TAJIKISTAN YOUNG LEADERS PROGRAM

Informal Civic Education Handbook

Submitted on: March 1, 2012
Revised: December 2013

Submitted To: USAID/Central Asian Republics

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ACKNOWLEDGMENTS

Counterpart's Young Leaders Program (YLP) expresses its appreciation for the dedication, determination and endless efforts of those who devoted their time and resources to develop and complete the YLP Informal Civic Education Handbook I. This Handbook was prepared by native English and Tajik writers and was subsequently translated into Russian, Tajik and English.

Publishing this book would not have been possible without the assistance of the countless people who contributed through reviews, suggestions, and edits. While undoubtedly an incomplete list, we would like to thank:

Mr. Ravshan Abdullaev, Mr. Edward Lemon, and Ms. Mutriba Latypova for developing the structure of the handbook and its contents;

And Mr. Timur Yunusov, Mr. Shodibeg Kodirov, Ms. Manzura Dzhuraeva, Ms. Nodira Rahmonberdieva, Mr. Rustem Takhirov, Ms. Natalia Kuntuvdy, Mr. Sharifov Aziz, Ms. Hafiza Rajabova, Ms. Malika Dodoyeva, Ms. Nazira Valieva, Mr. Firdaws Nurov, Mr. Kurbonaly Nosirov, Mr. Narzardod Mamadgazanov and other civic education stakeholder group members for their support during the review process.

With sincerest best wishes,

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NOTES TO CIVIC EDUCATORS

This informal civic education course seeks to accomplish a number of general goals, such as imparting knowledge about democratic practices and institutions, instill core democratic beliefs and values, provide civic skills and encourage more active and informed civic participation. It also can help young people to develop an active position towards existential problems of their society.

Based on Counterpart assessments of previous civic education programs and the impacts of the coursework designed, the following recommendations were made to ensure future initiatives have the greatest impact on the target population, while maintaining high levels of retention:

1. **Sessions are frequent:** The more frequent the interventions, the more target populations tend to retain information.

2. **Methods are participatory:** Evidence shows that breakout groups, dramatization, role-play, problem-solving activities, simulations, and mock political and judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of reading materials.

3. **Methods are gender sensitive:** It is important for instructors to pay attention to gender dynamics within the classroom—the way in which cultural and social roles and norms impact male and female students' ability to understand and embrace the concepts being taught as well as behaviors and interactions between male and female students during discussions and activities. Teachers should create a safe and respectful classroom environment that encourages meaningful female participation and avoids replicating unequal gender norms, attitudes, beliefs or behaviors. Additional information about conducting activities and sessions with gender sensitivity is provided later in this section. If you are unfamiliar with any gender terms, or would like to learn more about this topic, please consult the Gender Glossary located in Appendix B as well as the additional resources found there.

4. **Teachers:** The quality of the teacher has a direct impact on the quality of the course. Civic educators must be knowledgeable and well-adapted to the local context. By doing so, they have a greater chance of creating lasting impressions with the target population, who in turn will retain more information that would otherwise be expected.

Other Considerations:

- Focus on the themes that are immediately relevant to students' daily lives – program managers and teachers should work to identify an audience's primary concern and then show how democracy and governance issues relate to those concerns. Discussions should draw out connections between the concepts being discussed and their daily lives and communities; solicit examples and stories directly from the participants and the communities in which they live.

- Build opportunities for participation directly into the program – create opportunities for political and social participation directly into the civic education program by tapping into local resources,

such as non-governmental organizations that work in the community or on a relevant topic or meeting with local government officials.

- Invest in the training of trainers – given the importance of course design and teaching methods, the training of trainers is a good investment.

- Avoid inflating expectations – in light of the fact that civic education appears to reduce participants trust in institutions, program managers should be aware that there is a risk of setting standards too high and of creating unrealistic expectations about what democracy can and should deliver. (*USAID. 2002. Approaches To Civic Education: Lessons learned)*

- School and family environment are powerful forces affecting the behaviors and attitudes of students and should be taken into account in designing programs for youth. **The end result of the course is when participants will translate their knowledge of democratic values, values and skills into effective and responsible participation in the life of their community.**

Planning:

- Design around obstacles to frequent participation – to the possible extent, groups conducting civic education should address possible barriers to participation and try to address them before implementing a program.

- Conducting a gender assessment prior to the start of the program will help identify some of the unique barriers to participation faced by boys and girls, as they may face different obstacles. Please consult Appendix E for examples and guidelines for conducting a gender assessment. If time or resource constraints prevent a gender assessment, program managers should still address the questions below, making sure to consult with both male and female community members, and incorporate findings into planning the sessions and activities. It will be necessary to plan sessions based on the findings, and it may be important to conduct community or social outreach in order to help boys and girls overcome social obstacles:

    o What time best suits girls and boys to attend the meeting or activity?

        ▪ How do boys and girls spend their time? Do they have responsibilities outside of school—such as homework, work, chores, housework, caring for family members, church—that limits their available time? When are they most likely to be available?

        ▪ Can boys and girls be away from home after dark? Is this different for boys and girls? How and why?

    o What specific challenges do girls face if they want to attend the training sessions?

        ▪ Are family members supportive or resistant for girls to attend the sessions? Is this different for boys and girls? How and why?

- Can girls be away from home without family supervision? Do they need a chaperone? Who is an acceptable chaperone? Is this different for boys and girls? How and why?

  o Have you made sure that the meeting or activity location is an appropriate and safe place for both boys and girls?

  o Before the meeting or activity, have you ensured that there are separate and private bathroom facilities for female and male participants?

  o Have you made sure that culturally appropriate and safe transportation is available for participants to reach and return from the venue, if needed?

Gender Sensitive Training Guidelines

Some cultural constraints not only limit the participation of women and girls in education sessions and capacity building activities, but they also can impact women and girls' ability to actively participate in such sessions. In many cases, women are much less vocal than men, and men tend to monopolize discussions. The cultural setting, social structures, and gender relations affect the way women and men participate.

Furthermore, if attention isn't paid to gender norms and inequality, the discussions themselves can miss important opportunities to connect the concepts of democracy, human rights, and leadership to the need to empower women in particular to exercise those rights.

Why Gender Sensitive Training?

Women, men, boys, and girls have different roles, different responsibilities, and different decision-making power. As a result, they also have different needs and priorities that have to be taken into account when preparing and conducting training.

Gender sensitive training is not necessarily training on the gender approach and does not have to even directly mention gender issues or talk about gender equality. Gender sensitive training aims to ensure the equitable participation of women and men during the training process by:

- developing training or education programs, sessions, and activities that cater for both female and male interests
- ensuring that there is a sufficient number of women/girls among the participants
- using methods that increase the active participation of both women/girls and men/boys, and that address different learning capacities
- ensuring a learning environment suitable for both women/girls and men/boys
- adopting attitudes and behaviors that value different experiences and perspectives
- ensuring listening and respect for each other's experiences and views

- facilitating good communication practices in which misunderstandings, insults, blaming, and demands are recognized and resolved, and participants are brought back to facts, views, values, and requests

Gender Sensitive Content and Approach

Women/girls' and men/boy's interests may be different due to their different gender roles and needs. A gender perspective should be integrated into both the content and approach of a training. Simply adding a "woman's perspective" is not enough. Sometimes the content itself does not address the interests of both women and men, so it is important to have explicit discussions about the issue. The content can also be made gender sensitive by giving explicit examples from both women's and men's experiences and by highlighting the differences and similarities, and their implications for the sector of intervention.

Gender Sensitive Trainers

Whether it is training on a specific topic such as human rights, local governance, planning and budgeting, or even negotiating skills, trainers must be aware of the gender dimensions of the topic. How women and men may have different access to participation in local governance or may be differently impacted by its services; how women are subjected to human rights abuses through domestic violence; their different negotiating styles; and so forth. These factors should not be considered as "side" problems, and even less as "women's issues"; these factors directly affect the problem to be addressed and can make a difference in our capacity to find and implement a viable and realistic solution to the problem.

Therefore, trainers must have a basic understanding of the gender perspective related to their topic. Being aware of the gender perspective can help in the design of different training content and methodologies that will make the training and the application of the learning much more effective in terms of solving the issues.

Again, it is important to highlight that *gender sensitive training does not have to talk about gender equality or discrimination*, but is about making visible women and men's roles and contributions, as well as taking into account their different needs.

Gender Sensitive Training Methods

A trainer should undertake the following to make the training gender sensitive:

- know and raise some gender dimensions related to the subject, and recognize and integrate gender aspects put forward by the participants

- watch out for and address gender bias from both the trainer and participants

- avoid terms or comments that may be insulting or negative toward women or men

- if course material doesn't clearly include both men and women, or ignores one gender, it can reinforce ideas that women or men are not important or valid contributors to a field of study; if gender-balanced course material on a topic isn't available, be clear about why this material is

important, state that you realize the material is exclusive, and try to compensate for the bias in your presentation of it

- display pictures, diagrams, or illustrations that show both women and men as key players in the area or topic under discussion

- use analogies, examples, language that are gender-balanced and accessible to everyone; not only does this acknowledge the contribution and values of both men and women, but not all examples or analogies will be accessible to both males and females if they are drawn from a gender-specific context (for example, if women aren't familiar with cars, using the fuel system of a car to illustrate the workings of a cell membrane wouldn't be a useful teaching illustration)

- adapt the training or workshop format to enhance the meaningful participation of women

- ensure that both women and men express their true opinion, and listen to and respect each other's experiences and views

- create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with diverging views

- serve as a facilitator and "lead the content through the process" – the trainer should not take sides in debates (or half the participants may feel that the trainer is "against" them), but should instead influence the outcome of debates (the content) through questions and by ensuring a balanced variety of voices are heard

- make a special effort to help women speak up and be understood

Facilitation Skill: Distinguish between Facts and Views

It is not uncommon when discussing the gender dimensions of a specific issue that opinions and beliefs take over facts. The tension in sensitive debates is often eased when facts and views are clearly distinguished. Facts and views should both be accepted, but in their own right. Statements that are presented to be facts can be checked for their validity and completeness. Statements that are views can be respected, even if others have opposing views. An essential skill of a trainer is to overcome biases and de-escalate sensitivities by noticing and addressing confusions between facts and views, without hurting the feelings of the concerned participants.

Gender Sensitive Classroom Interaction

Many factors in addition to gender influence classroom and training experience for students and participants. Cultural differences as well as differences in age or physical ability can play an important role in a participant's comfort with or ability to succeed in a learning setting. Many of these perspectives are also shaped by gender. It is important to keep in mind the ways that these differences can impact a participant's ability to contribute and feel comfortable in a training environment.

The interaction trainers have with participants, as well as the interaction participants have with each other, will significantly influence each participant's experience. Please consider some of the ways you manage your trainings: Do you call only on people who raise their hands? With whom do you make eye contact?

What messages do you send with your body language? Do you listen carefully as participants speak, or do you appear to be busy with other things? Who do you praise? From whom do you demand more?

Please see Appendix A for additional suggestions for gender-sensitive teaching techniques that engage the full participant group, paying attention to differences that may impact participation and comfort with engagement.

Encouraging Female Participation

Even in an adult group of professionals and academics, women are less inclined to express their opinion, share their experience, and ask questions, while men show more confidence in their knowledge, and some tend to present and impose their views as being the opinions of the overall group. To correct and balance such situations, the trainer has to especially ensure that shy persons speak and that deviating opinions are expressed and considered.

To encourage women's active involvement in the training, the trainer may wish to select some topics on which women have more experience or knowledge. The trainer may also directly ask some women participants to share their experience with the group by highlighting their findings – this is a way to value their experience.

Using participatory methods such as comment cards and small group work encourages more people to be involved. In some cases, it could be useful to organize separate women and men's breakout groups: this not only helps women to feel more comfortable to discuss and contribute, but can also contribute to finding out the different perspectives of women and men and to reveal the complementarities between the different visions.

Additional ways to encourage female participation include:
- Anonymous writing assignments – any written assignment (comment cards, flash essays, ranking, voting, questionnaires or writing on flip charts) can be done anonymously, with the advantage that people feel freer to express deviating and critical views. Realize that once you have promised anonymity, you can no longer make statements like "who says that?" or even "what does that mean?" (However, you can ask the group what they "think" it might mean if you want to generate additional discussion).
- Requesting the participants to make presentations could contribute to increasing women's participation; if only some participants can make a presentation due to time constraints, make sure there is an equal number of women and men among the speakers.
- The 'popcorn approach' (where the trainer asks questions and takes the answer from whoever reacts first) is biased towards men because they are generally more comfortable speaking in public. When asking the participants what their opinion or experience is, trainers may find it useful to alternate between men and women for the answers. Also, it is important to take into account that women tend to wait for men to finish voicing their opinion before expressing theirs and, sometimes, the time allocated for discussion is over before they have time to do it. To involve all participants, trainers can consider going round the full circle of participants. Other options are to appoint a particular person or group to answer a question or encouraging the same by making statements like "I would particularly like to hear from those who have not spoken yet."

<table>
<tr><td colspan="3" align="center">LESSON PLAN</td></tr>
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Goal: Target youth develop an understanding of the goals, objectives and content of the civic education course in general, and are motivated to attend and learn from the course.	**Objectives:** • Establish links between each participant through dialogue, networking, building relationships and atmosphere for future development; • Set ground rules for courses and activities to be jointly implemented over 10-week period, including but not limited to requirements for participation, forms of communication; • Set targets and discuss desired impacts to be achieved by end of course.

Time	Activity	Resources
20 minutes	Opening and Welcome • Civic Educator welcomes participants • Civic Educator introduce himself/herself and other Civic Educators (if any) • Participants introduce themselves • Participant registration	Flipchart with the word "welcome" written at the top need to be prepared in advance. Flipchart Note: "tell your name, grade, school and reason for participation" Registration List or Log
30 minutes	Expectation and Ground Rules • Expectations of Civic Educator • Expectations of the participants	Flip-chart, markers Distribute participants' handbooks
30 minutes	Overview of the Course • Review of course lessons and objectives • Brainstorming Activity: How this course will benefit you?	
10 minutes	Conclusion • Recap of the lesson • Q&A	
95 minutes	**Total time**	

Opening and Welcome

Civic Educators should begin by greeting participants as well as introducing himself/herself and other Civic Educators (if any). Introduce the purpose of the course by sharing with participants:

Civic Education is an important component of education that encourages citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. Civic education also encompasses knowledge about the history, cultural and traditional heritage of a country.

Ask participants to take turns introducing themselves by sharing their name, grade, school and reason for participating in the course.

The Civic Educator's assistant should register all participants into the Registration Log. The course participant registration log-book should be used every class.

Expectations and Ground Rules

The Civic Educator should work with participants to develop ground rules for the course and explain why it is important to keep the rules. After ground rules are established, the Civic Educator should a distribute course schedule to participants and outline clear expectations for the course.

To establish ground rules, have the participants generate the ground rule list. This process empowers them and gives them ownership of the list. It also makes them accountable to their own agreed-upon rules.

Break the group into smaller groups and ask each group to think about what is needed to ensure a safe environment where participants can feel comfortable discussing challenging and sensitive topics. Ask each group to determine at least 3 ground rules. Then, in large group discussion, ask each group to contribute to a full list.

If participants have difficulty coming up with ground rules, or do not come up with a particular rule that the Civic Educator thinks is important, provide suggestions for the list and ask for consensus. Example ground rules may include:

1. Listen to questions actively and respect others when they are talking.
2. Ask questions for clarification if confused.
3. Do not interrupt one another.
4. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
5. Be on time.
6. Challenge one another by asking questions, but be respectful and refrain from personal attacks – focus on ideas.
7. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
8. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
9. The goal of learning is not to agree – it is about hearing and exploring divergent perspectives.
10. Be conscious of body language and nonverbal responses – they can be as disrespectful as words.

11. Do not offer opinions without supporting evidence.
12. Avoid put-downs (even humorous ones).
13. Build on one another's comments; work toward shared understanding.
14. Do not monopolize discussion; allow space for others to speak and contribute.

> ### *Gender Tip*
>
> Remember to promote gender equality and sensitivity through the development of the ground rules by emphasizing respect and support for every member of the group. Consider how certain ground rules can help promote gender equality, by preventing or dissuading discriminatory behavior and attitudes. Establishing rules and norms from the beginning will support the development of positive relationships, healthy discussions, and encourage students to develop a deeper understanding of gender equality.

After establishing the ground rules, the Civic Educator should provide a copy of the ground rules to each member of the course (they may be printed and provided at the next meeting, if needed).

The Civic Educator should post the flipchart with the list of ground rules inside the classroom in a visible location. It should be visible during each subsequent class meeting. They can then refer back to the list when they sense that participants are failing to sufficiently follow one or more of the items.

Be sure to challenge the participants on the ground rules early and often. If you do not set a tone of strict adherence to the items early in the process, it may become impossible to enforce them later. Equally important, Civic Educators must model these ground rules in their own behavior.

Overview of the Course

Civic Educators should provide an overview of the course and what participants should expect over the next 10 weeks.

This civic education course consists of 10 lessons and 8 themes. The outline and the objectives of each lesson are as follows:

Lesson 1 – Course Introduction: Youth will be given an opportunity getting to know each other, explaining of rules, expectations, schedule and the outline of the course.

Lesson 2 – Human Rights: Tolerance and Compromise: Youth will learn about "Human Rights," "Legality & Law" and responsibilities.

Lesson 3 – Religion and Rights: Youth will learn about concepts such as the "secular state" and "multiculturalism."

Lesson 4 – Community and Local Government: Youth will learn how they can demonstrate leadership qualities for the development of their communities.

Lessons 5 and 6 – Volunteerism, Responsible Citizenship and Community Service: Youth will learn about the core concept of "citizenship" and the importance of making a difference in their communities through volunteering.

Lesson 7 – Negotiating Skills: Youth will learn specific approaches, tools, and skills that can be used to mitigate conflict, as well as resolve everyday problems.

Lesson 8 – Presentation, Public Speaking and Debating Skills: Youth will learn how to voice their opinions in a public or private setting, as well as develop their overall communication and presentation skills.

Lesson 9 – Youth Empowerment: Youth will learn the importance of action, and developing initiatives, projects and other interventions that will increase their capacities as leaders in their communities.

Lesson 10 – Individual Action Plan Presentations

Brainstorming Activity

The objective of this activity is for youth to consider the personal benefits of attending this course. The goal is to open up a dialogue and discuss the potential impacts this activity could have on each and every student, and how they envision their lives once the course is completed.

Divide the large group into smaller groups. Ask each group to discuss and answer the following questions:

1. What do you like most about your community? Your country?
2. What are the things that bother or concern you most about your community? Your country?
3. What qualities make a person a good leader?
4. Do you have to be an adult to change your community or impact your world? Why or why not?

After the groups have had time to discuss among themselves, facilitate a discussion with the larger group. Encourage participants to think about the positive and negative aspects of their community and country. What is good that they would like to encourage and preserve? What needs to be corrected or changed? What kind of leadership qualities need to be developed in themselves or others? How can they, as young people, make a difference? What do they have to offer?

Connect this discussion to what they might get out of the course – what do participants think they might learn from this course to help them become leaders and make positive impacts in their communities?

Conclusion

Take time to review the main points of the lesson and answer any questions the participants may have.

LESSON PLAN		
Goal: To increase participants' familiarity with basic human rights and opportunities for their protection.	**Objectives:** - To inform young people about their rights and responsibilities. - To explain the concept of "Human Rights," "Legality" and "Law" to the young people - To familiarize young people with opportunities to protect their rights and the rights of others.	
Time	**Activity**	**Resources**
5 minutes	Registration	Registration Log
20 minutes	What Does It Mean to Be Human?	Flipchart Markers
20 minutes	What is a Right?	Flipchart Markers
10 minutes	Human Rights in Tajikistan	Flipchart Markers
30 minutes	Categories of Human Rights	Prepared sheets with categories
20 minutes	Equality, Diversity, Tolerance	Prepared sheet with Constitution Article 17
15 minutes	Human Rights Activity	Flipchart Markers
5 minutes	Conclusion	
125 minutes	**Total Time**	

Registration

Please register attendance of students in the Registration Log.

Introduction: What Does it Mean to Be Human?

1. Write the words "HUMAN" and "RIGHTS" at the top of flipchart paper or a blackboard. Below the word "human," draw a circle or the outline of a human being.

2. Ask participants to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

3. Ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family." (Note: Save this list for use in later activities.)

4. Discuss:

- What does it mean to be fully human? How is that different from just "being alive" or "surviving"?

- Based on this list, what do people need to live in dignity?

- Are all human beings essentially equal? What is the value of human differences?

- Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?

- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?

- What would happen if you had to give up one of these human necessities?

Gender Tip
Make sure to get responses from both male and female participants. It is important to ensure that everyone participates so that "human" is not equated to "male" or the most dominant voices in the room. It is important to guide participants to work together to develop an inclusive vision of what it means to be human, which encompasses male and female identity, as well as those of different religions, ethnicities, etc.

5. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

6. Read aloud these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

…recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world…

> Preamble
> Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

> Article 1
> Universal Declaration of Human Rights

What Is a Right?

1. Brainstorm for the many meanings "right" can have (e.g., "correct," "opposite of left," "just.") Consider common expressions like "We're within our rights" or "You have no right to say that." Record these different meanings on the board. What is the meaning of "right" when we speak of a human right?

2. In small groups or all together, brainstorm a definition for human rights and write these possibilities on the board. Try to evolve a definition that everyone can agree upon and write it on a flipchart sheet by itself.

3. Write on the board this definition of human rights:

Human rights belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent.

4. Compare this definition to the one that the group has generated. What is similar? What is different?

5. Ask what is meant by universal? By inalienable? By indivisible? By interdependent? Ask participants to look up these terms in a dictionary or in the Human Rights Glossary located in Appendix C and explain their meaning to the group.

6. Look back at the list of qualities that define a human generated in the first activity.

7. Write "SURVIVAL/SUBSISTENCE," "HUMAN DIGNITY," and "CONVENIENCES AND LUXURIES" on another flipchart or blackboard. Discuss the meaning of these terms.

8. Consider the chart made in the first activity. Place each item listed as necessary to fully develop human qualities under one of these headings. For example, is education necessary to survival? To human dignity? Is education a convenience or a luxury?

_____

9. Discuss:

- Should human rights address only what a human being needs to survive? Why or why not?

- Should human rights also protect those things you classified under "conveniences and luxuries"? Why or why not?

- Some people in the world have only what is necessary to survive while others have luxury and convenience. Is this situation just? Is it a human rights violation?

- Can something be done to equalize the enjoyment of human dignity? Should something be done? If so, how? And by whom?

- What are human rights, why are they important, and how do they relate to the individual?

Gender Tip

Make sure to get responses from both male and female participants. Note differences between male and female responses – do the things that males and females deem as "survival/subsistence" and "conveniences/luxuries" the same or different? Why might that be? Is the group prioritizing rights for one group over another in their discussion? If this is occurring, help them notice this and ask them why they think that some groups are receiving more recognition of rights than others. Guide them toward an understanding of equal rights.

Human Rights in Tajikistan

Inform participants that human rights are those basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected. The development of any nation, country or society is dependent on individuals, because the whole is made up of individual parts. The idea of human rights is intended to raise the status of the individual, to raise self-esteem, social activism and inform citizens that they are not slaves and that they have rights. As a result people are empowered to develop themselves. Respect for human rights is more important than economic factors in the development of states. It enables societies to progress and develop. Through this, for example, corruption can be reduced.

Respect for human rights and the individual are fundamental principles recognized by various peoples around the world. As has already been shared, international laws, such as the Universal Declaration of Human Rights, outline the principles of international human rights and ask that all nations adhere to these principles. Respect for human rights is also specifically addressed in the Constitution of the Republic of Tajikistan as well as in local laws.

- Ask participants to recall any articles of the Constitution of Tajikistan that are related to human rights. List their answers on a flipchart.

You may wish to use the following examples, which are articles of the Constitution of Tajikistan that are particularly relevant to the development of Tajik society:

"Life, honor, dignity, and other natural human rights are inviolable. The rights and liberties of the person and citizen are recognized, observed, and protected by the state."
                                                        Article 5, Constitution of Republic of Tajikistan

"All persons are equal before the law and the courts. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights."
                                                        Article 17, Constitution of Republic of Tajikistan

- Ask participants to discuss whether these articles have been met in reality.

  o   What are specific examples? What happened?

  o   Whose rights were violated? Whose rights were protected? Were there differences in the ways certain groups (men, women, religious groups, ethnic groups, immigrants, political groups, etc.) were treated?

  o   Who could bring attention to these issues and help make changes?

Although protections for human rights are written in various documents, many people remain unaware of their rights or those rights are not enforced.

- Ask the group, what would happen if everyone knew their rights?

Every citizen must know their rights, in order to monitor their protection and violation. If you do not know them, someone could take advantage of you by making you believe that you have no rights. By knowing your rights, you can avoid breaking those of others and fight for their full implementation. You should be able to do more than just list your rights. You also need a clear and precise idea of where and how they should be applied in different situations.

- Ask the group if respect for human rights means that anyone can do anything he or she wants? Why?

Human rights include not only individual self-worth and personal dignity, but also respect for others. It must be balanced within two other principles:

Freedom: the ability to consciously choose how to behave based on free will. This implies a certain independence of the person from external conditions and circumstances.

Law: there is always a partial restriction on personal freedoms which is necessary for the co-existence of free citizens.

Categories of Human Rights

1. In this section Civic Educators will focus on specific types of rights. Each Civic Educator should prepare four large sheets with the different categories on them before the lesson and display them so that all participants can see them.

2. Briefly read the names of the four categories and divide the group into four smaller groups. Assign each group one category and ask them to define each category right and list specific rights that they think fall within each category:

  Personal Rights   Socio-Economic Rights
  Political Rights   Cultural Rights

3. Have each group share their ideas. Ask them how the rights they have identified are different from the other categories. As each group shares, encourage participants to identify and discuss the information below, leading them through a discussion of rights in each category.

- **<u>Personal Rights</u>** – considered to be essential for every human being regardless of nationality, gender, age, race, ethnicity or religion. Personal rights include:

  o **Right to life** is the most important and inalienable right of every person. By definition, a person's life is of the highest value. All other rights lose their meaning and significance in the case of a person's death. This fundamental right has two key aspects. First, a person's right to be free from any illegal encroachments on their life. Second, a person's right to commit suicide, as long as it does not harm the interests of other people or the state.

  o **Right to dignity** is an essential feature of developed societies. It is generally recognized at an international level. No person shall be subject to harassment, or cruel or inhumane treatment, which degrades their dignity. People cannot be subjected to scientific or medical experiments without their consent.

  o It is essential that everyone has the **right to liberty and security,** which means that no one shall be arrested or kept in custody, except as a result of a court decision and only in accordance with procedures established by national law.

  o **The inviolability of the home** means that violation of a person's private property is not permitted. The English proverb "my home is my castle" clearly captures the essence of constitutional law. A person can do what they like, within the law, in their own home. In certain cases, related to the preservation of human life and property or to the direct pursuit of persons suspected of committing a crime, homes can be violated by law-enforcement bodies.

  o Everyone is guaranteed the **right to privacy of correspondence, telephone conversations and other personal information**. However, this right can be violated in cases of criminal investigation.

o **Right to privacy and information.** No one may interfere with a person's private and family life. It is forbidden to collect, store, use and disseminate confidential information about a person without his or her consent, except in cases determined by law to be in the interests of national security. Of considerable importance is the fact that the constitution guarantees the right to refute any false information held by the government about themselves and their family members. Citizens have the right to compensation for any material and moral damage caused by the collection, storage, use and dissemination of such incorrect information.

o **Right to freedom of movement**. Everyone who is lawfully within the territory of Tajikistan is guaranteed freedom of movement, free choice of residence, and the right to freely leave the country, with the exception of restrictions established by the law.

o The constitution guarantees every person **freedom of thought and speech in order to freely express their views and beliefs**. Everyone has the right to freely express their opinions via a medium of their choice. The exercise of these rights may be restricted by law, taking into account: a) the interests of national security and territorial integrity, b) the maintenance of public order, c) the prevention of crime, d) preventing the disclosure of information received in confidence, and e) maintaining justice.

o **The right to freedom of thought and religion** includes the freedom to profess any religion or no religion. This is the right of every person under the International Covenant on Civil and Political Rights (Article 18). The exercise of this right may only be restricted when it is in the interests of public order or necessary for the protection of the rights and freedoms of others.

- **Political Rights** – in contrast to personal rights which belong to everyone, many political rights and freedoms belong only to the **citizens of the state**. All these rights enjoy the legal protection of the state. Political rights are generally ranked as follows:

o The fundamental principle of **freedom of the press and information** gives everyone the right to seek and receive information. This means that the state and any of its representative agencies, as well as public organizations, are required to provide all interested parties with information about their activities, so long as these details are not state secrets.

o Mass media is of particular importance. The Constitution guarantees **freedom of the media**. It also **prohibits censorship.**

o The **right of association** covers the establishment of the public (i.e., non-governmental) organizations such as political parties, trade unions, business associations and other civic organizations. Everyone is entitled not only to create these associations together with other people, but also to join established organizations and participate in their activities. Everyone has the right to association, although there are legal restrictions for certain professions such as judges, prosecutors and military personnel. The state guarantees **freedom of public association;** except for the exceptions which are determined by the laws and constitution of Tajikistan, the government cannot interfere in activities and aims of public associations. No one can be forced to join a public organization.

o The **right to peaceful assembly and public demonstration.** Everyone has the right to assemble peacefully, without weapons, and hold rallies, demonstrations, marches and pickets. The purpose of these actions is to voice the concerns of citizens, represent their common interests, express support or opposition to government policy or raise public awareness about an issue.

o The **right to participate in governmental affairs.** This right is enshrined within the numerous articles of the Constitution which deal with democracy. More specifically, it is the right of citizens to participate in referendums, free elections and to be elected to public bodies.

o The **right to elect and be elected (voting rights)**. This right is central to the development of states. The election of state and local government officials provides a unique opportunity for the people to control those who govern them. The right to elect and be elected gives citizens a sense of belonging in their state and allows them to hold the government accountable for their actions.

o **Equal access to public services.** This democratic right is very important to prevent the bureaucratization of the state apparatus and its transformation into a self-sufficient entity cut off from the people. This includes equal opportunities for every citizen to benefit from public services such as health and social care. It further includes equal opportunities in gaining access to employment. It is illegal to discriminate against an individual based on race, sex, nationality, language, class, place of residence, religious beliefs or membership in public associations.

o The **right to participate in the justice system.** Everyone has equal access to justice and can participate in the system as jurors and attend trials.

o The **right to appeal.** Citizens have the right to appeal personally and also to submit individual and collective appeals to state and local government bodies. The laws of Tajikistan provide the opportunity for individuals to request information, lodge a complaint or send a suggestion to any authority or official up to the President. It is the government's responsibility to respond all these appeals. This includes both personal and public issues. This right includes the ability of citizens to lodge **collective appeals** (petitions). These usually focus on improving the work of state bodies. The right to appeal indicates that the impact of citizens on governmental decisions is not confined to the right to elect government authorities. Through suggestions, requests and complaints, citizens can put pressure on the government and hold them accountable for their actions. Appeals to state bodies and the government's duty to answer can help resolve numerous social conflicts such as mass discontent. This will be more effective in protecting people's rights if it is not accompanied by extensive bureaucracy.

• **Socio-economic Rights** – make possible the production and distribution of wealth, to ensure that people can meet their economic and spiritual needs and interests. Socio-economic rights are as follows:

o Free enterprise (right to run a business is not prohibited by law)

- o Right to Private Property
- o Worker's Rights (Right to Work and Freedom of Labor)
- o Right to Family, Motherhood, Fatherhood and Childhood
- o Right to Social Security
- o Right to Housing
- o Right to Health and Health Care
- o Right to the Fair Collection of Taxes
- o The Right to an Eight-hour Working Day, Fair Working Conditions and Equal Pay

- **Cultural Rights** – provide for the spiritual development of the individual. Such rights include:

- o Right to Education
- o Right to Creativity (freedom of literary, scientific and other kinds of creativity)
- o Right to Participate in Cultural Life
- o Academic Freedom
- o Right to a Healthy Environment

Gender Tip

Be sure to emphasize that males and females have equal access to these rights. Take notice of whether male and female participants are more aware of or more interested in certain categories of rights. Draw out these perspectives in the discussion and encourage participants to express their ideas and take note of their own biases and assumptions. Do males and females feel that certain categories are more relevant to themselves? Do they feel other categories are less available? How can they see themselves and each other as having equal access to these rights and encourage that perspective?

Equality, Diversity, and Tolerance

Display a flipchart with a copy of Article 17 from the Constitution of Tajikistan:

"All persons are equal before the law and the courts. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights."

Article 17, Constitution of Republic of Tajikistan

- Ask participants to discuss the meaning of the final sentence, "men and women have equal rights."

As the Civic Educator facilities this discussion, refer back to the flipchart lists and discussions from the previous activities, drawing on such topics as:

survival/subsistence   political rights
human dignity   socio-economic rights
personal rights   cultural rights

Guide participants toward an understanding that both men and women in Tajikistan are considered equal under the law and should be treated as such. Nobody has the right to restrict the rights and freedoms of women on based on their gender.

> ### *Historical Note*
> The question of equal rights for men and women was raised after the French Revolution. In 1791 a law on women's education was introduced in France which provided some civil rights. In 1847, women in the United Kingdom were allowed to work as teachers for the first time. In 1848, women had their first opportunity to exercise the right of property ownership, with a law passed in the United States. In 1893, in New Zealand for the first time women were allowed to participate in elections. Today in most countries, women and men have equal rights. About 10 states, including one Muslim state (Pakistan), or have had female leaders in the recent past.

Draw attention to the other categories in the article: ethnicity, race, sex, language, faith, political beliefs, education, or social or property status.

- Ask participants why it is important for a society to protect these rights?

- What benefit does a community or culture gain from promoting acceptance or tolerance of these differences?

- Why might problems arise from these differences? What are potential ways to address such problems that respect and protect human rights?

As part of the discussion, introduce the concepts below. While introducing the concepts, invite participants to define the ideas before fully explaining them. Ask participants what the term means and give them a chance to work out their own definitions, then clarify the meanings of the terms.

Tolerance – tolerance is accepting other people's opinions, beliefs, behavior, customs, culture, feelings, ideas, and is one of the fundamental democratic principles, which inextricably linked with the concepts of pluralism, freedom and human rights.

Ethnic tolerance – a person's ability to tolerate the unfamiliar way of life of other ethnic communities, their behavior, national traditions, customs, feelings, opinions, ideas, beliefs, etc. Externally, it is expressed by participation and self-control.

Diversity (Multiculturalism) - the existence of different cultures and groups within society. Society is like a mosaic, consisting of separate pieces – religious and national groups, youth associations, political parties, public organizations and social club. People may belong to any of these groups and hold these belief, ideas and opinions.

Compromise – often the way to reach an agreement or conflict resolution through mutual concessions and partial satisfaction of the parties' interests. In addition, each party shall determine the limits of the concessions they are willing to offer as part of a compromise agreement.

Explain that human rights are not limited by color, national origin, religion, language, etc.

Human Rights Activity

Note: Civic Educators will lead participants in the following activity or substitute an activity from one of the additional activities found in Appendix D.

New Country

1. Explain that four new countries have been established. There are all the necessary resources needed to sustain life. No one has ever lived there. There are no laws, no rules, and no history. The participants are the citizens of these new states. Your group has been appointed to draw up the bill of rights for this all-new country. You do not know what position you will have in this country.

2. Instruct participants, working in small groups, to do the following:

   a. Give this new country a name.

   b. Decide on ten human rights that the whole group can agree upon and list them on a piece of flipchart paper.

3. Each group presents its list to the class. As they do so, make a "master list" that includes all the rights the groups mention, combining similar rights.

4. When all the groups have reported their lists, examine the master list:

   • Do some of the rights overlap? Can they be combined?

   • Is any right listed on only one list? Should it be included or eliminated?

5. Discussion questions:

   • Did your ideas about which rights were most important change during the activity?

   • How would life be in this country if some of these rights were excluded?

   • Are there any rights you would still like to add to the final list?

   • How does Tajikistan compares to this list—are these rights protected and respected? What could Tajikistan improve?

Gender Tip
Did any of the groups include protections for gender equality? Why or why not? Did any of the groups make note of protecting the rights of social, cultural, or marginalized groups? Why or why not? Draw out these points as part of the discussion.

Conclusion

Take time to review the main points of the lesson and answer any questions the participants may have.

LESSON PLAN		
Goal: To show that religion does not run counter to Human Rights and leaderships	**Objectives:** - Explain the concept of a "secular state" -Explain the concept of "multiculturalism" and tolerance -Discuss different religions in the world and their peaceful coexistence.	

Time	Activity	Resources
5 minutes	Registration	
10 minutes	Warm-up and discussion previous theme 'Human Rights'	
25 minutes	The secular state and religion	Flip chart, colored markers.
20 minutes	The three major religions: a brief introduction	
25 minutes	Role-play. "An Island of hostility or peaceful existence." Goal: Demonstrate the potential of peaceful coexistence between different religions' members	Projector, slides, handouts, sufficient print-outs of Exercises
20 minutes	Radicalism, Extremism and Fanaticism. Where do they come from; how can we deal with these phenomena?	Projector, slides,
5 minutes	Conclusion	
110 minutes	**Total Time**	

Introduction

Part 1: Secular and Religious States

The secular state is a state that is governed by civil and not religious rules. Decisions of state bodies cannot have a religious foundation. In a secular state, every person has the right to expect that he will be able to live without having to turn to religious institutions. For example, the administration of marriages and justice is the prerogative of the state. In a secular state, the followers of all religions are equal before the law. Along with Tajikistan, there are a number other secular states that have predominantly Muslim populations, such as Turkey, Kazakhstan, Uzbekistan, and others. However, there are also examples of countries that have a state religion, but which claim to be secular [e.g., England and Denmark (Christian); Egypt, Tunisia, and Pakistan (Islamic); and Israel (Judaic)].

Part II: World Religions

Ask the youth what they know about the modern world religions. Discuss some examples and tell a bit about the major world religions:

The three biggest religions are understood to be Buddhism, Christianity and Islam (listed in order of appearance). In order for a religion to count as a world religion, it must have a large following of practitioners around the world.

Buddhism is a religious philosophy about spiritual awakening that arose around the 6th century BCE, in ancient India. The founder of the doctrine is Siddhartha Gautama, who later became known as Buddha Sakyamuni. The term "Buddhism" was created by Europeans in the 19th century.

Buddhism is believed to be one of the oldest religions of the world, recognized by many different peoples with very different traditions. "Without an understanding of Buddhism, it is impossible to understand the great cultures of the East – India and China, not to mention the cultures of Tibet and Mongolia.

Christianity is the world's largest religion, both in terms of number of adherents (about 2.1 billion) and geographic spread (almost every country in the world has at least one Christian community).

Christianity arose in the 1st century in Palestine, which at that time was under the Roman Empire. It was first adopted by the Jews, but since the first few decades of its existence, it has spread to other provinces and ethnic groups. As the state religion, Christianity was accepted by Armenia in 301.

Islam ranks third in terms of number of adherents, but is the fastest spreading religion today. It originated in the 7th century AD in the Arabian Peninsula. Like other religions of the world, Islam aims to create a virtuous person, a healthy family and a harmonious society.

Every Muslim must continuously clean and perfect himself, spiritually, morally and physically, trying to become a perfect human being. Muslims must refrain from actions that could corrupt and destroy a person. The total number of Muslims in the world, according to various estimates, is anywhere between 1.2 and 1.57 billion.

Once you've told the children about world religions, ask them whether they think people of different religions can live in one country and work together. Ask them why they think there are inter-religious conflicts. Find out whether they think that religion can prevent a woman from becoming a leader. (If yes, give the number of Muslim, Christian and Buddhist countries where the president was/is a woman).

Part 3: Radicalization, and how to fight it

Core Concepts

Fanaticism is the blind or unconditional adherence to beliefs, especially in religion-philosophical, national, or political spheres. It is driven to extremes by a commitment to the ideas, beliefs, or views, usually combined with intolerance to other people's views and beliefs. There is an absence of critical perception of their beliefs.

Radicalism is an extreme and uncompromising commitment to certain views or concepts. Most often it is used in connection with ideas and activities in the socio-political sphere, especially directed at decisive, fundamental change in the existing public institutions, and the installation of "radical conservatism." Political radicalism is the most common type, but religious or philosophical radicalism are also possible.

Extremism is the commitment to the extreme views and measures. Such measures include the instigation of riots, civil disobedience, acts of terrorism, and guerrilla warfare. The most radical extremists often reject in principle any compromises, negotiations and agreements. How to deal with radicalization:

Treat each of these topics with a high level of sensitivity. Ask youth whether they believe these are positive concepts, or if there are any issues that could be realized as a result of such beliefs. The point is to draw their attention to the impact such belief systems have on an open and free society, and the importance of mutual respect for all peoples, even those with differing beliefs.

LESSON PLAN	
Goal: Explain to the group that now they can demonstrate leadership qualities for the development of their communities.	**Objectives:** - To educate youth on the rights, roles, and responsibilities of local government and the importance of participation at the community level

Time	Activity	Resources
5 minutes	Registration	Flip chart, colored markers
25 minutes	Local government in Tajikistan. Jamoats and their composition.	Projector, slides, handouts
25 minutes	Role-playing game: Sleeping Jamoat. Goal: Demonstrate to participants a model of the work of local government agencies, the development of leadership skills and creativity among participants	Projector, slides, handouts
25 minutes	Powers of the Jamoat and possibilities for participation by citizens of the country.	Projector, slides, handouts, sufficient print-outs of Exercises
25 minutes	Role playing game: "My ideal Jamoat" Goal: increasing the level of understanding of the work of local government organs; formation of ideas about ways of getting involved in local government	Projector, slides, handouts, sufficient prints-outs of Practical assignment
5 minutes	Conclusion	
110 minutes	**Total time**	

Introduction

Part 1- Law of the Republic of Tajikistan, "On the local self-governance of towns and villages"

Begin the lesson by explaining to participants that they can already actively participate in their communities. They can do so at the level of local government. Give the definition of this concept.

Local self-government - system which includes the organization of citizen-led activities which provide for independent public decision-making in local matters and the management of municipal property according to the interests of all the residents of the area. Nowadays the most widespread systems of governance are those which are based on co-operation between citizens and government.

Local self-government is a means by which citizens can realize their power. This is a decentralized form of governance, suggesting a certain independence and autonomy of local bodies from the centre. Local governments address some of the most important questions of local life: transportation, water supply, hygiene and sanitation, waste disposal, the environment and ecology. It is also possible for citizen's to delegate certain responsibilities to the local authorities: the collection of local taxes, census, military recruitment, education, and health.

Explain that in Tajikistan the self- governing authorities are Jamoats. Usually leaders of Jamoats and districts welcome youth participation in community life and promote their involvement. Explain to the participants that it is possible to express themselves and gain experience of leadership and participation that will be very helpful in their future lives.

In 2009 the law "On the local self-governance in towns and villages" was adopted. This law is currently considered to be one of the most modern and progressive laws in Tajikistan. According to this law, any citizen of Tajikistan may participate in the life of their communities through planning budgets and overseeing government spending.

Explain what a Jamoat is and how it works.
- A Jamoat is an organ which governs towns and villages.
- Jamoats are legal entities. Each Jamoat has a round seal, which shows national emblem of the Republic of Tajikistan and the full name of the Jamoat.
- The legal regulation of Jamoat's activities is realized in accordance with the normative legal acts of state bodies.

Law "On local self-government of towns and villages of RT." Article 3. The principles of self-government of towns and villages according to the law:
- Legitimacy and social justice;
- Protection of the rights and freedoms of man and the citizen;
- Democracy, transparency and taking public opinion into account;
- Autonomy, self-management and responsibility for solving local problems;
- Accountability to the public;
- Civic participation in local government;
- Coordination of local and national interests;
- Joint-decision making.

Citizens of the Republic of Tajikistan, who have reached **the age of 18** and who reside in a town or village, have **the right to participate** in the organization of activities by the government of the village or town.

It is **forbidden to limit** any of the rights of the citizens of the Republic of Tajikistan in the establishment and operation of self-government in towns and villages, irrespective of their nationality, race, gender, language, religion, political beliefs, social status, education, except in cases as stated in the law.

Civic Educators should highlight the fact that citizens have a right to be elected to the Jamoat when they have reached the age of 18. But even the participant's initiatives will be welcomed and cannot be prevented by legal means.

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│ Citizen's rights and │   │ Right and           │   │ Management of its     │
│ opportunities to     │   │ responsibility of   │   │ territory in          │
│ actively participate │   │ citizens to         │   │ cooperation with      │
│ in local affairs,    │   │ independently make  │   │ stakeholders          │
│ according to the law │   │ decisions and       │   └──────────────────────┘
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                           │ of local importance │
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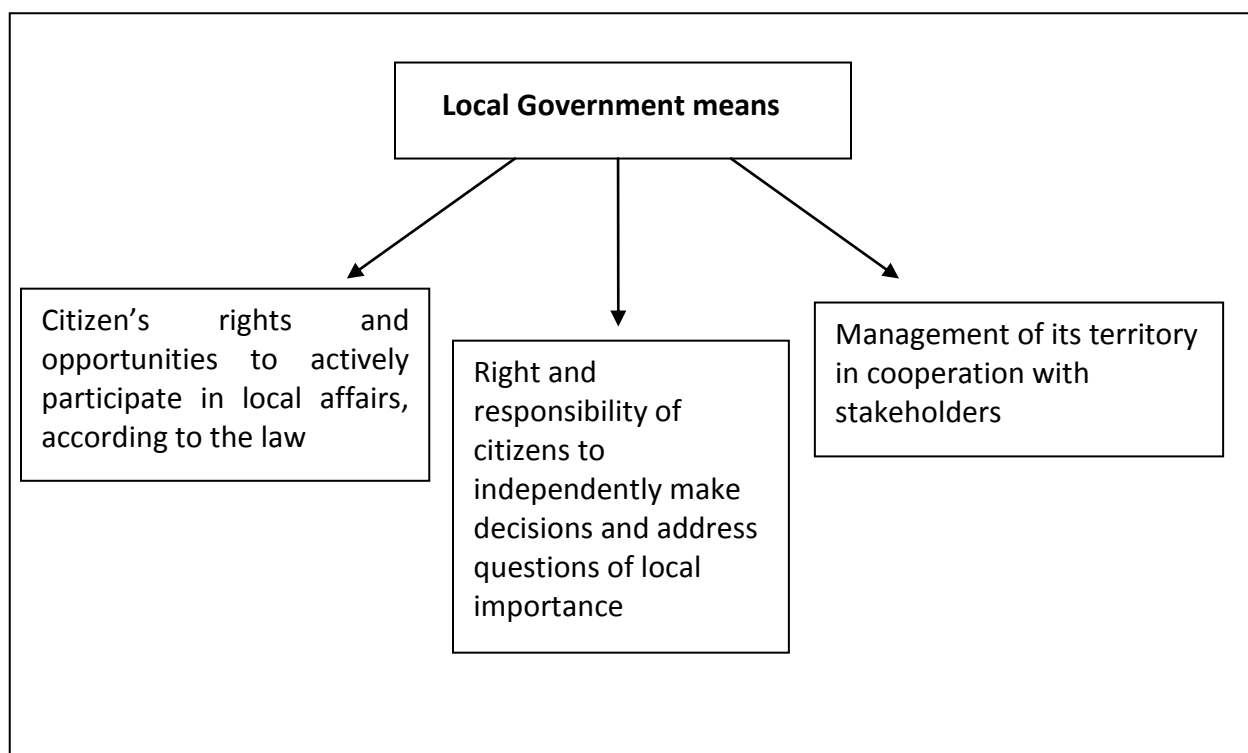
Game 1: Sleeping Jamoat.
See Appendix at the end of the Chapter for more details.

Part 2
Civic Educators will begin this section of the chapter by explaining to youth the roles, responsibilities and powers of local government (Jamoat level)

1. Economic and Financial Powers:
   - Designing and approving programs for the socio-economic development of towns and villages;
   - Keeping business records;
   - Approving the structure, budgeting and staffing of the Jamoat Council, within the norms established by the Government of the Republic of Tajikistan;

- Regulating households and private plots of land;
- Assisting in the establishment of small businesses, cooperatives, workshops, craft workshops and other organizations in accordance with the law;
- Supporting initiatives for the development of towns and villages;
- Deciding other issues in accordance with laws and regulations.

2. Legal Affairs, Public Order and Defense:
- Enforcing the law and other normative acts within the powers of the Jamoat;
- Coordinating and involving the public to actions related to civil defense and disaster relief;
- Taking necessary measures to ensure public order and prevent violence within the boundaries of the Jamoat.

3. Powers of the Jamoat in the spheres of social protection, civic beautification and   environmental protection:
- Participating in the development and implementation of programs to promote employment and regulate migration;
- Regulating traditions, customs and celebrations;
- Adopting measures to improve the living conditions and health of the population, and to protect the local environment;
- Addressing issues related to local infrastructure (maintenance and improvement of roads, streets, squares, cultural institutions, local markets, as well as the maintenance of cemeteries and clean public spaces) and adopting rules for their implementation.

Respond to the participants questions. Where necessary refer to the law "On Local Government in Towns and Villages" (see Appendix).

Game 2: Role-playing game: Film "My Ideal Jamoat"
See Appendix at the end of the Chapter for more details.

For the Trainer. Ask the young people whether they believe that they can improve the lives of people in their Jamoat? How are they going to do it? When?

Conclusion
Participating in local governance is not simply a right; it is also the duty of each citizen. If citizens, regardless of their age, sex and profession, are actively involved in decision-making process of Jamoats, they will have the power to build a better future for themselves and for their communities. The American politician Ralph Nader illustrated the importance of citizen participation in politics: "There can be no daily democracy without daily citizenship."

Homework
The students will ask five of their relatives or friends if they are aware of the law on local governance and whether they participate in local political life. The family's responses will be organized on a sheet of paper (positive answers will be written in red and negative ones in blue). The students will discuss the issue with their relatives in order to understand the reasons for their answers. During the next class, responses will be compared and discussed.

Appendix
Game 1: Sleeping Jamoat
Time – 25 minutes.
Aim: raising awareness of opportunities for participation at the local level; garnering appreciation for activities that can improve lives in the community and understanding of specific ways of meeting civic responsibilities.

Instructions
General instructions: "In your Jamoat some evil forces bewitched all the people making them all fall asleep. The people need something to wake them up. The young people must devise activities which will improve community members' lives. Within 25 minutes the young people should devise activities in the following fields:

The revival of the **economic** life of the community in order to provide for the welfare and employment of residents;
1. **Health** programs focusing on disease prevention;
2. Programs addressing **environmental** issues (including litter, sewers, etc.)
3. Helping community members gain access to the **internet**.

Next, the group is divided into four teams, each of whom will design a program in one of these fields.
The trainer will write the names of each of the four programs on the flipchart. The young people will indicate which program they want to work on. They can only work on one.

The leader writes the names of the individuals who want to work on each program. The leader then tells the young people about their task. Within 15 minutes, each group should write five problems, which they can address within their sphere, on a sheet of paper. At first they can write more than five and then narrow these down following discussion. The problems should be relevant to Tajikistan and all five should be addressed. Following this each group should nominate a spokesperson to present their ideas and answer questions from other groups. The participants begin to work. Do not interfere with their work, but give them sufficient warning about the need to nominate a spokesperson.

Finally, the speakers from each group should present their programs and answer questions. Be prepared to stimulate the discussion if the participants do not field any questions. The trainer should prepare a short list of questions for each group before the session. At this point it is key to maintain a lively discussion.

To end the game, talk about the design of each program, how realistic and interesting it is, and how the different programs fit with one another. If the majority of the programs meet these conditions, we can say that the people of the Jamoat, if not completely awake, are at least have their eyes open and are being pulled up.

Game 2: Role-playing game: Film "My Ideal Jamoat"

Time – 25 minutes.

Objectives: improve participants' understanding of local government and foster ideas for their active participation in local affairs.

Instructions: Divide the participants into two groups. The participants are producing a film with a patriotic theme. The leader chooses the writers, director and actors. The participants need to come up with an idea for the film. The leader will take a limited role in dictating the content. They merely need to give participants the following objective: to produce an interesting film using a good writer, good actors, etc. The participants need to plan out one scene, which will last for around 7 minutes. This task should take 7-10 minutes. Then each team gets an opportunity to present their film: the name, the basic idea, a short plot and act out a short (7 minute) scene. Each team's presentation will last for 10 minutes.

LESSON PLAN		
Goal: Make young people realize their potential in the community service and help them to be responsible and constructive citizens.	**Objectives:** - Students learn about initiative, community service and responsible citizenship. - Students learn the ways they can get involved in their communities.	
Key terms: Citizenship, Participation, Initiative, Responsibility, Obligations.		

Time	Activity	Resources
10 minutes	Introduction Registration of the participants Recap of the Day 4 Introduce: • The topic and its objectives • Go over the key terms	Hand-outs, flip-charts, markers
20 minutes	Volunteering Main Concepts Discussion Exercise 1	Hand-outs, flip-charts, markers, questions for discussion
10 minutes	Initiative Main concepts Discussion	
35 minutes	Responsible Citizenship Main Concepts Discussion Exercise 2/3	Hand-outs, flip-charts, markers, exercises
15 minutes	Conclusion Recap for the participants Q&A Practical Assignment: (See Appendix)	Hand-outs, flip-charts, markers
90 minutes	**Total Time**	

Introduction

Volunteering is freely choosing to share your skills and time without expecting anything in return. When you do community service you give your time, energy and talents to your community without getting paid. And you can choose how and where to do your community service, and what you want to learn from doing it.

Why Volunteer?
Volunteers can and do make a difference in their communities and in the world. Volunteering is about giving and being rewarded, not with money but with gratitude and appreciation. Helping others is fulfilling and empowering. Volunteering brings self-satisfaction, recognition, and respect from others. Volunteering is also about giving back. As we grow through childhood, many people share with us their wisdom, experience, and skills. By giving us their guidance and support, they help us to find and nurture our own gifts.

Volunteers do all kinds of things! They participate in music festivals, dance and theatre groups, cultural displays, arts, crafts demonstrations, and community radio. The range of potential activities is limited only by the volunteer's interest and imagination. Additional activities volunteers support include television productions, food preparation for homeless or other marginalized populations, reading to children, mentoring to students after school, and other relevant activities unique to their communities.

Discussion Questions:
- What is a volunteer?
- What kinds of activities do people volunteer for?
- Why do people volunteer?
- How do you find a volunteer opportunity that's right for you?
- How does volunteering make a community stronger?
- How might volunteering benefit you?
- How can volunteering help you define and achieve career goals?

Initiative and Participation
Volunteering is closely connected to notion of "*initiative*". Initiative is defined as the act of being ready and able to initiate action or follow through energetically with a plan or task.

Initiative can also mean a plan that is targeted at solving a particular problem. The word initiative is also the core of the word "initiation" which means somebody's entry into a new way of life. Being active gives the youth power to influence the world around them and allows young people to use their creativity in working for the common good. Through volunteer work and taking initiative, youth can solve problems and respond to their needs and the needs of their community now, instead of depending solely on external sources support. The diagram below illustrates the core concepts of 'active participation'.

Elements of Active Participation[i]

Being responsible

Being responsible for things

Together self-realization

Being active

Active Participation

Impact on decision-making process

Shaping reality

Self-realization and working together

Taking Part
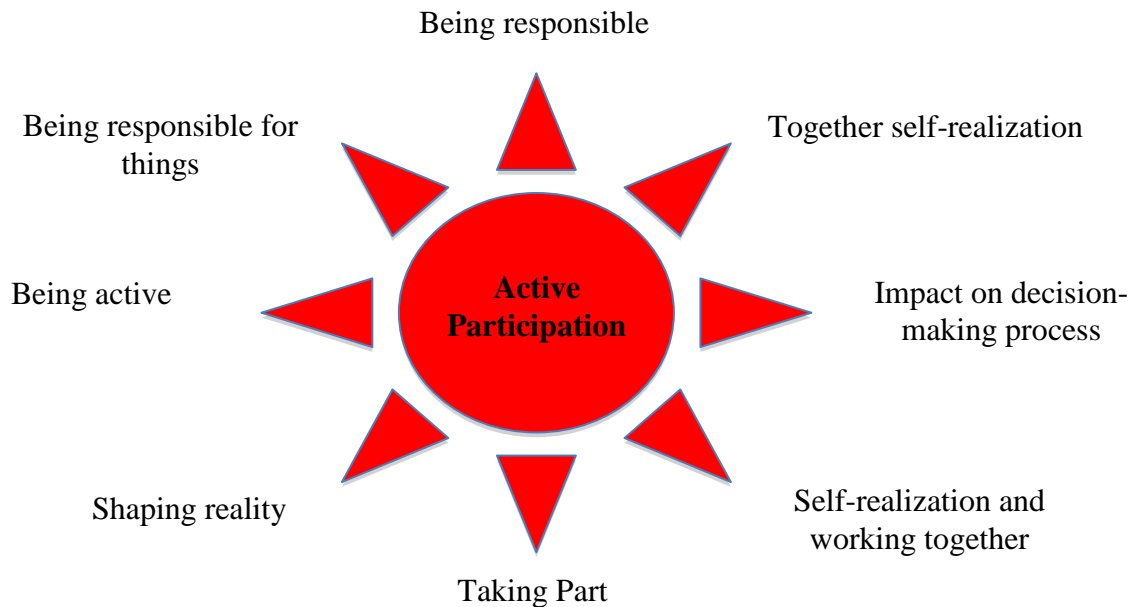
Today, more and more youth are participating and taking initiative in the life of their community and their countries. They use various creative forms of involvement, with images, music, theatre, digital developments, youth information, health and drugs education, environmental projects and social actions.

All young people should be involved in the issues of their community. By getting involved in the volunteering activities and taking initiative, youth will
- Gain responsibility by providing a much needed service for common good;
- Share their ideas, suggest solutions and improvements at a local level;
- Become more aware and gain exposure to what is going on in our communities and around the world;
- Participate in the decision-making process.

Participation of young people in public life is the key issues in the youth field in general. Recent years have shown a remarkable rise in attention to the issues of youth participation and active citizenship. And again, there are thousand avenues where the youth can be actively engage and can participate to make a great difference in their own community.

They shouldn't wait for others to solve their problem, but show interest, take initiative and make contribution to the improvement and development of their society. In their initiative or projects, youth should try to involve some other people and institutions in working together such as a local council, the town hall, the municipality, the schools, associations, youth clubs, newspaper, etc.

Discussion Questions:
- How do you understand the word "initiative"?
- So why bother? Why is it so important to take the initiative?
- Why participate and what does it mean to be 'active' for a young person?
- How to initiate change?

Community Service

Similar to Volunteering is Community Service. Community Service is an activity performed by individual or a group of people for the benefit of the public. Volunteers may provide community service, however, not everyone who provides community service is seen as a volunteer, because some people who provide community service are not doing it of their own free will; they are compelled to do so by:
- their government as a part of citizenship requirements, in lieu of military service;
- the courts, in lieu of, or in addition to, other criminal justice sanctions;
- their school, to meet the requirements of a class, such as in the case of service learning or to meet the requirements of graduation, or, in the case of parents, required to provide a certain number of hours of service in order for their child to be enrolled in a school or sports team.

Community Services performed by youth is also referred to as youth service. Youth service is intended to strengthen young peoples' senses of civic engagement and community, and to help them achieve their educational, developmental and social goals. It helps young people build skills for family, career, and community roles; provides youth-centered learning experiences; and encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Building Community and Community Service Ideas:
- Start by saying "hello" to members of the community;
- Cook meals with your friends;
- Help your neighbors with tasks around the house;
- Volunteer for the community events;
- Plant trees and organize a garden;
- Organize a river or park cleanup;
- Invite others into your home;
- Participate in a violence prevention project in your area;
- Visit someone who needs a friend;
- Deliver demonstrations on health and exercise in schools;
- Coach a youth sports team;
- Teach someone to read;
- Perform any act of kindness for a friend;
- Identify a skill you have and use a volunteer experience to help improve it;
- Teach smoking prevention activities at your school.

Responsible Citizenship

Who is Citizen? If we look at the world map, there is large number of countries in the globe. Every country has its own political - geographical boundaries and borders. Anyone who has the right to live within these boundaries is known as resident or citizen of that country.

Responsible citizenship is about individuals who realize their obligations to take actions that ensure their community is healthy, safe and secure. A responsible citizen participates in their community to promote personal and public good.

Being a responsible citizen is not a hard thing and may require a little extra effort. Being a responsible citizen is about being a less selfish person, and putting the needs of society before your own needs. It does not means you have to sacrifice all your free time to volunteer or help others, but it does means taking a little time to think about the impact of your actions on others or put efforts for a greater good. Being a responsible citizen also means to abide with legal, social and moral obligations. Let's consider our obligations as citizens:

- **Social Obligations:** Social obligations really form the bulk of being a responsible citizen and what this means. To be a responsible citizen, we should help our communities and those who live in them. So, being a responsible citizen can encompass things such as volunteering.

- **Legal Obligations:** No one can be a responsible citizen without staying within the law. Criminals, by their very nature, are not behaving as responsible citizens. Laws exist to protect citizens, the communities they live in and their property. So to be a responsible citizen, we must respect these laws and abide by them. Harming others or others' property does not equate to being a good citizen.

- **Moral Obligations:** Moral obligations of being a responsible citizen are harder to pin down because different people have different moral codes.

Civic Educator should stress the idea everyone has a duty to be a responsible citizen and that through responsible citizenship, communities can develop and thrive. More importantly, the Civic Educator should stress the point that although it is important for everyone to aspire to this idea, one single person and their actions can make a difference in their community.

Being a Responsible Citizen

You can be a responsible citizen by demonstrating individual responsibility through:
- Using appropriate strategies to resolve conflicts;
- Demonstrating integrity and dependability;
- Recognizing how individuals' choices and actions affect self, family and community.

By practicing a healthy lifestyle through:
- Accessing, analyzing, and using resources to promote wellness;
- Demonstrating the ability to identify, avoid, escape or manage potential risk situations.

By understanding and promoting the democratic principles of freedom, justice and equality through:
- Respecting and defending individual rights and property;

- Practicing democratic processes by participating and voting;
- Acknowledging that all people have innate worth.

By participating in activities that promote the public good through:
- Understanding economic, political, social and environmental systems;
- Working toward improvements in society;
- Identifying and taking action to meet community needs.

Appendix

Exercise 1: Volunteering
Provide youth with the following benefits achieved through volunteering to initiate discussion. Then ask each participant if they can think of other benefits of volunteering or doing community service. Compile the two lists and ask each participant to identify three benefits, rank them in the order of their importance (1-3), and describe why they chose those specific benefits over all the others. The goal is for each youth to draw a connection to their interests in volunteering and have them link that interest with several intended outcomes. Pre-identified benefits realized through volunteering:
- Having fun
- Making connections with others
- Sense of appreciation
- Sense of ownership
- Feeling of having an impact
- Awareness of the community and its needs
- Development of new skills
- Exploration of career opportunities

Hand-Out #1: Community Service Opportunities

Description of position/activity:
Where will I be volunteering?
Contact name:
Phone number:
How I found out about this position:

_____

Exercise 2: Responsible Citizenship

Split youth up into groups of three or four. Provide them with the following excerpts from world figures and have them discuss the meaning and importance of each individually and as a group:

- "Citizenship consists in the service of the country." - **Jawaharlal Nehru**
- "Responsibility is the price of greatness." - **Winston Churchill**

- "I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again." - **Mahatma Gandhi**
- "Everyone can be great, because everyone can serve." **Dr. Martin Luther King, Jr.**
- "No one has the right to take for granted his own advantages over others in health, in talents, in ability, in success, in a happy childhood or congenial home conditions. One must pay a price for all these boons. What one owes in return is a special responsibility for other lives." - **Albert Schweitzer**
- "Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has." - **Margaret Mead**

Exercise 3: Understanding Responsible Citizenship

Overview: Youth should develop a list of ten items and five people they identify as important in their lives to explore individual and community points of view in a directed discussion.

Civic Educators will tell the youth that they are going on an adventure and can take only ten items and five people of importance with them. Select a storyline relevant to the youth based on a familiar story. Brainstorm with each person and help them identify what is most important to them (such as family, friends, food, family pet, etc.) Using a flip chart, record the responses you receive from each person.

Following the brainstorming session, split youth into small groups (2-3) and have them develop their own lists of items (10) and people (5) to take with them on this adventure.

Now, add a complication to the story. Tell youth that the conditions they face are dangerous. This means that only part of the original group chosen can continue, with reduced items. The remaining people and items will wait for those who continue on with the adventure at a safe house for the successful return of the others. Students will need to choose two items and two people to continue on with the adventure. The people chosen to remain at the safe house will be responsible for looking after each other and the eight items of personal importance left there. Encourage youth to think carefully about the choices they make, allow time for discussion so that youth can make responsible decisions that are in the best interest of the group who remain at the safe house and the group who continues on with the journey or adventure. Try to ensure that peer pressure does not affect the types of choices participants make.

Organize students into small peer groups, mixing up previous groupings, to discuss why they made the choices they did. Groups will take turns to report back to the rest of the class on the different choices and reasons for these choices.

Debrief class: What was surprising about the choices made and the reasons given? This question should highlight the wide range of responses that reflect individual differences of opinions and family lifestyles. During the class discussion of the adventure activity, develop the concept that individuals have rights and responsibilities within society, this includes the right to be an individual, with unique personal differences (within the law) that are accepted by others. These rights balance the responsibilities to respect other people and to fulfill obligations and responsibilities to themselves, others and the community.

Develop a list of examples in the community that show how different points of view affect people's lives. This could include religious views, political views, cultural views etc. Include examples of how people spend their time and identify how this reflects what they consider important in their lives e.g. work, family, sports, hobbies, church and volunteer work. Students rank the activities they participate in, in order of importance to them as a person. Retain for reference in next section of work.

Questions for youth following exercise:
- How do you function in a community when other people have different ideas on what is important?
- How can we all live harmoniously in our community when people have different ideas on what is important?
- What responsibilities do people have in maintaining harmony in communities when people have different ideas on what is important?
- What would happen in our community if you were expected to have the same ideas on what is important to everyone else?

Practical Assignment:
Civic Educators as youth to consider ways they will use knowledge and skills they have learned thus far in the course? Youth should also be given the task of developing their own action plans with the support of the Civic Educators, designed specifically around an issue or topic of greatest interest to the individual participant. Plans will ultimately be presented to the larger group during the 10th and final week of the course as a sort of capstone project.

Full Name:
Name of the Civic Educator:
Date:

MY OBJECTIVE IS:	
WHY IS THIS IMPORTANT FOR ME:	
TO ACHIEVE THIS I NEED TO: *List the steps you need to take. Be detailed and specific!*	
I will start my action plan on (date):	**Date I expect to complete this step by:**
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
What kinds of problems or difficulties I will face mostly likely? **What I will do to overcome the challenges and problems?**	
At the end, I expect:	A. B. C.

	LESSON PLAN	
Goal: To equip young people with the skills and knowledge to peacefully resolve conflicts.	**Objectives:** - Inform young people about how to approach and solve everyday problems - To teach young people about different negotiation strategies - To allow young people to practice and apply these skills through interactive games.	

Time	Activity	Resources
5 minutes	Registration	Register
10 minutes	Part 1. Introduction to Problem Solving and Conflict Resolution.	
15 minutes	Part 2: How to Problem Solve.	
30 minutes	Interactive Exercise: "Solving Everyday Problems" Aim: To help young people discuss and address everyday problems	5 large sheets of paper (flipchart), two colored markers.
15 minutes	Part 3: How to Resolve Conflicts	
30 minutes	Role-playing game: "The Distribution of Hearts" Aim: To allow young people to practice peacefully solving a dilemma.	4 large sheets of paper
10 minutes	Conclusion	
115 minutes	**Total Time**	

Introduction
Trainer introduces conflict resolution and problem solving (the presentation will last for no more than 10 minutes):

Conflict can be violent or non-violent. Conflict is a part of everyday life; at school, in the home, on the street, at work. Being able to resolve a conflict peacefully and to the mutual benefit of those involved is a key skill for any young leader to have.
Problem solving is a key part of decision making. **Problem-solving** is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of **problem-solving** is to overcome obstacles and make decisions.
Negotiation is a discussion aimed at reaching an agreement. Negotiating is a key skill to have whether you are buying onions in the bazaar, dealing with a legal dispute or deciding when to meet a friend. Negotiation involves combining compromise with assertiveness.

Discussion (no more than 10 minutes)
Get the young people to discuss conflicts they have faced in their lives and how they dealt with them.

How to Problem Solve
Trainer teaches the young people about problem solving (the presentation will last for no more than 15 minutes):

Step 1: Define the problem
Before solving any problem, youth need to first understand and define it. This is useful when a problem is complex. Ask participants the following questions:
- What can you see that causes you to think there is a problem?
- Where is it happening?
- How is it happening?
- When is it happening?
- With whom is it happening?
- Why is it happening?
- What is causing the problem?

If youth identify multiple problems, ask them to prioritize which problems are urgent and address these first. Explain to them the importance of not being afraid to ask others for advice and support. These could be teachers, peers, parents or local NGOs.

Step 2: Define a Problem-Solving Approach
Ask youth to consider the following questions:

- Which approach is the most likely to solve the problem in the long term?
- Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- What is the extent of risk associated with each alternative?

Step 3: Develop an Action Plan to Address the Problem

Ask youth to consider the following questions:
- What will the situation look like when the problem is solved?"
- What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure?
- How will you know if the steps are being followed or not?
- Who will primarily be responsible for ensuring implementation of the plan?
- Write down the answers to the above questions and consider this as your action plan.
- Communicate the plan to those who will be involved in implementing it and, at least, to your immediate supervisor.

Step 4: Check that the Problem is Solved

Check that the problem has been solved by asking those involved whether they think the situation has improved.

Game 1: "Solving Everyday Problems"
See Appendix at the end of the Chapter for details.

How to Resolve Conflicts
Trainer teaches the young people about conflict resolution (the presentation will last for no more than 15 minutes):

Here are some tips for dealing with conflict:
1. **Remain calm -** Be still and say nothing. Often times the angry person wants to provoke you. Arguing is ineffective because it raises barriers.
2. **Let the other person do the talking -** He or she will soon grow tired of it. Sometimes that's all they want. *To be heard*. *To feel important*. Everyone wants to feel important. Some people just express it in ways that are counterproductive.
3. **Genuinely consider the other person's point of view -** Imagine yourself in his shoes. Never say "you're wrong." In fact, try hard to look for areas of agreement and build on them.
4. **If the situation turns verbally abusive, put a stop to it -** Firmly but calmly state: "You're very angry right now and you're saying things you don't mean (give them the benefit of the doubt). I'm going to excuse myself. We can talk again after you calm down." Then leave the room or ask them to leave.
5. **If you are wrong, quickly admit it and take responsibility -** You could say, "You're absolutely right, it is my fault and here is what I'll do to fix it." Even if you're NOT wrong, at least give them the benefit of the doubt, "I may be wrong, let's look at the facts together."

There are five strategies for resolving conflicts:
1. **Avoiding the Conflict -** By avoiding the conflict, you essentially pretend that it never happened or does not exist.
2. **Giving In -** Giving in or accommodating the other party requires a lot of cooperation and little courage. Basically, you agree to accommodate the other party by acknowledging and accepting his

point of view or suggestion. This style might be viewed as letting the other party have his way. While this style can lead to making peace and moving forward, it can also lead to the accommodator feeling resentment toward the other party.

3. **Standing your Ground -** While standing your ground requires courage, it can also be inconsiderate. By standing your ground, you are essentially competing with the other party; you'll do anything to ensure that you win the battle.

4. **Compromising -** Compromising is a big step toward conflict resolution. Both courage and consideration are used when both parties look for common ground. You agree to negotiate larger points and let go of the smaller points. Occasionally, the person compromising might use passive-aggressive tactics to mislead the other party, so beware.

5. **Collaborating -** Collaboration plays a major role within conflict resolution and requires great courage and much consideration. Collaborating with the other party involves listening to their side, discussing areas of agreement and goals, and ensuring that all parties understand each other. Collaboration requires thinking creatively to resolve the problem without concessions. Collaborators are usually admired and well-respected.

Game 2: "The Distribution of Hearts"
See Appendix at the end of the Chapter for more details.

Conclude the Session
Reaffirm to the youth the importance of problem solving and conflict resolution effective for leadership. Get each student to tell you one thing that they have learnt from the training. This could be a new piece of information or skill that they have learnt. Everyone has to come up with a different example.

Conclusion
We face problems and conflicts every day. All leaders need to be good problem solvers and have the necessary skills to peacefully resolve conflicts. This session has outlined the various means by which you can solve problems which are based around defining the problem and working out a way to solve it in the long term. A number of approaches to conflict exist, ranging from retreat to compromise and collaboration. Each approach has advantages and disadvantages and leaders need to tailor their strategy to the context of the conflict. As Albert Einstein said; "Peace cannot be kept by force. It can only be achieved by understanding."

Homework
Use what you have learnt and your own experience to create a conflict resolution poster in which you lead the reader through the steps towards conflict resolution.

Guiding Principles:
- Your poster should be aesthetically pleasing, illustrated, and detailed.
- Your poster could really help someone avoid a fight, so put your best effort into it.
- You will share your work with the class in the next lesson.

Appendix

Game 1: *"Solving Everyday Problems"*
Time: 30 minutes
Participants: 20

Split the participants into five teams, with four people in each group. Give each group a large piece of paper. Give each group a different problem to solve:

1. Your brother returns from school with blood and bruises on him. He says that some boys from the year above him at school beat him up.
2. Your friend and you are supposed to be working on a project at school together. The deadline is next week, but he has not done anything on the project and refuses to do so.
3. Your boss tells you to work on a building site but gives you no hard helmet. You know it is unsafe not to wear one.
4. Your classmate makes a joke about your ethnicity. You find it offensive.

With each scenario the groups need to follow the steps laid out above and come up with a number of solutions to the problem before presenting them to the other groups.

Game 2: "The Distribution of Hearts"
Time: 30 minutes

Objective: The development of the ability to find solutions to conflict situations through differing strategies

Imagine a hospital that specializes in heart transplants. Suddenly, the hospital receives a heart from a donor. Next in line are four people: first, an elderly professor, engaged in the development of vaccines against cancer, whose work is nearing completion, second, a 16-year-old girl who is pregnant and an orphan with a heart problem, third, a pretty young woman, who is loved by the surgeon who carries out the transplants and finally a teacher, the mother of two children, whose husband recently died in a car accident. All of their conditions are critical, each of them will only live a month. The problem is who should receive the new heart.

Stages of the game:
- Divide the group into four teams.
- Each group chooses one of the patients to fight for their rights.
- Each group chooses a representative to negotiate with the representatives from other groups to make an overall decision.

Discussion of the game:
- What behavioral strategies were used by the representatives during the negotiations?
- In what way were they utilized and how did the other representatives react?
- What basic strategies could be seen in the negotiation; competition, cooperation, avoidance, adaptation and compromise?

_____

LESSON PLAN		
Goal: - Participants learn about public speaking, presentation and debating skills and their application to their lives.	Objectives: - To learn how to speak publicly and make presentation by using various visual aids; - To understand how to structure an effective presentation and express one's thoughts in the structures way; - To understand what is presentation skills and its importance in our lives. - To understand the debate and its process.	
Key Terms: argument, audience, communication, debate, message, presentation, public speaking, speaker, impromptu, and deliberation.		

Time	Activity	Resources
10 minutes	Introduction Recap of Day 7 Registration of the participants Introduce: - Yourself - The topic and its objectives - Go over the key terms	Flip chart, colored markers
30 minutes	Public Speaking Main Concepts Watch video-material of Martin L. King Jr. speaking or any other good native public speaker. Discussion	Projector, slides, handouts
35 minutes	Presentation Skills Main Concepts Discussion	Projector, slides, handouts
35 minutes	Debating Skills Main Concepts Exercise 1: School Parliament (See below)	Projector, slides, handouts, sufficient print-outs of Exercises
10 minutes	Conclusion Recap of the lesson Q&A *Practical Assignment: Prepare PowerPoint Presentation of your Individual Action Plans for the last session.* (See below)	Projector, slides, handouts, sufficient prints-outs of Practical assignment
120 minutes	**Total Time**	

Introduction

Public speaking is one of the requisites of being a leader and leading the change. ***Public speaking is the act or process of making speeches in public and the art of effective oral communication with an audience***. The purpose of public speaking can be to inform, influence, persuade, or simply entertain the listeners and it is closely allied to **presenting.** Good public speakers not only can inform about something but appeal to the emotions of their public. In public speaking, as in any form of communication, there are five basic elements: ***WHO** is saying **WHAT** to **WHOM** using **WHAT MEANS** with **WHAT PURPOSE?***

History
Public speaking was first developed by the ancient Greeks. Any citizen who wished to succeed in court, in politics, or in social life had to learn techniques of public speaking. With the political rise of the Rome Republic, Roman orators modified Greek way of public speaking. Under Roman influence, instruction in rhetoric developed into a full curriculum. Among great public speakers of ancient time are Plato, Aristotle and Isocrates. They built permanent schools where public speaking was taught. During Roman Empire, public speaking remained important in law, and became an important form of entertainment, with famous orators or declaimers gaining great wealth and prestige for their skills.

As societies, cultures and generations changed and undergone modifications, the basic principles of oratory yet remained the same. The technology and the methods of this form of communication have traditionally been through oratory structure and rely on an audience. However, new advances in technology have allowed for more sophisticated communication for speakers and public orators.

Why is Public Speaking Important?
Public speaking is still relevant to our lives. Presidents and prominent people all advanced their careers in large part due to their skills in oratory or public speaking skills. Public speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess. This skill can be used for almost anything.

Let's look at the reasons why is public speaking important in our lives:
- Public speaking helps to build communication skills and confidence
- Public speaking helps learn how to capture the audience's attention and to develop charisma

It's important because at some point in life, just about everyone will be required to involve themselves in one type of public speaking or another. Accepting this fact quickly and preparing for it accordingly will help youth to succeed at home, school and in their community. Learning to master public speaking early is a great way for students to perform better in school, college or university, as well as offer them greater opportunities in life. Public speaking is by nature important because it's a primary and powerful avenue to express our thoughts.

Using public speaking effectively enables a person to make a difference in their school, work, community, and perhaps even the world. By sharing our information with others, youth are better able to increase the impact of their hopes, dreams, desires and goals for their lives and the world around them. Public speaking is often a powerful way to make a good impression on others and work with others to achieve goals and objectives. Public speaking regularly helps us to feel more comfortable around other people.

Effective public speaking includes the following:
- Oratory
- The use of gestures
- Control of the voice (inflection)
- Vocabulary and word choice
- Speaking notes, pitches
- Using humor
- Developing a relationship with the audience.

How to Improve Your Public Speaking Skills:
Speaking in front of others scares most of us. However, through proper instruction, youth can master this vital skill. The following practices are designed to improve the capacity of young people to articulate their opinions in a public venue:

- **Learn From the Best:** the best way to improve one's public speaking skills is to learn from those who are considered to be great public speakers.
- **Keep Practicing:** the best way to deliver a good speech or put up a great presentation is to keep on practicing. The more youth practice the more easily they will be able to accomplish the task as they will polish it off nicely. They can practice alone, in front of the mirror or ask their family members to be their audience.
- **Stay Calm:** the most important thing is to remain calm. Even if they forget a sentence they should not panic. They don't have to say the exact words and they can always substitute with something right there and them. If they act calm and controlled, soon they will actually start feeling calm and composed.
- **Look Your Best:** It is very important to stress to youth that appearance counts when speaking in public. People do and will notice what someone is wearing and how they are wearing it. If they are dressed improperly or lack neatness in their overall appearance, the audience will notice.
- **Make Eye Contact:** When youth are speaking, they should remember to look into the eyes of the audience to engage them. Make sure they do not keep looking at one or two individuals only but try to a large number of people in the audience. It is also important to keep the eye contact short, but not too short and certainly not too long.
- **Know Your Material:** When they are supposed to address a public meeting or a gathering the worst mistake that they can make is not being fully appraised of the material. As a general rule, if one does not know the subject inside out they must not engage in speaking in front of an audience. The audience is bound to ask all sorts of questions at the end of the presentation or the speech and if the person fails to answer even one of them they lose all their credibility.
- **Maintain Pace:** the pace at which one speaks also plays an important role in whether or not they are successful or not. Youth should focus on keeping an even pace, not too fast or too slow, in order to keep more consistent attention from the audience.
- **Be Concise:** Keep it short and to the point.
- **Know Your Audience:** the most important part of speaking in public is to know one's audience and then speak accordingly.

When speaking in public, one should avoid:
- **Self-Praise:** Nothing offends the audience more than self-praise. If the presentation is good, the person will receive praise and the success of the speech or presentation will be a testament to their capabilities.
- **Trying To Be Someone You Are Not:** Being honest with one's self is important, rather than portraying something they are not.

Presentation Skills

What is a Presentation?
Presentation is the practice of showing and explaining the content of a topic to an audience or learner. It is closely related to "public speaking" (discussed above) and is one of the most common forms of oral communication expected in the modern world. Presentations are used in many life situations, and can be planned, impromptu (unprepared), written, or memorized. Mainly, the purpose of oral presentations is:
- to inform or display;
- to persuade;
- to initiate discussion or ask questions on the topic;
- to entertain;
- to inspire the group to do something or to achieve the goals.

A good oral presentation is well structured and this makes it easier for the listeners to follow. Basically there are three parts to a typical presentation: the beginning, the middle and the end.

When and Where Presentation Skills are Needed:
- During your class and oral examination;
- School conferences or contests;
- Lectures or welcome speeches;
- Demonstrations, concerts, school entertainment activities, school parties' exhibitions.

How to Conduct a Presentation?
We often observe people unable to express freely and effectively due to shortage of presentation skills. With constant practice and hard work, you can greatly improve your presentation skills.

1. Determine the purpose of a presentation:
- To inform?
- To persuade?
- To entertain?

2. Analyze your audience:
- Level of their knowledge of subject matter.
- Information needs.
- Characteristics (e.g., their attitudes, experience and education).

3. Ensure the content relevance of a presentation:
- Research your topic.
- Use facts and statistics to back up your statements.

- Use examples of real life experiences.

4. Ensure the content clarity of a presentation is clear:
- Develop a few key messages that will leave an impact on the audience.
- Organize the statements in logical sequence, with a purpose for each section and a conclusion at the end.

5. Use effective speech delivery
- Keep wording short and simple.
- Be concrete, rather than abstract.
- Restate main ideas.
- Occasionally smile.

Debating Skills

What is Debating?

A debate is basically an argument with rules. Debating has strict rules of conduct and quite sophisticated arguing techniques and you will often be in a position where you will have to argue the opposite of what you believe in. Typically in a debate two teams are presented a resolution or topic that they will debate, and each team is given a set period of time to prepare an argument. At a debate, one team will argue in favor (Pro/For) and the other will argue in opposition (Con/Against). Debating rules will vary from one competition to another, and there are several types of debating. The goal is to come up with a good argument in a short amount of time. Sometimes each team member speaks, and sometimes the team selects one member to speak for the entire team. A judge or a panel of judges will assign points based on the strength of the arguments and the professionalism of the teams. One team is usually declared the winner and that team will advance to a new round.

A typical debate includes:
- Participants hear the topic and take positions (pro and con).
- Teams discuss their topics and come up with statements.
- Teams deliver their statements and offer main points.
- Participants discuss the opposition's argument and come up with rebuttals.
- Rebuttals delivered.
- Closing statements made.

Appendix

Exercise 1: Fun Warm-Ups Techniques

Horse noises: have participants force air between their closed lips in order to make a horse-like noise as their lips vibrate together, as a way of loosening the muscles around the mouth.

Speed-drills: have participants read something aloud at various speeds (slow, normal, fast) in order to get the eyes and the tongue used to working together.

Face-stretches: have participants try to get their mouth, nose, and eye-brows as close-together as possible, then as far apart as possible (for added humor, and stretching too, they can stick out their tongue at the same time) as a way to loosen the face-muscles.

General stretching: since tension can cause stumbling and shaking, anybody stretching is good, in particular neck-rolls (in which the head is brought toward one shoulder, then to the front, then to the other shoulder) are a common speaking warm-up.

Exercises on Debating Skills

Exercise 2: School Parliament

Step 1 - Review Teamwork Rules and Expectations (maintaining team discipline and focus, leadership, being fair and unbiased, delegating group member responsibilities) and tasks with your students. The role of the instructor is to facilitate and check each group if the students have understood their roles and the topic. After teams have nominated a Captain and brainstormed research topics, team members should research the topics or Civic Educator should provide all necessary information.

Examples of Topics for Debating:
- Television is better than books?
- Should school hours be changed to 12:00 to 6:00 pm?
- Should students be required to wear uniforms at school?
- Cellular phones should be allowed in schools.

The group will need to decide if and how that information should be used, and assist members in supporting their arguments. (Would the information contribute to the defense of the argument?) Encourage each team to try to conjecture what the other team's arguments and responses may be, so that team members are as prepared as they can be.

Step 2 - Divide students into three or more political parties. If they wish they can name their party. Let the parties create a "bill" (a policy proposal - a new law or a change to an existing law). Make a list of all of the bills from each party. Allow members of each party to look at the list of bills proposed by the other two parties. They must select at least half of those bills to oppose. Give students about ten minutes of preparation time in which to think:
- How they will defend their own bill;
- How they will attack the bill which their party has decided to oppose.

Step 3 - Once the preparation time ends, a parliamentary assembly begins. The instructor, acting as the Speaker of the House invites the consideration of each bill in turn, with students making speeches in favor of the bill, and other students making speeches against the bill. When the speeches die out, each bill is voted up, or down. Depending on the sophistication of the students, you can follow parliamentary procedure (for example, allowing points of information, allowing bills to be amended, or tabled) or you can just loosely allow each bill to be fully debated before moving on to the next.

DEBATE RUBRIC

Category	Party 1	Party 2	Party 3	Score
Addresses Issues	Always addresses topic	Usually addresses topic	Rarely addresses topic	
Support with Facts	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	
Persuasiveness	Arguments clear and convincing	Arguments are sometimes clear and convincing	Arguments are rarely clear and convincing	
Teamwork	Used team member effectively Equal timing	One member does the talking 75% of the time	One member does the talking 100% of the time	
Organization	Electrifies audience in opening statement Closure convinces audience	Grabs attention Brings closure to the debate	Introduces topic and brings some closure to the debate	

Practical Assignment:

Civic Educator has to provide useful phrases during public speaking and presentation skills, guidelines or a list of what is expected of them.

Using these guidelines and additional resources on Internet, and basing their Action Plans on the **Session 5 on "*Community Service, Involvement and Initiative*"**, students should prepare PowerPoint Presentation of their Idea.

1. Develop your action plan and define why it is important.
2. Write out your presentation. It should have introduction, body and conclusion sections.
3. Work in groups of three to get ready for the presentation day and to give one another constructive feedback beforehand.

LESSON PLAN	
Goal: To increase participant's understanding of youth empowerment	**Objectives:** -To give young people the skills to become active members of their community -To teach young people how to build relationships with adults

Time	Activity	Resources
5 minutes	Registration	Journal for registration
10 minutes	Introduction	
15 minutes	Part 1: Youth Empowerment and Human Rights	.
20 minutes	Game 1: Youth Rights Manifesto Aim: To help the young people to understand which rights are protected by the Convention on the Rights of the Child.	Flip chart, colored markers.
20 minutes	Part 2: How to Become Empowered	
20 minutes	Game 2: The Straight Line Aim: To build teamwork and trust within the group and to demonstrate how support can help a person walk "a straight line" in life.	Blindfold
15 minutes	Part 3: Becoming an Active Member of the Community	
10 minutes	Conclusion	
115 minutes	**Total Time**	

Introduction

What is Youth Empowerment?
Youth empowerment is the process by which young people gain the **skills and opportunities** to affect positive change in their own lives or the lives of their communities.

What is Youth Activism?
Youth activism is when you actively engage in direct action over an issue, which is often of a controversial nature. Common issues which youth activism address include human rights, the environment, abortion, homosexuality and anti-racism.

What is Youth Participation?
Youth participation is the active engagement of young people throughout their communities. Youth participation is necessary in the development of active citizenship because it balances young people's social rights with their responsibilities. Effective youth participation is about creating opportunities for young people to be involved in influencing, shaping, designing and contributing to policy and the development of services and programs.

Young People are the Future!
There are three billion people under 25 in the world. Young people make up 40% of the population of Tajikistan. They are full of ideas, aspirations and potential. As discussed in Chapter 6, the law "On Local Self-Governance" gives young people in Tajikistan the opportunity to become agents of change in their communities. This session aims to give participants the necessary skills to realize their potential.

Civic Educators should ask the youth whether they feel active in their communities? What could they do to become more active?

Part 1: Youth Empowerment and Human Rights

Youth empowerment is enshrined in a number of international conventions. The most important of these is the Convention on the Rights of the Child, which Tajikistan signed in 1993.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. The convention states that all young people under the age of 18 have the right to participate in decision-making. It recognizes their rights to express their opinions, to have their opinions considered in decisions that affect them and to receive and give information and ideas.

Several articles in this international convention specifically address the issue of youth rights and empowerment:

Article 12
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 15
1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals or the protection of the rights and freedoms of other.

Article 31
1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Civic Educators should ask youth whether any of the participants knew about the Convention on the Rights of the Child before the session. Discuss each of the articles individually. Ensure that the young people understand them by asking questions about their meaning.

Game 1: "Youth Rights Manifesto"
See Appendix at the end of the Chapter for details.

Part 2: How to Become Empowered
Empowerment is a multi-faceted and dynamic concept and cannot be limited to any specific activity. It requires encouragement for youth to express their opinions, become involved and be part of the decision-making process at different levels. There are numerous levels at which young people can become involved in their communities. Youth can:
- Organizing sports activities
- Participating in extra-curricular activities
- Joining Jamoat council meetings
- Becoming involved in the media
- Working with local NGOs as volunteers or interns

- Take part in a community development project or event;
- Share views and experiences in supporting their community to other peers and adults willing to listen;
- Participate in various decision-making processes.

For youth seeking to become more empowered and more active in their communities, there are several approaches they can take to achieving that objective:

Education – In order to address an issue, a young person needs knowledge about it. Read newspaper articles, search the internet, and ask teachers or other experts for information. Once you feel like you have enough information, you have to pass it on: share it with your friends, family, and members of your community. Other people in your school, your family, or your whole community may not know as much as you do about the issues that interest you most. Your friends, family and community members can become your biggest supporters if they're educated about the issues you care about.

Advocacy- To advocate is to speak out in favor of or in defense of an issue or person. Through advocacy, youth can draw special attention to specific areas of greatest need within their communities. Targeting local officials and community leaders through open and transparent dialogue regarding the challenges and opportunities can help youth obtain the support they need from key stakeholders to bring about the change they wish to see in their communities. The same principles apply to issues facing youth at the national level. Through advocacy, youth can have a voice and deliver targeted and effective messages to those with the ability to bring about change in any community.

Fundraising- To address youth needs more directly, funding is often required. To obtain funding, youth can draft letters to government, private donors, local businesses, or even NGOs, or produce small goods or services. Regardless of the fundraising type or strategy, youth playing a role in fundraising efforts will obtain a heightened sense of empowerment. They will understand that acquiring funds does not necessitate the participation of an adult, but rather sound ideas and reasonably well laid out plans for their proposed activities or products.

Civic Educators should have a discussion with the youth about how each of these methods may be used to take an active role on the community, national, or international level. Youth will also need to discuss the advantages and disadvantages of working at these different levels.

Game 2: "The Straight Line:
See Appendix at the end of the Chapter for details.

Youth-Adult Partnerships

In order for young people's voices to be heard and for meaningful participation in the community it will be necessary to form links with adults. These relationships are called "adult-youth partnerships."

Youth-adult partnership - an inter-generational relationship based on the principle of equality. These relationships are all about learning and listening to one another.

Youth-adult partnerships allow young people to:

_____

- Express themselves publicly
- Gain respect for adults
- Work for a good cause
- Find ways to express their creativity
- Think more critically
- Be a valued asset to the project and the community

Civic Education should encourage youth to consider how positive their relationships with adults are? Do they feel that they are listened to and respected? What could they do to forge stronger relationships with adults?

Conclusion

Young people have the ideas and energy needed to improve the lives of their communities. The laws of Tajikistan and the Convention on the Rights of the Child allow young people to take an active an active part in decision-making and community life. Young people in Tajikistan need to seize this opportunity and begin working with local governments to improve their futures. As former- US president Theodore Roosevelt said; "old age is like everything else. To make a success of it, you've got to start young."

Homework

Youth will need to strengthen their individual action plans (developed as a homework assignment under Chapters 5-6) by including a new section on empowerment. In this section of the plan, youth must identify specific examples of how they will use their new sense of empowerment to succeed in achieving their objectives outlined in the plan. Examples could include:

- Plans for having discussions with local officials either individually or in a group setting
- Seeking support from parents, friends or relatives, while maintaining ownership over the activity
- Requesting funds from local organizations or individuals to support youth initiatives

Appendix

Game 1: "Youth Rights Manifesto"

Aim: To help the young people to understand which rights are protected by the Convention on the Rights of the Child.

After reading articles 12, 15 and 31 of the Convention on the Rights of the Child, the students will be divided into four groups. Using this information, youth will be given an opportunity to draft a "Youth Rights Manifesto" for Tajikistan. Knowing that the Convention covers children's rights in a variety of realms; civil, cultural, economic, political and social, each group will be asked to write down an article for each the different fields (in total 5 articles). The students will compare their articles and discuss the differences and similarities.

The articles will then be modified (if they are too identical) and incorporated into a general draft with the intent of sharing the document with local community leaders, teachers, and parents to obtain their buy-in and support for improvements to the needs of local youth, including education and employment opportunities.

Then, the Civic Educator will open the Convention on the Rights of the Child. The students will have the opportunity to compare their Manifesto with the Convention. Discuss the differences and the similarities.

Game 2: "The Straight Line"

Aim: To build teamwork and trust within the group and to demonstrate how support can help a person walk "a straight line" in life.

Invite a volunteer to come forward and walk slowly in a straight line across the training area. Put the blindfold on him or her and turn him or her around several times before he or she sets off in a straight line across the training area – to reach an agreed point on the opposite side. Instruct the rest of the group to keep completely silent, giving no encouragement or guidance at all. They should also not touch the volunteer. When the volunteer reaches the other side, ask him or her to take off the blindfold.

Compare how close he or she is to where he or she intended to reach. Ask him or her how he or she felt about having no comments from the others. Ask him or her to replace the blindfold and repeat the exercise. This time the others are allowed to verbally encourage him or her and give him or her advice They should still not touch him or her. Then, finally, you can ask the volunteer to repeat the exercise with the others using their hands to guide the volunteer. Process the difference in how if felt during each stage.

Emphasize how safe someone can feel with the support and guidance of others; and discuss:
- How does that relate to real life?
- Have you ever shown support for another person so they could walk "the straight line"? When? How did you show support?

LESSON PLAN	
Goals: - Provide a detailed overview of the materials covered during the 10-week course - Provide a platform for target youth to demonstrate what they have learned through individual action plan presentation	**Objectives:** - To enhance the capacity of youth to present original and innovative ideas in a public setting - To raise the awareness in the community about active participation of young people in decision-making processes - To celebrate what has been learned by youth throughout the course period

Time	Activity	Resources
5 minutes	Greeting of participants • Recap of Day 9 • Registration of the participants • Ice-breaker	Registration log-book
20 minutes	Recap of the course and Conclusions • Divide participants into 6 working groups. Each group should remember what they have learned throughout the course and think about ways they can apply the skills and knowledge in their life. • Groups present their findings	Flip-charts, markers, self-adhesive color stickers
100 minutes	Presentation of the Individual Action Plans: What Actions I can Take! • Each participant is given 5 minutes to present his/her action plan.	Flips charts or PowerPoint
20 minutes	Evaluation and Closure • Thanking and congratulating each participant for attending the course. • Ask participants to fill out the evaluation forms (develop one) • Then, give each person an opportunity for each to briefly state their appreciation for what others have done during the course, preferably sitting in a circle. Civic Educators also join this activity.	Evaluation forms
5 minutes	Awarding of the Certificates Cake End of the Course	Certificates Cake
150 minutes	**Total Time**	

Hand-Out 1 A: How to Prepare Presentation of the Individual Action Plan

Civic Educators should explain the task and distribute the Hand-outs 1 A and B to the participants. During "Public Speaking and Presentation Skills" – Chapter 8, although it may be handed out to youth as early as Chapter 6.

WHAT IS ACTION PLANNING?

Action planning is a process which will help you to focus your ideas and to decide what steps you need to take to achieve particular goals that you may have. It is a statement of what you want to achieve over a given period of time.

Preparing an action plan is a good way to help you to reach your objectives in life: don't worry about the future, start planning for it.

Action Planning involves:

- Identifying your goals and objectives
- Setting goals which are achievable & measurable
- Identifying the steps needed to achieve your goals
- Developing clear deadlines for deliverables
- Having a plan B

ACTION PLANNING MODEL

Action planning is a cyclical process, and once you have been through one cycle, you can start again at the beginning. Here are a few questions worth considering when building your action plan:

- **Where am I now?** This is where you review your achievements and progress, and undertake self-assessment.
- **Where do I want to be?** This is where you decide your goals.
- **How can I reach my destination?** This is where you define the strategy you will use to achieve your goals, and to break down your goal into the smaller discreet steps you will need to take to achieve your target.
- **What actions are needed?**
- **Where am I now?**

The main steps in preparing an action plan are as follows:
- Have a clear objective. (''Where do I want to be?'').
- Be precise about what you want to achieve.
- List the benefits you would gain by achieving your goal.
- Start with what you will do **now**.

- There is no point in having an action plan that will start in six months' time.
- Define clearly the steps you will take. ("How do I get there?'') Think of all the possible things you could do to take you closer to achieving your goal, no matter how small. Break down any large steps into smaller components, so it doesn't seem so difficult to achieve.
- What is the biggest obstacle?
- What could go wrong?

Identify the end point for each step and give yourself a small reward for achieving it! This could be sweets, clothes, a gadget, book or meal. Arrange the steps in a logical, chronological order and put a date by which you will start each step. Put these dates into your diary or onto a calendar. Try to set yourself weekly goals.

One final tip before youth get started: Each person should set a goal and write it down. Whatever the goal, the important thing is that youth set it, so they've got something for which to aim- and that they write it down. There is something magical about writing things down. So set a goal and write it down. When the youth reach that goal, have them set another goal and write it down.

Hand Out 1 B: Structure of Your Presentation of the Individual Action Plan

Please review what you have learned about presentations during "Public Speaking, Debating and Presentation Skills", exercise your skills by preparing a presentation of your individual action plan in the following structure for Lesson 10:

Full Name:
Date:

MY OBJECTIVE IS:	
WHY IS THIS IMPORTANT FOR ME:	
TO ACHIEVE THIS I NEED TO: *List the steps you need to take. Be detailed and specific!*	
I will start my action plan on (date):	Date I expect to complete this step by:
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
What kinds of problems or difficulties I will face mostly likely? What I will do to overcome the challenges and problems?	
At the end, I expect:	A. B. C.

APPENDICES

Appendix A. Gender-Sensitive Interaction and Engagement Techniques

Research has shown that male and female experiences in the classroom or learning environment can be vastly different; even students sitting side-by-side in the same room can experience a situation or event differently from each other. External factors, such as interaction with a trainer or with other students, can contribute a great deal to the perceptions and engagement of students within a classroom setting. These guidelines are intended to help trainers consider classroom and interpersonal dynamics that may affect student learning and engagement. These techniques are intended to help trainers improve their teaching effectiveness and should be used as a resource and reference tool.

Gender Tip
Remember: these guidelines apply to all instructors; both men and women are prone to gender-biased teaching techniques.

Eye Contact
Are you making eye contact with everyone in the classroom? Although eye contact can be culturally specific, it is often a form of engagement and can encourage participants by letting them know you are listening to them and acknowledging their presence and ideas. Be careful to note whether you are making eye contact with only certain portions of the room or only certain groups and try to make eye contact with as many participants as you can. Particularly make eye contact with participants who are speaking.

Body Language
What kind of body language are you using? When students are speaking, pay attention to the non-verbal cues you are showing. Be careful not to shuffle papers or look away as though you are distracted. Showing through your body language that you are paying attention also conveys that you respect the ideas and contributions of the speaker. Give the same level of attention and interaction to responses from all participants unless you are consciously trying to decrease the focus on a dominant member. It is especially important that you maintain open and respectful body language to each member, demonstrating that everyone in the room receives equal respect regardless of gender, age, or other differentiating factor.

Class Norms
What are the rules for group interaction? Group interactions are controlled by both explicit and implicit rules. For example, if there is no established rule for participants to raise their hand to answer questions and on the first day several people shout out ideas, an implicit rule has been established that the way to communicate in class is to be forceful or aggressive. Such a pattern tends to favor assertive males. You are responsible for the dynamics and normative rules established in training. By establishing positive and inclusive norms early on, you will find you have more ways to guide the class as you choose.

Setting Response Patterns
If a group is much more vocal and comfortable volunteering answers while other portions of the group remain quiet or overshadowed, consider other ways to solicit answers and participation from the rest of the group. For example, boys/men are generally more comfortable volunteering spontaneously or speaking out, while girls/women feel much more comfortable raising hands and waiting to be called upon.

This disparity has the effect of reducing women's contributions to the dialogue and limiting their opportunities to ask questions. Observe the pattern of communication in your training sessions and consciously include those who are not often heard from. Consider deliberately asking for answers from girls/women and not just calling on those who shout out or raise their hands first. Also, consider soliciting answers through other means, such as requiring responses through more systematic participation such as assigning a response order, asking participants to write responses down on comment cards, writing "mini" essays, or through group work.

Calling on Participants
Pay attention to whom you call on for answers. Make sure that you are balanced in requesting participation from both males and females, while also being sensitive to not embarrassing participants or pushing them in ways that make them feel harassed.

Allowing Wait Time
Wait time is the pause you allow before participants respond to a question you have asked. Female participants tend to take longer before replying. A short wait time may reduce women's opportunities to answer and may reinforce the notion that they are not as capable of handling the material as men who are quicker to respond. Be conscious of the time you allow participants to consider a question before answering it; provide an adequate wait time (4-5 seconds); if waiting is difficult for you, count to five and then call on someone.

Organizing Group Work
Groups are often a great way to get participants to work together and to encourage participation. When asking participants to work in groups, consider the dynamics within each group. Sometimes women are pushed to "volunteer" as note takers or to do secretarial work for the group, whether or not they want to, which prevents them from taking leadership roles within the group or participating in other tasks. Hierarchies can also develop in groups. In order to help break up hierarchies and ensure that group members have opportunities to participate in a variety of tasks, consider assigning some of the roles and tasks within groups as well as rotating those roles/tasks. Examine the gender composition and monitor the level of activity and participation within the group so that you can address exclusionary or hierarchical behavior.

Giving Encouragement
Whom do you praise and for what do you praise or criticize them? Women are often not given the same amount or type of encouragement or praise as men. Women can be given short "uh huh's" and head nods, while men are given verbal praise and encouragement to work harder; the different treatment can be subtle. Similarly, in some contexts, girls are held to higher standards and criticized for small mistakes while boys are allowed a great deal of room for error. Consistently complimenting boys for intelligence and girls for beauty demonstrates that they are valued for different things. Become aware of your comments regarding participant questions, answers, work, etc. Concentrate on challenging and supporting them all equally.

Monitoring Interruptions
Studies show that women tend to get interrupted more frequently than men. When participants get interrupted, it gives the impression that their ideas are wrong or not important/valid. When interruptions are allowed to occur, many participants will choose not to speak or ask further questions. Be aware of

interruptions, your own and the participants. Let them know how to respond at the beginning of the trainings, so that they all understand how to interact.

Raising Confidence
Even when they are as competent (or even more so) than men, women tend to lack confidence in their abilities and downplay their accomplishments more than men do. Women tend to evaluate their own performance more disparagingly than men achieving at the same level. However, women gain a great deal of confidence and validation from the encouragement of their instructors. Use your position to provide positive feedback and constructive criticism for your students. Give praise as well as criticism that helps them acknowledge weaknesses and improve.

Avoiding Stereotypes
Sometimes females are treated as members of their gender group instead of as individuals. For example, "Girls are great a promoting peace because they're so compassionate" or "Girls would make terrible leaders because they are so emotional." Women sometimes feel their performance is being used as a measure of all women, and this feeling can create a great deal of pressure, inhibition, and/or resentment. There are similar dangers in generalizing about men or other groups in this way. Take care to regard each participant's attributes as his/her own, without regard for gender, race, age, etc. Don't expect or request a student to speak to, or respond for, the points of view of others similar to themselves. Don't use stereotype-based comments, no matter how common, unless you're using them as examples of inappropriate generalizations.

Monitoring Student Interactions
Interactions between participants play an important role in their ability to engage and learn. When participants behave inappropriately through stereotyping, belittling, joking, etc., the environment becomes unsupportive. While you can't control the actions of all the participants, you can set rules about respect and actively point out and dissuade activities, comments, and jokes that reflect stereotyping or bias. Remember that, "I was just joking," is not an excuse; jokes are often a way to express ideas that can't be openly expressed and can do a lot of harm by creating a hostile environment. You can create an environment where gender put-downs and insensitivity (even in the guise of humor) go un-rewarded or are actively discouraged.

Consistent Modes of Address
Sometimes trainers use different ways of addressing participants by gender group, for example, calling men by their last names but women by their first names. Use the same form of address for all participants to signify that everyone is at the same status level.

Comments on Appearance
Women are much more likely than men to receive comments on their clothes and appearance. These comments may be meant as compliments; however, they also send the message to women that their looks are more notable than their achievements. Compliment all participants equally, focusing more on their achievements and work than their appearances. If you notice details about their appearances, address both men and women or put it in context, such as, "You dressed up today. Do you have an interview?", and then focus on the interview and not the appearance.

<u>Using Qualifiers</u>
Frequently women add qualifiers to statements or turn them into questions. This way of speaking can make a woman sound hesitant or unsure, which may not be the case. For example, "What if we…" or "Perhaps we could…" or even "This may be stupid, but…." Similarly, some women tend to raise the pitch of their voice at the end of a word or statement. This pattern can make a strong statement sound unsure or questioning, so that a listener might have a tendency to downplay its significance or accuracy. First, understand that you could be hearing a confident statement couched in hesitant language. Be careful that no participant is shamed, dominated or disadvantaged because of style of expression. Encourage hesitant sounding participants to elaborate on his/her statement. Don't assume that s/he does not have a clear idea in mind just because s/he phrased the statement as a question or qualified it to encourage consensus. Encourage participants to express confidence in their own ideas and help them understand how you hear these statements; although all types of communication styles are valid, some may be more effective in certain situations.

Appendix B. Gender Glossary

Term	Definition
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the United Nations General Assembly. The Convention aims at equality between men and women through the assurance of equal access to and equal opportunities in public life, education, health and employment.
Discrimination	Any differentiation based on sex, gender, or membership in a social group (such as ethnicity or religion), that leads to prejudice and/or to preventing or diminishing the possibilities of individuals from a group to exercise their full rights.
Domestic Violence	Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
Empowerment	Empowerment means providing resources to people so that they can strengthen their own capacities in order to fully participate in the community and to articulate their interests.
Feminism	A social movement which questions gender inequalities and seeks to redress these at the personal, relational and societal level.
Gender	Gender is the socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. Gender is an acquired identity that is learned and is influenced by social and family status, ethnic and religious belonging. Gender is relational and refers not simply to either women or men, but to the social relationships between them.
Gender Analysis / Assessment	The *methodologies* for collecting and processing information about gender. The analysis provides disaggregated data by sex and an understanding of the social construction of gender roles and responsibilities. A gender analysis or assessment is the process of identifying different needs, priorities, challenges, and opportunities for men, women, boys, and girls.
Gender Aware	An understanding that there are social differences between women and men based on learned behaviour.
Gender-Based Violence (GBV)	Any act that results in physical, sexual, psychological or economic harm or suffering based on the gender of a person. It usually refers to women and girls, but includes violence against lesbians, gay men and transgender people.
Gender Blind	A failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes gender is not an influencing factor in projects, programs or policy.
Gender and Development (GAD)	The approach that recognizes that all development planning, policies and projects must reflect gender sensitivity about and gender awareness of the different roles that men and women play in societies, differences in their access to and control over resources and the differential impacts of

	development processes on men and women.
Gender Equality	It means that women and men must have equal rights, chances and opportunities in all areas of the economy and society, resources and services.
Gender Equity	The process to reach gender equality. Gender equity requires the providing of fairness and justice in the distribution of benefits and responsibilities between women and men.
Gender Gap	The apparent disparity between women and men in values, attitude and issues, such as voting patterns, access to power and to positions.
Gender Identity	Gender identity is an individual's internal, personal sense of being male or female.
Gender Impact Assessment	To assess how activities and policies have affected women and men differently.
Gender Mainstreaming (or Gender Integration)	To address gender inequalities throughout the whole program or institution. Thus, to integrate gender into strategy and project design, implementation, and monitoring and evaluation.
Gender Neutral	When a policy or program has no different (positive or negative) impact for gender relations or equality between women and men.
Gender Planning	To use sex-disaggregated data or gender analysis to take an active approach and resources to ensure the integration of gender into activities and strategies.
Gender Roles	The way in which men and women in a society are assigned different attributions, roles, and responsibilities based on the standards and values of a (group in) society. These roles are an expression of power relations influenced by class, caste, ethnicity and race.
Gender Sensitive	Involves the ability to recognize and express gender differences, issues and inequalities.
Gender Sensitive Indicators	Aims, goals or benchmarks designed to measure the changes for both men and women separately. (Quantitative: counting numbers or percentages. Qualitative: measuring changes in attitudes and perceptions).
"Invisibilization" of Women	Inadequate valuing of the work performed by women in certain societies by considering it as a natural obligation. It is "invisible" because it is not seen or acknowledged as "real work" that contributes to the family's economic well-being, nor are women provided financial compensation for their time and labor, because this work is seen as part of women's natural role as women. For example, the concept that domestic chores (cleaning and cooking), care of children and elderly and animals are part of a woman's natural roles.
Machismo / Macho-ism / Macho Culture	Belief in the supremacy of men over women and that men must act in a dominant fashion to demonstrate and maintain this supremacy.
Positive Discrimination	The preferential treatment of members of a minority group over a majority group to counter inequality.
Self-esteem	Reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem is a strong determinant in a person's belief in his or her ability to make decisions and to perform actions.

Sex	Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs and genitalia.
Sex-Disaggregated Data	Quantitative and qualitative data by separated by sex (*not by gender*). Thus, for men, women, boys or girls.
Sexual Harassment	Is coercion of a sexual nature, unwanted or unwelcome sexual attention or advances, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment can include inappropriate comments on physical appearance or of a sexual nature, requests for sexual favors, and other verbal or physical harassment. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.
Sexual Orientation	Refers to the sex of those to whom one is sexually and romantically attracted.
Social Exclusion	The process whereby certain groups are pushed to the margins of society and prevented from participating fully because of their religion, class, caste, race, etc.
Stereotype	A fixed, overgeneralized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. *Gender stereotyping* is when one believes that an individual will behave in a particular way simply because of his or her sex (for example, "all women are compassionate and will be good nurses" while "all men are assertive and will be good leaders"). Such assumptions can limit the development of the natural talents and abilities of boys and girls, women and men, as well as their educational experiences and life opportunities.
Tokenism	A policy or practice of attempting to fulfill one's obligations or implement a goal with limited efforts or gestures, especially toward minority groups and women, in ways that give a mere appearance of inclusivity or execution and will not change male-dominated power and/or organizational arrangements.
Women's Empowerment	The social, economic, political and legal enabling of women to act by granting or reinforcing rights, abilities and access to facilities, resources and equal participation previously denied or restricted. Men and women have different and unequal access to power and resources, and this is a key characteristic that shapes the gender-based division of labor.
Women's Triple Role	Women's triple role refers to the reproductive, productive and community managing roles women have.

Appendix C. Human Rights Glossary

Term	Definition
Affirmative Action	Action taken by a government or private institution to make up for past discrimination in education, work, or promotion on the basis of gender, race, ethnic origin, religion, or disability.
Civil and Political Rights	The rights of citizens to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information.
Codification, Codify	The process of bringing customary international law to written form.
Collective Rights	The rights of groups to protect their interests and identities.
Commission on Human Rights	Body formed by the Economic and Social Council (ECOSOC) of the UN to deal with human rights; one of the first and most important international human rights bodies.
Convention	Binding agreement between states; used synonymously with Treaty and Covenant. Conventions are stronger than Declarations because they are legally binding for governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, Member States can then Ratify the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the United Nations General Assembly. The Convention aims at equality between men and women through the assurance of equal access to and equal opportunities in public life, education, health and employment.
Convention on the Rights of the Child (Children's Convention)	Convention setting forth a full spectrum of civil, cultural, economic, social, and political rights for children. This convention was adopted in 1989 and entered into force in 1990.
Covenant	Binding agreement between states; used synonymously with Convention and Treaty. The major international human rights covenants, both passed in 1966, are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).
Customary International Law	Law that becomes binding on states although it is not written, but rather adhered to out of custom; when enough states have begun to behave as though something is law, it becomes law "by use"; this is one of the main sources of international law.
Declaration	Document stating agreed upon standards but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government

	representatives and one by Nongovernmental Organizations (NGOs). The UN General Assembly often issues influential but legally Nonbinding declarations.
Economic and Social Council (ECOSOC)	A UN council of 54 members primarily concerned with population, economic development, human rights, and criminal justice. This high-ranking body receives and issues human rights reports in a variety of circumstances.
Economic, Social, Cultural Rights	Rights that concern the production, development, and management of material for the necessities of life. The right to preserve and develop one's cultural identity. Rights that give people social and economic security, sometimes referred to as security-oriented or second generation rights. Examples are the right to food, shelter, and health care.
Environmental, Cultural, and Developmental Rights	Sometimes referred to as third generation rights, these rights recognize that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political, and economic development.
Genocide	The systematic killing of people because of their race or ethnicity.
Human Rights	The rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities; human rights become enforceable when they are Codified as Conventions, Covenants, or Treaties, or as they become recognized as Customary International Law.
Human Rights Community	A community based on human rights, where respect for the fundamental dignity of each individual is recognized as essential to the functioning and advancement of society. A community that works to uphold each article of the UDHR.
Inalienable	Refers to rights that belong to every person and cannot be taken from a person under any circumstances.
Indigenous Peoples	People who are original or natural inhabitants of a country. Native Americans, for example, are the indigenous peoples of the United States.
Indivisible	Refers to the equal importance of each human rights law. A person cannot be denied a right because someone decides it is "less important" or "nonessential."
Interdependent	Refers to the complementary framework of human rights law. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.
Intergovernmental Organizations (IGOs)	Organizations sponsored by several governments that seek to coordinate their efforts; some are regional (e.g., the Council of Europe, the Organization of African Unity), some are alliances (e.g., the North Atlantic Treaty Organization, NATO); and some are dedicated to a specific purpose (e.g., the UN Centre for Human Rights, and The United Nations Education, Scientific and Cultural Organization, UNESCO).
International Bill of Human Rights	The combination of the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR) and its optional Protocol, and the International Covenant on Economic, Social,

	and Cultural Rights (ICESCR).
International Covenant on Civil and Political Rights (ICCPR)	Adopted in 1966, and entered into force in 1976. The ICCPR declares that all people have a broad range of civil and political rights. One of the components of the International Bill of Human Rights.
International Covenant on Economic, Social, and Cultural Rights (ICESCR)	Adopted 1966, and entered into force 1976. The ICESCR declares that all people have a broad range of economic, social, and cultural rights. One of the components of the International Bill of Human Rights.
International Labor Organization (ILO)	Established in 1919 as part of the Versailles Peace Treaty to improve working conditions and promote social justice; the ILO became a Specialized Agency of the UN in 1946.
Legal Rights	Rights that are laid down in law and can be defended and brought before courts of law.
Member States	Countries that are members of the United Nations.
Moral Rights	Rights that are based on general principles of fairness and justice; they are often but not always based on religious beliefs. People sometimes feel they have a moral right even when they do not have a legal right. For example, during the civil rights movement in the USA, protesters demonstrated against laws forbidding Blacks and Whites to attend the same schools on grounds that these laws violated their moral rights.
Natural Rights	Rights that belong to people simply because they are human beings.
Nonbinding	A document, like a Declaration, that carries no formal legal obligations. It may, however, carry moral obligations or attain the force of law as Customary International Law.
Nongovernmental Organizations (NGOs)	Organizations formed by people outside of government. NGOs monitor the proceedings of human rights bodies such as the Commission on Human Rights and are the "watchdogs" of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross, Amnesty International, the Girl Scouts); others may be small and local (e.g., an organization to advocate for people with disabilities in a particular city; a coalition to promote women's rights in one refugee camp). NGOs play a major role in influencing UN policy, and many of them have official consultative status at the UN.
Political Rights	The right of people to participate in the political life of their communities and society. For example, the right to vote for their government or run for office. See Civil and Political Rights.
Positive Discrimination	The preferential treatment of members of a minority group over a majority group to counter inequality.
Protocol	A treaty which modifies another treaty (e.g., adding additional procedures or substantive provisions).
Ratification, Ratify	Process by which the legislative body of a state confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.
Reservation	The exceptions that States Parties make to a treaty (e.g., provisions that

	they do not agree to follow). Reservations, however, may not undermine the fundamental meaning of the treaty.
Self-Determination	Determination by the people of a territorial unit of their own political future without coercion from powers outside that region.
Signing, Sign	In human rights the first step in ratification of a treaty; to sign a Declaration, Convention, or one of the Covenants constitutes a promise to adhere to the principles in the document and to honor its spirit.
State	Often synonymous with "country"; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.
States Party(ies)	Those countries that have Ratified a Covenant or a Convention and are thereby bound to conform to its provisions.
Treaty	Formal agreement between states that defines and modifies their mutual duties and obligations; used synonymously with Convention and Covenant. When conventions are adopted by the UN General Assembly, they create legally binding international obligations for the Member States who have signed the treaty. When a national government Ratifies a treaty, the articles of that treaty become part of its domestic legal obligations.
United Nations Charter	Initial document of the UN setting forth its goals, functions, and responsibilities; adopted in San Francisco in 1945.
United Nations General Assembly	One of the principal organs of the UN, consisting representatives of all member states. The General Assembly issues Declarations and adopts Conventions on human rights issues, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the United Nations Charter.
Universal Declaration of Human Rights (UDHR)	Adopted by the general assembly on December 10, 1948. Primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be Nonbinding, through time its various provisions have become so respected by States that it can now be said to be Customary International Law.

Appendix D. Additional Human Rights Activities

Activity 1 – Mapping Human Rights in Our Community

Overview: participants work cooperatively to create a map of their community and identify the rights associated with each major institution.

Time: 1 hour (but could extend over several days)

Materials: art supplies, chart paper, copies of the UDHR (complete or simplified version)

Activity

1. Divide participants into small groups and ask them to draw a map of their town (or neighborhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).

2. When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map.

3 Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community.

- Did any parts of your map have a high concentration of rights? How do you explain this?

- Did any parts have few or no rights associations? How do you explain this?

- Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?

- Are there any articles of the UDHR that no group included on their map? How can this be explained?

- Which of the rights identified are civil and political rights? Which are social, economic, and cultural rights?

- See the Human Rights Glossary in Appendix C. Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the court house, city hall, or police station)?

- After discussion, can anyone see new ways to add rights to their map, especially those that were not included in the first version?

4. Discuss:

- Are there any places in this community where people's rights are violated?

- Are there any people in this community whose rights are violated?

- What happens in this community when someone's human rights are violated?

- Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

5. Extending the Activity – each step of the activity might be done on different days, allowing participants time to reconsider the layout and make-up of the neighborhood and the rights associated with each component.

6. Guest Speaker – the discussion in Step 4 provides an excellent opportunity to invite a lawyer or human rights advocate to speak to the group.

7. Focus on Children's Rights – the Convention on the Rights of the Child (CRC) might be substituted for the UDHR, especially for school use. A representative of the child-protection service or a children's advocacy group could be invited to speak to the class.

Activity 2 – Human Rights in the News

Overview: this activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed.

Time: 30-45 minutes

Materials: newspaper pages, chart paper, tape or glue, scissors, copies of the UDHR (complete or simplified version)

Note: Civic Educators may wish to ask participants to bring newspapers or articles with them for use during this activity.

Activity

1. Divide participants into small groups. Each group receives a newspaper or pages from a newspaper, scissors, tape or glue, and a sheet of chart paper.

2. Each group will construct a poster using items from the newspaper grouped under these categories:

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      a. rights being practiced or enjoyed

      b. rights being denied

      c. rights being protected

      d. rights in conflict

Encourage participants to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of social events may illustrate cultural rights, and personal columns can reflect many rights in practice).

3. Once participants have found stories for each category, they should select one story from each category to analyze:

- What specific rights were involved in the story? List them beside the article.

- Find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Alternative – all groups contribute to four separate posters, combining the articles they have found to make class posters.

4. Ask a spokesperson from each group to summarize the group's selections.

5. Choose one or two stories from each group's poster and ask the group to explain their analysis of the story in terms of the UDHR:

- What specific rights were involved in several stories?

- What articles of the UDHR were involved?

- Were more stories concerned with political and civil rights or social, economic, and cultural rights? See the Human Rights Glossary in Appendix C for definitions. Why do you think one kind of right appeared more often?

6. Discuss:

- What categories of rights stories were easiest to find? Hardest? Why?

- Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this?

- How many articles explicitly mentioned human rights? How many concerned human rights issues but did not use those words? Why do you think human rights were not mentioned?

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- Based on these news stories, what seems to be the state of human rights in the world today? In Tajikistan? In your local community?

- What are some positive initiatives and actions for the protection and fulfillment of human rights indicated by the stories? Who is taking these actions?

Going Further

1. Keep Searching – leave the posters hanging for an extended time, during which participants continue to add clippings. Reassess the posters and the concluding discussion.

2. Compare Media Coverage – ask participants to compare coverage of the same human rights stories in different newspapers and/or different media (e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event? Did any version of the story explicitly mention human rights?

3. Survey Television Coverage – ask participants to watch a news program on TV and write down the topics covered and the amount of time given to each human rights topic.

Activity 3 – Giving Human Rights a Human Face

Overview: participants produce a creative expression of an article of the Universal Declaration of Human Rights (UDHR). This activity can be modified to make the resulting creations into a guessing game, a community presentation, or a celebration for December 10, Human Rights Day. Participants could also create posters to serve as reminders for creating a human rights environment or community.

Time: variable

Materials: art supplies, copies of the UDHR (complete or simplified version)

Activity

1. Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.

2. Create one of the following:

- a skit or mime

- a graphic illustration or mural

- a song, dance, proverb, or game (these might include adaptations of traditional culture)

- a poem or story

- a commercial advertisement

- a flag or a banner

Note: The project should not reveal the number of the article it illustrates.

3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article.

Going Further

1. Display – post graphic illustrations in a library, children's museum, or community building or use them to create a calendar or a mural.

2. Present – the skits, mimes, songs, dances, or writings can be presented as a performance for classmates, parents, or other groups in the community.

3. Celebrate – one can celebrate Human Rights Day by planning a December 10th Festival around these materials. Invite your local newspaper, TV stations, and public officials.

Adaptation

1. Posters for Public Places – create illustrations or posters that remind others that human rights should be part of everyone's lives. For example, create posters that remind everyone that the workplace or school is a "human rights community." Where special problems exist, these posters could serve as a basis for action. Strategize how to use these posters to ensure that rights are honored and changes take place in your community.

Appendix E. Conducting Gender Assessments

There are several useful tools and frameworks for conducting gender assessments, some of which are large scale and focused on analyzing gender in a specific sector (agriculture, health, political participation, etc.) or for an entire country. Such gender assessment tools include:

- The Havard Gender Analytical Framework
- The Gender Analysis Matrix (GAM)
- The Moser Framework
- The Women's Empowerment Framework

Gender assessments are conducted by investigating information about a particular community. Program planners and managers should be careful to include men, women, boys, and girls in interviews, focus groups, and observations so that a variety of perspectives are reflected in their data and so that answers are accurate (i.e., if collecting data at the household level, it is important not just to ask the male head of household, who may speak from his own personal experience and not, therefore, accurately reflect the priorities, needs, or experiences of female household members).

For the purposes of conducting a community-based civic education program, a smaller-scale gender assessment will be more useful. Program planners and managers may want to use a **Daily Activity Profile**. This tool describes how women, men, boys and girls spend their time during a typical 24-hour day. The purpose of this tool is to analyze the roles women, men, boys and girls are involved in so that it can be taken into consideration when planning and implementing projects.

Daily Activity Profile

Women/Girls		Men/Boys	
Time	Activity	Time	Activity

Note: where possible, differentiate between activities conducted by women and girls, as they may have diverse roles and responsibilities that occupy their time in different amounts and ways. This same practice holds for men and boys.

Another useful tool is the **Activity Schedule**. This tool helps provide more detail and understanding of gender divisions of labor. This tool is used in categorizing activities as productive, reproductive or communal. It shows who does them, when and where.

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Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community. Both women and men perform a range of productive roles. Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labor), care of livestock, foraging in forests, food processing for sale, cottage or home based industries, and waged/formal sector employment.

Reproductive activities are those activities carried out to reproduce and care for the household. Responsibility for contraception and decision-making about reproduction may be in the hands of women or men, depending on the cultural context. Child rearing is a reproductive role and often considered within the women's domains; however, men also play a significant and recognized role in many cultures. Women's other reproductive roles include pregnancy, childbirth and breastfeeding. Reproductive activities also include essential services that must be carried out daily to meet the family's and community's basic needs, such as fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care of the elderly and food processing and preparation.

Community Management Work refers to the management and conservation of resources for collective community consumption (such as fuel, forests and water), as well as participation in cultural and religious ceremonies, formal and informal political activities, and involvement in development organizations.

Activity Schedule

Type of Activity	Who (Gender) Age	Where	How Often	When	How	Why
Productive						
Reproductive						
Community Management Work						

To gather information and understand gender differences in power relations and interests, project managers may wish to use an **Access and Control Profile**. This tool is a data collection and analytical tool used for analyzing the resources available and what benefits accrues to the people involved. It further analyses which gender has access to available resources and who has final decision-making power (control) over them.

Depending on the program focus or sector, the resources being investigated may be adjusted.

Access and Control Profile

RESOURCES	ACCESS				CONTROL			
	FC	FA	MC	MA	FC	FA	MC	MA
Material Goods								
Information								
Credit								
Healthcare								
Education								
Land								
Equipment								
Livestock								
Farm Inputs								
KEY FA = Female Adult FC = Female Child				MA = Male Adult MC = Male Child				

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