Social Research Center
American University of Central Asia

FINAL REPORT

Civic Education in the Kyrgyz Republic: Achievements, Problems and Prospects for Development

AKDN

AGA KHAN DEVELOPMENT NETWORK

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Foreword

This report presents the findings of a survey of civil education development in the Kyrgyz Republic conducted at the request of the Aga Khan Development Network. The review of the status of civil education at school level, higher educational institutions and adult training was produced based on data obtained in the course of interviews with representatives of state bodies, experts from both international and local non-governmental organizations, educational institutions as well as inputs of target groups consisting of students and faculty.

This report is intended for public organizations, state structures and local self-governance bodies, international agencies, trainers, consultants and also all other persons interested in the development of civil education in the Kyrgyz Republic.

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The opinions expressed in this study may not coincide with the opinions and do not reflect the policies of the Aga Khan Development Network.

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Executive Summary

This report describes the findings of the research on the state of civic education in Kyrgyzstan commissioned by the **Aga Khan Foundation Civil Society Program**. Secondary, university and adult education were analyzed based on data collected through interviews with decision-makers and experts from international and local civil society organizations (CSOs), governmental offices and educational establishments, a survey of civic education curricula, focus groups with students and faculty as well as an opinion poll. The surveyed schools, universities, CSOs, individual experts and decision makers represent the current highly heterogeneous landscape of civic education in Kyrgyzstan.

The findings described in the draft version of the present report were discussed at a national conference that gathered representatives of the Ministry for Education and a number of universities, schools, and international and local CSOs. Written comments on the draft were also received from various stakeholders. This final version reflects the opinions and suggestions voiced at the conference and sent to the research team in writing.

Common problems that civic education in Kyrgyzstan faces include the lack of national concepts on civic education at all three levels (secondary education, the university level, and adult education). Compounding these problems is the current environment in which all of these stakeholders work. Specifically, there has been a dramatic decrease in international funding supporting the development of civic education, lack of coordination among organizations involved in implementation both of curricular and extracurricular activities as well as absence of a uniform curriculum determining the content of the courses. As a result, the big question facing civic education actors is how to retain and build on the achievements of the past decade, specifically in the areas of secondary and adult education? Civic education in universities is still in its very early stage of development.

This report identifies what has been done in the realm of civic education in the past and provides specific recommendations as to how to build on what has been done in the future. The report targets civic education at the secondary, university, and adult levels.

Secondary schools

Achievements: Out of all three levels, civic education in secondary schools is more developed. A national civic education course exists (the course *Individual and Society* is taught to tenth-eleventh graders and the course *Law and US is taught* to ninth graders). Most secondary schools in Kyrgyzstan use study aids published by the International Committee of the Red Cross (ICRC), IFES, Institute for Regional Studies (IRS), Public Foundation for the Development of Legal Infrastructure and Education, and textbooks developed by Russian authors.

A number of extracurricular initiatives by international and local CSOs have introduced various courses collectively covering a very broad range of topics including Kyrgyz law, social problems, human rights, gender issues, media and public opinion, the electoral system and political parties.

Most Acute Problems: The major problems facing secondary school civic education are the lack of a national strategy, an insufficient number of good textbooks, and trained teachers. The decrease in international funding has led to the closure of many programs. In addition to lack of funding many of the closures can be attributed to a lack of local effort and low sustainability of the achieved results.

The content of the courses is such that it does not always lead to the acquisition of practical skills. The existing programs do not sufficiently cover a number of topics, notably public opinion, media, and corruption. The formal courses tend to focus on the Kyrgyz legal framework rather than social problems. The pedagogical universities do not train their students to teach a civic education curriculum.

At this moment, further development of textbooks by international organizations and local CSOs has stopped. As a result, the textbooks have rapidly become obsolete, most obviously those on the Kyrgyz law, because there is a new constitution and government structure. Many of the extracurricular programs have closed due to lack of funding as well.

Recommendations: The report's main recommendations are as follows. It is highly desirable to start civic education in schools earlier, from the fifth year of schooling at the latest. It is also recommended to review all the content of the course *Individual and Society*, streamline the process of introducing new textbooks in schools, and introduce a civic education major in the pedagogical universities. Further coordination of the efforts of the state and CSOs toward the development of a civic education curriculum is necessary. In addition, public awareness campaigns will also be required. Special attention must be paid to the replication of best practices.

Universities

Current Situation: There is no single course available that teaches a range of civic education topics. There is no civic education component in the national mandatory university curriculum. Instead, civic education topics are included into various mandatory and elective courses. There are some specialized elective and mandatory courses on gender, democratization, human rights, and general concepts of personality and society. Universities vary greatly as to what topics are covered and how they are taught. Moreover, students from technical departments get to know different aspects of a civic education curriculum from professors teaching the social sciences and humanities.

The primary authority regarding the courses containing civic education-related topics rests with the university. Additionally, civic education is not a priority for the universities and the students because their focus is on the specialization of their study- be it medicine, engineering or economics. As many university representatives noted, civic education will never be able to be competitive with courses that provide more marketable skills.

Student extracurricular activities are an alternative, an informal way to bring civic education into the universities. These are organized by a range of local and international CSOs. They focus on specific issues, are short-lived, implemented in a few universities only, and are most likely to have shifting priorities depending on the available funding.

The lack of a national civic education curriculum for universities was deplored by faculty from many universities. At the conference, representatives of universities agreed that there must be coordination of efforts of all universities and the Ministry towards a national civic education curriculum. Additionally, student participants of the focus groups as well as conference participants were concerned that the way civic education topics are taught is highly theoretical and therefore many lose interest.

Recommendations: The report recommends setting up a working group representing various institutions. This group would develop a civic education curriculum for universities that would then be submitted for discussion to the Ministry of Education, universities, and CSOs. A pilot

project will help identify the weak points of the proposed curriculum. If successful, the project can be replicated throughout the country.

Adult Education

Current Situation: The following five topics are covered by the current civic education programs for adults: capacity building of CSOs, human rights, gender issues, electoral systems and political parties, and corruption. Currently, all these efforts are undertaken by international organizations (UN) or national and international CSOs. Moreover, international organizations initiated all these efforts.

Corruption is covered to the least extent. All areas suffer from lack of coordination, shifting priorities, and unstable funding. The outcomes of such short-lived programs in many cases are not monitored and evaluated. Due to the fact that the international actor initiated all these programs, contraction of international funding often leads to the closure of many programs. The local organizations are most often not able to continue the work for financial reasons.

Recommendation: The major problem in this area is a lack of coordination among the organizations involved. The report details and substantiates, among others, offer the following major recommendation. The universities should become the organizational base for adult education centers and would systematically implement civic educational programs in cooperation with the organizations already providing training (e.g. CSOs). This will lead to the enrichment of curricula of the universities themselves and create a cooperative network among universities and adult educational institutions. Such sharing of knowledge, ideas, technologies, information, and other resources will lower the cost of program implementation, increase its scope, and result in greater sustainability.

1. Project Description

Before the disbandment of the Soviet Union, civic education in Kyrgyzstan had been part of broader ideological activities aimed at raising "law-abiding Soviet citizens." There was a system of ideological education in place, which was implemented through formal and non-formal education institutions and party authorities that existed in all facilities and enterprises. Everyone was exposed to ideological impact from early childhood and throughout their life.

In secondary schools, all subjects were taught through the Communist lens. To achieve this goal, special problems in physics and mathematics were developed as well as special texts for studying Russian language, literature, and geography. High-school students had special courses in their curriculum such as Social Science and the State and Law. Moreover, there were ideological organizations in schools and other institutions, including non-educational ones such as "October Children," pioneers, Komsomol, and Communists. For a young person, it was mandatory or desirable (as in the case with Komsomol or Communist Party of the Soviet Union) to enter these organizations. Students of all educational institutions had to take classes in Communist Science and Dialectical Materialism.

From 1991 to 2006, Kyrgyzstan underwent changes in terms of common ideology; international organizations strengthened their hand, and society became more pluralistic. At the same time, the previous system of civic education lost its importance. Instead, a new system of civic education emerged, which was based on heterogeneous programs, both government and non-government. This process is still underway. Efforts have been made to find new civic education models reflecting the needs of Kyrgyz society and promoting its modernization.

The following are the main stages in the development of civic education over the last fifteen years:

- 1991 – first civic education programs for schools (Russian academic program *Person and Society*)
- 1994 – first donor programs began aimed at developing civil society
- 1998 – first school textbooks were written by Kyrgyz authors
- Since 1998 – intense efforts on implementing civic education programs in two main areas, school and non-formal education.

This report is based on research conducted by the Social Research Center of the American University in Central Asia at the behest of the Aga Khan Civil Society Program within its civic education component.

The ***goal of the research*** was to determine what international and local CSOs, educational institutions, and other civil society organizations as well as government agencies, conducted some activities in this area; to identify, through interviews, the goals and objectives of civic education programs, and to find out how they were implemented, who their target groups were, what their impact was, and what challenges they faced; and to develop specific recommendations and concerted efforts that will help achieve common long-term goals in the area of civic education.

The ***approach*** selected consisted of four methods:

1. structured interviews with both implementers and beneficiaries of government and non-government civic education programs;
2. literature review;
3. conducting focus-groups;
4. public survey based on random sampling.

The project was implemented as follows. It took two months to collect information and one month to analyze it and to produce this report.

The most crucial issues in the area of civic education among adults that have been considered are as follows:

- human rights
- economic rights
- public opinion and the media
- electoral system and political parties
- gender issues
- corruption
- CSO development

Three levels of civic education (secondary school, higher education, and adult or non-formal education) have been studied. The report is structured based on this division.

Identifying and selecting organizations dealing with civic education. The team of researchers approached the largest organizations known for their commitment to civic education programs. It was critical to identify the position of both governmental and non-governmental structures. For instance, it is well known that Freedom House deals with human rights, Urban Institute and Local Self-Governance Association – with local self-governance, IFES – with electoral systems, etc. When talking to these organizations we had a chance to discover what other institutions deal with the same issues. This helped identify other respondents. Then we identified target groups (beneficiaries) of civic education programs, which was also done during interviews with the abovementioned organizations (See Questionnaire in Appendix 4). Interviews and focus-groups have been conducted with selected beneficiaries.

2. School education

A. General information. Program and project goals

To identify how civic education is delivered to schoolchildren we conducted a survey among government agencies working in education (the Ministry of Education and Science of the Kyrgyz Republic and the Kyrgyz Academy of Education), and among teachers and students of various secondary schools (focus groups and individual interviews with random sampling were conducted to maximize the objectivity of information obtained). Interviews were conducted in the country's capital, in Karakol, and in Jalal-Abad. Focus groups were also conducted in these two cities. The teachers of *Chelovek i obshestvo* (The Individual and Society) and students of 11th grade participated in the focus groups. There were from 11 to 16 people in each focus group. Additionally members of international and local organizations that implement civic education projects in Kyrgyzstan were interviewed. In the course of this study materials from the organizations' official sources (web sites, information brochures, publications, etc.) were considered.

As we conducted the survey we sought to identify how civic education is delivered in schools, along with teaching materials used, successes, and problems in this sphere.

As we noted above, until the 1980s civic education was delivered through social studies courses and through special extracurricular activities (e.g. school events organized by Pioneer or Komsomol organizations).

After the collapse of the Soviet Union, people's perspectives, views, and values changed, but the issue of civic consciousness was not addressed at the time—it was unclear what kind of citizenship should be encouraged in the context of a new, independent Kyrgyzstan. In 1991 a new course, the Individual and Society, which focused primarily on social studies was introduced to secondary schools. However, up until 1998 this course was taught in Kyrgyzstan using textbooks and brochures written by Russian authors: *Chelovek i obshestvo* (The Individual and Society) by L. Bogolyubova, which was translated into Kyrgyz in 1992; *Chelovek i obshestvo. Sovremennyi mir* (The Individual and Society: The Modern World) by V. Kuptsova; *Grazhdanovedenie* (Civic Studies) by Ya. Sokolova and A. Prutchenkova; *Osnovy pravovedeniya* (Fundamentals of Law) and *Obshestvoznanie* (Social Studies) by V. Mushinskij, which was adapted to the local context and translated into Kyrgyz; *Politika i pravo* (Politics and Law) by A. Nikitin; *Istoriya mirovykh tsivilizatsij* (History of World Civilizations) by V. Khachaturyan. Despite the academic value and thoroughness of these textbooks, they were admittedly removed from Kyrgyzstan's context. There was a pressing need for a local, Kyrgyz textbook.

Starting in 1995 and 1996 local and foreign CSOs became increasingly active establishing discussion clubs and parliaments in schools and organizing special camps.

In 1998 local authors started developing teaching aids with a focus on civic education in Kyrgyzstan. For example, in 1998 – 2000 A. Alisheva, the director of the Institute for Regional Studies, published two textbooks for the students of 9th and 10th grades: *Lichnost' i pravo* (The Individual and the Law) in 1998 – 99 and *Chelovek v gosudarstve* (A Person in a State) in 2000. In the year 2000 the Public Foundation for the Development of Legal Infrastructure and Education produced textbooks for 9th and 10th grades entitled *My i pravo* (We and the Law). In 2002 the International Committee of the Red Cross published a study aid *Through Humanism to*

Peace. In 2003 IFES produced study aids for tenth and eleventh grades *Civic Consciousness and Governance Participation: Your Role in the 21st Century Civil Society*.

Currently the **formal component** of civic education in Kyrgyzstan's secondary schools is still implemented within the framework of the required Individual and Society course for 10th and 11th grade students. It was established that most secondary schools in Kyrgyzstan use study aids published by the ***International Committee of the Red Cross (ICRC), IFES, Institute for Regional Studies (IRS), Public Foundation for the Development of Legal Infrastructure and Education***, and textbooks developed by Russian authors (primarily L. Bogolyubov's textbook).

The ***informal component*** of civic education is implemented in the context of extracurricular programs that are initiated either by schools or by international organizations and local CSOs working on relevant projects. These include ***Soros Foundation in Kyrgyzstan, IFES, ACCELS (American Councils for International Education), Peremena Center for Innovative Education,*** and ***Junior Achievement Kyrgyzstan***.

The goals pursued by these organizations have been identified as follows:

ICRC
Through its educational activities ICRC seeks to spread knowledge about humanitarian law, instill respect for human dignity, for rights to life, and integrity.

IFES
Its civic education course seeks to cultivate civic consciousness and a pro-active attitude in students. The ultimate goal is to help create conscientious citizens who are well aware of political and economic currents in society and are capable of critical thinking and effective interaction with the rest of society. In other words, people who take a pro-active approach toward governance, rather than passively observe what happens in the country.

IRS
The ultimate goal of civic education programs that are developed is to teach basic principles of democracy and use new teaching technologies. The project's target group was teachers, and according to IRS director A. Alisheva, "the plan was to reach students through the teachers".

Public Foundation for the Development of Legal Infrastructure and Education
The objective within the framework of secondary education was to provide legal education to students while using new, interactive methods that help create a more relaxed atmosphere in the classroom and thus contribute to more effective learning.

Soros Foundation Kyrgyzstan
Civic education projects seek to create a quasi-real (i.e. artificial, but close to reality) social environment for learning and using the skills of civil rights, participation, and responsibility. Other objectives include joining the efforts of communities and schools to help solve local problems through social partnership at the grassroots level while increasing civic participation and social responsibility.

ACCELS (American Councils for International Education)
ACCELS' projects seek to encourage civic consciousness, tolerance, and civic participation.

Peremena Center for Innovative Education
Peremena's programs seek to cultivate a pro-active approach among young people, while making them aware of their responsibility for their future and for the future of their country.

Junior Achievement Kyrgyzstan
This organization seeks to provide career guidance while building students' confidence. Secondary goals include computer literacy and civic consciousness.

B. Methods and approaches

The approaches toward implementation of civic education programs vary, depending on the organization (the same can be said about programs as well). However, the instruments and methods used in civic education are largely the same. Some organizations contribute to the development of curricula and study aids with a focus on civic education to be used in teaching the Individual and Society course while also carrying out relevant extracurricular programs.

The study has shown that international organizations and local CSOs that work on civic education as a formal component tend to use the following methods:

- Curriculum development
- Textbook publication
- Training of teachers

Meanwhile, organizations that implement informal programs were most likely to use the following methods:
- Organizing summer camps
- Helping establish school self-governance bodies
- Offering practical training (e.g. workshops, moot courts, etc.) for students, who are most often selected on a competitive basis

Very few organizations used methods that were somewhat different from traditional methods. In this regard, special mention should be made of *Junior Achievement Kyrgyzstan*, which offered online training, and *IFES*, which helped students contribute to the work of local governance bodies.

However, (1) only a few of these programs are implemented in the context of school classes and imply the involvement of large numbers of students; (2) usually only students selected through a competition can participate in these programs; (3) many activities of this kind are one-time, short-term projects.

A more detailed picture of the organizations involved follows:

ICRS has produced and published a study aid for high school students entitled *Through Humanism to Peace* and offered workshops for teachers on using this study aid. Regular competitions testing students' basic knowledge of humanitarian law as outlined in the study aid are conducted.

IFES has produced and published a study aid entitled *Civic Consciousness and Governance Participation: Your Role in the 21st Century Civil Society*. Special workshops for teachers have been conducted. The organization publishes a monthly newsletter to help streamline activities on curriculum improvement.

IFES involvement in extracurricular civic education consisted of student action committees that were established in schools, events enabling students to contribute to the work of local governance bodies, and summer camps with a focus on democracy.

IRS produced study aids on civic education entitled *The Individual and the Law* and *A Person in a State* for the students of 9th and 10th grades. It also conducted workshops and trainings for instructors teaching civic education courses. The organization also offered some professional development classes and published newsletters.

Public Foundation for the Development of Legal Infrastructure and Education produced and published a study aid for high school students entitled *We and the Law*, while offering relevant training for the teachers.

Soros Foundation Kyrgyzstan offered training to teachers on ways of involving students in school self-governance. The foundation then worked extensively on establishing parliaments in schools. Additionally, debate clubs were opened in schools. Workshops and trainings for teachers on cooperation between schools and communities with a focus on conflict resolution were conducted. The foundation also organized *Evergreenia,* a summer camp.

ACCELS regularly offers workshops on constitutional law, electoral law, and civil rights for schoolteachers and principals. Instructors teaching civic education courses are invited to participate in special conferences and to undergo training in the United States. The organization also has a summer school and a summer university on civic education; it is implementing a number of community programs involving people working in a variety of fields (e.g. the Culture, Gender, and Ethnicity program, which seeks to cultivate acceptance and understanding of other cultures and ethnic groups in communities).

Peremena Center for Innovative Education offers a variety of workshops for teachers and high school students including debate programs and critical thinking courses. The foundation conducted student moot courts, roundtables, workshops, public debates, and competitions. It organized voter awareness campaigns for the youth some of which were conducted in student dormitories.

Junior Achievement Kyrgyzstan is involved in preparing and introducing a Russian version of a textbook on economics for secondary schools. The textbook is based on an American textbook, which is adapted to the economic situation in Kyrgyzstan and the country's secondary school system. Teachers are trained in using the textbook, and the new course is then introduced to schools as an elective.

C. Outcomes

Respondents claimed that the outcomes achieved by organizations involved in civic education are quite satisfactory. With regard to the formal component, many project beneficiaries (both teachers and students) said that nearly all educational materials were useful—if a topic is not covered by one textbook, it can be found in other textbooks. Many respondents pointed out references to additional literature on the topics presented in the IFES study aid (see *Annex 3*) were certainly useful. According to the beneficiaries, virtually all study aids contain helpful diagrams, tables, and additional materials (texts of laws, the Constitution, etc.) that supplement the text. All teachers said that it was important that the textbooks contained practical exercises that both tested the students' knowledge and helped develop new skills and competencies. These kinds of exercises call for extensive use of interactive learning methods in class.

Ms. Fariza Soltogulova, a specialist with Kyrgyzstan's Ministry of Education and Science, says:

"In civic education the content of what is studied and various changes in the teaching process are equally important. Recently teachers started to use interactive methods extensively, contributing to a sense of equality between children and adults, between students and the teacher."

Thus, organizations working in civic education focus both on the content of the courses and on the methodology, since a person who does not practice democratic values cannot teach democracy. For this reason, before these courses are introduced teachers undergo training and relevant methods are developed.

In regards to extracurricular activities with a focus on civic education (the informal component), they are focused on the practical application of acquired skills and knowledge. When students form a school parliament, they learn problem-solving in a school context; when they help create student action committees (SACs), they work on solving problems both within their school and in larger society; when they participate in summer camps, the students become full-fledged citizens of their countries and learn about governance by solving problems that usually have to be tackled by grown-ups. These programs also include simulations, modeling of real-life situations (elections, court trials, etc.), trainings and seminars.

According to respondents, the efficiency of approaches used is contingent on many factors, such as good planning of the smallest details of the event, good trainers (both Russian- and Kyrgyz-speaking), and methods that are appropriate for the target audience (nearly all respondents stated that interactive methods, which require minimal participation on the part of the educator and maximum effort on the part of the learner, are the most effective).

A more detailed picture of the organizations' outcomes is as follows:

ICRC
The International Committee of the Red Cross together with Kyrgyzstan's Ministry of Education and Science and the National Red Crescent Society produced and published a study aid for high school students entitled *Through Humanism to Peace*, which is studied in the context of the Individual and Society course. The first edition was published in 2000, and the second, revised edition came out in 2002. The study aid was published in three languages—Kyrgyz, Russian, and Uzbek—with the total circulation of 150,000 copies. The textbooks were distributed throughout Kyrgyzstan's schools.

Workshops for teachers were conducted in 2005 with a focus on ways of using the study aid. In 2006 efforts were joined with IFES to conduct workshops on writing test questions for the courses that have been developed. In 2006 a nationwide student competition was held to test students' knowledge of humanitarian law as outlined in the study aid.

In the fall of 2005 the efficiency of the course *Through Humanism to Peace* was monitored in schools. The results have shown that each school has a copy of the ICRC study aid, it is used in combination with other textbooks, and students like the book. Project beneficiaries said that the strengths of the textbook included colorful design, accessibility, and a good translation into Kyrgyz.

IFES
The civic education project was implemented both through academic and extracurricular activities. A study aid entitled *Civic Consciousness and Governance Participation: Your Role in*

the 21st Century Civil Society in two parts (for 10th and 11th grades) was produced, and special two- and three-day workshops were offered to the teachers to help them teach this course in an effective and democratic manner. Teachers were regularly contacted by telephone or mail, and a special newsletter for teachers, *Teachers' Forum on Civic Studies,* was published to share information about the project, to discuss the content of the course and methods used to teach it, and to give answer to teachers' questions. A special manual, *Interactive Learning Methods and Classroom Management* was produced both for the teachers of civic education and other courses. Day-long workshops on interactive learning methods were conducted for school administrators (principals and their deputies), and the manual was distributed among the participants.

To this day approximately 5,000 teachers from all parts of the country have been trained, and 160,634 study aids for 10th and 11th grade students in three languages (Kyrgyz, Russian, and Uzbek) have been distributed throughout Kyrgyzstan's secondary schools (about 2,000 schools in total).

Conversations with project beneficiaries showed that the latter liked the fact that the materials were realistic for Kyrgyzstan and also liked the variety of exercises offered. Teachers found methodological recommendations especially useful and said that the textbook apparently seeks to instill civic consciousness in students.

Extracurricular activities included three projects: student action committees, special days to enable students to contribute to the work of local governance bodies, and summer camps for democracy. The purpose of establishing student action committees was to develop active community participation among students enabling them to solve real problems while cooperating with various local institutions (businesses, non-governmental and governmental organizations). One hundred and eighty-four schools from all parts of the country participated in the project. Another project entitled *A Day of Students' Participation in Local Governance* gave students a chance to spend a day working alongside government officials and to become familiar with the procedures and mechanisms used by local self-governance bodies. The summer camps for democracy offered the students an opportunity to spend a few days as participants of interactive workshops and special classes on democracy and to model various situations related to the focus of the camps. The 24 camps that have been conducted to date hosted 1,512 students.

At the end of the project, IFES established a Center for the Study of Civic Education Issues as part of the Kyrgyz Education Academy.

IRS
The civic education project was launched in 1994. It started with newsletters that included lessons in the context of the Individual and Society course and lessons in economics. Later, collections of materials from various sources were published. Special training was offered to the teachers of civic education courses, and professional development classes were offered on a regular basis.

A study aid was published for 9th and 10th grade students; however, the organization was unable to publish a textbook for 11th grade students.

Altogether, 10,000 copies of textbooks for 9th grade (*The Individual and the Law*) have been published, along with 2,000 copies textbooks for 10th grade (*A Person in a State*) and workbooks for students (2,600 in Russian, 3,550 in Kyrgyz, and 1,150 in Uzbek). Although during early stages the textbooks were developed by people who were not schoolteachers, later the teachers of civic education courses were able to contribute to the development of the workbooks. Moreover, 230 copies of a teachers' manual have been published. Within the framework of the *Step by Step*

program 2,000 copies of teachers' manuals were published in Russian, 3,500 in Kyrgyz, and 700 in Uzbek.

Monitoring results indicate that training workshops were successful. The beneficiaries pointed out that the structure of the course was logical, its methodology consistent, and its content relevant for Kyrgyzstan.

Public Foundation for the Development of Legal Infrastructure and Education
Starting with 1998, the organization worked on developing a textbook for high school students and a teachers' manual entitled *We and the Law*. Sets of textbooks were donated to approximately 40 schools. Listed below are the most important achievements of the We and the Law—Street Law program:
- producing and publishing a study aid and a textbook for 9th grade students of Kyrgyzstan's secondary schools (in Russian and in Kyrgyz);
- securing the approval of the *We and the Law* textbook and study aid by Kyrgyzstan's Ministry of Education and Culture in 2000 and their inclusion in the 9th grade curriculum for all secondary schools in Kyrgyzstan.
- producing and publishing a textbook and a study aid for 10th grade students of Kyrgyzstan's secondary schools (in Russian and in Kyrgyz);
- training teachers in teaching methods using the We and the Law program;
- forming a team of authors and trainers to write and offer instruction in teaching methods for textbooks and study aids used in the We and the Law program.

In their interviews with the members of our team, the beneficiaries said that this is perhaps the only study aid that covers the entire legal system.

Soros Foundation Kyrgyzstan
Starting in 1995, Soros Foundation has been offering special workshops on civic education for teachers. Between 1996 and 2006 it implemented a debate program, which eventually became a permanent program that is no longer dependent on the Foundation's assistance.

A trainers' corps has been formed at the secondary school level along with school clubs. Debate programs have been developed to be adapted and implemented as a methodological component of various courses. The program later grew to include universities because many students who participated in the debate program in secondary schools wanted to continue the program at the university level. Currently the project is implemented by students and teachers independently, without significant outside assistance.

In 1998 the School Parliament Project was started. The project consists of two stages:
a) Creating a co-governance body to pass laws that would govern the school.
b) Expanding co-governance bodies by creating judicial, executive, and legislative branches.

The Soros Foundation offered training and support to 60 pilot schools throughout the country. In 2002 the School Parliament Project was renamed Social Partnership Project, linking schools and communities. The idea was suggested by schools that were involved in the project. Training modules have been developed and a grant component to support local community initiatives has been launched.

In 1997–1998 a conflict resolution program was implemented. Schoolteachers underwent special training in conflict resolution techniques. The program was later handed over to ***Counterpart Consortium***.

In 1996 the *Evergreenia* Summer Camp Program was launched. During the camp students from 9th to 11th grades create their own state. The camp is held on the shore of Lake Issyk-Kul and hosts about 250 students and 50 camp leaders. Teachers are assisted by university students, who act as facilitators. The project is currently a self-financing endeavor; four camps have been conducted with some financial support from the Soros Foundation. The project is currently implemented by the Foundation for the Support of Educational Initiatives. International camps with students from the Baltic countries, Moldavia, Tajikistan and other countries were also conducted.

The Social Partnership Project implies initiation and implementation of joint projects by local communities and secondary schools to solve problems faced by the school and the community. The monitoring of these projects has shown the following:

1. Emergence of real co-governance in schools
2. Emergence of young people capable of making decisions in real life and acting as citizens
3. Changes in the decision-making process at the school level
4. Successful social integration and socialization of students participating in the programs
5. Changes in teachers' ways of thinking and professional approaches
6. Changes in the status of schools in communities: schools are now perceived as equal partners with resources that can be used to solve problems that are relevant for the community

During the survey the beneficiaries of the School Parliament Project said that the project is certainly useful both for schools and for students. As one respondent noted, *"by participating in a small model of the state the students learn about governance in a real state" (members of the parliament, Secondary School No. 1, Karakol).*

ACCELS
For two years ACCELS conducted regular trainings on electoral law in Bishkek and in Osh. Graduates of these programs conducted workshops with a focus on constitutional rights, electoral law, and civil rights in Jalal-Abad and Osh.

Workshops on HIV/AIDS were conducted in Bishkek.

With the support of the U.S. Embassy a program entitled Building Bridges of Tolerance with a focus on schools (including students, teachers, and principals) was implemented in Issyk-Kul, Osh, Talas, and Naryn oblasts. The program helped develop projects to improve students' sense of citizenship.

In 2005–2006 a summer university with a focus on civic education was conducted. The university offered 10-day courses for teachers (representing all parts of the country) taught by instructors from the United States. The outcome of the project was the draft of a civic education curriculum, which was sent to the Ministry of Education and Science.

In April 2005 a regional conference was held, during which the programs' graduates developed lessons in tolerance for teachers of the English language.

ACCELS is currently running a program that enables history and civic education teachers to study in the United States; summer camps on democracy are offered to the teachers of the English language:
- In 2005 a camp in Osh hosted 20 teachers from Jalal-Abad, Osh, and Batken oblasts
- In 2006 a camp in the Alamedin Rayon of Chui Oblast hosted 20 teachers from northern parts of the country.

The program introduced new teaching methods, helped develop community projects (trees have been planted, communities cleaned of debris, and a book has been written), produce new lessons, and improve teachers' involvement in schools.

In 2006 the Culture, Gender, and Ethnicity Project was implemented. The project sought to instill tolerance, improve interethnic understanding, and solve gender issues within families. In addition to this, the project also focused on children abandoned by their families. It was implemented through an open dialogue with the public. Between May and June 2006 graduates of ACCELS programs along with actors from Tasma Theater presented the project for the residents of Osh, Jalal-Abad, Kara-Suu, Alay, and Issyk-Kul.

The following can be cited as examples demonstrating the success of these projects:
1)   Currently program graduates:
   - are carrying out community projects in the orphanages of Karakol, Kara-Balta, and Bishkek; they organize concerts for children and prepare gifts for children with disabilities and orphans;
   - for the past 3 years they have sponsored children with seeing and hearing disabilities in Osh;
   - help children who have cancer; they conducted concerts to raise money for furniture and other things these children needed, in addition to this they organize parties for children;
   - sponsor Voznesenovskaya Prison for Juvenile Delinquents, where they distribute magazines and organize team games.
2)   After school principals and teachers underwent training in the United States, an experimental center for the USAID's PEAKS Program was opened in Secondary School No. 1 in Shapokov.

Peremena Center for Innovative Education
Starting in 1996 the Center supports the debate program initiated by the Soros Foundation in Kyrgyzstan. Debates are viewed as a technique that is combined with other learning methods in class. The Manas Cup is a debate tournament that is conducted on a regular basis.

Starting in the late 1990s, a civic education project was implemented. The project's components include critical thinking courses, moot courts, and courses in street law. Moot courts use pre-defined scenarios and involve high school students (7th to 11th grades) and university students, who assigned roles and conducted games in schools.

The following activities were conducted within the framework of the Improving Public Participation in Human Rights Project:
 1) In September 2006 a roundtable was held, bringing together stakeholders, including the Human Rights Commission.
 2) Selecting trainers and conducting a case study for experts who would later be involved in training, represented by:
   - CSOs that are taught the techniques for implementing educational projects for the public (involving the Young Lawyers of the South and the Center of the Ferghana Valley Lawyers' Association).
   - young people (secondary school and university students), active leaders who would then teach their peers.
   - teachers of civic education courses.
 3) Conducting competitions with a focus on human rights (e.g. poster competitions, public debates).

In 2004 a project entitled We Choose, We Learn, We Govern was started to improve young people's participation in elections. Special emphasis is placed on rural youth, who are unfamiliar with the voting procedure. The outcomes of the project are as follows:

1. Fourteen major events were conducted, including workshops, trainings, roundtables, public debates, and a youth forum, in which 1,716 young people aged between 15 and 30 years participated.
2. Data obtained through the survey of project beneficiaries demonstrate that project goals have been achieved with a great deal of success (85% of participants gave positive feedback on the events).
3. Young voters became more interested in issues related to the election procedure; they acquired skills and knowledge that will help them become active participants in the democratization process.
4. The project helped build the capacity of CSOs working on human rights and the rights of ethnic minorities along with youth organizations through advocacy and educational activities to improve young people's involvement in elections.
5. Booklets and guidebooks covering election procedures have been published

In April 2006 a conflict resolution project entitled ***Youth Network for Conflict Resolution*** was launched. The project consists of a series of events, including trainings and public debates, conducted in all 7 provinces of the Kyrgyz Republic and in Bishkek. By participating in the project youth groups gained practical experience in conflict prevention and non-violent conflict resolution. Special emphasis was placed on interethnic tolerance, which is a very pressing issue for Kyrgyzstan.

The project achieved the following outcomes:
1. 13 events have been conducted in 7 provinces
2. 160 people participated in the workshops
3. Methodology guidelines have been developed for teachers to help students develop conflict resolution skills
4. Conflict resolution clubs have been established in schools
5. A youth network for conflict resolution covering the entire country has been formed

Junior Achievement Kyrgyzstan

In 2004–2005 a textbook on economics, which has been adapted for use in Kyrgyzstan and translated into Russian and Kyrgyz, has been offered to secondary schools and vocational institutions to be used in grades 9 through 11. In addition, a course on global business ethics has been developed, envisioning an international online competition in addition to regular learning activities. Secondary school students can participate in the competition starting with 7th grade; university students can participate as well.

The organization contributed to civic education through its efforts to explain economic rights to Kyrgyzstan's citizens. The rights and obligations of consumers, producers, tax-payers, and government bodies are explained in a way that is accessible to secondary school students. Special emphasis is placed on tax law and labor law (with a focus on child labor). In the interview the respondent noted that legal education with an emphasis on labor law is especially relevant for rural residents.

D. Analysis

Civic education in secondary schools provides for a meticulous review of many sides of the subject studied. One-sidedness in the provision of information or insufficient attention dedicated

to certain civic education aspects may result in ineffectiveness of the classes conducted. During the interviews respondents were offered a list of major topics studied as part of civic education. They had to identify the topics that were covered in their schools' curricula. The very same list was offered to the beneficiaries – secondary school instructors. They, in turn had to identify what courses covered indicated topics.

1). Formal component

In order to better demonstrate just how fully civic education is covered in textbooks and supplements currently used in schools of the Kyrgyz Republic, we decided to present our findings in a scale format. This scale is rather unofficial though as it is only based on findings of the survey held (which was not particularly wide-scale due to the short-term nature of the project), nevertheless, it provides a look into what gaps exist in contemporary textbooks.

TOPICS:

1. Human rights and international law

fully covered	partially covered	not covered
We & Law	IRC	
IFES	RRI	
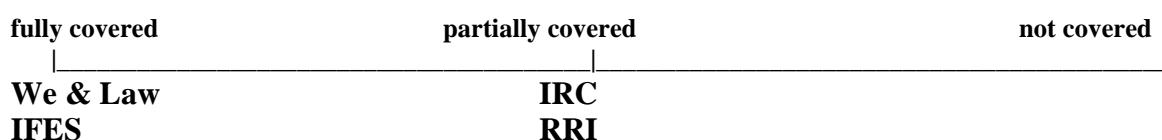
2. Knowledge and understanding of the state structure of the Kyrgyz Republic (at the local, regional and central levels)
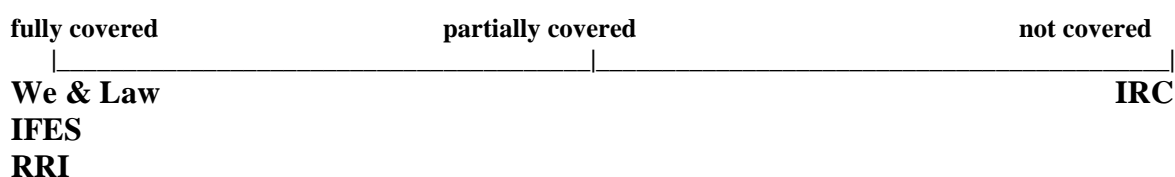
fully covered	partially covered	not covered
We & Law		IRC
IFES		
RRI		

3. Citizens' economic rights

fully covered	partially covered	not covered
IFES	We & Law	IRC
RRI		

4. Public opinion and media

fully covered	partially covered	not covered
IFES		IRC
RRI		We & Law

5. Electoral system and political parties
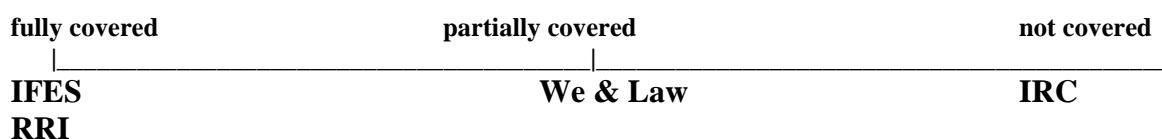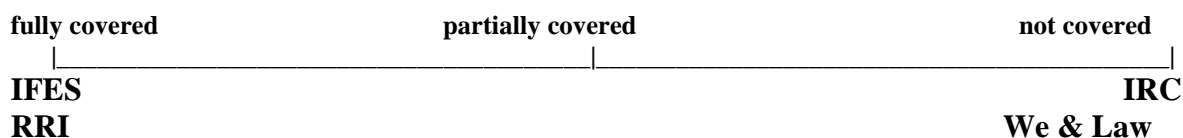
fully covered	partially covered	not covered
IFES		IRC
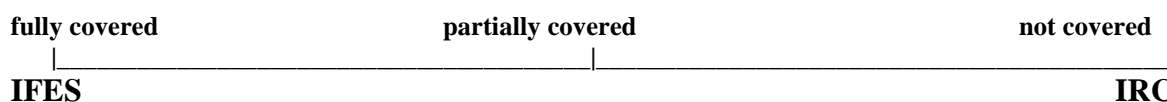
RRI
We & Law

6. Gender issues

fully covered	partially covered	not covered
IFES	We & Law IRC	RRI

7. Corruption

fully covered	partially covered	not covered
IFES	We & Law	IRC RRI

8. CSO development

fully covered	partially covered	not covered
IFES	We & Law RRI, IRCC	

The scale suggests that topics of Public Opinion and Media, Gender Issues, Corruption, and CSO Development are least covered in the textbooks currently used.

Below is the analysis for each organization:

IRC
IRC's work in civic education is limited to the expansion of knowledge of humanitarian law. Thus, in its activities IRC covers a narrow set of issues which is reflected in the instructional supplement for high school students entitled Through Humanism to Peace. In the instructor's opinion this supplement can be considered more like a supplementary material rather than a full-scale textbook on civic education. During the survey the following drawbacks in the supplement were identified:
- Overly simplified explanation of ideas
- One-sidedness

IFES
According to the survey findings, the *Civic Consciousness and Involvement in Governance – Your Role in Civil society of XXI Century* supplement is most often used in the Individual and Society subject. Nevertheless, following drawbacks in the supplement were identified:
- Inconveniently large format;
- Complexity of certain texts;
- Lack of terminological consistency and accuracy;
- Insufficient information in the chapter on human rights.

RRI
Special attention to delivery of content is dedicated to abstract philosophical concepts and societal science in the supplements edited by A. R. Alisheva.

To the best of knowledge of instructors and students, RRI supplements were published in a small circulation which resulted in few schools being able to familiarize themselves with it. Particular shortage of the supplement is experienced in the periphery where instructors do not even know about the existence of the supplements. Nevertheless, schools where the supplements are used report active application thereof by civic education instructors. The instructors noted following drawbacks in the RRI supplements:

- Parts of materials are outdated;
- Few tasks (certain chapters even lack them altogether)
- Textbooks for 9th – 10th grades are based on a concentrated scheme and students report getting bored with repeating the same topics over a span of two years;
- Barren style;
- Complex student workbooks;
- One-sidedness of the material.

Public Foundation for Facilitation of Legal Infrastructure and Law Education

The *We & Law* supplement mainly discusses legal aspects of societal life; however, the issues presented are also covered to a certain degree. The supplement contains little or no information on topics regarding public opinion and media, political parties, electoral systems, gender relations, and civil society. The mode of delivery of the content stresses coverage of legal aspects and bringing up law-obedient citizens. However, the following drawbacks in the supplement were identified:

- Insufficient elaboration in certain lessons; it is obvious that certain materials were drafted by students and each chapter was narrated by a separate individual;
- Inconsistency in delivery of material;
- Lack of schemes and creative tasks;
- Inconsistency in volume of materials (one chapter may be a page-long, while another may take 10 pages);
- Overly large and inconvenient format;
- Noncompliance with Gosstandart (State Standard Agency) requirements.

Thus, one can see that in their work the organizations mostly stick to the directions they have chosen (e.g. international humanitarian law) and only cover certain issues relating to civic education. However, the goal of a civic education course should be to facilitate the preparation of students for life in a democratic rule-of-law state. An individual who received civic education should be a decent member of a civil society capable of participating in the resolution of various-level issues – from daily life to national-importance issues. In addition, the course should also have formulated values (moral aspect of education). Therefore, the materials on civic education should not be limited to coverage of law or political science. The goal should be broader: a student has to learn how to be a citizen.

Note: almost all organizations developing civic education curricula as part of the formal component have currently discontinued developing them further.

2). Non-formal component

Soros-Kyrgyzstan
The Foundation's training programs touch on the issues of civic education above in one way or another except for those that pertain to human rights, international law and gender issues.

ACCELS
Basically, all topics are to a certain degree covered in ACCELS programs which obligatorily contain a civic education component.

Peremena **Center for Innovative Education Public Foundation**
The Foundation's program only covers some of the topics above. Topics pertaining to the knowledge and understanding of the public structure of the Kyrgyz Republic are not covered (at the local, regional and central levels) that are related to economic rights of citizens, gender issues and corruption.

Junior Achievement Kyrgyzstan
This organization's projects only touch on issues related to citizens' economic rights. Even though the business ethics course discusses human values (which overlaps with civic conscience), other issues of civic education are not covered in any project.

In a broader picture, one can identify the more inherent forms of implementation of civic education in schools (with non-formal programs not used in all schools). Such forms are presented in the left column of the table below. The right column includes recommendations of the respondents on the effectiveness of the existing programs. The recommendations were made during the conference that took place on February 8, 2007.

Today	Preferred changes
Special mandatory subject on civic education – 9th – 11th grades	1. Start the education in elementary schools (organizing role-playing games, participatory education). 2. Introduce an official provision for conducting classes under the following scheme: 1 hour of theory, 1 hour of practice. 3. Examination questions for mandatory subjects should include key questions related to civic education (perhaps, it is advisable that such questions be included in the history exam).
School co-governance (self-governance)	1. Repeal the formal approach. Disseminate the positive experience of successful schools (e.g. Shopokovskaya secondary school). 2. Maintain the school-mandated structure (if it's a "school Parliament" one needs to create a structure inherent to a parliament; if it's a "School government", one needs to introduce an executive branch, etc.)
Social partnership	Study the best practice in establishing social partnership in schools and disseminate it among all schools at the same time eliminating all and any possibilities for artificial implementation and formalism.

Optional classes	Encourage diversity of elective courses, develop sample curricula that take into consideration local specifics – needs of regions and schools.
Discussion clubs	Disseminate the experience available and develop sample agendas.

E. Recommendations

1). Problems to be solved

Survey findings show that the problems pertaining to civic education in schools are mostly present in three areas: state curriculum, staff, and textbooks.

The first problem stems from a lack of a uniform strategy on civic education. One needs to develop such a strategy that would systemically and determinedly be implemented with regards to all directions (including both children and adults). In terms of the school component, one needs to start introducing civic education as early as possible, at the very least from (5th-6th grades). However, many specialists agree that this class should be introduced as early as in the 1st grade. Currently, this subject is only taught in high school grades. However, by that age children already have developed certain views and values and teachers have a difficult time breaking the stereotypes that already shaped up in their minds and teach civic consciousness to already relatively adult students.

With regards to textbooks many respondents indicated the need for taking in consideration age specificities of students as the textbooks available today are either overly simplified or too difficult for students to comprehend. The reasons for that include a lack of a clear procedure for testing of textbooks. Students sometimes are taught based on textbooks that have not passed the pilot stage, i.e. had not been tested in practice. Thus, one needs to raise the issue of the need for a clear procedure of introducing textbooks in schools.

The diversity of topics in textbooks is a positive phenomenon. However, an excessive diversity in the delivery of ideas sometimes confuses teachers. This problem triggers the need for coordinated activities of organizations in the development of textbooks or for creating a one uniform textbook. One can note obvious differences in the content of state educational standards and curricula and those developed by various organizations and approved by the Ministry of Education and Science of the Kyrgyz Republic which also confuses instructors.

In addition, the civic education course needs to have access to society and not be limited to schools. Students face real life in the streets and at home. Therefore, one needs to see to students learning how to feel conformable in real life, in their communities, how to interact and resolve their communities' problems. In this regard close cooperation that had been established among schools, local authorities, CSOs, and various companies and the strengthening of cooperation and interaction between school and parents could help immensely. The state program should also aim at this as many respondents noted the differences in the views that teachers wish to instill in students and those instilled in them in the streets and in the family circle.

Administrators of many schools fail to realize the importance of civic education; they tend to focus on preparing students to study a certain specialization. Optional and complementary classes are welcomed but by not making them mandatory less students get a civic education experience. The current criterion for evaluating schools does not include schools' involvement in publicly useful activities as a component(e.g. charity and community assistance).

One should definitely note the inconsistency in the conduct of educational activities by organizations providing non-formal education. Practice shows that one-time activities are not effective. Therefore, it makes sense to implement coordinated activities and blend the theoretical materials with hands-on practice so as to involve as many students as possible instead of a small group of students (shy and academically inferior students must also be taught to express their civic consciousness).

The second problem facing civic education concerns staffing. The problem of lack of appropriate and qualified civic education teachers is widespread. The Individual and Society course can be taught by an instructor of history, biology, calculus or even physical education but can they effectively teach the subject aimed at raising a law-obedient and active citizen who is to be able to effectively participate in state governance? Special requirements are set for a civic education instructor: his/her class is not over once the bell rings – what happens in his/her class needs to encourage students to take actions that constitute what actually is civic consciousness in their daily lives. Unfortunately, universities do not supply teachers specializing in the Individual and Society course or civic education as a whole.

In addition, one needs to notice the need for a qualification enhancement for civic education instructors, training seminars or other activities to improve the methodological literacy of teachers. Today the issue of qualification enhancement for teachers is a complex problem: teachers have to travel to Bishkek and pass a course at their own expense. Because many teachers cannot afford to make the trip they continue to use outdated methods. One needs to use interactive methods of education in teaching civic studies which enable students to solidify their skills, abilities and to put to use a democratic style of behavior in practice rather than in theory. Nevertheless, not all teachers master this technique which creates problems in the achievement of the goal of the subject – raising law-obedient active citizens.

The cases of the problems above can be generalized as follows:

1. The nation's universities do not train specialists in civic education.
2. The qualification enhancement courses are not available to all teachers.
3. Teachers that actively participated in civic education seminars and trainings can either quit their jobs and find better ones due to being paid to little or give up their class hours to those teachers who do not have a full teaching load. This is proven by findings of the survey conducted by SIAR in 2006. The survey of 184 schools of Kyrgyzstan show that in 18 schools (which accounts for 10% of the total number of schools) teachers who previously taught Individual and Society changed jobs. This is a rather significant figure if one considers this problem on a nationwide scale.

The third problem is related to the quantity and quality of textbooks. Schools report insufficient quantity of civic studies textbooks (only the developers of *Through Humanism to Peace* textbook (IRC) and *Civic Consciousness and Involvement in Governance – Your Role in Civil society of XXI Century* textbook (IFES) were able to cover all schools of Kyrgyzstan). At the same time, the funding of these projects was rendered through international organizations only.

In addition, the problem of a lack of availability of textbooks helped reveal the problem of lack of translations of these textbooks into languages of instruction: Kyrgyz, Uzbek, and sometimes even Russian. For instance, the survey helped discover that the "*Mamleket Jana Ukuk Negizder*" (*Fundamentals of State and Law*) textbook by Esenkanov has no Russian or Uzbek translations. The translation of newer Russian textbooks into Kyrgyz has not been done either.

Insufficient or superficial coverage of civic education in textbooks also creates difficulties for teachers who have to search for additional materials or omit certain topics altogether (this is particularly problematic for instructors working in the periphery). In addition, textbooks need to be updated regularly as the ones currently available get outdated very quickly (e.g. due to the adoption of the new Constitution of the Kyrgyz Republic, amendment of legislation, etc.).

2). Possible solutions

In order to solve the problems above one recommends that the following be done:

1. Review the legislative framework
1) Perform a conceptual review of state standards and curricula for the *Individual and Society* subject.

The currently used educational standards are based on old concepts pursuant to which the stress is put on acquisition of knowledge and the development of skills to apply philosophical categories to social science. Civic education aims to raise a law-obedient and active citizen of the Kyrgyz Republic possessing skills in civic involvement. In order to develop such a concept, the Ministry of Education and Science of the Kyrgyz Republic in collaboration with the Kyrgyz Academy of education could arrange consultative meetings, organize conferences with a circle of interested individuals from education institutions, CSOs, and governmental bodies. Such would result in the outlining of major priorities and development of a uniform concept of civic education in the Kyrgyz Republic. Academy of Education of the Kyrgyz Republic in partnership with the Social Research Center under the AUCA could develop such documents and programs by forming working groups to include representatives of the academia, interested local and international organizations, teachers, etc.

2) Streamline the procedure of introduction of new textbooks in schools.
One needs to more carefully develop procedures for approval of certain materials to be used as school textbooks. The currently existing system allows introduction of textbooks that are not compliant with generally accepted standards and are sometimes simply unusable in the educational process (textbooks developed by local authors and collecting dust in schools' storage rooms were a frequent subject of many teachers' comments), while the very same system does not allow developers of really good, quality textbooks to pass the pilot state without hindrances and successfully introduce their textbook.

3) Begin teaching the civic education course starting in the middle grades (at least from the 5th – 6th grades), not in 9th or 10th grades which is today's practice. Develop appropriate textbooks on civic education taking into consideration the experience of organizations that have worked on them earlier.

One also needs to take into account such parameters as flexibility and comprehensibility in the delivery of the content. In addition, one needs to pay special attention to the development of interactive exercises, role play, and practical knowledge that enable participants to gain practical skills and abilities. Perhaps, one needs to start developing textbooks for the middle grades and 9th grade student (it is this layer of school grades where the lack of civic education materials is particularly acute).

4) Develop special programs for school administrators aimed at raising awareness about the importance of, and need for, expansion of civic education programs in schools. The criteria for assessment also needs to be changed – a criterion of civic involvement needs to be added (e.g. the number of public-benefit activities held).

5) Develop special programs aimed at fostering the cooperation between schools and local communities. Such programs could be created based on existing experience (Social Partnership Project of Soros Foundation-Kyrgyzstan).

During interviews a specialist of the Kyrgyz Academy outlined the following perspectives in the activities:

1. *Cooperating with international organizations in the development of fundamental principles of civic education. Today there is a developed philosophy, common principles of civic education, or theoretically substantiated approaches to civic education that would result in a change in the content of education.*
2. *Developing textbooks at a new level. Providing distant education, developing electronic textbooks, creation of civic education databases.*
3. *Creating a unified civic education website containing theory and developed classes.*

Thus the activities above harmonically fit the activities planned by the Academy of Education and can be conducted under the Academy's leadership in partnership with the AUCA SRC and with participation of all interested organizations.

2. Resolve the issue of training of highly qualified personnel to teach the subject Individual and Society in schools

1) Introduce a special major in pedagogical universities to train civic studies specialists.

The activities on the introduction of the new specialization could be performed by interested local and international organizations (including SRC) in collaboration with the nations' universities and in cooperation with the Ministry of Education and the Kyrgyz Academy of Education.

2) Using the Academy of Education of the Kyrgyz Republic as a basis, one could launch courses aimed at enhancing the capacity of methodology specialists from all regions of Kyrgyzstan who would later regularly conduct classes with civic education instructors in the regions. In such a case, teachers wishing to enhance their qualification are spared the necessity to arrive in Bishkek to do so. Such courses could be organized by methodology specialists in district, municipal, or provincial departments of education (which would be more effective compared to the system in place today).

3. Enhance the effectiveness of interaction of the formal and non-formal components of education of school students in order to:

- o Establish a harmonic inter-complementation among the components in terms of theory and practice for students in civic education;
- o Get the offered programs to cover as many students as possible.

The program for streamlining the formal and non-formal components of civic education could be developed by interested organizations together with school teachers.

Speaking of **work methods** to develop civic education among the students of secondary schools, one can suggest the following:

- *Conduct special campaigns on civic education*

This activity could involve various types of media (TV and radio shows, articles in popular newspapers, etc.). Educational materials can include short movies and video clips on the functions of state bodies (government, Parliament, etc.). Such materials could be developed by local and international organizations in collaboration with schools or educational state institutions. In this regard, it makes sense to sign a corresponding agreement with the Kyrgyz media to provide special airtime or newspaper space to the campaign above.

- ***Create youth clubs and circles to develop civic education***

Such bodies could help in establishing closer cooperation between school and various organizations (CSOS, business bodies, enterprises, etc.) in the arrangement of youth movements.

- ***Elaborate programs aimed at developing skills in practical participation of school students' life in society.***

One can note the effectiveness of such programs where a certain environment, certain conditions for expression and development of skills (youth camps, involvement in community life, etc.) is created. To implement this objective international organizations have to: 1) continue implementing the already developed activities that are currently not being fulfilled; 2) develop original initiatives of their own.

Speaking of the strategy for improving the effectiveness of civic education in schools, during the discussion of this topic at the conference (8 February 2007) the following joint actions were noted as necessary:

1. Identifying the objectives of civic education and developing an educational standard (Kyrgyz Academy of Education in cooperation with SRC).

2. Identifying the circle of interested individuals and creating a coordination council (Aga Khan Foundation, SRC).

3. SRC organizing and conducting a seminar on the civic education concept with interested individuals and organizations (Kyrgyz Academy of Education, Center for Civic Education Studies under KAE, teachers, ACCELS, Soros Foundation, Aga Khan Foundation, local CSOs (e.g. Association for Social Partnership, Center for Civil society, RRI, Jogorku Kenesh commission, State Secretary of the Kyrgyz Republic).

4. Developing the concept based on recommendations provided at the seminar and developing special questionnaires to hold a wide-scale discussion (possibly, facilitated by an international organization).

5. Organizing a wide discussion of the concept by all interested citizens (awareness-raising through media, CSOs, departments of education, schools, and universities).

6. Receiving and processing information. Local branches of the Association for Social Partnership and ACSSC could collect the filled out questionnaires and then pass them to the SRC for processing.

7. Elaborating the concept to take into account the recommendations and submitting it to the Kyrgyz Academy of Education and Ministry of education and Science of the Kyrgyz Republic to be adopted as an official document.

8. Developing programs and materials on civic education (Kyrgyz Academy of Education in collaboration with interested CSOs including in partnership with SRC).

9. Training and retraining methodology specialists (on the basis of the Kyrgyz Academy of Education, in cooperation with universities and WB projects (Rural Education), ADB projects, PEAKS, etc.)

3. Higher education

A. Overview. Goals of programs and projects

To examine civic education programs our team conducted interviews in organizations that define the focus and content of higher education. These organizations include the Ministry of Education and Science of the Kyrgyz Republic, the Kyrgyz Education Academy, administrations of Kyrgyzstan's universities, international organizations that implement civic education programs, and local non-governmental organizations that work with students to improve their involvement in public life. In addition to this, student focus groups have been conducted. Students specializing in humanities, natural sciences, mathematics, economics, and engineering have been invited to participate in focus groups. In Bishkek, students from Arabaev University, Kyrgyz National University, International University of Kyrgyzstan, Kyrgyz Russian Slavonic University, Institute of Oriental Studies and Languages under Arabaev University as well as Bishkek Finance and Economics Academy participated in these focus groups. Overall, 15-20 people participated in each focus group. Although the bulk of the work was conducted in Bishkek, to verify and compare the data obtained our team conducted a survey and focus groups in Jalal-Abad and Issyk-Kul universities. Later a survey using a random sample of university students and young people was conducted. The latter data were obtained during a conference held on February 8, 2007, during which the draft of this report was discussed.

University programs*:* The study has shown that Kyrgyzstan's university programs are lacking courses that focus exclusively on civic education although some themes related to civic education are covered in other courses. Perhaps this can be explained by the fact that each department seeks to offer courses within its realm of expertise, and thus university curricula are primarily focused on subjects that are important in the context of the field in which students specialize. During the conference held on February 8, a representative of the Kyrgyz-Russian Slavonic University said that another reason may be that civic education does not produce skills that can be used in the labor market. This certainly does not detract from the importance of the course, but it shows that the influence of market mechanisms on the educational system may be flawed.

The State Curriculum Standard[1], which defines which courses must be offered to students specializing in each field, consists of three parts: required courses, the university component, and elective courses.

1. Required courses are the courses identified by the Ministry of Education and Science. These courses usually include general education courses that students take during their first two years at university. These courses enable the students to review what they studied in school, to improve their overall knowledge, and to prepare for other, more specialized courses.

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[1] The curriculum for any field of specialization consists of four elements: (a) social studies, economics, and humanities; (b) natural sciences and mathematics; (c) general education courses; (d) courses related to the field of specialization.

In Kyrgyzstan these courses include mathematics, psychology, Kyrgyz and Russian languages. The total number of required courses is 7.

2. *The university component* is defined by the academic council of each university. These courses vary, depending on the university and a variety of factors (for example, the location of the university). For example, the Jalal-Abad University offers a course entitled the Kyrgyz Language and National Traditions, while the Issyk-Kul University offers a course entitled My Country. These courses also vary depending on the department and the student's specialization, i.e. courses offered to students in the humanities are different from students studying natural sciences and mathematics. Arabaev University, for example, offers Economic Theory and Law to its natural science and mathematics students, while students in the humanities have to take Law and Culture Studies courses. The total number of courses under the university component is 6.

3. *Elective courses* are the courses that students choose, depending on their academic preferences. However, the concept of "free choice" is rarely practiced. In practice, nearly all universities offer "electives" that are related to the department's field of study in one way or another or courses that are introduced by local and international non-governmental organizations, such as gender studies, social policy, etc. The total number of elective courses is 7.

Many universities offer general education courses that are similar to civic education courses. These include Human Rights and Democracy, Gender Policy, Sociology, Social Psychology, Law, Political Science, Sociology of Gender, Civil Law, Fundamentals of Civil Rights, Fundamentals of Intercultural Communication, Culture Studies, and Economic Theory.

Depending on the enthusiasm of instructors, some departments offer special courses. For example, the gender program of Soros Foundation Kyrgyzstan offered gender studies courses. This program is offered by many universities.

During the survey university administrators and students were presented with a list of topics that are key to civic education. They were then asked which of these topics were studied by the students of their university and in the context of which courses. The answers have shown that each university is unique, with its special courses that cover topics related to civic education.

Arabaev University offers courses covering human rights, rights of majorities and minorities, and development of CSOs.

Jalal-Abad State University offers Human rights and Democracy course along with Gender Policy to its first year students. Other courses include Traditional Sports and the Kyrgyz Language and National Traditions. Jalal-Abad State University also offers courses that cover the topics of corruption, development of CSOs, and gender issues (for computer engineering students), electoral systems and political parties, public opinion and the media, economic rights, and Kyrgyzstan's government bodies (for third-year engineering students and first-year humanities students).

In the Kyrgyz National University these topics are primarily offered by social and political science departments. For example, students specializing in Civil Service or Municipal Governance study topics such as human rights, international law, Kyrgyzstan's government bodies (at local, regional, and central levels), the electoral system and political parties, gender issues, and corruption in more detail as compared to students in other fields of specialization.

Journalism students learn about public opinion and the media, while other topics (such as economic rights, development of CSOs) are not covered at all.

Issyk-Kul State University students learn about human rights, international law, Kyrgyzstan's government bodies (at local, regional, and central levels), economic rights, and gender issues in the context of a general education course with a focus on the Law. Topics such as public opinion

and the media or corruption are not covered at all, while development of CSOs is touched upon in the context of the My Country course.

The survey has revealed that other programs are in place to improve civic education and involve university students in public life.

For example, Arabaev State University and Osh State University both offer a Human Studies course, which seeks to help students acquire basic knowledge about human existence. At Arabaev University this is an elective course offered to first-year students specializing in Journalism, Regional Studies, Language and Literature, Oriental Studies, African Studies, Translation Studies, and Culture Studies. This course has been offered for the past five years.

In addition to this, a civic education program has been developed and introduced by IFES. The goal of the program is to provide in-depth coverage of some civic education issues and to involve students in governance. Thirty-six university departments have participated in the project to date. However, the program has been suspended since USAID, the donor organization that funded this program, decided to suspend its civic education project.

Critical comments by the respondents and conference participants.

Conference participants pointed out that current standards reflect the need for civic education, however the details are delegated to the university level.

Conference participants and students who participated in focus groups were critical of the theoretical focus of civic education in the country. They said that social skills must be developed in the context of a competency-based approach, that education as a transfer of knowledge must be replaced by education as attitude development (Kyrgyz-Russian Slavonic University) or education that builds civic character (Kyrgyz Education Academy).

Extracurricular activities

In addition to civic education projects and courses implemented in the context of university curricula, various organizations working in the country implement a variety of projects to improve student participation in public life (extracurricular activities). These projects include the Academic Honesty Project initiated by the U.S. Embassy, various training programs on the electoral system and elections developed by local and international CSOs, such as SIAR, IFES, Information Centers for Democratic Support, Institute of Public Policy, Kel-Kel, Interbilim, CSO Coalition, Soros Foundation in Kyrgyzstan, Peremena, etc.

Each of the projects listed above has a specific objective. University students are seen as either a target group (beneficiaries) or as a group that helps increase the project's social impact by converting project ideas into results. For example, the Academic Honesty Project seeks to develop "academic honesty among students, to introduce individual effort as a norm, to improve intrinsic motivation and confidence, to instill respect for property and copyright, to eradicate plagiarism and distortions of authors' ideas"[2]. The project involves students from the Kyrgyz-Uzbek University, the Kyrgyz-Russian Slavonic University, and the Jalal-Abad University. The project has recently been suspended due to financial problems, but some student groups demonstrated considerable interest in reviving the project.

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[2] Academic Honesty for Students, official website of the Kyrgyz-Uzbek University, http://www.kuu.kg/ach_ru.htm

Before elections various organizations often invite students to work as trainers or observers. During electioneering periods the *CSO Coalition* trains students and then sends them to various parts of the country to serve as observers.

Another non-governmental organization, *Peremena Center for Innovative Education*, which works primarily with young people, seeks to increase the involvement of young voters. For example, its project entitled Mobilization and Strengthening of Young Voters, which seeks to "mobilize and increase the number of young voters for active, conscious, and motivated participation in elections in the Kyrgyz Republic,"[3] trains young people aged 15 to 28 years in the principles of transparent, free, and fair elections, hoping that these people would apply and spread this knowledge.

Institute of Public Policy, a non-governmental organization that seeks to improve public awareness, brings together students who are politically active and teaches them skills that can be used in political circles.

Elements of civic education can also be found in law students' internships in legal clinics (a project of several universities and the *Human Rights and Democracy* Public Foundation).

The *Kyrgyz-Russian Slavonic University* also plans to establish a legal clinic. Moreover, third- and fourth-year students will have a chance to teach the *We and the Law* course in secondary schools.

B. Methods and approaches

Although there is no separate course on civic education, as we have noted above, there are similar courses in terms of content and principles. However, these courses mainly use traditional teaching methods (lectures and seminars). Since there is no access to up-to-date literature on the subject and funding is insufficient, in most cases training materials are based on outdated publications. During lecture classes, students make written summaries of what the teacher says and during seminars they recite what they learned during lectures.

On the other hand, there are programs that use an entirely different approach.

A course entitled Human Studies is offered as an elective course by the Arabaev University. The project is funded and implemented by the Aga Khan Foundation. Prior to introducing the course, the Aga Khan Foundation held special trainings and workshops for teachers. The workshops familiarize the participants with the teaching methodology and help them develop course materials. The course is taught through discussions, debates, case studies, and the use of texts, audio and video materials.

The civic education program developed by IFES with the financial support of USAID produced an electronic textbook and reader on a CD-ROM. The program is divided into four sections (Personalities, Society, Government, and Universe) and contains articles and treatises by individual authors along with chapters from textbooks. The phenomena are studied from various perspectives, i.e. each theme is covered by a variety of materials that support or criticize different views on the issue. The student is expected to make the final decision. The project offers special training for teachers. In addition, teachers receive guidelines that are meant to assist them in conducting interactive sessions.

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[3] Peremena Center for Innovative Education, http://www.peremena.kg/index.php?pid=11

Some projects implemented by various non-governmental organizations and international organizations involve learning with the aid of debate programs, various special events (e.g. moot courts), trainings, workshops and other forms of learning.

For example, the Institute for Public Policy competitively selects third- and fourth-year students and trains them in civic education issues for five to six months at a time. These programs include Electoral Law Awareness and Youth Involvement in Political Life, covering the concepts of democracy, policy, response to PR campaigns, and strategic planning. Particular attention is given to the participation of students from the provinces. Students that have been trained continue the program by teaching others locally.

C. Outcomes

To evaluate the impact of courses that are offered by Kyrgyzstan's universities, we conducted focus groups with students from six universities: Balasagyn Kyrgyz National University, Arabaev Kyrgyz State University, the International University of Kyrgyzstan, Bishkek Academy of Economics and Finance, Issyk-Kul State University, and Jalal-Abad State University). One of the questions was as follows: *"Did you change your behavior or your attitudes as a result of these courses?"*

According to the students, these courses are largely, if not completely, responsible for shaping their perception of society. They recognize that the final outcome of these courses must be students' ability to protect their own rights and the rights of others, but the courses that are currently offered in the field of civic education fail to achieve the results. Students from Bishkek's universities noted that such courses can prove to be helpful during court trials or elections, when students need to write official documents or analyze the situation in the country. However, such cases are rare and the remarks cited above came mainly from students who study under instructors involved in relevant projects (Human Studies, the IFES Civic Education Project, or other programs). University students from the provinces noted that they do not feel much impact from the courses because the instructors are inadequately trained and the courses focus solely on theoretical rather than practical aspects of the issue. The students therefore receive theoretical knowledge, but their practical skills remain underdeveloped.

Moreover, courses that are related to civic education in one way or another are mostly offered to students in the humanities. As a result, students with a focus on natural sciences or mathematics fall by the wayside.

After conducting interviews with the heads of universities' adminstrations, our team unfortunately had to conclude that very few have an idea of what civic education is. Some officials only gained an awareness of the issue after the subject of the conversation was explained to them. However, at the end of interviews all interviewees agreed that introduction of civic education courses was an appropriate and timely idea.

In regards to projects implemented in individual universities, they seem to have a significant impact. For example, those who participated in the project of the Institute for Public Policy demonstrate excellent career and personal growth. They are more likely to act with confidence when deciding to change their occupation to reflect their personal preferences. Students in the provinces conduct trainings and roundtables for other students and help organize camps for secondary school and university students.

D. Analysis

Overall, higher education needs special attention. One the one hand, civic education here is only presented by the studying of certain topics as part of certain courses. As noted by the conference participants, there is no unified state strategy on civic education in universities. It is not so much about the lack of a uniform course as it is about the lack of a uniform curriculum, a uniform concept of civic education in universities. One the other hand, it is higher education that should contain as much civic education as possible given the significance of this area of education for the purposes of shaping political and civic conscience of population.

The current situation can be briefly described as follows:

1. Almost all respondents noted that the goal of civic education is to form a full-fledged citizen, an active member of society who knows and respects laws. However, the curricula lack a separate course that could help students enhance their capacity in civic involvement in society. As a result, "in their daily lives students encounter many problems and oftentimes are incapable of independent decision making[4]." The major issues of civic education in universities are covered chaotically and dispersed among various departments.

2. Even whenever appropriate subjects related to civic education are available, students do not feel they are fully effective. The reason is the fact that the stress is made on theoretical knowledge without giving sufficient attention to practical aspects of the subject and the courses are detached from reality. One should also note the special attention given to the methods of delivery of such subjects where the development of knowledge and skills is not ensured. These were the comments of focus group participants and representatives of universities as expressed during the conference.

3. The courses that include studying civic education cover these topics mostly from a perspective of the specialization studied. In other words, even within the topics of civic education instructors merely touch on those aspects of the issue that are important to the specialization they are teaching, although graduates face similar issues that the civic education is called to help them solve.

4. Key civic education topics that to a certain extent are reflected in the curricula are presented very superficially with issues being discussed at the "general overview" level. For instance, Arabayev Institute offers the Rights of Majorities and Minorities course but fails to include the International Law course in its program.

5. Topics like Economic Rights of Citizens, Public Opinion and Media, Corruption, and Civil society are not studied in universities at all (if one is to disregard rare exceptions – teaching of these topics in universities' Departments of Journalism or Departments of Public Administration).

The reasons are likely to be hidden in the following:

1. Educational Curriculum Standards were developed immediately following the collapse of the former Soviet Union and reflect the state of society at that time. Subsequently reviewed educational standards did not take into account the realistic needs of the society and no meticulous research of the problems was conducted with merely the general tone of old educational standards being retained.

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[4] Quote from an interview with an instructor of the Jalal-Abad University, 14 November 2006.

2. Curricula are prepared by departments. Each university department is first and foremost interested in including as many specialization-related courses into the curricula as possible. This results in the number of general courses being reduced and some of them transferred to the following years of study.

3. Even though the political need for a state ideology in the Kyrgyz Republic has emerged, due to disagreements among various political groups such an ideology has yet to be developed. In this connection, professors of the Kyrgyz-Russian Slavonic University (KRSU) suggested a more active government involvement in the development of courses aimed at forming citizens. Under this idea, the state ideology is to become a foundation of civic education and a core of educational, economic, and political changes.

Based on the discussion that took place during the conference held on March 8, one can make a conclusion that the following three fundamental problems are yet to be resolved:

1. On part of the government there is still no request for civic education in universities. The opinions of the discussion participants split per this issue. Certain universities (KRSU) believe that active government involvement in determining the content of a civic education curriculum for universities. A representative of the Kyrgyz Ministry of Education and Science noted that a bottom-up initiative is needed for the Ministry to be able to support it. On the other hand, universities wished to retain their independence in the process of development of this part of the curriculum.

2. The second issue concerns the content of civic education courses. The conference participants' opinions on this issue split along the question as to what values should be prioritized.

3. The third problem here pertained to the organization of civic education in universities. The discussion participants did not express willingness to support just one course, although they did consent that there was a need for coordinating civic education topics in various courses and special courses. However, it is still unclear how teaching of civic education will be arranged and what changes will be needed compared to the existing scheme.

Thus, having analyzed respondents' feedback and conference participants' opinions, one can make a conclusion that one needs to develop a concept of the content of civic education in universities and think out organizational aspects (one course, several courses, a combination of mandatory and elective components).

E. Recommendations

Our recommendations regarding civic education in universities reflect the analysis of the situation in higher education institutions, and opinions and recommendations expressed by the Ministry of Education and Science of the Kyrgyz Republic and Kyrgyz Academy of Education and our understanding of what needs to be improved to organize the work on the civic education program in universities.

1). Plans of universities and other organizations

Universities' future plans that provide for launching civic education projects at a university level differ. For instance, administrators of the Arabayev University intend to introduce courses on studying corruption, gender and electoral system in the new academic year.

Participants of the project to introduce Human and Civic Studies course will work to found an Association of Human and Citizen Studies Teachers in Central Asia. The members of the Kyrgyz chapter of this association which actually already exists will mostly work with the capital's universities. For this academic year the association intends to conduct six regional seminars and 2 seminars for Kyrgyz university instructors. The goal of the seminars is to train instructors so as to enable them to effectively teach this course in their universities.

At the state level, the *Center for Study of High Schools' Problems* that was created relatively recently under the Kyrgyz Academy of education intends to develop a new generation educational standard, methodological materials and organize a qualification enhancement course for faculty of the nation's capital's universities teaching various subjects. In 2007 the Center plans to review the existing educational standards. The Center specialists assure that the standards they will suggest will be adopted by the Ministry of Education and will become mandatory in the universities' curricula. The Center is considered a bridge between the universities and Ministry of Education of the Kyrgyz Republic.

Obviously, the Ministry of Education and Science of the Kyrgyz Republic is open to constructive suggestions based on recommendations of teachers and administrators of the nation's universities. The Ministry is interested in getting an answer to this question whether it is possible to deliver the content of this course through existing subjects or if there is a real need for the introduction of a separate course. Can the change of the form of delivery of the course solve the problems associated with civic education and help resolve issues in society?

2). Problems to be solved

The third chapter identified the three problems to be solved:
- Establish a procedure for interaction among universities, Kyrgyz Academy of Education, and Ministry of Education and Science of the Kyrgyz Republic.
- Develop content of civic education programs in the universities.
- Determine the forms of teaching.

The following peculiarities of civic education in the nation need to be taken into account in the process of problem solving.

Educational program. The content of certain courses offered in the nation's universities to a certain degree cover key topics in civic education. However, despite the fact that during education goals set by a certain course are reached, they still have little connection with the goals of civic education. Such courses fail to provide the effect that is suppose to be achieved through the goals of civic education.

The civic education course must include a set of knowledge and skills that will help participants to outline their life positions. The overall effect of the three interrelated and inter-complementing components determines the major goals of civic education. In other words, when developing the course one needs to think about the fact that students not only need to know the problems that society faces, but also be able to take adequate steps to solve them in society. Theoretical description of the society's problems that currently dominates the system of education in the Kyrgyz Republic fails to render outcomes pursued by the civic education.

The content of such courses need to be developed in such a way so as to be comprehensible and interesting for students of all specializations. The language and selection of the materials must comply and be consistent with the level of students' preparation. It is desirable that both theoreticians and practitioners have to be involved in the development of textbooks. The

structural plan of curricula must be reviewed to incorporate the course of civic education into the latter. A corresponding course could be introduced by, for instance, reviewing the content of the current Human Rights and Democracy course

Students of all department have to pass this course regardless of their majors and forms of education, and irrespective of specialization and professional training each individual must know and be able to defend his/her rights and those of others.

The civic education course has to be introduced for 2nd and 3rd year students due to the fact that it is at this age young people tend to get interested in changing certain aspects of societal life that in their opinion are unacceptable. In addition, the 3rd year of university education is a link between general core courses and specialization courses.

Methods of teaching. Due to the fact that the essence of civic education is delivered through a combination of knowledge, skills, abilities and values, the methods of education needs to imply interaction of these components during the civic education courses. Methods of teaching that require the least interaction between teachers and students and most interaction between students and students are very helpful in the delivery of specific knowledge. Such techniques should be complemented by other teaching techniques that facilitate higher interaction during classes. Such an approach provides students with maximum opportunities for the development of their skills and abilities.

Not everything that is contained in theoretical materials coincides with reality. This is an undisputable fact. Students who receive a certain level of knowledge must have opportunities for testing its relevance in their daily lives. A practical form of work provides opportunities to avoid such a one-sided approach to the problems discussed and enhance the "liveliness" of classes and allows dropping the standard technique of "lecturing without taking one's eye off the notes[5]."

Grading system. The grading system currently used in Kyrgyz universities is well suited for assessing how well students mastered the course materials. However, such a grading system is not fit to identify how successfully students master the material or to what degree students' political literacy improved. Due to this fact one needs to develop a totally different grading system that needs to include the testing of knowledge, skills/abilities and positions of students. Conventional mechanisms of grading through questions and answers need to be complemented by multiple choice questions, motivational exercises and essays.

Teachers' competence. Although during interviews respondents expressed opinions to the extent that civic education could be taught by an individual who simply knows the materials well, we believe that mere knowledge of materials is insufficient to teach such courses. Teachers have to be able to use various methods of teaching dependent on the degree of difficulty of the material, preparedness and composition of students. At the same time, teachers need to hold, and comply with certain ethics without which a civic education program will not reach its objectives. First, the teachers' role is to provide students with knowledge and to an extent facilitate the discussion, while the main burden of learning is on the students' shoulders. Secondly, when discussing problems teachers have to tolerantly treat views expressed by students.

Therefore, qualification of teachers needs to be determined not by how much an individual knows about civic education, but how effective his/her teaching is and to what degree he/she can help students participate in the life outside the classroom.

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[5] Melis Nogoyev, Head of the Center for Innovative Education, Arabayev University, interview as of 27 October 2006.

Administration of the learning process. In preparing students for a more tolerant perception of the views of others, critical thinking, and active participation in society the administrators need to express the very same qualities. Certain universities due to the recent political events in the country restrict students' participation in political actions. Such an approach conversely gives birth to students' interest in political organizations (with a danger of them getting involved in the political process without realizing true goals and consequences of actions held).

Students, just as teachers, must have opportunities to participate in the introduction of certain courses. For instance, elective courses need to be discussed with students and the latter have to be able to select courses they wish to attend from a suggested list of courses.

3). Possible solutions

We suggest that a pilot civic education program be developed in universities. This program will be then submitted for consideration of universities, Kyrgyz Academy of Education and Ministry of Education and Science of the Kyrgyz Republic. Such universities as the American University of Central Asia already expressed their willingness to get involved into such a project.

One needs to note that some efforts were already made in this direction. IFES Civic Education Project attempted to develop such a concept. The results of this effort need to be used in the future.

Below is our vision of how the work on developing a civic education program in universities can be set up.

Developing a pilot program. A group of teachers from several universities develop a pilot program building on:
➢ Available experience in offering courses described earlier (Chapter 2) as ones that contained elements of civic education;
➢ Outcomes of IFES activities;
➢ Other countries' experience;
➢ Recommendations of the Ministry of Education and Science of the Kyrgyz Republic and university instructors.

This activity needs to lead to a civic education program that on one hand must set fundamental parameters consistent with Kyrgyzstan's realities and on the other hand – leave enough room for adaptation at a university level. One needs to take into account the peculiarities of major areas of student education (liberal arts, econometrics, and technical sciences).

Touching on the organizational side of the issue, during interviews we learned that at this stage the Center for Studies of Universities' Problems under the Kyrgyz Academy of Education received a directive from the Ministry of Education and Science to update state educational standards per numerous disciplines. However, the Center's logistics doe not allow it to develop a new generation product in full and of proper quality. Insufficient attention is paid to professional training of the Center's officers. The Center also lacks access to Internet resources and other international resources. Donors that decide to launch a project in this area have to provide for a mechanism of close cooperation with the Center and those universities that are willing to work on improving the quality of teaching.

American University of Central Asia could become platform for the development and further testing of the pilot program and for cooperation with other universities and interested parties.

Discussing. We suggest that the program developed be submitted for discussion among the academia, Ministry of Education and other interested parties. At this stage one can decide what status civic education will have in the curricula of universities, i.e. whether wit will be a part of the state-mandated or university-prerogative components, whether it will be one course or a set of several mandatory or elective courses.

Testing the program. In collaboration with selected university administrators one will have to test the program developed. Such a beginning will serve as a check of the content and structure of the new course where the content will be adjusted to make the course as applicable as possible. To do that one needs to:

- Identify the target group for the course introduction (for 2nd and 3rd year students);
- Ensure provision of required materials and establish mechanisms of communication with project participants (e.g. though an Internet site);
- Ensure provision of teachers with methodology;
- Coordinate the project with the Ministry of Education and Science of the Kyrgyz Republic.

As noted earlier, the teaching methods for civic education need to reflect the balance between conventional and interactive teaching methods. This balance also needs to be reflected in new methodological materials.

Following the provision of universities with required information, one needs to develop a program of special trainings to train teachers. For instance, with regard to the Human and Citizen Studies course teachers pass 2-month training where they are taught critical thinking and teaching methods to improve the competence of instructors. The issue of the grading system needs to be included in one of the stages of the program development. After meticulously studying aspects of grading in other countries, one needs to adapt them to Kyrgyz realities. Teachers, education area officers and methodology department officers need to be trained in the introduction of these innovations through special trainings. Additionally, university administrators must pass special trainings on qualification enhancement and administration of civic education projects. University administrators have to create venues and conditions to conduct classes.

In addition to improving the educational and methodological framework, universities have to create conditions enabling students to receive theoretical materials combined with practical skills. Various out-of-classroom debates, TV shows, and real-life trainings and seminars help students practice their skills. Certain projects initiated by various institutions are considered particularly successful among students including:

- Student Volunteer Movement in Kyrgyzstan. This project was initiated by the Youth Project of the UN Volunteers Program and delivered tangible outcomes. The project contains a component providing for students' travels to regions to train their rural counterparts. Active young people who train others concurrently learn more themselves. This project is useful for city youth.
- ACCELS Academic Honesty Project. The project enabled students to realize the problem and study ways to resolve it.
- Engaging students to participate in the electoral process as observers (SIAR, CSO Coalition, IFES, Kel-Kel Youth Movement all use this practice).
- Human rights trainings offered by the Information Center for Democracy Support (A National Democratic Institute initiative).
- Trainings and seminars in civic education conducted by the Public Policies Institute.

Project expansion phase. The outcomes of the pilot project will be brought for discussion by all interested parties. The discussion results and conclusions will be submitted to the Ministry of Education while university administrators will receive suggestion on changes on the existing curriculum.

4. Informal and adult education

4.1. Capacity building of civil society organizations (CSOs)

A. Historical background of Kyrgyz CSOs

The emergence of civil society began after the political leaders of the independent and sovereign Kyrgyzstan proclaimed that they would build a democratic governance system. We all know very well that the absence of a pluralistic society in the Soviet Union resulted in a deliberate destruction of institutions that were independent from government bodies.

> *The destruction of civil society was one of the main elements of Soviet totalitarianism, characterized by the ability to suppress any independent action in all spheres. Soviet totalitarian terror was based on the inability to build autonomous political spaces, it challenged the emergence of civil society in order to better harness individuals in a social space that has been taken from them.*
>
> *Laetitia Atlani[1]*

The post-Soviet Kyrgyzstan, just like other countries of the former Soviet Union, lacked expertise in building independent civil society organizations, which prompted international organizations to initiate and maintain programs for the advancement and dissemination of the concept of civil society and CSOs as its integral part. The establishment and consolidation of independent CSOs and other civil society organizations was viewed by the donor community as a crucial factor in counteracting state machinery, which at that time was unwilling to renounce the legacy of the past and change its command-and-control management style. The reason for that was that the country's leaders at that time were nearly all former high-ranking Soviet officials and Communist Party officers who feared losing their power and access to financial resources.

The first international organizations that launched their educational programs for civil society including CSOs, in 1994–1995 included Counterpart International Inc., Helvetas, TACIS, INTRAC, UNDP, USAID, Soros Foundation Kyrgyzstan, Konrad Adenauer Fund, Mercy Corps International, and many others. International and, later, local organizations used training courses, workshops, publications, and study tours as key tools to build the capacities of local CSOs.

The purpose of this study is to identify major educational programs for CSO capacity building implemented by international and local organizations in Kyrgyzstan, along with the goals,

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[1] The "Unexpected" Revolution in Kyrgyzstan has been Prepared by International Organizations. Laetitia Atlani-Duault, March 31, 2005, *Liberation*, France, http://centrasia.org

objectives, and target groups of these programs, methods used to achieve these objectives, measure program results, and make recommendations to address relevant problems. The analysis was based on interviews with the managers and staff of several leading CSOs in Kyrgyzstan that offer educational and consulting services to non-profit organizations. The interviews were supplemented by a survey of the organizations' target groups and a review of their annual reports and other documentation. Additional sources of information included secondary sources and interviews with representatives of the two academic institutions in Bishkek that offer instruction in non-profit management (the Academy of Management under the President of the Kyrgyz Republic and the American University in Central Asia).

CSOs were selected using the following criteria: at least four years of experience as an organization offering training; regional offices and networks (regional coverage); expertise in designing and implementing separate training modules; and organization's visibility. These criteria were used to select the following organizations: Counterpart International Inc., Association of Civil Society Support Centers, Interbilim, Public Foundation for Tolerance International, the Academy of Management under the President of the Kyrgyz Republic, and the American University in Central Asia.

B. Goals and objectives of programs and projects

One of the first international organizations to provide technical support to CSOs in Kyrgyzstan was *Counterpart International Inc.* (formerly *Counterpart Consortium*). In 1994 Counterpart International opened a country office in Kyrgyzstan to support the development of urban and rural CSOs that seek to defend the civil interests of the people, including vulnerable populations. Many CSOs that are working in Kyrgyzstan today owe at least some of their success to the training courses of Counterpart International. These organizations include Interbilim, which trained its staff through Counterpart International during the first two years of its operations.

Later Interbilim began to develop and conduct its own training courses with a focus on launching and developing civil society organizations. It is important to emphasize that Interbilim was one of the first non-governmental organizations based in Kyrgyzstan. It was established in 1993, and in 1997 Interbilim opened its regional branch in the city of Osh. All Interbilim training courses are aimed at strengthening CSOs and ensuring their institutional development at the local level, promoting civic activism, and encouraging CSOs to protect their interests in political decision-making at all levels (local, rayon, oblast, and national).

Since we are discussing regional coverage, we must mention the *Public Foundation for Tolerance International (PFTI)*, which is a non-profit, non-governmental organization which works in the Ferghana Valley (Kyrgyzstan, Uzbekistan, and Tajikistan) and in other parts of the country. PFTI was established in April 1998. The mission of PFTI is to promote a culture of non-violence and tolerance in Central Asia and to encourage conflict prevention and non-violent resolution of conflicts in Central Asia. The tools used by PFTI to reach its policy goals are capacity building of CSOs for conflict transformation, consensus-building, and the development and expansion of regional civil society networks are the tools used by PFTI. PFTI has four regional offices in Aksy, Batken, Leilek, and Osh with a central office in Bishkek.

At the present time, certain networks emerged as key actors in providing education, counseling and information assistance to CSOs. A good example of this is the *Association of Civil Society Support Centers (ACSSC)*, which is a non-profit, non-governmental network established in August 2002 with the support of Counterpart International and with USAID funding. ACSSC seeks to provide services (advisory services, training packages, analysis, monitoring and

evaluation of civil society organizations, information support, conferences, forums, and project management assitance) to ensure sustainable and successful development of CSOs and other civil society organizations. ACSSC plays a special role as an organization that provides assistance with the establishment of network organizations and the advancement of CSOs that serve as advocacy groups.

C. Methods and approaches

Most training programs offered by international and local training organizations between 1994 and 2000 were aimed at CSO capacity building in terms of institutional and organizational management. Theses organizations' training modules were mainly focused on the following areas:

- *Organizational development of CSOs*, which included training courses covering a range of issues, such as types of CSOs, identifying the mission, goals and objectives of an organization, its target groups and their needs, Kyrgyzstan's legislation governing non-profit organizations, registration of CSOs, community mobilization, building cooperation skills to improve collaboration between CSOs and target groups.
- *CSO management:* preparing accounting and financial statements, using specific methods to work with certain groups (e.g., children, people with disabilities, etc.), developing human resources.
- *Strategic development* covered issues such as fundraising, long-term planning and programming, building institutional relationships with partners inside and outside the CSO sector[2].

We should also point out that at early stages training that was offered by international and later local organizations focused mainly on urban CSOs. It was only around 1999–2000 that efforts were made to reach rural areas. This approach is consistent with the CSO development concept that Western countries have been promoting in the developing world for over thirty years. The model is as follows: financial assistance is first targeted at a small number of organizations located in urban areas, which later become focal points for the development of CSOs at the grass-roots level[3].

It is important to recognize that up until 1998 the strategy of many international and local organizations was to offer training courses to whoever wanted to establish a CSO with any kind of focus (environmental protection, human rights, gender issues, distribution of humanitarian aid, advocacy for the disabled, children, retirees, etc.). Later these organizations changed their training strategies, for example:

- Interbilim shifted its focus from rendering assistance to all interested organizations to developing the capacities of CSOs that have reaffirmed their commitment to the cause of development. CSOs are now selected only if their mission, goals and objectives are consistent with development principles.
- Counterpart Consortium adopted an approach based on needs assessment, in which CSOs identify their needs, and training that is offered is based solely on this assessment.
- INTRAC emphasizes practical training in real-life situations, as opposed to learning in classrooms.

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[2] CSOs and Political Development of the Third World, Julie Fisher, Kumarian Press, Connecticut, USA, 1998.

[3] *Overview of the Formation and Development of the Non-Governmental Sector in Kyrgyzstan*. By A. Alymbaeva, A. Alymkulova, N. Satarov, B. Stakeeva, E. Ubysheva, E. Shishkaraeva. ACCSS and AUCA SRC. Bishkek, 2007.

While many CSOs can cite an impressive list of courses in which they participated during the formative years of the non-profit sector, few can claim that this training had a real impact on their work. One reason for this is that CSOs did not contribute to assessing the training needs of CSOs. Typically, local CSOs had no choice but to enroll in courses offered by donor agencies.

Currently, the main focus of training courses and workshops has shifted to network building, improving the role of advocacy and lobbying activities, creating cooperation between government bodies and businesses, and strengthening cooperation at a regional, Central Asian level, all of which in varying degrees reflect the development needs of many CSOs.

Although training organizations share some general trends with regard to CSO development training, each organization has its own characteristics that affect the subject and the content of training courses offered, the methodology used, the geographic coverage of beneficiaries, and other aspects. For example, the training programs of Counterpart International Inc. were implemented in three stages:

- The first stage started in 1995 and continued until 1997. The objective of this stage was to advance the idea that CSOs are important for social development can help solve social, economic, and political problems faced by the country. During this period Counterpart International offered regular training courses to all interested organizations representing a wide variety of spheres. This demonstrates that the organization lacked any specific approach to identifying its target groups and their needs. The training courses were also attended by individuals who were planning to open CSOs. The courses focused on recognizing role of CSOs at local and national levels, identifying an organization's mission and goals, defining its organizational structure, and registering an CSO. At this stage, support grants were provided to newly opened CSOs.

- The second stage started in 1997 and ended in 2000. During this period emphasis was placed on issues such as the role of CSOs in strengthening democracy and promoting public participation in decision-making. At this stage, Counterpart International selected 75 CSOs from all parts of Kyrgyzstan, offering specialized training to improve their financial and institutional sustainability. The number of direct beneficiaries was therefore shrinking. Courses were adapted to the level of each CSO and covered topics such as needs assessment for target groups, institutional development of CSOs (strategic planning, financial management, monitoring and evaluation), building relationships with the local community and central authorities, and advocacy. Training courses were followed-up by grants and advisory assistance.

- During the third stage (2000–2003) the same goals were pursued as in the previous five years, but the means of achieving these goals were changed somewhat:
  1. CSO capacity building services moved beyond urban areas.
  2. The target group was composed of local CSOs and community-based organizations (CBOs), which were assisted in establishing a policy dialogue with the authorities at the village (town), rayon and oblast levels.

At this stage *Counterpart International* places a special emphasis on establishing and developing Civil Society Support Centers (CSSCs) in all parts of Kyrgyzstan to support CSOs in small towns and rural areas by offering a package of essential services (training courses, assistance with the evaluation and monitoring of CSO and CBO activities). Counterpart International uses the following four approaches to work with rural CSOs and CBOs:

1. *Mobilization of local communities*. PRA Assessment is used for social mobilization.

2. *Advocacy of the public's rights and interests*. CSSCs transfer their skills in creating advocacy-based dialogues with the authorities to CBOs.

3. *Social partnership*. CSSCs help CBOs to establish regulatory and institutional frameworks for long-term cooperation between CSOs, the media, businesses, and government bodies.

4. *Volunteer services*. CSSCs use volunteer services to mobilize resources and solve local problems.

In addition to the above, Counterpart International funded approximately 200 community infrastructure projects that have been developed by CBOs throughout Kyrgyzstan. It also provides grants to support CBOs and their institutional development. After reaching a certain point in their development, many CBOs turned into CSOs by securing relevant registration with the Ministry of Justice.

In 2004–2006 Counterpart International implemented its Civil Society Support Initiative aimed at strengthening democratic reforms in the country. Special emphasis was place on expanding the network of CSSCs, which were opened in Kyrgyzstan's seven provinces and in several cities. In 2002 an Association of Civil Society Support Centers (ACSSC) was created, which became responsible for building the capacities of local CSOs. ACSSC offers trainings and workshops, provides consultations, and organizes study tours in Kyrgyzstan for CSOs from Uzbekistan, Turkmenistan, Tajikistan, and Afghanistan. All training programs offered by ACSSC are comprised of three components:

1. institutional development of CSOs;
2. training in advocacy and the lobbying of interests; involving the public in the decision-making process;
3. making the public aware of their electoral rights.

ACSSC offers training courses and workshops on comprehensive CSO development covering over 20 themes.

In 2005 ACSSC launched its Network Support Program to assist local CSO and CBO networks and protect the rights and interests of these networks' members through advocacy campaigns.

It is also interesting to consider the approach of **Interbilim**. During the early stages of its operations **Interbilim** offered training courses on the role of CSOs in society, teamwork principles, fundraising, and registration procedures for CSOs and CBOs. All interested organizations were welcome at the courses.

> *The number of applications for participation in the training courses was enormous. When we had a group of 25 people, we would organize a workshop for them. When Interbilim was unable to organize these workshops, we would invite trainers from other organizations.*
>
> *Asiya Sasykbaeva, Executive Director, Interbilim[4]*

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[4] *Overview of the Formation and Development of the Non-Governmental Sector in Kyrgyzstan*. By A. Alymbaeva, A. Alymkulova, N. Satarov, B. Stakeeva, E. Ubysheva, E. Shishkaraeva. ACCSS and AUCA SRC. Bishkek, 2007.

Later the method used by Interbilim to organize training courses changed with the following effects:

1. Interbilim would choose resource organizations for which it would then organize training courses.
2. Organizations trained through these courses partnered with Interbilim to offer training courses and consultations to the other CSOs, CBOs, and individuals.
3. In 2005 Interbilim started issuing grants to the organizations it trained.
4. Partners and graduates of training programs contribute to producing community development strategies and plans, as well as drafting proposals to change local laws.
5. During the final stage it was expected that beneficiaries would participate in advocacy campaigns and lobbying initiatives.

In regards to methods, the training consisted of two steps:
1. First, civic forums were conducted to examine problems faced by the local community and to assess its needs.
2. In line with these needs, new training modules were developed or existing modules were restructured.

The Interbilim training courses ranged in length from two days to one week.

Currently Interbilim supports its partner organizations in developing and expanding network organizations. One outcome of this is the opening of an CSO network designed to create an enabling environment for the sustainable development of children.

The Osh branch of Interbilim continues to offer training courses for CSOs based in the south of Kyrgyzstan, while the Bishkek head office is primarily responsible for advisory services and civic lobbying and advocacy efforts.

In terms of geographical coverage of Kyrgyzstan's southern provinces, this report would be incomplete without mention of the ***Public Foundation for Tolerance International" (PFTI)***. The organization's major projects aimed at the development of civil society organizations included:
1. Sustainable Democracy through a Strong Civil Society, a project seeking to strengthen CSOs' organizational and institutional capacities in order to ensure stability and security in the country.
2. The Ferghana Valley CSO Network. This project was implemented for a period of three years (between 2003 and 2006) in the Ferghana Valley with the purpose of strengthening regional cooperation and development through an CSO network. Thirty resource CSOs from Kyrgyzstan, Tajikistan and Uzbekistan (10 CSOs from each country) were selected to participate in this project. Upon completion of training courses, the resource CSOs started offering training and advice to other CSOs and the public at large.
3. I Choose This Party Because... This project was started in August 2006. The goal of the project is to involvement residents of Batken Oblast in the advancement of multiparty democracy through their informed participation in political parties.
4. Center for Civil Society Support. This project was launched to increase the capacity of non-profit and non-governmental organizations in Batken Oblast with the purpose of their involvement in the decision-making process that has an impact on the oblast's social and economic environment. The project was implemented between 2001 and 2006.
5. Democracy in Remote Areas. This project sought to help CBO action teams and individuals contribute to the local budgeting process by establishing an effective social partnership and developing public policy at the local level.

6. The Role and Capacity of Civil Society in the Prevention of Violent Conflicts in Kyrgyzstan's South.
7. Capacity Building for Political Parties and Governments

PFTI implemented 18 projects, eight of which are still operating.

Up until 2004 all PFTI activities have been concentrated in the south of Kyrgyzstan in order to prevent interethnic and international conflicts in the border areas of the Fergana Valley. Later, as "vertical" conflicts intensified throughout the country as a result of problems between the public and the government, PFTI decided to expand its activities to the north of the country. In this way PFTI works to develop CSO and CBO capacities for conflict prevention in Issyk-Kul, Chui and Naryn oblasts.

In terms of CSO development, PFTI places special emphasis on building and strengthening partnerships between the CSOs in neighboring countries through the sharing of best practices, information, and knowledge.

It should be noted that some PFTI projects included small grants for the graduates of training programs.

PFTI also published several textbooks and study aids that included a component on the participation of CSOs and other civil society organizations in the prevention and resolution of violent interethnic conflicts (e.g. *The Role and Capacity of CSOs in the Prevention of Violent Conflicts in Kyrgyzstan's South* and *Guidelines for Instilling Tolerance*).

Target groups:
During the first stage, the target group of **Counterpart International** included all stakeholders wishing to open CSOs along with newly established CSOs. During the second stage, Counterpart International worked closely with 75 CSOs located in different parts of Kyrgyzstan along with representatives of local self-governance bodies. During the last stage the organization's direct beneficiaries included rural CBOs, CSOs, and CSSCs from seven oblasts.

The **Association of Civil Society Support Centers** works with a variety of CSOs and CBOs and with their target groups. The Association was also responsible for training members of electoral commissions who represented the interests of the non-governmental sector.

As for **Interbilim**, until 1998 it worked with all types of organizations, including environmental organizations and nonprofits working with vulnerable populations (street children, internal migrants, poor farmers, pensioners, and young people). In 1998 Interbilim started working with CSOs that had other CSOs as their beneficiaries (these included various CBOs, villagers' action teams, and farmers' associations).

As noted above, the Public Foundation for Tolerance International (PFTI) worked mainly with Ferghana Valley CSOs, which sought to strengthen peace at the border. In Kyrgyzstan, these CSOs were located in Batken, Jalalabad, and Osh oblasts; in Uzbekistan they were based in the Ferghana, Namangan and Andijan oblasts; and in Tajikistan they were located in the Sogdi Oblast. PFTI also worked closely with the regional offices of political parties and movements, the mass media, officials of district and regional government offices, and local self-governance bodies (*aiyl okmotu*). Its beneficiaries also included law-enforcement and security agencies and the local authorities of border areas in Uzbekistan and Tajikistan.

Partners:

The key partners of **Counterpart International** included UNDP, the Ministry of Labor and Social Welfare, the Ministry of Education and Science, the Ministry of Justice, and the Ministry of Health. The main donor was USAID, and some projects received support from the European Union and UNHCR.

ACSSC worked closely with Counterpart International, ABA/CELLI, ARIS, local self-governance bodies, the Jogorku Kenesh Committee on Public Affairs, the Ministry of Labor and Social Welfare, district and regional authorities, and the media. Financial support was provided to ACSSC by the Eurasia Foundation, the Soros Foundation, USAID (through Counterpart International), and the Asian Development Bank.

Interbilim projects have been implemented in partnership with ICCO (Holland), DCA (Denmark), Center for the Protection of Children, the Bureau for Human Rights and Rule of Law, the Public Association for the Protection of Children, and local self-governance bodies with financial support from the Soros Foundation, Eurasia Foundation, and other donors.

PFTI worked with the following organizations based in Uzbekistan: Association of Uzbekistan's Business Women of Uzbekistan, FIDO, Ishonch CSO, the Mehr Center for Social and Economic Development, and the Tashkent Educational Center. In Tajikistan, its partners included the Ittifok Center for Youth Initiatives, the Public Committee for the Democratic Development, and the Association of Science and Technical Intellectuals (ASTI). The Institute for Development Cooperation was PFTI's key partner in Kazakhstan. In Kyrgyzstan PFTI projects were implemented in cooperation with regional administrations (in Jalal-Abad, Batken, and Osh), the Law and the People CSO, the CSO Coalition for Democracy and Civil Society, local National Democratic Institute offices (in Kyzyl-Kiya and Kadamjay), and 11 CSSCs. A number of international organizations offered their support, including HIVOS, the European Centre for Conflict Prevention, Counterpart Consortium, the Soros Foundation, OSCE in Kyrgyzstan, UNDP, and Conflict Response.

D. Analysis

One can assuredly say that thanks to efforts of international and local organizations an independent third sector was created in Kyrgyzstan that is also often called the third sector. Proof of this includes the fact that the number of CSOs and public association as of April 2006 reached more than 8,000 (nongovernmental and non-municipal organizations)[6]. Speaking of qualitative achievements, one cannot dismiss the role and contribution of local CSOs in the democratization and establishment of pluralism in the society, supporting socially vulnerable and unprotected groups, protection of citizens' rights, and promotion of interests of the entire population. CSOs and their target groups are actively involved in the decision making at the local and central levels.

One needs to accentuate the fact that outcomes of efforts of Kyrgyz CSOs in acting as checks and balances to the state system turned out to be much more successful compared to the neighboring nations. Despite the pronouncements to build a democratic nation and instill pluralism in the society in the early 90's, the nation's government did not actually wish to change the then-existing system of governance trying to retain its command and administration nature. It is the creation and development of independent CSOs that ensured the decrease the

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[6] Review of the History of the Formation and Development of the CSO Sector in the Kyrgyz Republic. ACCSS, Bishkek, 2006, ISBN 9967-11-225-5.

likeliness for a reversal to a totalitarian regime, a phenomenon so clearly present in other Central Asian nations.

It is common knowledge that prior to 2000 there was a lack of understanding and poor attitude on part of governmental bodies toward local CSOs. Back then government officials had a poor vision of the essence and role of CSOs. Therefore, many organizations including Counterpart International, Interbilim, UNDP and others started inviting government officials to their trainings after which their position started changing. As a result of such a dialog, certain ministries became partners in implementation of projects of international and local CSOs (e.g. Ministry of Finance, Ministry of Labor and Social Protection, Ministry of Healthcare) while local self-governance bodies started to closely cooperate with public associations.

Many CSOs and public associations that currently function in Kyrgyzstan were opened thanks to support of **Counterpart International** that was among the first to render training services to local nongovernmental and noncommercial organizations.

> *Over the first two years after the foundation of our organization (Interbilim) our officers were trained at seminars and courses arranged by Counterpart International. Thanks to the knowledge and skills received at those trainings, we were later able to develop training modules of our own.*
>
> *Yelena Voronina*
> *Program Officer*
> *Interbilim*

Several CSOs that passed Counterpart International's trainings and seminars currently work at the regional Central Asian level and collaborate with foreign organizations (e.g. Interbilim, ACSSC, National Resource Center for the Elderly, Center for Protection of Children, *Children of Tian-Shan* Public Association (Balykchi city), and *Tsionis* Public Association (Tokmok city)). Some of them are members of regional associations including Russian networks.

> *A number of our beneficiaries became organizationally sustainable organizations and active in their areas having reached recognition among governmental bodies and local communities. The fact that many of them are engaged in lobbying interests of their groups at the central level and advocacy of certain policies speaks volume about their maturity.*
>
> *Nurdin Satarov*
> *Program Coordinator*
> *Counterpart International*

Other important achievements of Counterpart International included the creation of the Association of Centers for Civil society Support (**ACSSC**) and the Centers for Civil society Support in various provinces of Kyrgyzstan that today continue to collaborate and maintain partnership among various CSOs, noncommercial organizations, the government and businesses.

ACSSC and the Centers have effectively become successors to Counterpart International in the development and strengthening of CSOs. All training modules developed by local and foreign Counterpart International's experts were given to ACSSC. During 2002-2005 ACSSC members rendered services (trainings and consultations on organizational development and other activities of noncommercial organizations, informational services, and access to technical resources) to more than 1421 NCOs and 792 CBOs. In 2005 alone operating in the regions the Centers arranged about 200 trainings for more than 4000 representatives of NCOs. All ACSSC trainings were conducted by regional trainer teams that comprised more than 120 local trainer consultants[7].

The ACSSC trainings resulted in the creation of 5 national networks that successfully function today, the participation of more than 300 CSOs and public associations in the development and promotion of the Law of the Kyrgyz Republic "On community-based Organizations", and the involvement of a vast number of CSOs in monitoring Parliamentary and Presidential Elections.

In order to inform CSOs and the society overall about the development of the third sector in Kyrgyzstan, in 2005 ACSSC started publishing a monthly electronic newsletter and a quarterly information and analysis magazine entitled *Third Sector*. These publications discuss the development of noncommercial initiatives in Kyrgyzstan, reflect successes and identify a set of problems that CSOs face today.

In order to explain issues related to creation of NCOs in Kyrgyzstan, in 2005 ACSSC developed a manual *Opening Noncommercial Organizations in the Kyrgyz Republic* that was published as part of the *Legal Consulting Support* joint project between ACSSC and International Center for Commercial Law. In 2006 ACSSC published a new guidance *Effectively Leading and Managing Noncommercial Organizations* intended for CSO managers to help them improve the organizational and institutional management.

ACSSC arranged 5 training courseы in Kyrgyzstan for representatives of Uzbek, Tajik, and Afghani CSOs to study experience of Kyrgyz CSOs in the development of network organizations and establish cooperation between CSOs and governmental bodies.

Moreover, ACSSC actively creates independent discussion platforms for wide promotion of CSOs' ideas on various issues. Thus, in 2005 more than 400 NCOs gained an opportunity to be

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[7] ACCSS 2005 Annual Report. www.acssc.org.kg

heard on such acute issues as electoral law, fight against corruption, and constitutional reform[8]. Moreover, in June 2006 ACSSC conducted a first national fair of NCOs to demonstrate to the general public CSOs' contribution to the economic and political development of Kyrgyzstan.

Thanks to assistance of the ACSSC Support to Network Organizations Program seven network organizations received assistance worth 55 000 USD.

Interbilim also contributed a lot to the development of CSOs in the regions where many of them became sustainable organizations acting as resource centers and partners of Interbilim, other CSOs, and local authorities while implementing joint social projects to render better support to improving the life of local communities. As a result of trainings, Interbilim's beneficiaries became more actively involved in the changes and oftentimes initiated them. Efforts of Interbilim also led to the creation and expansion of discussion platforms at local and central levels which provided an opportunity for citizens to freely express their opinions regarding political and social problems. They also assisted in building a dialog between the government and nongovernmental sectors.

In 2005 alone Interbilim conducted 51 trainings of which 21 were in Osh for southern provinces and 30 in Bishkek for northern provinces of the nation. In the same year consultations alone totaled 1137 (753 consultations were rendered in Bishkek and 384 in Osh).

> *If one adds up Interbilim's success achieved over all years of its existence, one can definitely expect to see a long list of success stories of our beneficiaries.*
>
> *Yelena Voronina*
> *Program Officer*
> *Interbilim*

Interbilim achieved international level of development and is currently engaged in promotion of regional cooperation among CSOs of neighboring states by creating networks. Interbilim is a member of the Central Asian Platform whose mission is to lobby interests of the civil society of Central Asia in the European Commission. The network actively collaborates with European organizations to inform the European Commission about the problems and positions of the region's civil society. Interbilim also actively shares its experience in the conduct of trainings and seminars with its partners form neighboring nations, in particular with Tajik CSOs.

Thanks to the trainings offered by *Foundation for Tolerance International (FTI)* a Ferghana Valley CSO Network was created that participates in the development of a room for dialog to prevent tension, disputes and conflicts in cross-border areas of the three neighboring Ferghana Valley countries (Kyrgyzstan, Uzbekistan, and Tajikistan). The network also monitors conflicts, assists in the promotion of a culture of dialog and establishment of communication channels among the civil society, law enforcement bodies and state administrations in case of high tension and crisis situations in the society.

CSOs that passed FTI trainings and their target groups participate in advocacy and lobbying of various issues pertaining to conflict and peace.

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[8] ACCSS 2005 Annual Report. www.acssc.org.kg

It is worth singling out an FTI project *I Choose This Party Because...* that is currently implemented in Batken province that assisted members of regional branches of 11 political parties represented in this province in learning more about one another and sharing experience and future plans. Thanks to this project the population of Batken province received information about the goals and objectives of each of these political parties.

A Center for Civil society Support in Batken province created with assistance of **FTI** continues to render support to civil society organizations in the development of their organizational and institutional capacity.

E. Recommendations

1). Problems to be solved

Certain problems in the development and enhancement of capacity of CSOs are related, firstly, to the growth in the number of CSOs throughout the nation which results in the increase in needs of newly created CSOs for new support programs including training ones, and secondly, the transition of leading CSOs to a new stage of development.

Although many organizations (like Centers for Civil society Support, ACSSC, INTRAC) continue providing comprehensive training programs to newly created and established CSOs on topics like Project Development and Management, Strategic Planning, Participation-based Assessment of Needs, Project and Program Monitoring and Evaluation, Social Partnership, NCOs and Society, their services are not always available to newly created CSOs. The major reason for that is the fact that the free-of-charge nature of courses tends to disappear and that limits the number of CSOs willing to be trained. Another problem is that certain CSO-supporting organizations (like Interbilim) cease to render training services while focusing on more practical types of activities such as lobbying, advocacy, etc.

It is worth noting that despite the numerous trainings in the regions, the organizational capacity of many CSOs in the periphery remains to be low which requires additional support in strengthening of CSO officers' skills including trainings whose list should definitely include topics on diversification of revenue-generating activities. Due to the fact that financial sustainability of CSOs remain to be the most acute issue in the country today, one needs to train CSOs, especially those in the periphery, in the creation and development of social enterprises that can help them diversify the range of services they render. In reality, the information about social enterprises and experience of local CSOs practicing such activities (e.g. HIVOS implementing projects on such social enterprises) is very limited in its availability.

One needs to look at yet another problem that became a relevant issue – the development of social partnership. The concept of social partnership is actively discussed today by CSOs due to the latter's lacking sufficient funds to implement social partnerships. This idea is also supported by state bodies that realize the need for urgent resolution of social issues that have accumulated. The causes of poor development of social partnership in the nation also include a lack of a clear legislative framework in this area. The draft Law of the Kyrgyz Republic "On State Social Order" is yet to be adopted by Jogorku Kenesh and is still being reviewed. We believe that the presence of state's order for various social programs will strengthen trust and cooperation among CSOs, state bodies and population. It is worth noting that outcomes of social partnership can be identified at local level (rural areas), while they are far less frequent at the central level. One should also note that fair and open distribution of resources for social orders needs to become a key issue that wouldn't hinder implementation of activities within social partnership.

Moreover, most CSOs in the periphery lack clear specialization of professional activities. Therefore, it is important that trainings be organized for representatives of such organizations and consultations be rendered to identify the specific vector of activities taking into consideration the needs of their target groups. Speaking of CSO officers' skills one needs to note that many CSO managers and leaders, particularly the rural ones, do not possess strong leadership and communication skills. Arranging leadership schools (summer or winter) to improve leadership qualities of CSO and public association representatives could be a solution.

One should also note that only a small number of CSOs possess practical skills in promotion of their interests in the process of strategic decision making. Therefore, it is important that CSOs' skills in advocacy and lobbying be further improved.

As noted above several network organizations were organized in the nation, however, not all of them work professionally. One of the reasons for that is a lack of sufficient knowledge and skills in sustainable financial and organizational management of these organizations. Therefore, additional trainings in this area are needed for these organizations to implement educational and awareness programs, create joint databases, and conduct joint PR actions, civic forums and other activities.

Speaking of educational programs, one needs to underscore yet another problem. As many training participants noted, educational programs oftentimes are of highly theoretical nature and are not always aimed at developing practical skills. Moreover, monitoring rarely follows trainings meaning that the degree of application of skills and knowledge gained is rarely tracked and difficulties in applying them are rarely identified.

> *Completion of work plans within the timeframe established is considered a sufficient criterion for evaluation of effectiveness of training organizations' activities. Most training organizations use quantitative indicators to evaluate effectiveness of their activities (for instance, number of trainees, number of trainings, number of newly created CSOs, training expenditures over the fiscal year, etc.). There is not analysis or feedback from trainees.[9]*

Therefore, it important that a full cycle of training programs be implemented including such components as identifying needs of target groups, conducting trainings, arranging monitoring and evaluation of application of skills gained, developing new trainings to correct problematic areas by including new topics consistent with the today's level of CSO development.

Speaking of the disseminating information and transferring knowledge about the mission, role and development of CSOs, these functions are mostly performed by the very CSOs. The nation universities, though, only offer a full course of NCO Management that introduces students to goals and functions of CSOs in two higher education institutions – AUCA and Academy of Management under President of the Kyrgyz Republic. In AUCA courses like Management of Non-for-Profit Organizations, Funds Development for Non-for-Profit Organizations, and Organizational Behavior in CSO have been offered since spring 2005 as elective courses as part of the Public Administration minor. In the Academy of Management, the graduate program in

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[9] *Historical Review of Development of CSO Sector in the Kyrgyz Republic* monography. A. Alymbayeva, A. Alymkulova, N. Satarov, B. Stakeyeva, E. Ubysheva, and E. Shiskarayeva, ACCSS and AUCA SRC . Bishkek, 2007.

the Management concentration area that has a NCO Management major was launched in fall 2005. This program is supported by the German Foundation of Hanns Seidel. In 2006 the Academy of Management held its first graduation ceremony for the NCO Management students (a total of 15 individuals graduated). Currently, the cooperation between the two universities at the official level is yet to be established: the communication is mostly maintained at the level of rare individual contacts.

Another problem with the nation's universities is in the lack of any specialized textbooks on CSOs intended for university students in Kyrgyz and Russian.

The first manual for NCO managers entitled Effective NCO Management and Administration was published very recently (June 2006) with support from ACSSC. However, the circulation was insufficient for the manual to disseminate in large quantities among the nation's universities and CSOs.

> *The educational process in the Academy of Management of hindered by the lack of any textbook on noncommercial sector administration. Nor did we have any Russian publications. Students mostly used lecture notes and web materials.*
>
> **Aleksandra Sergeyeva, an Academy of Management graduate (2006), majoring in NCO Management**

It is worth noting that there are virtually no supplementary books and textbooks dedicated to CSO development (accounting in NCOs, fundraising, human resources management, etc.) adapted to realities of Kyrgyzstan (e.g. national legislation) and published in three major languages of Kyrgyzstan (Russian, Kyrgyz, and Uzbek).

As noted above, the position of state officials toward the CSO only activities became more positive in the late 90's. Unfortunately, sometimes CSOs still encounter the fact that central authorities fail to understand their positions and problems. Most likely, this is due to, one the one hand, insufficient professionalism of certain CSOs, and on the other hand, unwillingness of certain authorities' representatives to understand the CSOs' position. Therefore, the relations among the two sectors cannot be called perfect yet. To win trust of the government and the general public one needs to regularly disseminate information about the CSOs' impact on the socioeconomic and political situation in the country. It is well-known that information about CSOs' successes is usually used at the level of an individual organization rather than a collective or sectoral level. Consequently, in the future one needs to hold actions publicizing CSOs' successes. Such activities will help citizens receive more information about activities and role of CSOs in the contemporary stage of the nation's development. In addition, such activities will be educational as well, therefore they need to be implemented on a regular basis.

One should note another important problem: interviewees sadly noted that many donors ceased to fund CSO development, instead channeling funds mostly to implementation of specific project activities. At such an approach, the issue of organizational development, especially rural and network organizations promises to become a difficult one in the long run. In order to save money, sometimes donors require CSOs to implement wide-scale activities at low costs which eventually impact the quality of services rendered by and the financial sustainability of CSOs.

Some respondents (including those among the beneficiaries and supporting organizations) noted another problematic area – low quality of training courses. Reasons for that include a lack of

clear standards of control over the quality of education (e.g. lack of a license to train among many training organizations, poor control by licensing state institutions (Ministry of Education and Science of the Kyrgyz Republic) over the quality of trainings programs, etc.) and a lack of a regular evaluation and monitoring of training seminars conducted on part of training providers. Licensing may resolve another existing problem – creating a database of training organizations needed by organizations looking for a training provider.

In conclusion, it is worth characterizing another acute issue in the contemporary stage of development of CSOs - presence of competition among CSOs which results in the weakening of partnership. In this regard, one needs to expand partnership programs and create associations aimed at jointly developing and launching training and other programs, information sharing, conducting joint wide-scale campaigns and promoting CSOs' common interests.

2). Possible solutions

The following is recommended to solve the problems above:

1. In terms of organizational issues, if the Aga Khan Foundation plans to work on strengthening the institutional development of CSOs, local CSOs that have a network of provincial resource centers could become a leading lever in the implementation of educational and other projects.

   Such an approach is recommended due to the fact that these CSOs have a methodological, communicational, organizational and network framework to conduct mandatory educational and other programs. Such CSOs also have good relationships and communication channels with local authorities. These also include CSOs that cover the highest number of target groups and are engaged in vast activities. Such networks also have a well-established component on advocacy and lobbying. Overall, this approach requires less costs and resources in the organization of educational activities.

2. Two universities (AUCA and Academy of Management) that offer the Non-for-profit Management course could become a long-term educational base for conducting short-term courses, summer and winter schools to train adult population in fundamentals of management in the noncommercial sectors including CSOs.

   These two universities need to be supported in improving their educational programs, methodology, and content of existing courses, and in the development of new specialized short-term courses that we recommend be developed in collaboration with leading Kyrgyz CSOs. These universities should establish a official bilateral partnership to share experience and information. Moreover, these universities also have to establish close cooperation with key leading CSOs to tie the theoretical component of the education with practical aspects. The existing associations and networks could participate in this activity as news agents. In the future, these two universities could become resource centers for other universities (including provincial universities) wishing to introduce Management of Not-for-profit Organizations course and other specialized subjects in the structure of their core and elective courses.

3. We recommend that the Management of Not-for-profit Organizations course be introduced as an elective in those universities that have Management Departments. This activity will enable students to learn about the role and functions of CSOs. Heads of operating CSOs could become the primary agents in teaching such electives.

4. We recommend that publication of textbooks on Management of Not-for-profit Organizations be expanded for students along with supplementary specialized materials for CSOs dedicated to CSO organizational and institutional administration. CSOs themselves have to initiate, and participate in, the development of such materials.

   If all textbooks are developed based on foreign materials, one will have to pay special attention to the difference between Western and Kyrgyz realities. Books will have to be published in Kyrgyz, Russian and English.

5. One needs to continue rendering trainings and consultations to rural CSOs and public associations to strengthen their organizational and institutional capacity. Another rural CSOs' problem is about the lack of specialization in their professional activities. Therefore, we recommend that training aimed at identifying their specific vector of activities taking into consideration the need for their target groups be conducted.

6. Due to the fact that financial sustainability of CSOs is an acute and foremost issue, one needs to conduct trainings on creation and introduction of social enterprises for almost all organizations to diversify their services and ensure their financial sustainability.

7. To promote the concept of social partnership one needs to study the experience of existing CSOs and develop prospects building on the accumulated experience. Collecting information about successfully implemented projects as part of social partnership and dissemination thereof among the general public will serve as boost for the strengthening of cooperation among CSOs, government, commercial bodies and population.

8. It is important that one focus attention on improving CSOs' skills in lobbying interests and conducting advocacy campaigns. Leadership and communication skills of heads and officers of CSOs also need to be improved. To achieve that we recommend that regular leadership schools be held on the basis on Academy of Management, AUCA or selected CSOs.

9. At the current stage of their development, CSOs have reached the level where they can and should unite into networks and/or associations. Due to the fact that such bodies started being created as recently as a few years ago, they need trainings to improve the effectiveness of their activities and expand the range of their services.

10. One needs to conduct numerous PR campaigns to publicize success and outcomes of CSOs' operations as wide-scale awareness and educational programs. Such activities can serve as an additional source of information for the population about the role and contribution of CSOs to the contemporary development of the nation.

11. In order to enhance the effectiveness and quality of trainings training providers have to develop their programs taking into consideration the following components: identifying the needs of target groups, conducting trainings, monitoring and evaluating the application of skills and knowledge, developing new trainings to remedy issues identified, expanding the range of trainings to include new topics. It is also important that clear education quality control standards be prepared and implemented. With respect to this training providers need to be required to obtain a license to train from the Ministry of Education and Science of the Kyrgyz Republic. The Ministry, in turn, has to elevate the control of the quality of services rendered.

4.2. Human rights

Many international organizations represented in the country identified human rights as a priority area of development. This issue is among the top priorities of donors, along with issues such as gender, environmental protection, and the creation of an independent civil society. The international organizations that started the first support programs in this area included various UN agencies (UNDP, UNHCR, UNFPA), Freedom House, the Office for Democratic Institutions and Human Rights, the Soros Foundation in Kyrgyzstan, the National Endowment for Democracy (USA), and the Helsinki Foundation for Human Rights.

The opening of independent human rights organizations, legal clinics and institutions of the Ombudsman, the development of private human rights advocates' networks, awareness building with regard to human rights, assistance to law enforcement and judicial authorities with the purpose of protecting citizens' rights, the introduction of mechanisms to monitor human rights violations, including prisons, have all been identified by donors as integral attributes of a strong institution for the protection and promotion of human rights.

The purpose of this study is to define the scope of programs implemented by key international and local organizations that worked in this field, to establish these programs' goals, objectives, target groups, and mechanisms used to achieve these objectives, and to identify the challenges that these programs faced along with programs' key outcomes.

The analysis was based on interviews with the managers and members of several key local and international organizations that offered educational, information and advisory services to various groups, on the survey of these organizations' target groups, and on information materials provided by these organizations.

Organizations were selected using the following criteria: at least four years of experience as an organization offering support; expertise in designing and implementing separate training modules; at least four projects implemented in the past four years; and organization's visibility. These criteria were used to select the following organizations: Freedom House, the Youth Human Rights Group, Adilet Legal Clinic, the Institute for War and Peace Reporting in Kyrgyzstan, the Office of the Ombudsman in the Kyrgyz Republic, the Commission on Human Rights under the President of the Kyrgyz Republic.

A. Overview. Goals and objectives

One of the leading organizations to support the development of local human rights organizations is *Freedom House*. In 2003 Freedom House launched its Human Rights Defender Support Project, which was aimed at building the capacity of human rights organizations and advocates through training programs, study tours, small grants for the beneficiaries, advisory services, and a newly created network of human rights organizations.

As for local registered human rights organizations, the *Youth Human Rights Group (YHRG)* was one of the first. This non-profit, non-governmental organization was founded in Kyrgyzstan in 1995. The focus of YHRG is advocacy and promotion of human rights, particularly the protection of children's rights and human rights in various penitentiary institutions, effective use of international mechanisms for the protection of human rights, and awareness building among Kyrgyzstan's citizens with regard to human rights. To achieve these objectives, YHRG offers training and educational programs, monitors the human rights situation in various areas, produces and publishes human rights reports, and implements projects to improve current legislation.

Over the past five years the *Adilet Legal Clinic* has become an important player in raising the public's legal awareness. The legal clinic operates in six areas: 1) Legal Bureau; 2) Judicial Bureau; 3) Social Bureau; 4) Office for the Protection of the Rights of Minors in Conflict with the Law; 5) Office for the Protection of the Rights of Persons Living with HIV/AIDS, and 6) training manuals. All these units offer legal advice to various groups, including members of law enforcement and judicial authorities, CSOs, and vulnerable populations. They also help improve legal literacy and awareness among these groups, offer professional training, and provide social support to refugees and minors. In 2005 the legal clinic opened a branch in Osh

Among relevant government agencies, the most important is the *Office of the Public Defender (Akyikatchy) of the Kyrgyz Republic*, which was established in 2002. This institution oversees the observance of constitutional human rights and freedoms in Kyrgyzstan. In performing his duties the Ombudsman is guided by the Constitution of the Kyrgyz Republic, Kyrgyzstan's laws, international treaties and agreements, and generally recognized principles and norms of international law. The country's laws define Ombudsman's key tasks as the promotion of public awareness in the field of human rights.

Promoting legal awareness is the main task of the *Commission on Human Rights under the President of the Kyrgyz Republic*, which is an advisory and consultative body to the President of Kyrgyzstan and which supports the President in the implementation of his constitutional powers as guarantor of human rights and freedoms. Since the Commission does not offer any training programs directly, its activities have not been evaluated in the context of this study.

Between 2003 and 2006 the mission of the Institute for War and Peace Reporting in Kyrgyzstan implemented a number of projects to improve civic and electoral participation involving university students, CSO activists, political parties, civil servants, representatives of the Parliament, and schoolteachers. The key components of the three- to six-month projects included training courses and workshops on human rights, roundtables and discussions of relevant issues aimed at creating a better understanding of and respect for human rights, establishing dialogue and finding a consensus among various conflicting groups, drawing public and government attention to the human rights situation, and establishing cooperation with local human rights organizations. These projects also included training activities for journalists, activities to help create independent journalism in the provinces, and the placement of articles in the media covering human rights and conflicts experienced in the democratization process.

B. Target groups

The target group of *Freedom House* includes members of local human rights organizations, individual advocates, penitentiary institutions, prisoners, lawyers, and journalists specializing in human rights advocacy.

YHRG offered training courses for the teachers of secondary schools teaching older and younger children, human rights advocates and volunteers, lawyers and legal experts working for human rights organizations and other CSOs, secondary school students, orphanage workers and the workers of boarding schools and special agencies (prisons and mental institutions).

All projects of the *Institute for War and Peace Reporting* involved small groups of students ranging from 30 to 60 participants. Direct beneficiaries included university students, CSO and political party activists, civil servants, representatives of the Parliament, and schoolteachers. Indirect beneficiaries included pilot schools, government agencies, political parties and universities whose representatives have been involved in the project activities.

As regards the office of the *Ombudsman in the Kyrgyz Republic*, it is responsible for creating legal awareness among the public, including civil servants.

C. Methods and approaches

Freedom House carried out the following training programs aiming to create human rights awareness among different groups:

1. In April 2003 it organized a Human Rights and Monitoring Methodology workshop for 30 participants from various human rights organizations in Kyrgyzstan. The workshop was offered for four days each month for a period of four months. Trainers included instructors from Russia and Kyrgyzstan. Upon completion of the course, Freedom House offered workshop participants a chance to secure small grants for the monitoring of special institutions (prisons, detention facilities, institutions for juvenile delinquents, mental institutions). Some participants received grants in the amount of up to 500 USD. The small grants helped workshop graduates to put their theoretical knowledge into practice. All 30 participants were trained to use the Martus database (special legal software).

2. In 2005 Freedom House organized three workshops on network development for 30 participants of the program described above. Bringing together individual human rights organizations and advocates in the context of a single network has been one of the main goals of Freedom House. The workshop resulted in the launch of the Voice of Freedom Network composed of individual human rights defenders, lawyers, and human rights organizations working in Kyrgyzstan. As a result of its effective networking and successful fundraising, the organization expects to receive 800,000 Euro from the European Union in the nearest future.

3. Freedom House launched its Young Human Rights Defenders Support Project to involve young people in human rights advocacy and to build their skills. Thirty young people have been selected to undergo a series of training programs. The first program entitled the Winter School was co-organized by the Freedom House, OSCE, the Danish Institute for Human Rights, and the Youth Human Rights Group. Graduates of the school received small project grants from the Swiss Agency for Development and Cooperation (SDC). The agency financed a total of 15 small projects. During the second stage a training course on juvenile justice was offered, and the four most successful participants in the course were sent on a study tour to Poland. Within the framework of this project Freedom House also offered TOT for Young Activists (these activists later shared their newly acquired knowledge with other young human rights defenders). During the last stage of the project Freedom House joined efforts with the Soros Foundation, OSCE, and the Danish Institute for Human Rights to organize a Central Asian Regional School for Young Human Rights Defenders.

4. Freedom House organized a workshop for human rights advocates entitled Human Rights Monitoring during Investigations. Upon completion of the workshop, participants received small grants of up to 500 USD for the implementation of various monitoring projects.

5. On November 3–6, 2003 Freedom House held a four-day seminar in Bishkek under the title Monitoring of Detention Facilities.

6. Freedom House offered several study tours to Serbia, Switzerland, and Poland. Tour participants visited international and national human rights organizations, learning about their activities and meeting with experts in the field.

7. Other participants of training programs offered by Freedom House included journalists who were trained in writing professional articles and reports on human rights and freedoms. In cooperation with the ABA/CELLI (American Bar Association), Internews, the Institute for War and Peace Reporting and the local Media Support Center Foundation, Freedom House

organized a workshop on investigative journalism. This workshop helped journalists become more professional in their coverage of human rights violations, while the number of articles published on the subject increased considerably. To improve professional legal protection offered to journalists, Freedom House held a three-day seminar for lawyers entitled How to Protect Journalists.

The educational programs of **Youth Human Rights Group (YHRG)** started in 1996 with pilot lessons offered in Bishkek's schools on Human Rights Day. Starting with 1997 the programs were continually updated and expanded. YHRG conducted the following workshops and training courses:

1. *Workshops for the teachers of secondary schools in teaching methods with a focus on human rights*. For the past six years YHRG has been working with schoolteachers from different districts, training them in the principles of human rights and methods of teaching this subject in schools. So far, YHRG along with a other international and local CSOs offered human rights training to more than 300 teachers. Between 2000 and 2004 YHRG and the Canadian Human Rights Foundation implemented a training program for teachers with a focus on the teaching of human rights in schools. In the context of this program a team of trainers from CSOs and human rights teachers was formed. Members of the team participated in many YHRG workshops and contributed to the development of training programs for secondary school teachers. The purpose of the workshops was to help teachers incorporate human rights education into the curriculum by using interactive techniques. Five workshops have been conducted in various parts of Kyrgyzstan. The workshops addressed various aspects of human rights and the rights of the child, as well as issues related to human rights education in schools.

2. *A program for young CSO activists*. In 2003-2004 YHRG in partnership with the National Bureau on Human Rights and Rule of Law (Tajikistan) and the Centre for Legal Assistance (Uzbekistan) launched a program aimed at building the capacity of young people working in non-governmental organizations of Kyrgyzstan, Tajikistan, and Uzbekistan. The training program sought to enhance the role of young people in CSOs and to increase their practical contribution to human rights advocacy. The training program consisted of four stages:

The 1st stage: three-day workshops in various parts of Kyrgyzstan, Tajikistan, and Uzbekistan aimed at increasing awareness of human rights and relevant development issues.

The 2nd stage: a Winter School in Kyrgyzstan, a Summer School in Uzbekistan, and a Winter School in Tajikistan, with the participation of local and international experts. The winter schools were attended by 30 young people working in CSOs. The course covered such topics as basic human rights protection mechanisms, foundations of human rights advocacy, and the role of young people in CSOs. The courses lasted 10 days.

The 3rd stage: an international workshop for a group of 30 people (10 people from Tajikistan, Kyrgyzstan, and Uzbekistan) with a focus on the monitoring of human rights observance and the lobbying of relevant changes in the law. The total duration of the workshop was 10 days. The workshop was attended by partner organizations, local and international experts. The workshop included theoretical and practical training, including practical lessons in drafting specific monitoring plans.

The 4th stage (forthcoming): a monitoring on the subject of forced labor among young people (schoolchildren) in Kyrgyzstan, Tajikistan and Uzbekistan. The participants of the international workshop held during the 3rd stage will be involved in the study as interviewers and will also take part in the meetings to summarize the material and discuss the final report.

3. *A program for lawyers.* Between November 2003 and November 2004 the Office for Democratic Institutions and Human Rights, the International Lawyers' Commission (Switzerland), Soros Foundation in Kyrgyzstan, the OSCE Centre in Bishkek, and Youth

Human Rights Group (Kyrgyzstan) offered a specialized training course on the application of the International Covenant on Civil and Political Rights (ICCPR) and the Optional Protocol for practicing lawyers from Kyrgyzstan's CSOs.

A major strategic goal of this course was to provide strong legal protection for the human rights situation in the country through the use of international human rights standards. The course was aimed at improving the knowledge of 25 lawyers and legal professionals on the standards of civil and political rights and at developing the group's practical skills in preparing reports to the UN Human Rights Committee to encourage the practical application of the ICCPR in Kyrgyzstan's courts and to render practical assistance by submitting professional reports to the UN Human Rights Committee.

The course included four thematic workshops and the focus of workshops was divided into two major groups: Human Rights in the Administration of Justice and the Foundations of Freedom. The final session was a five-day school on human rights, which focused on specific complaints prepared by the participants. The training was conducted by international experts in the field of international human rights advocacy coming from the CIS countries and from Eastern, Central and Western Europe. The course also hosted visiting lecturers such as lawyers and legal experts involved in the preparation of cases to be presented to the UN Committee on Human Rights and the European Court of Human Rights, along with experts in international law, current and former members of the UN Committee on Human Rights.

4. *Lessons in Bishkek's schools*. YHRG members and volunteers conducted lessons on the rights of the child in Bishkek's schools over a period of three years. Lessons were conducted interactively as extracurricular activities or in the context of regular Individual and Society courses.

5. *Producing teaching methods.* As they conducted lessons in Bishkek's schools, YHRG members collected and produced various lessons on the rights of the child using interactive teaching methods. As a result, they developed methodologies for teaching human rights and the rights of the child to secondary school students of various ages. The teaching methods for younger students are now being used by teachers in Bishkek and in the provinces. Schoolteachers wishing to teach human rights can freely access materials on these teaching methods at the YHRG office (the methods are not intended for sale). Teaching methods for high school teachers are in the process of being finalized.

6. *Printing of posters*. Within the framework of its awareness-building activities, YHRG published information leaflets on the following topics: *The Rights of Schoolchildren, Alternative Non-Military Service, What to Do if You are Stopped by a Police Officer?* These information leaflets were designed for children and were widely distributed in schools and during YHRG workshops for young people and teachers. They present legal rights and procedures that can be used to defend one's rights in a reader-friendly language.

7. *Production of films*. YHRG released the following videos: Human Rights in the Classroom, Human Rights: The Relationship between the Individual and the Authorities, Youth Human Rights Group and the Heroes of Fairy Tales on the Rights of the Child for at elementary school students, The Rights Around Us for grades 9 through 10 (2000), a video on teaching the rights of the child to grades 5 and 6 and a video on juvenile justice.

8. *Human rights sessions* in Bishkek Humanities University for students specializing in social work.

9. *Lessons in a special school* for children who need special care (in Belovodskoe Village).

10. *Various publications* on human rights and the rights of the child:

- Guidelines for Teaching the Rights of the Child in Elementary School, Grades 1 through 3 (in Russian and in Kyrgyz), 2002.

- The Convention on the Rights of the Child in Figures (a book in Russian and in Kyrgyz), 2000.

- Guidelines for Teaching the Rights of the Child, Grades 5 through 6 (in Russian and in Kyrgyz), 1998.

- Documents on Human Rights and Respect for Human Rights in the Work of Kyrgyzstan's Juvenile Committees (in Russian and English), Human Rights in Kyrgyzstan's Orphanages (in Russian and in English), 2003; Human Rights and the Conditions in Kyrgyzstan's Mental Institutions, 2002.

Between 2002 and 2006 Adilet Legal Clinic implemented the following projects to improve the legal awareness and improve the skills of government officials, non-profit and non-governmental organizations in the protection of human rights.

- *Strengthening the capacity of national universities in the field of international law and refugee law (2006-2007).* The project aimed to improve the knowledge of teachers and students of law departments in Bishkek's universities Bishkek in the field of refugees' and asylum-seekers' rights through relevant workshops and training courses.
- *Developing educational materials (2006-2006).* In collaboration with the Danish Institute for Human Rights, Adilet Legal Clinic produced a series of training manuals for law-enforcement authorities, courts, prosecution, and border services.
- *Legal and social assistance to refugees and asylum seekers (2002-2007).* The project offered legal advice to refugees and to the leaders of non-governmental organizations working in this area with a focus on protecting the rights of refugees in courts or law-enforcement agencies. Other activities under this project included vocational training for refugees.
- *Protecting the rights of groups vulnerable to HIV and the rights of people living with HIV/AIDS (2003-2006).* The project offered free legal assistance to persons living with HIV/AIDS and helped improve legal literacy among CSOs, medical institutions, and other stakeholders.
- *Legal assistance to children in conflict with the law (2003-2005).* The project sought to improve legal literacy among minors through workshops and oral and written legal counsel.
- *Free access to information resources for the prevention and control of HIV/AIDS (2006).* During this project Adilet Legal Clinic offered workshops on the protection of the rights of persons living with HIV/AIDS and other vulnerable groups, established a leagl information resource center, and provided legal advice.
- *Improving legal protection and legal literacy of injecting drug users (2006-2007).* The project sought to improve legal literacy among members of this vulnerable group by improving their legal protection and legal awareness (through workshops, information materials, free legal advice in oral and written form, outreach consultations, and access to legal information.

Institute for War and Peace Reporting implemented the following projects, which along with other issues raised the issue of human rights advocacy in the light of international conventions and norms:
- *Improving voters' legal awareness.* Raising citizens' awareness of their voting rights has been a major focus of the project. For this purpose the organization conducted trainings for a group of Bishkek's students (60) and secondary school teachers (30 teachers from 10 schools) in the

course of three months, along with workshops and roundtables, which were attended by the same students and teachers and by other participants, along with several TOT (Trainings of Trainers). Additionally, articles were published in the local press, and a student essay contest was held.

- *Conflict prevention and dialogue building*. Three projects bringing together civic activists, teachers and local authorities were conducted in several villages of Aksy Rayon, in Baitik Village of Alamudun Rayon, and in the villages of Chui, Batken, and Jalal-Abad oblasts. The project was aimed at building a dialogue between the opposition and the local authorities in Baitik, resolving a post-conflict situation the Aksy Rayon of Jalalabad Oblast, and conducting a public discussion of the regional division between the North and the South.

- *Strengthening the role of political parties.* Representatives of all key political parties participated in the project to obtain the knowledge and skills of effective party-building and to improve their capacity for dialogue between the opposition and pro-government parties.

- *Achieving good governance through an open dialogue.* This project sought to promote the principles of good and effective governance in the country through long-term work with a focus group of government officials, representatives of the parliament, political parties, and the business sector. The project participants completed a series of training events (weekly schools, trainings and workshops), to build their capacities for the effective application of the principles of good governance.

All of the above projects covered issues related to human rights, while local human rights organizations conducted training courses on human rights.

D. Economic rights

Economic rights occupy a special place in civic education. In Kyrgyzstan economic rights are the province of **LARC**, a local CSO. The main objective of LARC is to provide legal assistance to rural populations on issues relating to land ownership and use and to offer workshops for local authorities with a focus on the same issues. In addition, LARC organizes informational meetings for rural populations. Other elements of the educational process include a radio program entitled *The Land and the People* and printed publications (information digest and compilations of relevant laws).

E. Analysis

Thanks to training programs of **Freedom House** a lot of training participants were able to improve their professional skills including officers of local human rights organizations, activists, and officers of closed institutions, lawyers and journalists specializing in human rights. Having attended the courses many activists opened human rights organizations. It is worth noting that the training participants were able to found a *Voice of Freedom* national human rights network that serves as an umbrella to many human rights organizations. Currently, this association actively works at the Central Asian level where it was recognized as an exemplary organization. The association shares its experience in creating network organizations with its partners from Kazakhstan and Uzbekistan. This organization also conducts regular discussion clubs to openly discuss problems in human rights and publishes a newspaper of its own. It has recently launched its website that functions for four neighboring countries (Kyrgyzstan, Kazakhstan, Tajikistan, and Uzbekistan). The website contains articles by journalists that cover the issues in protection and promotion of human rights in these four Central Asian states. Many journalists that were trained by Freedom House engage in independent investigative reporting with findings published in local press and posted on the website.

Several graduates of the four-month seminar dedicated to human rights and monitoring methodology organized by Freedom House in April 2003 were included in the working group to develop recommendations on amendments to legislative acts of the Kyrgyz Republic related to citizens' freedoms and rights.

Certain training participants took part in the monitoring and development of the human rights situation in Chym-Korgon psycho-neurological hospital (Chui province). After the publication of the report the hospital administration and Ministry of Healthcare of the Kyrgyz Republic undertook measures to improve the situation in the hospital.

Having studied the procedure for filing complaints and petitions to the UN Committee for Human Rights (Geneva) graduates of the training programs implemented by Freedom House started filing reports with international instances with a great deal of success.

According to Sardar Bagyshbekov, a Freedom House officer, about 70% of graduates of Freedom House programs were able to build their capacity and improve their skills. It is worth noting that many of those who passed training courses continue working in the area of defense, monitoring and promotion of human rights.

As a result of trainings conducted by the *Youth Human Rights Group (YHRG)* program participants were ale to improve their skills and knowledge. In particular, lawyers and attorneys who passed the training learned how to file complaints with the UN Committee for human Rights and so far a total of 12 complaints have been submitted. One needs to add that specialized courses on application of the International Treaty on Civic and Political Rights and the Optional Protocol for practicing lawyers and attorneys of Kyrgyz CSOs were conducted in 2003 with the first complaint filed with the committee by a participant of these trainings as early as 2004.

Young activists and volunteers of human rights organizations continue working in this area directly participating in monitoring and assessment of the human rights situation in Kyrgyzstan.

Teachers of pilot secondary schools started teaching lessons on the use of supplements on human rights developed with support of the YHRG officers. Moreover, the teachers intend to create trade unions in schools that will be united into one network organization. Defense of rights of teachers will be a priority task of this trade union.

Programs implemented by *Institute for War and Peace Reporting* helped target groups learn more about their rights in various areas (e.g. constituents' rights), become more responsible citizens, and improve their skills in building a dialog with conflicting sides while taking into consideration human rights.

Due to the fact that activities of the *Ombudsman of the Kyrgyz Republic* cover wide circles of the population and are not specifically targeted it is difficult to evaluate its performance over the past four years. However, the number of complaints filed with the Ombudsman's office grows each year which is an indirect indicator of the population's awareness of their rights. It is worth noting that seminars conducted by the Ombudsman's office triggered the engagement by training participants in new activities. The creation of the Center for Support of Initiatives – Consulting human, a human rights organization in Kara-Balta city, is one of such examples. The office of Ombudsman (Akyikaichy) of the Kyrgyz Republic intends to continue conducting such seminars and guest lectures in Bishkek universities. Unfortunately, the activity of such lectures and seminars by the Ombudsman's office is available in the capital only. The institution of Ombudsman continues to render free-of-charge consultations to Kyrgyz citizens including CSO representatives and this initiative is another tool of raising citizens' awareness of their rights.

F. Recommendations

1). Problems to be solved

Freedom House does not plan to conduct large-scale training courses except for several seminars for young human rights activists for which it currently seeks additional funding.

Another, though not as significant, organization working in this area – *Institute for War and Peace Reporting* – has been focused on the development and publication of reports and articles since 2006 and does not intend to engage in implementation of training programs. All projects implemented by the Institute between 2003 and 2006 were temporary. In this respect one can say that the Institute can only serve as an informational resource for the population in which human rights defense in Kyrgyzstan will be covered. The Institute will post its materials not only on its own website but also in local and regional periodicals.

Following the departure of major providers of adult training, local human rights organizations created and/or trained by these providers have to occupy this niche to ensure succession and organize a systematic training of a number of participants, particularly officers of newly created human rights organizations, young activities and lawyers, while focusing on organizations operating in the periphery.

The effectiveness and professionalism of many human rights organizations are not always high enough, though. According to Sardar Bagishbekov, a Freedom House Program Officer, the number of such professionally operating organizations is relatively small. Therefore, one needs to continue supporting human rights organizations and private activists by conducting training courses and seminars. Such a need is particularly acute due to frequent infringements perpetrated by governmental bodies with regards to enforcement of human rights and freedoms. Human rights organizations must encourage government officials to enforce the observation of human rights and freedoms and instill the sense of accountability in them. Consequently, the issue of training a large number of professional officers of human rights organizations and individual activists remains.

In addition, one needs to arrange trainings for human rights activists on issues that to date have not been covered by donor organizations. In this regard one needs to assess the needs of both newly created and existing organizations (capital-based and periphery-based) for new training course. It is important that one conduct more specialized and in-depth courses for the existing organizations while basic courses for newly created organizations could be provided by representatives of the already operating organizations.

Due to the reduction in support rendered by donors one needs to continue encouraging the creation and growth of human rights networks (associations) whose members have to mobilize their resources (human, financial, managerial, etc) to conduct awareness and educational activities aimed at enhancing the legal culture and awareness of adult population about human rights and freedoms. Law Departments of the nation's universities need to be engaged in the implementation of these projects.

The underlying principles of human rights and freedoms, fundamentals of conventions and treaties need to be covered by the educational programs of secondary schools and universities and not be limited to law students only. It is important that the body of law students be able to practice their rights and responsibilities and demand that authorities observe their rights. In

accordance with the *Kyrgyzstan: Country of Human Rights* national program, the government took an obligation to include human rights classes into the school and university curricula. Unfortunately, the human rights subjects are only offered systematically for law students while students of universities where elective courses are not available are deprived of the opportunity to study areas related to human rights.

One should also note another problem existing in the nation's universities. Legal clinics and Ombudsman's student institutions are significant bodies in the legal culture among students but do not operate in all universities.

Materials on children's rights are not available in all schools and this subject is basically absent from curriculum in rural schools. As noted above, the Youth Human Rights Group (YHRG) developed methodological materials on teaching human rights and children's rights in elementary, junior high and high school grades and a picture textbook for school students entitled *Convention on Children's Rights in Pictures* in Kyrgyz and Russian. It is important that these materials be distributed among all schools; there is an insufficient amount. It is also important that the experience of pilot schools cooperating with YHRG be implemented in other schools to disseminate the best practices.

The cooperation between state bodies (including law enforcement agencies) and CSOs in the enlightenment of citizens about human rights is virtually nonexistent. The need for such cooperation is evident and initiating joint specialized courses may result in a boost for the establishment of partnership between these sectors. Such trainings could also be organized as part of social partnership projects where the state would place a social order and local human rights organizations would act as implementing agencies. Such a tactic needs to be implemented on a long-term basis till mandatory subjects are introduced in schools and universities to cover human rights and freedoms.

State services called to ensure legal awareness among the population about human rights including the Ombudsman's Office and The Human Rights Commission under President of the Kyrgyz Republic need to conduct wide-scale awareness and educational campaigns in collaboration with local and international organizations. It is important that courts and law enforcement agencies that are to protect human rights express more activity in informing citizens about their responsibilities, rights and frequent infringements occurring in this area by both authorities and the very citizens.

One needs to note that the qualification of law enforcement agencies and courts in international law and human rights is still low particularly in the nation's periphery. Consequently, one needs to continue working on conducting training seminars for officers of the bodies above.

2). Possible solutions

1. In accordance with an agreement with Ministry of Education, training materials developed by YHRG successfully were used in the pilot schools (*Supplement on Teaching Children's Rights in Elementary Grades* for 1st and 3rd grades in Russian and Kyrgyz, the *Convention on Children's Rights in Pictures* book in Kyrgyz and Russian, and a supplement on teaching children's rights in 5th and 6th grades in Russian and Kyrgyz) could be used for mandatory and optional classes in the nations' schools.

2. It is important that pilot schools working with the YHRG share their experience in teaching children's rights with other schools. We recommend that a series of seminars be conducted in each region.

3. Include human rights and freedoms as optional courses in all curricula of universities without limiting this topic to law students only. Such optional courses need to cover such fundamental areas as principles of citizens' rights and freedoms, fundamentals of international conventions and agreements, and corruption.

4. Recommend that universities that do not maintain student legal clinics open such bodies. AUCA's or Kyrgyz-Russian Slavonic University's experience could be used as a starting point in the creation of such centers in other universities. To do so one needs to conduct seminars or fairs of legal clinics where AUCA and KRSU could share the experience and information with other universities.

5. Creating Ombudsman's student institutes in universities will help students gain practical skills in the promotion and protection of their rights. The experience in the creation and development of the Ombudsman's student office in Bishkek Humanitarian University will serve as an example to other universities.

6. We recommend organizing trainings and seminars for newly created human rights organizations, young activists, lawyers and reporters. Such training seminars would be particularly useful for organizations operating in the periphery.

7. It is important that human rights networks be expanded throughout the nation with their major function being rendering consulting, educational and awareness support to newly created organizations and private activists. Members of such networks that possess vast experience in specialized areas could disseminate their knowledge among other organizations by conducting roundtables, seminars and publishing materials including electronic documents.

8. Educational programs need to be implemented in collaboration with state bodies to strengthen cooperation, share experience and information. State services called to raise legal awareness among citizens about human rights including the Ombudsman's Office and Human Rights Commission under President of the Kyrgyz Republic have to conduct regular public awareness and educational campaigns dedicated to human rights and freedoms and publish awareness materials.

9. We also recommend that training seminars for law enforcement officers and court officers be conducted in the area of international law on human rights and freedoms. Such courses should particularly be arranged for representatives of universities located in the periphery.

4.3. Gender issues

A. Overview of the situation. Goals of programs and projects.

The existence of gender issues, a growing public recognition of discrimination against women, and the evolvement of women's organizations has resulted in women's non-governmental organizations, the government, some universities and international organizations beginning to develop gender-sensitive educational programs. The past few years there has been an increase in the development of non-formal education with a focus on gender issues. Civic education on gender issues in Kyrgyzstan is part of the educational agenda of civil society.

Gender education is primarily offered by organizations including local women's organizations. However, it should be recognized that the role of universities in this process is also beginning to increase. International organizations contributed a lot and still continue to contribute to this sector.

Recognizing that the development of education is key to achieving equality between men and women, the government is beginning to take notice of gender issues and implement gender mainstreaming. The National Plan of Action for the Achievement of Gender Equality calls for "gender mainstreaming in state educational standards"[10]. A number of universities including the Kyrgyz-Russian Slavonic University, the Academy of the Ministry of the Interior, and the Bishkek Humanities University offer courses in gender studies. Rather than being based on a common model, these courses are developed by individual instructors. Although Kyrgyzstan's Ministry of Education and Science made a recommendation in the context of the Presidential Decree on the National Plan of Action for the Achievement of Gender Equality for 2002 – 2006 that all universities introduce gender studies courses to their general education courses in humanities and social sciences most often gender studies courses are initiated by the "instructors supported by the dean, with the consent of the university's president".[11]

Most often gender studies programs are initiated by non-governmental organizations or international agencies. They conduct surveys and studies that are either self-initiated or are requested by other non-governmental or international organizations. The results of these studies are then used to develop manuals and study aids for training courses and workshops.

As acknowledged by the government, CSOs play an important role in promoting gender awareness among the public. In response to women's needs, non-governmental organizations started their first gender studies programs in mid-1990s.

During this study we reviewed the operations of several women's non-governmental organizations, international agencies and government bodies responsible for introducing gender policies into the country's national policy.

Organizations were selected using the following criteria: at least five years of experience as an organization offering training; regional coverage; expertise in designing and implementing training programs; and experience offering training to a variety of target groups.

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[10] NPA… Article 5.1.1
[11] Gender Education, A Regional Overview of Eight CIS Countries: Armenia, Azerbaijan, Georgia, Kazakhstan, Moldova, Tajikistan, and Uzbekistan. Ed.: I. Tartakovskaya. Moscow–Bishkek, 2006. p. 11.

These criteria were used to select two CSOs (Women's Support Center and the Forum of Women's Non-Governmental Organizations in Kyrgyzstan) several international organizations (Soros Foundation Kyrgyzstan, UNDP, the Konrad Adenauer Foundation), and government agencies (the Secretariat of the National Council on Women, Family and Gender Development under the President of the Kyrgyz Republic).

Methods used in this study included non-structured interviews, focused interviews, and analysis of internal documents. These methods made it possible to ensure a comprehensive examination of educational programs offered by these organizations. Members of these organizations' target groups have also been interviewed in order to evaluate the success of gender education projects.

One successful example is the gender education program offered by *Women's Support Center*. This women's CSO was established in 1996 at the initiative of university professors and activists from women's organizations. The mission of the organization is to promote gender equality through human rights advocacy and participation in democratic reforms. The center believes that its key area of focus is contributing to the capacity building of civil society in addressing gender issues. The task involves gender sensitization of the public and comprehensive gender mainstreaming by offering training in gender issues and facilitating access to gender-related information by members of civil society.

According to the organization, the many programs and projects on civic education fail to meet the needs of the public for gender-related information. This is especially true in rural areas, where information on gender issues is hard to find. For this reason Women's Support Center chose training in gender issues as its primary area of focus to improve gender awareness and sensitivity among members of civil society and the general public, especially in rural areas. The Center also seeks to develop efficient methods for gender-sensitive training.

The educational program has several goals, such as capacity building of civil society and local communities in the implementation of gender development initiatives, dissemination of information on gender issues, and awareness of the legislative framework that regulates the country's gender policy.

The Center sets specific objectives for each target group, depending on the group and its needs. Members of civil society are the most active part of society, initiating projects and programs aimed at specific populations at the local and national levels. According to the organization, the group's understanding of gender issues determines how their programs and projects are formulated and implemented and the impact of these activities on men and women. Often representatives of the public sector (educational institutions and law-enforcement authorities) lack competence in gender issues. One objective of the organization is therefore to help these institutions in designing and implementing their gender policies. This task is achieved through discussions of issues related to the national gender policy and through the training of relevant staff, particularly gender specialists.

Together with other non-governmental organizations Women's Support Center established the Association of Centers for Gender Information. The association was set up to build the capacity of civil society and to create access to local information on human rights, gender and related issues for the promotion of international instruments on the protection of women's and children's rights in Kyrgyzstan and for the encouragement of gender equality and the development of women's organizations at the local, national and international levels.

The *Association of Centers for Gender Information* comprises three Centers for Gender Information in Issyk-Kul and Chui oblasts and in Bishkek.

The main target groups of gender training offered by Women's Support Center include members of civil society and public servants. The organization selects participants who share a pro-active attitude, who are capable of independent decision-making, and who want to make a difference in their target communities. Target groups also include people who have suffered or may suffer from some forms of discrimination and violence (victims of trafficking, domestic violence, etc.).

Another example of a successful promotion of gender equality principles through gender education programs is the *Forum of Women's CSOs in Kyrgyzstan*.

The Forum is a non-profit organization that was established in 1994 and officially registered in 1996. It received special consultative status with the Economic and Social Council of the United Nations (ECOSOC) in 2005. The Forum operates as a network of women's CSOs in Kyrgyzstan. Currently, the Forum comprises over 80 women's organizations in Kyrgyzstan.

The Forum of Women's CSOs in Kyrgyzstan launched its first gender educational programs in 1996. Since its inception, the Forum focused on offering training to adult women. Members of the Forum believe that women's position and participation as citizens of Kyrgyzstan is very important for the development of a democratic society.

That is why civic education is a major component of the Forum's program. It is included in all policies and is comprised of several units. Civic education is offered in the context of such programs as women's participation in policy-making, prevention of all forms of violence against women, economic problems of women, women's human rights, and monitoring of the implementation of national and international commitments to women. The gender education program is aimed at building the capacities of women and women's organizations in order to promote women's participation in development and governance and to address gender equity at the national, local, regional and international levels.

The Forum's target group includes women's CSOs and women activists. An important advantage of the educational program is the participation of women from all parts of the country, especially from rural areas. In terms of geographic coverage, the educational program has a regional focus.

Despite the fact that, being a women's organization, the Forum primarily focuses on gender education of women activists and members of women's CSOs, it nevertheless makes an important contribution to civic education as it believes in the importance of public education and awareness building with regard to the rights of women. The Forum's educational projects include training for the integration of gender equality issues into civil society organizations. For example, the Forum offered this kind of training for the Central Asian staff of INTRAC at the request of the latter.

The United Nations Development Programme (UNDP) has started its operations in Kyrgyzstan in 1993. UNDP implements programs tailored to current policies and projects in partnership with the government, civil society and other national and international partners.

UNDP has established a close and continuous relationship with government agencies in charge of the national gender policy, and serves as a resource center for non-governmental and civil society organizations working on women's and gender issues.

The key partners of UNDP include international organizations, civil society (including local CSOs and organizations involved in designing and implementing various gender programs and projects for rural populations throughout the country), the Parliament, Presidential

Administration (including the National Council on Women, Family and Gender Equality and the Special Representative of the President on Gender Development in the Parliament).

According to UNDP, civic education is about learning effective participation in democratic development at both the local and the national level.

The goal of the organization's gender education program is to promote gender equity by increasing citizens' involvement.

UNDP beneficiaries include the government, the Parliament, and other public agencies. In addition, some projects target various members of civil society.

The Women's Network program of the Soros Foundation Kyrgyzstan seeks to promote gender equality in public policy and create equal opportunities for women and men in Kyrgyzstan. The program's key area is the development of gender education in the Kyrgyz Republic.

The objective of the program is to develop effective policies and to raise a new generation and new elite that is aware of the importance of gender equality in the nation's development.

The target groups include academics and educators, experts focusing on the theory and practice of gender and development, students of the humanities, and government officials responsible for gender policy implementation.

The ***Konrad Adenauer Foundation*** started working in Kyrgyzstan in 1996. In the same year it launched its Women and Politics program. The program aims to encourage women's participation in the political sphere. In addition to encouraging women to run in elections, political participation implied their involvement in local communities.

One crucial element of the program was its educational component. The focus was to train women activists in gender issues. Their Foundation was active in all parts of the country. Its target group included active women and the youth. At the same time the Foundation started its partnerships with local and international organizations.

On February 16, 2002 the ***National Council on Women, Family and Gender Development under the President of the Kyrgyz Republic*** was established. The National Council is a coordinating and an advisory body that is responsible for the implementation of the State Policy on Women, Family and Gender Development. The Council coordinates the implementation of relevant national policies. The National Council is guided by the ***National Plan of Action*** for Achieving Gender Equality.

The National Plan of Action for achieving gender parity in education and culture has two main objectives: to improve gender aspects of education and to overcome negative gender stereotypes in traditional culture. These objectives were achieved through a variety of approaches. Gender mainstreaming in education implied the active involvement of civil society institutions. Target groups included ministries, departments, oblast, rayon, and city administrations, and local self-governance bodies. Partners in the area of gender education included international organizations, businesses and non-governmental organizations.

B. Methods and approaches

In implementing programs in gender education a variety of methods and tools are used. The most effective ones are interactive teaching methods. Methods such as lectures, workshops, individual consultations, and video presentations are used by nearly all organizations.

Women's Support Center uses a variety of forms, methods and tools in its gender program. There are gender schools, workshops, training courses, studies, consultations, national conferences, and publications. The teaching methods used include lectures, explanations, direct instruction, and interactive classes.

The *gender school* draws on international practices, national and international documents, studies and the organization's own observations. The training course is tailored to the traditional values and attitudes of the Kyrgyz people; it is based on interactive adult learning principles and uses current technologies for teaching (including video presentations and case studies based on real situations). An important feature of the gender school is work in small groups that enable each participant to master the material. Gender schools conducted to date demonstrate the need for using a variety of teaching methods.

Topics examined during training courses cover issues ranging from the concept of democracy and gender to such specialized topics as reproductive rights and gender-sensitive education in pre-school institutions. Themes for gender education are selected to reflect the organization's mission and purpose, the needs of society, and the relevance of issues. The final versions of curricula for gender schools and training courses are adjusted to the level and the needs of the target audience and to participants' professional interests. For example, a special methodology was developed for elementary school teachers and kindergarten teachers to introduce gender training into the educational process. One of the recent changes in gender schools included new modules on reproductive health, HIVAIDS, human trafficking and women's political rights. These were best reflected in the seven-day gender school program, which offers advanced training in gender issues and related subjects. Between 2002- 2004 training courses were attended by 559 people.

The frequency of gender training courses is largely determined by the projects, i.e. if the project is approved, so are all activities under the project, including gender training.

The Centre monitors the implementation of educational programs to examine their effectiveness. The monitoring tracks which program participants use skills acquired during training courses and how they apply these skills. For example, teachers may adapt modules or prepare extracurricular activities, while civil society activists may train their community members, offer advice, contribute to the development of local and national policies, strategies, and public events, develop and implement projects, conduct local conferences, publish articles in the media, respond to local requests to prevent domestic violence and counteract trafficking in women and children.

The following modules are used in gender schools:
- The role of civil society in building democracy
- Key concepts of gender. Gender stereotypes and their origins
- Gender aspects of education
- Gender issues in the health sector. Gender stereotyping as a vulnerability of women and men
- Women's rights as human rights
- Legislative approaches to achieving gender equality
- Convention on the Elimination of All Forms of Discrimination against Women

- Gender stereotypes in modern culture and in the traditional practices of the Kyrgyz
- Violence against women and children and how to confront it
- The practice of bride kidnapping as a serious form of violence against women
- Encouraging women's empowerment in politics through elections
- Gender aspects of leadership in Central Asia and Kyrgyzstan. Developing women's leadership
- Human trafficking as a violation of human rights. Trafficking in Central Asia
- The situation of rural women. Women's rights to land
- Communication skills and conflict resolution
- Writing project proposals and fundraising skills

The educational program of the *Forum of Women's Non-governmental Organization* covers areas such as national and international laws that protect the rights of women, along with instruments that can be used to protect women, women's political participation, economic empowerment of women, and prevention of violence against women. The history of civic education for women in the field of gender equality shows that traditional, formal education is insufficient if we want to promote and defend women's interests as it fails to provide the necessary knowledge, skills, understanding, and vision.

Nearly all members of women's groups participated in some kind of civic training with a focus on gender equality. The Forum conducts regular assessments of women's educational needs, which show that this kind of training is essential to the growth of the women's movement. The changing needs of women were always at the heart of the Forum's educational programs. A decade ago requests for the Forum's training courses were mainly in the area of organizational development, CSO management, and project development; however, students' priorities changed over time. Today women's CSOs need other kinds of knowledge and skills such as monitoring, lobbying, advocacy tools, gender education. Notably, they need all this as part of civic education.

In 2006 alone, the Forum's educational events were attended by 60 women from all provinces of Kyrgyzstan. For example, the 2006 training program on international lobbying during the meeting of the UN Commission on the Status of Women was attended by 20 women from all over the country, gave these women knowledge and skills in the protection and promotion of women's interests at the international level. The Forum offered a series of training courses on women in politics. The educational program continued even when funding was low or absent altogether.

The Forum practices different training methods and regularly offers courses, workshops, consultations, national, and international conferences. Teaching methods include lectures, seminars, group work, panel discussions, interactive methods, and games.

Consultations and internships offered by the Forum help expand opportunities available to women in various spheres.

By distributing training materials in Russian and in Kyrgyz, the Forum assists the target groups in independent study of gender issues. When funding is running low, educational materials are sold or distributed free of charge. The educational program of the Forum is a specialized program that seeks to identify and address significant obstacles to the participation of women in public life.

A section entitled "A School for CSOs" in the *Joogazyn* information digest that deals with the problems faced women has provided an incentive for further development in many

organizations. The digest is distributed among women's organizations throughout the country in an electronic format and in hard copies.

Between 2000 and 2006 the *United Nations Development Programme* in Kyrgyzstan implemented the following projects with a focus on gender education: training for journalists on gender aspects of political coverage in the media; training for members of political parties in gender mainstreaming of internal party documents and in increasing women's representation within the party; training for women leaders in electioneering skills; gender mainstreaming of the activities of the Ministry of Education and Science; producing a model gender studies curriculum in line with state standard requirements. UNDP also helped develop a series of study materials on gender issues for children and young adults.

The topics covered by educational programs are chosen after relevant needs assessments are conducted among relevant groups.

Between 2000 and 2006 the *Soros Foundation Kyrgyzstan* conducted summer schools, developed curricula for various university courses, helped create a gender collection in the National Library, and contributed to the development of academic education in Kyrgyzstan

The methods and tools used by the Foundation included individual tutoring, orientation sessions, practical exercises, gender literature collections in libraries, review lectures on feminist history and theory, workshops on teaching gender theory in universities and problem-oriented approaches to gender research, interactive teaching methods for gender studies, critical thinking sessions, screenings of films followed up by discussions, training in youth campaigns against gender discrimination and violence, and analytical reports.

The methods and tools used by the *Konrad Adenauer Foundation* included interactive teaching methods, national conferences, women's network forums, and collaboration across sectors. The latter was achieved by bringing together government officials, business people, and consulting organizations to exchange opinions and make decisions. An effective tool for achieving the Foundation's goals was the continually renewed relationship with the beneficiaries. Assessments of target groups' needs were conducted on a regular basis through surveys and roundtables with government agencies and CSOs.

The educational program featured three-stage seminars. The first stage dealt with the subjects of civil society and democracy. The second stage was started two months after the first stage; it focused on one theme and was implemented with the assistance of experts in economics, environmental issues, politics, etc. The third stage addressed gender issues in terms of culture and religion.

The topics of the workshops were chosen to be politically relevant. For example, 1999 was the year of local elections, while in 2000 elections to the Jogorku Kenesh were held.

The Secretariat of the National Council offers training in gender equality to government agencies. The Secretariat usually selects CSOs on a competitive basis to conduct these training courses. The courses aim to raise awareness, change attitudes, and improve legal knowledge. Training is irregular and is offered through workshops, training courses, and roundtables. There is no specially designed system of gender education for the target group.

Topics are chosen depending on what issues are relevant at the time.

Two projects of Kyrgyzstan's Ministry of Education and Science have been implemented in the context of the National Plan of Action on EFA (Education for All) in the Kyrgyz Republic with financial support from UNESCO. These projects are "Gender Mainstreaming of Family Education Through Information and Communication Technologies" and "National Capacity Building in Gender-Sensitive EFA Plans".

C. Outcomes

The educational program offered by *Women's Support Center* was expected to build the capacity of civil society in protecting women's rights and to raise awareness about women's rights. It was also assumed that activists who undergo training would then use their new skills in their communities. Other important objectives were to improve participants' knowledge and build their capacities in advocating the interests of women as a group, to increase the influence of civil society on decision-making through active participation in the monitoring of the Convention on the Elimination of All Forms of Violence Against Women, to create public awareness of problems faced by women, to draw the attention of government bodies to these problems, to study and to synthesize international and national legislation, to open and operate gender information centers, and to develop unique training methods and publications.

When planning and carrying out its educational programs, the *Forum of Women's CSOs* expected to build the capacity of women's organizations and individual women activists.

When implementing its educational programs and projects, the *United Nations Development Programme* expected results that would reflect the goals and objectives of specific programs and projects. For example, training courses for journalists were expected to result in gender-sensitive coverage of political events; when members of political parties were trained, it was expected that they would apply gender mainstreaming to internal party documents and would also advocate greater women's representation within the party; after the training of women leaders it was expected that they would be able to use basic electioneering skills when running for office, etc.

After completing its educational program *Soros Foundation Kyrgyzstan* expected to increase women's participation in local politics along with the number of CSOs involved in decision-making at the local level (solving problems faced by local communities and negotiating with the local authorities).

D. Challenges faced by gender education programs

While implementing its educational programs *Women's Support Center* faced a number of challenges such as having trouble involving men in the program, having limited coverage of the provinces due to lack of resources, lack of partnership experience and interest among government agencies, authorities' skeptical attitude toward CSO initiatives, a small number of journalists due to lack of interest in gender issues, inadequate coverage of gender issues in the media, unstable political situation in the country resulting in the government being unable to fully participate in all components of educational programs, and the inability to discuss taboo subjects (e.g. sexuality, violence against women) because of prevalent stereotypes.

The *Forum of Women's CSOs in Kyrgyzstan* also experienced some problems. The Forum made attempts to offer training courses in gender issues to international organizations, since many international organizations are not gender-sensitive and their staff members need to gain a

better understanding of gender issues and gender mainstreaming. However, the need for such training was not recognized and is still ignored by most organizations.

There is a need for conducting some training courses in the Kyrgyz language; there is continued lack of funding for the development and use of training materials; there are few opportunities for professional growth of the Forum's trainers and experts to gain new knowledge, learn new training skills, and exchange know-how.

UNDP also encountered some difficulties while implementing its educational program. The high levels of turnover among government officials, instability (such as high staff turnover in the media), lack of consistency, commitments, and policy-making in government agencies significantly impede the gender training of target groups.

E. Analysis

1). Overview

Civic education is the key tool for facilitating gender equitability. The informal gender education services are currently mostly provided by women community organizations and international organizations. By teaching gender equality they develop civic position and provide civic skills and knowledge. The civic position means that citizens regardless of their sex not only develop confidence in being involved in public life but also directly participate in it.

Women who take a civic position take advantage of their rights and fulfill the duties normally related to citizenship in democratic states. Women and men while gaining gender knowledge start perceiving political and societal phenomena from a gender perspective and learn more about their political, social, economic and civic rights. It is worth noting that gender education allows citizens to explain, analyze, interact, assess and defend their position on the basis of gender equality. Through such gender education women who comprise a majority of recipients of gender knowledge strengthen their civic involvement in decision making, development and participation in the nation's public life.

The findings of the study of civic education programs' impact on adult participants evidence the fact that:

> *"Men used to receive more advantages from civic education than women, and while women did benefit in some areas, civic education tended to strengthen gender inequality in the political sphere"[12]*

Gender inequality in the nation is aggravated by the fact that in Kyrgyzstan men do not receive knowledge of gender issues. Consequently, they remain gender-insensitive and do not help facilitate the gender equality in the society. This is proven by the fact that women are virtually excluded from the decision making at all levels.

CSOs and international organizations while rendering services in gender education mostly stress enlightenment in women's rights: reproductive rights, electoral rights, prevention of violence against women, women trafficking, women leadership and gender development.

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[12] Approaches to Civil Education: Lessons Learned. USAID, June 2002

According to representatives of CBOs (community-based organizations) who participated in various trainings, all topics in gender issues are relevant and necessary. Beneficiaries were mostly interested in such topics as relationship between Islam and women rights, overcoming gender stereotypes, and opportunities for women's participation in political processes.

According to the assessment of beneficiaries of the *Center for Support of Women*, the training and gender school methodology that was applied enabled them to gain gender knowledge and the willingness to actively participate in life of the society. According to Mamatkul Aidaraliyev, *Arysh* CSO trainer, and a participant of the gender school he became more informed and today is able to conduct workshops for his organization and target groups including those on gender issues.

Peculiarities of gender schools include a 7-day module cycle. In addition, shorter trainings and seminars are conducted. Currently, gender programs in civic education are also used by civil society organizations – women publication associations that in turn teach citizens, both men and women alike. Therefore, the need for gender education is reviewed from the perspective of such organizations and beneficiaries. The needs for gender education among CSOs depend on the degree of development of each particular CSO.

More developed organizations need education in such topics as gender-influenced budgeting, gender and media, experience of other countries in addressing gender issues, gender expert examination of local self-governance bodies' decision, fundamentals of gender education for school students, and health. The newly created organizations need trainings in gender issues and gender equality.

Today civic education is yet to cover such topics as expansion of women's economic opportunities, system discussions on changing the political system, review of activities in prevention of all forms of violence against women, and use of ICT technologies. The expansion of scale of use of ICT technologies in gender education is an important factor in the creation of favorable environment to ensure quality education and relevant knowledge. The process of conversion and dissemination of information technologies significantly impacts not only the state of policies and capacity, but also the demands set to the quality of education. Not enough attention is dedicated to gender balance in the economy, labor, and men's role in achievement of gender equality. The latter topic is particularly relevant in Kyrgyzstan with regard to women's involvement in the political process.

2). Achieved goals

The desired achievements of gender programs of civic education include the expansion of civic participation of men and women and accountability of governmental bodies. These outcomes are achieved when population becomes more aware, experienced and takes a more conscious civic position.

Beneficiaries assess the effectiveness of gender education programs per such criteria as the development of gender consciousness among governmental bodies, instillation of gender consciousness among the population including children of all ages, and overcoming of gender stereotypes in the society. The important criteria comprise the quality of handouts and professionalism of trainers.

Educational programs implemented by CSOs led to the expansion of the discussion of various topics such as women's participation in the political process. These programs provide an understanding of the need for women's involvement in the society's life at all levels. Women

started taking a conscious civic position in political involvement, protection of women's rights, and lobbying of women's leadership. Numerous petitions, letters, expressions of popular initiatives, and active responses of women's organizations are indicative of usefulness of, and necessity for, such programs. Activists who received gender education proceeded to continue to apply various tools and methods they obtained during the training. The main methods used include interactive methods, role plays, brainstorming, civic discussions, and lectures. Activists not only teach but also apply the knowledge received in their communities.

For example, outcomes achieved by the ***Center for Assistance to Women*** are very interesting. Teachers who passed trainings adapt modules and conduct classes, develop extracurricular activities, run trainings in their communities, actively participate in the development of programs, nationwide events and strategies, render consultations, draft and implement projects, write articles for the media, work on population's petitions to prevent domestic violence, and participate in countering women and children trafficking.

The experience of the ***Forum of Women's CSOs in Kyrgyzstan*** shows that gender education allowed the target groups to enhance their capacity and achieve sustainable development for their organizations. Beneficiaries trained are capable of implementing gender knowledge not only for their target groups and effective implementation of projects, but also to promote interests of women at various levels.

3). Unachieved goals

Despite the numerous and tangible success achieved in gender education in Kyrgyzstan one should also note the fact that men are basically not covered by educational programs. Without active and full-fledged involvement of both women and men one cannot achieve the goals of gender education.

Public organizations pay more attention to educating active women and women organizations while forgetting about school students and the elderly who oftentimes form the public opinion and maintain typical gender stereotypes especially in the periphery. Media representatives consider the gender issue to be a non-exciting topic. Today one can note insufficient activity of organizations working on the promotion of gender equality in their activities aimed at use of media to draw the public attention to gender problems and the need for gender education.

Despite the efforts of the ***National Secretariat*** and international agencies in introducing the gender approach to the work of governmental ministries and agencies, representatives of governmental bodies including those of education and healthcare bodies are reluctant to get involved in gender educational programs offered by public organizations. One has to explain to heads of governmental bodies the usefulness of gender education.

Training CSOs oftentimes independently develop methodological materials taking into consideration local context without possessing a direct contact with governmental educational programs.

Unfortunately, training CSOs do not maintain communication among themselves to share experience and methodological achievements. Oftentimes, CSOs implementing gender educational programs are not connected with universities and do not have a direct contact with academic programs. This, in turn, reduces the effectiveness of such programs as there is now experience-sharing. The communication between CSOs and governmental bodies is poor which hinders the promotion of gender knowledge and gender equality among the population.

F. Recommendations

The following measures to develop civic education in gender issues are recommended:

1. Develop state support for gender education.

2. Develop methods for interacting between public organizations and academic organizations to strengthen gender programs through the Ministry of Education and Science of the Kyrgyz Republic.

3. Resolve the problem of insufficient funding of activities of public organizations aimed at developing and applying the training materials prepared.

4. Develop special gender educational programs for men and boys.

5. Create a database of organizations dealing with gender educational programs.

6. Develop and strengthen communication among organizations rendering services in non-formal gender education to ensure better outcomes.

7. Render financial support of publishing gender publications.

8. Provide adapted information to rural population on their rights and uses of their rights including information on gender and women's rights. The information needs to be published both in the state and official languages.

9. In Kyrgyzstan there are too few organizations developing methodology for gender education that takes into consideration local context. In this regard it makes sense to ensure experience-sharing among such organizations (to avoid overlapping) and publication of a textbook for gender education for various groups of the population.

10. Resolve the relatively serious problem of gender insensitivity on the part of many international organizations by introducing gender approaches in their programs.

11. Continue further introduction of the gender approaches into the activities of state agencies and ministries.

12. Improve and complement gender resources to be available in the Internet.

4.4. Electoral systems and political parties

A. Overview of programs- Methods and approaches.

Voter education is a major component of civic education. Knowledge of electoral procedures, ability to express one's civil position, and an awareness of the need for fair voting are important steps in building a free, just, and democratic society.

Many international experts believe that in recent years, elections in the Kyrgyz Republic have become more transparent and fair. This is partially an achievement of organizations that assist

government bodies in improving the electoral process and adopting new technologies to help prevent fraud during elections. For example, invisible ink is now used to mark the fingers of those who have voted, while transparent ballot boxes enable voters to see what is in the box. These innovations empower the observers who monitor every step of the voting process.

However, the electoral process is not of a one-day procedure that ends once the election day is over. On the contrary, it is a never-ending process, and much depends on the extent to which the voters understand the importance of elections for their future and the future of their country. For this reason there is a definite need for continual, careful public awareness building to prevent any possibilities of manipulating their votes.

With the adoption of the new Constitution in late 2006, citizens' awareness became especially relevant. Under the new law, elections to the Jogorku Kenesh will be held using a slightly different system with one-half of the deputies elected under the proportional system (using party lists). For this reason the public must be informed about the activities of Kyrgyzstan's parties so that they can make an informed choice in favor of candidates who would protect their interests.

Our team tried to identify which organization work with the electorate, what they do to inform them about relevant issues, and what their outcomes are. Representatives of international and local organizations that implement relevant projects were interviews, their beneficiaries were surveyed, and relevant data from the organizations' websites were examined.

The study has shown that many organizations work in election-related areas. However, methods used by these organizations are quite limited. The most commonly used methods include:
- Training courses, workshops, and roundtables
- Publication of booklets, posters, books, and brochures

Target groups are identified depending on the focus of each organization. More emphasis is placed on the education of young people (secondary school and university students). For example, since the Institute for Public Policy in more interested in improving the skills of young leaders (both current and potential), its activities are mainly focused on young members of political parties and young civil servants.

The activities of major organizations can be summarized as follows :

IFES

IFES has been working in Kyrgyzstan since 1997, providing technical assistance in organizing and holding elections and reforming the electoral law. Its second area of operations is civic education of secondary school students. The educational activities in the electoral sphere seek to improve the electoral process and legislation through the training of government officials and members of election commissions. IFES is active in the field of civic education, organizing roundtable discussions, competitions, and workshops for trainers, representatives of political parties, and members of civil society.

In 2005, IFES experts trained members of electoral commissions at all levels throughout Kyrgyzstan. During the training they used interactive methods enabling the students to practice the most crucial voting procedures. Nearly 40,000 people have been trained. In an interview with a member of our research team, a staff member of IFES stressed that this figure the involvement of a large number of people in the training (election commissions are primarily composed of ordinary citizens), which makes it possible to view these training courses as large-scale civic

education efforts. This is especially important given that after completing their training participants disseminate information to the members of their communities.

Moreover, IFES has produced and published special guidelines for the members of electoral commissions. Within the framework of its voter awareness campaign, it published posters and booklets on inking procedures and their importance in the voting process and disseminated brochures against the buying of votes. Prior to the election, a poster competition against vote-buying was held, materials on voter education were produced for CSOs and community leaders, and a book on electoral systems was published.

Many large-scale events were conducted in close cooperation with other organizations (Internews, the International Republican Institute, the American Bar Association (ABA/CEELI), and local CSOs). As an example of such events we could cite a major concert organized by Kel-Kel, a youth organization.

In 2006, a resource center was opened in Osh to assist all stakeholders interested in improving their knowledge of election-related issues.

UNDP (United Nations Development Programme)

The mission of UNDP in the Kyrgyz Republic is to promote the achievement of national Millennium Development Goals (MDGs) through capacity building and to provide guidance in areas such as poverty reduction, good governance, environmental sustainability, regional cooperation, gender equality and human security. Reflecting the priorities of the Kyrgyz Republic, UNDP facilitates the exchange of know-how, promotes best practices, and offers timely support while providing efficient and coordinated assistance.

Within the framework of its Democratic Governance program, UNDP helps support democratic elections in the Kyrgyz Republic. A special project on transparent and fair local elections, parliamentary elections, presidential election, and the election to local self-governance bodies was carried out in 2005.

The project involved an extensive awareness-building campaign via television, radio, and newspapers. In addition, training courses for judges, prosecutors, and government officials were offered. Particular emphasis was placed on the education of women throughout the country.

NDI (National Democratic Institute)

The National Democratic Institute (NDI) has been implementing projects to promote democracy in Kyrgyzstan since 1996. A priority of NDI in Kyrgyzstan is the strengthening of democratic values through civil initiatives and fair elections.

NDI has over 19 centers throughout the country working on a variety of issues. The centers focus on real problems facing local communities. Most projects seek to build the capacities of citizens for effective cooperation with the authorities. The centers also discuss local problems which representatives of CSOs, officials from local and central government bodies, members of parliament, and ordinary citizens.

With regard to electoral projects, NDI supported the efforts of organizations observing government elections and offered relevant training courses. These organizations have been very effective in their observations for the past eight years.

NDI also works with political parties to build their capacities.

Internews

Internews has been working in Kyrgyzstan starting with 1995. The organization renders assistance to private mass media. It seeks to support the diversity of opinions and views expressed through the media and to promote fair and objective coverage in the media. Methods used by Internews are directly related to its area of focus, namely the media. Internews organizes workshops and training courses for journalists and produces of special programs for the public. The organization also conducts research projects.

Internews covers election-related issues in its activities focusing on journalists (special workshops for journalists, which include interactive sessions on human rights, the rights of the media, and electoral procedures) and activities for the public (special programs are produced and special articles are issued to inform the voters about election campaigns, voting procedures, etc.). In addition, regular programs are produced (such as Zloe Pero, Otkrytaya Aziya), and these sometimes cover issues relating to the elections (they are usually aired before and after elections). Prior to parliamentary and presidential elections in 2005, Internews conducted the following activities:

> ➢ In December 2004 it conducted a baseline study to identify the main issues relating to the electoral process in Kyrgyzstan in order to analyze voters' attitudes toward the forthcoming elections and possible motivations for voting.
> ➢ In 2005 Internews and CIMERA-Kyrgyzstan with the financial support of the Organization for Security and Cooperation in Europe (OSCE) implemented a media monitoring project before and during parliamentary and presidential elections in Kyrgyzstan. The project's main objective was to monitor the electronic and print media used in electioneering.
> ➢ In 2005, before the presidential election in the Kyrgyz Republic, KTR Channel broadcast live debates between the presidential candidates. It was a joint project of Internews and the National Television and Radio Corporation of the Kyrgyz Republic.
> ➢ A program "On the New Elections and the Country's Choice" was aired during *Zloe Pero*.

Peremena Center for Innovative Education

The Center for Innovative Education was established on June 23, 1999. It is a non-profit, educational organization that seeks to promote and develop the ideas of an open and democratic society.

The Center for Innovative Education offers workshops and training courses in addition to publishing booklets, brochures, and posters. Its target audiences include young people and students.

The Center's educational projects are aimed at awareness-building among young voters with a special focus on rural youth. In 2004 a project entitled Mobilization and Strengthening of Kyrgyzstan's Young Voters was implemented. The immediate beneficiaries of project activities, including training courses, workshops, and public debates, included 1,467 young people aged 15-30 years (secondary school and university students, women, rural youth, members of ethnic minorities, and first-time voters). In addition, a Youth Forum was conducted, bringing together 103 young activists from all over the country. Specialized workshops have been offered to 249 participants from human rights organizations, youth and women's CSOs, and leaders of local communities. The following activities have been conducted within the framework of the project:
- "Youth and Elections" public debates held in 11 locations in 7 oblasts
- "The Role Model of Elections" roundtables held in 12 locations in 7 oblasts
- A roundtable "How to Mobilize and Strengthen Young Voters?" in Osh
- Advocacy trainings for CSOs

- Public debates between local self-governance candidates
- 15 workshops for young voters. These workshops helped launch 29 micro-projects implemented by young people in seven oblasts. Each micro-project consisted of training courses, interviews, and even theatrical performances. The purpose of each project was to ensure transparent, free, and fair elections, to help protect human rights, and to support democratic principles. According to the final evaluation, about 50% of workshop participants "performed a project activity", which demonstrates that young voters are well-trained and motivated.
- National Youth Forum

According to project beneficiaries, they have a good knowledge of the voting process, electoral and referendum procedures, the Election Code, the Constitution, and different forms of government. Furthermore, project participants acquired a variety of skills such as development of small projects, fundraising, training, work with the media, project implementation, advocacy campaigns, teamwork, good planning, use of surveys and questionnaires.

The Institute for Public Policy (IPP)

The Institute for Public Policy, which was opened in September 2005, is an independent analytical and research center designed to promote the practice of public policy and to ensure constructive cooperation between government institutions, civil society, the media, and businesses. The overall objective of the organization is to contribute to the development of a community of law-abiding, politically aware citizens, and to raise general awareness of the election process (according to the organization's staff, elections are not a procedure, but rather a declaration of the citizens' will).

The Institute for Public Policy offers workshops and roundtables. Its target group includes current and potential professional civil servants, including members of the government and the parliament, members of political parties, and leaders of student unions and youth organizations.

In the area of civic education with a focus on electoral systems and the development of parties, the following activities have been held:
- Between November 2005 and February 2006, a project entitled Capacity Building for Political Parties was implemented. The aim of the project was to encourage the development of a multi-party democracy in Kyrgyzstan by providing non-political, technical and institutional support to existing and newly emerging parties and movements. With this objective in mind, the organization selected 20 participants representing young members of the most active parties and youth movements. Participants completed a series of training courses, lectures and workshops on party-building. Round-table discussions were held covering major topics in polity and society and involving key stakeholders. These discussions helped the participants to understand the need for an open and healthy dialogue between different political groups. Upon completion of the project, participants that represented different political groups gained an understanding of the potential opportunities and risks inherent in the political situation in the country and gained skills needed to conduct open dialogue. A publication entitled *Political Parties in Kyrgyzstan* was printed within the framework of the project. These materials are expected to be used by the leaders and members of political parties and by political science students.
- In October 2005 the Institute for Public Policy implemented a project entitled Improving the Legal Awareness of Student Voters. The project aimed to improve the legal awareness among Bishkek university students. The project is especially significant because students are often used for a variety of political purposes, especially during election campaigns. Most students, who are aged between 18 and 22, have little or electoral experience. This makes the student population, which is an integral part of the country's electorate, vulnerable to all sorts

of political manipulation. The project involved 25 students selected from the most active university students. They completed a series of workshops on civic education and training courses with a focus on personal growth. They also met with prominent political leaders and scholars and participated in discussions of the relevant social problems.

- Young leaders were offered training courses that dealt with issues related to election campaigns. The emphasis was placed on electioneering techniques rather than on legal or other aspects of civic education.

Institute for War and Peace Reporting (IWPR)

Founded in 1991 in the United Kingdom, the Institute for War and Peace Reporting (IWPR) covers the development of conflict situations throughout the world, provides training and other assistance to the independent media, CSOs, and democratic forces. The mission of its Central Asian project is to:

- Provide independent and objective coverage of relevant social and political events and conflicts in Central Asian countries
- Support young journalists
- Train journalists in Western reporting standards
- Practice the human right to access to and dissemination of information
- Support civil initiatives with a focus on human rights and democracy in Central Asia.

In the electoral sphere the Institute implemented several projects involving roundtables, workshops, and training courses:

1. Student participation in the electoral system (160 people trained in Bishkek)
2. Teachers in the electoral system (30 people from approximately 10 schools)

Additionally, a student essay competition was conducted and the results of project activities (e.g. roundtables) were published.

Freedom House

Freedom House in Kyrgyzstan seeks to consolidate the efforts of civil society to instill greater respect for fundamental human and political rights, to promote peaceful political reforms and the free flow of information through free and independent media. Freedom House works with Kyrgyzstan's CSOs to help them expand their activities to prevent torture and arbitrary arrests and to help consolidate society.

In the electoral sphere, Freedom House conducts a number of activities, including the publication of the Voice of Freedom newsletter, helping independent mass media disseminate information, and conducting workshops and roundtables.

In 2005 Freedom House together with ACDI/VOCA CAIP implemented a project entitled Voters in Action. Twenty to twenty-five civil activists (all partners of Freedom House) conducted special events for 1,500 people from 30 partner communities in Jalal-Abad, Osh, and Batken oblasts to mobilize voters. The following topics were discussed in the course of these activities:
- who controls the votes;
- family voting;
- vote-buying;
- demanding and understanding candidates' programs;
- manipulation and exploitation of students;
- fabrication of election results and methods of its prevention

- constitutional referendum issues.

We can see that some organizations are more consistent than others in their work with the voters. However, although election-related issues are not a priority to some organizations, nearly all organizations acknowledge that voters need to be educated. Organizations' efforts in these areas are usually consolidated during elections.

We believe that the following table will serve as a good demonstration of main activities focusing on public awareness-building prior to parliamentary and presidential elections in 2005.

Voters' Education, Electoral Rights and Advertisement

Organization	Activities	Period	Region
UNDP	Voter education campaign to encourage voters to check the voters lists (TV/radio/posters)	June - July	Across Kyrgyzstan
UNDP	Produce and distribute to all households across Kyrgyzstan a leaflet to explaining election day procedures - 1,000,000 leaflets - 15,000 posters	July	Across Kyrgyzstan
UNDP	Voter education on voting procedures: - TV spots	June - July	Across Kyrgyzstan
UNDP	Voter education for key target groups (women, first time voters) through TV/radio spots	June - July	Across Kyrgyzstan
UNDP	Voter education campaign against vote buying (TV/radio)	June - July	Across Kyrgyzstan
UNDP / OSCE / Internews / CEC	Series of educational TV programs organized by the CEC	June - July	Across Kyrgyzstan
UNDP	Produce a newspaper containing biographies and programs of all candidates. 1,000,000 copies to be distributed to all households	June - July	Across Kyrgyzstan
UNDP	Produce posters containing pictures of all candidates (plus biography) to be displayed at the Polling Stations	July	Across Kyrgyzstan
UNDP	Organize discussion rounds for students of the universities	May-June	Across Kyrgyzstan
UNDP/OSCE Academy	Conduct a conference on the topic "The role of the Universities in the democratic society	24 June	Bishkek
UNDP / NDI	Organize focus groups across the country involving ordinary voters in order to gain information about election related issues	May- July	Across Kyrgyzstan
UNDP	Voter education training for women	June-July	Seven oblasts, Bishkek and Osh

EC Delegation	Youth for Democratic Presidential Elections	10 months	Nationwide
EC Delegation	Elections and schoolteachers	6 months	Nationwide
EC Delegation	Youth and Elections	9 months	Nationwide
EC Delegation	Your choice is the voice of the history of Kyrgyzstan-the year 2005	12 months	13 cities and towns and 10 villages throughout the country
USAID	Support coordinated CSO campaign to disseminate issue-based information about candidates and their platforms to voters	May-July	Nationwide
ACDI/VOCA CAIP & FREEDOM HOUSE	"VOTERS IN ACTION"	1 May – 7 July 2005	30 communities in various parts of the country
IFES / DFID	"No to Vote Buying"	June – July	Nationwide
IFES/ US State Dept.	General information about voters lists	June-July	Nationwide

(Source: http://www.eol.kg/site/docs/English/Voters%20Lists/Voter%20education.doc)

B. Analysis

Despite the fact that a number of organizations are involved in education of constituents, many of them only start working imminently prior to elections and finish their activities once the election results are announced. There are organizations that work on civic education's focus on elections, however their efforts are insufficient. Nevertheless, as previously noted the election process does not end once the results are announced – it is a process that needs to be regularly developed and improved. People need to always feel their responsibility for their future – whenever they encounter problems and cannot receive any assistance on part of their elected representatives, they also need to think about the position they take prior to elections.

Teaching civic culture and activity is not a matter of one day. It is important that citizens be interested in presence of their data in the voters' lists, that they know the voting procedures, and that they knew where they could appeal if their rights were violated. Unfortunately, initiatives only conducted during the pre-election and election process do not yield desired outcomes. Today gender inequality poses a problem during elections as well as voter bribing, abuse of the administrative resources and other problems that cannot be resolved in one stroke. According to Internews[13] information, *"focus group members stated that candidate gift-giving and tea parties organized by candidates are the most widespread stimuli for turning out at the polling stations for constituents."*

In addition, it is important that voters develop trust of the electoral process. Mistrust, according to Internews survey is the most significant reason why voters' decide to stay home and do not

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[13] Research on the identification of major problems and issues pertaining to the electoral process in the Kyrgyz Republic conducted by the Expert Consulting Agency at the request of Internews-Kyrgyzstan, 2005.

show up. Thus, one needs to run an awareness campaign to inform people about the methods to counter violations that occur during the electoral process. People need to know what governmental bodies undertake to prevent such violations and what steps they need to make to ensure fair and honest elections.

Today in Kyrgyzstan there is no systematic work on educating and informing voters. Such actions are mostly one-time and are not conducted on a regular basis, and not a single organization maintains a long-term program of working with constituents. The need for such a work is warranted according to the data presented by Internews. The chapter of the survey it provided that discusses motives determining the possibilities for participation or lack of participation of voters in the upcoming elections, contains the following information:

"Regarding their participation in the upcoming elections, the majority of discussion participants said that they wanted to vote but at the same time admitted that they arrived at such a conclusion as a result of the discussion in which they were participating which evidenced the fact that it was possible to motivate youth to vote. One needs to get young people to think about their role in the electoral process and independently decide on the participation."

This applies not only to youth but also to the entire population.

Thus, the need for a systemic long-term voter education is obvious. However, the problem is not only in the position of organizations dealing with civic education issues but also in the position taken by donors and governmental bodies. In addition, today there is no coordination among organizations implementing voter education projects. In the past, such coordination was provided by UNDP, OSCE and IFES that conducted regular meetings with interested organizations and developed a joint strategy. Such collaboration yielded good results. However, due to the cuts in funding of UNDP, OSCE and IFES programs there is no organization left to do this job. Such an approach uncovers the following weaknesses:
1) Target groups of organizations may overlap;
2) Organizations do not take notice of other opportunities losing sight of other important issues;
3) Areas where activities are implemented are not wide enough due to limitations of a given organization (funding, availability of experts, etc.).

One needs to stress that joint wide-scale activities in civic education are far more effective that individual and narrow-focused ones.

There is another problem, lack of educational programs that would provide citizens with opportunities to familiarize themselves with the work of political parties. In this regard one can only single out the project entitled *I Choose This Political Party Because...* implemented by Foundation for Tolerance International. This project's goal is to involve citizens in the promotion of a multi-party democracy by facilitating their conscious participation in the work of political parties. Nevertheless, this project only covers Batken province of Kyrgyzstan. International Republican Institute and IFES work with political parties as well but do not reach out to wider circles of population in their programs.

However, the role of political parties in the society certainly needs to be enhanced which is impossible to achieve without citizen's support that in turn needs to be informed. Today there are about 85 political parties in the nation and a layman voter has difficult time figuring out which of them is capable of properly representing his/her interests in the Parliament.

C. Recommendations

The following steps are suggested to solve the above-said problems in voter education:

1. Work with youth, university students. Young university students are a special category which requires special attention. At this age citizens possess not only passive bit also active electoral rights. Thus, it is advisable that: a) universities offer a special civic education course on the that would study issues pertaining to electoral process; b) conduct mass activities (concerts, contest, etc.) engaging popular performers. Such activities are known to attract youth.

2. Strengthen the media's work in voter education (airing of special educational programs, publication of article, and broadcasting of shows). One should think out methods to encourage media to advocate civic thinking. Perhaps, one could lobby laws expanding media's opportunities in this regard and even mandating certain media to engage in civic education through appropriate state agencies. The assistance in the creation of programs, columns, and shows could be rendered by organizations dealing with civic education and electoral process (here the role of experts both international and local is greatly needed). This activity could also involve all interested local and international organizations working with media, elections and even Central Electoral Commission.

3. Publish, on wide-scale basis, printed periodicals – books, placards, brochures – that provide information about the electoral process. These can cover issues pertaining to electoral procedures, infringements during elections, and international experience in combating such violations.

4. Train local experts. It is advisable that international organizations and Central Electoral Commission train experts that would work with population in the periphery.

5. Establish coordination between organizations engaged in voter education. One or several organizations need to take on a coordinating role and conduct joint meetings and seminars to consolidate efforts in running certain activities. Such a role could be assumed by the Central Electoral Commission and international and local organizations with appropriate reputation.

4.5. Corruption

Corruption is a grave issue impeding a country's socio-economic development. Governmental officials from all branches of power, as well as representatives of commercial and non-commercial circles agree upon the urgency of solving this problem. This can be done through the population's legal culture (being aware of your rights and duties, as well as functions and duties of government agencies) and knowledge about the existing anti-corruption programs and mechanisms.

Kyrgyzstan acceded to the UN Convention against Corruption that was signed in Vienna in 2004. In 2003, a National Council on Good Governance was established. Renamed to the Secretariat of the Consulting Council on Good Governance it was disbanded shortly thereafter. In 2004, a National Agency of the Kyrgyz Republic on Preventing Corruption was established. However, international and local CSOs started conducting different activities on preventing and combating corruption before the establishment of these agencies.

The goal of this research was to identify major education programs conducted by international and local organizations that were meant to raise awareness of these issues, to identify the goals, objectives, and target groups of these programs, to determine the methods used, to assess the outcomes, and to develop recommendations to solve the remaining problems.

Our analysis was based on the results of interviews with program officers and heads of two international and one local organization providing the population with education, information, and consultation services regarding corruption.

The organizations have been selected based on the following criteria: experience working in this area should be at least three years; regional in scope; organization's visibility; and experience in developing and implementing independent educational modules. In this analysis, we included such organizations as UNDP, Transparency International, and a human rights center, *Citizens against Corruption*. Since the National Council on Good Governance under the President, which later started developing recommendations and anticorruption efforts at the national level, was disbanded, we have been unable to talk to its former chairman and other members. Also, this research does not attempt to assess the work of the National Agency of the Kyrgyz Corruption on Preventing Corruption because it did not conduct any educational activities.

A. Program and project goals and objectives

One of the first international organizations that rendered support in combating corruption was a *United Nations Development Programme* (UNDP) whose resident office was opened in the Kyrgyz Republic in 1993. UNDP did not maintain a separate corruption-dedicated project though; conversely, this issue was viewed as part of a comprehensive problem and was a cross-cutting topic in all implemented programs. Special attention to corruption was dedicated in the UNDP Democratic governance Program implemented aiming at several target areas including the support to public governance reform, parliamentary reform, and democratic election. The public governance component of this program aimed at facilitating national strategies and policies to ensure proper public governance including civil service reform, decentralization and building capacity of local self-governance bodies. In the near future, UNDP intends to support the newly created National Agency of the Kyrgyz Republic for Corruption Prevention in its development by training and consulting the agency officers.

Transparency International opened its office in Bishkek in 2003 and was registered as the *Future without Corruption – Transparency International-Kyrgyzstan* Public Association is one of the key actors in rendering informational, educational, and consulting services to the population in this area. Its major objective is to enhance the transparency and openness in the public bodies by encouraging civic participation in fighting corruption, informing the population about the forms of corruption and ways to combat it, disseminating legal knowledge, conducting seminars, conferences, symposia, training courses, and running various types of research.

The *Civic Center against Corruption* founded in 2000 is one of the local CSOs that actively work on informing citizens about the corruption issues. In 2005 the Center was renamed to *Citizens against Corruption* Human Rights Center. The Center's projects are aimed at improving citizens' awareness of corruption issues, human rights and public governance.

B. Methods and approaches

In order to develop activities to combat corruption, ***UNDP*** in collaboration with the World Bank has been mapping the corruption issue since 2000 identifying the nature and root causes of this phenomenon in the public sector, the dynamic of its development, and the presence of co-existing projects of governmental and international organizations aimed at combating corruption. In addition to this mapping initiative, UNDP conduct targeted research: in 2001 it held a *Corruption in Kyrgyzstan* research and in 2003 it ran a comparative analysis regarding the scale of corruption in Kazakhstan, Kyrgyzstan, Tajikistan, and Far Ural (Russia).

In 2004 UNDP started actively supporting the institutional development of the National Council on Good Governance (later the Secretariat of the Consulting Council on Good Governance). UNDP in collaboration with OSCE and USAID invited experts to assist this body in the development of its organizational structure and identification of its terms of reference. Unfortunately, after that the National Council that launched the development of anti-corruption measures was dissolved (late 2005). However, later on a new larger division – National Agency of the Kyrgyz Republic on Preventing Corruption – was created.

As indicated above, UNDP viewed the corruption through a prism of various issues (public governance system, poverty, information provision, human rights, gender issues, etc.). E.g. through its parliament component UNDP plans to conduct 9 trainings for Parliament officers, officers of the President's Administration, Ministry of Justice, and currently develops corresponding training modules. Though its component on the electoral system it worked on ensuring open and fair Parliamentary and Presidential elections and local self-governance election.

It is worth noting that under the local self-governance component UNDP supports the Public Administration Department of the Academy of Management under the President of the Kyrgyz Republic helping it develop short-term counter-corruption courses for heads of rural administrations (aiyl okmotu) and district and provincial state administrations. The very same component conducts master classes on corruption for UN Volunteers in all provinces of the Kyrgyz Republic.

In the near future, UNDP intends to support the National Agency of the Kyrgyz Republic on Preventing Corruption to strengthen the capacity of its officers.

Conducting sociological research on corruption in the Kyrgyz republic has been one of the major directions of operations of Transparency International for the past three years. Transparency International also held seminars and roundtables for various state agencies stressing the need for citizens' access to information and the decision making process. To achieve this Transparency International initiated the development and adoption of the Law of the Kyrgyz Republic "On Access to Information Available to State Bodies and Local Self-governance Bodies". To promote this piece of legislation Transparency International ran a wide-scale awareness and educational campaign throughout the Kyrgyz Republic for students, CSOs, government employees, and rural residents. As a result, 30,000 signatures were collected from all provinces as needed to send the bill in question to be considered by the Parliament.

In 2003 a National System of Probity in the Kyrgyz Republic Review Report was conducted. The findings served as a basis for the international conference on *Issues in Combating Corruption in the Kyrgyz Republic* held in Bishkek in 2003. The conference was attended by representatives of the President's Administration, Chairman of the Supreme Court, Prosecutor General, representatives of CSOs, and international experts.

The upcoming objective of Transparency International is to conduct activities to support the enforcement of the law above and improve the citizens' awareness of their right to access to information and the decision making process. Transparency International also intends to establish close communication and dialog between citizenry and state bodies in the resolution of issues pertaining to corruption.

Transparency International is also developing a set of training courses for government employees including officers of the National Agency on Preventing Corruption. In 2007 it plans to develop in cooperation with the Ministry of Education and science of the Kyrgyz Republic training courses on corruption for university students based on the methodology used in universities in Russia and other countries.

Conducting sociological research and monitoring the corruption situation are one oft he future priority objectives of Transparency International.

Citizens against Corruption **Human Rights Center** (the Center) was actively holding civic forums in many cities and villages of the nation to enhance adult population's awareness of corruption, human rights, electoral system, public governance and other issues from 2004 through 2006. These forums included components on training, discussion and development by the participants of action plans to improve the situation in certain areas of population's life. To organize such forums it created a *Pluralism* network that comprised the Center's 65 partner organizations and individuals. This network was founded not only to hold forums bit also establish effective communication channels among the network members.

In 2006 the Center held a series of civic forums dedicated to various forms of state governance in the Kyrgyz Republic at the national level. It invited political scholars, lawyers, university instructors and officers of the Ministry of Justice as trainers. A total of 20 such forums were conducted with support of OSCE office in Bishkek.

Certain forums on corruption and human rights were arranged for university students who actively participated in the discussion and expressed their stance on the corruption in the nation's higher education institutions.

It is worth noting that the topics of the civic forums were suggested by the citizens while the Center's objective was to provide trainers and experts possessing appropriate specializations.

The Center organized a 2-day seminar in Issyk-Kul for rural CSOs dedicated to corruption, electoral system, and constituents' in February 2004 to ensure transparent election and intensify the citizens' participation in the election.

In 2004 the Center trained about 200 students in monitoring of Parliamentary and Presidential Elections to ensure fair and impartial elections. Later on the students that participated in the training courses worked as full observers during the Parliamentary and Presidential Elections.

In addition, the Center conducts "passive" education of citizens through its *Pluralism* newspaper that covers corruption, human rights defense, and the development of civil society in Kyrgyzstan. The newspaper is published in Kyrgyz and Russian.

C. Target groups

UNDP activities aimed at combating corruption were targeted mainly at executive branch officers (central level, district and provincial administrations, rural administrations), and officers and members of the Parliament.

The circle of beneficiaries of *Transparency International* was rather wide: it included representatives of state structures of all three branches of the government, CSOs, and commercial sector.

The beneficiaries of the *Citizens against Corruption* **Human Rights Center** included residents of target villages, CSOs, member organizations of the *Pluralism* network (65 organizations), youth groups, and students of Bishkek universities.

D. Analysis

Thanks to *UNDP* projects participants of short-term courses (heads of rural administrations, district and provincial administrations) and students of the Public Administration departments gained knowledge of existing legislative and administrative methods to combat corruption, were informed about the recent amendments in the legislation regulating this area, and discussed the Vienna UN Convention against Corruption in detail. The course participants also received skills in the development of anti-corruption strategies and plans.

The work done by the UN Volunteers with rural administrations and CBOs created room for more transparent and open process of decision making on financial and commercial issues in these residential areas.

The parliamentary component of the UNDP Democratic Governance Program helped Jogorku Kenesh officers gain skills in effective monitoring and assessment of legislative acts regulating anti-corruption measures that are needed in the adoption of laws pertaining to budgeting.

The development, lobbying and adoption of the Law of the Kyrgyz Republic "On Access to Information Available to State Bodies and Local Self-governance Bodies" became the major achievement of activities of *Transparency International*. Curricula on the fight against corruption and ensuring transparency in the system of public administration organized for students and government employees were a success throughout the nation. As a result of the courses the participants improved their legal awareness about all issues pertaining to corruption.

In 2005 a project entitled *Monitoring of Court Litigations over Citizens' Infringed Voting Rights* was implemented that facilitated the raising of awareness of citizens about infringements and abuse of power perpetrated during court litigations per cases revolving around infringed voting rights by judiciary system officials.

The findings of sociological surveys conducted by Transparency International were disseminated among universities and government institutions and turned out to be a good source of information.

Participants of civic forums, seminars and consultations organized by the *Citizens against Corruption* **Human Rights Center** were able to gain new knowledge of corruption, human rights, fair and transparent election, and strengths and weaknesses of various forms of state

governance. Thanks to such educational and awareness campaigns citizens realized the need for their independent participation in decision making.

E. Recommendations

As long as corruption exists, one needs to continue running educational and awareness programs among the population as a lever to hinder further growth of this negative phenomenon. By teaching a vast number of law-obedient and responsible citizens one can counter the proliferation and aggravation of this phenomenon. However, one should take into account that types of forms of corruption change and evolve. This means that anti-corruption levers including the scale and periodicity of educational and awareness programs must also be improved.

Many respondents noted that knowledge and professionalism of state government employees serving to combat corruption remain inadequate. They also stressed the lack of motivation on part of state bodies to conduct joint educational campaigns in cooperation with CSOs. Therefore, one needs to work on improving the legal culture and responsibility of state officers including those of courts and law enforcement bodies.

Weak legal culture is the major problem that hinders effective fight against corruption. Although all state, commercial, and CSOs claim that corruption obstructs the development and is a serious social threat our findings show that citizens' only understanding of corruption is that of a social phenomenon and they have a lack of information about the existing anti-corruption legislative, administrative and other mechanisms. They are poorly informed about their rights and responsibilities and those of the state bodies with regard to corruption problems. Poor awareness affects not only citizens and state bodies bit also media that are the main information delivery bodies for the population.

Our analysis also showed that there is no comprehensive and harmonized approach to the conduct of educational activities among the population with regard to corruption. Moreover, compared to other topics reviewed in our research per the Adult Education component (CSOs, gender, human rights, electoral system and political parties), corruption was paid least attention on part of the supporting organizations. One should also note that a comprehensive approach to coverage of corruption among the population (communication with universities; programs, establishment of dialog and communication among governmental, commercial and third sectors, information and experience sharing) started being practiced in this area relatively recently.

As far as traditions in Kyrgyzstan are concerned, gift-giving is a standard behavior among our citizens and such a "norm" becomes more subtle with time. Therefore, one needs to pay special attention to teaching a new culture and accountability among citizens starting with university programs.

In universities corruption needs to be addressed form the perspective of human rights as the solution of this issue is closely related to human rights. Overall one needs to note that corruption as well as human rights (see Human Rights chapter above) are poorly covered in the universities' educational programs. Theoretical review of this issue in universities should be accompanied by practical activities. For instance, activities of Ombudsman's student offices and student legal clinics in universities should be expanded (see Human Rights chapter above regarding recommendation on disseminating experience of certain universities in this area).

Possible solutions:

1. All study courses should be aimed at raising legal awareness among the population and most importantly changing their behavior. We should follow a comprehensive and consistent approach to conducting education programs, setting up a link between Universities and vocational schools, on one side and education for adults on the other. In order to achieve this, the supporting governmental and non-governmental organization providing education, information, and consultation services regarding corruption should closely cooperate with each other and education institutions to develop concerted efforts and plans.
2. The National Agency of the Kyrgyz Republic on Preventing Corruption should become a catalyst in planning and conducting different educational and information campaigns for adults, which should be done together with higher education institutions and non-governmental organizations.
3. Established for future government officials of all levels, the Academy of Management under the President of the Kyrgyz Republic should attempt to become a long-term education institution for conducting short-term and long-term courses. Other higher education facilities, including the American University in Central Asia that offer academic degrees in Public Administration should follow this example.
4. A methodology on analyzing, monitoring, and evaluating corruption, which was developed by Transparency International should be widely disseminated among governmental and non-governmental organizations.
5. We recommend increasing the number of activities on raising awareness (trainings, sharing information, and consultations) for all categories of adults (rural and urban population, government officials, businessmen, and CSO activists). This will help raise legal awareness of corruption. Legal culture should be formed in secondary and higher education institutions, where theoretical knowledge should be accompanied by enhancing practical skills. For instance, this may include participation in the activities of the Ombudsman's student institutes, legal clinics, and/or access to their services.
6. Currently, there are few local organizations dealing specifically with comprehensive and narrow education programs on corruption. Therefore, local CSOs (for instance, Human Rights Center Citizens against Corruption), governmental organizations headed by the National Agency on Preventing Corruption, and international organizations (Transparency International, UNDP, OSCE, etc) should join their efforts and better coordinate their activities in order to develop and implement education programs for adults and to expand their coverage.
7. Education programs for representatives from the regions, including government officials, CSO activists and commercial structures, should be further developed and expanded.
8. The media should take the lead in conducting information campaigns. We also recommend conducting trainings on corruption and human rights for journalists.
9. There must be a human rights dimension to all education programs. This will help achieve the goals with regard to corruption-related issues more effectively.

4. Conclusion

Civic education in the country should be systematic; it should be based on national development programs (in the political, economic, social, and ideological areas) that receive financing primarily from the state. Moreover, we should strive to achieve the continuity of civic education; it should continue throughout a person's life. The wealth of experience accumulated by different organizations, both governmental and non-governmental, in the area of school, higher, and non-formal education can be used to develop new or expand the existing programs. Such programs should respond to the needs of the country, taking into account the possibilities and resources available.

The research demonstrates that efforts and outcomes in the area of civic education vary. Most probably it has to do with a lack of one common strategy for developing civic education, a multitude of organizations, donors, and programs working in this area, and their uncoordinated activities.

There are many civic education programs for secondary school students. Nevertheless, this level of education should remain in focus. Our personality is mainly molded during school years, which makes it important to introduce a civic education component in elementary schools. When developing a relevant concept and programs, we should bear in mind that civic-mindedness is formed rather than taught. Célestin Freinet, a French educational reformer, wrote that civic education "…cannot be exercised only during lessons, by memorizing rules and declaring high principles. One can be knowledgeable about the activities of civil institutions and yet possess the wretchedness of an average person who is not able to worthily fulfill any of his civil duties."[14] Therefore, it is of paramount importance to focus on those programs that, apart from bringing knowledge, help students develop their skills and values.

We should also focus on civic education development at the university level. This is where we have a particular lack of any systematic approach to civic education. A civic education program may help solve the issue of staffing in schools (through professional trainings for future teachers competent in civic studies) and some problems of education for adults. Taking a course in civic education and participating in various extra-curricular activities all students will be able to learn about their rights, duties, and society in general; they will also develop civic participation skills and certain values. Studying outside their universities, they will gain self-confidence and learn to address their own problems and those of their society appropriately.

As far as education for adults is concerned, we should focus on those problematic areas that have been highlighted in this report. In some areas, such as CSO development, gender equality, and human rights, there has been much more work done and the outcomes have been more tangible, compared to other explored areas, such as corruption or political parties. Therefore, it is crucial to enhance and to expand the impact of past and current programs in better developed areas, and to start introducing new programs intensely in areas that require further development. When providing recommendations, we emphasized the role of higher education institutions. Long-term institutions with a significant capacity, intellectual resources and interest in education should become proactive in providing trainings and continuing education courses for adults.

We also believe that we should focus on those areas of civic education that have not been completely covered by past and current programs and require a specific approach. This should be done at all three levels of education. Such areas include economic rights, gender issues, human rights, elections, political systems, and corruption. Already existing methodologies and materials that have been previously tested can be used to implement new programs.

Finally, developing a systematic approach, and preserving continuity of and a strong connection between the three components (school, higher, and non-formal education) is the key to success in civic education in our country.

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Annex 3: Additional Materials on School Education

"Citizenship, Governance & Participation: Your role in civil society of the XXI century", prepared by IFES (Authors: Juliana Pilon and others)	"Individual and Law" (for 9 Grade) and "Human being in a state" (for Grade 10), prepared by the Institute of Regional Reserach. (Authors: A. R. Alisheva, V. A. Shkolny).	"We and Law", drafted by the Voluntary Fund "Promotion of the development of Infrastructure and Legal Knowledge". (Guided by doctor of Law O.D. Kim)	"Through humanism to peace", prepared by the International Committee on Red Cross and Red Crescent
Part I			
Chapter 1 Civic education, citizens and social processes (pp. 7-21)	10 Grade Chapter 1. A human being among human beings §1. Types of communication (pp. 4-10) §2. Role of communication in human identity development. (pp. 10-15) §3. Techniques and methods of communication (pp. 15) §5. Civil society (pp. 28-32) §9. Democracy (pp. 48)	9 Grade For Task 01. pp. 35 (pp. 41 – definition of Democracy).	Chapter 1. Nature of a Human Being (pp. 9) Chapter 4. Contradictory interests. (pp. 57-63)
Chapter 2 Family and Society (pp. 21-29)	9 Grade Chapter 4. System of legal fields in KR §19. Basics of Family Law (pp. 67-71) 10 Grade Chapter 5. Rights and Freedoms of an indivisual and a citizen §17. Personal and civic rights and freedoms: Right to personal and family immunity and keeping it in confidentiality (pp.96-97)	10 Grade Part 4 Family law Lesson 28. My family (pp. 176-179) Lesson 29. Dough and pastry, you are a bride and you are a bridegroom! (pp. 179-186) Lesson 30. "I want" and "I need" for a mother and a father (pp. 186-189) Lesson 31"I want" and "I need" for myself (pp. 189-198) Lesson 32. Me it's me and you it's you... (equality between a husband and a wife) (pp. 198-202) Lesson 33. If I were a sultan (pp. 202-207)	Chapter 6. Children in society. (pp. 92)

Chapter 3 Human rights and international law (pp. 29-41)	9 Grade Chapter 5. Constitution of the Kyrgyz Republic §25. Political rights and freedoms of the citizens (pp. 102-106) §26. Economic, social, cultural and environmental rights and freedoms of citizens (pp. 106-111) §27. Constitutional obligations of the citizens of the Kyrgyz Republic (see Annexes on на pp. 130; 137). 10 Grade Chapter 4 UN §12. UN and its role in the international community (pp. 70-74) §13. UN Structure (pp. 74-80) §14. UN world public (pp. 80-82) Chapter 5. Rights and freedoms of an individual and a citizen §15. International Bill of Human Rights. Universal Declaration of Human Rights (pp. 83) §16. Human rights, freedoms and dignity (pp. 88) §17. Personal and citizen's rights and freedoms (pp. 93) §18. Citizenship, responsibility of a citizen to a society. Responsibility of a citizen to society (pp. 100-106). §19. Political rights and freedoms (pp. 106) §20. Economic, social and cultural rights (pp. 111) §21. Child's Rights (pp. 115) Chapter 6. Mechanisms of human rights protection §22. International legal mechanisms and government mechanisms of control over observance and implementation of human rights. Intragovernmental legal mechanisms and means of protection of human rights. Court and other forms of protection of human rights. Administrative procedure of appeal against decisions and actions (inaction) of the executive bodies and officials (pp.123-132) §23. Human rights protection is a universal responsibility.	Part 5 International law. Lesson 30. House which we built Lesson 31. My right is under protection of the humankind Lesson 32. Child' Rights in international documents Lesson 33. Right to happy childhood (Concept on child's rights)	Chapter 1. Nature of a Human Being (pp. 19-25) Chapter 9. Modern Kyrgyzstan and international law (pp. 127-141) Chapter 2. Dignity and responsibility (pp. 28-29, 35) Chapter 3. Mercy on the battle field (pp. 46)

	Voluntary associations on protection of human rights and freedoms (pp.133-136)		
Chapter 4 Economic concepts: ownership and economic growth (pp. 41-53)	10 Grade Chapter 5. Rights and freedoms of an individual and a citizen §20. Economic, social and cultural rights (pp. 111-114)	11 Grade Part 3 Business law Lesson 9 Entrepreneurship means initiative, independence and risk. (pp. 62-70) Lesson 10 What kind of business to open. (pp.70-77) Lesson 11 How to become a businessman? (pp. 77-82) Lesson 12 Entrepreneurship is a serious matter. (pp. 82-90) Lesson 13 Money loves to be counted (pp. 90-100). Part 5. Tax law Lesson 17 What is tax law? (pp. 120-131). Lesson 18 Kinds of taxes. (pp. 131-137). Lesson 19 Subject of tax legal relations. (pp. 137-147).	
Chapter 5 Interrelations between economic and political rights (pp. 53-63)	9 Grade Chapter 4. System of legal fields in KR §17. Basics of Labor Law (pp.59-62) §18. Working time and period for rest. Labor discipline (pp. 63-66). Chapter 5. Constitution of KR §26. Economic, social, cultural and environmental rights and freedoms of the citizens (106-110). 10 Grade Chapter 5. Rights and freedoms of an individual and a citizen §19. Political rights and freedoms (pp. 106-111) §20. Economic, social and cultural rights (pp. 110-114)	11 Grade Lesson 14 What do I know about land law? (pp. 100-108). Lesson 15 I am the owner of a plot of land!? (pp. 108-119).	Chapter 6 Children and society (pp. 94-95)

Chapter 6 Origin of a state and nationalism (pp. 63-72)	10 Grade Chapter 2. Society and state §5. Civil society (pp. 28-33). §6. Concept, attributes and functions of the state (pp. 33-36) §7 Forms of a government and political/territorial arrangement of a state (pp. 36-42) §8. Government bodies. Constitutional state (pp. 42-48).	9 Grade Part 2 Public law Lesson. 6. That is the state in which I will be living! Lesson 7. "Government as an executive body in a state".	Chapter 8. Traditions of mutual help. Cases from everyday life (pp. 121-122)
Chapter 7 State and Political Power (pp. 72-84)	10 Grade Chapter 2. Society and state §7. Forms of a government and political/territorial arrangement of a state (pp. 36-41) Chapter 3. Types of political government regimes §9. Democracy (pp. 48) §10. Essence and content of power. Organization of power under democracy. Guarantee of rights and freedoms of an individual and a citizen. Equality of all to the law. Division of powers. Elections and their social and political calling. Types of election systems. Free independent mass media (newspapers, journals, radio and TV). Political parties and voluntary associations (pp. 52-60) §11. Anti-democratic regimes (pp. 63-70)	9 Grade Part 1. Law Lesson 2. What is democracy? Part 2. Public law Lesson 7 Government as an executive body in a state	
Chapter 8 Rule of law (pp. 84-95)	9 Grade Chapter 5 Constitution of KR §22. Concept and essence of a Constitution (pp. 86-92) §23. Constitutional basis of legal status of an individual and a citizen in the Kyrgyz Republic (pp. 92-95) §24. Citizen's (personal) rights and freedoms (pp. 95-102) §25. Political rights and freedoms of the citizens (pp. 102-106) §26. Economic, social, cultural and environmental rights and freedoms of citizens (106-111).	9 Grade Part 3. Constitutional law Lesson 9 Equality of all before the law Lesson 10. Everybody has rights. Lesson 11. Availability of rights assumes observance of responsibilities	Chapter 1 Nature of a Human Being. (pp. 19)

	10 Grade Chapter 3. Types of political government regimes §10. Essence and maintenance of power (pp. 54-55)		
Chapter 9 Building a state and establishing rule of law in Kyrgyz Republic (pp. 95-103)	9 Grade Chapter 5. Constitution of KR §27. Constitutional obligations of the citizens of the Kyrgyz Republic (pp. 111-116)		
Chapter 10 Structure of a government (pp. 103-111)	10 Grade Chapter 2. Society and State §7. Forms of government and political and territorial arrangements of a state (pp. 36) §8. Government bodies (pp. 42) Chapter 3. Types of political and state regimes §10. Essence and content of power: Division of powers (pp. 55)	9 Grade Part 2. Public law Lesson 6 It is the state in which I will be living! Lesson 7 Government as an executive body in a state	
Chapter 11 Structure of power in the Kyrgyz Republic (pp. 111-121)	9 Grade Chapter 6. Constitutional framework of the system of government bodies and local government in KR §28. System of government bodies (pp.116-120) §29. Jogorku Kenesh of the Kyrgyz Republic (pp. 120-123) §30. Executive power (pp. 123-124) §31. Courts and administration of justice in the Kyrgyz Republic (pp.124-128) 10 Grade Chapter 2. Society and State §8. Governmental bodies (pp. 42-44)	9 Grade Part 2. Public law Lesson 7. Government as an executive body in a state Part 2. Constitutional law Lesson 14 Judiciary system. 11 Grade Part 8. Constitutional law Lesson 32 Ombudsman (pp.219-227)	
Chapter 12 Legislative bodies – History and organization (pp. 121-131)	9 Grade Chapter 6. Constitutional framework of the system of government bodies and local government in KR §29. Jogorku Kenesh of the Kyrgyz Republic. (pp. 120-123) §30. Executive power (pp. 123-124) §31. Courts and administering of justice in the Kyrgyz Republic (pp. 124-128)	9 Grade Lesson 12. Legislative initiative Lesson 13 How a law is passed	

Part II

Chapter 13 Local Government in Kyrgyzstan and Around the World	9 Grade Chapter 4. System of legal fields in KR §11. Basic of administrative law (pp.45-46) §13. Basics of civil law (pp.50-51) Chapter 6 Constitutional framework for the system of government bodies and local governments in KR §32. Local government (pp.128-129)	11 Grade Part 8. Constitutional law Lesson 30. Local government and its role in the life of a society	Chapter 7. In search of a shelter, role of local government in assisting refugees. (pp. 116) Protection of children by local government, "department on guardianship under municipality". Work of local government bodies on prevention of women's discrimination. Traditions of self-help
Chapter 14 Election systems and democracy	9 Grade Chapter 4. System of legal fields in KR §10. Basics of constitutional law (pp.44-45) Chapter 5. Constitution of KR §25. Political Rights and Freedoms of the citizens (pp.102-105) 10 Grade Chapter 3. Types of political state regimes §10. Essence and content of power: Elections and their social and political calling. Types of election systems (pp. 57-59)	11 Grade Part 7. Election law Lesson 22. What is election law (154-158) Lesson 23. The right to elect and be elected (pp.159-162) Lesson 24. Again about elections. (163-168) Lesson 25. Everyone must go to cast a vote!!! (pp.169-178) Lesson 26. Criminal liability for violations during elections. (pp.179-218)	
Chapter 15. Women and democracy	9 Grade Chapter 5. Constitution of KR §19. Basics of Family Law. (pp.67-70).	10 Grade Chapter 4. Family Law Lesson 29. Dough and pastry – you are a bridegroom and you are a bride. (pp.179—186) Lesson 32. Me it's me, and you it's you... (equality of a husband and a wife) (pp. 198-202)	Chapter 5 Women: strength and vulnerability. (pp. 73-87)

Chapter 16. Civil society	9 Grade Chapter 4. System of legal fields in KR §13 Basics of Civil law. (pp.50-52) §14. Citizens as subjects of citizen's legal relations. (pp.52-54) §16. Responsibility under civil law. (pp. 56-59) 10 Grade Chapter 2. Society and state §5. Civil society. (pp. 28-33) Chapter 5. Rights and freedoms of an individual and a citizen §18. Citizenship, citizens and their responsibility to the society. (pp.100-104) §19. Political rights and freedoms. (pp.106-110) §20. Economic, social and cultural rights. (pp.111-114)		Humanitarian principles of civil society
Chapter 17. CSO in the Kyrgyz Republic	9 Grade Chapter 5. Constitution of KR §24. Citizen's (personal) rights and freedoms (pp. 95-101) §25. Political rights and freedoms of citizens (pp. 102-105) §26. Economic, social, cultural and environmental rights and freedoms of the citizens (pp.106-110) 10 Grade Chapter 3. Types of political government regimes §10. Essence and content of power: Political parties and voluntary associations (pp. 60-62) Chapter 5. Rights and freedoms of an individual and a citizen §19. Political rights and freedoms (pp.106-110) §20. Economic, social and cultural rights (pp.111-114)	11 Grade Part 8. Constitutional law Lesson 28. The role of non-commercial organizations in civil society. (pp.184-191) Lesson 29 How to establish a non-commercial organization? (pp.192-200).	(Provide information about International post-box of red cross and red crescent. Underlying principles of international humanitarian assistance).
Chapter 18. Public opinion and mass media	9 Grade Chapter 5. Constitution of KR §24. Citizen's (personal) rights and freedoms (pp.95-101).		Chapter 9 Modern Kyrgyzstan and international law. (pp.126-141).

	10 Grade Chapter 3. Types of political government regimes §10. Essence and content of power: free independent mass media (pp. 60)		
Chapter 19. Corruption	9 Grade Chapter 3. Basics of jurisprudence §9. Law violation and legal liability (pp.39-43) Chapter 4. System of the legal fields in KR §20. Basics of criminal laws (pp.71-77).	11 Grade Part 2. Criminal Law Lesson 4. Whether a bribe is good or not and for whom? (pp. 58-61) Lesson 7. A telephone is not a toy! (pp.58-67)	
Chapter 20. Global Challenges & the Global Citizen		11 Grade Part 2. Criminal Law Lesson 5. You should not become a commodity! (pp. 45-49) Lesson 6. Terrorism (pp. 49-58)	
Chapter 21. Being an active Citizen	Grade 9 Chapter 1. An individual §3. Orientation of an individual (pp.19-22).	11 Grade Part 8. Constitutional Law Lesson 30. Local governance and its role in the society (pp. 201-214) Lesson 31. How can we participate in local governance? (pp.215-218).	Chapter 2 Dignity and responsibility. (pp.26-39).

Annex 4: Questionnaire

A questionnaire form developed for organizations implementing Projects on Civic Education

Organization: **Date of the interview:**

Interviewer: **Interviewee:**

Questions:

1. What do you mean by "civic education"?

2. Indicate subject matter of the implemented Projects?
- Human rights
- Economic rights of the citizens
- Public opinion and mass media
- Election system and political parties
- Gender problems
- Corruption
- CSO Development

3. What kind of activities has been implemented (or are implemented)?

4. What are the Project objectives?

5. What are the expected results?

6. Beneficiaries \ Target Groups

7. Project partners (in partnership with whom the work was conducted?)

8. What are the lessons learnt from the Project? What difficulties did you encounter?

9. What were the successes on which it is possible to be based in future?

10. What are the prospects (what is planned within the framework of civic education)?

11. What would be your recommendations: what could be done in future to increase the efficiency of civic education?

Note: under the survey there would be a request expressed to provide programs (a module, educational plans, curricula etc.), based on which training is or would be provided and a database of the beneficiaries of the Projects.

Questionnaire Form developed for Beneficiaries

Organization: **Date of Interview:**

Interviewer: **Interviewee:**

Questions:

1.What is your understanding of the term "civic education"?

2. What were the Project's Objectives?

3. What were the expected outcomes (social impact)?

4. Were you able to solve your problems thanks to involvement in the Project?

5. What sort of difficulties did you encounter?

6. What were the achievements on which it is possible to be based in future?

7. What are the opportunities available for continuing work in the given direction?

8. Do you know the Project partners (in partnership with whom you conducted activities?)?