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Democracy in Kazakhstan









International Foundation for Election Systems

Civic Education Project 2002-2003









International Foundation for Election Systems Kazakhstan Office

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4 April 2003

The International Foundation for Election Systems (IFES) first came to Kazakhstan in 1994 at the request of the United States Agency for International Development (USAID) to provide technical assistance to the Central Election Commission and in subsequent years conducted many election-related activities.

In 1999 IFES was asked to develop a civics curriculum for high school students in Kazakhstan. The result of this effort is the Civic Education Course, now in its fourth year of use among high school students.

This report provides a general review of the IFES civic education program in Kazakhstan, highlighting the activities of these projects during my tenure as program manager from March, 2002 to April, 2003.

A great deal has been achieved to establish a civics course at the upper grades level, however much more remains to be done in order to penetrate the high school curriculum throughout the 8200 schools nationwide.

This report clearly shows the impact achieved to date and it is hoped that the value in continuing to support this civic education activity is equally apparent until it is taught in every school throughout Kazakhstan – a goal that can be reached by 2007.

Ed Morgan

Program Manager

IFES/Almaty

IFES / KAZAKHSTAN **CIVIC EDUCATION PROJECT**

One Year Report March, 2002– March, 2003

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KYIT KYAMATIAN KAPM

One Year Report March, 2002– March, 2003

Introduction	 	 	

A new dawn is emerging from the shadows of the old soviet system of the last century. IFES is bringing a new vitality to the classroom as a result of new, democratic, ideas taught through a new innovative teaching approach that encourages class discussions and interaction between students and between students and teachers.

The IFES Civic Education Course is affording high school students to learn how a democratic civil society works. This includes the role and responsibility of individual citizens in such a society and how government at all levels is to be responsive to its citizens.

In addition to the civics course, schools offering the course sponsor *Civics Tournaments* that are held in the schools with the winners advancing to oblast level competitions and ultimately to the republic level. These competitions allow students to put to work what they learned while taking the civics course while at the same time employing their communication skills and challenging their ability to think on their feet and respond spontaneously to complex questions.

IFES is also encouraging the establishment of Student Action Committees known as SACs. These are school based organizations that enable the students to provide useful service to their schools or communities and that the students themselves have decided upon. They are examples of volunteer civic action groups

Student Local Government Days is a newly introduced concept to Kazakhstan. In this program IFES works with local government officials to open their doors for one day to students who will spend a day in officials' offices and accompanying them as they perform their official duties.

During the summer IFES conducts *Democracy Summer Camps* at two locations for 8 days each. These sessions introduce or reinforce the concept of civil society and its responsibilities and provide training for organizing student action committees in the schools.

One Year Report March, 2002– March, 2003

Civic Education Course	Civic Education Course	
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CIVICS EDUCATION COURSE

The foundation of the IFES civic program in Kazakhstan lies within the Civic Education Course and the IFES Civics Textbook first developed in 1999 and that has proceeded through evolutionary improvements as evidenced from its two subsequent editions and accompanying Teachers Manual.

The civics course is aimed toward building a democratic culture in Kazakhstan through explaining the role of the state, structure of government, the electoral system and emphasizing the importance of voting. Concepts such as rule of law, human rights, the role of women, and the relation of individual freedom to economic growth are discussed.

A description of the course and the table of contents of the IFES Civics Textbook are contained in the following pictorial report on the course. As students learn more about the dynamics of a civil society, opportunities are presented that allow them to become more involved as responsible citizens through other forums such as student



Marat Bigaliyev, IFES/Almaty, training teachers

action committees and the student local government day program described in other sections in this report.

In the first year 34 schools were identified to launch this new course to 2400 high school students in 81 classes taught one hour per week. Now in its fourth year, 36,000 students in 570 schools (See Appendix I) throughout the country are exposed to this course and through an interactive teaching approach that has captured the attention and imagination of students. It is interesting to note that teachers have adapted this method to other courses as they found it to be helpful in inspiring students to become more engaged in courses that were heretofore simply presented in a lecture format.

A survey of 200 teachers and 1000 students randomly selected from the schools offering this course in the 14 oblasts and cities of Almaty and Astana indicates a highly positive response to the course content as well as the new interactive teaching method used to teach the course.



Three students from KIMEP: Janibek Imangaliyev, Nurseit Niyazbekov, Kuandyk Tleuzhanuly engaged to process the survey results are shown here with Aidar Botagarov of the IFES staff.

This survey, conducted in March, 2003, was sent to 200 teachers and 800 students in both Russian and Kazakh schools as well as 200 graduates or students who took the course in the previous year.

The complete survey is included in Appendix II. Preliminary results from one-third of the respondents are found in Appendix III. Here are some highlights:

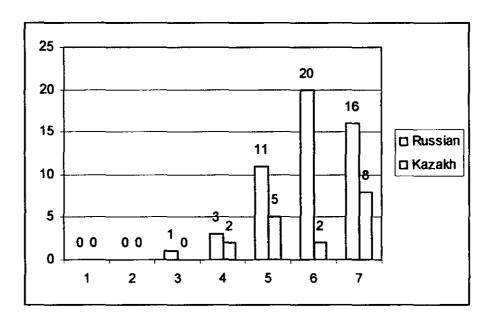
Teachers

Teachers were asked if the IFES Civics Course helped to prepare students to become better citizens of Kazakhstan. The universal response was a unanimous "Yes." This was virtually echoed by current students who agreed to this view by a margin of 95% and prior students who responded affirmatively by 96%.

Teachers indicated 88% of their students learned to take an active role on behalf of a civic issue. They cited, as examples, participation in NGO activity such as combating AIDS and drug abuse, improving the environment, entering public debates, and involvement with student government.

Teachers were unanimous in their praise of the interactive teaching method they learned during the training they received in preparation for teaching this course and 92% endorsed the new teachers manual as well. When asked for any suggestions for improvements some responded by asking for a workbook in addition to the manual.

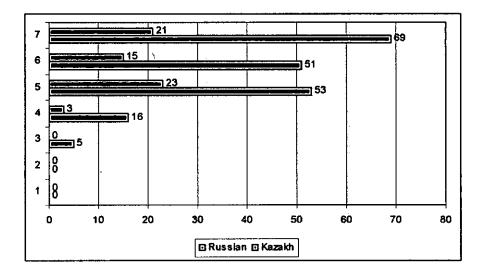
Teachers were asked to rate the Civics Course on a scale of 1 to 7, where 1 means Very Poor and 7 means Very Good. Here is the response of the 51 Russian teachers and 17 Kazakh teachers:



Teachers concluded their views with an 85% endorsement for the course to become a mandatory part of the school curriculum compared to its current voluntary status.

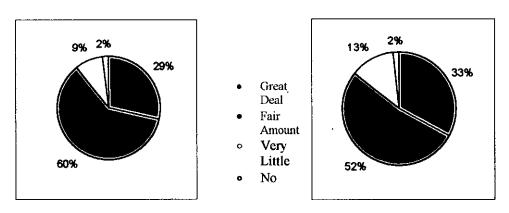
Students

Students evidenced a similar positive attitude to the Civics Course with 88% rating the course between Good and Very Good as shown here.



Current and previous students indicated that what they learned most from the course was about democracy, human rights, critical thinking and how to communicate better.

As to understanding democracy and civic responsibility the following charts illustrate their response.



Understanding Democracy

Understanding Civic Responsibility

More than half the students indicated that they also contemplated being involved in some civic action such as working with an NGO, participating in elections, or contacting their local governments on behalf of an issue.

Both current students and prior year students indicated, by 95% and 96% respectively, that they believed that the civics course made them better citizens. And when asked if they would recommend this course to other students, 88% responded "Highly recommend taking this course."

PROSPECTUS

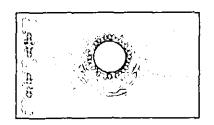
With the endorsement of the Ministry of Education and Science, the IFES Civics Course could become part of the curriculum in each of the 8200 schools in Kazakhstan by 2007.

This can be achieved with the financial support of USAID to fund the staff support necessary to oversee its implementation through the proper training of new teachers and the printing of the additional textbooks and teachers' manuals. Printing costs might be somewhat defrayed with partial or matching funds from other sources such as corporate or organizational donations as was previously received from ExxonMobil, USIS, and UNDP.

The IFES course is currently taught in 570 schools. The full implementation of reaching 8200 schools in four years is possible using seasoned, well-trained teachers in a carefully managed training schedule as suggested below. Revision of the current textbook is also recommended during the next school year.

2003-2004	Add 570 new schools to existing $570 = 1140$
	During this year revise textbook
2004-2005	Add 1000 new schools to previous 1140 = 2140
	Use revised textbook in new schools
2005-2006	Add 2060 new schools to previous 2140 = 4200
	Replace older textbooks used in early years
2006-2007	Add 4000 new schools to existing 4200 = 8200

It deserves emphasis that this proposal must have adequate support to achieve a sustainable presence in the public school curriculum of Kazakhstan. This plan requires a small, effective staff to give attention to the many details involved in printing, revising, and distributing the textbooks and teacher manuals along with the necessary training and follow-up sessions to guarantee the quality assurances this program deserves.



IFES Report

CIVIC EDUCATION COURSES









The IFES civic education materials allow teachers to work creatively, making lesson preparations varied and interesting. The exercises at the end of each chapter of the textbook encourage students to think creatively as well.

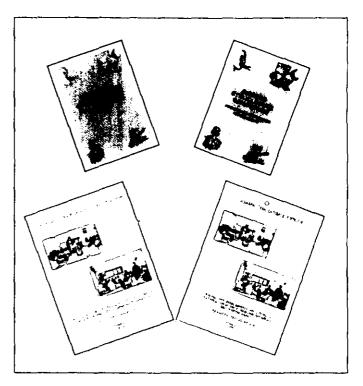
Comment from Teacher Training Seminar

The Civics Education Course was first developed by IFES in 1999 as an introduction to civics for high school students. This one-hour a week course explains the role of government, the concept of rule of law and fills the need for young people who have no idea what it means to have a civic responsibility to their fellow-citizens within a community, organizing on their own initiative to improve their environment or lobby their government for well-deserved public services.

This course includes a new method of teaching in Kazakhstan that has teachers engaging in interactive techniques with the students in contrast to the traditional lecture presentations. Teachers are provided with a manual that includes many exercises and questions that stimulate discussion.

This program is aimed toward inspiring students to engage in competitive discussions. Within the class, working groups are formed to get students to coalesce around positions on issues of social, economic, and political significance.





Preparing teachers to teach the civics course is a key element in making this program a success.

The new interactive teaching method employed has been received by both teachers and students as a liberating concept that has allowed everyone in the classroom to engage in a fruitful, dynamic, synergetic forum resulting in a gratifying outcome.

Improved materials, provided in advance of the one-day training sessions, along with audio visuals, and streamlined teaching techniques have made the teacher training a welcomed innovation from the usual training courses.

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Chapter 1. What is the Purpose of Civic Education?

Chapter 2. The Family

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Chapter 3. Property and Economic Growth

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Chapter 4. The Relationship between Economic and Political Freedom

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The Challenges of Privatization Economic or Political Freedom, What Do People Prefer

Chapter 5. Economic Change in Kazakhstan

Privatization in the Republic of Kazakhstan The Constitutional Guarantees on Private Property The Banking System in the Republic of

Chapter 6. Nationalism and Origins of the State

Legitimacy Revolution

Nations, Nationality and Nationalism
Chapter 7. Nationhood in Kazakhstan
The History of Nationhood in Kazakhstan

The History of Nationhood in Kazakhstan Nationhood under the Soviet Union System Nationhood in Independent Kazakhstan

Chapter 8. State and Political Power
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Why Do Countries Choose Democratic Systems? How is the Democratic Structure of State

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Chapter 9. The Structure of Government
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The Organization of Public Services
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Chapter 10.Legislatures in Different Countries and Legislatve Process in the Republic of Kazakhstan

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The Legislative Process in the Republic of
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Chapter 12. The Electoral System in Kazakhstan Voter's Rights and Procedures Results

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Chapter 13. The Role of Women in Democratic States
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Chapter 14. Women and Political Life in Kazakhstan Women in Traditional Kazakhstan Society

> Women in Kazakhstan Today Women and Civil Society in Kazakhstan

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Chapter 16. The Rule of Law in the Republic of
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The Rule of Law and Civil Society
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Chapter 17. Human Rights and International Law Definition of Human Rights International Law and Human Rights

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Chapter 19. Civil Society in Kazakhstan
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of Kazakhstan
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Culture and Civil Society
Religion and Civil Society

Chapter 20. Non-Governmental Organizations in Kazakhstan

Chapter 21. How To Be Active? Why Help?

Why Help? How Can We Help? Types of Participation

Chapter 22. Exercise 1. Organizing a Mock Election Chapter 23. Exercise 2. Shipwrecked on a Desert Island

Chapter 24. Exercize 3. Setting up an NGO: The Caspian Sea Seals

Chapter 25. The Human Rights Exercise Glossery

Lubov Zhirnova, Taraz school #24

It's a good course and has good prospects for the future. Students love it. The textbook has become much better, there are more illustrations this year. I have taught the course for 3 years, and I was able to watch how students change throughout the course. Their desire to change things, to make suggestions and their understanding of how the society works become greater after studying the course. Students even work with their parents and try to explain to them why for example voting is important.

Meyramhanym Dzharbolova, Taraz school #1

Students like the course very much and the reason for that is that it gives them opportunities to discuss real-life situations. That also gives them an opportunity to be very sincere in classes. Personally I like to teach the course because I can see my students from a different point of view in this class.

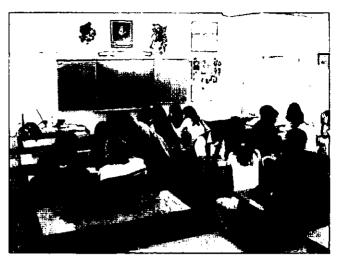
Lidya Rybakova, Almaty gymnasium #46

The "Introduction to Civic Education" textbook for secondary schools in the Republic of Kazakhstan makes a great impact on young citizens. With the help of teachers, students learn to express their opinion and to understand how society functions while studying the civic education course. In a civic education class students are not afraid of making mistakes, and ultimately the course helps them to approach the truth and avoid mistakes in their future lives. This course makes up for gaps in our current civic education system, helps to educate a real citizen and a patriot of his country, builds up civic consciousness and the ability to make the right choice based on the knowledge of alternatives, and helps to acquire democratic interactive experiences. Therefore, it is necessary to introduce the civic education course in schools.



The newly revised 3rd edition 270 page textbook and 130 page teachers manual was reviewed and approved by the Ministry of Education in the summer of 2002.

The popularity of the civics course is reflected in the increased number of schools offering the course. In 1999-2000 34 schools were initially selected as pilot sites for this course. The next year additional 83 schools were added and in 2002 this number was tripled. In the school year 2002-2003 a total of 577 schools are offering this course to more than 35,000 high school students and it is hoped that the Ministry of Education will recognize the value of and preference for this new subject on the part of both teachers and students to make it available in all 8200 schools in Kazakhstan.



Students preparing group assignments for civics class presentation and discussion in Shymkent

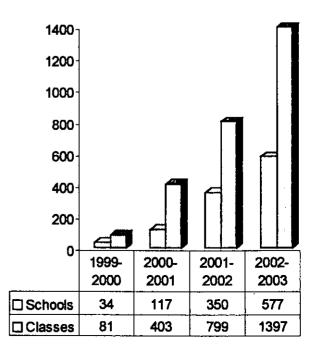
Damira Egemberdieva, 10th grade student

It's a very important class because it helps students grow and understand democracy. Before I took the course I didn't have an idea how to be a part of community. And now I do. Unfortunately the course is only once a week and we wait for it impatiently. This class is closer to life than any other class at school, that's why it's so popular.

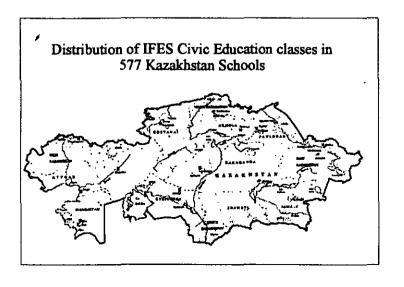
Evgeny Tsoi, 11^a grade student

Every person has to know how to be an active citizen, know his place in his community and has to participate in social activities. That is what the course teaches us. Civic education is important for everyone because it teaches us our rights and responsibilities.

Growth in the number of classes and schools teaching the high school Civic Education course 1999-2003

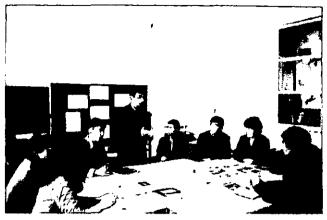


Number of Students Enrolled in IFES Kazakhstan Civic Education Courses 1999-2003



Activities related to the Civic Education Course but separate from the course itself include Student Action Committees, Student Local Government Day and the Civics Tournaments.

Student Action Committees (SACs)



Students voluntarily form associations that determine school and community improvement priorities and raise the resources to achieve the desired results.

Student Local Government Days (SLGDs)



Students learn the functions of local government through hands on participation with local officials.

Civic Tournaments





Students are challenged to apply their knowledge and skills in a competitive atmosphere.

International Foundation for Election Systems
534 Scifullina Str. apt. 172, Almaty, Kazakhstan 480072
Tel. 695105, 935087, Fax: 573973
www.ifescentralasia.kg

One Year Report March, 2002– March, 2003

Civics Tournament —

CIVICS TOURNAMENTS

March 27 - 28, 2003, marked the fourth IFES civics tournament. This annual event is the culmination of sixteen regional and city events to select the students who will participate at the Republic level. With the 441 students engaged in this year's event, a total of 1193 have been included in these tournaments since their inception in 2000.

The tournaments are open to those students who have taken the IFES Civics Education Course and test what they learned from the course. The contest winners at the regional level are selected on the basis of their performance in a written examination and often an oral presentation as well.



In 2003 ten boys and six girls won at the regional level with an ethnic mix of 12 Russian students and 4 Kazakh students



Karpiloniy Almey Hetel-Gamerica Xandiksina

This year the two-day Republican Tournament in Almaty consisted of five rounds. Fifteen contestants competed during the first three rounds with the eight semi-finalists announced after dinner, at the end of the first day. The program for this year's event is included in this report followed by a report on the 2002 tournament.



On the first day of the Republican Tournament, teachers are engaged in a seminar, as shown here, pertaining to the civics course. This year they

served as a focus group in the morning to explore a uniform grading systems for students taking the course and later devoted a session to evaluating the civics curriculum. This served as a useful complement to the civics course survey posed to teachers in 200 of



the 570 schools currently offering the course in the 2002-2003 school year mentioned in the previous section.

Gulnara Akimzhanova, representing the Ministry of Education and Science, presented certificates to the students and teachers. Yelda Guven, ExxonMobil manager of Public Affairs and Government Relations, presented book bags to all the students.



Anthony Bowyer, Central Asia Senior Program Officer from IFES/ Washpresented ington prizes to the winners of the following six categories: Written Test, Best Speaker, Logic, Erudition, Auction of Knowledge, and Audience Prefer-The highence.

point of the closing ceremony was the appearance of U.S. Ambassador Larry Napper who, after making remarks, presented the four finalists with books, The Soul of Kazakhstan, also provided by ExxonMobil. Immediately following the group photo, Ambassador Napper met with the four finalists as shown above.



Students, teachers, judges, and guests join U.S. Ambassador Larry Napper at the fourth annual IFES Civics Tournament

In Appreciation

IFES wishes to congratulate and thank all the students and teachers who participated in this year's civic tournament at the city/oblast level. Their contribution and hard work made this Republican level tournament the most challenging event to date.

To achieve this success, it is essential that highly motivated teachers are part of the educational process and it is the characteristic that was so apparent throughout the oblast tournaments and that brought these bright, energetic students to Almaty for this two-day contest.

Likewise, the 441 students who this year made the decision to enter the civics tournaments leading up to today's final step showed a measure of understanding of democratic civil society and a willingness to compete in a new arena of knowledge.

IFES also wishes to thank the Ministry of Education and Science for its support in expanding this program to the point that the civics course is now reaching 36,000 students in 570 schools. It is hoped that this course will ultimately be available to all schools in Kazakhstan in the next few years.

Lydia Rybakova, the civics teacher at the International School in Almaty, deserves special mention for developing the rules and regulations for this year's tournament and working with IFES to set the final agenda.

Finally, the U.S. Agency for International Development should be recognized for seeing the need for this civic activity and providing the necessary funding for its development and implementation and ExxonMobil Corporation who provided the prizes for today's tournament.



About IFES

The International Foundation for Election Systems (IFES) first came to Kazakhstan in 1994 to provide technical assistance to the General Election Commission and in subsequent years conducted many election-related activities.

In 1999, IFES was asked to develop a civics curriculum for high school students in Kazakhstan. The result of this effort is the Civic Education Course and the Civics Tournament, now in its fourth year, that is an outgrowth of this course.

The IFES civics course teaches students how a democratic civil society works. This includes the roles and responsibilities of individual citizens in such a society and how government at all levels is to be responsive to its citizens.

In addition to the civics course and tournament, IFES encourages the establishment of Student Action Committees known as SACs. These are school-based organizations that enable students to provide useful service to their schools and communities and that the students themselves have decided upon.

Another new concept IFES sponsors is Student Local Government Day. In this program, IFES works with local government officials to open their doors for one day to students who spend a day with officials, accompanying them as they perform their duties

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Republican Student Tournament And Teachers Seminar On Civic Education

March 27-28, 2003



Kargalinsky Hotel-Sanatorium Almaty Kazakhstan

Agenda Student Civics Tournament

Breakfast

Thursday, March 27

8.30 - 9.00

6.30 - 3.00	DIGATERAL
9:30 - 10:00	Opening
	(1st floor Conference Hall)
	Ed Morgan-IFES PM Almaty
	Anthony Bowyer-Program Officer
	IFES/Washington
	Bradley Austin-IFES PM Almaty
	Marat Bigaliyev-IFES Almaty
	Project Coordinator
10:15 - 11:30	First Round: written test
	(5th floor Business-Halls)
11:30 12:00	Coffee Break
12:00 - 13:00	Second Round:
	(1st floor Conference Hall)
	Reading Tasks
	 Historical Personalities
13:00 - 14:30	Lunch
14:30 - 16:00	Third Round:
	(1st floor Conference Hall)
	Auction of Knowledge
16:00 ~ 16:30	Coffee Break
16:30 17:30	Introductory Games
10.50 17.50	machany Cantos
19:00	Dinner
	ar assamps

Friday, March 28

Fourth Round: (1st floor Conference Hall) Presentation of Candidates
Coffee Break
Fifth Round:
Oral Presentations
Award Ceremony and Closing
The Hon. Larry Napper
U.S. Ambassador
Lunch
Departure

Agenda Teachers Seminar

Thursday, March 27

8:30 - 9:00 9:30 - 10:00	Breakfast Opening, introduction of attendees and guests (1st floor Conference Hall)
10:00 - 11:30	Grading systems for CE course
11:30 - 12:00	Coffee Break
12:00 - 13:00	Teachers observe the Second
	Round
13:00 - 14:30	Lunch
14:30 – 16:00	Teachers observe the Third Round
16:00 - 16:30	Coffee Break
16:30 - 17:30	Evaluation of CE curriculum
17:30 - 18:00	Open session for questions, comments.
18:00 - 19:00	Finance and logistics
19:00	Dinner

Judges:

- Muhtarova Aizhan Kalisovna, Professor, Candidate of Juridical Science, President of NGO "Street Law Kazakhstan."
- Koshim Dosmahambet Kalmahanuly, President of the Republican Network of Independent Monitors.
- 3. Karatalov Suleimen Kaliaskarovich, Republican Teachers Institute.



Participants

- 1. Nashkenova Gulmira (Kostanai/Auliyekol)
- 2. Aliyeva Mira (W. Kazakhstan/Uralsk)
- 3. Almat Zhenishan (Pavlodar/Ekibastuz)
- 4. Ubivev Zhenis (Mangistan/Zhanaozen)
- 5. Shokurova Victoria (Atyrau/Atyrau)
- 6. Yegemberdiyeva Dinara (Zhambyl/Taraz)
- 7. Nursaitova Aigerim (Astana)
- 8. Abzhaihan Yernur E. Kazakhstan/Semipalatinsk)
- 9. Kuzmin Maxim (Karaganda/Temiriau)
- 10. Izbekhanov Bolat (S. Kazakhstan/Shymkent)
- 11. Shaikenov Valihan (Aktobe/Aktobe)
- 12. Zharinbetov Talgat (Kyzylorda/Kyzylorda)
- 13. Kulzhabai Muhametzhan (Almaty/Kapchagai)
- 14. Mochalova Yulia (N. Kazakhstan/Petropaylovsk)
- 15. Kaligozhin Ruslan (Almaty/Taldykorgan)
- 16. Zhakeev Timur (Akmola/Kokshetau)

Teachers

- Tuchkova Marina Yevgenyevna (Kostanai/Aultyekol)
- Mukanova Gulsuluhanym Aubekerovna (W.Kazakhstan/Uralsk)
- 3. Kuanisheva Nagima Saparovna (Pavlodar/Ekibastız)
- 4. Suiyeuova Gulmira Koikarayevna (Mangistaw/Zhanaozen)
- 5. Topilskaya Irina Yevgenyevna (Atyrau/Atyrau)
- Dzharbolova Meiramhanym Tansikbayevna (Zhambyi/Taraz)
- 7. Kenzhebayeva Bibsara Nurtayevna (Astana)
- 8. Keldibayeva Bahytkul Omarhanovna (E. Kazakhstan/Semipalatinsk)
- 9. Lavrentyeva Natalya Alexandrovna (Karaganda/Temirtau)
- 10. Musabekova Gulzhan Yesenovna (S.Kazakhstan/Shymkent)
- 11. Ibragimova Venera Yusupzhanovna (Aktobe/Aktobe)
- 12. Abdraimova Lyazzat Ondrisovna (Kyzylorda/Kyzylorda)
- Kairkan Aigul Duysenbekovna (Almaty/Kapchagal)
- 14. Gorbunov Victor Yuryevich
 (N.Kazakhutan/Petropavlovsk)
- Sydykova Shynar Rahimzhanovna (Almaty/Taldykorgan)
- 16. Borovinskii Yurii Victorovich (Akmola/Kokshetau)



IFES Report

Republican Student Tournament and Teachers Seminar on Civic Education 2002



Mrs. Betuova Dildash of the Ministry of Education and Science with the winner of the Republican Tournament Akhmetova Asel

Tournament Achievements:

- > Evaluation of students' knowledge from the civics course
- > Tournament conducted in both Russian and Kazakh languages
- > Teachers evaluation of revised Teachers Manual

Report on the Republican Student Tournament and Teachers' Seminar 2002

IFES/Kazakhstan in cooperation with the Ministry of Education and Science of the Republic of Kazakhstan and in partnership with the Information and Research Center for Civic Education held the third Republican Tournament and Teachers' Seminar on Civic Education in Almaty on March 28-29, at the sanatorium "Kargalinsky". The purpose of the event was to evaluate the effectiveness of the civic education course "Introduction to Civic Education", recognize the students' achievements culminating in a civics competition and provide a forum for students and teachers to share their experiences and ideas.

Sixteen students shown here, with their teachers, representing 14 Oblasts and two major cities (Almaty, Astana) in Kazakhstan earned their place at the Republican Tournament by winning the competitions held at the city or oblast levels. Three hundred forty students, one from each participating school, took part at the oblast or city Civic Education tournaments held between February 25th and March 15th, 2002. Only those schools that taught the Civic Education Course were invited to participate in the oblast/city tournaments.



Since the inauguration of these tournaments in 2000, the number of schools has grown from 34 to 115 in 2001 to 340 this year. The total number of students involved to date has reached 692. The tournaments are held in Russian and Kazakh languages.



In the first round of the Republican Tournament 16 students took a test consisting of 45 multiple-choice questions, taken from the Civics course textbook. The 8 students who obtained the highest score were accepted for the second round. The second round consisted of three parts in which students were given written multiple-choice questions that included more than one correct answer, oral questions, and role playing topics for which they had twenty minutes to prepare for their respective roles.

Students were confronted with assignments that included descriptions of situations, problems and references to arguments. Each participant was offered recommendations to complete the assignments. The students were required to point out and discuss the essence of a problem, considering the following aspects: juridical, social, practical and conflict of values. The four judges were guided by the following criteria during their assessments: problematic situations analysis, idea forming, correct conclusions, logic skills, critical thinking, and decision-making.

The questions for the quiz were based upon the "Introduction to Civic Education". Five different questions were orally given to each student to answer in a public session.

In the role-playing segment, students were paired according to the assignments they drew from envelopes. They each had 20 minutes to think about their position and study the supplementary materials. Then, they stood before the audience to advocate and defend their respective positions. The judges assessed logic skills of thinking and ability to prove their positions, use of arguments and the manner in which they expressed their opinions.

The teachers had the opportunity to observe the first and second tasks of the second round. This allowed the teachers to learn and gain experience in conducting similar civic education tournaments in their regions in the future. After a lengthy deliberation the judges selected 4 students for the final round. After the first day of competition, volunteers from the Association for Young Leaders played introductory games with all the students.



When the third round started on the second day of the event, the students chose cards with presentation topics for which they had one hour to prepare. The audience, consisting of judges, students, teachers and guests of the Tournament listened to all four presentations. The judges mainly assessed two aspects: general knowledge of the Civics course (how well versed the students were in the comprehension and application of civics as it related to the problem presented), and general skills of making an oral presentation (debate skills and logic).

Akhmetova Asel from Taldy-Korgan city (Almaty oblast), lyceum # 20, won the Grand Prix. It should be noted that the representative from Taldy-Korgan competed in the Kazakh language. Sorochenko Irina from Pavlodar oblast won second place, school # 42; in third Alieva Mira from Uralsk, school # 28 and in fourth was Zagoruiko Vladimir from Shymkent, school # 8. The Hon. Larry Napper, the US Ambassador to Kazakhstan met them in a private meeting shown here.



In his remarks during the presentation of prizes Ambassador Napper said: "It is a pleasure to follow the progress that the program has made over the past two years. As the number of schools which use this textbook has increased, we see that the textbook has become very popular among both teachers and students. I was glad to learn that more teachers from all parts of Kazakhstan are eager to introduce civic education classes using the IFES's textbook". He addressed the audience in fluent Russian. Representatives from the MOE and CEC members also made brief speeches and awarded the students with certificates for participation.

There were also winners in the following special achievements:

- best result in written test
- > best result in practical assignments
- best public speaker
- > most support from the audience
- > best erudition
- > best logic
- best role player

In addition to the IFES awards, Exxon Mobil and Motorola companies awarded students with prizes of school bags, calculators, and promotional CD ROMs, and pencil cases.

Among the guests were Mrs. Napper, who took part at the teacher's seminar, Bituova Dildash, the Head of the Department for Secondary and General Education of the Ministry of Education and Science, Okhlopkova Tatiana and Foos Vladimir, Central Election Commission members, Susan Fritz and Igor Tupitsyn, representatives from the Democracy and Media Department of USAID/Almaty.



The judges team, shown on the left, was represented by leaders of the local civic educational non-government and government organizations: Orlovsky Nikolay, Deputy Chairman of the Almaty City Election Commission; Aizhan Mukhtarova from Street-Law Kazakhstan; Zhukeshev Kanagat, CE specialist from the Kazakh Academy of Education named after I. Altynsarin and Dos Koshim with NGO DETAR (Developing of Democracy in Kazakh Language).

The student tournament and teachers' seminar showed to IFES the level of students' knowledge achieved by taking the course "Introduction to Civic Education". At the seminar, teachers discussed the draft teacher's manual that was developed by IFES and its partners. This session was led by Elena Vinogradova, civic education specialist and Director of the NGO, "Accord." She is working with IFES on the teacher's manual and the textbook revision.



Discussion groups were held on reading and discussing the drafts of the Manual and sharing their experiences in small groups. After this the teachers

were asked to brainstorm a list of desired themes, methods and concepts they want to have in a Manual. At the end of the session participants received an evaluation form and were asked to fill it out before leaving the seminar.



Students, teachers, officials and IFES staff at the Third Republican Tournament

Representatives of the National Debate Center of Kazakhstan, ABA Street Law program, the Information and the Research Center for Civic Education presented their own program details for students and teachers. Separate presentations, made by IFES team members, were devoted to the introduction of IFES projects on Student Action Committees, Student Local Government Day and Democracy Summer Camps as well as with the IFES plan of creation of a school network. Each teacher completed an evaluation form where IFES raised questions in relation to the network.

One Year Report March, 2002– March, 2003

Student Action Committees (SACs) —

STUDENT ACTION COMMITTEES

Student Action Committees are high school based student organizations aimed at improving the well-being of the schools and communities in which they are located. These committees, known as SACs, are made up of active young people who seek a better life for others and are willing to provide the leadership to achieve these goals after deciding, on their own, what actions should be taken.

The concept of Student Action Committees is relatively new in Kazakhstan. These committees permit students to channel their creative talents and energy to solve particular problems or satisfy needs currently not being addressed by other means.

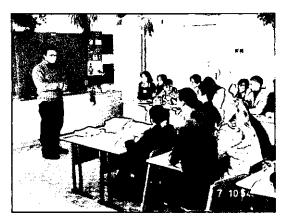
SACs allow students the opportunity to seize the initiative in addressing the types of issues described in the following report that covers a cross section of such organizations around Kazakhstan. In many instances money is needed to address certain problems. Where this is the case, SACs have proven to be resourceful in raising the necessary funds to satisfy these needs.

By the spring of 2003, forty-two Student Action Committees, doubling the number over 2002, were engaged in a variety of projects intended to improve the quality of life in their respective schools and communities in 9 oblasts. A full list of current SACs is in Appendix IV.

With a combined membership of 794 students in the current school year these SACs offer more than merely an example, but rather an inspiration for students in other schools to undertake similar initiatives if only they knew how. See the following report of Student Action Committees.

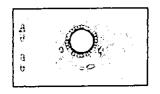
PROSPECTUS

Citizens' volunteer action is a vivid component of a stable civil society. In order to capitalize on the momentum begun under this project, it is necessary to have at least one, full-time staff person dedicated to this activity.



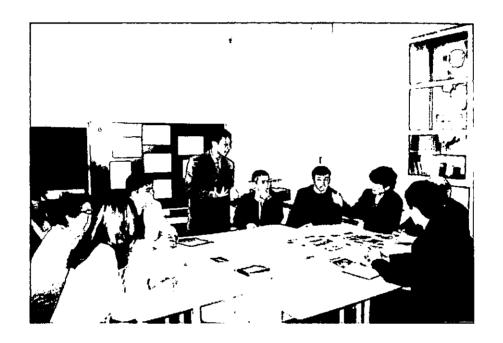
S/he should have the resources to visit schools, particularly those sending students to the Democracy Summer Camps, to nurture this concept among motivated students, thereby inspiring them to launch new committees. These meetings, such as the one shown in here in Semey, are essential to reinforce the breaking of the

mold of Soviet style central planning that stifled initiative and creativity of bright, young, energetic people upon whom the future of Kazakhstan depends.



IFES Report

STUDENT ACTION COMMITTEES





"We visit an orphanage at least twice a month, spending several hours playing with the children, developing very warm relationships. Our SAC has done a lot for these children but mostly we try to fill in the lack of human contact, and we believe this will help them to go on and have normal relationships with other people in the future."



Student Action Committees (SACs)

consist of high school students organized to address school or community issues that can be solved on a volunteer basis. SACs rely upon the students to initiate, develop, and administer each project including raising whatever funds might be necessary to carry out a project.

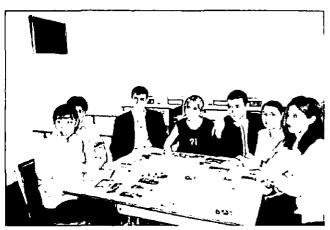
Through hands-on involvement students get firsthand experience in local community development. By interacting with officials and other organizations SAC members learn how to be successful in meeting the needs of their communities and the meaning of civic responsibility.

Student Action Committees are organized with the support of the school administration and regulated by its own charter which aims to examine and solve problems in its local community. It should be emphasized that SACs are not a part of or in place of student government. They exist to help their schools and communities, not govern them.

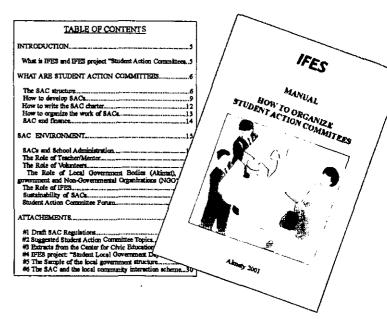
The structure of SACs is based upon a fundamental democratic principle of open, free and fair elections of its leaders such as president and council. It also may have subcommittees or sectors that perform specific functions in connection with its work, such as: information and research, public relations, and finance and fundraising.

In addition to these student roles SACs require mentors/advisors, such as shown on the right, who are usually teachers or other adults connected to the school system.

Alternative suggestions as to a SACs form are offered in the IFES Manual on "How to Organize Student Action Committees." For example, while most committees are based in particular schools, in Pavlodar one city-wide SAC is compressed of students from 20 schools.



SAC Council meeting in Kostanai



Student Action Committees are not single-issue, onetime organizations. They are dynamic groups of students who continually find new projects to benefit their school and community throughout the year and from one year to the next. In order to maintain continuity from year to year it is also important that from its inception the SAC select students from the 9th, 10th, and 11th forms and thereafter recruit new members each year from the 9th, and perhaps 10th form.

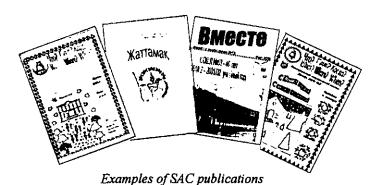


SAC advisors at IFES Summer Camp

Since the concept of student action committees is new in Kazakhstan the role of advisor is very important. Advisors require time to learn how these organizations function and how they differ from student governments. It is also essential that they provide the guidance necessary for SACs to get started in an orderly, organized manner and with the full support of the school administration.

Types of Projects

There is no limit to the various types of projects that can be undertaken by students on behalf of their schools and communities. In the brief time that Student Action Committees have been in operation we have catalogued several separate activities created to improve their communities or bring a heightened awareness to a particular issue.



School Newspapers are a useful service to the student population in any school. Several SACs publish newspapers such as the "Gymnasium Messenger" in School No. 92 in Karaganda. This SAC also conducts weekly school radio broadcasts. Poetry journals are another type of publication offered by a SAC in Kostanai.

Student Surveys are a valuable tool to gauge public opinion and are conducted by some SACs. These not only help students offer opinions and make selections pertaining to certain issues but they also teach students how to compose neutrally worded questions that should elicit answers that accurately reflect the views of the respondents.



Cleaning up a park



Entertaining orphans

Orphanages have received attention from SACs in different cities. The type of assistance varies from tutoring and entertaining students to collecting clothes, shoes, and school supplies and other necessities. Presents for these children on New Year's Day, for example, is also greatly appreciated and is often overlooked by others.

Special Recognition Days targeting women, elder citizens, veterans, and teachers has proven to be popular in honoring these categories of citizens who have given or still are providing service to their country or community. Such efforts not only heightens these citizens self-esteem but also raises the level of awareness of their value to others.



Helping veterans

Ecology is a topic affecting everyone. Efforts to clean up the environment should not be left to others such as local government or major industries. "Ecological Day" provides an opportunity to enlist members of the community to coordinate an effort to clean up local rivers, parks, and areas adjacent to schools.

AIDs, Alcohol, and Cigarettes are serious health problems that one SAC addressed in a "Say Yes to Life" program in Aksy. The students arranged for meetings within the school that included experts from regional addition clinics to make presentations on these health hazards and to answer the many questions students raise on these topics.

School Fairs and Charity Concerts are two methods of raising funds for worthwhile causes. The photo on the right shows children at a school fair arranged by a SAC to raise money to buy music equipment for a school. Another SAC held a charity concert to purchase school accessories, clothes and meals for poor children.

Cooperation with Other Organizations is a way for SACs to enhance their impact by working with others. One SAC helped the Red Cross in its efforts to provide assistance in alleviating social problems of minors.

Health Day sponsored by a SAC included more than 1,300 people exposed to morning exercises and made aware of good health practices.



SAC members with orphans in Pavlodar

Crime and Human Rights was a topic for discussion at an event sponsored by a SAC. The local police were invited to meet with students and offer presentations to inform them about basic rights and what the latest crime statistics indicated about future social trends.

Cooperation with the City Akimat Youth Department allowed a SAC to assure a successful youth maslikhat in Pavlodar. The SAC members organized and administered the election to the maslikhat that proved to be an educational and rewarding experience for everyone who participated.



Distribution of Student Action Committees, June 2002



School fair in Karaganda

School Anniversaries are pleasant events for all concerned. One SAC organized a 35th Anniversary for school graduates that included a concert. A cafü "Nostalgia" was another part of the program created by the student members, creating a casual atmosphere for attendees to enjoy reminiscing over their former school days with their old school mates.

St. Valentine's Day was another occasion in which a SAC arranged the entertainment for this special school event. The theme was "Love is . . ." and a celebratory disco was held for senior students.



Joint SAC meeting with advisor and IFES representative

SACs sometimes meet jointly with their advisors and IFES staff, as seen here, to exchange and explore new ideas. Although the concept of Student Action Committees is relatively new in Kazakhstan - more and more high school students and communities surrounding them are becoming familiar with it. The idea of helping their community has interested many young leaders and it is expected that the number of SACs will grow, providing service to more people every year.

One Year Report March, 2002– March, 2003

Student Local Government Days ———

STUDENT LOCAL GOVERNMENT DAY

Student Local Government Day (SLGD) is a project that teaches high school students about the role of local government, its structure, and its importance to the local community. This one-day event allows students to "shadow" the officials to whom they are assigned, observe how they carry out their duties and promote discussion with these officials as to their various functions and responsibilities.

IFES prepares the students and their teachers prior to the Day so that students know what to expect and how to properly conduct themselves in this exclusive opportunity to go behind the scenes and see first-hand local government at work.

In February, 2003, IFES held its fifth Student Local Government Day. The process for this event began in November, 2002, when IFES sent a letter to the Ekibastuz city akimat apprising the mayor there of the opportunity to hold such an activity. Two weeks later IFES received an answer requesting its assistance to proceed.

In early January, Marat Bigaliev, IFES Project Coordinator, visited Ekibastuz, provided copies of the IFES SLGD Manual and discussed details with the officials. By mid-January the local Department of Education together with the city akimat scheduled the Day for February 6th.

Close coordination with the local IFES coordinator and Ekibastuz officials made for a successful venture. Unfortunately, due to a flu epidemic, the schools were closed for two weeks leading up to the event so the officials and students had less than a day to prepare.



Preparing for SLGD

On February 6th a total of seventeen schools, including four

that teach the IFES Civics Course, sent 41 students to 23 local government offices. And, for the first time this included four students from a rural, Kazakh school.

Kril Yekaterina from school No. 4 assigned to Dept. of Economics & Dept. of Law

First half of the day I worked in Dept. of Economics, Development of Entrepreneurship, and Trade. I processed documents and learned the way they are filled. In the afternoon I was assigned to Dept. of Law. I think this SLGD project is useful to students, as well as to public officials. It helped us to learn the structure and understand the work of akimat in depth. Before I thought that officials were inaccessible, but now I understand that they are similar to us. I am confident that this one-day experience will be very useful for me in the future.

Tuleubayev Yeldos, School No. 2 assigned to Commission on Construction Works

Together with the local commission on construction I went to check construction projects and was surprised with the huge number of state organs involved. I spent whole day with the chief architect of city akimat and got acquainted with his work activities. I liked this day very much because we saw how the public officials work that is not seen by general public. The project helped us to determine the future steps in our life. After this day I understood that I will try to do my best to make my contribution for the prosperity of the city.

The 24 girls and 17 boys benefited greatly from this experience according to the written comments received a few weeks later and are included on these pages. Likewise, the akimat officials were so impressed with the results that they plan to schedule another SLGD before the end of the school year.

Boshayev Mikhail, School No. 17 assigned to Dept. of Law

I was assigned to the Dept. of Law, where first half of the day we were acquainted with the work and functions of the department. In the afternoon I took part in the development of plan, helped to answer public complaints.

I wish this project to be more than one day, because one day was not enough to get used to the work of public officials. I truly believe that this day was very useful for students, and the knowledge and skills acquired will be helpful in our future. We, the students, felt that we were taken seriously by others.

Kizirova Dina from School No. 1 assigned to Documentation Section

...I processed and sorted documents, and sent them to necessary departments. The most interesting and responsible task was the calls to officials. I used pure business language, it was not difficult or terrifying. At around 10 o'clock, when different people with different tasks started to come in our office, the work was in full swing. I understand the documents section is a kind of circulatory system of the akimat; communicated with public officials, who were not so arrogant, inaccessible, and thrifty as people say. I spent really interesting, wonderful, and "lively" day that will remain in my mind for long.

Participating students return to their schools where they share their experience with their fellow students in class discussions. Local press and television coverage also aid in showing the local citizenry how their students were able to penetrate what often appears as a forbidding edifice.

These events empower students to achieve the realization that they have established a rapport with "their" local government that will enable them to successfully address issues of concern to the proper officials. It has enabled them to build a bridge to institutions that heretofore were too removed from their world.

Imasheva Kamila, School No. 24 worked in Rescue Force

The most interesting thing was taking part in rescue group work. A woman called the rescue force because she could not enter her apartment. Rescue group took us with them to show their work. After several efforts rescuers could enter the apartment from the balcony and opened the door from inside.

Rescuers showed us their equipment and different rescue appliances, which they use every day to rescue the lives of others.



Students critiquing SLGD

Abdanbekov Arman, School No. 26 in the Employment Center

I worked together with the head of registration office, where we met unemployed people and registered them. In the afternoon I was assigned to Dept. of Statistics, where I learned how to process and insert statistical data. I think that SLGD project held by IFES can be called "The bridge for future leaders of civil society."

This program has a mutually salutary effect on the local officials who come to realize that young people have a keen interest in local public affairs. Through serious discussions, the officials also learn from the students' perspectives what issues need to be addressed and how this could be done in such a way to achieve maximum support.



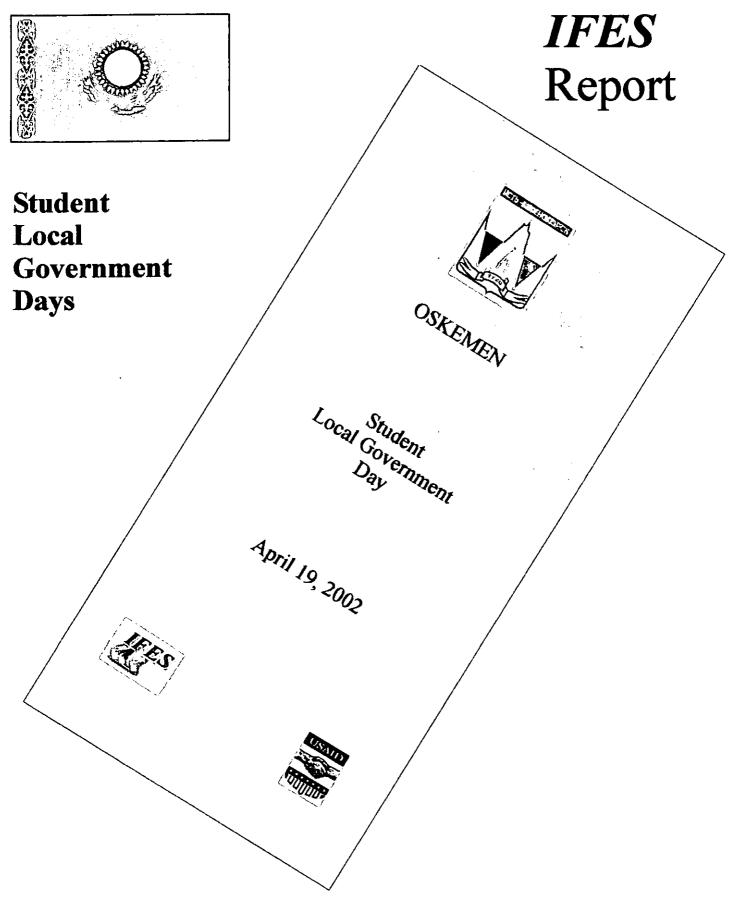
Similar events have been held in Atyrau, May 16, and Pavlodar, May 18, 2001 and in Oskemen whose SLGD was conducted on April 19, 2002, and is described in the following pictorial report.

PROSPECTUS

Student Local Government Days are highly useful in bringing local government within the reach and understanding of young people on the verge of becoming full-fledged citizens. It is important that they develop a level of comfort and a feeling of confidence that they can interact with officials without fear of retribution. This activity strips away the mystique of city hall and its aura of inaccessible power as expressed in comments from many of the participating students. It also provides hands-on experiences such as that of Kamenova Bagina who worked with the city akim's Press Secretary and reported the following:

"For the first time I drafted a press release to the local newspaper called "Voice of Ekibastuz", and prepared a greeting for the city akim for the annual Women's Day celebration. I was very glad for this experience and look forward to meet IFES representatives in our city again."

In order to facilitate the establishment of this SLGD concept in at least the major cities of Kazakhstan it is necessary to have one full-time person on staff dedicated to these events who can travel to these cities introducing this concept and reinforcing their creation through appropriate training of officials, teachers and students to expand upon the success we have realized to date where these days have already been held. If done well, these should become recurring annual events.



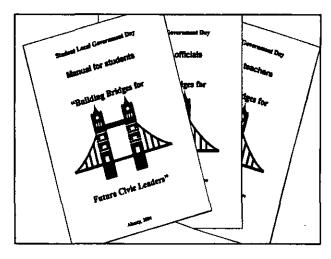
Ramina Rahimbayeva 10th grade School #40 Department of Housing and Communal Services

"Before I got acquainted with this project I had a biased attitude toward local government organs. I thought they exist in themselves and citizens do not have any relations to them. We, as students did not have any contacts with local government before, and it was something far away and inaccessible. However, in reality it is different."

Student Local Government Day is a project aimed towards educating students about the role, structure, and importance of local government.

Teachers were introduced to the Student Local Government Day (SLGD) Program during early training devoted to the IFES Civic Education course. These events were first conducted in Atyrau and Paylodar.

The International City-County Management Association (ICMA) assisted IFES in establishing contacts with local officials in Kazakhstan.



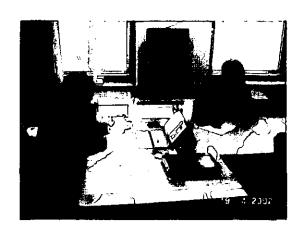
In Oskemen, on April 10^{th,} 2002 IFES provided teachers with more detailed training and their roles in the project. During that training, IFES supplied more specific information about local government and community problems for the teachers and their students. Part of the preparation for the SLGD involved class assignments, lessons and exercises that were developed by the IFES Kazakhstan staff. These provided teachers a tool to better teach about local government. It was also to give them an opportunity to evaluate the students so they could ascertain who was best suited for the project.



To start the event, all participants gathered in Maslikat Hall of the Akimat at 9 a.m., where the students met the officials. After brief introductions of officials to the students all participants departed for their respective offices. Many of the students worked in pairs. However, there were a few officials who worked with three students. The officials and teacher coordinator made sure that no single pair was from the same school. Pairing newly acquainted students together also helped to build new friendships and links between various schools around the city.

Zhunusbekov Ermek 10th grade School #37 Department of Emergency Situations

"...I didn't expect that we would be accepted so well. Thanks to this, we all had a feeling, that even being teenagers, someone in the world still needs us, that the city authorities will never leave us and will always provide us with a decent work. Our school on behalf of everyone would like to thank the City Akimat, for giving us an opportunity to see how people work for the good of our country and our city. We all thought, that the authorities don't care about the youth, but now we know, that its not true.



In Oskemen, 18 schools participated. Of these, 14 are conducting the IFES civic education program. The schools sent 45 students to 20 local government offices. The teachers selected students for the SLGD program mostly from the 10th form, and very few from the 11th and 9th form students, based on their leadership abilities and excellence in the civic education program and good grades.





Dina Tukuzhukova 10th Grade School #38 Minors Affairs Department

"Another interesting episode of the Student Local Government Day was the lunch with representatives and the officials, where we were able to hear about their work in a more relaxed environment."

Close work between the local coordinator and officials' representatives made the SLGD much easier and more successful. The coordinator's and officials' representatives organized documents so the SLGD is familiar to the officials by the time IFES meets with them for formal discussions. Providing information to the participants well in advance of the event provided critical support. The coordinators collected lists of the participating schools and students and the municipal officials. Although the events depicted here take place in one day, students prepare reports on their experience and share these later with their classmates.





Prudnikova Marina 10th grade School #38 Department of Architecture and City-planning

"... we considered several projects of urban redevelopment and also regarding enlargement of several stores... we became familiar with the citizens' complaints, participated in consideration of them and expressed our opinions."

To close the day in Oskemen, all the participants plus teachers and guests gathered at 5 PM in the Maslikhat chamber. To get more feedback all participants were divided into five groups (three students' groups). Five civic education teachers moderated these groups. After the group discussion, each group presented their pluses and minuses of the program and offered comments about their experiences and impressions.



IFES/Kazakhstan conducted its fourth Student Local Government Day on Friday, April 19th. It was the first time this event was held in Oskemen and it received both television and newspaper attention as shown here on the right. It was the lead story on the local Oskemen TV evening news Friday night with two minutes coverage on both the Kazakh and Russian broadcasts.

Students administered the city "Ust-Kamenogorsk Segodnya" (Ust-Kamenogorsk Today) 04.20.02

On April 19, 2002 students of several city schools were not in their usual classes, but in the offices of high-rank local officials.

Senior students had a chance to get more knowledge about the work of Local Government, its role in the system of state administration, and the responsibilities of public officials.

SLGD is one of the projects of IFES and USAID, which is part of an extensive program on civic education. This project is developed in order to help the ordinary citizens, including the youth, to correctly estimate the influence of local government on the life of the community, the level of the problems solved, and the abilities of city and rayon governments. Besides, the specialists of IFES, who created this project, suppose that direct involvement of students in the work of Local Government would teach them civic consciousness while of school age.

Also, the project implements the function of "feedback", where officials have an opportunity to interact and better understand their electorates, including the future generation. Students had concrete tasks that they were supposed to implement within one day: describe Local Government structure, explain how local government affects their community, and identify the official's responsibilities and obligations. The most interesting practical tasks were to explain how the offices collect, use and disseminate information, and apply valuable hands-on office experience gained at the office.

Perhaps the most important element of this project is the possibility to ask questions and get answers. It is an interesting and useful moment not only for students, whose thoughts are more democratic, but also for the city akimat and different departments employees, because it gives an opportunity to examine the methods of their own work from different points of



Makovka Maria 10th grade School #37 Department of Small and Medium Business

"Working at the office, I had an opportunity to see different documents. The statements on micro-credits and the work conducted on them were very interesting. I was pleasantly impressed watching the intercommunication between the officials and the people who wanted to get an opinion on development of a business plan."

One Year Report March, 2002– March, 2003

Democracy Summer Camps ————

DEMOCRACY SUMMER CAMPS

The concept of using a summer camp setting to teach democracy to high school students was first employed in Kazakhstan in 2001. That year 80 students (27 boys and 53 girls) were recruited from 43 schools in northern and central Kazakhstan for a ten-day experience in the Borevoi forest at the Rovesnik Youth Camp near Kokshetau in July. Six teachers also attended, supplemented by twenty others during the last two days for a special training session pertaining to the IFES civics course. The attendees at this camp came from five oblasts: Akmola, Pavlodar, Kostanai, North Kazakhstan (Petropavlovsk), and Karaganda, and Astana City.



The summer camp agenda included many discussion sessions on a variety of topics ranging from environmental issues to human rights concerns. Students also learned the role of student action committees and how to establish them in their schools. Sessions were interspersed with presentations from issue-related NGOs and typical summer camp recreational activities. IFES utilized an NGO, the Association of Young Leaders (AYL), to provide counselors for the training sessions.

In August, 2001, 57 students (16 boys and 41 girls) from 25 schools arrived at Ivuska, near Aktau, on the Caspian Sea for a similar experience. They were accompanied by four teachers, later joined by 24 others, for a training session relevant to the civics course. These participants came from Mangystau, Aktobe, Atrau, and Western Kazakhstan (Aktau) Oblasts.

In 2002 an application form (See Appendix V) was developed by Dina Hasenova containing several open questions aimed at determining what students knew in general about democracy and civil society concepts as well as what they learned in the IFES civics course pertaining to such topics as gender issues, human rights and general civic responsibility. This replaced the requirement of an essay that was used to select students in 2001. In addition, more input from NGOs for the camp agenda was achieved through the inclusion of presentations from representatives of the ABA CEELI Street Law Program, UNDP, and the Association of Business Women.

The first camp of 2002 was held in June at Tau Samal, 35 km SE of Almaty in the foothills of the Tien Shan Mountains. Nine trainers from the AYL assisted by five teachers supervised the 21 boys (9 from Kazakh and 12 from Russian speaking schools) and 51 girls (15 from Kazakh and 36 from Russian speaking schools). These 72 participants represented 46 schools from Kzyl-Orda, Taraz, Shymkent, Taldy-Korgan and the Almaty areas.

Prior to the orientation session on the first day, students filled out a 40-question entrance form (See Appendix V) to serve as a basis upon which to gauge what they learned during the 8-day camping period after which they responded to similar questions a second time. A significant heightened awareness of civil society issues was noted at the end of each camp session.



Filling forms

The second camp was held in August at Matrosov, 30 kilometers from Oskemen. Five teachers and the 69 student attendees were drawn from the northeastern section of Kazakhstan: Oskemen and Semipalatinsk. The ethnic representation was five boys and seven girls from Kazakh speaking schools while 23 boys and 34 girls came from Russian schools.

The planning cycle for summer camp begins in March when possible sites are identified and visited in April to determine if the appropriate facilities are available. The Association of Young Leaders has been an excellent source for camp counselors or trainers, several of whom have professional jobs and agree to use some of their vacation time to work at the camps.

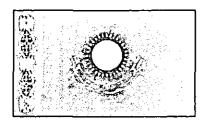
Students selected for summer camp should be mostly from the 9th form (grade) going into 10th. This is because 10th form students will be going into their last year of school and, after the first few months of their 11th year, will be pre-occupied with preparation for entrance exams to higher education institutions, and have little time for SAC activity.

PROSPECTUS

Summer camps are excellent fora to initiate students to the concept of local NGOs such as the school-based Student Action Committees known as SACs. However, it should be noted that planning to conduct more than two camp sessions in any one summer will require more than the present level of resources available.

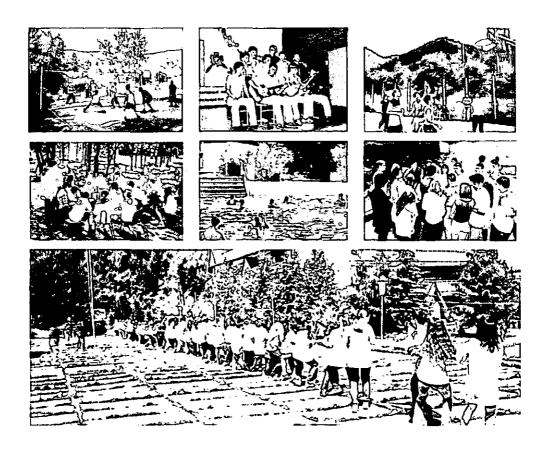
Kazakhstan is a large country requiring funds for travel to plan and conduct summer camps. The topics of discussion and the description of the issue-oriented role games aimed at team building are included in the following pictorial report of the 2002 camps.





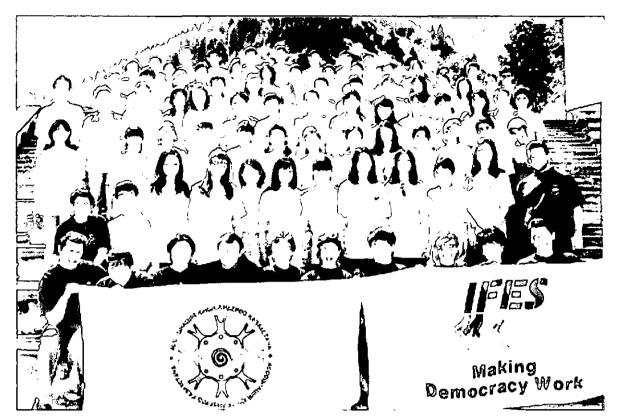
IFES Report

DEMOCRACY SUMMER CAMPS



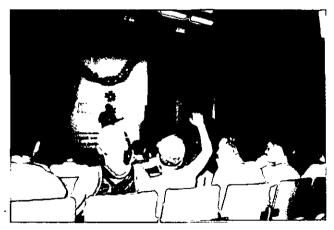
After attending the Oskemen camp Myrzagaliev Talgat commented:

"I learned how to communicate and work with specialists, officials and new contacts in positions to help solve community problems."



Students, teachers and staff at Almaty Camp

IFES/Kazakhstan in concert with a local NGO, the Association of Young Leaders (AYL), conducted its third Democracy Summer Camp in Almaty and its fourth near Oskemen in 2002. The purpose of these camps is to improve the knowledge of 72 students at each campsite as to how civil societies function and how students can be a more integral part of their society through participation in such activities as high school Student Action Committees (SACs).



Opening Orientation

IFES developed an evaluation form for the selection process. Local coordinators from each region distribute these forms to the participating schools. Teachers conduct evaluations and submit from each school the best three forms to IFES in Almaty for final selection.

In addition to the usual camp activities such as swimming, volley and basketball, badminton and free time, students follow a regimen that over eight days covers the following topics:

- 1. Democracy and civil society
- 2. Human rights
- 3. Gender issues
- 4. Local government
- 5. Elections
- 6. Conflict resolution and tolerance
- 7. Team building
- 8. Fundraising
- 9. Planning
- 10. NGO as the third sector
- 11. Environment protection problems
- What is a Student Action Committee, its structure, purposes and tasks
- 13. Writing a charter for a Student Action Committee
- 14. SAC president's and members' election
- 15. Information collection and problem analysis
- 16. Public speaking skills
- 17. Management practices

While the AYL provides the primary instructors, IFES includes other organizations to make presentations and lead discussions in their area of specialty: the ABA CELLI Street Law Program utilized interactive teaching methods, the UNDP Human Rights Program provided information on torture victims, the Association of Business Women discussed gender issues and NGO Zubr illustrated how local NGOs can be effective.



Attendees, teachers and staff at Oskemen Camp

After devoting five days to the topics listed opposite the students were ready to simulate an actual situation on which they could apply their newly acquired skills.

While most situations that SACs will deal with are not on a grand scale, the issue of environmental pollution from an industrial source was posed to challenge the students to put to use all the concepts and techniques they discussed over the previous five days.

The students were divided into two SACs, identified by either yellow or red T-shirts. Each group defined the problem, gathered relevant data to document its severity, and prepared a strategy to publicize the issue, mount an effective lobbying strategy with the company owners and local officials, and raise funds to cover the costs of this campaign.

To accomplish their tasks, each SAC was subdivided into three working groups or subcommittees known as sectors: data gathering and documentation sector, public awareness campaign through a media sector, and a fundraising sector.

In the morning of the simulation or roleplaying exercise, the three sectors of each SAC devoted their time to their respective responsibilities. The data gatherers made lists of projects to improve conditions in the community and how these could be achieved. The public relations group inventoried the news outlets and decided what approaches should be used with the broadcast and print media to bring appropriate attention to the problem. The fundraisers identified local and potential international donor sources to finance their efforts.



Students confronting "plant owner" during role-playing

By midday the focal points for attention were defined by each group and plans were made to implement their strategies in the afternoon. The targets of their attention such as the chemical plant polluter, the akimat, media, and funding sources were all "played" by AYL trainers, IFES staff, and teachers. Students demonstrated ingenuity by identifying remedies such as treatment at a sanatorium and free medical examinations for children suffering from pollutant emissions. They also organized public rallies and made statements to the media aimed to encouraging the akimat to accelerate government relief activities.

One tangible sign of the success of this exercise lies in the fact that the students asked for less free time so they could pursue this activity further.

At the conclusion of the role-playing simulation the students and staff gather to critique the day's event.



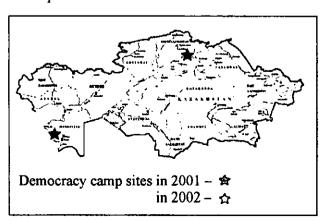
Post role play critique session

In addition to this oral critique, students complete an evaluation form as a sequel to the questionnaire they filled out on the first day of camp. These are intended to gauge participants' attitudes, expectations, civics knowledge, opinions, and successes and weaknesses of their camping experience.

Two-thirds of the students showed a heightened awareness to effective civil society involvement by the end of the camping sessions.

Daniil Grinberg, after attending the Almaty Camp, said:

"I learned how to work in teams, how to conduct interviews, and appreciate the views of other people on certain problems."





Teachers and Local Coordinator

Teachers are an essential part of the IFES program in Kazakhstan. Not only do they teach the civics education course that is the foundation for our high school audience, but they also are the advisors and councilors for the student action committees, the student local government day program, and the civics tournament conducted each school year.

Recognition of the work of the teachers and AYL staff at the democracy summer camps is reflected in the following comment from Smagulova Dilyara from Taldy-Korgan:

"I gained some public speaking skills, learned how to organize a SAC, conduct elections, work in teams, and properly allocate my time."

Success is reflected in the questionnaire responses showing that 100% of the students agreed that the camp program achieved its goals and objectives as announced at the beginning of the camp. This is significant as it includes an 88% positive change in opinion from the first day.

And finally, it should be noted that the camps, as well as the other activities mentioned above, are all made possible through the support of the United States Agency for International Development.



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One Year Report

March, 2002- March, 2003

IFES Almaty Staff -

Kazakhstan Staff Profiles



Marat Bigaliev, Senior Project Coordinator, has been with IFES since 1997. During this time he has trained high school teachers to teach civics education, supervise Summer Democracy Camps, and arrange Student Local Government Days. He is a graduate of the Pedagogical Institute in Semipalatinsk, KIMEP in Almaty, and the Fellowship Program of the U. of Nebraska in the U.S. In addition to the Soros Foundation and several private companies he worked for Kazakh National TV in Semipalatinsk as a news and sportscaster from 1993-95.



Dina Hasenova, Communications Coordinator, has been with IFES since March 2001. In addition to coordinating the IFES Civics Tournament, working with the Summer Camps, and conferences on women's issues, she has been responsible for translations of Kazakh, Russian, and English texts including the IFES civics textbook. Prior to IFES, Dina worked with the EU TACIS project and Chunil Ltd., a South Korean trade company. Dina is a graduate with honors from the Kazakh State Academy of Management and is now attending the U. of Mass through a Muskie Fellowship for a Masters Degree in Public Policy and Administration.



Angela Shafkinova is the project Finance Coordinator since January 2000. Previously she was with Intergas Central Asia, Tractbel Group as payroll manager. Angela served with the Kazakhstan Export-Import Bank and taught at KIMEP where she graduated in 1997 with a Master of Arts in Economics. Her career began in dentistry upon graduation from the Almaty State Medical Institute. After five years of practice in Taldykurgan she made a transition to economics and finance.



Almaz Bizhigitov joined IFES in September 2000 as Administrative/Finance Assistant. In addition to supporting the Student Action Committee program, he aids with Russian and English translation, liaison with government departments, preparation of finance reports, and preparation of program reports. Prior to IFES he was with the American Council for Collaboration in English and Language Study. Almaz is a graduate of Kazakh State National University with a degree in economics and earlier studied in an American High School under a USIS Scholarship. He has won several national and international debate tournaments. In November of 2002 he left IFES to join the Canadian oil firm of Hurricane, Ltd., based in Kzylorda, Kazakhstan.



Aidar Botagarov, serves as Program Assistant with IFES while studying for a degree in public administration at the Kazakhstan Institute of Management, Economics & Strategic Research (KIMEP) in Almaty. Aidar performs analysis of surveys and logistical support for IFES conferences and training sessions and liaison with government departments for international visitors. He began working at IFES in June 2001, as an intern.



Volodya Lisovoi, Logistician/Driver, has been with IFES since 1996. His driving career began in the army and upon discharge was a driver for Almaty officials before working for a construction company during which time he covered long distances with large transports.



Oleg Bahmutov joined IFES in December, 2002, to coordinate the activities relating to the Student Action Committee project. Oleg has worked with IFES previously as program coordinator at the Democracy Camps. He has been associated with the Association of Young Leaders and attended training in Russia and the United States where he studied the program of the California Association of Student Councils. Oleg is a graduate of Kazakh State Architecture-Construction Academy with a major in Advertisement Design.



Ed Morgan, the Project Manager, began working in Kazakhstan in early 2002. Previously he conducted voter and civic education projects for IFES, since 1996, in Bosnia-Herzegovina, Armenia, Georgia, and Kosovo. Ed has traveled in 51 countries including the fifteen European Union members after founding the European American Institute in 1992 dedicated to teaching university students about the EU. His early career was devoted to politics and legislation with the Pennsylvania and California legislatures and the U.S. Congress before assuming executive positions in the U.S. government and the private sector.

One Year Report March, 2002– March, 2003

Appendix

I. Schools Teaching IFES Civics Course —

IFES SCHOOLS IN THE REPUBLIC OF KAZAKHSTAN

#	REGION/OBLASTS	# OF SCHOOLS	TOTAL#
1.	Almatinskaya oblast		49
	Taldy-korgan	22	
	Tekeli	4	
	Ushtobe, Erkino, Zary, Zarechnyi	4	
	Kapchagai	2	
	Talgar	3	
	Rayon schools –		1
	- Eskeldingsky rayon: Kara-Bulak (2), Baxtybai;	3	
	- Alakolsky rayon: Ucharal;	1	
	- Sarkandsky rayon: Sarkand;	l î	
	- Koksyisky rayon: Akshataban, Beskainar;	2	
	- Karatalsky rayon: Bastobe;	1	
	- Karasaisky rayon: Kaskelen;	2	
	- Ilisky rayon: Otegen Batyr;	1 1	
	- Enbekshikazakhsky rayon: Esik, Shelek;	2	
	- Talgarsky rayon: Panfilov.	1	
2.	Almaty	5	5
۷.	Aimaty]	3
3.	Akmolinskaya oblast		38
	Kokshetau	11	
	Atbasar	2	
	Shuchinsk	3	
	Stepnogorsk	2	
·	Rayon schools -	-	}
	- Korgalzhinsky rayon: Korgalzhi, Druzhba, Artagy, Sabyndy;	4	
	- Akkolsky rayon: Ornek, Odessa, Amangeldy, Barap;	4	
	- Astraxansly rayon: Zelenoe, Novocherkasskoe;	2	
	- Arshalynsky rayon: Novoaleksandrovka;	- 1	
	- Shuchinsky rayon: Pervomay, Karashilik;	2	
	- Sandyktausky rayon: Balkashina, Maksimovka, Veselovka;	3	
	- Zerendinsky rayon: Zerenda;	1	
	- Bulandyksky rayon: Makinsk;	1	
	- Zhaksynsky rayon: Zhaksy, Kliminskoe.	2	
4.	Astana	34	34
5.	Aktubinskaya oblast		39
	Aktobe	18	
	Rayon schools -])
	- Xromtausky rayon: Xromtau, Martuk, Koshi	11	
	- Kargalinsky rayon: Batamsha	1	
	- Shalkarsky rayon:Shalkar	2	
	- Alginsky rayon: Tamdy, Alga	2	}
	- Mugalzharsky rayon: Kandyagash	1	

	- Uilsky rayon: Uil;	1	
1	- Aitekebisky rayon: Karabutak;	1	
1	- Nemirsky rayon: Shubarshi, Kenkiak.	2	
6.	Karagandinskaya oblast		50
,	Karaganda	12	
1	Zhezkazgan	6	
1	Satpaev	6	
,	Temirtau	10	
1	Abai	2	
,	Shaxtinsk	3	
,	Saran	1	Ì
1	Rayon schools -		
,	- Osakarovsky rayon: Osakaravka;	6	
,	- Nurinsky rayon: Kievka, Topar, Terekty.	4	1
7.	Vostochno-Kazakhstanskaya oblast		59
,	Oskemen	28	
1	Semey	19	
,	Rayon schools –		
,	- Borodulixinsky rayon: Novopokrovka, Borodulikha,	4	
1	Stepanovsk;	i	
,	- Kurchumsky rayon: Terekty	4	1
,	- Glybokovsky rayon: Belousovka, Vinnoe, Predgornoe,		
1	Glybokoe;	3	
1	- Zyrynovsky rayon: Maleevka, Oktybrsk, Chapaevo.		
8.	Uzhno-Kazakhstanskaya oblast		31
1	Shymkent	18	
1	Shardara	2	
,	Turkestan	3	[
,	Rayon schools –		
!	- Saryagashsky rayon:	2	
/	- Tulkubasky rayon: Sastobe, Ryskulov	2	
,	- Baidibek rayon: Shayan	1	
_ '	- Maktaaral rayon: Dostyk	3	
9.	Atyrayskaya oblast		14
,	Atyrau	13	
	Rayon schools: Balykshy	1	<u> </u>
10.	Mangystauskaya oblast		34
,	Aktay	17	
,	Zhana-Ozen	8	
1	Rayon schools –		
,	- Tupkarinski rayon	2	
,	- Mangystauski rayon: Shaiyr, Beiney, Akzhigit, Zhetybai,	7	
1	Kuryk.		
11.	Zapadno-Kazakhstanskaya oblast		33
- ' '	Uralsk	19	1
	Rayon schools		

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		 -	
	- Akzhaiksky rayon: Chapaevo;	1	
1	- Burlinsky rayon: Aksai;	, 1	
	- Zhangalinsky rayon: Karmanovka	1	
	- Zhanybeksky rayon: Zhanybek;	1	
	- Zelenovsky rayon: Peremetnoe, Kalininskoe;	3	
	- Kaztalovsky rayon: Kaztalovka;	1	
	- Karatobinsky rayon: Karatobe;	1	}
	- Sarymsky rayon: Dzhampeita;	1	
	- Taskalinsly rayon: Taskala;	1	
	- Terektinsly rayon: Podstepnoe;	1	1
	- Bokeiordinsky rayon: Urda;	1	
	- Chingirlaysky rayon: Chingirlay.	1	
12.	Kyzylordinskaya oblast		26
'2.	Kzyl-Orda	6	20
	Aralsk	4	
	Kazalinks	1]
	Rayon schools –	•	
	- Karmakshinsky rayon: Zhosaly;	3	
	- Shielinsky rayon: Shieli, Radioypravlenie, Zhanazhol, Talap;	4	
	- Zhanakorgansly rayon: Tomenaryk, Zhanakorgan;	3	
	- Syrdarinsly rayon: Terenozek;	1 .	
	- Kazalinsky rayon: Aktan Batyr;		
	- Aiteke Bi rayon: Novokazalisnk	2	
13.	Severo-Kazakhstanskaya oblast	1.7	44
13.	Petropavlovsk	17	44
13.	Petropavlovsk Rayon schools –		44
13.	Petropavlovsk Rayon schools – - Zhambylsky rayon: Presnovka, Blagoveshenka	3	44
13.	Petropavlovsk Rayon schools – - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon	3	44
13.	Petropavlovsk Rayon schools – - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon - Ualixanovsky rayon	3 3 5	44
13.	Petropavlovsk Rayon schools – - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon - Ualixanovsky rayon - Mamlutsky rayon: Bostandyk, Mamlutka	3 3 5 2	44
13.	Petropavlovsk Rayon schools — - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon - Ualixanovsky rayon - Mamlutsky rayon: Bostandyk, Mamlutka - Esilsky rayon: Nikolaevka, Iliinka, Uavlenka, Chirikovka	3 3 5 2 5	44
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13.	Petropavlovsk Rayon schools — - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon - Ualixanovsky rayon - Mamlutsky rayon: Bostandyk, Mamlutka - Esilsky rayon: Nikolaevka, Iliinka, Uavlenka, Chirikovka	3 3 5 2 5 2	44
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13.	Petropavlovsk Rayon schools — - Zhambylsky rayon: Presnovka, Blagoveshenka - Kzylzharsky rayon - Ualixanovsky rayon - Mamlutsky rayon: Bostandyk, Mamlutka - Esilsky rayon: Nikolaevka, Iliinka, Uavlenka, Chirikovka - Akkaiynsky rayon: Aral-agash, Astraxanka - Ayitausky rayon: Birlistik - Rayon Sholakina - Akzharsky rayon: Alkaterek	3 3 5 2 5 2	44
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	- Moiynkumsky rayon: Shyganak.	1	
15.	Kostanaiskaya oblast		44
ļ	Kostanai	12	
	Lisakovsk	3	
	Arkalyk	1	
	Rydnyi	4	,
	Rayon schools –		
	- Kostanaisky rayon: Zatobolsk, Krasnooktybrsky, Auelikol.	5	
	- Mendykarinsky rayon: Mendykara, Mixailovka.	2	
	- Nayrzymsky rayon: Karamendy.	1	
	- Zhetykarinski rayon: Zhetykara.	2	
	- Kamystinsky rayon: Kamysty, Fedorovka.	3	
	- Taranovsky rayon: Maiskoe, Taranovskoe.	2	
	- Amangeldinsky rayon: Amangeldy.	5	
	- Sarykolsky rayon: Chexov, Urisk.	2	1
	- Uzunkolsky rayon:Uzunkol.	1	
	- Karasyisky rayon: Karaman.	1	
16.	Pavlodarskaya oblast		41
	Pavlodar	16	
ļ	Ekibaztuz	7	
	Aksy	4	
	Rayon schools –		
	- Aksuisky rayon: Algabas, Kazyly, Zholkuduk	6	
	- Bayanaulsky rayon: Bayanaul	2	
	- Maisky rayon: Koktobe	1	,
1	- Uspensky rayon: Ilichevka	1	
	- Zhelezinsky rayon: Eskary, Berezovka	2	
	- Lebuzhinski rayon: Beskaragai, Leninka	2	
17.	TOTAL	577	577

IFES SCHOOLS IN THE REPUBLIC OF KAZAKHSTAN

#	REGION/OBLASTS	# OF SCHOOLS	TOTAL#
1.	Almatinskaya oblast		49
	Taldy-korgan	22	
	Tekeli	4	
	Ushtobe, Erkino, Zary, Zarechnyi	4	ľ
	Kapchagai	2	
	Talgar	3	
	Rayon schools –		
	- Eskeldingsky rayon: Kara-Bulak (2), Baxtybai;	3	
	- Alakolsky rayon: Ucharal;	1	
	- Sarkandsky rayon: Sarkand;	1	
	- Koksyisky rayon: Akshataban, Beskainar;	2	
	- Karatalsky rayon: Bastobe;	1	
	- Karasaisky rayon: Kaskelen;	2	
	- Ilisky rayon: Otegen Batyr;	1	
	- Enbekshikazakhsky rayon: Esik, Shelek;	2	
	- Talgarsky rayon: Panfilov.	1	
2.	Almaty	5	5
3.	Akmolinskaya oblast		38
	Kokshetau	11	
	Atbasar	2	
	Shuchinsk	3	
	Stepnogorsk	2	
	Rayon schools -	i	
	- Korgalzhinsky rayon: Korgalzhi, Druzhba, Artagy, Sabyndy;	4	
	- Akkolsky rayon: Ornek, Odessa, Amangeldy, Barap;	4	
	- Astraxansiy rayon: Zelenoe, Novocherkasskoe;	2	
	- Arshalynsky rayon: Novoaleksandrovka;	i	
	- Shuchinsky rayon: Pervomay, Karashilik;	2	
	- Sandyktausky rayon: Balkashina, Maksimovka, Veselovka;	3	
	- Zerendinsky rayon: Zerenda;	1	j
	- Bulandyksky rayon: Makinsk;	l i	
	- Zhaksynsky rayon: Zhaksy, Kliminskoe.	2	<u>}</u>
4.	Astana	34	34
<u>*:</u> 5.	Aktubinskaya oblast		39
J.	Aktobe	18	37
	Rayon schools -	. 10	
	- Xromtausky rayon: Xromtau, Martuk, Koshi	11	
	- Kargalinsky rayon: Batamsha	1	
		l l	
	- Shalkarsky rayon: Shalkar	2	
	- Alginsky rayon: Tamdy, Alga] 2	1
	- Mugalzharsky rayon: Kandyagash] ;	
	- Uilsky rayon: Uil;	1	
	- Aitekebisky rayon: Karabutak;		1
	- Nemirsky rayon: Shubarshi, Kenkiak.	2	
6.	Karagandinskaya oblast	12	50
	Karaganda	12	}
	Zhezkazgan	6	1
	Satpaev	6	
	Temirtau	10	
	Abai	2	

	Shaxtinsk	3	
	Saran	1	Ì
	Rayon schools -	1	1
	- Osakarovsky rayon: Osakaravka;	6	
	- Nurinsky rayon: Kievka, Topar, Terekty.	4	
7.	Vostochno-Kazakhstanskaya oblast		59
	Oskemen	28	
	Semey	19	
	Rayon schools –		·
	- Borodulixinsky rayon: Novopokrovka, Borodulikha, Stepanovsk;	4	
	- Kurchumsky rayon: Terekty	li	
	- Glybokovsky rayon: Belousovka, Vinnoe, Predgornoe, Glybokoe;	4	
	- Zyrynovsky rayon: Maleevka, Oktybrsk, Chapaevo.	'	
	- Dyfyffovsky fayoff, fyfalcevka, Oktybrsk, Chapaevo.	3	1
8.	Uzhno-Kazakhstanskaya oblast		31
٥.	Shymkent	18	31
	Shardara		
		2 3	
	Turkestan Rayon schools	١	
	Rayon schools –	12	
	- Saryagashsky rayon:	2	
	- Tulkubasky rayon: Sastobe, Ryskulov	2	
	- Baidibek rayon: Shayan	1	1
	- Maktaaral rayon: Dostyk	3	
9.	Atyrayskaya oblast		14
	Atyrau	13	
	Rayon schools: Balykshy	1	
10.	Mangystauskaya oblast		34
	Aktay	17	
	Zhana-Ozen	8	
	Rayon schools –	1	ĺ
	- Tupkarinski rayon	2	
	- Mangystauski rayon: Shaiyr, Beiney, Akzhigit, Zhetybai, Kuryk.	7	
11.	Zapadno-Kazakhstanskaya oblast		33
	Uralsk	19	
	Rayon schools	}	
	- Akzhaiksky rayon: Chapaevo;	1	
	- Burlinsky rayon: Aksai;	1	
	- Zhangalinsky rayon: Karmanovka] 1	
	- Zhanybeksky rayon: Zhanybek;	1	
	- Zelenovsky rayon: Peremetnoe, Kalininskoe;	3	
	- Kaztalovsky rayon: Kaztalovka;	1	1
	- Karatobinsky rayon: Karatobe;	1	
	- Sarymsky rayon: Dzhampeita;	1	1
	- Taskalinsly rayon: Taskala;	1	
	- Terektinsly rayon: Podstepnoe;	1	İ
	- Bokeiordinsky rayon: Urda;	1	}
	- Chingirlaysky rayon: Chingirlay.	1	1
12.	Kyzylordinskaya oblast		26
	Kzyl-Orda	6	
	Aralsk	4	
	Kazalinks	l i	
	Rayon schools –		
	- Karmakshinsky rayon: Zhosaly;	3	
	- Shielinsky rayon: Shieli, Radioypravlenie, Zhanazhol, Talap;	4	
	- Zhanakorgansly rayon: Tomenaryk, Zhanakorgan;	2	
	, zmanakorgansij rayon, romenaryk, zmanakorgan,	1 ~	l l

.

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	·		
	- Kazalinsky rayon: Aktan Batyr;	1	
	- Aiteke Bi rayon: Novokazalisnk	2	
[13.	Severo-Kazakhstanskaya oblast		44
	Petropavlovsk	17	
	Rayon schools -		
	- Zhambylsky rayon: Presnovka, Blagoveshenka	3	
	- Kzylzharsky rayon	3	
	- Ualixanovsky rayon	5	
]	- Mamlutsky rayon: Bostandyk, Mamlutka	2	
	- Esilsky rayon: Nikolaevka, Iliinka, Uavlenka, Chirikovka	5	
	- Akkaiynsky rayon: Aral-agash, Astraxanka	2	
	- Ayitausky rayon: Birlistik	1	
	- Rayon Sholakina	2	
1	- Akzharsky rayon: Aikaterek	1	
	- Taiypshinsky rayon: Taiypsha	li	
	- Rayon Zhumabaeva: Bulaevo	l i	
	- Rayob Musrepova: Chistopolie	li	
14.	Zhambylskaya oblast		36
14.	Taraz	21	30
	Taraz Shu	$\begin{pmatrix} 21 \\ 3 \end{pmatrix}$	
	Rayon schools –	3	
	l '		
	- Shyisky rayon: Tole Bi, Birlik;	2	
	- Merkensky rayon: Merke;	2	
	- Kordaysky rayon: Beitkainar, Masanchin, Sarybulak;	3	
]	- Ryskulovsky rayon: Kamenka, Kulan, Korgeshin, Akyrtobe;	4	
	- Moiynkumsky rayon: Shyganak.		
15.	Kostanaiskaya oblast		44
1	Kostanai	12	
	Lisakovsk	3	
ĺ	Arkalyk	1	
	Rydnyi	4	
	Rayon schools –		
	- Kostanaisky rayon: Zatobolsk, Krasnooktybrsky, Auelikol.	5	
	- Mendykarinsky rayon: Mendykara, Mixailovka.	2	
	- Nayrzymsky rayon: Karamendy.	1	
	- Zhetykarinski rayon: Zhetykara.	2	
İ	- Kamystinsky rayon: Kamysty, Fedorovka.	3	
	- Taranovsky rayon: Maiskoe, Taranovskoe.	2	
	- Amangeldinsky rayon: Amangeldy.	5	
	- Sarykolsky rayon: Chexov, Urisk.	2	
ł	- Uzunkolsky rayon:Uzunkol.	1	
	- Karasyisky rayon: Karaman.	1	
16.	Pavlodarskaya oblast		41
•••	Pavlodar	16	''
]	Ekibaztuz	7	
	Aksy	4	
[Rayon schools –	'	
Į	- Aksuisky rayon: Algabas, Kazyly, Zholkuduk	6	
1	- Aksuisky rayon: Argabas, Kazyry, Zhorkuduk - Bayanaulsky rayon: Bayanaul	2	
1	- Bayanaulsky rayon: Bayanaul - Maisky rayon: Koktobe		
		1	
	- Uspensky rayon: Ilichevka		J
	- Zhelezinsky rayon: Eskary, Berezovka	$\begin{pmatrix} 2 \\ 2 \end{pmatrix}$	
<u> </u>	- Lebuzhinski rayon: Beskaragai, Leninka	577	577
17.	TOTAL	311	

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One Year Report

March, 2002- March, 2003

Appendix

II. 2003 Civics Course Survey

Teacher Survey

Student Survey

Graduate Survey

IFES

KAZAKHSTAN CIVICS EDUCATION COURSE SURVEY

March

2003

IFES Civic Education Survey 2003 Teacher Questionnaire

		Settlement/City							
sian/Mixed/	Rayon	Rayon							
emale	Oblast								
1. Please mark whether you taught the IFES Civics Course during the following school									
	• •								
Yes	Number of Classes	Number of Students							
—Yes		Number of Students							
		Number of Students							
	Number of Classes	Number of Students							
emocracy. How effe	ctive was the textbook in he	lping to achieve this goal: very							
Very effective									
Effective to some ex	xtent								
Mostly ineffective									
Totally ineffective									
e any suggestions to	improve the textbook? If s	o, please list them below.							
d the teacher's manu	ial helpful when teaching th	is class? [If 'No', please state							
Yes		•							
 									
	improve the teacher's man	ual? If so, please list them							
	rk whether you tauge mark 'Yes' for eac 'Yes' for a school ye ou taught, and the toYes	rk whether you taught the IFES Civics Course de mark 'Yes' for each year in which you taught to 'Yes' for a school year, please indicate the numbrou taught, and the total number of students in the outled to taught, and the total number of Classes YesNumber of Classes							

6. Do you fi please state	ind the interactive methodology helpful when teaching this class? [If 'No', why.]
1. 2.	Yes No
7. Has your	understanding of democracy increased as a result of teaching this course?
1. 2.	Yes If yes, then select: Great deal (), Fair amount (), or Very little () No
	out civic responsibility? Has your understanding of this concept increased as a king this course?
1. 2.	Yes If yes then select: Great deal (), Fair amount (), or Very little () No
Please circl	low are some things that students may learn from the IFES Civics Course. e the three most important things your students have learned from this course. rite in any skills not listed below.
1.	Critical thinking
2.	Greater understanding of democracy and civil society
3.	Greater understanding of rights of a citizen
4.	Communication skills
5.	Leadership skills
6.	Learning responsibility
7.	Other
	y of your students used what they learned in the IFES Civics Course to take an n a civic issue? If Yes, please provide examples.
1.	Yes
2.	No
	spects of the course did you enjoy the most? Please circle three responses. y aspects not listed.
1.	Discussions
2.	Group discussions
3.	Brainstorming/Thinking critically
4.	Role games
5.	Exercises from the Teacher's manual
6.	Discussing tasks from textbook
7.	Interactive teaching method
8.	Information from textbook
9.	Other

					6	Very	
Very Poor						Good	
		•	•	ve for i	mprovi	ng or changing the course? \	Write in
gestions	as ye	ou woul	ld like.				
٦	ggestion	ggestions, if a	ggestions, if any, do		ggestions, if any, do you have for i	ggestions, if any, do you have for improvi	ggestions, if any, do you have for improving or changing the course? \

12. On a scale of 1 to 7 where 1 means 'Very poor' and 7 means 'Very good', what rating

- of Kazakhstan?
 - 1. Yes
 - 2. No
 - 3.
- 15. Do you think the IFES Civics Course should be a mandatory part of the curriculum for secondary school students, or should it be an optional course in the curriculum, or should it not be offered at all in the curriculum?
 - 1. Mandatory course

would you give to the IFES Civics Course?

- **Optional** course 2.
- Not offered at all 3.

Thank you for filling out the questionnaire.

1FES Civic Education Survey 2003 Student Questionnaire

Form							
School				Rayon			
SchoolKazakh/Russian/Mixed/					Obla	ast	
							-
1. In what	grade die	d you take the	cours	se?			
	1.	9 th grade 10 th grade1 11 th grade					
	2.	10 th grade1					
	3.	11 th grade					
		7 where 1 me ne IFES Civic			or' and	7 means 'Very go	ood', what rating
	1	2 3	4	5	6	7	
	Very					Very	
	Poor					Good	
	1. 2. 3. 4. 5. 6.	Greater und Communica Leadership	lerstai lerstai ition s skills sponsi	nding o kills ibility	f rights		ciety
4. Has you	ır underst					a result of taking	g this course?
1.	Yes	If yes then s	elect:	Great d	ieai (),	Fair amount (),	or Very little ()
2.	No						
5. What al result of ta		-	/? Ha	s your i	underst	anding of this cor	ncept increased as a
1.	Yes	If yes then s	elect:	Great d	leal (),	Fair amount (),	or Very little ()
2.	No						

understandi	ortant concepts. Please select those tools you believe contributed most to your
	ng of these concepts taught in class. 1. Discussions
	2. Information from textbook
	3. Group discussions
	4. Role games
	5. Lectures
	6. Discussing tasks from textbook
	7. Exercises from the Teacher's manual
	8. Brainstorming
	9. Thinking critically
become invo	now, the IFES Civics Course discussed civic actions through which citizens can olved in their communities. Can you list the civic actions that you learned in as many actions as you would like.
8. Have you which you to	taken any of these actions outside of school? If Yes, please list the activities in ook part?
1.	Yes
1.	165
2.	No
	oting, what do you think are the most effective ways for citizens to influence the eir leaders in Kazakhstan? Please list as many responses as you would like.
10. Do you a	nticipate undertaking these actions once you are out of school?
1.	Definitely
2.	Maybe
3.	No
4.	Don't know
is very good	ald you rate the textbook used in the IFES Civics Course? Do you think that it and no changes should be made to it, do you think it is good but it could use es, or do you think it not very good and should undergo major changes?
is very good some change	and no changes should be made to it, do you think it is good but it could use es, or do you think it not very good and should undergo major changes?
is very good some change 1.	and no changes should be made to it, do you think it is good but it could use es, or do you think it not very good and should undergo major changes? Very good, no changes necessary
is very good some change	and no changes should be made to it, do you think it is good but it could use es, or do you think it not very good and should undergo major changes?

12. Besides suggestions for the textbook, what suggestions, if any, do you have for
improving or changing the course? Write in as many suggestions as you would like.

- 13. In your opinion, has this course helped to prepare you to become a better citizen of Kazakhstan?
 - 1. Yes
 - 2. No
- 14. Would you recommend to other students to take this course?
 - 1. Would highly recommend taking this course
 - 2. Would possibly recommend taking this course
 - 3. Would not recommend taking this course

Thank you for filling out the questionnaire.

IFES Civic Education Survey 2003 Graduated Student Questionnaire

School		Settlement/City		
Kazakh/Russian/Mixed/		Rayon		
Sex: Male/Female		Oblast		
1. Please circ	cle the year(s) in which you took			
1.	1999-2000			
2.				
3.	2001-2001			
J.	2001-2002			
2. And in wh	at grade did you take the course	?		
1.	9 th grade 10 th grade			
2.	10 th grade			
3. ·	11 th grade			
3. Could you the appropri		se days? Pleas	e look at the categories below and circle	
1.	In University, Institute, College	TA		
2.	Working full-time	ge		
3.	Working part-time			
3. 4.	Unemployed			
5.	Other			
•				
	of 1 to 7 where 1 means 'Very p FES Civics Course?	oor' and 7 mea	ans 'Very good', what rating would you	
	1 2 3 4	5 6	7	
	Very		Very	
	Poor		Good	
	ow are several things that studen the three things you think you le		arned after taking the IFES course. t from this course.	
1.	Critical thinking			
2.	Greater understanding of democracy and civil society			
3.	Greater understanding of rights of a citizen			
4.	Communication skills			
5.	Leadership skills			
6.	Learning responsibility			
7.	Other	······································		
6. Did your u	inderstanding of democracy incr	ease as a resul	t of taking this course?	
1.	Yes If yes then select: Great	at deal (), Fair	r amount (), or Very little ()	
. 2.	No			
7. What about taking this co	- · · · · · · · · · · · · · · · · · · ·	understanding	g of this concept increased as a result of	
1.	Yes If yes then select: Grea	at deal (), Fair	r amount (), or Very little ()	
2.	No		• • • • • • • • • • • • • • • • • • • •	

	taken part in any civic actions since you graduated from school? If Yes, please list the which you took part?
1.	Yes
2.	No
	oting, what do you think are the most effective ways for citizens to influence the actions ers in Kazakhstan? Please list as many responses as you would like.
•	opinion, has this course helped to prepare you to become a better citizen of
Kazakhstan	
1.	Yes
2.	No

Thank you for filling out the questionnaire.

One Year Report

March, 2002- March, 2003

Appendix

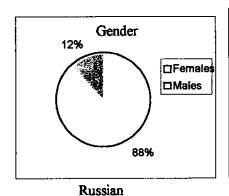
III. Survey Responses -

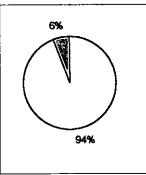
Teachers
Students
Graduates

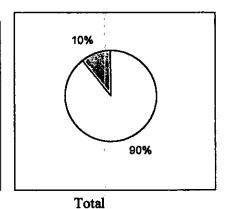
IFES CIVICS COURSE SURVEY 2003

Interim Report 1
March 25, 2003
Teachers' Questionnaire

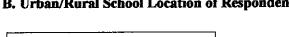
A. Gender of Respondents

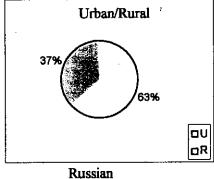


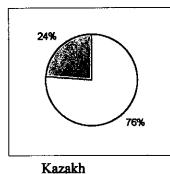


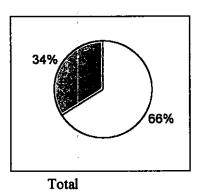


Russian Kazakh
B. Urban/Rural School Location of Respondents

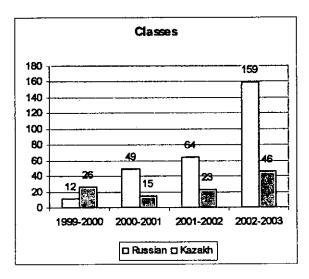


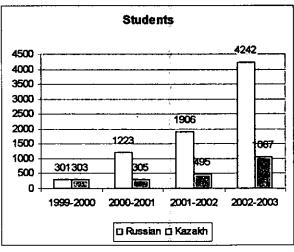




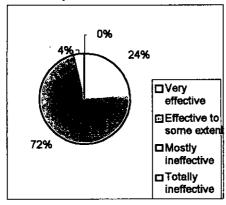


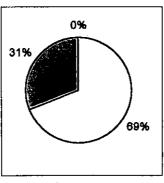
1. The years in which the teachers taught the civics course and the number of students for each year.

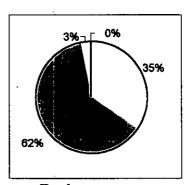




2. How effective was the IFES textbook in helping students understand the role of a citizen in democracy?







Russian

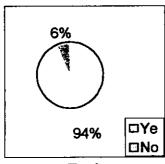
Kazakh

Total

3. Suggestions to improve the textbook

- 1. More comprehensive delivery of theoretical material
- 2. More practical games and exercises
- 3. More real current KZ cases and exercises

4. Did you find the Teachers Manual helpful when teaching this course?

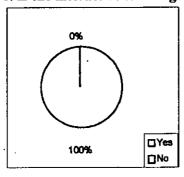


Total

5. Suggested improvements to the Teachers Manual.

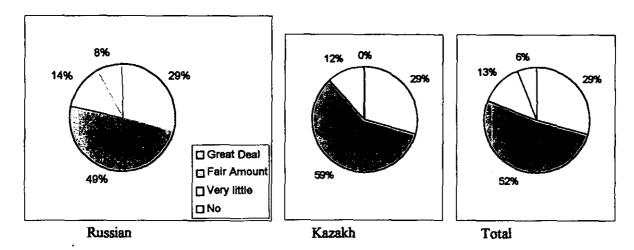
- 1. Include practical games
- 2. Testing tasks of various difficulty levels
- 3. Illustrations, pictures, schemes
- 4. Additional Materials

6. Is the interactive teaching methodology helpful when teaching this course?

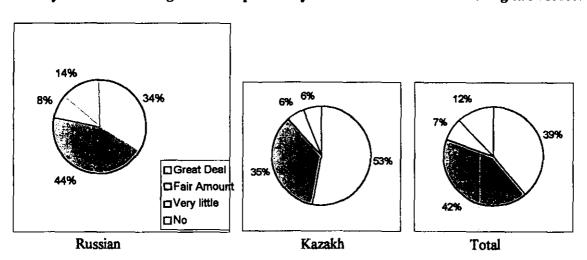


Total

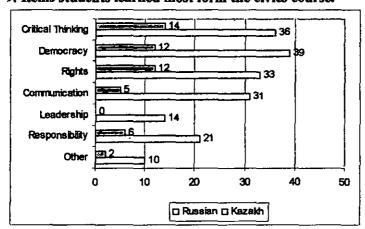
7. Has your understanding of democracy increased as a result of teaching this civics course?



8. Has your understanding of civic responsibility increased as a result of teaching this course?



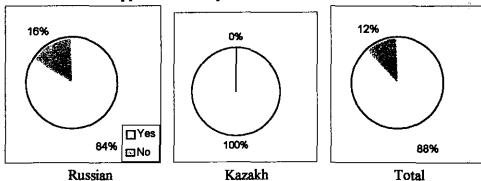
9. Items students learned most form the civics course:



Other choices:

- 1. Ability to defend personal position
- 2. Imitativeness
- 3. Team working
- 4. Tolerance

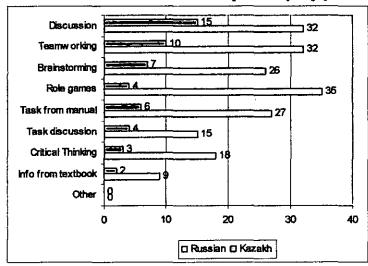
10. Have students applied what they learned in a civic issue?



Examples:

- 1. Student Government
- 2. Day of self-governance
- 3. Debates and discussions
- 4. Public campaigns against aids, drugs, for ecology
- 5. More Active in Students Life

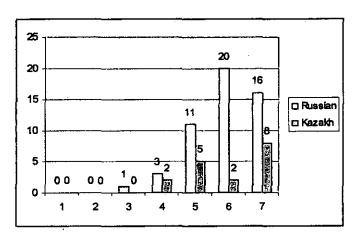
11. Teachers were asked to select 3 aspects they enjoyed the most in teaching the course:



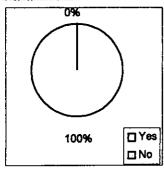
Other choices:

1. Interactive Games

12. On a scale of 1 to 7, 1 meaning very poor and 7 meaning very good, how would you rate the course?

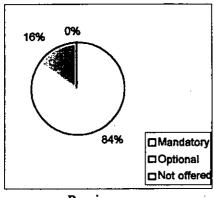


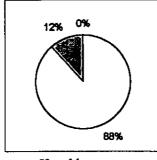
- 13. What suggestions, if any do you have for improving the course?
- 1. Work book
- 2. Develop tests for students
- 3. Organize seminars for teachers
- 14. In your opinion, does this course help to prepare the students to become better citizens in Kazakhstan?

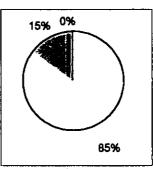


Total

15. Do you think the IFES Civics Course should be mandatory part of the curriculum for secondary school students or should it be an optional course, or should it not be offered at all in the curriculum?







Russian

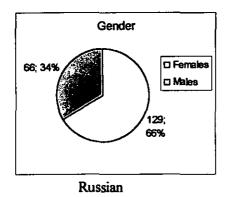
Kazakh

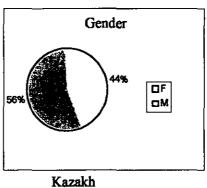
Total

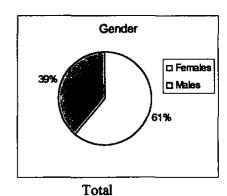
IFES CIVICS COURSE SURVEY 2003

Interim Report 1
March 25, 2003
Students' Questionnaire

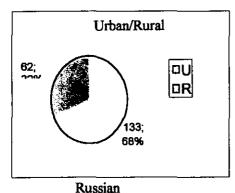
A. Gender of Respondents

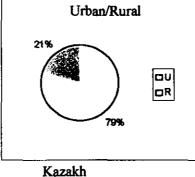


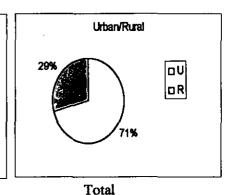




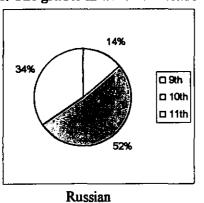
B. Urban/Rural School Location of Respondents

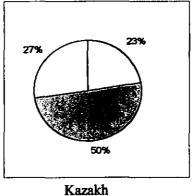


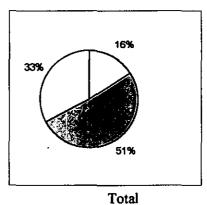




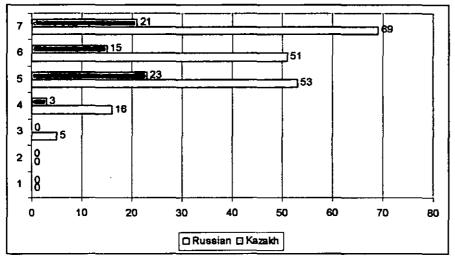
1. The grades in which the student took the course.



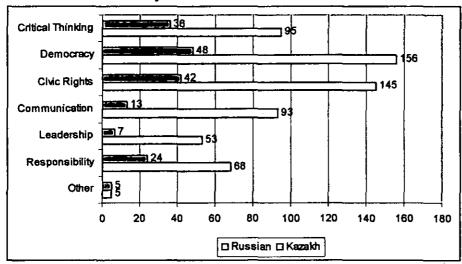




2. On a scale of 1 to 7, where 1 means very poor and 7 means very good, how students rated the civics course.

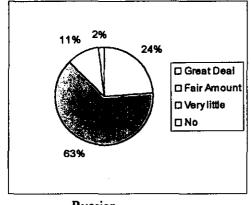


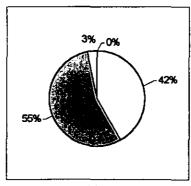
3 Items students said they learned most from the course:

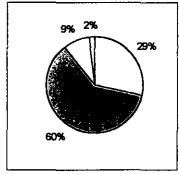


Other choices:

- 1. Understanding citizenship responsibility
- 2. Understand state structure
- 7 4 9
- 3. Ability to express your own opinion
- 4. How much has your understanding of democracy increased as a result of taking this course?





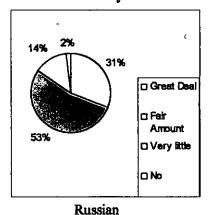


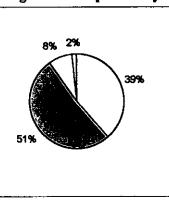
Russian

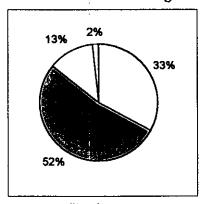
Kazakh

Total

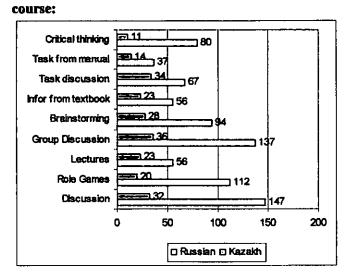
5. How much has your understanding of civic responsibility increased as a result of taking this course?







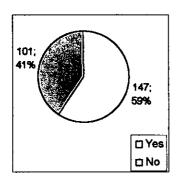
Russian Kazakh Total
6. Tools used by the teachers that students selected as contributing most to helping them understand the



7. Civic actions learned from taking the civics course:

1. Knowledge of Civic Rights	11
2. Development of Civic activities	9
3. Understanding of democracy and Civic society	10
4. Participation in Election & Voting	97
5. Participation in political campaigns	30
6. Interest groups	17
7. NGOs	23
8. Political Parties	22
9. Referendums	18
10. Appeals to local governments	18
11. Defending rights in the court	4
12. Meetings & strikes	31
13. Charity campaigns	8
14. Youth Movements	3
15. Debates and Discussions	12
16. Olympiads	5

8. Have you taken part in civic actions outside of school?



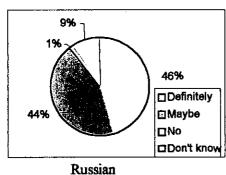
Total

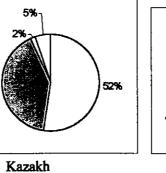
1. Participation in various debates & seminars 31	
2. Participation in official meetings on town issues 5	
3. Charity activities	14
4. Voluntary Organizations	13
5. Conducting Public Opinion Surveys	5
6. Ecological campaigns	5
7. Campaign against drugs	7
8. Youth organization	14
9. Participation in scientific seminars	4

9. Besides voting, list effective ways for citizens to influence leaders in Kazakhstan.

1. Strikes, meetings	110
2. Media	96
3. NGOs	11
4. Open Letters and petitions	67
5. Political Party Activity	3

10. Do you anticipate undertaking any civic actions after leaving school?





8% 48% **Total**

11. How would you rate the textbook used in the IFES Civics Course?

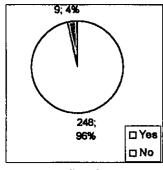
1% 54% □ Excellent <u> Fine</u> ☐ Not good

Suggestions for improvement:

1. More practical exercises	19
2. More comprehensive delivery of material	32
3. Schemes, Illustrations, Caricatures	30
4. More role games	19
5. Connection to real world situation (KZ and foreign countries)	17

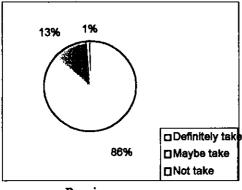
12. What suggestions, if any, do you have for improving the civics course?	
1. More studying hours	31
2. Guest Lectures (leg. & exec of town)	14
3. More examples of nowadays KZ Gov. processes and decisions	28
4. Create a club for students studying the course for exchange of experience	15
5. Additional material (Journals, Newsletters)	6

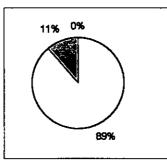
13. Has this course helped to prepare you to become a better citizen of Kazakhstan?

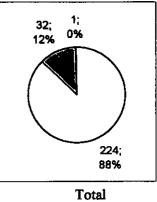


Total

14. Would you recommend to other students to take this course?





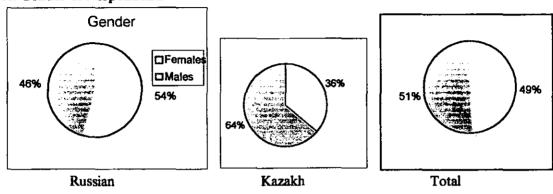


Russian Kazakh

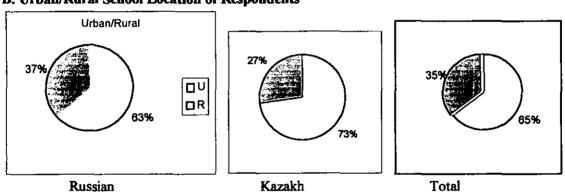
IFES CIVICS COURSE SURVEY 2003

Interim Report 1
March 25, 2003
Graduates' Questionnaire

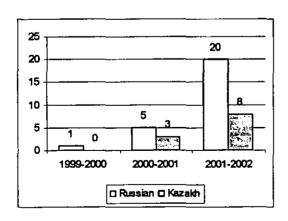
A. Gender of Respondents



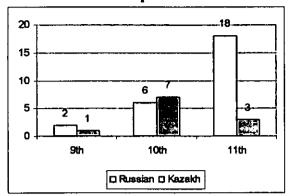
B. Urban/Rural School Location of Respondents



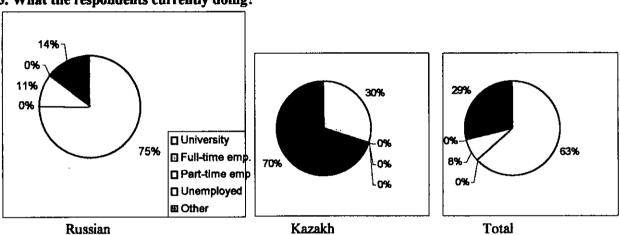
1. The years(s) in which the respondents took the course



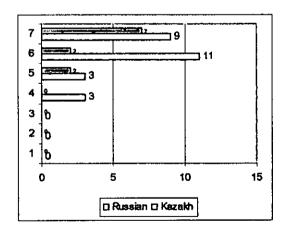
2. Grades in which respondents took the course



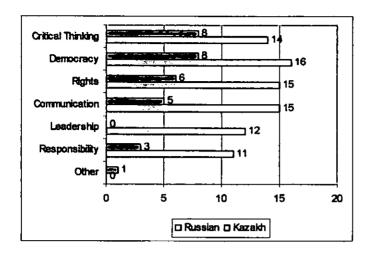
3. What the respondents currently doing?



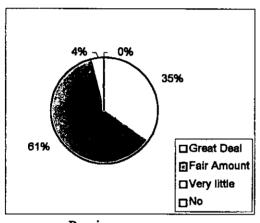
4. On a scale of 1 to 7, 1 meaning very poor and 7 meaning very good, how would you rate the course?

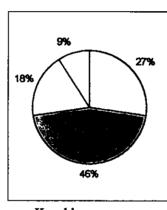


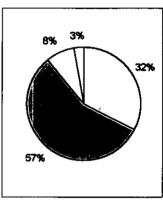
5. Thing learned most from taking the course:



6. Did your understanding of democracy increase as a result of the course?





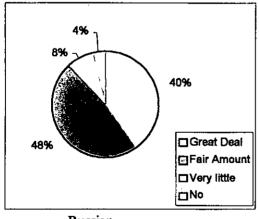


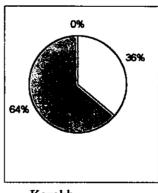
Russian

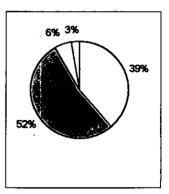
Kazakh

Total

7. Did your understanding of civic responsibility increase as a result of the course?







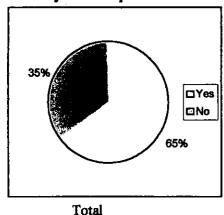
Russian

Kazakh

Total

8. Have you taken part in civic actions since you graduated (or advanced at school)?

5. Debates



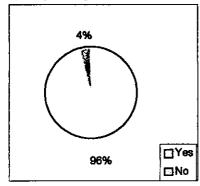
1. Youth demonstrations 2
2. Appeal to president 1
3. Campaigns against AIDS 1
4. Working in NGO 2

9. Besides voting, what are the most effective ways the citizens can influence actions of their leaders in Kazakhstan?

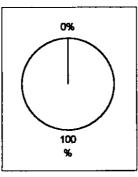
- 1. Demonstrations and meeting
- 2. Strikes
- 3. Media
- 4. Appeals to local government

- 11
- 4
- 7
- 8

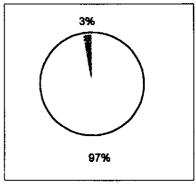
10. In your opinion has this course helped to prepare you to become a better citizen in Kazakhstan?



Russian



Kazakh



Total

One Year Report March, 2002– March, 2003

Appendix

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IV. Student Action Committee Data --

1	Region	School	SAC title	# of students	Projects	Date of establish	President	Adviser
1	Aksu	4	SAC	75	The decision of school problems. The action on a theme of "Children's rights"	September 2001.	Gribova Olga	
.2	Aktobe	32	Zhiger (will)	18	The decision of problems of pupils, Creation and release of the school newspaper. Organization of meetings with outstanding people. Organization of a "KVN" (Club Cheerful and Resourceful) and Debate competitions	October 2001.	Moldashev Kaisar	Koishigalieva Nazgul/ Izembetova Nesebeli
3	Energeticheski settl.	38	SAC	52	Provide benches to the city (construct new ones and repair others)	November 2002.	Maldinova Aizhan	Tasaeva Gulbanu Tasaevna
4	Karaganda	9	Clio	15	Organization of scientific-educational events	September 2002.		
5	Karaganda	13	Power in Action	11	Help the children's home named after Krupskaya, organization of different school events, care for veterans of the WW2, help the poor students of the school (competition " the cleverest class), ecology (participation in clean- up days)	September 2002.		
6	Karaganda	38	SAC	11	Solution of school problems	-		Stoyanova Irina Vasilievna



7	Karaganda	53	Rising sun	. 15	Help the children's home named after Krupskaya, solution of school problems, organization of school radio	October 2001.	Anna Loktionova	Yudinceva Valentina Aleksandrovna
8	Karaganda	62	SAC	16	Solution of school problems	September 2002.		
9	Karaganda	95	SAC	10	Solution of school problems			Elena Vladimirovna Samchenko
10	Karaganda	97	Sary-Arka	10	Solution of school problems			
11	Kostanai	Zatobolsk school № 1	SAC	10	Trade fair to help orphans, preparation for "Student Local Government Day" project	October 2002.		Lezhneva M.V.
12	Kostanai	Boarding school for talented children named after Ibrai Altynsarin	SAC	98	Activities: Ecology, Linguistics (spread of English Language), School chronicle, Implement the Law on Languages (study of kazakh language)	October 2001.	Arapbaev Dilmuhamed	Each activity of SAC has its own advisor
13	Kostanai \ Lisakovsk	Gimnasium in Lisakovsk city	SAC	8	Working on the spare time of children from school and microregion. In the framework of this project SAC organized Quiz for children from kindergarten, "Miss Kidling" competition and sport activities among primary forms	October 2001.	Valchuk Lubov	Bayahmetova M.A.
14	Pavlodar		Alternative	75	Help orphanage, Trainings on SACs in other schools	September 2001.	Talipov Erzhan	
15	Petropavlovsk	9	Cradle	20	"Cradle" project (study of local lore, history of home region)	September 2001.	Tarasenko Irina	Lahtina Tamara Leontievna
16	Semei	25	SAC	6	Solution of Ecological Problems (greenery of the school)	January 2003	Bekezhanov Kuat	
17	Semei	. 37	SAC	6	Creation of SAC. Oragnization of different school events (holidays, discos, etc.).	January 2003	Okasova Botagoz	

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18	Semei	38	Sirius	10	"Chalk to school" project / January 2003 - Provision of musical equipment to the school, jointly with high grade students council. Organization of KVN. Organization of sport activities within the school "Youth for the peaceful world without narcotics and terrorism" Organization of SAC trainings for other city schools.	September 2002.	Abzhahanov Ernur	Keldibaeva Bahytkul Omarkhanovna
19	Semei	gimnasium for females	SAC	5	Creation of SAC. Solution of ecological problems (provision of litter-bins to the school)	January 2003	Mukasheva Asel	
20	Shahtinsk	5	Freedom	23	School repairment, purchase of school supplies/ Congratulate veterans	October 2001.	Utuganova Viktoriya	Kartunova Elena
21	Shimkent	65	SAC	5	Creation of SAC		Kaitnazarova Kuralai	Malikova Alima
22	Shimkent	Daryn	SAC	10	Help the children's house #3	February 2003	Ismailov Nurzhan	Serkebaev Edil
23	Taraz	1	Impuise	12	Creation of SAC, Election to SAC, Presentation of SAC, Celebration of Independence Day, help to organize Nauryz holiday	November 2002.	Kachalov Aleksei	
24	Taraz	38	Tulpar (stallion)	15	Solution of school problems (conflicts between teachers and students)/ Organization of school holidays/ Preparation to St. Valentine Day	October 2002.	Kim Anastasiya	Belyaeva Marina

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25	Temirtau	school named after T. Aubakirova	SAC	20	Creation of provision to elections for the students self-government/ Hold an election and invite outside observers (akimat, parents, police) / Organization of school holidays and special events (New Year, Independence Day) / Project designed to attract attention of citizens to the pollution of the city. Organization of SAC trainings for other city schools.	September 2002.		Urivaev Sergei
26	Ust- Kamenogorsk	24	Citizen	12	"Care" project,	December 2002.		
27	Ust- Kamenogorsk	38	Alliance	33	Projects: "Care for elders of the region, celebration of Teachers Day, "Autumn Ball", attempt to involve other schools in SAC activities	September 2002.	Kulangieva Viktoriya	Chernishova inessa Aleksandrovna
28	Chromtau	4	Olimp	9	The organization of leisure / the Organization of Sports actions / the organization of school clubs on interests/ Club for schools of city	October 2001.	Seidjanov Talgat	Yushkevich Elena Pavlovna
29	Shimkent	1	SAC	4	Creation of SAC / SAC election	March 2003	Korobeinikova Olga	Pogrebnaya Olga Sergeevna
30	Shimkent	8	SAC	6	Creation of SAC / SAC election	March 2003	Demidov Sergey	Pak Elena Nikolaevna
31	Shimkent	20	SAC	4	Creation of SAC / SAC election	March 2003	Vorobey Serezha	Petrenko Natalia Anatolievna

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32	Shimkent	47	SAC	. 4	Creation of SAC / SAC election	March 2003	Malaev Zhanbolat	Shoraeva Shahrizada Erenovna
33	Taldykorgan	15	SAC	25	Creationof SAC / SAC election	January 2003	Pan Tatiana	
34	Ust- Kamenogorsk	18	SAC	8	Organization of different events within the school (holidays, disco, etc.), formation of school KVN team	December 2002.	Keminyash Natalia	
35	Ust- Kamenogorsk	23	SAC	18	"Care" project, in cooperation with the local self- government committee	December 2002.	Gordeeva Natalia	
36	Ust- Kamenogorsk	19	Aesthete	6	Amateur's concerts in one microregion	December 2002.	Megit Natalia	
37	Ust- Kamenogorsk	22	Pulse	12	Concern for veterans	December 2002.	Gavrilina Natalia	Kusainova Karlygash Ramazanovna
38	Ust- Kamenogorsk	36	Girls SAC special forces	18	Re-planning the school yard	November 2002.	Smolnikova Alena	Tarubova Galina Aleksandrovna

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39	Ust- Kamenogorsk	40	Light in the darkness	12	Concern for needy children of the school	December 2002.	Simonenko Yaroslavna	Simonenko Anatoliy Ivanovich
40	Ust- Kamenogorsk	42	Rhythm	22	Project: "Soldier's tobacco pouch"	December 2002.	Podneva Natalia	Anna Vasilievna Koncerenko
41	Ust- Kamenogorsk	Gymnasium # 3	VIP	39	Project: Care for old people"	November 2002.	Bolatbekuly Dauren	
42	Ust- Kamenogorsk	34	Greeting	6	Take patronage over 5-7 forms	December 2002.	Klimov Dmitry	Fedorova Marina Nikolaevna

Total SAC	70.4
studets	194

Number of Progects	71
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SAC Oblast

Almaty obl 🧠 🕆 🕆	
Aktobe Obl	
Pavlodar obl	
Karaganda obl	
Kostanai obl	
North Kazakhstan obl	
East Kazakhstan obl	
South Kazakhstan obl	
Zhambyl obl	î.



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One Year Report March, 2002- March, 2003

Appendix

V. Democracy Summer Camp Selection Form -

Selection Questionnaire
Entrance Evaluation Form
Entrance Examination
Exit Evaluation Form

QUESTIONNAIRE FOR IFES SUMMER CAMP PARTICIPANTS

Name			
City			
Region			
School			
Form			
Form-master			
Phone number (with city code)			
e-mail			
Please list extracurric presently participating. 2. Have you taken part		v	
	<u>.</u>		

From what form have you bee	n studying civic education?
What is civic education? Do yo condary schools and if yes, wh	ou think that this subject must be taught in y?
izen and if yes, why?	an to you? Can you call yourself an active

. What kinds	of problems exist in your region/city/district?
. Have you the	ought that you may help to solve them and if yes, how?
· ·	
-	
What do you	expect from the participation in a democracy summer camp?
. Willat do you	. onpose from the participation in a democracy summer earlip.

ENTRANCE EVALUATION FORM FOR SUMMER CAMP STUDENTS

1.	Name	
2.	Region, school # and form	_
3.	What do you expect to learn at the camp?	-
4.	How did you find out about the camp?	-
5.	What is your attitude toward the camp's theme?	- -
6.	What talents do you have?	 ,) e, -
7.	Your suggestions and comments for the camp organizers.	-
		-

THANK YOU VERY MUCH FOR YOUR ATTENTION!

Entrance Examination Democracy Summer Camp in Almaty Tau-Samal June, 2002

Student name?
Which school, form and region do you represent?

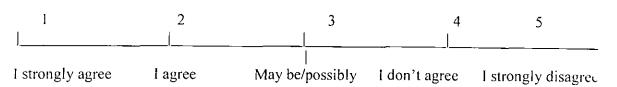
1. What is Democracy?

Look at the list below. First select by ticking Y the statements that describe how a democratic system should work, and then choose, which you think are the six most important principles of democracy.

Principles of Democracy	
That all people can vote as often as they like.	
People can change their representative.	
3. People can make a decision about their leaders on a periodic basis.	
4. Minimum age and citizenship are the only qualifications for voting.	
5. Elections should only be held on sunny days.	·
6. There should be women candidates.	
7. All candidates must be able to read.	
8. The process of voting, but not the personal vote should be observed by all	
those interested.	
9. There must be two houses of parliament.	
10. Elections are held by secret ballot.	
11. All those interested should be able to observe the process of counting and	
reporting results.	
12. It is only democratic if citizens vote on all decisions.	
13. There must be more than one candidate.	
14. Only a rich person can be president.	
15. The ballot must include a personal biography and a photograph of the	
candidate.	
16. The ballot paper must have the option that a voter is against all candidates.	
17. Candidates must be older than a certain age.	
18. Political parties need to be registered.	

2. How Democratic Are You?

Step One: By yourself give a rating of each of the following statements to the extent that you agree or disagree.



	Judgments	Rating
0	Newspapers should only report good news.	4
1	I tell my friends what we will do. I do not expect to discuss my decisions.	
2	I have friends from other nationalities and I treat them all the same.	
3	Although I have more experience than my younger relatives I respect their	
Ĺ	intelligence.	
4	Life is much better if we just obey commands.	
5	I think women should have the same opportunities as men.	
6	I believe we should vote on all decisions.	
7	Limited violence is acceptable if am greatly offended.	
8	I don't give my opinion, as I don't think it is important.	
9	People with a lot of money are successful and therefore only they should be entitled	
	to vote.	
10	The English language is the best language.	
11	Nobody should be above the law.	7 + 4
12	I accept the consequences of decisions if they are reached through a free and fair	
	vote.	
13	Freedom in my view means the right to be able to make decision but also take the	
	responsibilities for the consequences.	
14	The good leader provides everything for the people and takes full responsibility for	
	them.	
15	I think we should vote on what laws we obey.	

3. Is It Democratic?

Look at the following proposed laws and rank them in terms of how democratic each would be. Use a 0 to 5 scale where 0 is more democratic than practical, 1 is very democratic, 3 is neutral and 5 is very undemocratic.

	Proposed Law	Rating	g .
1	The president will appoint all judges.		
2	Votes will be checked after each and every person votes.		
3	All local government positions will be elected.		
4	Students will vote for their teachers.		
5	Only property owners will be able to vote.		

6	Communities will vote for their doctors.	
7	There will be laws allowing people to sue the media for libel.	• • • • • • • • • • • • • • • • • • • •
S	A new tax of 20% will be introduced on the value of new houses.	
9	The president can be removed from office by a simple majority vote of parliament.	
10	Photo ID cards are required for everyone.	
11	Political party candidates must pay 50% of an annual average income to register.	
12	Some ethnic minorities will be paid less if a majority votes in favor of it.	
13	There will be many candidates but only one party.	
14	Political parties are banned. All candidates must be independent.	
15	There will be a maximum of 10 political parties.	
16	Members of parliament are able to break laws without being taken to court.	

4. Please read the list of rights that many people consider important. Please indicate how important it is that the following rights be respected in Kazakhstan circling one of the numbered responses:

	Very Important	Somewhat Important	Not Very Important	Not At All Important	Don't Know
A. One can choose from several parties and candidates when voting	1	2	3	4	. 5
B. Honest elections are held regularly	1	2	3	4	5
C. The rights of minority ethnic groups are protected	1	2	3	4	5
D. The private property of individuals is protected by law	l	2	3	4	5
E. Citizens have the right to form political parties	1	2	3	4	5
F. The right to publicly criticize the government is protected	1	2	3	4	5
G. All can freely practice the religion of one's choice	1	2	"3	4	5
H. All can form associations or unions without any government involvement	I	2	3	4	5
I. Equal opportunities for women	1	2	3	4	5

5. Match the words with corresponding definitions.

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

6. Words and Definitions

1. Referendum	a) Equal positions.
2. Laws	b) Compulsory for everyone norms of behavior that were established by
	the government.
3. Equality	c) National will on some question passed in a form of voting.

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

7. Why to Have Laws?

Look at this list of reasons for having laws. In pairs match the reasons with the explanation.

1.	Morality	a)	To protect people's rights to do what they want to do as long as
			they do not harm others.
2.	Custom	b)	To give special status to selected people.
3.	Religious belief	c)	To formally accept the ways in which people have behaved as a group over a long period of time.
4.	Personal liberty	d)	To acknowledge what is right and what is wrong.
5.	A smooth- running society	e)	To ensure people's physical, mental and financial well being and prevent them from harming each other.
6.	Privilege	f)	To make a commitment to the teachings of a supreme spiritual being.
7.	Protection	g)	To develop a society in which people behave well and settle disputes peacefully.

Notes:

SP-Obj: Students will be able to match reasons with explanatory statements

T-Obj: This task is designed to help students understand the different principles that are used in justifying laws

Suggested answers:

1.	(d)	5. (g)
2.	(c)	6. (b)
3.	(f)	7. (e)
4.	(a)	

8. Who should be responsible?

Divide these responsibilities as you think they should be divided amongst the Executive, Legislature and the Judiciary. You may decide that some responsibilities need to be shared. If it happens then explain why did it happen.

		Executive	Legislature	Judiciary
1.	Select judges for appointment			
2.	Approve judges for appointment			
3.	Decide if people have broken the laws of the country			
4.	Propose new laws			
5.	Decide if proposed laws will become actual laws			
6.	Decide how to spend taxes			
7.	Review proposed laws to decide whether they fit with the rights given to citizens in the constitution.			
8.	Decide how to collect taxes			
9.	Remove the president from his/her position			
10	. Approve budgets			
11	. Declare war to another country			
12	. To suspend deputies from the legislature			
13	. Determine the time for elections	V		

Notes:

SP-Obj: Students will be able to state which power should belong to which body according to there opinion.

T-Obj: This task is designed to help students see that powers need to be separated and that this can be achieved in a variety of ways.

Answers:

- 1. Executive and Legislature This role needs to be shared
- 2. Legislature The confirmation should be through the legislature as then the selection of judges is less indirectly through the power of the people.
- 3. Judiciary This must only be the judiciary otherwise their authority is eroded.

- 4. Legislature and executive This role can be shared
- 5. Legislature As the legislature is directly elected and because a democratic system is based on its laws the law making process must be dominated by the legislature. However, the executive may have limited powers of veto in some systems.
- 6. Executive Although the legislature may give final approval the executive proposes the budget and implements it once approved.
- 7. Executive
- 8. Legislature and Judiciary This is initially done by the legislature as they are drafting laws and then the constitutional court checks to see if the proposed laws contradict the existing laws and the constitution
- 9. Executive & Legislature Although the executive may propose a method through a law it must be drafted and approved by the legislature. The executive would then implement this law.
- 10. Legislature and Judiciary
- 11. Legislature It is the tax payers money and so those who are the most directly representative that is the legislature should have this power.
- 12. Legislature Such a serious action needs to be approved by the legislature being the most representative body.
- 13. Legislature (the speaker) This can only be done by the legislature as it means that a certain portion of the population loses its representation.
- 14. Executive Clearly it could not be done by the legislature as it would be in their own interest to have it when it suited them. In most countries this decision is strictly regulated by law.

Note that the answers may vary a little here depending on students' personal preferences on how powers should be separated.

9. Match the word with its definition.

1. Autonomy	a) Dangerous breaking of law, envisioned within the criminal code
·	of law
2. Lawyer	b) Wide inner self-governance of a region.
3. Crime	c) Indulgence to the way other people live, their thoughts,
	behaviour, feelings, ideas and values.
4. Tolerance	d) Political regime when the government strives to achieve full
	and overall control over the every side of social life
5. Totalitarianism	e) An expert in the field of law

Answers: 1-b), 2-e), 3-a), 4-c), 5-d)

10. For and Against

Imagine you are a member of the parliament representing a dominant ethnic group in a country called Nur. With your partner decide whether you will vote for or against the following proposed laws. Remember that this is not a secret vote and that you may be asked to explain why you voted one way or the other. The first one is done for you.

1.	Wearing of sunglasses indoors will become illegal.		\
2.	The using of minority languages is banned in public advertising.		
3.	Money from the budget is allocated for a dance festival of all cultures in Nur.		
4.	Only Nur citizens can own property.		
5.	All non-Nur ethnicity state must register to have gatherings of more than 20 people.		
6.	Nurism is becoming the state religion.		
7.	Non-Nur speaking citizens can become members of the parliament.		·
8.	Allocation of state budget means to publish schoolbooks in minority languages.		
9.	Education is compulsory for girls until grade 8 but for boys until grade 10.		
10	Repeal of law preventing men wearing the traditional hat of Balasagun region.	1,	

Notes:

SP-Obj: Students will vote for or against laws that have an influence on the lives of a cultural minority to which they may or may not belong.

T-Obj: This task is designed to get students to see that even positive discrimination can have negative effects. Hopefully some students will vote against them and this will get some discussion going in the classroom.

This is a matter of personal choice. However, a tolerant society would be best served if the MP voted in the following way.

2. No 3. Yes 4. No 5. No 6. No 7. Yes 8. Yes 9. Yes 10. No (The law should be the same for both girls and boys.)

11. Look at the list of services provided. Decide if local or national governments or private companies provide these. In some cases more than one organization provides these services.

Services Provided	Private	National	Local
Provide for representation through embassies in other countries.]	√	
Maintain street lights in your city			
Set up and provide for national police force			· · · · · · · · · · · · · · · · · · ·
Rubbish collection			
Pay for the running of the hospital or clinic			-
The collection of income tax			
Water supply to your house			
Provide television broadcasts			
The payment of school teachers			
Building and maintenance of roads			

12. Match these job descriptions with the proper title

1	Akim / Mmayor	▼ A	Head of the country, administrate as internal as external policy of the government
2	President	В	Provide security
3	Employee of the department for economic analyses and research	С	Coordination of work and liaison with local NGOs
4	Deputy of the Maslikhat	D	Head of the local administrative and territorial unit
5	Deputy Akim on socio-cultural issues	E	Development of the city budget by revenue categories
6	Polyceman	F	Development of economic and social programs for territory development, local budget and providing its implementation.

13. What do you think, shou	uld local akims (city ar	id oblast level) be d	lirectly elected by
voters?			
Yes			
No			
Don't know			
If Yes, why?			· · · · · · · · · · · · · · · · · · ·
If No, why ?			

14. Do you plan to participate in future elections in Kazakhstan? (national, local, etc)

If Yes, why?	
If No, why?	

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EXIT EVALUATION FORM FOR SUMMER CAMP STUDENTS

1.	Name
2.	Region, school # and form
3.	Did your opinion about the camp's theme change since it started, how?
4.	What activities and themes were most interesting and useful for you?
5.	Do you think the camp achieved its aims and goals as they were defined at the beginning?
6.	Have you achieved your expectations?
7.	What new knowledge and skills have you gained through participation at the summer camp?
8.	Which part of the program was most useful for you?
9.	Which part of the program was least useful for you?
10.	What changes would you make for the next camp?
11.	Your suggestions and comments for the camp organizers.

THANK YOU VERY MUCH FOR YOUR ATTENTION!

