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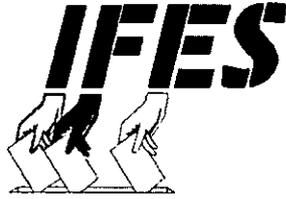
Final Project Report

REPUBLIC OF UZBEKISTAN

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**Student Action Committee
Training Manual (in English)**



MAKING DEMOCRACY WORK

**INTERNATIONAL FOUNDATION FOR ELECTION SYSTEMS
1101 15TH STREET NW, THIRD FLOOR
WASHINGTON, DC 20005**

How to Organize Student Action Committees (SACs)

REPUBLIC OF UZBEKISTAN

January 2001

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I. Introduction: Student Action Committees and Civic Education

The idea of civic education is as old as civil society, if that involves nurturing its members to strive to live together in harmony. It is especially important in the modern world, which is perhaps more dangerous but also more exciting and challenging than ever. In order to be an active and productive member of the country in which we happen to live, which means leading a complex economic, political, and social life, we need to know what is expected of us, what the world is like, and what we should strive for. To be a citizen it is not enough to be born in a nation-state; it requires conscious, active understanding of our rights as well as our duties. It is true that people are born with some rights that are innate; but without a legal system that protects them, they are meaningless. Not only do the complex political arrangements that have developed over time make it possible to protect ourselves and others against aggression, they also offer us the proper setting to develop our talents and pursue happiness, to fulfill our individual destinies.

Human existence is surely an exhilarating gift. Living in society can be rewarding, interesting, and enjoyable. But it also requires that we give of ourselves, that we do the best we can, that we strive to help others even as we help ourselves. The main purpose of civic education is to nurture social and political self-consciousness to achieve a better society.

It has been said that in order for a society to be successful, its members must consciously and deliberately pursue *the public good*, which by implication needs to be defined in order to be nurtured. But who is to say that one person is better equipped than another to offer such a definition? This manual does not presume to define *the public good*. It may be said that the public good is ultimately the sum total of goods and values pursued by individuals in the society. This certainly does not mean that individuals cannot try to act in ways that help others beside themselves. On the contrary, it takes into consideration the fact that individuals often find the greatest satisfaction in being kind and generous. Nor does it imply that one cannot determine whether one society is not happier, more prosperous, and successful than another. It only means that no one has a blueprint to what is best. Each society has to find what works best for its members. And the function of civic education is to encourage people to strive toward a more harmonious interaction, at both the national and even international level.

The world is at once very large and very small. The variety of cultures and languages is staggering; yet it is also evident that upheavals, both natural and man-made, in one part of the world affect others at the other corner of the earth. And of course a human being's pain is the same everywhere; we need to look no further than inside our own hearts to know how it feels to be a person anywhere on the planet. And the experience of other countries whether successful or not -- always has some relevance to others.

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

Finally, the most significant lesson of all is that learning itself is a never-ending process. This manual is only the beginning of a journey that should continue throughout one's life. That journey is the discovery of the place of oneself in the world. If one can feel useful, if one can say at the end of one's life "I have made a difference, however small," that is an achievement. The magnitude of one's achievement is not always a matter of choice, but one can try to do one's best. And if in the process others are helped, their journey made easier, the achievement will have been worth it all.

One of the possible ways for introduction this truth to the youth is involving them into participation in the Student Action Committee (SACs). SACs, as a part of the Civic Education enable practical use of the knowledge received in the classroom.

IFES is initiating the development of a network of SACs on the basis of schools with "Pravovedeniye" and "Grazhdanovedeniye" textbooks in the curriculum. The network will support the development of the partnership between the Student Action Committee and local society, including local NGOs and government representatives, in solving social problems of local importance.

The main goal of the project is to make the students aware of the mechanisms for solving problems at the local community level, as well as to give them a chance to learn how governmental and non-governmental sectors are employed in meeting the needs of the local society. Youth problems, social infrastructure, charity and others are potential topics for the Student Action Committee work.

The idea behind the Student Action Committee is to give the students a hands-on experience in Civic Education issues. To achieve that goal the students are encouraged to take active participation in the social life of their community (Makhalla) through identifying the problems of local significance and finding the ways to solve them, and using the knowledge they obtain in the classroom. It is important that the teacher mentor provide every possible support to the student participants at the same time leaving them space for personal initiative, as one of the most significant tasks of the Student Action Committee is to promote active civil participation.

This Manual specifies what IFES' SAC project, their main objectives, how to create and run them, the relationships between the teacher, students, and those outside the school, and important points to remember.

II. Organizational Period

A. What are Student Action Committees

Student Action Committees are an important element in bringing up students as active members of Civil Society. SACs are a structure, organized with the support of School Administration and regulated by its Charter, that is targeted towards solving problems within its local society. SACs are to be established by students themselves with the support from Administration and teachers who will act as mentors. In addition, it is necessary to say that such a model open to creativity in development of the SACs, which may be different in structure, but would be similar in ideology for both for the teacher (mentor) and the students.

The bridge between SACs and local governmental and self-governmental bodies gives students practical experience. Today, students have new textbooks, such as “Grazhdanovedenie” and “Pravovedenie”. Some schools also have the textbook “Learning the Constitution”. This is undoubtedly a great contribution into the development of civic education in Uzbekistan. Nevertheless, besides pure theoretical knowledge about the constitution, state, and citizenship it is very important to give students an opportunity to feel like useful members of society. The most effective way for this is not through games or classes, but through direct participation in the real process of identifying and assessing a need and then solving the real up-to-date problem. It is crucial to cooperate with Local Governmental Bodies (Khokimiyats), Self-Governmental Bodies (Makhallas), Non-Governmental Organizations, and/or School Administration during the process of developing a needs assessment. Such cooperation will help make students aware of how these institutions work, why they are important for the society and how citizens may influence the improvement of the community.

Identifying and solving a problem with the appropriate support of the teacher mentor is one of the corner stones of SACs. By going through the process of identifying and assessing a problem to solving it themselves, it helps the students to understand all the steps involved in being an active citizen. This kind of activity also gives students experience and skills with teamwork and cooperating with non governmental organizations and official bodies and representatives, such as School Administration, Makhalla Committee, Khokimiyat servants.

The five basic tenets of SACs are the following:

1. SACs should become bridges between local society, and local governmental and self-governmental bodies.
2. Students should become aware of the active civic attitude importance through participation in decision making on social important problems.
3. Students should become accustomed to the principals of democracy through participation in SACs.
4. Students should become aware of the importance elected appointments to Governance Bodies.
5. Students should gain practical experience of working in a team.

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

B. How to develop SACs

With a clear main goal, the project will be easy to implement. This section specifies the ideological groundwork and the foundation of the project as well as some points that must be observed while implementing the project.

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

Example One

The students involved in SACs come from the 10-11 class, since they learn subject “Pravovedenie” in these very classes. To begin the development of a SAC in your school, first of all you should compile a working plan for all the actions from the beginning to the end, from the assessment of tasks to working them out. As it was stated before, students should take the major working load within these activities. It certainly important to support them with the appropriate consultations, but only when there is an objective need for it. The first step could be a general meeting of all the students. At the meeting students will develop basic and the most important statements for the Charter of the SAC and will select an initiative group for working on compiling the Charter. Helping students to lay all potential regulations for the SAC’s activity into the Charter is very important at this stage. This is really significant, since the regulations of the Charter are the main “juridical” foundation of the SAC. Then it will be reasonable to appoint the date of the next meeting to ratify the Charter. Also, according to the Regulations it will be necessary to conduct elections to leadership posts as specified by the Charter, as well as to develop a list of objectives to be worked over. In accordance with SAC’s structure it will be possible to divide groups of students into committees such as public relations, cooperation with governmental and self-governmental bodies, cooperation with non-governmental organizations, and fundraising. These committees would work out different aspects of the SAC’s activity.

Example Two

You may also use as the model the following scheme that might be convenient in some cases. According to the suggested model you should divide students into the groups at the first general meeting and offer them to work out to the several variants of the SAC step by step and finally choose the best one. Here is the scheme:

First Step: Establishing a Student Action Committee

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

1. The title of the SAC
2. Its structure
3. Goals and Objectives
4. Methods of decision making in the Group
5. The size of the SAC – small or large

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

When you compiled a Group, titled it and settled out all above-mentioned questions, write down all this information on a big list of paper. You will likely appoint someone as the SAC's Secretary who would maintain minutes on the meetings.

Second Step: Promoting the activities of the SAC

Try to imagine that you are going to work on solving some problem during one month.

Schedule the set of actions that you would like to accomplish to promote discussion of the Problem on the School or Makhalla level. Compile an action plan and think whether you will need money and how much to implement it. Take into account the following:

1. Meetings on the level of local community, if there is a need for them
2. Information bulletin publishing
3. Conducting some charitable actions
4. Discussion meetings with the other groups of students
5. Meetings with the representatives of local administration clarifying their position.
6. Meeting with local citizens affected by the Problem on some or another way
7. Establishing contacts with the other local or international organizations dealing with the same Problem in the region

Which actions from the listed above might need money for its implementation

Probably you would like to invite a specialist from Khokimiyat or another organization to make a presentation on how they solve similar problems and to share his or her point of view on the other possible ways of working out these problems. You could also invite to the classes a journalist to talk about how Mass Media participate in socio-economic decision-making.

Third Step: Comparing Plans

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

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

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

The success of a SAC depends on how well the mechanism of the SAC's activity is developed, how well its needs assessment is made and how effective the cooperation is established between the SAC, School Administration, Local Governance Bodies, and Non-Governmental Organizations. In this context it is definitely important to try to create a structure most appropriate to the needs of the School and local Community. Potential samples of such a structure are Makhalla and Makhalla's Committees, one of the most natural traditional self-governance organizations of people in Uzbekistan. Probably SACs could develop to a kind of school-level Makallas some day. It will be especially effective if this institution is combined with already created School States and School Republics. Probably it makes sense first to create such a School State, write a Constitution, elect a President and Government and then create Students Action Committee within the frames of the School State. In this case, Citizens of the State might be represented by the students of junior classes and the SAC will be presented only by students of senior classes.

C. The structure of SACs

The structure of a SAC might vary depending on local conditions; nevertheless this is a crucial requirement that positions in SAC's administration are to be elected by the general meeting of students in a democratic way in accordance with SAC's Charter (Constitution). For example, if there is already an elected President in some schools then it's probably enough to develop and introduce some amendment to the Constitution in order to establish a SAC. This amendment will regulate the activity of the Administrative Body presented by Student Action Committee within the frames of the School State and in accordance to the Laws of the School State. This institution might be created in the image of a Makhalla's Committee or other self-governance institution. The main point is that it has to undertake to identify and assess a Problem and develop a plan to solve it.

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

D. How to write the SAC regulations

With this manual we have included an example of SAC regulations (See Appendix One) which you can use as a draft. Please take into consideration that this is an example of a real set of regulations, which, with minor amendments and changes made, can be submitted to the appropriate government bodies of for NGO registration. And in

case the SAC will develop into a non-governmental organization in the future, these regulations can be retained without making substantial changes in them. The best way to organize writing the regulations is the following:

1. At the general students' meeting select an initiative group which will work on the regulations.
2. At the same meeting discuss the mission statement of the SAC and identify the objectives it will try to implement.
3. Using the draft regulations, the initiative group will develop the structure of the particular SAC in accordance with its mission and objectives and considering the local conditions
4. Then, they prepare the revised version of the regulations, in which all the necessary changes are made and which will be brought up at the next meeting for discussion
5. After conducting the student meeting where the regulations have been discussed, and all the necessary changes and amendments have been made, prepare the final version of the regulations, which should be submitted to the school administration for revision. In case the school administration has recommendations or comments for improving the regulations, all the changes need to be approved at the student meeting.

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

E. How to organize the work of SACs

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

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

III. SAC Activities

A. SACs and School Administration

One of the most important and significant components for creation of a SAC in a school is establishing the appropriate relationships with the School Administration. Undoubtedly, these relationships are already established in some schools within the frameworks of School Government or School Republic. At the same time, SACs will be organized from scratch in some schools. In this case, it is important to establish respectful partnership relationships with the School Administration. It is also important to realize that the Program of School Self-governance is just the continuation of the educational process, practical training in addition to the basic subjects “Pravovedenie” or “How to learn Constitution”. This practical training first of all targets the raising of the young generation in the spirit of citizenship, which was highlighted by President Karimov, as a priority for the Educational System. Thus, if you inform the Administration of your school about goals and objectives of the SAC, you will avoid misunderstanding and probably receive support from the Administration that you even did not expect to receive. You also should remember that as a teacher (mentor) you have to inform the School Administration about all plans, events and activities within SACs, since this is the Administration which is responsible for everything that happens at the school. If you count on the Administration support, try to inform them in advance about your plans. Remember that the success of the whole Project depends on how effective the relationship is with School Administration.

B. The role of teacher mentors

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

Nevertheless, it does not mean that the teacher should separate him or herself from the students. As we stated before, the teachers' role is crucial. The teacher should help students to be more realistic in their plans. Wherever possible the teacher should give them a chance to realize the importance of taking real-life situations into consideration on the basis of their own experience. But when it becomes too costly in terms of time or money to allow the students to move in the wrong direction, the teacher should convince them to choose another direction. For example, in case the students chose a person as a leader who is not appropriate on your opinion, do not try to change anything or convince the students to select another leader. Instead, give them an opportunity to realize the mistake in their decision. However, it also might happen that a student who received such important responsibilities will prove that he can carry them

out. Both variants are good. It is also within the competency of the teacher to establish direct relationships with the School Administration. It does not mean that the teacher should become an “agent” of the SAC. It would be more proper to involve students into this activity through, for example, elections of delegates to work with the Administration, explaining to the students the importance of choosing those who have negotiating skills. Those who were elected probably would need a some training on the importance of keeping the School Administration informed while not disturbing them where it is not necessary.

We could describe a great number of possible situations and still would not be able to envision everything that teacher will have to come across. Nevertheless, realization of main principals stated in this chapter will help the teacher to build a proper and effective relationship with the students.

C. The role of volunteers

Encouraging volunteerism is one more crucial aspect of SACs Program. It will help students to understand the necessity and importance of charitable volunteer participation in social activities, if you will invite Peace Corp’s Volunteers (in case you have Peace Corp Representation in your region). As a rule, Peace Corps volunteers take part in this kind of social projects with the great enthusiasm, since their major mission in overseas countries is to support the solving of problems of social importance. In addition to Peace Corps volunteers, it’s also important to involve into the SACs other adults on volunteer basis, such as representatives of local NGOs or other individuals working in the relevant area. This will give students an example of how it is important to participate in public life on a charitable volunteer basis. Actions such as gathering clothes and gifts for orphanage will also serve as a good example of philanthropy and charitableness. Thus, it is very useful to involve volunteers into the SACs Program, as well as to encourage the students’ participation in other projects and activities of NGOs on volunteer basis.

D. The role of local governmental bodies (Khokimiyats), self-governmental bodies (Makhallas), and non-governmental organizations (NGOs)

The role of local governmental bodies (Khokimiyats) and self-governmental bodies (Makhallas) in SACs activities is very important, but at the same time it should not be too much. In other words, when the Problem had been assessed and some municipal servants from Khokimiyat or Makhalla Committee members were involved into settling this Problem, it is very important to contact them only in urgent cases, not abusing their time. This is important to remember, since the nature of their responsibilities makes their schedule very busy. Ideally they should be involved only in cases of absolute necessity. Consequently, when the Problem might be solved without these officials’ participation, it is important to try to solve it without their assistance. Nevertheless, it should be mentioned that if SACs activities affect the competence of the Khokimiyat or Makhalla Committee directly, the appropriate representatives of these institutions must be informed about these activities and take part in coordinating them. In order to develop mutual cooperation between SACs and these structures, it is advisable to

arrange, for example, a “tematichesky vecher” (evening roundtable discussion) inviting representatives of the organization that covers program area of a SAC’s Project. It is also advisable to organize meetings with the representatives of local NGOs who can share their experience of identifying the mission of an organization. Governmental bodies and NGOs involvement into the SACs’ activities through these kinds of meetings is obviously different from their direct involvement into the SACs’ Project. While meetings serve as an important bridge between the SACs and the governmental bodies and NGOs, they are planned in advance as a one time event that gives invited participants an opportunity to prepare for them and do not take too much time.

E. The role of IFES

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

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

1. involve students into the process of decision making of community problems.
2. establish a bridge between SACs and local governmental and self-governmental bodies.

IFES will prepare and conduct training of trainers for teachers on this Manual. Then trainees will disseminate this information among those teachers who were not involved into the pilot stage of the Project. In addition to the programmatic issues IFES will support other appropriate issues on SACs Project implementation. In case of emergency, IFES specialists could travel at the site for consultations. At the same time, IFES must be careful about how it spends its resources. For this reason, IFES prefers to work through local coordinators who will be able to support current problems at the site without additional expense.

IFES will continue its efforts on fundraising and developing strategy of “Summer Democracy Camp” Project sustainability, since this project is a logical part of Civic Education in the secondary schools. As far as the Project will develop, IFES probably will supplement it with new directions and activities.

F. Sustainability of SACs

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

1. Further registration of the SAC as an NGO
2. Joining another NGO
3. Spreading SACs into Higher Education Institutions.

ATTACHMENT ONE

Draft SAC Regulations

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

MODEL CHARTER

1. BASIC REGULATIONS

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

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

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

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

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

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

The title of the SAC:

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

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

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

2. SAC’s GOALS AND OBJECTIVES

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

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

To enlighten citizens and youth in the issues of civil society

To help citizens to become involved into the public life

To inform about the situation in ___ region, world

To conduct an educational seminars for citizens and youth

To enlighten and provide additional education

To up bring young generation as the social active members of the society

To establish partnership between SACs of the Schools throughout Uzbekistan

Any other objectives suggested by the general students meeting.

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

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

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

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

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

3.5. An exclusive competence of the General Meeting includes:

Making decision on creation, reorganization and liquidation of the SAC

The Charter of the SAC ratifying

Introducing changes and additions to the Charter

Selecting priority areas of SAC activity

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

Election of the Inspection Commission, terminating its authority

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

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

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

3.8. An exclusive competence of the Council includes:

Admission and exclusion of the SAC's members

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

Approval of the SAC's Activities Plan

The President of the SAC

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

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

Arrange preparation and conduction of Council sessions

Provide realization of SAC's program activities

Manage SAC's activity

Carry out administrative functions

Sign necessary documents on behalf of the SAC

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

Issue edicts and decrees

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

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

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

4. SAC's MEMBERS, THEIR RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

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

To take part in the General Meetings

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

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

To receive information about the SAC's proposed activities

To take part in the actions conducted by the SAC

Members of the SAC obliged:

To pay membership fees regularly

To observe the Charter of the SAC

To participate in the SAC's activity

To participate in the General Meetings of the SAC

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

5. SAC's ACTIVITY TERMINATION PROCEDURE

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

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

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

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

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

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

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

The PRESIDENT of SAC

ATTACHMENT TWO

Suggested Student Action Committee Topics

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

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

12. Protecting the rights of the child (addressing the issues of students' rights violation and child abuse, through attracting the community's and media's attention to the matter, co-operating with the law-enforcement agencies, the local administration (Khokimiyats) representatives and local government (Makhalla committees)
13. Olympiads and competitions (organizing and conducting the activities of the kind)
14. Co-operation with government officials (as a part of another activity)
15. Keeping in touch with military subdivisions (assisting in organizing events for the military, conducting performances, concerts and the like)
16. Broadcasting (as a part of any other project)
17. Assisting with student employment (upon graduation or during the summer holidays)

ATTACHMENT THREE
Diagram of SAC Cooperation with the Community

BEING TRANSLATED

ATTACHMENT FOUR

IFES Project: Conducting a Student Local Government Day

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

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

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

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