



## **Civil Education of Youth: The Way Forward in Tajikistan**

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## **EXECUTIVE SUMMARY**

Civic education is a key tool of democratization. It instills within community members a sense of what citizenship means and what rights and responsibilities this entails. Since the end of the cold war in 1991 there has been renewed interest in civic education with USAID leading the way in implementing civic education programs around the world.

This report has two principle goals. Firstly, it analyzes the current state of civic education in Tajikistan and using best-practice examples, makes recommendations for future programming. Secondly, it catalogues resources on civic education developed in both Tajikistan and abroad in order to find gaps and provide a resource from which policy makers and organizations can develop more effective civic education programs.

A number of civic education programs have been implemented in Tajikistan. These have ranged from teaching schoolchildren how to vote to summer camps on the use of the social media for civic activism. Given the fact that the country remains authoritarian and the 2010 elections were deemed “not free and fair” by the OSCE election observers, it would seem that more work needs to be done to educate Tajik people, in particular youth, about their citizenship.

This report makes the following recommendations:

In general:

- Organizations should ensure that programs are **well-designed** to meet the needs of their beneficiaries and involve **high quality teaching**.
- Teachers should utilize **interactive methodologies** such as role-plays, simulations and multi-media to engage their audience
- Ensure that trainings are delivered **more than three times** to beneficiaries
- **Use best-practice examples and teaching resources** developed abroad, *but* adapt these to the specific needs of their beneficiaries.
- Programs need to provide youth with the **tools** as well the skills for civic engagement. This could be through small grants or the organization of activities.

Specifically in Tajikistan:

To facilitate the co-ordination of efforts:

- There is a need for NGOs to communicate better and co-operate more in addressing youth issues. This could be achieved by the organization of a monthly forum on youth issues in which INGOs, NGOs, government and young people could meet to discuss issues.

- There is a need for a data-base which lists all youth programs in Tajikistan and is accessible for all stakeholders.

To further the development of civic education in Tajikistan:

- Reach out more to marginalized groups- women, ethnic minorities, PWDs
- Focus less on university students and more on the rural young people- who from the majority of young people, are most at risk to drug abuse, radicalism and migration, and have the least knowledge of civic values.
- Explore the potential of the social media as a tool of civic education
- Combine training with practical activities- the formation of action groups, youth parliaments and committees, who are given funding to realize change in their communities.
- Focus on remote mountainous communities in Zerafshan, GBAO and Rasht.

## **INTRODUCTION**

### **Youth Today**

“Young people are not only the leaders of tomorrow; they can play a leading role in the development of their communities today. Let us hope that their good works today blossom into lifelong commitments that will benefit all of the world's people.” Kofi Annan, former Secretary-General, United Nations.

There are 1.2 billion young people, aged 14 to 24, in the world. In the developing world people under 25 make up just under half of the population (UNFRA, 2007). Five hundred million of these live on under \$2 per day and 88.2 million are unemployed (Ben-Attar, 2010). All these young people face differing challenges and problems. However there are some global trends. Young people are frequently marginalized, both socially and politically, by existing social norms and adults in positions of power. They are frequently viewed by society as part of the problem, rather than part of the solution.

Youth issues are particularly salient in Tajikistan which, with a median age of 24, is one of the world's youngest countries.

In the current socio-economic climate youth unemployment in Tajikistan is around 68%, leaving many young people with no way to make ends meet. The exclusion of youth from social and political life has made young people a source of potential social disruption. Faced with either unemployment or migration, many young people turn to Islam for guidance and identity. In turn, these moderate young people are often labeled as “extremists” by the government and seen as a threat to the status quo. The international community continues to tacitly support the government's repressive measures because of the country's strategic location, despite the fact that these policies often foster the problem they claim to be combating.

Life in Tajikistan for young people in 2011 is characterized by:

***Lack of transparency*** in government activities and electoral procedures

Tajikistan has been ruled by President Emomali Rahmon since 1992. Parliamentary elections in February 2010 were deemed to be neither free nor fair by OSCE observers with numerous procedural irregularities. Local mayors, provincial and district governors are not elected but appointed. Freedom House's latest report concluded that the country is “not free.” A lack of transparency and corruption pervade the political system. Transparency International's 2011 Corruptions Perception Index listed Tajikistan as 154<sup>th</sup>. Although a new law introduced in 2011 allows for local communities to request detailed information on the budget making of their local government, few people are aware of this right.

***Lack of motivation*** to get involved in a system where the results are known in advance

Civic and political activism in Tajikistan is low. Memories of the bloody civil war which racked the country between 1992 and 1997 are still fresh. As a result many Tajiks would rather accept the current status quo than challenge it and risk conflict. This situation has lead most young people to become disillusioned with a political system in which the results of elections are known in advance and disenchanted with the stagnation of political reform.

***Lack of opportunities*** for youth to get involved in community development

Young people have limited opportunities to become involved in the lives of their communities. There are few youth clubs, internet cafes, sports teams or other structured activities available in Tajikistan. Around 73% of Tajiks live in rural areas, where the chances of finding work are low. Many respond by migrating, mostly to Dushanbe and Russia. There are currently over a million Tajik citizens working abroad.

**Civic education offers one approach to addressing some of these issues.**

### **What is civic education?**

Civic education is a key tool of civic engagement and democratization. It equips individuals with the knowledge and skills to participate actively in the social, economic and political lives of their communities. Civic education; “essentially seeks to jump-start the process of democratic socialization by promoting support for democratic behaviors and values among ordinary citizens” (USAID, 2002). Civic education seeks to educate citizens on their rights and responsibilities. This could be teaching people about their human rights or about voting in an election.

Civic education programs contain four key elements (Patrick, 2003).

- First, programs seek to develop **civic knowledge**, which itself requires understanding of the principles and practice of democracy. As such, representative democracy, the rule of law, human rights, citizenship, civil society, and the market economy are important subject areas.
- Second, programs focus on building cognitive **civic skills** to enable participants to synthesize information on political and civic life and public issues.
- Third, civic education attempts to engender participatory civic skills such as working with others, collaborative deliberation and decision making, and how to peacefully influence debate.
- Finally, these programs work to instill **civic dispositions** such as support for human rights, equal rights, the importance of active political participation, and working to promote the common good.

It has three broad goals (USAID, 2002):

- To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices

- To convey a specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law, and compromise
- To encourage responsible and informed political participation—defined as a cluster of activities including voting, working in campaigns, contacting officials, lodging complaints, attending meetings, and contributing money

Civic education, like other youth programming aims to enhance youth empowerment, youth leadership and youth activism. It is necessary at this juncture to define what is meant by these terms.

### **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 Leadership?**

"Setting an example is not the main means of influencing another, it is the only means."  
Albert Einstein

Youth leadership is when an individual or group of young people inspire and empower others to engage in youth activism.

Effective leaders display some or all of the following characteristics:

- Presentation skills- the ability to effectively communicate a message to his/her peers
- Flexibility- can adapt their leadership style to the given situation
- Self confidence
- Ability to listen to needs of others
- Charisma
- Teamwork- even if you are the leader of a team, you need to work with them to deliver the finished product
- Sets a good example for others in the way they behave
- Quick thinking
- Takes responsibility for the consequences of their decisions

## **Civic Education and Youth**

A 2002 study of the impact of civic education on adults and children, found that the impact on children was pronounced, but weaker than on adults (USAID, 2002). The report focused on Poland, South Africa and the Dominican Republic. No such study has been conducted in Tajikistan.

Instilling democratic values in young people is particularly important because it is through this that the foundations of future democratization are laid.

### **What makes an effective Youth Civic Education program?**

The civic education of youth in Tajikistan has come a long way, but more work can be done to foster an enabling environment which guarantees young people's rights, supports their positive development and empowers them with hope for the future. This will require building upon successful experiences of youth programming in the post-Soviet world and beyond. It is only through learning from the lessons learnt in differing contexts that we can improve the quality and scope of youth programs in Tajikistan. Too frequently organizations see themselves in competition over scarce funds, rather than seeing themselves as part of a team working towards the same goals.

Before discussing some of the best practice examples which policy makers and NGOs can use to formulate youth programs, it is necessary to develop a list of conditions that a program should meet, at least in part, to be deemed effective.

Exposure to civic education alone does not affect change in knowledge and values. Effective programs have the following: (USAID, 2002)

***Sessions are frequent.*** There appears to be a "threshold effect" in terms of number of courses, where one or two sessions have little to no impact, but, when the number increases to three or more, significant change occurs.

***Methods are participatory and innovative.*** Breakout groups, dramatizations, role-plays, problem solving activities, simulations, and mock political or judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of materials.

***Teachers are knowledgeable and inspiring.*** Not surprisingly, teachers who fail to engage their students have little success in transmitting information about democratic knowledge, values, or ways to participate effectively in the democratic political process.

***Well designed projects*** which have quality teaching are the most effective;



Extensive use of resources and ***best-practice examples*** developed abroad, but adjusted for the local context

### **Proven excellence and innovative ideas: identifying models for Tajikistan's youth**

This report seeks to present leading youth civic education programs being implemented in Tajikistan, as well as profiles of good practices garnered from global experience.

Given the millions of youth-oriented civic education programs that have been implemented internationally in the last decade alone, the following good practices models were selected to reflect policy areas and programming gaps of particular importance to Tajikistan's development. This list should not be considered exhaustive but rather is meant to illustrate programs that have achieved results by identifying and adapting to localized needs and conditions.

Given the emerging consensus on the critical role of youth in the national development process, documentation of best practices and lessons learnt becomes an important contribution to improving the quality and scope of programming for youth civic education.

The aim of this report is to document local, regional and global experiences of youth civic education. This will serve as a tool for researchers into youth, grant makers and organizations working with youth education in Tajikistan.

The report consists of two parts; part one documents the current civic education programs being implemented in Tajikistan and best-practice projects from abroad. Part two lists existing resources on civic education focusing on Tajikistan and other countries.

Links to additional information about each program profiled can be found in Appendix A of this report. A bibliography can be found in Appendix B.

## **PART I: PROGRAMS**

### **Use of New and Traditional Media**

Today's youth are engaging with the media to a greater extent than previous generations through social networks like Facebook and blog platforms. With an estimated 1% of Tajik families having the internet at home and 7% accessing the internet regularly, Tajikistan is lagging far behind the "west" in terms of social networking (OpenNet, 2010). However, a number of programs exist which seek to train youth to use the media for civic engagement and activism. These programs are increasingly focusing on the "new" media.

### **Tajikistan**

**Program Name:** Regional Youth Forum "Digital Youth in Central Asia," DYCA

**Location:** Dushanbe

**Implementing Organization:** Public Organization "Center for Information and Communication Technologies"

**Timeframe:** 2007-present

**Aims:** To encourage youth to address socio-economic problems in society, through the use of information technology

**Activities:** The main activity is an annual forum. This includes:

- Distribution of information and promotion of good practices of ICT amongst Central Asian youth and the use of ICT to address socio-economic problems;
- The development of ties between young people in Central Asia;
- Raising commitment among decision makers to actively involve youth in public projects relating to socio-economic problems;

**Achievements:** The Forum helped raise awareness among young people about ICT. More than 70 active participants in the Forum discussed the use of ICT in various sectors and informed their peers via social networks like Facebook, Twitter, Formspring. There is a growing potential for youth to use ICT. Young people can now use ICT in addressing socio-economic problems in society. Tajik youth studied the experience of the use of ICT in the region and globally. Young people from Tajikistan received information via electronic mail on youth programs in other Central Asian countries, and thereby developed the relations of Central Asian youth for the active use of ICT in addressing socio-economic issues. The Forum provided information on copyrighting and about different aspects of the internet (media, social networking, web design, software development, internet start-ups, computer graphics) As part of the forum a background paper, with the suggestions and recommendations of participants of the Regional Forum "Digital Youth of Central Asia," was prepared. This was aimed at educators, the government and NGOs. An official site for the event ([www.dyca.centreict.tj](http://www.dyca.centreict.tj)) was created. Facebook, Twitter and Formspring have become a platform for interaction and communication between participants in the DYCA forum.

**Website:** [www.dyca.centreict.tj](http://www.dyca.centreict.tj)

**Program Title:** Strengthening the Professional Knowledge and Skills of Young Journalists

**Location:** Tajikistan, Dushanbe

**Implementing Organization:** Public Association "Independent School of Journalism" Tajikistan - XXI Century "

**Timeframe:** 2009-2010.

**Aims:** To promote the development of mass media in Tajikistan by improving the professional knowledge and improving the skills of young journalists;

**Activities:** In 2009 120 young journalists were trained in television, print media, social media and radio. The trainers came from Tajikistan and abroad. The students went on study tours to TV and radio stations where employees told them about their roles in the media.

**Successes/Outcomes:** The project utilized a variety of different methods including lectures, presentations, brainstorming, role-playing and watching and listening to video and audio. Trainers worked in an interactive manner with participants and trainers given equal time to talk. The graduates produced over 500 published articles and works during the course of the project. 62 participants have subsequently found work in the media. A further 40 have worked freelance or started writing blogs.

**Website:** [www.mediaschool.tj](http://www.mediaschool.tj)

## **International**

**Program Name:** Youth Journalists Meeting "Provocations of European Citizenship"

**Location:** Bulgaria, Romania

**Implementing Organization:** Association Youth Media Network, Bulgaria

**Timeframe:** 2008

**Aims:** Encouraging young people to "produce" material rather than merely to unconditionally "swallow" whatever is offered was at the heart of this four-month project. It raised awareness of the concept of active European citizenship at local level, and helped young people gain new knowledge about what Europe is and what European citizenship means. It also demonstrated the importance of the media – and the importance of retaining a critical approach to the media, too.

**Successes/Outcomes:** The working methods used non-formal education: exercises, games and group dynamics to reinforce independent analysis and response.

- A meeting brought together 60 young people with representatives of students and other non-governmental organizations, including youth journalists, from Bulgaria and Romania.
- The exchange of experience and expertise helped to increase knowledge about the concept of European citizenship, and the participants agreed a declaration on how to achieve active European citizenship at a local level.
- The project was launched at a Conference under the patronage of the Bulgarian Minister of European Affairs, where participants prepared a Declaration which was presented and discussed with congressmen from the Bulgarian Parliament's Media Committee.

**Program Name:** Art at Work

**Implementer:** Fulton County Arts Council

**Location:** USA (Fulton County, GA)

**Time frame:** 1995-present

**Aims:** To provide opportunities for teens interested in visual arts and job training (particularly juvenile offenders, alternative school students, and social services referees)

**Successes/Outcomes:** The Fulton County Art at Work program has provided hundreds of socio-economically at-risk Atlanta youth with opportunities to build professionally-usable skills, while employing local artists as mentors. Young artists regularly report increased confidence, as well as gained public recognition for their art. The program is one of the longest-running artistic professional development programs for youth in the US and has been recognized by national arts and juvenile justice organizations as a model program.

**Lessons for Tajikistan:** While arts programs for their own sake are valuable additions to the youth programming landscape, implementing recreational arts programs in particularly at-risk communities often result in low participation rates. Integrating arts programs with community needs (vocational training, employment, at-risk youth) make them more appealing and relevant.

**Program Name:** Troç ("Straight Talk")

**Implementer:** UNICEF, Albanian National Television

**Area (Country/Region):** Albania (11 regional bureaus)

**Timeframe:** 2001-present

**Aims:** "To develop a sense of meaningful participation in the development of their country; build a bridge between the views of young people and adult decision makers; nurture the growth of free and independent media; and guarantee the right of participation by young people and demonstrate the importance of listening to young people."

**Successes/Outcomes:** Surveys indicated that 40% of Albanians and 90% of youth watch the show regularly or intermittently, while 55% discuss the topics covered. Throughout the course of the program, Troç produced over 400 stories. More than 80 students have received intensive training through the program, with several program graduates going on to pursue apprenticeships or careers in journalism. As a result of information provided by Troç programs, government agencies have stepped up to provide missing school textbooks, make necessary school repairs, and fire an abusive dormitory director. Because of its regional offices, the program includes issues and perspectives from across Albania, and participants have also advised similar youth media initiatives in Kosovo and Macedonia.

**Lessons for Tajikistan:** Like Albania, many young people in Tajikistan prefer Russian or American movies and television because of a lack of high-quality, engaging local options. Like Albania, large numbers of Tajikistan's youth hope to leave Tajikistan for other countries and are disaffected by political opportunities within the country. One key lesson of the Troç program is that young people, with only 5-6 days' training and access to an inexpensive digital camera, can produce quality in-depth news content of interest to the general population.

**Links:** <http://www.unicef.org/magic/bank/case020.html>

[http://findarticles.com/p/articles/mi\\_m1309/is\\_4\\_40/ai\\_114007101/](http://findarticles.com/p/articles/mi_m1309/is_4_40/ai_114007101/)

[http://nds2.ir.nokia.com/NOKIA\\_COM\\_1/Corporate\\_Responsibility/Society\\_/Youth\\_development/Life\\_skills/Publications/WW-youth\\_Led\\_Media.pdf](http://nds2.ir.nokia.com/NOKIA_COM_1/Corporate_Responsibility/Society_/Youth_development/Life_skills/Publications/WW-youth_Led_Media.pdf)

**Conclusion:** Exploration of the potential of the social media in civil education is only just beginning in Tajikistan with the establishment of blog platforms like kloop.tj. Before further work can be done with the most vulnerable groups there is a need for more internet penetration which may prove difficult. However, at present there is a need for:

- More programs where youth generate content on civil rights and citizenship such as the use of crowdsourcing, blogs and social networks.
- Programs which give young people a voice through the media
- Programs which use the media to link young people locally and globally

## **Summer Camps & Forums**

Summer camps and forums provide an opportunity for young people to meet and discuss issues. Unlike localized training, these camps often allow youth to meet from different countries or other parts of Tajikistan. This allows youth from a variety of backgrounds to meet and learn from one another. A number of camps focusing on civic education and youth activism have been organized in Tajikistan by universities and international organizations such as the OSCE.

## **Tajikistan**

**Program Name:** Legal Awareness Training for Youth

**Location:** Khatlon, Dushanbe

**Implementing Organization:** Swiss Development Cooperation & Public Organization “Youth of 21<sup>st</sup> Century”

**Timeframe:** 2010

**Aims:** To build the capacity of young people in remote areas to address social problems

**Activities:** The program used training sessions to educate young people about their rights. In the first session young people were selected as trainers for their peers and then given information about their rights. These young people then gave presentations in their schools about human rights. At the end of the project a Civil Awareness Camp was organized, which was attended by students from Khatlon and Dushanbe.

**Achievements:** By using peer-to-peer training the program managed to reach more beneficiaries. The program trained 20 young people in human rights and reached others through outreach activities conducted at schools.

**Program Name:** Policy Dialogue Initiative on Youth and Radicalism

**Location:** Khujand, Dushanbe, Kulob, Qurgonteppa

**Implementing Organization:** International Alert

**Timeframe:** 2010-11

**Aims:** To facilitate dialogue between young people and the government on issues of radicalism

**Activities:** The project had two main activities: policy development and youth participation. Within the first activity, a policy working group was tasked to develop a concept paper on the prevention of radicalism among youth and advocates for its endorsement by the State Committee on Youth Affairs, Sport and Tourism. Within the second activity, 170 secular and religious students took part in a student camp on youth participation and the prevention of radicalism, and in student debates discussing policy solutions and needs for state support to youth policies.

**Achievements:** Development of a policy concept on the prevention of radicalism amongst youth which will inform civil society and government responses to the issue. Given the continued crackdown on religion, it is doubtful that the government has listened to the recommendations of the concept paper, which called for the government to be more tolerant.

**Website:** <http://www.internationalalert.org/ourwork/regional/caucasuscentralasia/centralasia>

**Program Name:** Summer School on Civic Education for Students of the Pedagogical University

**Location:** Tajikistan, Dushanbe

**Implementing Organization:** NGO "Academy of Peaceful Development"

**Timeframe:** 2008

**Aims:** To provide youth with training in civic education

**Activities:** Training and workshops were organized in the following fields:

- The democratic process and procedures;
- Participation in government;
- Participation in the social and economic development of the region;;
- Strategies to increase civic engagement;
- Interaction with local authorities and others.

**Achievements:** The program provided training and practice in the key issues of civic education. The civic competencies of 22 individuals were enhanced.

**Program Name:** Democracy Summer Camps

**Location:** Tajikistan – Dushanbe/Khatlon, Khojand.

**Implementing Organization:** International Fund for Electoral Systems (IFES)

**Timeframe:** 2002-2003

**Aims:** To encourage the 150 young people attending to take a greater interest in their community and their government, through hands-on exposure to democracy-in-action activities.

**Successes/Outcomes:** The 2002 democracy summer camps spawned a new generation of student leaders in Tajikistan. All seven Khojand SAC presidents for the 2003–04 school year are summer camp alumni. Most of the incoming Dushanbe SAC presidents also are former summer camp participants. Additionally, a number of schools whose first participation in the IFES program came through student attendance at a summer camp are now initiating SACs on their own volition. Summer camp alumni from School #93 in Dushanbe asked IFES to provide the necessary advice and training to formally create an SAC as a follow-up to projects they had already created, including a nationally recognized anti-drug seminar.

**Website:**<http://www.ifes.org/~media/Files/Publications/White%20PaperReport/2003/1126/EvalCivicEd.pdf>

**Program Name:** Civic Education Summer Camps

**Location:** Tajikistan – Sugdt Province

**Implementing Organization:** OSCE

**Timeframe:** 2001 - present

**Aims:** To teach a selected group of students on issues related to democracy; state institutions building; political system; political parties and their role in the political process; new parliament; and civil society.

**Successes/Outcomes:** The camp provided an opportunity to the participants to gather experience and obtain new practical skills with regard to civil education.

**Links:** <http://www.osce.org/tajikistan/53764>

<http://www.osce.org/tajikistan/46631>

## **International**

**Program Name:** Summer School of Democracy for Youth Leaders

**Location:** Kyrgyzstan - Bishkek

**Implementing Organization:** International Youth Foundation (IYF), in partnership with UNDP and the Soros Foundation

**Timeframe:** 2011

**Aims:** More than 100 young leaders from across Central Asia together to discuss the promotion of democratic ideas and lay the groundwork for greater civic participation of young people throughout the region. Activities included discussions around politics, the economy, culture, diversity and human rights

**Lessons for Tajikistan:** Began to lay the foundation for a long-term program. The participants gained valuable hand-on experience in active citizenship. This program could be expanded to neighboring Tajikistan.

**Program Name:** CISV Summer Camps

**Location:** Global (60 countries)

**Implementing Organization:**

**Timeframe:** 1951-present

**Aims:** To foster understanding between youth from different cultures through multi-national summer camps; to create a sense of global citizenship with the responsibilities this entails.

**Activities:** The organization has a number of different summer camps targeting different young people:

- **Village-** age 11
- **Interchange-** ages 12-15
- **Summer Camp-** ages 14-15
- **Seminar Camp-** ages 17-18

All these camps have elements of civic education and cultural exchange. Whereas the camps for

young people involve sports and recreational activities, the Seminar Camp engages issues more directly. Participants develop their own themes and agenda to explore issues and form opinions about individual, international and multicultural matters, within a framework which stresses positive conflict resolution. Seminar Camp fosters interest in the world as a whole and develops a sense of responsibility for its peaceful survival.

**Outcomes and Successes:** In total, 7,884 people participated in CISV international programmes and meetings in 2009. The program allows for young people to learn about other cultures, develop tolerance and engender a sense of global citizenship.

**Lessons for Tajikistan:** CISV has no presence in Central Asia at present. However there is no reason why Tajik youth could not attend this event. Moreover similar international camps involving global youth could be organized in Tajikistan.

**Program Name:** Civic Education Project Summer School

**Location:** USA

**Implementing Organization:** Northwestern University

**Timeframe:** 1997 – present

**Target group:** Secondary school students

**Aims:** The Civic Education Project (CEP) offers programs ranging from one to three weeks long for students in secondary school. Focusing on important social issues and providing experience for students who wish to have a career in the public interest. Integrates academic work and community service and meetings with government officials, businesses, and community leaders.

**Successes/Outcomes:** Students get a solid grounding in all aspects of civil education. They have the opportunity to make contacts and to gain work experience.

**Lessons for Tajikistan:** Provides a model for programs for teenagers, particularly those who are considering what career to follow. Would provide exposure to the government and vital experience to students who would not necessarily get the opportunity.

**Website:** <http://www.ctd.northwestern.edu/cep/programs/>

**Conclusion:** Tajik youth have the opportunity to attend a number of civic education summer camps and forums. However the following could be done to develop these activities further:

- Organize more multi-national forums and summer camps involving young people from Central Asia and beyond
- More programs on constitutional and human rights awareness could be organized
- More could be done to reach out to the most underprivileged groups, not just university or school students



## **Extra-Curricular Activities**

This report only focuses on civic education outside of the formal education system. There are a number of different methods for civic education outside of school or university hours. This includes debate clubs, youth activist groups, resource centers and extra-curricular courses. All of these activities have been implemented in Tajikistan.

### **Tajikistan**

**Program Name:** Start Voting

**Location:** Khatlon

**Implementing Organization:** Swiss Development Cooperation & Public Organization “Ranjbar,” Khatlon

**Timeframe:** 2010

**Aims:** To encourage first time voters to vote in 2010 Parliamentary elections

**Activities:** The NGO organized a mass media campaign prior to the elections which aimed to encourage young people to vote. This included adverts on local television and radio, as well as the distribution of posters and leaflets. Simulation exercises in schools showed young people how to vote.

**Achievements:** By making young people aware of their voting rights, the project increased youth participation in the elections.

**Contact:** Munavara Berdieva, munavara.berdieva@sdcc.net

**Project Name:** Art Against Corruption

**Implementing Organization:** Swiss Development Cooperation & Public Association “Kuhi Nor”

**Timeframe:** 2010

**Aims:** To encourage youth to think about corruption and express their views artistically

**Activities:** Survey of 300 young people in Dushanbe about their attitudes to corruption, round table with youth, NGOs and government, art competition organized for students with the theme of corruption

**Achievements:** The art competition received 100 entries and 10 were selected as prize winners.

**Contact:** Munavara Berdieva, munavara.berdieva@sdcc.net

**Program Name:** Reducing Youth Radicalization in Tajikistan

**Location:** Muminobod, Shurobod, Shaaritut, Isfara, New Mastchoh

**Implementing Organization:** Eurasia Foundation of Central Asia-Tajikistan

**Timeframe:** 2010-12

**Aims:** To reduce the radicalization of Tajik youth by engaging them in their communities

**Activities:** The project is based on the YouthBank model developed for conflict prevention in Northern Ireland. It involves two main activities; building the capacity of local government and NGOs to address radicalism and giving youth the skills and tools to engage in their community. The first activity involves a series of roundtables and trainings for NGOs and government officials on radicalization. The second involves the formation of five YouthBank committees

consisting of five young people, who are trained in issues of radicalization and project management and then given \$3,000 each to spend on small projects in their community.

**Achievements:** The project is yet to see concrete achievements. The young people have been trained in issues of radicalization and conducted needs assessments in their communities in order to design projects.

**Website:** <http://www.ef-ca.org/en/programs/reducing-youth-radicalization-in-tajikistan-programme.html>

**Program Name:** Debate Clubs

**Location:** Tajikistan

**Implementing Organization:** Youth of the 21<sup>st</sup> Century

**Timeframe:** 2001-Present

**Aims:** To allow for the development of young minds through the organization of debate clubs and tournaments

**Activities:** Debate clubs have been established in most regions of the country. These groups discuss salient issues facing young people including HIV/AIDs, the environment and women's rights. Members of these clubs have held direct talks with the Committee on Youth under the Government of Tajikistan.

**Achievements:** Debate is the cornerstone of democratic society. Through these activities young people are trained and empowered to think critically about their environment and challenge the views of others. Such analytical skills are essential for personal development. Through debates the young people are given the power to engage with government officials and become agents of change in their communities.

## **International**

**Program Name:** Project Citizen

**Location:** Worldwide (80+ countries)

**Implementing Organization:** Civitas International (Center for Civic Education)

**Timeframe:** 1999-present

**Aims:** To foster collaboration between educators, government officials, and private-sector leaders from the United States; Provide opportunities for sharing experiences and best practices through workshops, conferences, newsletters, online discussions, exchange visits; introduce educators to exemplary curricular materials and teacher-training programs developed in the United States and other participating nations that utilize interactive, student-centered methodologies; facilitate the creation, adaptation, and implementation of sustainable civic education programs in participating countries.

**Successes/Outcomes:** Civitas International has become one of the most recognized programs in global civic education, active in over 80 countries. Case studies conducted in 2002-3 and 2004-5 indicate that both students and teachers who participated in Civitas programs reported increased knowledge of civic participation and expressed more confidence in their ability to become involved in their countries' political life.

**Lessons for Tajikistan:** Civitas has provided curricular resources and teacher training to locations where democratic institutions are nonexistent, highly corrupt, or closed to public discourse, and seen positive results. Civitas has also demonstrated that, while education through schools is desirable, parallel civic education structures (such as after school clubs or community organizations) can be effective alternatives.

**Links:** <http://www.civiced.org/pdfs/research/JordanEgyptWestBankFinalReport.pdf>  
<http://www.civiced.org/pdfs/research/CIVEXREPORTSUMMARYREPORT1205.pdf>  
[http://www.civiced.org/pdfs/civitas/Civitas\\_brochure.pdf](http://www.civiced.org/pdfs/civitas/Civitas_brochure.pdf)

**Program Name:** Youth:Create

**Location:** Kyrgyzstan

**Implementing Organization:** International Youth Foundation

**Timeframe:** 2011

**Aims:** A four-year, US\$3.2 million civic engagement and entrepreneurship initiative, Youth:Create harnesses and cultivates the dynamism and creativity of Kyrgyzstani youth to build a stable, prosperous and democratic Kyrgyzstan. The project primarily aims to:

- Inspire active citizenship among Kyrgyzstani youth;
- Prepare youth for the marketplace;
- Create a culture of positive youth development.

**Successes/Outcomes:** These objectives will be met through a package of services designed to support young people to become leaders, to engage actively with pressing social issues, to build sustainable livelihoods for themselves, their families and their communities, and to support the Government of the Kyrgyz Republic with their youth policy agenda. The program has trained 4,000 youth in social entrepreneurship and provided 4,000 youth with enhanced life skills.

**Lessons for Tajikistan:** Tajikistan like Kyrgyzstan has serious political, economic and social problems, therefore it is important to create the opportunities for young people and support their initiatives. Moreover it is essential not only give them opportunities but also to teach them transferable skills which can enhance their ability to engage in their communities.

**Program Name:** Youth Parliament Pakistan

**Location:** Pakistan

**Implementing Organization:** Pakistan Institute of Legislative Development and Transparency (PILDAT); Global Opportunities Fund (UK)

**Timeframe:** 2007-present

**Aims:** To engage young people (18 to 29 years) in healthy discourse, expose them to democratic processes and practices and to facilitate free but structured expression of their views.

**Successes/Outcomes:** To date, three courses of students have participated in the parliament, totaling nearly 150 participants since the project began, with representation from all of Pakistan's regions.

**Lessons for Tajikistan:** The convocation of a youth parliament in Pakistan faces many of the same challenges as such a project would present in Tajikistan: difficulty of travel for participants from remote areas; political and leadership culture; garnering support from academic

institutions. Youth Parliament Pakistan gives evidence that such an endeavor is not only possible, but can build upon and sustain itself over several years.

**Links:** <http://ukinpakistan.fco.gov.uk/en/about-us/working-with-pakistan/projectsnew/youth-parliament/>

<http://www.pildat.org/>

<http://www.youthparliament.pk/>

<http://www.youthparliament.pk/Downloads/YP%20BOOKLET%202009.pdf>

**Program Name:** YouthActionNet

**Location:** Armenia, Kyrgyzstan, Russia, Ukraine, Latvia, Moldova, Georgia

**Implementing Organization:** International Youth Foundation

**Timeframe:** 2001 - currently

**Aims:** YouthActionNet is the flagship of the International Youth Foundation's Citizenship programs. The initiative supports young community leaders through skill-building, as well as providing access to networks, resources, and advocacy opportunities.

**Successes/Outcomes:** Globally, the YouthActionNet Global Fellowship supports 20 young social entrepreneurs annually. Participants in the yearlong program refine their leadership skills, collaborate across national boundaries, and advocate for their causes at the global level. They also gain access to grant opportunities. Locally, YouthActionNet works in partnerships with universities and non-profit institutions within individual countries, where its global model is adapted within the local context. Virtually— through its website and social media outreach, YouthActionNet provides young leaders around the globe with a virtual platform, through which they gain access to resources, strengthen their skills, expand networks, and advocates for their causes. Through the above three-pronged approach, YouthActionNet® is developing a new generation of socially-conscious citizens leading change in their communities. By 2014, YouthActionNet seeks to:

- Enhance the leadership abilities of 1,700 individual young social entrepreneurs
- Positively impact the lives of 1.6 million community members who are beneficiaries of youth-led projects.
- Create a global network of 24 national/regional youth leadership programs.

**Lessons for Tajikistan:** It is essential for Tajikistan to have young leaders who have the capacity to improve the situation in the country. This program provides young and capable individuals with opportunities to become the leaders of their communities. Although the project has a small number of direct beneficiaries if implemented in Tajikistan it can have a profound impact on the future leaders of the country.

**Program Name:** Troç ("Straight Talk")

**Implementer:** UNICEF, Albanian National Television

**Area (Country/Region):** Albania (11 regional bureaus)

**Timeframe:** 2001-present

**Aims:** "To develop a sense of meaningful participation in the development of their country; build a bridge between the views of young people and adult decision makers; nurture the growth of free and independent media; and guarantee the right of participation by young people and demonstrate the importance of listening to young people."

**Successes/Outcomes:** Surveys indicated that 40% of Albanians and 90% of youth watch the show regularly or intermittently, while 55% discuss the topics covered. Throughout the course of the program, Troç produced over 400 stories. More than 80 students have received intensive training through the program, with several program graduates going on to pursue apprenticeships or careers in journalism. As a result of information provided by Troç programs, government agencies have stepped up to provide missing school textbooks, make necessary school repairs, and fire an abusive dormitory director. Because of its regional offices, the program includes issues and perspectives from across Albania, and participants have also advised similar youth media initiatives in Kosovo and Macedonia.

**Lessons for Tajikistan:** Like Albania, many young people in Tajikistan prefer Russian or American movies and television because of a lack of high-quality, engaging local options. Like Albania, large numbers of Tajikistan's youth hope to leave Tajikistan for other countries and are disaffected by political opportunities within the country. One key lesson of the Troç program is that young people, with only 5-6 days' training and access to an inexpensive digital camera, can produce quality in-depth news content of interest to the general population.

**Conclusion:** In Tajikistan a myriad of different extra-curricular civic education programs have been implemented. There is a need for:

- More programs which facilitate civic activism through small youth led projects
- Youth Parliaments as a means to practically educate Tajik youth about democracy
- Projects which address salient issues such as radicalism, migration and HIV/AIDs

## **PART II: REVIEW OF RESOURCES**

The following section presents a selected list of resources available on civic education. A number of different formats are included such as videos, manuals, reports and games. Each resource includes a brief description and web links are included in Appendix A.

This section has been divided into two sections; civic education and youth leadership and empowerment. The first section draws on resources which focus exclusively on educating youth about their citizenship. The second draws on a broader literature which teaches youth leadership and how to be active members of their community.

### **CIVIC EDUCATION**

#### **Summer Camps and Forums**

The materials developed for forums or summer camps need to be succinct and to the point, given that there is often only a short amount of time to deliver the curriculum. The resources presented here include those designed to educate youth about voting, citizenship and the rule

of law. Some of these resources are teaching materials, others are guides for producing materials and designing programs.

**Document name:** IEC Voter Education Handbook

**Implementing Organization/Author:**

**Target Group:** Trainers in voter education

**Year:** 2009

**Location:** Kenya

**Content:** Manual for young voters discussing issues of democracy. Topics covered include; types, principles and definition of democracy, role of elections, democracy in Kenya, importance of voting, how to register to vote, how to arrange and conduct a voter education workshop, methods of teaching (role plays, simulations, buzz groups).

**Lessons for Tajikistan:** Although the government of Tajikistan claimed 95% turnout at the 2010 elections, this number was disputed by the OSCE observers. A number of civic education programs, including Start Voting, implemented by the Public Organization “Ranjbar” have already began to work on educating young people about their democratic rights. More work needs to be done, however, to foster trust in democratic institutions amongst Tajik youth. One strategy could be the development of a manual on democracy which could be used in schools and universities nationwide.

**Website:** <http://www.iiec.or.ke/.../voters-education/...voter>

**Organization Name:** The Citizenship Foundation

**Location:** United Kingdom

**Timeframe:** 1989 to present

**Aims:** An independent education and participation charity that aims to encourage and enable individuals to engage in democratic society. The foundation focuses in particular on developing young people's citizenship skills, knowledge and understanding of the law, democracy and public life. Their work involves: championing civic participation; supporting teachers, schools and colleges in the delivery of citizenship education and working with young people in community-settings on issues that concern them. Resources include materials for teachers and academic reports on civic education.

**Successes/Outcomes:** A respected and financially viable foundation whose resources are used in the majority of schools in the UK.

**Lessons for Tajikistan:** Provides extensive reports and resources that could be used to build civic education in Tajikistan. In addition the foundation is actively seeking potential partners.

**Document name:** Civic Education Assessment – Stage II. Civic Education Programming Since 1990 – a case study analysis

**Implementing Organization/Author:** Franca Brilliant for USAID

**Year:** 2000

**Location:** Slovakia, Central & Eastern Europe, United States, Bosnia-Herzegovina, Poland, West Bank/Gaza, Romania, Peru, South Africa and Russia.

**Target Group:** Civic education for both adults and young people.



**Content:** Report based on several case studies on civic education programs worldwide. Gives an outline as to why or why not these programs were successful and includes extensive recommendations for any providers of civic education to implement. Divides civic education into long-term broad based civic education and more short term targeted programming for democracy.

**Lessons for Tajikistan:** The report identifies successful methodology which been found to be successful when used to implementing a civic education program in schools, such as lectures and notes that participatory methods have a greater chance of success, these could be implemented in Tajikistan.

**Website:** <http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf>

## Courses

Unlike summer camps and forums which last just a few days or weeks, courses on civic education can be implemented over a longer period and allow for a more in-depth exploration of themes. The materials presented here include education materials on constitutions, legal systems, conflict management and analysis of existing programming.

**Document name:** Proposed Constitution for Kenya- Civil Education Handbook

**Implementing Organization/Author:** Government of Kenya

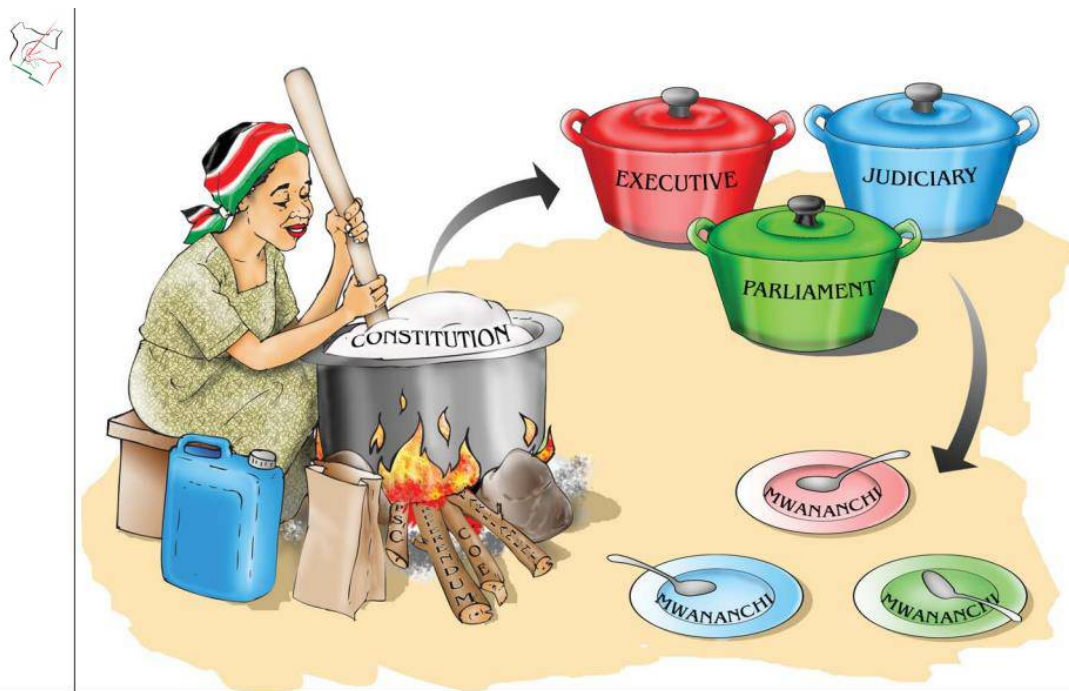
**Target Group:** Young people

**Year:** 2010

**Location:** Kenya

**Content:** Highlights the differences between the current constitution and proposed changes. Discusses the definition and importance of a constitution, access to land, the bill of rights, elections, political parties, the roles of the judiciary, executive and legislature.

**Lessons for Tajikistan:** The innovative use of visuals to illustrate the differences between the current and proposed constitution are particularly striking. The layout is simple and the information is presented succinctly. The design and content of this manual could be adapted and produced for Tajikistan's youth.



**Website:** <http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf>

**Document name:** Law and Administration of Justice in Uganda

**Implementing Organization/Author:** Judicial Service Commission, Uganda

**Target Group:** All citizens

**Year:** 2007

**Location:** Uganda

**Content:** Discussion of different types of law in Uganda, the rights of the citizen, the rule of law, law enforcement and the judiciary. Practical information on how to lodge complaints, press charges and gain access to justice.

**Lessons for Tajikistan:** The use of simple, jargon-free language to explain complex legal issues and phenomena could be replicated in Tajikistan.

**Document name:** Development of Civic Education in Tajikistan: Problems and Prospects

**Implementing Organization/Author:** AKDN

**Target Group:** Teachers, NGOs, Donors

**Year:** 2007

**Location:** Tajikistan

**Content:** Assessment of existing efforts in Tajikistan in the field of civic education. Focus on education; the adoption of new curricula in schools after independence. Discussion of the introduction of courses on human rights and citizenship at schools and courses on gender. List of CSOs working with civic education in Tajikistan.

**Lessons for Tajikistan:** Found that the quality of teaching is important, but teaching has lost its prestige in Tajikistan due to low salaries and a lack of incentives for the most talented to join the profession. Recommended that civil education focus on:

- *Political knowledge* should introduce the basics of the political structure of the country, form an idea about the mechanism of modern democracy, provide skills to orient oneself to the world of political parties and ideologies, promote the formation of one's own ideological and political orientation, and form an idea about the integration of the citizen into the political process and participation in the management of the country. 65
- *Legal knowledge* should form ideas about the constitutional structure as well as citizen's constitutional rights and freedoms, promote the rule of law, and protect one's rights and freedoms.
- *Sociological knowledge* helps to understand the structure of society, its norms and values, and the problems of social development. Sociological knowledge will familiarize the citizen with the issues of equality and inequality, will assist in the realization of one's status in society, and will help to understand the difficulties of social relations, problems of family, education, culture, and mutual relations between age and gender category.
- *Philosophical knowledge* assists in forming the idea about the world, society, humankind, origin of morals, traditions and customs regulating social relations, and promote the formation of one's own world view.



- *Historical knowledge* gives the citizen the idea about the sources of democratic citizenship and illustrates it through world culture and civilization, history, and the culture of one's own nation. Knowledge of history helps to understand the present and to plan the future. A heroic past of one's own country promotes patriotism and civic education.

The research showed that in the university curriculum in Tajikistan special attention is not paid to subjects connected with civic education.

The following are a list of problems with implementing civil education in higher education:

- Though there are courses and subjects close to civic education, traditional teaching methods (lectures, seminar classes and academic approach) are used in teaching these subjects. The existing modern materials are used insufficiently because of the absence of access to information resources and literature.
- The introduction to interactive methods of teaching is limited; civic education subjects are only temporarily taught within a compulsory subject.
- The published supplementary training aids that exist are used not on regular basis, and their use is completely up to the discretion of teachers.
- Unconventional teaching aids are mainly printed and electronic collections of documents on human rights, texts on the history of Tajikistan, etc. are presented without proper analysis and methodology.

The primary problems encountered by CSO led initiatives were:

- Absence of permanent funding for regular activity and because of this, the impossibility of providing real long-term sustainable projects
- Impossibility of providing regular monitoring of the gained knowledge and difficulties within one project
- Orientation of monitoring according to the volume of gained knowledge on the quantity of beneficiaries

**Website:** [http://www.akdn.org/publications/civil\\_society\\_tajikistan\\_edu\\_civic.pdf](http://www.akdn.org/publications/civil_society_tajikistan_edu_civic.pdf)

**Document name:** Learning to Live Together - An Evaluation of Civic-Link

**Implementing Organization/Author:** Work Research Co-operative

**Target Group:** Primary and secondary school children

**Year:** 2003

**Location:** Northern Ireland, Republic of Ireland

**Content:** Civic-Link is a cross-border and cross-community schools and youth based project, which aims to empower young people to actively participate within their own communities and to engage positively with each other. This report outlines the methodology that has contributed to their success.

**Lessons for Tajikistan:** The demonstrates that the US Center for Civic Education's Project Citizen can be successfully adopted internationally, possibly in Tajikistan with young people in

cross-community areas for example Badakhshan or border areas, for instance between Tajikistan and Afghanistan.

**Document name:** Arab Civitas: Strengthening Civic Education in Nine Arab Countries - Quarterly Programmatic Report

**Implementing Organization/Author:** Pact on behalf of The Center for Civic Education  
**Year:** 2005

**Location:** Jordan, Egypt, West Bank, Morocco, West Bank, Lebanon

**Target Group:** Primary and secondary school children

**Content:** This is an annual report from Arab Civitas which is a regional civic education network established by a grant from the Middle East Partnership Initiative to the Center for Civic Education in Los Angeles, is promoting civic awareness among young people in the Middle East and North Africa.

**Lessons for Tajikistan:** Report discusses potential new countries to join civitas and outlines some of the similar problems that may be faced by a civic education project in Tajikistan.

**Website:** [http://pdf.usaid.gov/pdf\\_docs/PDACF257.pdf](http://pdf.usaid.gov/pdf_docs/PDACF257.pdf)

## **New and Traditional Media**

To be effective, civic education needs to utilize innovative methods. One such method is the use of multi-media; film, drama and video games. Given the lack of access to technology in many rural areas of Tajikistan, there may be difficulties in using such technology. However, the resources presented here can be simplified and adapted for use in Tajikistan.

**Document name:** Civic Education for Media Professionals: A Training Manual

**Implementing Organization/Author:** Fackson Benda for UNESCO

**Target Group:** Journalists in developing countries

**Year:** 2009

**Location:** Africa, Asia, Latin America and the Middle East

**Content:** Civic awareness enables both media practitioners and users to appreciate the role of journalism and media in building democratic societies. This manual serves as a resource for journalism students and media professionals in developing countries, providing them with essential knowledge for the analysis of the relationship between media functions and active citizenship, and the underlying nexus of democracy, development and the media based on the fundamental principles of democracy and human rights that lie at the heart of UNESCO's mandate.

**Lessons for Tajikistan:** The contents and structure of this training manual could be adapted or used as a starting point for a manual for young Tajik journalists of student journalists.

**Website:** <http://www.civiced.org/pdfs/research/ExecSumCL.pdf>

**Resource Name:** iCivics Games

**Implementing Organization/Author:**

**Target Group:** Young people

**Year:** 2010

**Location:** USA

**Content:** Four online games on the theme of civic education.

1. *Activate*- game in which you campaign to for change in your local area.
2. *Cast your Vote*- in which you ask two candidates questions, listen to their responses and then cast your vote based on this.
3. *Immigration Nation*- in which you learn how to become an American citizen by guiding someone in the process of gaining citizenship.
4. *Responsibility Launcher*- in which you educate delinquents about their civic responsibilities.

A further 11 games on access to justice, the judiciary, the constitution and separation of powers, are also available through the website.

**Lessons for Tajikistan:** With slow internet speeds and a lack of access to the internet, particularly in remote areas, this type of game is not suitable for Tajikistan. However if it was adapted into a simple game, which could be put on a CD-ROM, it would become more accessible to young people in Tajikistan. Moreover the games could be adapted to be played in role plays or as board games in schools.

**Website:** <http://www.icivics.org/games>

**Resource Name:** Resources for Teaching Social Studies

**Implementing Organization/Author:** PBS

**Target Group:** Young people aged 9-12

**Year:** 2011

**Location:** USA

**Content:** Resource library containing a number of videos on citizenship, mainly focusing on the USA, but also on Brazil.

**Lessons for Tajikistan:** The videos may not be too accessible in Tajikistan because of low internet speeds. However they can serve as a guide and tool for practitioners who are developing similar films about what it means to be a Tajik citizen.

**Links:** [http://www.pbs.org/teachers/classroom/9-12/social studies/resources/?page=2&resource\\_type=5&resource\\_topic=104](http://www.pbs.org/teachers/classroom/9-12/social_studies/resources/?page=2&resource_type=5&resource_topic=104)  
<http://www.pbs.org/teachers/connect/resources/7289/preview/>

**Document name:** Oceana: A Virtual Democracy

**Implementing Organization/Author:** Honorable Lee H. Hamilton and the Center on Congress at Indiana University

**Target Group:** Young people

**Year:** 2010

**Location:** The US

**Content:** In the fictional world of Oceana, students learn the core skills of effective citizenship. They learn to identify a problem in their community, describe it, research possible solutions,

analyze points of agreement and disagreement among their peers, make a well-reasoned argument about how to solve the problem, listen to others' arguments, and compromise as necessary to reach a solution

**Lessons for Tajikistan:** Video games have the potential to help young people master civic knowledge, learn civic skills, and practice citizenship. Their interactive nature help them to engage young people and communicate a message of civic education in a manner that will remain in young mind's for a longer period of time.

**Website:** [http://www.wisdomtools.com/projects/edu\\_oceana.html](http://www.wisdomtools.com/projects/edu_oceana.html)

**Document name:** The World We Want within the "Project Citizen" program

**Implementing Organization/Author:** Center for Civic Education's

**Target Group:** Young people around the world

**Year:** 2008

**Location:** Indonesia, India, Jordan, Russia, Bosnia-Herzegovina, Senegal, Colombia and the United States

**Content:** The project produced a documentary film about students between the ages of 11 and 16 around the world participating in the Center for Civic Education's "Project Citizen" international civic education program. The film highlights students using the democratic process to make a positive difference in their communities and countries. Topics covered include; integrating children with special needs into schools, the establishment a town constitution, banning teenage gambling, fighting taxation of silversmiths, securing clean drinking water, the restoration of monuments, the elimination of school violence and healthy eating in schools.

**Lessons for Tajikistan:** The advantage of documentary film as a medium is that it has a greater sensory impact than the written word. Documentary film will provide a way to reach multiple people at once, overcoming boundaries of (il)literacy, presenting information where it is needed and inspiring hope where it is lacking. A similar film about issues facing Tajik youth and their rights could be produced.

**Website:**<http://www.civiced.org/index.php?page=videos&?&vid=28&&movie=http%3A%2F%2Fvideo.google.com%2Fgoogleplayer.swf%3FdocId%3D1838719723753238252%26hl%3Den&&movieName=%22The%20World%20We%20Want%22:%20Project%20Citizen%20Documentary%20Site%20Previews>

**Document name:** Youth Civic Engagement Through Social Media

**Implementing Organization/Author:** Ronald Reagan Presidential Foundation

**Target Group:** Young people

**Year:** 2011

**Location:** USA

**Content:** Film from a panel on the use of the social media for civic engagement. Topics included activism, politics, and entrepreneurship. Following their discussion panelists answered questions from members of the audience.

**Lessons for Tajikistan:** Although the discussion focuses on the US, they can be adapted and applied in Tajikistan. The power of the social media in the developing world has been made clear by recent events in the Middle East.

**Website:** <http://www.c-spanvideo.org/program/299457-1>

## **YOUTH LEADERSHIP AND EMPOWERMENT**

### **Courses**

Leadership courses aim to instill in young people the skills necessary to be an effective leader (see Introduction). Best practice courses would provide training with the opportunity to test this leadership. For example young people could be trained in leadership and then given the chance to lead a group of local activists on the issue.

**Document name:** Yes I Can, Leadership for Teens

**Implementing Organization/Author:** Women's Learning Partnership For Rights, Development, and Peace (WLP)

**Target Group:** Young women aged 13-17 years

**Year:** 2011

**Location:** 'Global south' including the Middle East, South Asia and Africa

**Content:** Yes I Can, our leadership manual for teens, is the first publication of the Young Women's Learning Partnership (YWLP) initiative. The manual focuses on the transformative leadership capacities of girls and boys, and helps workshop participants develop collective solutions to challenges faced by their communities, nurture new norms of gender equality in their families, and engage in political processes for building just, peaceful, and democratic societies

**Lessons for Tajikistan:** This manual has been effectively used in a variety of countries. The exercises and teaching plan are designed to be effective in situations where participants may have limited access to resources and materials, which can often be the case in Tajikistan.

**Website:** <http://www.learningpartnership.org/sites/default/files/shared/u16/engyesicanmanual.pdf>

**Document name:** A Manual for Youth Leadership

**Implementing Organization/Author:** YouthNet 21, University of Kentucky

**Target Group:** Young people

**Year:** 1999

**Location:** USA

**Content:** A manual for young people to teach them leadership skills. The manual covers topics such as; involving youth as resources, a focus on prevention, the process of planned change, organize a group of young people, identify problems and issue, select an issue or problem, expand the network, determine what you want to accomplish, develop the plan, acquire needed resources, carry out the plan and assess your results

**Lessons for Tajikistan:** The manual offers a guide for those designing youth leadership courses. This can be used in Tajikistan to design similar programs.

**Website:** <http://www.ca.uky.edu/agc/pubs/4lb/4lb05lo/4lb05lo.pdf>

**Document name:** A Manual for Youth Leadership

**Implementing Organization/Author:** YouthNet 21, University of Kentucky

**Target Group:** young people

**Year:** 1999

**Location:** USA

**Content:** A manual for young people to teach them leadership skills. The manual covers topics such as; involving youth as resources, a focus on prevention, the process of planned change, organize a group of young people, identify problems and issue, select an issue or problem, expand the network, determine what you want to accomplish, develop the plan, acquire needed resources, carry out the plan, assess your results

**Lessons for Tajikistan:**

**Website:** <http://www.ca.uky.edu/agc/pubs/4lb/4lb05lo/4lb05lo.pdf>

**Document name:** Designing Youth Leadership Training Programs

**Implementing Organization/Author:** Kansas State University Agricultural Experiment Station and Cooperative Extension Service

**Target Group:** young people

**Year:** 1995

**Location:** USA

**Content:** Youth organizations have the challenge of providing effective leadership training programs to help youth acquire leadership skills and knowledge. These manual will allow youth to serve as catalysts for change in their personal lives, the organizations in which they belong and communities in which they live. The manual covers topics such as; who is a leader, what is a leader, points to consider for effective leadership training programs, steps in developing leadership (training program for youth), take a challenge

**Website:** <http://www.innovativelearning.ca/studentpower/resources/mf2147.pdf>

**Document name:** Youth Leadership Training Program

**Implementing Organization/Author:** Addis Ababa office (Ethiopia) and Friedrich Ebert Stiftung organization (Germany)

**Target Group:** Young people

**Year:** 2008

**Location:** Ethiopia

**Content:** This publication discusses leaders and leadership. The main topics are following; leadership and its essence, leadership styles, transactional and transformational leadership, leadership and power, gender and leadership, work culture and leadership, decision making and leadership, ethics in leadership, team and leadership and emotional intelligence and leadership

**Website:** <http://library.fes.de/pdf-files/bueros/aethiopien/05720.pdf>

## **New and Traditional Media**

The new and traditional media can be utilized, as with civic education, to deliver a message effectively. Young people can test their leadership in simulations and role plays. They could make videos or write articles about what being a good leader is all about.

**Document name:** Nation States

**Implementing Organization/Author:** Max Barry

**Target Group:** Young people

**Year:** 2002

**Location:** Internet

**Content:** Game in which players lead a country. They chose a currency, style of government, policies and play against other players. There are over three million registered players.

**Lessons for Tajikistan:** The game gives players a chance to experiment with different leadership techniques and see the consequences of their decisions. Although an online version may not be appropriate, the idea of simulating leadership of a country could be adapted for use in Tajikistan as a board game.

**Website:** <http://www.nationstates.net/cgi-bin/index.cgi>

**Video Title:** Youth Leadership Training Program Summer 2009

**Description:** Attendees of the summer 2009 training program talk about their experiences of the program and what they have learnt. The video describes the training, structure and philosophy of the Youth Leadership Training program.

**Website:** <http://www.youtube.com/watch?v=1SL8zutUpDo>

**Program Name:** Youth Leadership Training Program

**Location:** India, USA

**Implementing Organization:** The Art of Living Foundation

**Timeframe:** 1999 - present

**Aims:** The Youth leadership training program was established in August 1999. This program has a unique syllabus. Not only does the Youth Leadership Training Program focus on personal development and communication skills. Through stress-reducing breathing techniques, individuals find inner peace and communities to come together in a spirit of service. Participants are inspired to volunteer for rural projects, and the fruits of the seeds sown in the classroom can be experienced by the community as a whole.

**Successes/Outcomes:** In India since 1999 the summer camps have trained over 110,000 rural youths and reached 40,212 villages in India, trained over 6000 people in organic farming as well as building homes, medical and water facilities.

**Lessons for Tajikistan:** This is a program that has been successfully implemented in rural locations, as the video shows the program can be adopted for different cultures. The program involves participants in developing their own society.

**Video Title:** National Youth Leadership Training 2010 - Camp Westmoreland, Greater Alabama Council

**Description:** This film highlights the experience of those young men in our 2010 session. This year's camp theme was the Westmoreland Olympics, which also included several game shows the participants could take part in which were "moved from their normal time slots" to make room for Olympic games such as Spider Web, Circle Sit, and other team-building activities

**Link:** <http://www.youtube.com/watch?v=d7FJRZQe7uQ>

**Program Name:** National Youth Leadership Training Program

**Location:** USA

**Implementing Organization:** Greater Alabama Council, Boy Scouts of America

**Timeframe:** ongoing

**Aims:** This program is designed to train the next generation of Senior Patrol Leaders, and more generally, to train the next generation of Leaders, with content sessions on Vision, Goals, Planning, Team Development, Teaching, Resolving Conflicts, Ethical Decision Making, and more.

**Successes/Outcomes:** Next generation of leaders in the boy scouts learn new skills and are educated on civil education successfully in a fun and challenging environment that they enjoy.

**Lessons for Tajikistan:** Civic education could be combined with interesting and challenging activities that build personal confidence while teaching about leadership and civic education.

## **OTHER**

**Document name:** Yes I Can, Leadership for Teens

**Implementing Organization/Author:** Arizona State University

**Target Group:** Young women aged 13-17 years

**Year:** 2011

**Location:** 'Global south' including the Middle East, South Asia and Africa

**Content:** A catalogue of resources, best practice examples and information on civic education. Topics include justice, politics, civic engagement and citizenship. There are also downloadable lesson plans for courses on civic education.

**Lessons for Tajikistan:** Although these resources focus on the US, they can be adapted and applied in Tajikistan.

**Website:** <http://ccel.asu.edu/teachers/index.shtml>



## **CONCLUSIONS AND RECOMMENDATIONS**

Civic education has gained ground in Tajikistan since the end of the civil war in 1997. At present a range of actors are engaged in civic education throughout Tajikistan and are utilizing a range of methods including debate clubs, forums, summer camps and media to educate young minds about civic values. However, a number of gaps in programming remain and which offer further opportunities for intervention. The fact that democracy is yet to take a strong hold in Tajikistan and the country remains authoritarian is indicative of the fact that further work needs to be done.

Given this conclusion, the following recommendations emerge from this research:

In general:

- Organizations should ensure that programs are **well-designed** to meet the needs of their beneficiaries and involve **high quality teaching**.
- Teachers should utilize **interactive methodologies** such as role-plays, simulations and multi-media to engage their audience
- Ensure that trainings are delivered **more than three times** to beneficiaries
- **Use best-practice examples and teaching resources** developed abroad, *but* adapt these to the specific needs of their beneficiaries.
- Programs need to provide youth with the **tools** as well the skills for civic engagement. This could be through small grants or the organization of activities.

Specifically in Tajikistan:

To facilitate the co-ordination of efforts:

- There is a need for NGOs to communicate better and co-operate more in addressing youth issues. This could be achieved by the organization of a monthly forum on youth issues in which INGOs, NGOs, government and young people could meet to discuss issues.
- There is a need for a data-base which lists all youth programs in Tajikistan and is accessible for all stakeholders.

To further the development of civic education in Tajikistan:

- Reach out more to marginalized groups- women, ethnic minorities, PWDs
- Focus less on university students and more on the rural young people- who from the majority of young people, are most at risk to drug abuse, radicalism and migration, and have the least knowledge of civic values.
- Combine training with practical activities- the formation of action groups, youth parliaments and committees, who are given funding to realize change in their communities.
- Focus on remote mountainous communities in Zerafshan, GBAO and Rasht.

To enhance the teaching materials for civic education:

- Explore the potential of the social media as a tool of civic education
- Tailor the materials to the audience i.e develop different materials for PWDs or women
- Present material in an accessible manner avoiding jargon and keeping the text succinct
- Make use of visuals, graphics and video

## **APPENDIX A- Links to Resources**

### **1. PROGRAMS**

#### **'Project Citizen'**

<http://www.civiced.org/index.php?page=introduction>

#### **Start Voting (TJ)**

**Contact:** Munavara Berdieva, [munavara.berdieva@sdcc.net](mailto:munavara.berdieva@sdcc.net)

#### **Policy Dialogue Initiative on Youth and Radicalism**

**Website:** <http://www.internationalalert.org/ourwork/regional/caucasuscentralasia/centralasia>

#### **Youth Radicalization in Tajikistan**

**Website:** <http://www.ef-ca.org/en/programs/reducing-youth-radicalization-in-tajikistan-programme.html>

#### **Democracy Summer Camps**

**Website:** <http://www.ifes.org/~media/Files/Publications/White%20PaperReport/2003/1126/EvalCivicEd.pdf>

#### **Civic Education Summer Camps**

**Links:** <http://www.osce.org/tajikistan/53764>  
<http://www.osce.org/tajikistan/46631>

#### **Summer School of Democracy for Youth Leaders**

**Website:** <http://www.iyfnet.org/news/1745>

### **Project Citizen**

**Links:** <http://www.civiced.org/pdfs/research/JordanEgyptWestBankFinalReport.pdf>

<http://www.civiced.org/pdfs/research/CIVEXREPORTSUMMARYREPORT1205.pdf>

[http://www.civiced.org/pdfs/civitas/Civitas\\_brochure.pdf](http://www.civiced.org/pdfs/civitas/Civitas_brochure.pdf)

### **Youth Parliament Pakistan**

**Links:** <http://ukinpakistan.fco.gov.uk/en/about-us/working-with-pakistan/projectsnew/youth-parliament/>

<http://www.pildat.org/>

<http://www.youthparliament.pk/>

<http://www.youthparliament.pk/Downloads/YP%20BOOKLET%202009.pdf>

### **Youth Action Net**

**Website:** <http://www.iyfnet.org/youthactionnet>

### **Art Against Corruption**

**Contact:** Munavara Berdieva, [munavara.berdieva@sdg.net](mailto:munavara.berdieva@sdg.net)

### **Regional Youth Forum "Digital Youth in Central Asia," DYCA**

**Website:** [www.dyca.centreict.tj](http://www.dyca.centreict.tj)

### **Troc**

**Links:** <http://www.unicef.org/magic/bank/case020.html>

[http://findarticles.com/p/articles/mi\\_m1309/is\\_4\\_40/ai\\_114007101/](http://findarticles.com/p/articles/mi_m1309/is_4_40/ai_114007101/)

[http://nds2.ir.nokia.com/NOKIA\\_COM\\_1/Corporate\\_Responsibility/Society\\_/Youth\\_development/Life\\_skills/Publications/WW-youth\\_Led\\_Media.pdf](http://nds2.ir.nokia.com/NOKIA_COM_1/Corporate_Responsibility/Society_/Youth_development/Life_skills/Publications/WW-youth_Led_Media.pdf)

## **II.RESOURCES**

### **Development of Civic Education in Tajikistan: Problems and Prospects**

**Website:** [http://www.akdn.org/publications/civil\\_society\\_tajikistan\\_edu\\_civic.pdf](http://www.akdn.org/publications/civil_society_tajikistan_edu_civic.pdf)

### **IEC Voter Education Handbook**

**Website:** <http://www.iiec.or.ke/.../voters-education/...voter>

### **Proposed Constitution for Kenya- Civil Education Handbook**

**Website:** [http://www.primeminister.go.ke/DOCS/civic\\_education\\_handbook.pdf](http://www.primeminister.go.ke/DOCS/civic_education_handbook.pdf)

### **Civic Education Assessment – Stage II. Civic Education Programming Since 1990 – a case study analysis**

**Website:** <http://www.civiced.org/pdfs/research/CivicEdDecember2001FrancaB.pdf>

**Arab Civitas: Strengthening Civic Education in Nine Arab Countries - Quarterly Programmatic Report**

**Website:** [http://pdf.usaid.gov/pdf\\_docs/PDACF257.pdf](http://pdf.usaid.gov/pdf_docs/PDACF257.pdf)

**Civic Education for Media Professionals: A Training Manual**

**Website:** <http://www.civiced.org/pdfs/research/ExecSumCL.pdf>

**Yes I Can, Leadership for Teens**

**Website:** <http://www.learningpartnership.org/sites/default/files/shared/u16/engyesicanmanual.pdf>

**iCivics Games**

**Website:** <http://www.icivics.org/games>

**Resources for Teaching Social Studies**

**Links:** [http://www.pbs.org/teachers/classroom/9-12/social studies/resources/?page=2&resource\\_type=5&resource\\_topic=104](http://www.pbs.org/teachers/classroom/9-12/social%20studies/resources/?page=2&resource_type=5&resource_topic=104)  
<http://www.pbs.org/teachers/connect/resources/7289/preview/>

**Oceana: A Virtual Democracy**

**Website:** [http://www.wisdomtools.com/projects/edu\\_oceana.html](http://www.wisdomtools.com/projects/edu_oceana.html)

**The World We Want within the "Project Citizen" program**

**Website:** <http://www.civiced.org/index.php?page=videos&?&vid=28&&movie=http%3A%2F%2Fvideo.google.com%2Fgoogleplayer.swf%3FdocId%3D1838719723753238252%26hl%3Den&&movieName=%22The%20World%20We%20Want%22:%20Project%20Citizen%20Documentary%20Site%20Previews>

**The Citizenship Foundation**

**Links:** [http://citizenshipfoundation.org.uk/lib\\_res\\_pdf/1360.pdf](http://citizenshipfoundation.org.uk/lib_res_pdf/1360.pdf)  
<http://www.citizenshipfoundation.org.uk/>

**A Manual for Youth Leadership**

**Website:** <http://www.ca.uky.edu/agc/pubs/4lb/4lb05lo/4lb05lo.pdf>

## **Appendix B: Selected Bibliography**

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Patrick, John, "Teaching Democracy Globally, Internationally, and comparatively: The 21<sup>st</sup>Century Civic Mission of Schools" in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, Vol. 2, edited by Patrick, John, Hamot, Gregory and Leming, Robert (Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 2003), pp.21-44.

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USAID, "Approaches to Civic Education: Lessons Learned," (2002), [www.usaid.gov/our...and.../pnacp331.pdf](http://www.usaid.gov/our...and.../pnacp331.pdf)

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## **APPENDIX C- Directory of Youth Organizations in Tajikistan**

<b>Name of the organization</b>	Public organization "Youth of 21 century" in Kulyab city
<b>Geographic focus</b>	Kulyab group of districts
<b>Mission of the organization</b>	Representation of the Republican Public Association "Youth of 21 century" helps to activate young people and the population of Kulyab in social life, through education, holding a variety of practical activities, dissemination of independent information through the media, and addressing young people's problems that prevent their development through democracy.
<b>Area of activities</b>	Promotion of youth through the following programs: debates, leadership, environment and sustainable development, Green Patrols, energy saving, civic education, HIV/AIDS programs, Internet services.
<b>Website</b>	<a href="http://youth21kulob.blogspot.com">youth21kulob.blogspot.com</a>
<b>Manager</b>	Mr. Sharbatov Daler
<b>Contacts: address, tel. number, e-mail</b>	Republic of Tajikistan, Khatlon Oblast, Kulyab city, Sangak Safarov Street 16 +992 3322 2-62-00. (mobile): +992 907818117

	<a href="mailto:youth21kulob@yandex.ru">youth21kulob@yandex.ru</a>
<b>Brief description of the organization and services offered</b>	<i>The public organization first was created as initiative group in 2004, and in 2006 it was reestablished as Representation of the Republican Public Association and implemented many projects. Basically, provides trainings and seminars, practical activities, and information programs. Under a project provided free internet services for youth.</i>
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	<ul style="list-style-type: none"> <li>- The project of Branch Office of Open Society Institute Assistance Fund – Development of debate as tool for development of discussions with state structures</li> <li>- The project “Debate”, European Commission in Tajikistan</li> <li>- OSCE “Green patrols”</li> <li>- “SPARE” Norwegian society of protection of a nature</li> <li>- “The centre of ecological education” WWF Russian</li> <li>- Embassy of the USA “Leadership School for young people from Rural Area”</li> <li>- Committee of youth, sports and tourism of Tajikistan “Internet center for active youth”</li> <li>- OSCE “Summer camp for youth of Civil education”</li> <li>- OSI SF “Summer camp for youth of Civil education”</li> <li>- SDC “Summer camp for youth of Civil education”</li> </ul>
<b>Donors and partners</b>	<p>Commission for promotion of democracy, Embassy of USA in Tajikistan; 2010-11</p> <p>Youth, sport and tourism Committee under the Government of the Republic of Tajikistan; 2010</p> <p>OSCE Office in Dushanbe; 2010 r.</p> <p>Tajik Branch of Open Society Institute; 2010</p> <p>Swiss Agency for Development and Cooperation in Tajikistan; 2010</p> <p>Delegation of the World Wildlife Fund in Tajikistan; 2010</p> <p>OSCE Office in Dushanbe; 2004-2009</p> <p>International Labor Organization; 2007</p> <p>Delegation of European Union in Tajikistan; 2006-2007</p> <p>Tajik Branch of Open Society Institute; 2005</p> <p>UN Population Fund in Tajikistan. 2006</p> <p>PO “Youth of 21 Century”;</p> <p>PO “Malenkaya Zemlya”;</p> <p>PO “Kuhiston”;</p> <p>PO “Youth of New Century”;</p> <p>Tajik Branch of the Regional Environmental Center for Central Asia;</p> <p>PO Youth Group for Protection of Environment , Khujand city;</p> <p>PO “Asri Nav” of Kabodiyon District;</p> <p>PO “Oyandasoz” of Bargant District of GBAO;</p> <p>PO “Youth of 21 Century” in Nosiri Khusrav District;</p> <p>PO “Youth of 21 Century” in Kurgan Tyube city;</p> <p>Independent information newspaper “Pazhvok” Kulyab city;</p> <p>Education Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;</p> <p>Youth, sport and tourism Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;</p>

<b>Name of the organization</b>	Public organization “Asri Nav”
<b>Geographic focus</b>	Republic of Tajikistan, Khatlon Oblast, Kurgan Tyube area
<b>Mission of the organization</b>	Enhancing the legal, socio-economic, cultural and political literacy of population, especially young people. Assist in enhancing the role of youth and the population in the democratization of society and improve the living standards.
<b>Area of activities</b>	Environment (community mobilization to address social environmental issues, alternative



	<p>energy, energy conservation, protected area, disaster, climate change).</p> <p>Civic education (raising the legal literacy of citizens, human rights monitoring).</p> <p>Agriculture (improvement of agricultural production through training, establishment of Water Users Associations).</p> <p>Youth development (organization of training courses, creation of jobs, organization of camps, courses and school open classrooms).</p>
<b>Website</b>	Not available
<b>Manager</b>	Mr. Soliev Farhodjon Muhammadjonovich
<b>Contacts: address, tel. number, e-mail</b>	<p>Kubodiyod District, Lenin Street 45</p> <p>phone: 8 32 51 22422, Index 735 191</p> <p>Soliev Farhod, phone: 992 93 5550282, <a href="mailto:farkhodjon@mail.ru">farkhodjon@mail.ru</a></p> <p>Boboev Umedbek, phone: 992 918 5674536 <a href="mailto:umedboboev@mail.ru">umedboboev@mail.ru</a></p>
<b>Brief description of the organization and services offered</b>	<p>PO "Asri Nav" is established in 2002 (Youth Development Center "Javononi Janub"). Date of reregistration 19 March 2008. Currently the organization has 7 staff and more than 50 volunteers.</p> <p>We mainly work with population of remote districts and villages (N. KHisrav, Kubodiyon, Shaartuz, Jillikul, Qumsangir and others).</p> <p>The organization provides trainings and events on the captioned directions.</p> <p>Provision of monitoring and socio economic, legal assessment.</p> <p>Organization of summer camps, courses and lessons for children and youth.</p> <p>Conduction of analysis and work with community in all levels.</p> <p>Other activities as mentioned above.</p>
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	<p>1. Project "Land Degradation" in Kubodiyon, Jillikul, Shaartuz and Qumsangir Districts supported by UNDP-GEF.</p> <p>· Project "Green Patrols" (OSCE- Youth of 21 century)</p> <p>· Project "Community sustainability to emergency situation in Tajikistan and Kyrgyzstan" Center on Emergency Situation in Kubodiyon District (YEC -Act Central Asia -European Commission)</p> <p>· Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund+ WWF)</p> <p>· Project "Climate Change" YEC – work with communities and youth– Discussion club "Hakikat".</p> <p>· School Project "SPARE" (Regional Public Organization "Malenkaya Zemlya" and Norwegian Society for Nature Conservation)</p> <p>· Project "Distribution and use of new technologies of energy efficient stoves" (Regional Public Organization "Malenkaya Zemlya" and +NICSP )</p> <p>2. - Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund+ WWF)</p> <p>- Project "Information Center on Tiger Reservation" in Kubodiyon District (Kuhoston Fund+ WWF)</p> <p>3. Establishment of Aarhus Center in Kubodiyon District.</p> <p>Project on alternative energy source, solar energy and potential of Tajikistan.</p>
<b>Donors and partners</b>	<ul style="list-style-type: none"> <li>• OSCE;</li> <li>• USAID-WUASP;</li> <li>• Youth Eco Center – Dushanbe</li> <li>• PO "Malenkaya Zemlya"</li> <li>• PO "Youth of 21 Century"</li> <li>• Kuhoston Fund</li> <li>• REC –Tajikistan,</li> </ul>

	<ul style="list-style-type: none"> <li>• UNDP/CP Shaartuz</li> <li>• UNFAO;</li> <li>• Office of Human Rights and Rule of Law in Tajikistan</li> <li>• State local authorities, Jamoats, Committees on Emergency Situations, Environment Protection Department of Districts, Youth, Tourism and Sport Department of Districts, Education Department of Districts.</li> </ul>
<b>Name of the organization</b>	Public organization "Volunteers School"
<b>Geographic focus</b>	Khatlon Oblast, priority to Kurgan Tyube group of Districts
<b>Mission of the organization</b>	Promoting of volunteerism, training of volunteers for government and public organizations, initiative groups of the region through provision of consulting, information and other assistance
<b>Area of activities</b>	Work with children, youth and teenagers, training, consulting, organization and conduction of events, social partnership
<b>Website</b>	Not available
<b>Manager</b>	Mr. Salim Bobonazarov
<b>Contacts: address, tel. number, e-mail</b>	Kurgan Tyube city, 4 Mirzokadirov, 918631235, 988160444, <a href="mailto:school_volunteers@mail.ru">school_volunteers@mail.ru</a>
<b>Brief description of the organization and services offered</b>	<p><i>Year of the establishment– 2010</i></p> <p><i>Target group – IDU, SW, PLH, street children</i></p> <p><i>Services –training, low level services, volunteer social support</i></p>
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	1. «Nothing for us without us», donor– Young Leaders Fund ( <a href="mailto:HIVYoungLeadersFund@gmail.com">HIVYoungLeadersFund@gmail.com</a> ). <ul style="list-style-type: none"> <li>• 85 IDU, SW, PLH are covered by preventive control</li> <li>• 15 IDU, SW are trained in outreach work with vulnerable youth</li> <li>• 90% of ToT participants have successfully passed pretest and posttest</li> <li>• 2 initiative groups were established after conduction of seminar "NGO and Society"</li> <li>• 100% IDU, SW, PLH - participants of 4-day workshops on "HIV / AIDS, STDs, hepatitis, tuberculosis and malaria" (80 people) received VCT, testing for TB, STDs, hepatitis and malaria</li> <li>• 80 IDU, SW, PLH participated in 2 sport events under the project framework.</li> <li>• 15 volunteers were trained from medical college students in ToT as outreach – employees, on: "Features of outreach - work for prevention and spread of drug abuse among children and teenagers"</li> <li>• 6 mini sessions were conducted jointly with OC AIDS OSC Khatlon Oblast for 60 street children on "Health Society is in your hands" and "Mutual understanding is a good deed";</li> <li>• 5 meetings were held with 50 street children in Kurgan - Tube in order to engage them in further preventive work. Hygiene kits and food, children's literature, informational - educational materials were distributed to them.</li> </ul> 1. «International partnership and street children» (jointly with NGOs from Iran, Afghanistan and Indonesia). Donor – IREX In total projects covered 125 street children, including 80 boys and 45 girls.
<b>Donors and partners</b>	Young Leaders Fund, IREX

<b>Name of the organization</b>	Public organization "Youth of 21 century" in Kulyab city
<b>Geographic focus</b>	Kulyab group of districts
<b>Mission of the organization</b>	Representation of the Republican Public Association "Youth of 21 century" helps to activate young people and the population of Kulyab in social life, through education, holding a variety of practical activities, dissemination of independent information through the media, and addressing young people's problems that prevent their development through democracy.
<b>Area of activities</b>	Promotion of youth through the following programs: debates, leadership, environment and sustainable development, Green Patrols, energy saving, civic education, HIV/AIDS programs, Internet services.
<b>Website</b>	youth21kulob.blogspot.com
<b>Manager</b>	Mr. Sharbatov Daler
<b>Contacts: address, tel. number, e-mail</b>	Republic of Tajikistan, Khatlon Oblast, Kulyab city, Sangak Safarov Street 16 +992 3322 2-62-00. (mobile): +992 907818117 <a href="mailto:youth21kulob@yandex.ru">youth21kulob@yandex.ru</a>
<b>Brief description of the organization and services offered</b>	<i>The public organization first was created as initiative group in 2004, and in 2006 it was reestablished as</i> Representation of the Republican Public Association and implemented many projects. Basically, provides trainings and seminars, practical activities, and information programs. Under a project provided free internet services for youth.
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	<ul style="list-style-type: none"> <li>- The project of Branch Office of Open Society Institute Assistance Fund – Development of debate as tool for development of discussions with state structures</li> <li>- The project "Debate", European Commission in Tajikistan</li> <li>- OSCE "Green patrols"</li> <li>- "SPARE" Norwegian society of protection of a nature</li> <li>- "The centre of ecological education" WWF Russian</li> <li>- Embassy of the USA "Leadership School for young people from Rural Area"</li> <li>- Committee of youth, sports and tourism of Tajikistan "Internet center for active youth"</li> <li>- OSCE "Summer camp for youth of Civil education"</li> <li>- OSI SF "Summer camp for youth of Civil education"</li> <li>- SDC "Summer camp for youth of Civil education"</li> </ul>
<b>Donors and partners</b>	<p>Commission for promotion of democracy, Embassy of USA in Tajikistan; 2010-11</p> <p>Youth, sport and tourism Committee under the Government of the Republic of Tajikistan; 2010</p> <p>OSCE Office in Dushanbe; 2010 r.</p> <p>Tajik Branch of Open Society Institute; 2010</p> <p>Swiss Agency for Development and Cooperation in Tajikistan; 2010</p> <p>Delegation of the World Wildlife Fund in Tajikistan; 2010</p> <p>OSCE Office in Dushanbe; 2004-2009</p> <p>International Labor Organization; 2007</p> <p>Delegation of European Union in Tajikistan; 2006-2007</p> <p>Tajik Branch of Open Society Institute; 2005</p> <p>UN Population Fund in Tajikistan. 2006</p> <p>PO "Youth of 21 Century";</p> <p>PO "Malenkaya Zemlya";</p> <p>PO "Kuhiston";</p> <p>PO "Youth of New Century";</p>

	<p>Tajik Branch of the Regional Environmental Center for Central Asia;  PO Youth Group for Protection of Environment , Khujand city;  PO “Asri Nav” of Kabodiyon District;  PO “Oyandasoz” of Bargant District of GBAO;  PO “Youth of 21 Century” in Nosiri Khusrav District;  PO “Youth of 21 Century” in Kurgan Tyube city;  Independent information newspaper “Pazhvok” Kulyab city;  Education Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;  Youth, sport and tourism Departments of Kulyab city and Vose, Hamadoni, Khovaling and Muminabad Districts;</p>
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<b>Name of the organization</b>	Youth Public Organization “ <b>Young generation of Tajikistan</b> ”
<b>Geographic focus</b>	735708. Republic of Tajikistan, Khujand, 16, Kamoli Khujandi Street
<b>Mission of the organization</b>	Progressive development of young people by their social development and participation in the society’s development processes.
<b>Area of activities</b>	Protecting youth and teenagers’ health
<b>Website</b>	
<b>Manager</b>	Mirzorahimov Naimjon Rahimovich
<b>Contacts: address, tel. number, e-mail</b>	<p>tel: (+992)(83422) 4 07 49  E-mail: <a href="mailto:ygtstaff@gmail.com">ygtstaff@gmail.com</a></p>
<b>Brief description of the organization and services offered</b>	<p>Public Youth Organization “<b>Young Generation of Tajikistan</b>” is established January 18, 2008 as a result of voluntary association of young people, leaders and activists, who learned working skills with public and international organizations.</p> <ul style="list-style-type: none"> <li>• Providing educational material on HLS topics</li> <li>• Conducting workshops among youth on HIV/AIDS, drug abuse, STI etc.</li> <li>• Conducting outreach work in the places of concentration of high risk youth groups.</li> </ul>
<b>Projects:</b>	<b>Implemented</b>
1. <b>Implemented</b>	
2. <b>Ongoing</b>	<p>April 2008 - March 2009, “<b>Life skills for teenagers’ health and participation</b>” Project in partnership with national PO “Youth of 21th century” and supported by the Ministry of Education, UNICEF and financed by the Global Fund on AIDS, TB and malaria. The project is aimed at developing healthy behavior of young people among higher grades of 50 secondary schools of Soghd oblast, RT;</p> <p>June-December 2008, “<b>Developing communities of people living with HIV</b>” Project, component 2 – reducing stigma and discrimination of PLHIV, as well as cases of HIV infection through improving knowledge of vulnerable youth in the area of HIV/AIDS prevention in partnership with National PO “Safoi Sughd”, supported by AFEW in the frames of AMAL project and financed by European Union, Khujand, Soghd oblast, RT;</p> <p>February– June 2009, Project “<b>Trust</b>” on protecting health of street children and HIV and STI prevention, financially supported by the Bureau on Education and Culture, Department of State of the USA through Magee Womancare Int., Chkalovsk, Soghd oblast, RT;</p>
3. <b>Planned</b>	

	<p>June-December 2009, Project <b>“Building capacity of secondary school teachers of Soghd oblast on training students life skills in health”</b> supported by Ministry of Education, UNICEF, and financed by Global Fund AIDS, TB and Malaria, Khujand, Chkalovsk, Qayroqqum, B. Ghafurov, Panjakent, Isfara, Istaravshan and Kanibadam districts of Soghd oblast, RT;</p> <p>November – December 2009, information campaign on solidarity with PLHIV <b>“Understanding gives hope”</b> among 14-30 age youth, supported by UNICEF, AFEW and Soghd oblast Department of youth, sports and tourism, Asht, Istaravshan, Mastchoh districts, Khujand city of Soghd oblast, RT;</p> <p>September 2009 – January 2010, Project <b>“Training staff of the Centers on working with rural women and girls on public organization administering skills”</b>, supported by IO CESVI and financed by the European Union, Ghonchi and Spitamen district of Soghd oblast, RT;</p> <p style="text-align: center;"><b>Ongoing</b></p> <p>May 2010-August 2011, Project <b>“Improving health. Youth in action”</b> on increasing awareness level of high risk group youth 14-25 years of age on danger of risky behavior related to HIV/STI infection and receiving required preventive, psychosocial and medical aid, through intensive outreach work in their places of concentration, re-referral and attendance to the Youth medical and counseling departments, providing Youth-friendly services (hereinafter YMCD) supported by the Ministry of Health, UNICEF and financed by the Global Fund on AIDS, TB and Malaria, Khujand, Chkalovsk, Qayroqqum cities, B. Ghafurov, J. Rasulov, Isfara, Konibodom and Spitamen districts of Soghd oblast, RT;</p> <p>May 2010-August 2011, Project <b>“Teachers’ action for improving teenagers health”</b> on timely informing students of secondary and higher grades on the danger of risky behavior related to HIV/STI infection, as well as their re-referral and attendance to the YMCD through building capacity of administrative and teaching personnel of secondary school in YMCD in the area of HLS, supported by the Ministry of Education, UNICEF and financed by Global Fund on AIDS, TB and Malaria, Khujand, Chkalovsk and Qayroqqum cities, B. Ghafurov, Isfara, Istaravshan, Konibodom and Panjakent districts of Soghd oblast, RT;</p> <p>December 2010 – December 2012, Project <b>“Community initiatives in HIV prevention and poverty reduction in Soghd oblast of the Republic of Tajikistan”</b>, financed by European Union in the frames of “Nongovernment sector in development” Program, aimed at supporting sustainable development and equal participation of HIV-service organizations (9 partnering PO) in the designing of strategies, implementation and monitoring of programs in the area of healthcare and social sphere in Soghd oblast of the Republic of Tajikistan. Main task of the PO “YGT” is to promote HLS among vulnerable youth, Khujand and Istaravshan cities.</p>
<b>Donors and partners</b>	<p><b>Donors</b> Global Fund, UNICEF, European Union,</p> <p><b>Partners</b> Ministry of Health, Ministry of Education, Soghd oblast Department of Health Soghd oblast Department of Education.</p> <p><b>Dushanbe:</b> PO “Youth of 21<sup>st</sup> century”, Y-PEER Takjikistan  <b>Khujand:</b> PO “CPZHD”, PO “Anti-AIDS”, PO “DINA”, PO “CRD”, Oblast Reproductive Health Center, Soghd oblast AIDS Center, Soghd oblast Clinical Center for Dermatological diseases,  <b>Panjakent:</b> PO “Buzurg”,  <b>Mastchoh:</b> PO “Iqbol nek”  <b>Isfara:</b> PO “Shoto”</p>

<b>Name of the organization</b>	PO Youth Development Initiatives, Youth Center “Youth Power”
<b>Geographic focus</b>	Soghd oblast, Khujand
<b>Mission of the organization</b>	Mission: facilitate reducing poverty level and increasing quality of population’s life through involving youth into the country’s development processes.
<b>Area of activities</b>	<p>Main business areas of YC “Youth Power”:</p> <ul style="list-style-type: none"> <li>• Informational training on civil education, conducted on an “Equal-to Equal” principle</li> <li>• Free training courses for children from poor or single-parent families, having parents in migration, on the following: English, computer literacy, Russian, psychologist counseling.</li> <li>• Designing programs and conducting informational campaigns and actions</li> <li>• Participating in conducting researches, data collection locally</li> </ul>
<b>Website</b>	
<b>Manager</b>	Sharipova Gulshod Odilovna
<b>Contacts: address, tel. number, e-mail</b>	<p>Tajikistan, Soghd oblast, Khujand          Lenin Street, “Vandat” Sports complex, Tennis court, room №4.          Tel: (47) 444 19 09  <a href="mailto:youthideas@mail.ru">youthideas@mail.ru</a></p>
<b>Brief description of the organization and services offered</b>	<p>MIR is a public organization registered in December 2009. MIR emerges from the beginning of youth program of PO ANTI, working with youth since 2003.</p> <p>Target group: Vulnerable youth</p> <p>Services:</p> <ul style="list-style-type: none"> <li>• Informational training on civil education</li> <li>• Free training courses</li> <li>• Re-referral to the partnering organizations for receiving services</li> </ul>
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	<p><b>Core implemented projects:</b> In the frames of the ANTI youth program, projects on Youth Leadership (CIDA), Human Rights (UNTOP), HIV prevention and promoting healthy lifestyle among youth PSI\USAID, UNICEF have been implemented. Projects on HIV/AIDS prevention among youth in Khujand, timely detecting youth from risk groups and re-referral for receiving medical services in partnering HIV servicing organizations have been implemented under the financial support of AFEW. <b>2.Core ongoing projects:</b> Access – Joint efforts in the area of HIV/AIDS and TB/HIV in Soghd oblast. Implementing partner. Activating civil society for conflict prevention in the border districts of Soghd oblast through developing youth mobile theaters, Consolidated project of NGO network Peace valley on promoting tolerance among youth of Soghd oblast border districts. PO MIR has worked in 3 secondary schools of Isfara district, jamoat Chorkuh. Poverty alleviation through social and financial education for children within the International Program AFLATUN</p>
<b>Donors and partners</b>	<p>Our partners and donors:</p> <ul style="list-style-type: none"> <li>✓ AIDS East-West Foundation</li> <li>✓ Committee on youth, sports and tourism</li> <li>✓ AIDS Center, Khujand</li> <li>✓ PO “Young generation of Tajikistan”</li> <li>✓ PO “Center for women and children support”.</li> <li>✓ PO “ANTI”</li> <li>✓ Member of Soghd oblast Platform of Youth Civil Society Organizations (37 public organizations)</li> </ul>

<b>Name of the organization</b>	Tajikistan Youth Ecological Center
<b>Country</b>	Republic of Tajikistan
<b>Geographic focus</b>	Republic of Tajikistan
<b>Type of the organization</b>	Public organization
<b>Area of activities</b>	The main goal of the Youth Ecological Center is addressing of local issues related with youth development, improving of living standards, health, better and safe environment
<b>Website</b>	<a href="http://www.ecocentre.tj">www.ecocentre.tj</a>
<b>Manager</b>	Mr. Yuri Skochilov, Head
<b>Address</b>	3 Gertsen Street, Dushanbe city
<b>Telephone Number</b>	992 372 234051
<b>Email</b>	E-mail: <a href="mailto:tabiat@cool.tj">tabiat@cool.tj</a> , <a href="mailto:tabiat@tajnet.com">tabiat@tajnet.com</a>
<b>Brief description of the organization</b>	Youth Ecological Center provides young people access to resources, introduces with new ideas, formulates partnership relations; builds capacity of youth groups in working with community, promotes the interests of youth groups at government level responsible for decision making.
<b>Mission of the organization</b>	The mission of the Youth Environmental Center is to strengthen active citizenship of young people in socio-environmental problems of Tajikistan, increase the role of youth in decision-making process related to sustainable development.
<b>Projects:</b> 1. <b>Implemented</b> 2. <b>Ongoing</b> 3. <b>Planned</b>	<b>Main implemented projects:</b> The organization implemented more than 40 projects, that mainly focused on informing of community and educating of youth. Implemented water supply projects in villages, organized summer camps and supported community projects on development of energy efficient projects. <b>Main ongoing projects:</b> Project of youth forum on ecological issues. Project "Periphery" on community mobilization for addressing of ecological related issues in regions. Project on impact assessment of international programs and other public organizations. <b>Planned projects:</b> Project on climate improvement and impact assessment of international programs and other public organizations.
<b>Donors and partners</b>	ACT Central Asia, World Bank, National Endowment for democracy, IREX , Counterpart Co., and others

<b>Name of the organization</b>	"Safe Childhood"
<b>Country</b>	Republic of Tajikistan
<b>Geographic focus</b>	Dushanbe, Roghun, Nurek, Yavan District
<b>Type of the organization</b>	Public organization
<b>Area of activities</b>	Enhancing participation of children and youth from poor or troubled families in solving their own and community problems through their involvement in the educational, recreational, and rehabilitation activities, as well as creating conditions for the protection and implementation of their rights and interests
<b>Website</b>	<a href="http://www.detstvo.front.ru">www.detstvo.front.ru</a>
<b>Manager</b>	Mr. Nigmatov Timur, Chairman Ms. Shakirjanova Irina, Director
<b>Address</b>	Dushanbe, Titova Street, house 36/1, apt.7
<b>Telephone Number</b>	+992 93 514 33 75



Email	<a href="mailto:komanda88@mail.ru">komanda88@mail.ru</a> <a href="mailto:timur.nigmatov@rambler.ru">timur.nigmatov@rambler.ru</a>
Brief description of the organization	<ol style="list-style-type: none"> <li>1. Social rehabilitation of vulnerable children and teenagers through providing of legal and psychological support, educate and establish suitable conditions at workplaces;</li> <li>2. Legal education and information;</li> <li>3. Educate social vulnerable children leadership skills, involve their participation in solving of their own and community issues;</li> <li>4. Development of ethical, physical and mental potential of children and teenagers;</li> <li>5. Work with significant environment of vulnerable children and teenagers – teachers, administration of education facilities, parents to ensure long term and effective rehabilitation process.</li> </ol> <p>Beneficiaries information More than 500 children, teenagers and young people aged from 0 to 21 years, who lives in poor families/or troubled families (broken family, parents – criminals, alcoholics, drug users or forced/labor migrants, refugees), who are under the risk to violate the law, migration, которые expression of drug addiction or diseases, related to reproductive health, orphans, children in conflict in law. Specialists who are working with vulnerable children and teenagers: teachers, social workers, NGO personnel and other related government structure staff, parents and volunteers.</p> <p>Information on participation of the organization in any networks. Four public organizations established Civil Initiative Group “Atlantida”(2001); International NGO is under the registration, which along with representatives of NGOs and secondary schools will have “Save Childhood”. NGOs network, working on prevention program for vulnerable children and young people in Tajikistan, Kazakhstan, Kyrgyzstan, Uzbekistan, Russia and Caucasus countries.</p>
Mission of the organization	Creation of conditions for protection and implementation of rights and interest of social vulnerable children, teenagers and young people aged from 7 up to 21 years in Dushanbe for involvement of their participation in development of civil society and addressing of problems at local level.
Projects:	<p><u>Main implemented projects</u></p> <ol style="list-style-type: none"> <li>1. Implemented</li> <li>2. Ongoing</li> <li>3. Planned</li> </ol> <p><b><i>Activities under the Institutional Grant Program Support for Development of Civil Society IREX financed by USAID / Central Asia Mission.</i></b></p> <p><b><i>Activities under the Drug Demand Reduction Program (DDRP) in Tajikistan, Uzbekistan and Ferghana Valley, Kyrgyzstan, financed by USAID, and in cooperation with Center of Public Development “Accord”.</i></b></p> <p><b><i>2000 – Project “Right to Life” on legal education of vulnerable children and youth.</i></b></p> <p><b><i>2001 – Project “Atlantida” on conduction of civil education program (human rights, conflict resolution, leadership, interactive education methods, healthy life style, reproductive health) for vulnerable children and youth on the basis of camps in the mountains.</i></b></p> <p><b><i>2002 - Project “Sogdiana” on education of teenagers and youth, capable to participate in development of civil society in the Republic of Tajikistan, through development and preparation of teams of young volunteers.</i></b></p> <p><b><i>2002 - Project “Right to Life” conduction of lectures on human rights in secondary schools of Dushanbe city.</i></b></p> <p><b><i>2003 - Project “Legal and leadership education of youth on the basis of sport camps in mountains” with participation of vulnerable children and teenagers.</i></b></p> <p><b><i>Publication:</i></b> Report on project “Right to Life” (OSCE, 2000). Report on project of conduction of civil education programs “Atlantida” (Mercy Corps, 2001).</p>



	<p>Report on training of volunteers “Sogdiana” (Mercy Corps, 2002)</p> <p>Report on conduction of lectures on human rights in secondary schools “Rights to Life” (UNTOP, 2002).</p> <p>Report on project “Legal and leadership education of youth on the basis of sport camps” (2003).</p> <p>Participation for preparation “Alternative report of NGO” on implementation of International Covenant on civil and political rights by Tajikistan.</p> <p>Report on the activities under the Drug Demand Reduction Program (DDRP, 2005-2006)</p> <p><u>Main ongoing planned projects</u></p> <p>Educational and informational activities in the area of children’s rights, conflict resolution, tolerance and peace, prevention of drug abuse and HHIV/AIDS, leadership and communication skills, interactive education methods and consultations, psychological support for vulnerable children, teenagers, youth and their environment. Teaching teenagers independently protect their rights; improving of physical, mental and emotional health of children through organization of recreational and educational camps outside of city (in Varzob and Aini Districts), hiking, sport competitions, work in exercise rooms and rock climbing clubs, горным лыжам, парашютеризму, swimming, and also by provision of lectures on healthy life style and reproductive health in schools of city; involvement of children to healthy life style; establishment and development of children and teenagers’ volunteers teams to provide various types of assistant and support to vulnerable peers; provide free assistance to children victims of physical and psychical violence; protection of rights of vulnerable children and teenagers in investigation authorities, preliminary arrest, punishment facilities; provision of humanitarian and medical aid to orphan children’ homes of Dushanbe city.</p> <p>Information activities on lobbying.</p> <p>Conduction of trainings “Advocacy for education” in Yavan District, under the framework of pilot project “Support of Educational Reforms though involvement of local public organizations (parents’ committees, schools’ self government, women’s committee) supported by CARE and finance by GTZ.</p>
<b>Donors and partners</b>	<p>USAID / Central Asia Mission</p> <p><b>DDRP in Tajikistan</b></p> <p>CARE International</p> <p>GTZ</p> <p>Development “Accord”</p> <p>IREX</p> <p>Freedom House;</p> <p>UNTOP;</p> <p>Legal Information Center;</p> <p>NGO “Prosveshenie”</p> <p>Legal and Economic Reforms Support Center;</p> <p>Sport clubs “Aviator” and “Delphin” .</p>