Day in cooperation with the representatives of local governmental bodies. During this Day the most outstanding SACs leaders will “work” jointly with governmental officials.

The purpose of this Project is to give students a first-hand experience with the functions of local governmental bodies. Students could possibly choose their own specialization in this structure, as their occupation in future. The Program for the Student Local Government Day conducting will be developed by IFES jointly with municipal servants of Maslikhat.

IFES plans to involve the representatives of local governmental bodies as the major partner. While preparing to this event IFES will develop Guidance “How to...” for municipal servants involved in the Project. In one day to the event, IFES will conduct a round table for them to discuss concrete objectives and a plan of work with students during the Day.

IFES will do its best to involve into participation at the Student Local Government Day as many students as possible.

			Uzbekistan-specific textbook material
Review of general chapters	February 2001	Not completed	
Write local chapters for three Phase I modules	February 2001	Not completed	
Review of Modules	March 2001	Not completed	
Phase I teacher training	March 2001	Not completed	
Phase I introduction of modules into courses	March 2001	Not completed	
<i>II. Student Action Committees</i>			
Identification of participating schools	January 2001	Completed	Working with the Tarrakiyot Education Center in Fergana, IFES identified schools to participate in SAC activities.
Identification of teacher mentors	February 2001	Completed	Working with the Tarrakiyot Education Center in Fergana, IFES identified teacher mentors to conduct SAC activities.
Develop SAC handbook	February 2001	Completed	The SAC handbook was finalized, printed and distributed during March 2001. A copy of the SAC handbook was given to USAID/Tashkent on April 13, 2001.
SAC teacher training	February 2001	Completed in April 2001	The SAC teacher training seminar in Nukus was conducted on April 12, 2001.
Initiation of SAC activities	March 2001	Completed in April 2001	SAC activities are currently being initiated by the teachers that were trained at the April

			seminar.
<i>III. Summer Camps</i>			
Identify local coordinators	January – March 2001	Not completed	
<i>IV. Information Resource Development</i>			
Launch of CAR Website	February 2001	Completed	The IFES website (www.ifescentralasia.kg) was launched on March 30, 2001.