



FTI FOUNDATION FOR
TOLERANCE INTERNATIONAL



United Nations Peacebuilding Support Office



**MANUAL:
COLLABORATIVE APPROACHES TO RIGHTS
PROTECTION AND CONFLICT TRANSFORMATION**



United Nations Entity for Gender Equality
and the Empowerment of Women

COLLABORATIVE APPROACHES TO RIGHTS PROTECTION AND CONFLICT TRANSFORMATION

Bishkek, 2014

Glossary

**Training program
Introduction**

Chapter I. Guarantee of Human Rights in Kyrgyzstan

- What are human rights?
- National and international sources of human rights.
- Gender equality and women’s human rights.
- National and international sources ensuring gender equality

Chapter II. Conflict, Violence and Peace

- What is «conflict»?
- What is «violence»?
- What is «peace»?

Chapter III. The Responsibility of Local Self-Governance and Local Peace and Confidence Building Mechanisms to Provide Citizens’ Security

- The functional framework of LSG to provide security to citizens.
- The role of LSG in a system of civil protection.
- The kurultaias: a tool to achieve public agreement/consent
- Local peace and confidence building mechanisms and their interaction with LSG.

Chapter III. Gender Responsive Conflict Analysis Tools

Definitions

- What is conflict analysis?
- Conflict analysis tools: «the Conflict Tree», «Conflict Mapping» and «the Onion».

Chapter IV. Joint Planning of Interventions of Local Peace Mechanisms in Conflict Situations

- What is an intervention to build peace and confidence in conflict?
- Instruments of intervention in conflict.
- Intervention plan development.

**Bibliography
Appendices**

- Kyrgyz Republic legal documents on human rights
- Key international human rights conventions
- Coordination of the competent authorities to ensure a peaceful and secure life of citizens in Kyrgyzstan
- Format of pre and posttests

ABBREVIATIONS

Civil Code of the Kyrgyz Republic – Civil Code KR
 Convention on the Elimination of All Forms of Discrimination against Women - CEDAW
 Criminal Code of the Kyrgyz Republic – Criminal Code KR
 International Covenant on Civil and Political Rights - ICCPR
 International Covenant on Economic, Social and Cultural Rights - ICESCR
 Local Self Governments - LSG
 Ministry of Emergency Situations of the Kyrgyz Republic – MES KR
 Ministry of Internal Affairs – MIA KR
 Regional consultative committees - RCK
 State Agency for Local Government and Ethnic Relations - SALGER
 Social prevention centers - SPC
 Universal Declaration of Human Rights - UDHR
 United Nations - UN
 Water Users Association - WUA

GLOSSARY

Discrimination against women – any distinction, exclusion or restriction based on gender that aims at weakening or denying basic human rights and freedoms

Conflict analysis is the systematic study of the profile, causes, actors, and dynamics of conflict. Conflict analysis is used to understand the situation from different perspectives.

Conflict Management – limitation of violence and its prevention in future with the help of positive changes in the behavior of the parties

Conflict Resolution – cessation of violence through a peace agreement

Conflict Transformation – addressing the conflict through broader social and political sources of the conflict to transform negative energy into positive social and political changes

Conflict Prevention – special measures aimed at preventing violent conflicts

Gender- acquired and socially prescribed behavior of persons of different sexes; social aspect of relations between men and women, manifested in all spheres of life, including politics, economics, law, ideology and culture, education and science.

Problem Solution – addressing reasons of the conflict in order to build new lasting relationships between the conflicting parties

This Manual on “Collaborative Approaches to Rights Protection and Conflict Transformation” is an educational course aimed at developing knowledge and practical skills to improve prevention and response to conflicts arising at the local level from human rights and gender perspectives. The manual is intended to be used by local self-governments and community organizations to promote peace and stability in communities. Local public institutions of peace include SPC, WUA, aksakal courts (courts of elders), pasture committees, communities of religious leaders, informal groups of young people, human rights activists and (female) activists. These informal structures may be called local peace mechanisms.

For effective conflict prevention work, it is important to be able to recognize signals of tension and risks of conflicts at an early stage to analyze conflict situations and to take timely corrective actions. One of the key challenges in this direction is the ability of local peace mechanisms to build relationships with each other, to create a platform for coordination of issues and identifying problems, to conduct participatory based consultations/meetings with the population, to join efforts and to mobilize all sectors of the community for work with the conflict.

Where there is no platform for dialogue, where laws are not respected, and where human rights are violated, conflicts have the potential to spark violence. The power of the authorities and the legitimacy of the state erode as impunity (the lack of a response by the state to people breaking the law) occurs. In order to work with conflicts, local authorities need certain knowledge and skills to be competent in emergencies.

The manual presents to readers available information about guarantees of human rights in the Kyrgyz Republic; the basic principles of gender equality; the role and functions of governmental and local bodies in the system of ensuring the safety of citizens, as well as a number of effective tools for conflict analysis and development of joint plans for conflict resolution. To facilitate its use in practice, our course provides actual examples and case studies drawn from real events that occurred in Kyrgyzstan. It is expected that after learning based on this manual, there will be changes among stakeholders, in particular, participants will understand the importance of collaborative work of all peace mechanisms and their responsibility for peace and security in their community. For example, representatives of public institutions of Bakaiyr village, Talas region, emphasized that they are also responsible for peace, as well as *aiyl okmotu* and government.

The key purpose of this course is to develop the participants’ capacity to:

- Conduct a fully participatory and locally owned situational mapping exercise that identifies and documents local opportunities and constraints, and identifies strengths and threats to issues, problems and peace, as well as the interests and abilities for peace of each stakeholder;
- Draw-up based on the situational analysis and mapping of stakeholders interest and potential a locally-owned action plan to attend to address and transform issues, problems and conflict through joint action in relation to the roles and responsibilities of each participating individual, acting in coordination and cooperation;
- Implement the aforementioned action plan in close cooperation and coordination; and
- Monitor and document the implementation of the joint action plan.

This manual has been prepared by the Foundation for Tolerance International (FTI) under a contract issued by Search for Common Ground and financed by UN Women. UN Women Kyrgyz Republic Country Office contributed material on human rights and gender equality and commented on the remainder of the course. FTI is a non-profit fund that since 1998 has worked in the field of conflict prevention and transformation in Central Asia. FTI implements conflict research and analysis, conducts situational monitoring and develops analytical reports for decision-makers. FTI aims to enhance the capacity of local self-governmental bodies, governmental agencies, civil society, and local communities towards conflict transformation.

PROGRAM OF 4-DAY TRAINING:

| Day One (human rights, responsibilities of local peace mechanisms) | Day Two (the concept of conflict, violence, conflict analysis tools) | Day Three (conflict analysis at the local level) | Day Four (intervention and developing local intervention plans) |
|---|---|--|--|
| 9:00-10:20 Introduction, acquaintance, expectations | 9:00-9:15 Overview of Day One | 9:00-9:15 Overview of Day Two | 9:00-09:15 Overview of Day Three |
| 10:20-11:00 Human rights and sources of human rights | 9:15-11:00 Responsibilities of local self-government bodies | 9:15-10:10 Conflict analysis tools: conflict mapping | 9:15-9:45 Conceptual framework on intervening in conflict |
| 11:00-11:30 Coffee-break | 11:00-11:30 Coffee-break | 10:10-11:00 Conflict analysis tools: the onion | 9:45-11:00 Tools of intervening in conflict (work in groups) |
| 11:30-13:00 Human rights, work based on the case | 11:30-13:00 Responsibilities of local peace mechanisms | 11:00-11:30 Coffee-break | 11:00-11:30 Coffee-break |
| 13:00-14:00 Lunch | 13:00-14:00 Lunch | 11:30-13:00 Practical exercise: analysis of local conflicts | 11:30-12:00 Tools of intervening in conflict (presentations) |
| 14:00-15:00 The concept of conflict, perception, tolerance | 14:00-14:30 Conflict analysis | 13:00-14:00 Lunch | 12:00-13:00 Developing intervention plans |
| 15:00-15:30 The concept of «violence», «peace» | 14:40-15:15 Gender analysis | 14:00-15:30 Practical exercise: analysis of local conflicts | 13:00-14:00 Lunch |
| 15:30-16:00 Coffee-break | 15:15-15:45 Coffee-break | 15:30-16:00 Coffee-break | 14:00-15:30 Developing intervention plans |
| 16:00-17:00 The concept of «violence», «peace» | 15:45-17:00 Conflict analysis tools: the conflict tree | 16:00-17:00 Practical exercise: analysis of local conflicts | 15:30-16:00 Кофе-брейк |
| 17:00 End of the day | | | 16:00-16:30 Developing further action plans |

GUARANTEERING HUMAN RIGHTS IN KYRGYZSTAN

Purpose of the session:

- Raise participants' awareness of human rights and freedoms enshrined in the Constitution of the Kyrgyz Republic and in international law.

Course of the session:

| No | Title | Method | Time |
|----|---|---|-------------------|
| 1 | Introduction | Focusing attention Work in small groups Brainstorm Presentations | 10 minutes |
| 2 | What are "Human Rights"? | Short lecture | 10 minutes |
| 3 | The concept and diversity of human rights and interdependence of human rights | Brainstorm Work in groups Presentations Panel discussion | 35 minutes |
| 4 | National sources of human rights | Short lecture | 25 minutes |
| 5 | Practical exercise | Work in pairs with the Constitution articles Presentations Panel discussion | 45 minutes |
| 6 | Conclusions | Panel discussion | 5 minutes |
| 7 | Total time | | 1 hour 30 minutes |

1. Introduction

- Divide the participants into 4 small groups of 5 people
- Ask each group to discuss and provide their definition of "human rights"
- Present the groups' work; discuss converging points in each definition.
- Provide your version

2. Human Rights

According to the present and past Constitutions, the Kyrgyz Republic is a sovereign, democratic, secular state based on the rule of law. Human rights and freedoms are supreme rights and define the meaning and content of legislative power, executive power and local self-government. The Constitution of the Kyrgyz Republic guarantees its citizens the respect of their honor, dignity, equality; and non-discrimination on the grounds of gender, race, ethnicity, religion or other beliefs; and the right to freedom of religion.

Human Rights (The Universal Declaration of Human Rights)

Human rights are the fundamental rights all human beings should have. Human rights allow people to live freely, participate in life of community and implement their capacity. Human rights guarantee just and respectful relation to people. We have human rights just because we are human beings, and it is impossible to be deprived of the rights.

Protection of human rights is an inalienable principle of international documents adopted and recognized by many states, including Kyrgyzstan, in particular:

- 1) Universal Declaration of Human Rights of 1948 (ratified in 1991).
- 2) International Covenant on Civil and Political Rights of 1966 (ratified in 1994.).
- 3) International Covenant on Economic, Social and Cultural Rights of 1966 (ratified in 1994).
- 4) Convention on the Elimination of All Forms of Discrimination against Women in 1979 (ratified in 1997) and its Optional Protocol.

The main document of present time which establishes human rights is the Universal Declaration of Human Rights developed and adopted by the United Nations in 1948. The peculiarity of the conditions for accepting this document was the situation after the Second World War. It was at that time that the issue about the observance of and respect for human rights and freedoms was particularly important.

3. The Concept and Diversity of Human Rights and Interdependence of Human Rights

3.1. The Concept and Diversity of Human Rights

- Ask the participants to think about all the rights they have.
- Divide them into 2 groups of 5 people
- Distribute the cards among the with the rights stated in the UDHR:
 - The right to education
 - The right to life
 - The right to food
 - The right to equal treatment under the law
 - The right to the health protection
 - The right to freedom of movement

- The right to a fair trial
- The right of being treated not like a slave
- The right of adults to vote
- The right to freedom of expression
- The right to freedom of thought and religion
- The right to work
- The right to protection from torture and inhuman treatment
- The right to work
- The right to own property
- The right to protection from discrimination
- The right to participate in the society's cultural life
- The participants should identify the "most important" and the "least important" human right and to answer the question "why?".
 - Presentations of the groups' work.
 - Explain that this is an undoable task and that all human rights are considered equal or indivisible

If all people are able to admit the value of each person and are that all people have basic rights it will lead to freedom and peace in the world.

Because we do not take into account human rights, negative events have happened and will happen in the world. We want to live in the world where all people can live freely without fear and want. If these rights are reflected in laws, people will be protected from oppression.

3.2. Interdependence of human rights

- Ask the participants to sit in a circle and put the cards on their knees – with one of the human rights written on it so that other participants can see them
- Ask the participants to explain in turn with which other rights it is connected and why.

This exercise will show how one right is connected with another right and violation of one right will cause non-compliance with/violation of another right.

4. National sources of human rights

According to the basic law, the Kyrgyz Republic respects the human rights and freedoms of all individuals within its territory. Article 16 of the Constitution guarantees that no discrimination or restriction of human rights is allowed on the grounds of gender, race, language, ethnicity, religion, age, political beliefs, education, origin, property or status.

Everyone has the right to honor and dignity (Article 29); no one may be subjected to humiliation and harassment on any grounds. Man has the right to freedom of thought and opinion, and to express it freely, but must not violate the rights and freedoms of others. The promotion of national, ethnic, racial or religious hatred, gender and other social superiority, and calls for hatred, discrimination and violence are prohibited (Article 31). Violation of this provision entails prosecution.

The Constitution guarantees the right of everyone to freedom of conscience and religion, to profess any religion or no religion (Article 32). In order to ensure this constitutional right, the Law "On Freedom of Conscience and Religious Organizations in the Kyrgyz Republic" was adopted on 31 December 2008. According to the law it is prohibited to enforce a person to profess any religion or to renounce his or her faith. Everyone is free to determine their own religious beliefs. Local self-government, together with the public authorities, are called to carry out the state policy in the field of religion and to ensure protection of order, spiritual security, territorial integrity and constitutional order against religious extremism.

It is important to note that in Kyrgyzstan, religion is separated from state governance. The religious values of Islam, Christianity, Buddhism, Judaism, etc. fulfill a spiritual function in society, and play an important part to promote peace.

Islam forbids murder, robbery, or injustice in relation to any person, regardless of nationality or religion, and prohibits nationalism (separation based on ethnicity, skin color, and language). Christianity (Orthodoxy, Catholicism and Protestantism) also sets standards of behavior that promote tolerance and respect for others.

CONSTITUTION OF THE KYRGYZ REPUBLIC

We, the people of Kyrgyzstan, paying tribute to the memory of heroes who rendered life for freedom of the people; confirming adherence to the goal to build free and democratic state based on respect and protection of human rights; expressing unstinting conviction and firm will to develop and enhance the Kyrgyz statehood, protect state sovereignty and unity of the people; aspiring to root the rule of law as well as ensure social justice, economic welfare and spiritual development of the people; acting on behest of our ancestors to live in peace and accord, in harmony with nature, hereby adopt the present Constitution.

Article 2

2. The people of Kyrgyzstan shall exercise its power directly at elections and referenda, as well as through the system of state authorities and local self-governance bodies based on the present Constitution and laws.

5. The state shall ensure the conditions for the representation of various social groups defined by the law in state authorities and local self-governance bodies, including at the level of decision-making.

Article 5

1. The state and its authorities shall serve for the benefit of the entire society and not a certain part thereof.

4. State authorities, local self-governance bodies and officials thereof shall be responsible

for any illegal action in accordance with the regulations envisaged in the law.

Article 6

3. International treaties to which the Kyrgyz Republic is a party that have entered into force under the established legal procedure and also the universally recognized principles and norms of international law shall be the constituent part of the legal system of the Kyrgyz Republic. The provisions of international treaties on human rights shall have direct action and be of priority in respect of provisions of other international treaties.

Article 16

1. Fundamental human rights and freedoms are inalienable and belong to each person from birth.

Human rights and freedoms are of superior value. They act directly and define the meaning and the content of the activity of legislative, executive power and local self-governmental bodies.

2. The Kyrgyz Republic shall respect and ensure human rights and freedoms to all persons on its territory and under its jurisdiction.

No one may be subject to discrimination based on sex, race, language, disability, ethnicity, belief, age, political and other convictions, education, background, proprietary and other status as well as other circumstances.

4. In the Kyrgyz Republic men and women shall have equal rights and freedoms and equal opportunities for their realization.

Article 17

Rights and freedoms established in the present Constitution shall not be exhaustive and shall not be interpreted as denial or derogation of other universally recognized human and civil rights and freedoms.

Article 20

3. A law may not impose the limitation of rights and freedoms with other objective and to a greater extent than it is envisaged in the Constitution.

Article 29

1. Everyone shall have the right to inviolability of one's private life and to protection of honor and dignity.

Article 31

1. Everyone shall have the right to freedom of thought and opinion.

2. Everyone shall have the right to free expression of opinion, freedom of speech and press.

3. No one may be forced to express his/her opinion or deny it.

4. The propaganda of national, ethnic, racial and religious hatred, gender as well as other social supremacy, which calls to discrimination, hostility and violence shall be prohibited.

Article 32

1. Everyone shall be guaranteed freedom of conscience and belief.

2. Everyone shall have the right to confess individually or jointly with other persons any religion or not to confess religion.

3. Everyone shall have the right to freely choose and have religions and other convictions.

4. No one may be forced to express his/her religious and other convictions or deny them.

Article 36

5. Persons reaching the age of consent shall have the right to marry and create a family. No marriage may be entered into without voluntary and mutual consent of the couple. The marriage shall be registered by the state.

Article 40

1. Everyone shall be guaranteed judicial protection of his/her rights and freedoms envisaged in the present Constitution, laws, international treaties to which the Kyrgyz Republic is a party as well as universally recognized principles and norms of international law.

The state shall ensure the development of extrajudicial and pre-trial methods, forms and means to protect human and civil rights and freedoms.

Article 41

2. Everyone shall have the right to apply in accordance with international treaties to international

human rights bodies seeking protection of violated rights and freedoms. In the event that these

bodies confirm the violation of human rights and freedoms, the Kyrgyz Republic shall take measures

to their restoration and/or compensation of damage.

Article 52

2. Citizens shall have the right to hold people's kurultai [assemblies] on issues of state and public importance.

Article 59

The citizens of the Kyrgyz Republic shall have the right to establish the courts of aksakaly [elders].

The competences, the procedures of establishment and the activity of the courts of aksakaly [elders]

shall be defined by the law.

Law of the KR «On Freedom of Religion and Religious Organizations in the Kyrgyz Republic» of December 31, 2008

Article 4.

1. In the Kyrgyz Republic each person shall be guaranteed a right for freedom of religion and atheistic conviction.

2. Citizens of the Kyrgyz Republic are equal before the law in all spheres of civil, political, economic, social and cultural life irrespective of their attitude to religion and religious or atheistic convictions. Indication of attitude of a citizen to some religion in official documents is not allowed.

3. Any compulsion is prohibited while a citizen defines its attitude to some religion, to confessing religion or not, to participation or nonparticipation in religious service, religious rituals or ceremonies, and religious education.

4. Restriction of rights or establishing any preferences to citizens depending on their attitude to religion, as well as provoking enmity or hatred, or intentional insult of citizens' feel-

ings in connection with their attitude to some religion, desecration of cult objects of some religion shall be punished in accordance with the laws of the Kyrgyz Republic.

5. Involving children in religious organizations is prohibited.

Article 5.

2. State shall promote establishing relations of mutual tolerance and respect between citizens who confess some religion and those who do not confess, between different religious organizations, as well as between their followers; and shall not allow religious radicalism and extremism, actions aimed at contrasting and worsening relations, fomenting religious hatred.

Law of the KR "On State Guarantees of Equal Rights and Equal Opportunities for Men and Women" of July 14, 2011

The Law establishes state guarantees on providing equal rights and opportunities for people of different sexes in political, social, economic, cultural, and other spheres of public life; it is aimed at protecting women and men from discrimination based on sex; it is directed at strengthening progressive democratic relations between men and women.

Article 2.

Goals and objectives of the Law

The goal of the present law is to achieve parity of women and men in all spheres of public life. The objectives of the present law is to establish national mechanisms to provide the following for both sexes:

- equality of rights, duties and responsibilities in political, social, economic, labor and other activity;
- equality of opportunities;
- equal partner relations in all spheres of life;
- equality in family relations;
- equality of results.

Article 3.

Principles of the Law

The Law is based on the following principles:

- observing norms of international law in the sphere of providing gender equality;
- democracy;

- legitimacy;
- non-discrimination;
- responsibility and accountability of each agency for implementation of gender policy;
- assisting and participation of civil society in promotion of gender policy.

Article 5.

Prohibition of gender discrimination

Direct and indirect gender discrimination is banned from any spheres of activity. Direct gender discrimination includes:

- discrimination by marital status, pregnancy, potential pregnancy and family duties;
- sexual harassment;
- different pay rates for the same work with the same qualifications.

Indirect gender discrimination includes:

- reproduction of gender stereotypes through mass media, education, culture;
- setting terms, requirements that resulted or may result in negative effects in form of harm to individuals of a certain gender.

Persons, who commit direct or indirect discrimination, may face punishment in cases and order stipulated by the legislation of the Kyrgyz Republic.

The following is not gender discrimination:

- making distinctions in regulating relations connected with giving birth and breast feeding;
- enlistment for active military service only men in circumstances provided by laws of the Kyrgyz Republic;
- adoption of special measures on the basis of the present law aimed at achieving de-facto gender equality in political, economic, labor and other social relations;
- peculiarities of labor protection of women and men related to protection of their reproductive health;
- making qualification requirements based on opportunities to implement duties only by people of particular gender;
- positive activities

To implement gender equality, people's behavior based on norms of customary law, traditions and culture which contradict the requirements of the present law and norms of international law is prohibited.

The Kyrgyz Republic supports people's customs and traditions, which do not contain elements of gender discrimination.

Article 6.

The state policy on providing gender equality

The state policy to provide gender equality should be formed and implemented in accordance with democratic principles by governmental bodies and local self-government bod-

ies along with the participation of civil society and private sector.

The following elements form the foundation of the state policy on gender equality:

- formation, enhancement and development of legal framework to ensure gender equality;
- establishing institutional mechanisms on gender policy implementation;
- development and implementation of the targeted state programs aimed at achieving gender equality;
- taking special measures aimed at elimination of disbalance between opportunities of men and women;
- integrating gender approach into national, regional and local programs and development strategies;
- protecting society from information, popularization and propaganda aimed at violating the principles of gender equality;
- fostering and popularizing the culture of gender equality;
- observance of the universally recognized principles and norms of international law and international obligations of the Kyrgyz Republic in relation to gender equality.

Article 10.

Guarantees of gender equality when applying for state and municipal service

Persons of both sexes have equal rights and equal opportunities when applying for state and municipal service, in promoting their position and further implement activities in its organs.

If, by the contest for the vacant post of state or municipal service, two candidates of different sexes were approved, then under the same conditions the candidate of such sex should be adopted, which is less represented in this agency.

Article 24.

Competence of Jogorku Kenesh on providing gender equality

Jogorku Kenesh by means of adopting laws forms the legal basis of state policy of gender equality in all spheres of state and public life.

Jogorku Kenesh within its competence and taking into account representativeness of maximum 70 percentage of persons of the same gender:

- elect judges of the Supreme Court (including judges of the Constitution Chamber of the Supreme Court) based on representation of the President;
- approve membership of the Council on judges selection;
- elect members of the Central Commission on Elections and Referenda;

- elect members of the Accounts Chamber;
- elect deputies of Akyikatchy (Ombudsman) based on representation of Akyikatchy (Ombudsman).

Article 26.

Competence of the authorized governmental body in the field of gender policy

Within its competence the authorized governmental body in the field of gender policy shall:

- conduct a unified state gender policy;
- coordinate activity of governmental bodies, local self-governmental bodies and legal entities, irrespective of the forms of ownership, on implementation of national policy aimed at achieving gender equality in the Kyrgyz Republic;
- provide information and education activity in the sphere of gender development;
- provide integrating gender approaches into national policy and state programs;
- promote conducting gender expertise of legal acts and drafts of legal acts;
- promote establishing mechanisms which provide achieving gender equality in all spheres of socio-economic and socio-political life;
- implement registration of all facts of violation of gender equality;
- coordinate activity of bodies on settlement of disputes related to violation of gender equality;
- monitor implementation of the present law and international obligations of the Kyrgyz Republic in the sphere of gender development;
- annually develop and publish reports on implementation of the present law, provide recommendations to governmental and local self-governmental bodies.

Article 27.

Activity of local self-government bodies on implementation of gender policy

Local self-government bodies implement activities on developing and implementing gender policy, coordinate its activities with activities of executive state bodies in part of support of the corresponding national, regional, and local programs.

Article 28.

Participation of civil society in assistance of gender policy promotion

Civil society organizations:

- participate in development and implementation of the corresponding decisions taken by governmental bodies and local self-government bodies to provide gender equality

- propose and support candidates, whose programs include protection of gender equality principles

- are entitled to receive from the corresponding governmental bodies and local self-government bodies methodical, information and other assistance in volume and in accordance with the procedure established by national, regional and local programs aimed at elimination of gender discrimination;
- register facts of violations of gender equality and submit such data to the authorized state body on gender equality to conduct monitoring in the sphere of providing gender equality;
- monitor implementation of the present law.

Civil society organizations are entitled to develop alternative public reports.

Article 32.

Executing supervision and control over implementation of the Law

Public prosecution bodies execute supervision over exact and unified implementation of the Law.

Civil society organizations execute public control over implementation of the Law.

Article 33.

Consequences of non-implementation of the Law

In case of finding the facts of infringement of gender equality, the bodies executing control and supervision over implementation of the Law have the authority:

- to issue written instructions for governmental bodies, local self-governance and heads of legal entities irrespective of forms of ownership to eliminate the discovered facts of gender equality infringement including deadlines;
- to bring to book persons guilty in violations of the provisions of the Law;
- to publish in mass media the names of the legal entities that are irrespective of the forms of ownership and breaking the law.

Article 34.

Responsibility of officials for breaking the law

Officials of governmental and local self-governmental bodies, state and municipal organizations, implementing organizational and executive or administrative and maintenance functions, as well as heads and other staff of other organizations implementing the same functions, shall be liable for violation of the provisions of the Law in accordance with the legislation of the Kyrgyz Republic.

Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013

Article 128.

Insult (Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013)

(1) Insult, i.e. intentional insult of honor and dignity of another person expressed in unbecoming form, - shall be penalized by a fine at the rate of fifty up to one hundred minimum monthly wages.

(2) Insult via public speech, via publically presented composition or via mass media, - shall be penalized by a fine at the rate of one hundred up to three hundred minimum monthly wages.

Article 153.

Bigamy and Polygamy (Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013)

Bigamy or polygamy, i.e. cohabitation with 2 or more women in common household, shall be sentenced by up to 2 years of imprisonment.

Article 154.

Coercion to common-law marriage with a person under 17 years of age (Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013)

(1) Coercion to common-law marriage with a person under 17 years of age shall be penalized by a fine at the rate of up to 5 hundred minimum monthly wages or correctional work for up to two years, or shall be sentenced by 5 years of imprisonment.

(2) Kidnapping of a person under 17 of years age for coercion to common-law marriage, shall be sentenced by 5 to 10 years of imprisonment.

Article 155.

Coercion of a woman into marriage, kidnapping of a woman for coercion into marriage or prevention from marriage (Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013)

(1) Coercion of a woman into marriage or continuation of marriage cohabitation, as well as preventing a woman from marriage, shall be penalized by a fine at the rate of 100 to 200 minimum monthly wages, or shall be sentenced by up to three years of imprisonment.

(2) Kidnapping of a woman for further marriage against her will shall be sentenced by 5 to 7 years of imprisonment.

Article 299.

Excitation of national, racial or inter-regional enmity (Criminal Code of the Kyrgyz Republic of December 1, 1997, as amended on November 1, 2013)

(1) Actions aimed at excitation of national, racial, religious or inter-regional enmity, disparagement of national dignity, as well as propaganda of oneness, superiority or inferiority of citizens based on their relation to religion, national or racial belonging, if these actions are made publically or using mass media, - shall be sentenced by three to five years of imprisonment.

(2) The same actions made:

1) using violence or threat of using violence;

2) by a person using his/her official position;

3) by a group of persons or criminal community (criminal organization);

4) by a person who had previous conviction for extremist crimes (extremist activity), -shall be sentenced by five to eight years of imprisonment and revocation of right to take up certain positions and to implement certain activity.

"THE ROLE OF LOCAL SELF-GOVERNMENT BODIES IN PROVIDING PROTECTION, SUPPORT AND RESPECT FOR GENDER EQUALITY AND RIGHTS OF WOMEN"

Excerpts from the KR Law "On State guarantees of equal rights and equal opportunities for men and women" (In edition of the Law of the KR from 14 July 2011 of No. 97)

Guarantees of gender equality in municipal service:

- Persons of different sex have equal rights and equal opportunities for joining the municipal service, regarding promotion and for continued work in municipal bodies.

- Heads of local self-government bodies are obliged to provide equal access for the persons of different sex to the municipal

service according to their abilities and professional skills.

- Employees representing one sex should not dominate among the staff members of local self-government bodies. The system of quotas for the positions in the local self-government bodies (no more than 70 % of personnel structure, including, at a level of decision-making for one sex) is provided by normative legal acts of the Kyrgyz Republic.

- Employment for the vacant posts in the municipal service is based on competitions, in which persons of different sex participate to an equal extent and on equal terms.

- Heads of the local self-government bodies should develop career-development policies in view of gender policy.

- Announcement of competitions only for persons of one sex is not allowed.

Guarantees of gender equality in economic and social relations:

- Equal access to all forms of ownership

- Guarantees to the persons of different sex to implement their property rights.

- Persons of different sex have equal opportunities of access to all forms of ownership.

- Equal access to land use

- Rights to land are equally protected for persons of both sex.

- Gender-based discrimination in the field of implementation of rights to land is not allowed.

- Persons of different sex have equal rights for use of land.

- Equal access to carrying out of business activity

- Equal access to carrying out of business activity to persons of different sex.

- Gender discrimination is prohibited in carrying out of business activity.

- Equal access to management of the enterprises

- Equal opportunities of access to management of enterprises (business entities) for persons of different sex.

- Gender-based discrimination in the field of management of enterprises (business entities) is not allowed.

- Equal access to social privileges

- Persons of different sex, provided they have the right according to the Law on State insurance, shall enjoy equal access to social privileges.

- Equality in salaries

- Persons of different sex compete on equal terms and have equal salaries provided they have equal qualification and enjoy equal working conditions

- Institutions of local self-government carry out activities for the development and implementation of the gender-equality policy and coordinate their actions with activities of the executive branches of government agencies in order to support relevant state, regional and local programs.

Excerpts from the KR Law “On social and legal protection against domestic violence”

Public bodies, organizations and institutions providing social and legal protection against domestic violence

Social and legal protection against domestic violence shall be ensured through:

- bodies of social protection;

- bodies of public health and education;

- committees on minor children and child welfare authorities;

- local self-government authorities (local keneshes);

- non-governmental specialized institutions of social service and other non-governmental organizations and citizens involved in entrepreneurship re social services to victims of domestic violence;

- through the internal affairs and public prosecution bodies and trial in accordance with the current legislation of the Kyrgyz Republic.

Responsibilities of LSG bodies on social and legal protection against domestic violence

Local self-government bodies shall:

- provide social support to a domestic violence victim;

- explain to the domestic violence victim her/his right to apply for protection to public bodies or civil society organizations;

- provide the domestic violence victim with relevant consultations;

- when necessary and upon the victim’s consent, inform the internal affairs and public prosecution bodies about the fact of the committed domestic violence; an exception from this provision shall be the cases related to minor children, disabled family members and members with limited ability, when the notification of the above-mentioned bodies is a compulsory condition.

Resolution 1325 adopted by the UN Security Council on 31 October 2000

The UN Security Council calls on all actors involved, when negotiating and implementing peace

agreements, to adopt a gender perspective, including, inter alia:

a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;

c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary.

National Action Plan on Achieving Gender Equality in the Kyrgyz Republic 2012-2014

LSGB responsibilities in implementation of NAP:

- Developing and implementing different models of combining labor and family duties (flexible work hours, working place at home etc.)

- Monitoring the implementation of models on combining labor and family duties

- Developing and implementing different models to support staff with children enrolled in pre-school (additional payment and benefits, agreements with municipal and departmental pre-school institutions etc.)

- Implementing different models of pre-school institutions (departmental, private, and family);

- Developing and implementing the national program «Women in free entrepreneurship» (support of small and middle-size businesses);

- Creating regional infrastructure to support women's businesses: consulting offices (which render consultations on establishing a business chain, searching loans, leasing, marketing, advertising etc.), business incubators, resource centers, and training centers.

- Appropriate training of state and municipal agencies' staff to learn new standards of services;

In accordance with the Law of the KR «On Social Order», announcing a tender among public organizations on providing services to victims of gender violence.

5. Gender Equality and Women’s Human Rights (WHRs)

Objective of the session:

- Raise awareness of the participants on gender equality and WHRs

The course of the session:

| Nº | Title | Method | Time |
|----|---|---|-------------------|
| 1 | General discussion about what gender is | Focusing attention Brainstorm | 10 minutes |
| 2 | Exercise “The roles of men and women in the Kyrgyz society” | Brainstorm Presentation Panel discussion | 15 minutes |
| 3 | Exercise “24 hours of a rural woman and a rural man” | Work in 3 groups Presentation Panel discussion | 40 minutes |
| 4 | International and national sources of gender equality | Lecture with Powerpoint presentations Case study Panel discussion | 40 minutes |
| 5 | Conclusion | Panel discussion | 15 minutes |
| 6 | Total time | | 1 hour 30 minutes |

5.1. General Discussion About What Gender Is

- Discuss with the participants what gender is, what kind of gender issues they have in the community. The participants are free to share their understanding of gender.
- Then discuss together the following definitions of gender and sex.

Gender - acquired and socially prescribed behavior of persons of different sexes; social aspect of relations between men and women, manifested in all spheres of life, including politics, economics, law, ideology and culture, education and science.

Sex - biological difference. People are born male or female. This distinction is universal and is generally difficult to change. Men and women will stay those as born.

2. Exercise “The roles of women and men in the Kyrgyz society”

- Ask the participants to write the role of women in the society on yellow stickers and the role of men on the green ones.
- On a flip chart stick the yellow stickers on one side and the green ones on the other side
- Suggest the participants swapping the roles of men and women
- Summarize the exercise noting that:
 - Social gender can be changed
 - Biological sex cannot be changed

Basic concepts:

- “Gender” is socially constructed differences between men and women. It differs from the “sex” which determines biological difference between men and women;
- Gender roles are in constant movement due to changing social and economic conditions. For example, in a crisis situation women can have traditional male roles, such as a head of a family, workers, soldiers, etc.;
- Gender roles sometimes change during the day. For example, if mother stays at home and does not work to take care of an ill child, she performs the traditional ‘female

gender role". At the same time, when a child is healthy she can leave the house for work and act as the main breadwinner in the family - so she performs the traditional "male gender role";

- Because gender is constructed by the society and is not fixed, it is possible to challenge stereotypical notions of male and female roles. In all societies, these roles have evolved and changed through the history of culture. When we say men and women are not the same, we mean not only biology (biological/gender differences) but also those different roles that have been created in the society (gender differences);

- The terms of "gender roles" and "gender stereotypes" are often used as synonyms. These traditional roles - perhaps culturally acceptable definition of "good" woman is a woman who gets married soon, has many sons, works a lot for her sons and husband, puts their needs above hers, is calm and kind, does not argue, and so on. These stereotypical features reflect gender roles of women in this culture.

- Biological/sex and gender differences between men and women define their different needs and different levels of access to resources and power, which contributes to the emergence of gender inequality;

- Policies and strategies which recog-

nize problems of gender inequality see their resolution in promoting the participation of women in public and political life.

3. Exercise "24 hours of a rural woman and a rural man"

- Divide the participants into 2 groups
- One group describes the average workday of a rural man and the second group – a woman's workday. Groups should calculate the number of hours spent per day for:

- Paid work
- Unpaid work
- Personal time (i.e. time spent for eating, washing, sleeping, etc)
- Free time

- Conduct the presentation of the groups' work, discuss difficulties in performing the exercises

- Emphasize the following points:
 - Unpaid work takes much more time of rural women than men
 - Housework is done mainly by women
 - Men as a rule work outside of home
 - Men have more time than women
 - Women sleep less
 - Women and men participation in decision making?
 - Access of women and men to resources?

Gender equality – an equal legal status of men and women and equal opportunities for its implementation allowing persons, regardless of sex, free to use their abilities to participate in the political, economic, labor, social, social and cultural spheres of life. Gender equality in social and economic life:

- Men and women have equal rights for acquisition, possession and disposition of any property
 - Men and women have equal opportunities for possessing land; their right for land is equally protected.
- Any discrimination based on sex is prohibited during giving lands etc.

6. International and National Sources Ensuring Gender Equality

National sources ensuring gender equality

Provisions of the Constitution prohibit the creation of discriminatory conditions that threaten, harass or violate human rights on grounds of gender. Men and women have equal rights and freedoms, and equal opportunities (item 4, Article 16). However, experience shows that women are more vulnerable

and more likely to be victims of violent acts; for example in cases of domestic violence and forced marriage, women are disproportionately affected by conflict.

In order to protect the rights of women against discrimination, violence and negative impacts of conflict, Kyrgyzstan has adopted a number of legislative measures:

- Law of the Kyrgyz Republic "On social and legal protection against domestic violence", imposes liability on public authorities (court, prosecutor's office, police, social welfare agencies, local government) to pre-

vent, and combat domestic violence, while adequately dealing with the consequences of violence.

- The Criminal Code of the Kyrgyz Republic has amended its responsibility for “bride kidnapping”, to which forcing girls into marriage is now punishable by up to 10 years in prison.

- National Action Plan for implementation of UN Security Council Resolution 1325 on women’s role in peace and security. The plan aims at creating a system to protect the rights of women and girls within conflict prevention, to strengthen the role of women in the security sector and decision-making process, and to create and maintain a safe environment for women and girls. State bodies (executive, judicial, legislative) implement the plan, while international and local non-governmental organizations are invited to assist the state in the implementation of the plan. Women at the local and national levels should actively participate in the creation of mechanisms to protect women from violence and conflict.

- The National Action Plan and obligations on achieving gender equality in the Kyrgyz Republic for 2012-2014:

- The National Strategy of the Kyrgyz Republic on achieving gender equality by 2020

- The National Action Plan on gender equality for 2012-2014

- The Medium-term development program of the Kyrgyz Republic for 2012-2014

- The National Strategy for Sustainable Development of the Kyrgyz Republic for the period of 2013-2017

Law of KR “On State Guarantees of Equal Rights and Equal Opportunities for Men and Women”, on July 14, 2011 is a particular legal act which ensures gender equality. This law gives the definitions of gender, discrimination, and provides for equality between men and women.

International sources ensuring gender equality

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of December 18, 1979 was ratified by Kyrgyzstan in 1997. In the preamble to the Convention there is the following definition of discrimination against women:

«...discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity »

The Convention calls States Parties to:

- Article 5: Modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices that are based on the idea of the inferiority or the superiority of either sex or on stereotyped roles for men and women.

- Item b Article 11: Provide the same employment opportunities, including the application of the same criteria for selection in matters of employment.

- Article 16: States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

- a. The same right to enter into marriage;

- b. The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

- c. The same rights and responsibilities during marriage and at its dissolution;

- d. The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

- e. The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

- f. The same rights and responsibilities with regard to legal ward, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

- g. The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

- h. The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

7. Cases for groups

1. The village X held a general gathering of residents, during which, upon the consent of the majority of participants, it was decided to that in order to secure the best protection of interests of men and women that young people will marry only with the permission and blessing of the Council of Elders.

Questions: Is this a legitimate solution? How do you think it is possible to meet such situations in life? Do you agree with this decision?

CONFLICT, VIOLENCE AND PEACE

1. WHAT ARE «CONFLICT», «PERCEPTION», AND «TOLERANCE»?

Purpose of the session:

- To help participants understand the nature of the conflict through such concepts as "conflict", "perception", and "tolerance".
- Develop the participants' ability to classify conflicts by various signs and determine the types of conflicts from specific examples.

Course of the session:

| Nº | Name: | Methods: | Time: |
|----|---|--|---------|
| 1 | Introduction | Focus attention Work in small groups Presentations | 10 min. |
| 2 | What are «conflict», «perception», and «tolerance»? | Mini-lecture | 15 min. |
| 3 | Classification of conflicts | Mini-lecture based on Power Point presentation | 25 min. |
| 4 | Summing up | Panel discussion | 10 min. |
| | Total time: | | 1 hour |

1.1. Introduction

In Latin «conflict» means «clash». The meaning of the word gives an understanding of its essence. There are many definitions of «conflict».

- Divide participants into four small groups, five persons in each group.
- Ask each group to discuss and give a definition of a term «conflict»
- Conduct presentation of working groups' conclusions, discuss similar moments in definitions.
- Provide own version of the answer:

Conflict is a relationship between two or more parties who have, or who think they have, incompatible goals (note: this definition of conflict is taken from a book «Working with conflict»)

1.2. What Are «Conflict», «Perception» and «Tolerance»?

Conflict is a relationship between two or more parties who have, or who think they have, incompatible goals.

This definition reflects all necessary characteristics of any conflict:

- Conflict always has parties: conflict participants
- Conflict arises if there are relations between parties and understanding of the relations between parties. Moreover, the level of interdependency (proportions of forces) between them plays an important role in conflict analysis and intervening in conflict
- Each party to conflict has its goals and there is a confrontation of parties in order to achieve the goals.

When people think about conflict, they often associate it with aggression, threats, disputes, enmity, war etc. As a result, there is an opinion that conflict is always undesirable, and it is necessary to avoid it if possible.

People perceive the same things differently. Therefore, they assess social and political situations differently. Conflict is based on parties' perceptions of the situation. Perception is the sum of how a person has perceived information, ideas, and situations. Perception of the events depends on past experience and conflict in perception may arise because:

- Each person has a unique life experience and character
- People are born male or female
- Each person upon birth find himself in certain environment: a townsman and a villager will have absolutely different experience, views on world and his or her role in it
- People have different values, which influence their consciousness and behavior and make them take some actions and refuse from other actions
- People have different status in the society, age, social belonging.

Differences in views are inevitable. Therefore, different people perceive the same situation differently. These differences affect how we act, feel, think, react.

Although there are different points of view, that no point of view can be the only correct one. Many questions have no single correct answer. To resolve conflict, it is important to look at the situation from different points of view, to hear everyone's opinion, to try to understand the other point of view. This ability is called tolerance.

Tolerance means respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference (Declaration of Principles on Tolerance, 1995)

Tolerance is the system of values and norms, and the main components of this system are:

- Respect for the individual - valuing each person according to his specific traits and actions, not on the basis of expectations associated with his national, religious and other characteristics
- respect for human rights - everyone has the right to any manifestations of ethnic, religious and other characteristics in their behavior and statements in the event that they are not contrary to the law and morality of society and community
- tolerance in shortcomings, weaknesses and mistakes of other people, if they do not contradict to norms of moral and law or, in other words, readiness to forgive people for their sins except those that are particularly grave
- value of consent and non-violent conflict resolution
- value of human life and absence of bodily suffering
- value to follow rules of law;
- value of compassion, empathy, sympathy.

| Basis for classification | Types of conflicts | General characteristic |
|----------------------------|-------------------------------------|--|
| Parties to conflict | Intrapersonal | Cause and motive of such conflict lie in a person's mental state. The cause is complex personal feelings. The word 'intra' means within, so this is conflict that occurs within an individual in their own mind. |
| | Interpersonal | Conflict between two or more persons. The cause is different attitudes, perceptions about some things or processes, i.e. any distinction of one person from another. |
| | Between a person and a group | Conflict between a person and a group of persons. It represents a danger because often a group is stronger than a person in spite of the essence and content of the positions. This can lead to intrapersonal conflict of one person, members of a group or lead to a conflict within a group. |
| | Among groups | Contradictory positions of two or more groups, when each group has its own perception about the situation and each group has support among people with similar views. Such conflict is the longest one and has grave effects, because perceptions of a group last long. Such conflicts can be accompanied by violence. |
| Conflict causes | Lack of resources | Lack of resources necessary for life. For example, food, water, air. Such conflicts occur when there are scarce resources. |
| | Difference in interests | Conflict arises when one party begins to act unilaterally to provide for its own interests. This situation affects participants' interests (their goals, plans, aspirations, motives etc.), which contradict each other. |
| | Difference in values | Values refer to the most important things for a person. A system of key human values may include a person's vision, religious, moral and other perceptions. Conflict of values arises when people undermine or contradict the values of other persons. |

| | | |
|---------------------------------|--|--|
| Причины конфликтов | Lack of information | Lack of information is a conflict catalyst. Poor communication strengthens a conflict and prevents conflict participants from understand each other and the situation in general. In such cases, different rumors arise, exciting people and involving more people in a conflict. |
| | Dissatisfaction or suppression of human needs | Full or partial suppression of basic human needs: physiological psychological, social. Such needs include security, identity, recognition, participation. It is important to help the parties in conflict to identify and express their unsatisfied needs and fears and possible ways of their satisfying. |
| Spheres of manifestation | Economic | A wide range of conflicts are based on contradictions between economic interests of individuals, groups. They consist in a struggle for resources, preferences, spheres of economic influence, distribution of property etc. |
| | Political | Confrontation of agents of social interaction (nations, states, classes, political parties, organizations etc.) due to contrary political interests, values, views and goals, provided by their status and role in power system. |
| | Social | Confrontation of citizens with authorities due to infringed interests of citizens and violated rights and guarantees in social sphere. |
| | Religious | Collision of religious individuals and groups of individuals due to different positions in respect to issues of creed, religious activity and rules of building a religious organization. |
| | Border | Clashes happened at state border of any state and expressed in breaking inviolability of the state border. |
| | Family-everyday life | Conflicts related to contradictions between groups or particular persons on issues of habitation, on using personal services, distribution of duties, establishing order of providing social and personal services etc. |

2. WHAT IS «VIOLENCE»?

Purpose of the session:

- To familiarize participants with the concept of "violence" and forms of violence.
- To show how the forms of violence are interrelated and how they affect each other.
- Discuss relationship between violent behavior, attitudes, and context based on real local cases.

Course of the session:

| Nº | Name: | Methods: | Time: |
|----|--|---|----------------|
| 1 | Introduction | Associations Brainstorming | 10 min. |
| 2 | Forms of violence | Mini-lecture | 10 min. |
| 3 | Practical exercise for small groups | Work with case on «bride kidnapping» Work in small groups Presentations Panel discussion | 40 min. |
| 4 | Practical exercise for individual work | Individual work Presentations | 40 min. |
| 5 | Summing up | Panel discussion | 20 min. |
| | Total time: | | 1 hour 30 min. |

2.1. Introduction

Conflict can be a catalyst for positive change. Conflict may allow parties to understand the current problem, make necessary changes, improve quality of decisions taken, strengthen moral spirit, lead to personality growth, improve self-consciousness, achieve psychological maturity.

Conflict is normal, natural, and sometimes necessary. It is important to learn to manage a conflict to avoid violence. Conflict does not need to be violent.

- Ask participants to list a word they associate with the concept of "violence".
- Write down the answers on a flipchart, organizing them in three groups: behavior, attitude- and context. Ask participants to answer: what is the difference between these 3 groups?
- Ask participants to make and read their own definition of violence, using expressed words.
- Tell participants that one group of words describes violent behavior; other group describes attitudes, feelings, which could lead to violent behavior; the third one describes some context which could lead to violent attitudes and violent behavior. Violent behavior, attitudes and context are forms of violence.
- Present your definition of violence (the definition should be written in advance on a flip-chart)

Violence is actions, words, attitudes, structures or systems, which cause physical, psychological, social, economic or ecological harm and do not give people an opportunity to fulfill themselves (note: this definition of conflict is taken from a book «Working with conflict»)

2.2. Forms of Violence

There are visible (violence in behavior) and hidden forms of violence (violence in context and attitudes).

- Violence in behavior is visible violence: fights, murders, tortures, marauding, thefts etc.
- Violence in context (structural or institutional violence): in the society there may exist rules, laws, traditions, systems or structures, which restrict rights of one part of population and do not allow them to realize their goals and interests, thus satisfying their needs. If discrimination of one group by another is promoted in a society, it is possible to find examples of structural and institutional violence in such society.

- Violence in attitudes refers to hidden mental processes: feelings, attitudes, values. They are not violent per se, but can easily become sources of violence, or can allow violent behavior or structures to be demonstrated. Hate, fear and distrust are feelings that lead to the division of people into «lower stratum» and «higher stratum» based on race, gender, religion, and ethnicity, as well as mental and physical abilities, etc. Such feelings can lead to a loss of tolerance by one group to representatives of other groups and could provoke violent behavior.

Behavior, context and attitudes are interconnected and affect each other. Violent behaviors are rarely isolated but fomented by some rules, culture or structures in the soci-

ety, which influence people's consciousness or feelings. In addition, people's consciousness and feelings affect and allow violent behavior. Intervening in one form of violence affects other forms. If we do not react, problems will become stronger due to their interconnection between each other. They can therefore become out of control and lead to a crisis situation.

If we want to eliminate violent behavior, we need to work on a) context: we need fair laws, humane rules, structures and institutions which protect human rights and resolve disputes and conflicts fairly b) people's attitudes: it is necessary to establish culture of nonviolent behavior, and of tolerance.

2.2.1. Work With a Case on «Bride Kidnapping»

- Distribute to the participants the case of "bride kidnapping", and ask them to read independently. After reading, conduct a reflection to understand the case, asking what it means.

- After answering, divide the participants into three groups and give them the following task. The first group should define words, which characterize violent behavior, the second group – the words that show violent settings, and the third group to identify words meaning violence in the context.

- Ask the groups to present their answers, discuss them with all participants.

- Summarize work with cases, using the text presented below.

Case: Bride Kidnapping

Representative of Ombudsman in Talas region informed about a bride kidnapping. Parents of the "groom" came to the parents of a girl, but they refused, as this girl was already dating another young man.

The next day, friends of the "groom" violently carried her away. The girl's parents told the community. Law-enforcement bodies then acted, and this girl was returned home the same night. The next day the girl's parents refused to write a complaint to the police about this fact. The representative of Ombudsman roused the police and the prosecutor office within a night, expressing her dissatisfaction with the silence of the girl's parents. However, parents from both sides did not want wide publicity and preferred to resolve the issue between their families only.

According to representative of Ombudsman, the "groom" kidnapped girls on three occasions, and was never punished for these crimes. One of the girls, under pressure of her relatives, wrote a letter in which she says she has no problem with her kidnapper.



This is an example where, despite the appropriate laws, the practice of the law is not able to protect girls. How can we explain this situation in Kyrgyzstan from a conflictology perspective? Why does a society consider such violent behavior of young people as a norm, and not pay attention to the broken lives of affected women? Often such women become victims of home violence, when scandals, manhandling, beating and shouting become ordinary in their families. Often such married couples divorce, and more troubling – women commit suicide. The cultural strategy of “non-intervention in other families’ business” is often adopted in such a case, despite the existence of the law. To understand the violent behavior of men and indifference of the society we need to look at the contextual/cultural environment and attitudes of people’s consciousness.

The context/cultural environment: most people consider bride theft a historical tradition. In spite of the fact that according to the law women have equal rights with men, and they are presented in all spheres of activities and in different professions, including educational sphere, in practice there is discrimination in relation to women. Such discrimination leads to violation of human rights, however the KR Constitution (Article 36), the Universal Declaration of Human Rights (Article 16), the International Covenant on Civil and Political Rights (Article 23), the International Covenant on Economic, Social and Cultural Rights (Article 10) and Convention on the Elimination of All Forms of Discrimination Against Women (Article 16) guarantee that marriage should be entered into with voluntary and mutual consent of both parties.

In spite of criminal culpability for bride kidnapping (Articles 154 and 155 of the Criminal Code of the KR), the number of people held accountable for such criminal actions is very low: 59 criminal cases were opened under Article 154 of the Criminal Code “forcing a person under the age of 16 into marriage” and 62 criminal cases under Article 155 of the Criminal Code “Forcing a woman into marriage” from 2006 to 2009. At the same time according to the KR Ombudsman, each year about 16,000 girls are abducted for the purpose of marriage. People simply do not inform law-enforcement agencies about such cases, on the one part, due to cultural traditions, because it is perceived that a girl who was stolen, has to stay in a new family; on the other hand, if the girl leaves a new family, her relatives prefer to keep silent, as they are afraid of publicity and shame. The opinion exists that a girl who has left her husband will never marry again, and will bring a stigma upon her family since nobody will marry other girls from the family.

This context impacts the attitudes of people and their consciousness. Girls brought up

in accordance with such traditions; consider that if they are women, they must accept the situation. When they become mothers, they pass on these traditions to their daughters: we married this way, and you should marry the same way. Likewise, sons who are brought up in accordance with these traditions do not consider that it is necessary to build relations with a girl before marriage. Such a son knows that if he kidnaps a girl and takes her to his home, nobody will condemn him, and his family will support him. Having such attitudes, young people continue the violent actions.

Violent behavior such as bride kidnapping will disappear if changes in people’s attitudes and in the context /cultural environment happen; if an approved law, which provides punishment for the bride theft is consistently implemented by law-enforcement bodies and courts; if girls are sure that law-enforcement bodies will protect them; if families and society accept and protect girls who suffered from violence; if young boys get due education in their families and in public institutions; if people know that they will respond to such violence; if youth in general manage to build relations before marriage.

It is necessary to reform security and justice sectors for the purpose of preventing, responding to and eliminating impunity for violence against women, protecting and supporting victims and punishing perpetrators and providing legal protection. It is necessary to consider the following questions at the context level to understand how the government and other institutions work on violence against women:

1. Which measures are taken by the government to analyze the number of cases of bride kidnapping and to assess the economic situation of women living in marriage after the abduction?

2. Are legal awareness raising campaigns carried out to inform women about their rights and about the possibilities for recovery in Kyrgyzstan?

3. Which work should be done by women’s councils in the field to eradicate kidnapping of brides?

Talking about violence and conflict we must remember that there are approaches opposing “male” and “female” roles in a conflict and stating that men’s roles contribute to violence, and women’s - to peace and stability and they significantly impede understanding of the existing experience of women and men in conflicts.

- What measures are taken to ensure that women being the victims of violence have access to justice and fair and effective means of obtaining compensation for damage suffered by them?

3. WHAT IS «PEACE»?

Purpose of the session:

- To introduce participants to the concepts of “positive / negative peace” and “peace-building”.
- To discuss what actions are required for peace building.

Course of the session:

| Nº | Name: | Methods: | Time: |
|----|----------------|---------------------------------------|---------|
| 1 | What is peace? | Mini-lecture | 10 min. |
| 2 | Practical work | Work in small groups Presentations | 20 min. |
| 3 | Summing up | Panel discussion | 40 min. |
| | Total time: | | 40 min. |

3.1. What is peace?

People understand a peaceful society differently. If peace used to be understood as a «lack of war», now it is not enough. There are two definitions of peace:

Positive peace is a comprehensive notion, which means not only lack of war or armed conflicts, but also the existence of conditions for equality, social justice and development. In positive peace, societal laws are observed and human rights are provided. In positive peace there are structures/bodies in the society which react both timely and fairly when responding to conflict situations. Citizens follow rules of behavior that are provided for in laws.

Conflicts exist, but they are recognized, managed, and resolved in such a way that each person can satisfy their basic needs without resorting to violence.

Negative peace also includes a lack of war, and armed conflict between states or within a state. This is a situation when there is no war,

but roots of conflict exist: social injustice, lack of democracy, exploitation, poverty etc., which over time may lead to violence.

Society should ideally seek positive peace within which relationships between people, groups, institutions, where diversity are valued, people’s abilities are open, and there are universal rights, economic wellbeing, ecological balance and other basic values.

In order to reach this, there is a need for purposeful peace building activities.

Peacebuilding activities aim at eliminating causes of conflict, providing long-term stability and justice. Building peace functions at the level of context and attitudes, which cause violent behavior.

Peacebuilding is not a one-time task. It is a whole process to improve a peaceful situation. The process involves the whole community, and may engage previously conflicting parties in joint problem analysis, joint planning, joint actions and further joint peacekeeping.

3.2. Practical Work in Groups

- Tell participants that our society has elements of both «positive» and «negative» peace.
- Ask participants to write elements of «positive» and «negative» peace in our community, using the following format.
- Ask 1-2 groups to present their findings.

Elements of «positive» peace

Elements of «negative» peace

| | |
|--|--|
| | |
| | |

What is the role of men and women in building “positive” and “negative” peace?
How does “positive” and “negative” peace impact the position of men and women?
How do established gender roles influence peacebuilding?

3.3. Summing up

- How is positive peace distinguished from negative peace?
- Can you think of people, organizations and structures that work to build peace? Why do you think they function in the way they do?
- What actions should be taken for gender responsive peace-building?
- Can you tell that you are taking steps forward in conflict resolution and peacebuilding? How?

THE RESPONSIBILITY OF LOCAL SELF-GOVERNANCE AND LOCAL PEACE MECHANISMS IN PROVIDING CITIZENS' SECURITY

Purpose of the session:

- Show a spectrum of local opportunities for cooperation in dealing with security and conflict prevention to training participants.

Course of the session:

| Nº | Name: | Methods: | Time: |
|-------------|---|---|-----------------|
| 1 | Introduction | General discussion | 10 min. |
| 2 | Role of LSG in the civil protection system | Mini-lecture Working with the hand-outs | 20 min. |
| 3 | Responsibilities of local peace mechanisms and the LSGB | Pair work Defining responsibilities of local peace mechanisms General discussion. | 40 min. |
| 4 | The Kurultai as an instrument to achieve public accord | Mini-lecture General discussion | 30 min. |
| 5 | Local peace mechanisms and their interaction with LSG | Group working Mini-lecture General discussion | 30 min. |
| 6 | Summing up. | General discussion | 20 min. |
| Total time: | | | 1 hours 30 min. |

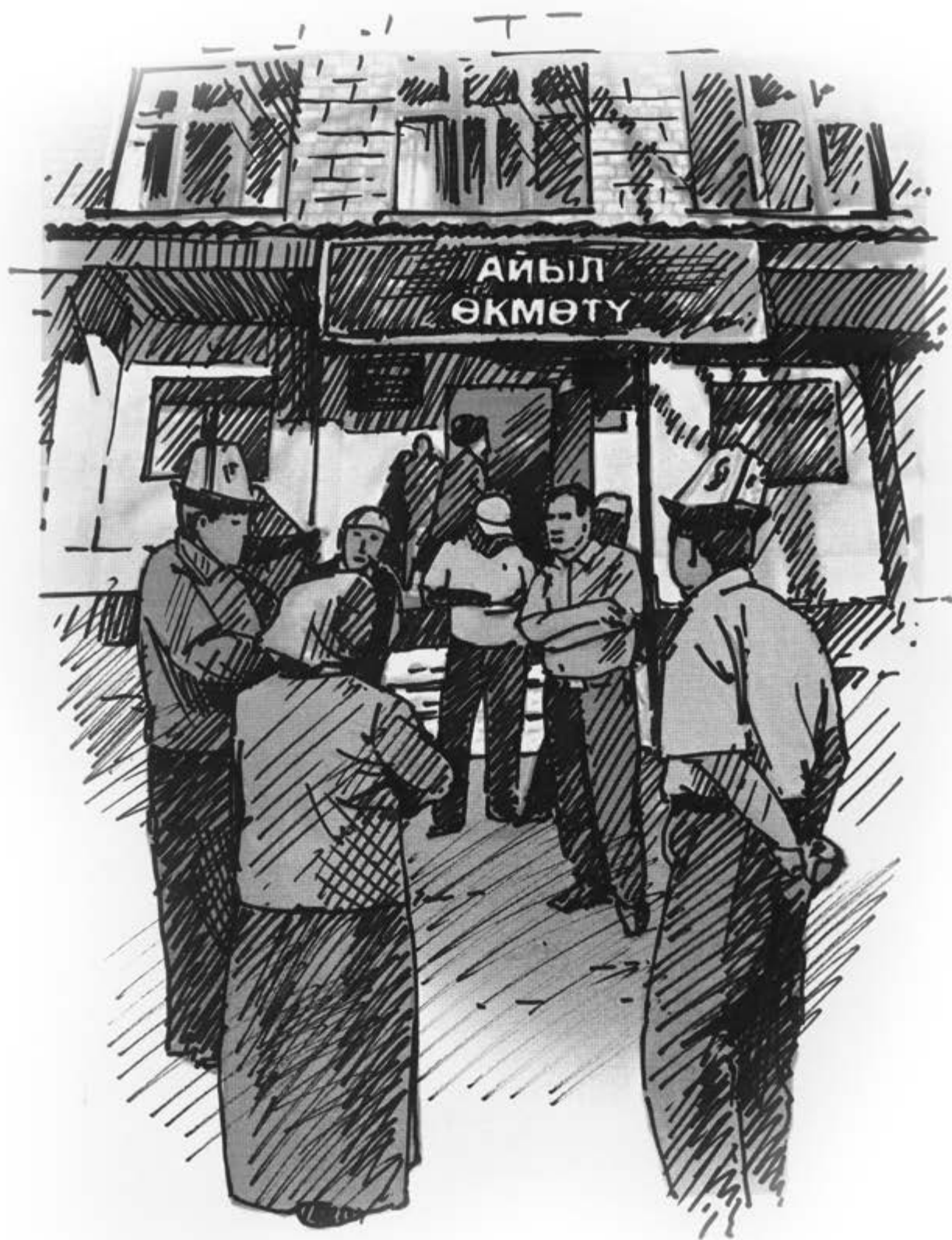
1. Introduction

- Ask the participants the following questions: What bodies does the LSG system consist of? What are the LSG goals and role played in the sphere of people's security and conflict prevention?

- After the participants' responses, make a presentation in Power Point with the de-

scription: LSG system; functional differences between the executive and representative bodies of local self-government; functions and tasks of LGS in conflict prevention.

- Ask participants to give an example of how LSG interact between each other. The example should show what the functional dif-



ferences are between the representative and executive bodies of local self-government. If participants find it difficult, ask a question: If there is a problem in Ail Okmoty with lack of irrigation water, what actions should LSG take? What decisions should the local council approve? What should Ail Okmoty do? Who should oversee?

Local self-governmental bodies (LSGB) are the first ones who face conflict signals and conflict hotbeds, as social tensions almost always arise in some particular territory of people's residence. Thus, LSGB are charged with a significant duty of timely providing of local residents' security.

At the community level there are other peace mechanisms, which are not included in the structure of LSGB directly, however in practice they are local partners of local authorities, and they promote conflict prevention. Such structures include: Public Preventive Centers (PPC), Water Users' Associations (WUA), Public Receptions under the State Agency on Local Self-Government and Interethnic Relations, Pasture Committees, Aksakals' Courts, Mediators' Groups etc. Such peace mechanisms implement activities at community level of towns and villages, and functions and tasks of these bodies (except for mediators' groups) are established by the law.

In addition to solving social and economic issues at the local level, LSGB are also responsible for crime prevention. The scope of their powers and their functions in this sphere are provided in the law of the KR "On crime prevention", in particular:

- Together with law-enforcement bodies implementing crime prevention within the territory that LSGB is responsible for.
- Providing to law-enforcement bodies any important information necessary for crime prevention.
- Establishing independent funds or participation in other funds for social assistance of the population.
- Arranging and allocating financial, material and technical resources for providing public order.

In the framework of LSGB functions on crime prevention, they implement activities that are mainly aimed at eliminating grounds and conditions for crimes at the local level.

However, there are some individual prevention measures, which can be undertaken only by law-enforcement bodies. Individual prevention is aimed at persons who have already trespassed against the law or have committed crimes, as well as at persons who potentially could commit crimes.

2. Place of LSGB in a system of civil protection

- Discuss in a group the following questions: What is the state system of civil protection? What is an emergency? What is the role of state and local authorities in providing civil protection?
- Mini-lecture: civil protection systems in the Kyrgyz Republic; levels and bodies of execution; the LSGB roles in the civil protection.
- Mini-lecture: the system of national security, policies to ensure public order and combat crime, and the strategy of strengthening interethnic harmony.

In Kyrgyzstan there is a whole state policy for civil protection of population and territory of the country in emergencies in peacetime and wartime. LSGB are essential members of a system of civil protection at the local level.

State system of civil protection is a nationwide system which integrates governmental bodies; powers and resources of governmental bodies, local self-governmental bodies, public associations and voluntary organizations of the KR and performs the functions of protecting people and territory of the country in emergency situations in peacetime and wartime.

Emergency Situation – this is a situation in a specific area, established as a result of an accident, natural hazards, natural or other disasters, that may cause or have caused human casualties, damage to human health or the environment, considerable material losses and violation of conditions of life to people.

The state civil protection system covers the whole country at several levels and has the following general structure:

| | |
|--------------------------|--|
| National level: | Prime Minister of the KR is the head of civil protection. In case of emergency, an Interagency Commission on Civil Protection should be established. The Commission should include heads of civil protection in ministries, agencies, as well as members of Evacuation Commission under the KR Government. The Ministry of Emergency Situations of the KR is an authorized governmental body, which implements a unified governmental civil protection policy. |
| Republican level: | At the republican level, civil protection is provided by bodies and agencies of the Ministry of Defense, Ministry of Internal Affairs, the Ministry of Emergency Situations, the State Committee of National Security, the State Customs Service, the State Service on Struggle with Economic Crimes, the State Service on Drug Control, the National Guard and special bodies and services of different ministries and agencies. |
| Regional level: | At the regional and district levels, the system of civil protection includes heads of regional administrations – heads of civil protection at their territories, territorial departments of the Ministry of Emergency Situations, the Commission on Civil Protection, the Evacuation Commission under state administrations, as well as regional and district civil protection services. |
| Local level: | At the local level, the system of civil protection is provided by heads of local self-government – heads of civil protection at their territories, the Commission on Civil Protection under aiyl okmotu, the territorial departments of the Ministry for Emergency Situations, municipal civil protection services, as well as public associations and voluntary groups of citizens. |

3. Responsibilities of Local Peace Mechanisms and LSGB

- In a group, discuss the following questions: What are “local peace mechanisms”? What organizations constitute the local peace mechanism in the community (ask participants to list)? What are their roles and tasks? Do they work effectively?
- Mini-lecture: local peace mechanisms (OAC, WUA, pasture committees, aksakals’ courts, “Messengers of Peace”, public receptions at State Agency on Local Self-Government and Interethnic Relations, women’s and youth committees)
- Discuss in a group what the above-mentioned organizations do and how effective and active these organizations in community. How these peace mechanisms interact with LSGB?
- Mini-lecture: the role and functions of local peace mechanisms; their composition; peculiarities of their interaction with LSGB

3.1. Functional characteristics of aiyl okmotus and local keneshes

The above-mentioned tasks and functions fall under the competence of local self-governmental bodies in general. The system of LSGB consists of two branches: executive (aiyl okmotu and mayor’s office); and representative local bodies (local keneshes of deputies). Aiyl okmotu in its activities is accountable to aiyl kenesh, and on delegated state powers aiyl okmotu is accountable to the corresponding state bodies. Local keneshes are accountable to their electors in communities.

Functional characteristics of aiyl okmotu and mayor’s office:

- organizes functioning and development of the life support system of a city/aiyl okmoty, providing residents with social and cultural services;
- develops a draft budget of a city/aiyl okmoty and executes it after the approval of the city/local kenesh;
- develops draft programs of social and economic development of a city/aiyl okmoty and programs of social protection of the population and implements them after the approval of the city/local kenesh;
- attracts investment and grants for the development of a city/aiyl okmoty;
- carries out measures for the protection of monuments of history, architecture and culture;
- develops measures for the rational use of urban land and municipal property and implements them after the approval of the city/local kenesh;
- participates in the privatization of enterprises and including facilities of social, cultural and household purpose as well as the equipment necessary for its operation into its statement of assets and liabilities after agreement with relevant bodies;
- develops and implements measures for the development of housing fund,

Functional characteristics of local keneshes:

- Urban and rural councils have the authority to consider issues and take decisions on them within the authority established by the legislation of the Kyrgyz Republic.
 - The following issues are addressed at the sessions of urban and rural councils:
 - establishing the order to manage the issues of local importance;
 - approval of local budget and report on its implementation as well as hearing the information on budget execution and the use of extra-budgetary funds;
 - approval and monitoring the implementation of social and economic territory development programs and social protection programs;
 - introduction of local taxes, payments and benefits, as well as setting their rates in cases stipulated by the legislation of the Kyrgyz Republic;
 - establishment of procedures for the use and disposal of municipal property of the local community including through the adoption of a program of municipal property privatization, monitoring the use of municipal property;

housing and communal services and improvement of the city;

- develops and implements a construction master plan a city/aiyl okmoty, monitors compliance with the norms and rules of architecture and city construction planning in accordance with the legislation of the Kyrgyz Republic;
- carries out mobilization, organizational and practical measures for the prevention of disasters and emergency situations and carries out emergency response;
- exercises other powers in accordance with the legislation of the Kyrgyz Republic.

- hearing a report on the activities of a relevant executive body of local self-government;
- early termination of powers of deputies in cases established by the law;
- approval of a local community charter;
- development of proposals for administrative and territorial structure for the purpose of their inclusion into corresponding public authorities;
- electing the council chairman and his deputy, releasing them from the office, repealing council chairman's decisions contrary to the laws of the Kyrgyz Republic;
- adoption of council's regulations;
- control over the execution of their resolutions;
- approval of the structure and the staff number of the executive body of LSGB based on the standard regulations determined by the Government;
- approval of rates for the use of cold water, sewage system, heating system, as well as for the collection, taking out and destruction of hard household waste in accordance with the legislation of the Kyrgyz Republic;
- imposing restrictions on time and place of selling alcoholic beverages and tobacco products up to the ban, the rules of the ritual activities;
- establishing procedures for maintenance of irrigation networks, home and adjacent areas;
- resolving other issues in accordance with the charter of the local community and the legislation of the Kyrgyz Republic.

3.2. Local Peace Mechanisms

As mentioned above, at the level of local communities there are other institutions that are not included in the system of LSGB, but render assistance to local authorities on providing community security and stability. The table below is a short summary of current official and unofficial public agents, which - according to their goals and objectives - contribute to preserving public stability at community level.

| Name of a local peace mechanism: | Main goals and objectives: | Notes: |
|---|--|---|
| <p>Public preventive centers (PPCs).</p> | <p>Maintenance of public order and prevention of crimes in close cooperation with local and central governmental bodies, police and population.</p> | <p>At the local level, PPCs rather effectively solve the problems of small violations of law without bringing to police or court. They are an important peacebuilding chain at a grassroots level.</p> <p>PPCs' activities are regulated by the Statute of PPC and the Law of the KR «On prevention of crimes».</p> |
| <p>Water users' associations (WUAs).</p> | <p>Running and maintenance of irrigation system, and water distribution between users. Efficiently achieving these goals could allow for avoidance of potential conflicts at the local level.</p> | <p>WUA structure provides for special commissions on dispute resolution.</p> |
| <p>Pasture committees</p> | <p>The main tasks of the committees are:</p> <ul style="list-style-type: none"> -developing and implementing plans of pastures using; -Monitoring pasture condition; -Resolving disputes related to pastures using. | <p>In 2009, Kyrgyzstan was one of the first country who adopted a law on "pastures", which guarantee not only efficient pasture management, but also prevention and resolution of conflicts that could arise in this sphere.</p> |

Aksakals' courts.

Functions:
- protection of rights and legal interests of men and women;
- promotion of strengthening the rule of law and order;
- prevention of crimes;
- promoting among citizens respect for law, morality norms and historical customs and traditions.

Aksakals' courts consider disputable and conflict cases which they receive from citizens, courts, LSGB, law-enforcement agencies, public prosecutor's office etc.

Public receptions at aiyl okmotu level, which were established by the State Agency on Local Self-Government and Interethnic Relations.

Public receptions are established for providing interaction of people with LSGB on preventing interethnic conflicts at the local level.

Public receptions cover not all regions of the country, and the first ones were opened only in the middle of 2013. Now public receptions are at the stage of formation.

Women's and youth committees under local self-governmental bodies.

Representing and promoting needs of youth and women in the system of public relations.

Assessment of activities of these committees has shown still low participation in community social life. At this stage, neither youth, nor women's committees did not have clear understanding of their existence.

Often, members of these local peace mechanisms are active and authoritative members of local communities, who due to their leadership qualities can effectively present public interests in governmental agencies, and vice versa promote improving of communication between authorities and communities.

Almost all local peace mechanisms, except for informal groups of mediators, have a legal basis for their activities, such as regulations about activities, or laws of the KR, that means recognizing the necessity of such public structures for local communities.

4. Interaction of LSGB with Local Peace Mechanisms

4.1. Focusing attention/exercise «Entangled chains»:

- Select three volunteers, and ask them to leave the room. Ask the remaining participants to arrange a circle, to join hands and entangle chains without unclasping their hands. As soon as the participants create a group of entangled people, invite volunteers.
- Ask one volunteer to untangle participants. After several attempts, ask the remaining two volunteers to help the first volunteer. After all

participants are untangled, discuss this exercise together. Ask the following questions: Was it difficult for volunteers to untangle chains? What success the first volunteer has reached? Was it easier to work in a team of three people, and why? Is it possible to draw an analogy with everyday life? Who can act alone in everyday life?

- Based on participants' replies, try to come to a conclusion, that in everyday life often one person can try to work alone, for example, aiyl okmotu head, however, joint work, in this case in collaboration with different public institutions could be more effective and could give some result.

4.2. Analysis of local peace mechanisms' activities.

- ◇ Divide the participants by organizations (WUA, women's councils, etc.)
- ◇ Give them blank cards
- ◇ Perform the following exercise:

| Mission | Beneficiaries | Services | Difficulties | Result |
|-----------------------------|--|---|--------------------------|------------------------------------|
| Of the organization or LSGB | (with whom they work or for whom they work?) | (services they can provide, but do not provide) | (what prevents and why?) | (what can the joint work lead to?) |

In case of difficult situations such as increased social tension or conflict escalation in local community, LSGB and local peace mechanisms supplement each other efficiently. Their joint efforts could significantly reduce the threat of local mass disorders and violence.

In the system of interaction of local peace institutions, LSGB coordinate all local activities and are the source of resources for activities on providing security of local community members.

Local peace mechanisms implement some supplementary functions that support efforts of local authorities, in particular:

- **Participation in settlement of local everyday conflicts.** As a rule, LSGB should involve local peace mechanisms for solving community conflicts, including participation in conducting explanatory work among community residents and implementing intermediary functions between parties.

- **The channel of informal communication between community members, governmental agencies and donors.** To a certain extent, LSGB receive information about the situation in the field from local peace mechanisms. At the same time, local peace mechanisms disseminate among information about plans of LSGB to community residents.

- **Mobilization of local community.** In order to organize community gatherings and to conduct some large-scale event with participation of local residents, local peace mechanisms are irreplaceable assistants of LSGB.

However, it is important to note, that activities of local peace mechanisms are assessed in different ways; in some communities, the activities were rather effective, in others there were no activities at all. The difference is explained by the uneven skills of local authorities in arranging activities of local peace mechanisms effectively. Local self-governance bodies should pay serious attention and make efforts to activate local peace mechanisms, including making local peace mechanisms reliable partners of local authorities.

In Article 58 of the Law «On Local Self-Government» the following is stated:

- In order to take into account a wide spectrum of public opinion and for participation of the population in solving important community issues, kurultais of local communities can be arranged.

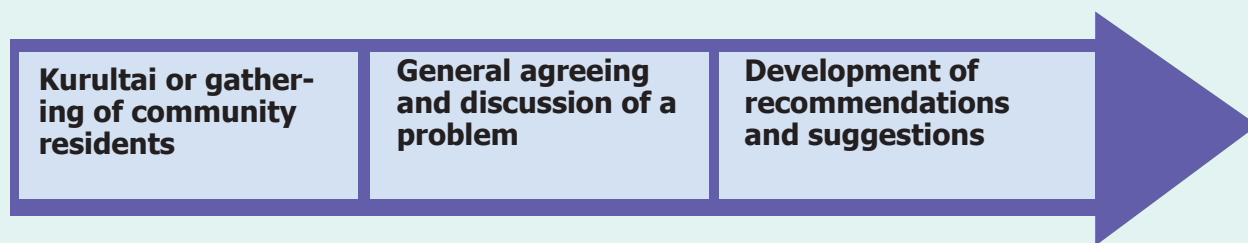
- Kurultai can cover issues of social and economic development of the territory, forming local budget, and using and developing municipal property. Decisions, taken at Kurultai, serve as recommendations for the corresponding local kenesh and are considered by local kenesh and the head of executive body of local self-government.

- Norms on representativeness of Kurultai delegates, the procedure to conduct and implement the decisions of Kurultai, are established by the Charter of local community in accordance with the legal acts of the Kyrgyz Republic.

As Kurultais or people’s gatherings are public instruments of influence, it is necessary to pay attention that PPC, aksakals’ courts and other local peace mechanisms are more active in using this instrument, as it could strengthen people’s trust to public associations and improve cooperation with local self-governance.

Kurultai’s objectives

Building dialogue in community, establishing two-way communication and exchange of opinions between authorities and citizens; achieving public accord; developing an agreed position and recommendations for local self-government for taking important decisions.



Differences between Kurultai and Public Hearings

| | People’s Kurultais | Public gatherings /hearings |
|-----------------|---|--|
| Legal framework | The main provisions are given in the law «On Local Self-Government». The procedure of Kurultai conducting and implementing its decisions is determined by the Charter of local community. | The main provisions are given in the law «On Local Self-Government». |
| Participants | Delegated participation of local communities’ representatives | Direct participation of local community members, living in the territory of one street, one quarter, microdistrict or village to take recommendations on important community issues. |

| | | |
|--------------------------------|--|--|
| Issues to consider | Socio-economic development of the territory, forming local budget, using and developing municipal property | Considering important issues, hearing and discussing of an information of local kenesh' deputies and its executive bodies. |
| Кто рассматривает рекомендации | Местный кенеш и глава местного исполнительного органа | Представители (делегаты) от соответствующих собраний (сходов). |

6. Summing up

- Discuss in a group the following questions: What do participants have learned? Have participants seen new opportunities for cooperation? With whom and how do they see the cooperation? What new ideas and plans have they developed?
- Summarize, focusing on the following: At the local level all essential conditions have been created for the effective implementation of the activities to ensure public safety

and prevention of conflicts. In particular, there are public safety systems (for example, the system of civil protection). LSGs have been empowered with the necessary authorities and functions; local peace mechanisms function; there are professional organizations that can teach skills for conflict prevention. In general, there are a variety of opportunities for cooperation, and therefore more effective problem solving at the local level. Within the given conditions, LSG should use the existing capabilities and be able to organize their effective interaction.

CONFLICT ANALYSIS TOOLS

1. WHAT IS GENDER-RESPONSIVE CONFLICT ANALYSIS?

Purpose of the session:

- Provide information about the concept of “conflict analysis” and develop a common understanding of the importance of the conflict analysis.
- Discuss participants’ experience on conflict analysis.

Course of the session:

| Nº | Name: | Methods: | Time: |
|-------------|----------------------------|---|---------|
| 1 | Introduction | Panel discussion Work in pairs | 10 min. |
| 2 | What is conflict analysis? | Mini-lecture based on Power Point presentation | 10 min. |
| 3 | Summing up | Panel discussion | 10 min. |
| Total time: | | | 30 min. |

1.1. Introduction

- Discuss with the participants the following questions:
 - What is conflict analysis?
 - Why should conflicts be analyzed from human rights and gender perspectives?
 - Who should analyze conflicts?
- Ask participants to share with participant sitting next to them their own experience of conflict analysis, tell how the results of analysis have been used.
- Ask the groups to share the heard experiences with other participants. Ask participants how they felt, and whether it was difficult.

1.2. What is gender responsive conflict analysis?

Conflict analysis is the systematic study of the profile, causes, actors, and dynamics of conflict. Conflict analysis is implemented for understanding the situation from different perspectives. This understanding is the basis for strategies and actions development.

Key questions for conflict analysis:

Profile

- What is the political, economic, and socio-cultural context?
- What are the main political, economic and social issues?
- What conflict affected areas can be situated within the context?
- Is there a history of conflict?
- What are gender aspects of the conflict?

Actors:

- Who are the main actors?
- What are their interests, goals, positions and relationships?
- What capacities for peace can be identified?
- What actors can be identified as spoilers (people who contribute to conflict escalation)? Why? Are they inadvertent or intentional spoilers?

Causes:

- What are the structural causes of conflict?
- What issues can be considered as proximate causes of conflict?
- What triggers could contribute to the escalation of conflict?
- What new factors contribute to prolonging conflict dynamics?
- What factors can contribute to peace?

Dynamics:

- What are current conflict trends?
- What are windows of opportunity?
- What scenarios can be developed from the analysis of the conflict profile, causes and actors?

1.3. Summing Up

Summarize the discussion, emphasizing the following: the analysis helps to understand the multi-faceted, multi-layered and multi-sided nature of the conflict. Without analyzing the response, measures can be counterproductive and strengthen violent manifestation of the conflict. Lack of understanding and a clear analysis of involving local actors - including different structures and parts of the community - will lead to a situation where external actors work on the basis of mistaken concepts. The common problem becomes inappropriate response to the conflict. One should not take actions to respond to the conflict without prior analysis.

2. CONFLICT ANALYSIS TOOLS

Purpose of the session:

- Provide information about conflict analysis tools:
 - «The Conflict Tree» is a tool to analyze causes and effects of a given conflict
 - «Conflict Mapping» is a tool to analyze stakeholders in a conflict.
 - «The Onion» is a tool to analyze parties' positions and interests.
- Give an opportunity to participants to work together to identify local conflicts and make a map of conflicts of own village.
- Give an opportunity to analyze particular local conflicts using conflict analysis tools.

Course of the session:

| Nº | Name: | Method: | Time: |
|-------------|---|--|---------|
| 1 | Introduction | Individual work with a case | 20 min. |
| 2 | «The Conflict Tree» is a tool for analyzing causes and effects of a given conflict. | Mini-lecture Presentation Brainstorming Panel discussion | 50 min. |
| 3 | «Conflict Mapping» is a tool for analyzing stakeholders in a conflict. | Mini-lecture Presentation Brainstorming Panel discussion | 50 min. |
| 4 | «The Onion» is a tool for analyzing parties' positions and interests. | Mini-lecture Presentation Work in small groups Panel discussion | 50 min. |
| 5 | Practical exercise on analysis of local conflicts | Work in small groups Presentations Panel discussions | 4 hours |
| 6 | Summing up | Panel discussion | 10 min. |
| Total time: | | | 7 hours |

2.1. Introduction

- Distribute among participants the case «Land conflict in south-west part of Bishkek in 2006». The case is a short version of the monitoring report developed by the Foundation for Tolerance International. Inform the participants that based on this case the tools of conflict analysis will be demonstrated.
- Ask participants to read the case by themselves, then start discussion of the case in a group. Please, ensure that everybody understands the case.

Case: «Land conflict in south-west part of Bishkek in 2006».

After dissolution of the Soviet Union residents of Kyrgyzstan regions began to migrate to the capital in search of a better life. As they had no place to live, the easiest option was land seizure. Official authorities did not punish squatters, and possibly, because of this they felt full impunity.

In 2005-2006, land's seizures around Bishkek increased tremendously. The new government, which came to power after the revolutionary events in March 2005, was afraid of enraged people who had nothing to lose, and the government adopted a resolution on distribution of lands for house building. However, in Bishkek there were no lands for house-building. Legislative acts of one agency were contrary to acts of other agency. This situation caused conflicts and violence between parties to conflict.

One example: since March 26, 2006 a permanent development of a conflict regarding lands in the district of Bach, Repin, Ahunbaev and Nekrasov streets of Bishkek city was observed. The parties to conflict included: local residents, who are mainly Meskhetai Turks who did not legally register their land property rights domiciliary and a group of unstated people, ethnic Kyrgyz, who claimed the same lands. The conflict was accompanied by clashes between parties, including violence.

On December 11, 2006 around 11am in Bishkek, about 60 people (Meskhetai Turks) gathered near the Government building and protested against the decision of the Supreme Court taken on December 6 regarding the lands in outlying districts of the city, which Turks owned since 1944. During 70 years, this group of people, due to unknown reasons, did not take measures to timely registration of their legal rights for these lands. The court did not decide in their favor. Meeting participants protested and had the following messages in their hands: «To dismiss akim of Lenin district», «Bribe takers should be in prison», «Down with the corruptible judges», «Down with corruptors of the middle level». Meeting participants requested their lands, which according to them, were seized illegally. They explained their rights for these lands «according to the law, immovable property (in this case - land) becomes private ownership, if a person uses it during 15 years» (article 265 of the Civil Code of the KR Acquisitive Limitation). Meeting participants said that during 7 months groups of drunken athletic young people visited them regularly. According to meeting participants, when women came to these young people, they began to shout: «Where are your men?» and began to break fences and trees near houses, and destroyed harvest.

Meeting participants expressed their concern that in near days an interethnic violent conflict could arise and asked to solve the issue as soon as possible. They said that for a long time they kept young Turk people from forcing measures to land squatters. However, young people did not see any legal results. According to the meeting participants, when unstated people attacked them and forced clashes between parties, law-enforcement bodies did nothing: they arrived after several hours and just observed the conflict from the outside. According to the meeting participants, infringement of human rights based on ethnicity took place. People who tried to seize their lands told them "go away to your historical land". Meeting participants broke up at 13:20 and agreed to repeat the protest tomorrow.

Meetings lasted several days. During the meeting on December 18, a group of three ethnic Kyrgyz men came to a vice-mayor of Bishkek and told that in their district they have "the same situation as Turks" and "they are ready to take arms to resolve the situation, if authorities do not solve their problems".

2.2. «The Conflict Tree», a Tool to Analyze the Cause-and-Effect Relationship in Conflict

This method of conflict analysis allows to carry out cause-and-effect analysis of problems which promoted conflict arising. This is best used with groups, collectively, rather than as an individual exercise. To analyze the situation using this tool, you need to invite people who know the situation well, or were even participants of the situation, as well as those who represent different structures of the society and express different viewpoints. Therefore, it is important to pay attention to participants of the analysis: women, men, youth, different agencies, groups of the society, ethnicities, parties to conflict etc. In this case we can see different points of view regarding the same issues.

The Conflict Tree offers a method to identify the issues that participants see as important, and then sort these into three categories: (1) core problem(s); (2) causes, and (3) effects. This analysis allows understanding at what level the work should be implemented if we want to resolve the conflict. The work should be implemented at a level that addresses the root causes of conflict. So, you need to direct all resources to work with root causes of the situation. Joint problem analysis based on this tool, will allow one to determine in what direction you can work with this problem, and to develop a joint action plan.

How to use this tool:

1. Draw a simple picture of a tree, including roots, trunk and branches.
2. On this tree roots will symbolize a root cause of conflict; the trunk – the core problems; the branches will symbolize an effect
3. On special cards it is necessary to write key words. Then these cards in accordance with their content should be attached to the tree on the roots, trunk and branches.

2.2.1. Practical reinforcement of the instrument with the example of the case “Land seizure”

- Draw a tree on a flipchart and hang it on the board. On a tree trunk write the name of the problem - “land seizure”
- Ask participants to identify the causes of the problems of the case “land seizure”, write down the answers on the cards (stickers) and glue to the bottom of the tree where the roots are.
- Ask participants to answer the question to what consequences the incident of “land seizure” may cause. Write answers on cards and glue them to the top of the tree where the crown is. If necessary, help participants with the analysis of causes and consequences.
- Conduct a general discussion upon work completion:
 - When should one use this tool in the analysis of conflict and why?
 - Who should carry out such work and why?
 - How can one use the results?

Below is an example of using «the Conflict Tree» tool for conflict situation analysis: «Land conflict in south-west part of Bishkek in 2006». This joint analysis was carried out by representatives of different structures, including civil society, local governance, law-enforcement bodies at one seminar, organized by the Foundation for Tolerance International. When performing this exercise it is necessary to consider specific needs of women and men separately, respectively as different target groups, it is necessary to consider gender stereotypes and existing division of gender roles, labor and power. What impact will men and women get from the resolution/non-resolution of the conflict? Does the conflict reinforce gender inequality?



Effects

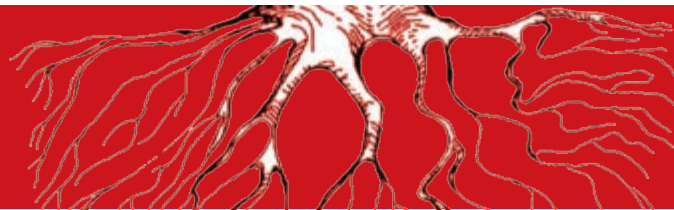
- Land seizure became commonplace
- Violence during land capture
- Dissatisfaction of people with the work of local authorities/confrontation
- People see that authorities can't solve the problems, the situation become worsen, and there is probable mass violence
- Conflict develops into interethnic clashes
- Other people with similar problems join the main group of land owners
- Raising the issue of «north/south»
- Strengthened culture of permissiveness
- Land seizures will cover the whole country, if no punishment for illegal actions
- Spreading non-observance of the law

- Land adventurers-swindlers get rich at the expense of people's problems



The core problem:

land conflicts in south-west part of Bishkek were accompanied by attempts of land seizure and confrontation between opponents.



Causes

- Contradiction between legislative acts of different bodies (contradiction between Presidential Decree of April 12, 2005 about redistribution of lands and the decision of the Mayor's office of Bishkek about impossibility of further allotment of land according to decision №331 of the Mayor's office of June 23, 1998 and decision №188 of state administration of Lenin district of Bishkek of July 18, 2005
- Disputes based on applications about fraud and unlawful distribution of lands (by mayor's office of Bishkek, administration of Chui region and district akimats) as the same lands were provided to two or more persons at once or provided to people who had no right for it.
- Unregulated internal migration: lack of opportunity to earn a living in regions, therefore many people from outer regions travel to capital in search of work.
- Fixed opinion: today force is higher than law.
- Examples of legalization of seized lands.
- Corruption and lack of transparency of land distribution process
- Lack of national housing program
- False promises of politicians, which disturb people
- Lack of master plan of Bishkek development
- Non-observance of human rights
- The KR State Register Agency has no central information system, which could allow to get efficient information about availability or lack of land in possession of citizens domiciliary
- Local residents do not register land property on time
- Citizens have no information about legal ways of getting land and renting land
- Citizens have no information about criminal responsibility for land seizure
- Citizens have no information about legal norms related to land resources

2.3. «Conflict Mapping», a Tool for Analyzing Stakeholders in a Conflict

Conflict involves different parties; each party has its own needs, interests, positions and opportunities. Each party plays its role in a conflict and subsequent conflict development.

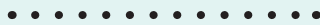
Stakeholder mapping is a technique used to graphically represent a conflict, placing parties in relation to the problem and in relation to one another. This analysis should be carried out collectively. Thus it is necessary to invite people with different viewpoints regarding the situation. If people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions.

For analysis of parties' relationships it is necessary to use some conventions.

Key: In mapping, we use particular conventions. You may want to invent your own.



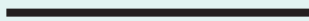
Circles indicate parties to the situation; relative size = power with regards to the issue.



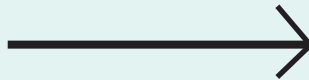
A dotted line indicates informal or intermittent links.



A double line like a wall across lines indicates a broken connection.



Straight lines indicate links, that is, fairly close relationships.



An arrow indicates the predominant direction of influence or activity.



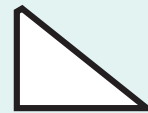
A square or rectangle indicates an issue, topic or something other than people.



A double connecting line indicates an alliance.



A line like lightning indicates discord, conflict.



A shadow represents external parties that have influence but are not directly involved.

2.3.1.1. Practical Use of the Tool Based on the Case «Land Seizure»

• Ask participants to identify parties to conflict and write down answers on cards (stickers). Propose to identify who is a key party to conflict, who is an ally etc. Below is an example of using the tool «Conflict Mapping» based on already known practical example.

Parties to conflict:

• Residents of south-west part of Bishkek (Bach, Repin, Ahunbaev, Nekrasov streets' residents): about 65-70 families – persons of different ages and mainly Meskheti Turks who due to unknown reasons did not register officially their lands which they used during 70 years.

• Squatters, a group of unstated persons, ethnic Kyrgyz. This group can be divided into two groups. One group: mainly newcomers from different regions without habitation in Bishkek and pretended to the same lands. Another group: organizers of land seizure, who use an opportunity to earn easy money on land speculation.

• Residents of housing estate «Archa Beshik» who are ready to support Turks as they have the same problems and the same opponents among staff of Lenin district administration and Bishkek mayor's office.

• Local self-government (mayor's office of Bishkek city, state administration of Lenin district), who are called to solve the problem. However, they do nothing, as they appeal to the fact that they can't reverse the decision of the Supreme Court.

• Law-enforcement bodies which were involved in conflict during the most difficult moments of using violence and during meetings in the center of Bishkek.

• Kenesh of deputies of Bishkek city which wrote a letter and tried to cancel the contradictory resolutions of Bishkek mayor's office of June 23, 1998 and the state administration of Lenin district of Bishkek of July 18, 2005 .

• Politicians who gave false promises in their public speeches to improve their image; some of them used their official powers and made decrees, which were almost impossible to implement.

• **Ask participants to show graphically the relationships between stakeholders, using the above mentioned conventions.**

• Ask the participants to answer the following questions when analyzing the parties:

• Do women participate in decisions about land?
• What is the role of women's organizations in the resolution of disputes over access to land?

• Do women tend to protest against social and economic difficulties, in particular, against the seizure of land to a greater extent than men?

• Do men push women to protest in the hope that the police will not be so cruel to women demonstrators?

• **Ask participants to discuss the advantages of using this conflict analysis tool. Using of this method will help to:**

- understand the situation better;
- see better all conflict stakeholders: primary and secondary parties;
- see more clearly and discuss relationships between parties;
- clarify where the power lies;
- check the balance of one's own activity or contacts
- see where real allies are;
- identify openings for intervention;
- identify who has the best positions for intervention;
- understand better your own positions and contacts with other organizations which also participate in conflict resolution;
- identify starting points for work with conflict etc.

2.4. «The Onion», a Tool to Analyze Positions and Interests of Parties to Conflict

In conflict or dangerous situations, when there is distrust between people, they most likely prefer to hide their main interests. If they allow other people to know about their interests, it can make them vulnerable, and it gives an opportunity to other people to do harm. Therefore, people in conflict situations prefer to hide their interests behind the stated positions. If we want to work with conflict, we need to differentiate such notions as «interests» and «positions» of parties to conflict.

Positions are the stated demand(s) or public declaration by people in conflict situation. In particular, politicians who crave power may be interested in changing a Constitution and interpret it like this: change of Constitution is necessary for a stable system of power, or people need it and the majority requests it etc. Squatters might state about the idea of equal opportunities of all citizens to have land in property etc.

Interests are the underlying interests of parties that motivate their positions. For example, squatters need land (or money after resale of land), politicians need power, ethnic or religious groups need opportunity to live according to their religious or ethnic attitudes, preserve identity.

In order to resolve a conflict situation there is a need to move from positions to a more deep level - interests (what purposes and

causes are behind this or that position).

Sometimes it is difficult to identify real interests of parties. However, it is impossible to solve problems based on positions only, it is necessary to determine parties' interests. We should reconcile interests, not positions.

The strongest interests are basic human needs: security, economic wellbeing, sense of belonging etc.

Questions, which help to identify interests of conflicting parties:

- Why your own position is important for you?
- How do you think the situation should develop?
- What are your worries and concerns?
- Do you have any other problems besides this one?
- What do you think a fair decision should be?

2.4.1. Reinforcement of the Tool with an Example of the Case "Land Seizure"

Divide the participants into four small groups and ask them to prescribe the positions and interests of the parties of the conflict "land seizure"

1) Group 1 and 2. Interests and positions of the inhabitants of south-western outskirts of Bishkek

2) Group 3 and 4. Interests and positions of land seizures and seizure's organizers

Ask participants to use the following format for work:

| Parties | Positions | Interests |
|---------|-----------|-----------|
| | | |
| | | |

Ask the groups to present their experience, ask other participants to comment on and complement the presentations of the participants. Possible answers:

| Parties | Positions | Interests |
|--|--|---|
| Residents of south-west part of Bishkek | This is our land and we won't give up our land If the law does not protect us, we will protect ourselves. | Preserve lands they have owned for dozens of years Laws should be observed. State should provide secure residence for their own citizens. |
| • Newcomers from different regions of the republic without habitation in Bishkek | We have been on the waiting list for land for several years, but received nothing | Habitation |
| • Organizers of land seizures, who earn money on land resale | Why some people capture power, and we are not allowed to seize land? | Money Mass disorders |

Discuss in a common group the following question: What does the above-mentioned analysis show?

Possible answers:

First, the analysis shows that landowners use the notions of legality and private property inviolability, and squatters use notions that are connected with their own needs, but contradict legality.

Secondly, the analysis allows us to see the vital necessity of the majority of squatters – habitation, and for some of them (often organizers) – opportunity to earn easy money due to land speculations. Thus, if they try to help to find legal ways of getting habitation and at the same time explain legal responsibility for seizure of alien land, probably many of them might refrain from land seizure. Repressive methods should be used not in relation to ordinary squatters, but to organizers, who often are land speculators.

Thirdly, divergence between interests and positions of squatters and land-owners probably means an increased potential of a violent conflict between them if no adequate measures on its peaceful resolution be taken.

Discuss in a common group the following question: Why do we need «the Onion» conflict analysis tool?

Possible answers:

If parties are struggling for something concrete, this method reveals a real cause and true profile of a conflict. Therefore, if parties' interests can be satisfied, conflict tension will diminish. Moreover, this method allows us to see the difference between parties' positions and interests. Finally, this method allows us to assume possible conflict potential in case of direct clashes between parties.

The difference between interests and positions can be a tremendous one. For example, it may happen that people are just interested in the money of their sponsors, but they will say that they go to a meeting not because of the money, but because they struggle for the idea. Not all squatters need land, but their position will be the following: we have no land, or for example, native inhabitants have the priority right for land resources in their own country or something along these lines.

Sometimes, it is difficult to identify the distance between interests and positions, particularly taking into account modern political technologies. However, it is important in order to know how consistent people will be in their actions.

3. ANALYSIS OF LOCAL CONFLICTS

- 3.1. Divide the participants into four small groups
- 3.2. Ask each participant to write the name of one of the conflicts that is taking place in their community on a piece of paper.
- 3.3. Ask the participants inside of the group to tell each other about the conflict that they have written on paper, have them discuss in their group and choose one conflict from the list, based on the following criteria:
 - It is a real concern for the community;
 - Delay / lack of solution to the conflict can lead to a social explosion in the community;
 - It affects the interests of the community, involves a large number of people;
 - It contributes to the emergence of other problems in the community and calls for speedy resolution.
- 3.4. Ask the groups to announce the selected problem and the remaining sheets with problems to hang on the wall of the room.
- 3.5. Instruct the groups to analyze the problem using the tools of analysis: tree of conflicts, cartography, onion
- 3.6. Ask the groups to present the analysis of the problem, other members can comment, complement and make recommendations for improving the analysis.

4. Summing Up

- ◇ Ask participants to share their opinions on the work on the analysis of conflicts, what they liked, what was difficult, whether it is necessary to analyze conflicts and why.
- ◇ Discuss the following questions:
 - What have you learned about conflicts in your community?
 - Why, dealing with conflict, is it important to consider the opinions of different parties, different points of view on the situation?
 - How will you apply the obtained knowledge and skills in your work?
- ◇ Summarize the discussion: analysis of conflict - an important part of the work with the conflict. A better understanding of the conflict helps to plan and implement optimal actions to prevent violence and create better conditions for the development of social justice.

JOINT PLANNING OF INTERVENTIONS IN CONFLICT

1. WHAT IS INTERVENTION IN CONFLICT?

Purpose of the session:

- To familiarize participants with the concepts of “conflict intervention” and conflict sensitivity.

Course of the session:

| Nº | Name: | Methods: | Time: |
|----|--|---|---------|
| 1 | Introduction “What is intervention in conflict?” | Brainstorming Mini-lecture Summing up | 30 min. |
| | Total time: | | 30 min. |

1.1. What is intervention in conflict?

Start the session with question “What is intervention in conflict?” and write participants’ responses on a flipchart/board. All answers should be written without comments or exceptions. Read the responses to the audience, and then ask participants to write their own definitions of what intervention in conflict

is (for an exercise you can give 2 minutes time). Have one to three volunteers to read their definitions.

Prior to the session, the instructor should write the definition of intervention in conflict below on the flipchart. Open the flipchart, read the definition and discuss how participants’ responses and the definition coincide.

Intervention in conflict - a set of joint actions of the authorities and public organizations aimed at preventing or prevention, management and resolution of conflicts (note, source “Working with conflict”)

The development of joint interventions in conflict is one of the most crucial parts in the process of ensuring the safety of citizens. At this stage, it is important to have the process of development and implementation of the plan with interaction of public and power-holding structures, for only within the conditions of multilateral cooperation the general efforts will yield the most efficient results.

Conflict sensitivity is based on the assumption that any initiative conducted in a conflict-affected area will have consequences, which may have positive or negative effects on that conflict.



Conflict sensitivity relates to your ability to:

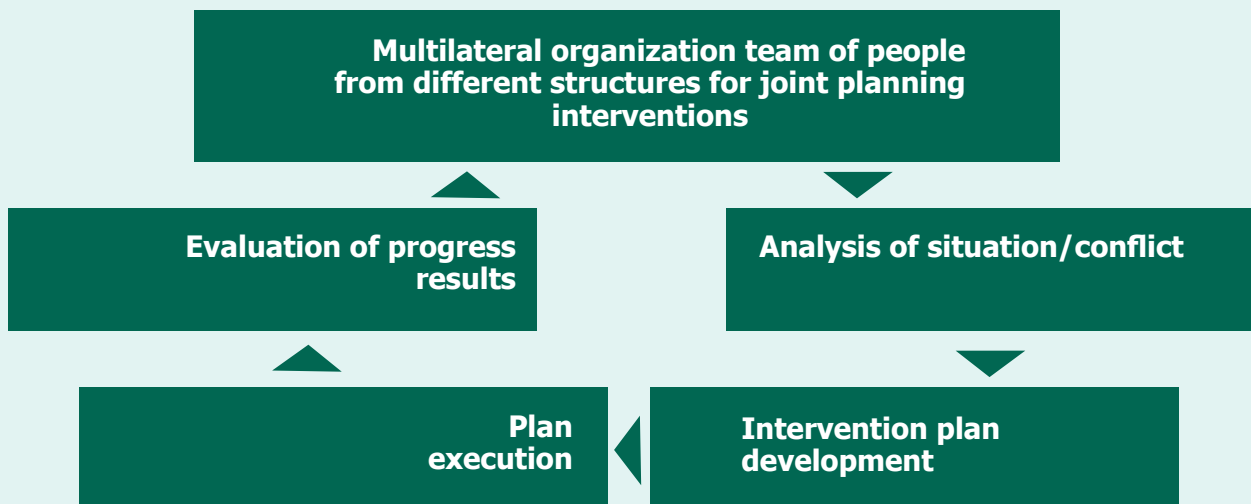
- Understand the context in which you work;
- Understand the interaction between your intervention and the local context;
- Act upon the understanding of this interaction (the context and the intervention) in order to avoid negative impacts and maximize positive impacts.

There are several key elements to conflict sensitivity, which should be remembered in practice:

The “what” and “how” of conflict sensitivity:

| What to do? | How to do it? |
|--|---|
| Understand the context in which you operate | Carry out a conflict analysis, and update it regularly |
| Understand the interaction between your work/ intervention and the context | Link the conflict analysis with the programming cycle of your intervention |
| Use this understanding to avoid negative impacts and maximize positive impacts | Plan, implement, monitor and evaluate your intervention in a conflict-sensitive way (including redesign when necessary) |

In collaborative planning of interventions in the conflict, one should adequately observe the sequence of work, the main cycles of which are as follows:

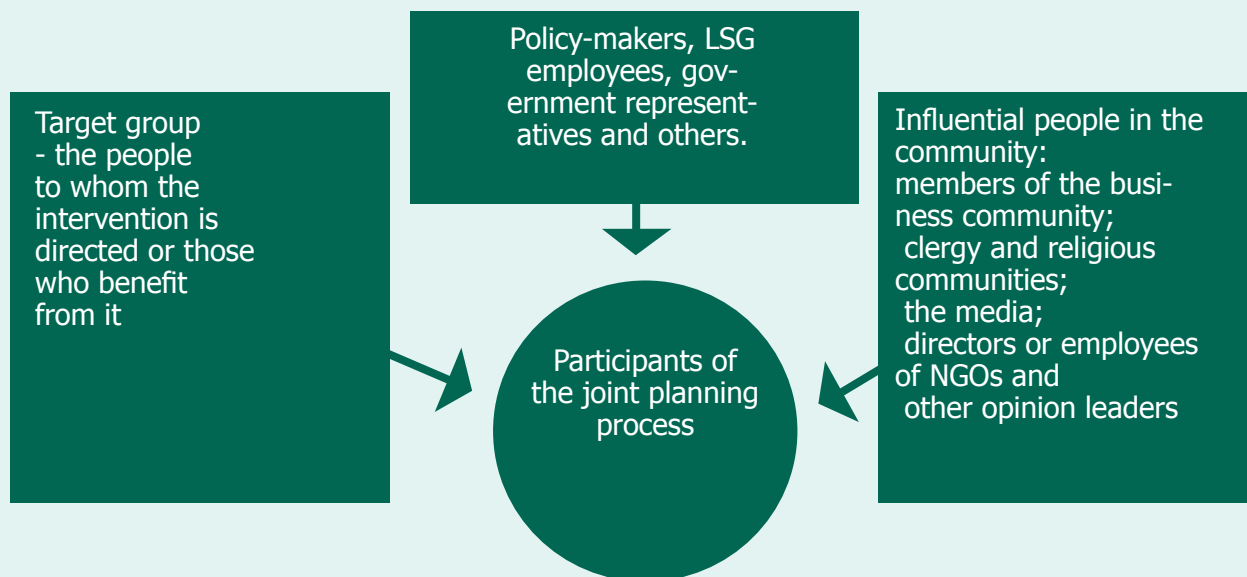


In this case, the participatory approach in planning interventions requires that anyone who can contribute to the common cause is entitled to participate either in person or through a representative. Everyone’s participation should be welcomed and respected. An intervention process may involve local reputable residents, officials, non-governmental organizations, or any other party interested in

resolving the conflict. Each participant of the joint planning should feel that his or her voice is respectfully listened to. It should be taken into account that people with different social status and opportunities may refer to the process in different ways and it is necessary to try to find common interests, because there is one, common goal – the establishment of peace.

Notes for the facilitator:

- Ask participants: who should participate in the planning process?
- Write down the answers on a flipchart or board in the manner shown below, if necessary, supplement the answers from this scheme
- Ask participants to show where they see themselves in this scheme



Benefits of a joint planning approach:

- Participation ensures that the intervention will be trusted within society, because it has been planned by a group representing all parts of society.
- Involvement of a wide range of people in the planning process provides access to a wider range of perspectives and ideas.
- A joint planning approach helps to avoid the pitfalls that can be caused by ignorance of the realities of the community or target group.
- Planning involves major players from the outset.
- Planning may provide an opportunity for weaker groups to be heard.
- Planning teaches people to work together, analyze data, and to build strategic plans. Eventually they become leaders and resources for their community, and in the long run improve the community.
- Joint planning also teaches community members to build relationships across different categories. The process may break down barriers, for example, among people with low income and businessmen.

Pay attention to details of the work process involved in intervention planning:

- Determine and invite the stakeholders to the joint planning process;
- Regularly inform the public about your activity;
- Select the coordinator who will carry out the planning process, organize meetings, etc;
- Determine together with participants what period of time you will allocate for yourself;
- Maintain the process; organize meetings, consultations, until effective intervention plan prepared.

1.2. Summing Up

- Ask one or several participants to summarize the session in their own words.

2. INSTRUMENTS OF INTERVENTION IN CONFLICT

Purpose of the session:

- Develop a basic understanding of the tools of intervention, through presentation and discussion.

Course of the session:

| Nº | Name: | Methods: | Time: |
|----|-----------------------|--|----------------|
| 1 | Conflict monitoring. | Mini-lecture. Questions-answers. Work in groups. | 1 hour 40 min. |
| 2 | Information campaign. | Mini-lecture. Questions-answers. Work in groups. | |
| 3 | Lobbying. | Mini-lecture. Questions-answers. Work in groups. | |
| 4 | Mediation. | Mini-lecture. Questions-answers. Work in groups. | |
| 5 | Summing up. | General discussion. | 10 min. |
| | Total time: | | 1 hour 50 min. |

2.1. Introduction

There are many conflict intervention instruments, and the application often depends on the stage of the conflict and the resources available. However, in this section, we shall look at several examples of the most frequently used instruments of intervention.

Conduct a Power Point presentation on the tools of intervention: monitoring, information campaign, lobbying, negotiation and mediation. For clarity, each instrument should be accompanied by a practical example

2.2. Working in small groups

Divide the participants into 4 groups according to the names of four instruments (group of monitoring, lobbying, negotiation and mediation, and media companies). Give each group the corresponding handout describing the intervention tool. Assignments for the groups:

- Develop, using your own method, an intervention plan for a particular problem. During the work, the group should respond to the questions that are presented at the beginning of each handout
- Ask each group to present the results of their work, asking the other participants to comment and propose their work options

2.2.1. Group #1 «Conflict monitoring»

Task for "monitoring group": What process or phenomenon will you monitor? What is the purpose of your monitoring? How often and for what period of time? What is the area of your coverage? What tools will you use to collect information? Who will collect the information and how many people will participate? Where will the collected information come from and who will organize it? To whom will you send your reports? What steps can you take as a result of monitoring?

Conflict monitoring – the systematic gathering of information about the conflict. Monitoring is aimed at determining the stage of the conflict, conflicting parties and their interests, as well as to clarify the dynamics of growth or reduction of tensions over a certain period of time.

During monitoring, it is important to define clearly what process or phenomenon is

necessary to monitor and to build up the data collection methods correctly. Thus, monitoring can be carried out through the following methods of data collection:

1. Media review. Collect information about the conflict from public sources. Usually, the media will try to carefully and thoroughly cover the event of conflict, which may include a reflection of the reaction of the conflicting parties involved and a summary of related structures intended to solve the current problem.

2. Monitoring. This is the monitor's physical presence in the area where there are events of conflict. The presence in the area of events will allow the monitor to experience the real atmosphere and most accurately determine the actual circumstances.

3. Expert discussions. This method allows building competent professionals around the current problems and qualitatively discussing possible ways to resolve the conflict.

4. Interviewing.

5. Questioning.

6. Focus-group.

A practical example:

In the first half of 2013, UNHCR, in partnership with several non-governmental organizations, including Foundation For International Tolerance has worked on a comprehensive and systematic monitoring of human safety in the south of Kyrgyzstan.

Monitoring was conducted in 44 communities and was aimed at gathering information on the four indicators:

- safety;
- housing, land and property;
- documenting;
- adequate living conditions.
-

Information was collected through review of mass media, interviews, monitoring and focus groups.

To collect information in each area there was one monitor. Reports from each zone flocked to the analyst, who processed all the details and drafted the final reports.

Based on the information collected, a weekly monitoring report was compiled, as well as a monthly summary report, which highlighted the major trends in the development of the situation in the field of human safety.

In addition to identifying problems, the reports made recommendations to the relevant authorities about the measures to be taken for warning and conflict prevention.

Key recommendations in the reports were addressed to local authorities, neighborhood committees, law enforcement agencies, the media, NGOs, donors and other authorities at regional and national levels.

2.2.2. Group #2 “Information campaign”

*Task for “information campaign group”:
What problem do you want to convey to the audience? What is the purpose of your information campaign? Over what period of time will you conduct an information campaign? What is the area of coverage? Who is your primary audience? Who will be the coordinator of the information campaign? Who will be your partners, volunteers and sponsors? What are the means of information dissemination you will use? What actions are possible after the information campaign?*

Information campaign – this is an instrument to report any socially significant information to a wider group of citizens. Promoted information should help citizens to make an informed decision or express their views on important public issues.

Information campaigns are not aimed at propaganda or agitation in favor of a particular view or solutions, for example: “Conflict - it’s good!” Or “conflict - this is bad!”. On the contrary, the information campaign should show the situation from all sides, so that people themselves can set an acceptable solution. In this sense, the information campaign can perform the function of education, upbringing and awareness.

The information campaign is primarily conducted through media and communication activities such as press conferences, round tables, public hearings, newsletters, flash mobs, contests, etc.

As a rule, information campaigns are aimed at the larger audience and have a wide

geographical coverage; therefore, this work should engage many organizations, volunteers, partners and interested people. Information campaigns may be particularly effective if the implementation involves famous personalities from the arts, politics, literature or show business.

The above example has demonstrated the experience of the nationwide campaign. One should understand that the instruments and means of the information campaign at ayil okmoty or city level may be the same. The only difference is in the amount of required resources and geographical coverage.

For example, in order to conduct an information campaign about the problem of illegal migration at ayil okmoty level, it is also necessary to involve partners, volunteers, and local governments to develop a cohesive plan for the informational campaign. Further, it is also necessary to publish articles in local newspapers, and to produce news stories in regional and national TV channels and radio.

At the local level, people interact more closely with one another and have the opportunity to organize themselves. This may be a very effective instrument if set up into rural gatherings, kurultais, traditional mass games (for example, ulakt artysh, atchabysh) and other similar events.

Active members and partners of the information campaign at the local level may be non-governmental organizations, workers of ayil okmoty and ayil deputies, courts of elders, members of the public prevention centers, police officers, youth and women’s committees.

A practical example:

In the period from 1 April to 31 August 2010 the network of human rights NGOs of Kyrgyzstan held countrywide information campaign to fight human trafficking, called “Hot Line 189.” The campaign was aimed at raising public awareness about the risks of trafficking and exit strategies of the situations of sexual / labor exploitation.

To implement the information campaign, a network of NGOs has divided among themselves the issues and distributed in all seven regions of the country. The campaign began with an extended press conference for the media, which was held in Bishkek. Telephone “Hot line 189” was organized as well through which people could get advice on the problems of human trafficking.

2.2.3. Group #3 “Lobbying”

Task for “lobby group”: What issue or decision do you want to advance in government? What result do you want to see from lobbying? What is the timeline of your project? Who will be lobbying? Who will support you and help? What authorities and officials can make a difference? What lobbying tools will you use? What will be your next steps, if lobbying is successful or if it fails?

Lobbying – a combination of actions that affect the decisions of the legislative or executive authority. Simply speaking, interest groups may promote a significant decision through lobbying to government authorities (for example, adoption of the Law on Protection of the Rights of Persons with Disabilities).

Through lobbying, government authorities may hear opinions regarding: the adoption or amendment of laws, the adoption or amendment of policies, programs and plans; changes or additions to the budget; as well as any other decisions that are within the governing realm of the authorities.

Lobbying instruments may include information campaigns; meetings and talks with officials; distribution of analytical materials

among authorities; the publication of reports and records; roundtables and conferences; promotion and advocacy for decisions required by the interested group; parliamentary hearings, etc.

There are four basic stages of lobbying

1. Discover lobbies of power, system, techniques, terms, leaders and key actors.

2. Classify actors by the position they occupy in your question and what influence they have on decision makers, and what power they have to persuade others (such as civil servants).

3. Inform and establish contacts through visits and messages to help them understand the issues and gain their trust as a reliable source of qualitative analysis and a representative of the voice of people.

4. Attract attention and show your strength by focusing your media actions, counseling and mobilization actions so that decision-makers can feel support behind your proposal.

A practical example:

“Association of Crisis Centers” for many years has been working in the area of lobbying of laws of Kyrgyzstan on elimination of violence against women.

With efforts of the Association in 2003, popular initiative the Law of KR “On social and legal protection against domestic violence” was adopted. In order to lobby for this law, 36,000 signatures were collected from the population of Kyrgyzstan. After adopting the law, the members of the Association have been engaged in the process practicing the MIA temporary protection orders, educating the public in legal literacy and providing training for police officers.

In 2008, five years after the law on domestic violence was adopted, parliamentary hearings were held to discuss amendments to improve the legislation. On behalf of the Association at the hearing, a report was presented proposing a package of measures to reduce domestic violence and improve the performance of all the responsible bodies.

Association in the composition of “NGOs’ Council” twice participated in writing and submission to the CEDAW Committee of the Alternative Report on the Status of Women in Kyrgyzstan. Raised and highlighted by the Association in the Alternative Report 2004 the theme of “bride kidnapping” had a great response at the 55 UN sessions. As a result, the government of the Kyrgyz Republic was recommended to take immediate actions to prevent and intercept instances of bride kidnapping.

2.2.4. Group #4 “Mediation”

Task for "mediation group": What conflict do you want to solve through mediation? What result do you want to get on the results of mediation? Who are the parties to the conflict? Justify that at this stage mediation is possible. Who will lead the mediation process? Who will work on the preliminary collection of information about the conflict and their analysis? How does the mediator determine himself: What interests and objectives of the parties? What could be mutually acceptable solutions? How do you enforce a peace treaty and ensure no recurrence of conflict in the future? What could be a potential different impact of the meditation process result on men and women?

Mediation is an alternative and confidential way of disputes resolution with participation of the third party, which is neutral and impartial. Mediator acts as the third party, and he promotes parties to develop mutually beneficial and viable solution, which could eliminate the dispute.

Main principles of mediation:

- Mediator works with all parties and examine the situation thoroughly but not stay separate or indifferent.

- All parties participate in the process voluntarily and should agree to one or another mediator.

- Mediator seeks to help all parties to dispute equally.

- Mediation has a purpose to find not objective truth but mutually acceptable solution, i.e. the solution that could equally satisfy interests of parties to conflict.

- Mediator conducts and exercise control over the process of mediation but should not aspire to manage the content of discussions.

- Alternative conflict solutions should come from parties themselves in order that parties acknowledge the agreement and feel responsibility for it.

Mediation can truly exist only under certain conditions:

- Parties to the conflict are interdependent;
- Forces on both sides are about equal;

- Conflict is in the stage of “pre-crisis” or “post crisis”, it is extremely difficult to conduct negotiations under the “crisis” when the parties are in a state of stress and aggressive;

- Representatives of the parties decide that negotiations should be engaged.

A practical example:

In 2011, there was a conflict between the local population and a foreign company at an aluminum ore deposit in Kyrgyzstan where exploration work was being conducted.

The local population protested against the activities of the foreign company, arguing that their work may cause harm to the environment. Throughout the conflict various clashes and protests occurred, including an aggressive act, when a group of local residents did not allow the company's employees to carry out their work at the mine.

Representatives of the local community first came to the district administration and presented their demands to the company:

1. Provide the population with drinking water;
2. Repair local school;
3. Build a village feldsher-midwife station;
4. Employ locals.

After series of aggressive actions, the conflict temporarily moved to the post-crisis state. However, the situation is still quite tense and no one could guarantee that the conflict could be resolved peacefully, until a respected local figure stepped forward on his own initiative and offered the parties his intermediary service.

Mediation has several successive stages:

1. The period before mediation. The mediator carefully examines the issue, identifies the strengths and weaknesses of the parties to the conflict, and articulates its purpose (i.e., what result a mediator expects to achieve upon the results of the talks). It is also very important to prepare other technical details of the mediation process including location and venue.

2. Determine the parties' interests. At this stage, the parties should take turns expressing their position on the established conflict. It is important to have claims and interests clearly justified for the each side.

3. Stage of finding a mutually acceptable solution. At this stage, the parties are engaged in a dialogue and trying to find a mutually acceptable solution. The mediator's goal is to follow the negotiations, so that no one left the topic, as well as it is necessary to facilitate the parties in the development of a large number of solutions of the issue.

4. The final stage. In the final stage, parties agree and adopt a mutually acceptable solution for resolving the conflict and conclude a peace agreement appropriate. The mediator can act as a person controlling execution of the parties' commitments.

Continuation:

During the preparatory phase it was found that the local population had no information about the activity of the company and the results of environmental impact assessment. The initiative group was established from the local community to conduct the awareness of the population.

The mediator studied all legislative acts of the Kyrgyz Republic and analyzed the conflict situation. In order to prepare the parties to the negotiations, preliminary meetings were held with local residents and representatives of the company separately.

During the mediation process, the mediator explains his neutral role to everyone; that he was interest in the speedy settlement of the conflict in a way that is mutually acceptable to each party's stance.

Parties studied all the documents, listened to each other, and eventually came to the understanding that this deposit will bring benefits to local communities and the region. They agreed that it will not cause environmental harm.

The parties agreed that the company will employ about 100 local residents that do not require special training for geological work. The company also agreed to allocate funds to improve local social infrastructure (1 million 200 thousand soms have been allocated for these purposes), the company also committed to build a school in the village over 2 years. Moreover, this company pledged to pay for the education of students who are studying mining and exploration related activities in universities of KR. In return, the local population promised not to interfere with the work of the company, as well as to supply food for mine workers. All liabilities have been recorded in writing and signed by the representatives of the parties, the parties shall track performance of their solutions.

3. INTERVENTION PLAN DEVELOPMENT

Purpose of the session:

Provide the participants with an opportunity to organize joint planning process interventions.

Course of the session:

| Nº | Name: | Methods: | Time: |
|-------------|---|--------------------------------------|-----------------|
| 1 | Introduction | | 5 min. |
| 2 | Presenting an approximate plan of intervening in a conflict: a problem of illegal land seizure at the outskirts of Bishkek. | Mini-lecture. General discussion. | 20 min. |
| 3 | Work in groups to develop a plan of intervening in a conflict (participants themselves will identify a local case). | Work in groups. | 2 hours 50 min. |
| 4 | Summing up. | General discussion. | 20 min. |
| Total time: | | | 2 hours 35 min. |

3.1. Introduction

Previous training sessions have showed the presence of different opportunities for effective work on conflict warning and prevention. In particular, participants have had the opportunity to learn:

- Human rights guarantees provided by national and international legislation;
- Basic principles of gender equality;
- LSGs functions and tasks, and local peace mechanisms in the field of human security;
- The range of stakeholders with whom one should work together.

During this session, we will use the obtained knowledge and skills to attempt to begin the development of a joint plan of intervention. During this session, participants should demonstrate their ability to work in a team, to agree on common approaches and objectives, to organize a coherent discussion and to develop the general intervention plan based on the available capacity.

3.2. Presentation of a plan on intervening in a conflict based on the case «land seizure»

Consider the case below as an imaginary variant of intervention plan in the conflict around the problem of illegal seizure of lands, which has been considered in the previous section «Conflict analysis tools». The variant of the plan is given as an example to demonstrate what structure and activities could be envisaged in the intervention plan.

An example of the intervention plan in the conflict around the problem of illegal seizure of land at the outskirts of Bishkek:

Upon the initiative of the chairman of the state commission on human rights under the President, the working group is set up, composed of the head of local administration of the residential community «Archa Beshik», police department chiefs, deputies of the city council, the mayor and heads of relevant de-

partments of the city administration, experts and heads of departments of the Presidential Administration and the Government, as well as a number of authoritative public figures. To resolve the conflict, the working group has also included two representatives from each of the conflicting parties; they are the locals of the southwestern outskirts of Bishkek and land invaders (jumpers).

The working group has set two main objectives:

1. Develop a plan to prevent the threat of violence between the conflicting parties.
2. Develop a package of urgent measures

to Bishkek city administration and city council, police, prosecutors, Government and Administration of the President to address the problems with seizures of land and prevent the recurrence of such conflicts in the future.

On the basis of this analysis of the conflict, determined parties, their positions and interests, as well as identified causes and characteristics of relations between all the involved parties, the intervention plan of the conflict was prepared. Due to the emergency, the working group worked in emergency mode and within two days has developed the intervention plan.

| Action | Period | Responsible people |
|--|--|--|
| <p>Organization of negotiations between the conflicting parties, where on one side a group of land invaders stands, and on the other side the city administration and the locals of the residential community "Archa Beshik".</p> <p>The purpose of the negotiation process - to mainstream the acute phase of the conflict in a constructive direction (people should not think about the pressure, but rather on a mutually acceptable solution of the problem).</p> <p>Propose to land invaders alternatives (one of the proposed):</p> <ol style="list-style-type: none"> 1) Offer free land in other areas of Chui oblast; 2) Offer to buy land on preferential terms; 3) Offer to return to their regions, having implemented large programs of socio-economic development in the regions; 4) Threaten criminal responsibility for illegal actions, apply force. | <p>Within 1 week</p> | <p>Negotiator - Chairman of the State Commission on Human Rights under the President. Preparation and organization of the event - the mayor's office, police department.</p> |
| <p>Organize around the clock patrols by police and voluntary people's guard in the area of conflict.</p> | <p>Until full conflict is resolved</p> | <p>Police department, administration of the residential community "Archa Beshik"</p> |

| | | |
|--|--------------|---|
| Identify and suppress scam and provocation activities trying to capitalize on the conflict. | 2 weeks | Police department and the city prosecutor's office. |
| Conduct a thorough investigation into the situation of land allocation in Bishkek for the last five years. Investigation should focus on identification of illegal actions of officials in distribution of land and bring them to justice. | 1 month | Police department and the city prosecutor's office, deputies of the city council, independent experts. |
| Conduct an analysis of legislative acts in the sphere of land relations. Purpose - to reveal contradictions in legislation and to prepare relevant proposals. | 1 month | The deputies of the city council, mayor's office, experts from Presidential Administration and Government, independent experts. |
| Hold a mass information campaign in the media, explaining the rules and procedures for land, as well as penalties for the illegal seizure of land. | For 3 months | Administration of the residential community "Archa Beshik", City Prosecutor's Office, Mayor's Office. |

3.3. Work in Groups to Develop a Plan on Transforming a Conflict

3.3.1. Work in groups:

1. Explain the working conditions for the last session to participants. Although participants were divided into smaller groups earlier, the participants must now determine their format of work and work in a large group. The coaches will give just a common task - to develop a joint plan of intervention in the conflict (in one or more conflicts, having analyzed in the third day of training) within two hours. The group as a whole (without the help of coaches or organizers) should determine other details, such as: 1) what problem to work on, and 2) who will coordinate the process of discussion, and 3) how to reconcile the objectives and overall decisions, etc. (10 minutes)

2. Give them time to discuss alone and decide on what problem to work. Assist participants during the development of the intervention plan (1.5 hours)

3. Ask participants to consider the following when creating their plan:

a) Base their plan on the previous days of conflict analysis (to work with the causes of conflict, as shown in the conflict tree, involve parties and allies, mention cartography, consider the interests and the needs, identify in the course of working with the tool "onion").

b) Use a gender-sensitive approach while planning, answering the following questions:

- Have both men and women been actively involved in determining the overall purpose of the intervention?

- Have both men and women been engaged in data gathering activities? Are they aware of the gender dimension and able to gather gender-sensitive data? If not, will trainings be provided to increase their capacity?

- Have gender-sensitive indicators been developed and used during the conflict analysis? Have the views of both women and men been elicited?

- Are there practical problems in implementing tasks which are rooted in gender roles as practiced in the society and have ways been found to address these problems?

- Has the analysis process revealed any gender-based differences, in terms of particular potential roles for men or women in promoting peace or addressing specific conflict factors?

- Are the outcomes of the gender analysis followed-up, i.e. are gender-sensitive early response options developed as part of a preventive action plan?

1. Constitution of Kyrgyz Republic, 2010
2. Convention on the Elimination of All Forms of Discrimination against Women - CEDAW
3. Fisher, Simon et al .2000.Working with conflict.
4. Foundation for Tolerance International. 2006. Monitoring Report.
5. Foundation for Tolerance International. 2013. Collection of cases on mediation.
6. Law of the Kyrgyz Republic. "On Local Self-Government"
7. Manual «Gender approaches' strategies in promoting decent work», International Labour Organization, 2010
8. Guide to gender-sensitive indicators, Canadian International Development Agency
9. Shapiro, Daniel 1995. Conflict and communication.
10. UNDP 2013. National Peace Mechanism in the Kyrgyz Republic analytical report
11. Website of civil network of Kyrgyzstan on work with problems of trafficking in people: <http://www.traffikunet.kg/?p=776>
12. Association of Crisis Centers. Promotion of women's rights at the legislative level.: http://www.acc.web.kg/womanrightslaw_rus.html

Appendix 1. National sources of human rights

Constitution of the KR of June 27, 2010

Article 3.

The state power in the Kyrgyz Republic shall be based on the following principles:

- 1) Supremacy of the people's power, represented and ensured by the Jogorku Kenesh and the President elected nation-wide;
- 2) Separation of state power;
- 3) Openness and responsibility of state authorities, bodies of local self-governance towards the people and execution of their powers in the interests of the people;

- 4) Separation of functions and powers of state authorities and local self-governmental bodies.

Article 4.

- 3) creation of political parties on religious or ethnic basis as well as pursuit of political goals by religious associations.

Action Plan on Implementation of the UN Security Council Resolution 1325 about the role of women in providing peace and security, 2013

- To match the Kyrgyz Republic legal acts in the sphere of providing security to requirements of the UN Security Council resolutions about women, peace and security.
- To improve mechanisms of communication of governmental bodies, LSGB, civil society organizations and international organizations.
- To create favorable conditions for strengthening the role and involvement of women in the sector of security, defense, law and order and emergency situations.
- To diminish the growth/impact of conflict factors by means of conducting information and awareness work.
- To activate work of LSGB, civil society organizations on providing secure environment.
- To inform and conduct awareness training for population and stakeholders.
- To integrate a comprehensive gender approach into emergency response action plans of the Ministry of Emergency Situations, the Ministry of Defense, the State Committee on National Security, the Ministry of Internal Affairs, the Ministry of Public Health.
- To provide readiness of legal system in conflict conditions.
- To provide psychological assistance to women and girls.

Appendix 2. International sources of human rights

Under international law regulations and the UN Charter, (of which Kyrgyzstan is a member) states that have assumed an obligation to protect the rights and freedoms of human being and citizen, through signing or ratification, should bring its national legislation into conformity with its international obligations. The Kyrgyz Republic has ratified a number of international instruments. The performance of these instruments is the direct responsibility of the country.

Universal Declaration of human Rights 1948

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

International Covenant on Civil and Political Rights 1966

Article 9

1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

2. The right of men and women of marriageable age to marry and to found a family shall be recognized.

3. No marriage shall be entered into without the free and full consent of the intending spouses.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

International Covenant on Economic, Social and Cultural Rights 1966

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 10

The States Parties to the present Covenant recognize that:

The widest possible protection and assistance should be accorded to the family, which

is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.

Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.

Convention on the Elimination of All Forms of Discrimination against Women, 1979.

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of man and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole

Have agreed on the following:

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

a. To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

b. To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

c. To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

d. To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

e. To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

f. To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

Article 5

States Parties shall take all appropriate measures:

To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women

Article 15

States Parties shall accord to women equality with men before the law.

States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

a. The same right to enter into marriage;

b. The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

c. The same rights and responsibilities during marriage and at its dissolution;

d. The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

e. The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

f. The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

g. The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

h. The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

Appendix 3. Coordination of the competent authorities to ensure a peaceful and secure life of citizens in Kyrgyzstan

NATIONAL SECURITY SYSTEM

STATE SYSTEM FOR CIVIL PROTECTION

ENSURING PUBLIC LAW ENFORCEMENT AND FIGHT AGAINST CRIME

STRENGTHENING INTERETHNIC HARMONY

I. POLICY FOR THE PEACEFUL AND SAFE LIFE OF CITIZENS IN KYRGYZSTAN

President of the Kyrgyz Republic is head of the state and represents the unity of the people and the government. Article 60.

Acting as President of the Defense Council and Armed Forces Commander, he determines the policy and takes decisions in the field of national security

KR Defense Council is a constitutional advisory body, performing the unified state policy in the field of defense and security. Developing decisions to prepare to defend the country from modern threats and challenges, executing general management of the national security system under the leadership of the President of the Kyrgyz Republic

Public Expert Council on inter-ethnic, inter-religious development under the President of the Kyrgyz Republic
Main objective: to develop recommendations for inter-ethnic, inter-religious development

Council of the Kyrgyzstan's people assembly has the status of a consultative body under the President of the Kyrgyz Republic. Main objective: to promote strengthening of inter-ethnic harmony, civil peace and unity of the people of Kyrgyzstan

Zhogorku Kenesh - Parliament of the Kyrgyz Republic - is the highest representative body, executing legislature and control functions within its powers. Article 70. It generates an appropriate legislative framework; determines funding, enters a state of emergency; decides questions of war and peace;

The Government of the Kyrgyz Republic is the supreme executive authority, ensuring implementation of decisions of the Defense Council, National Security Concept, performing doctrines of targeted programs, plans and policies in the field of national security, civil protection in peacetime and wartime, taking measures to ensure national defense, governing and coordinating the activities of executive authorities subordinate to the Government.

| | | | |
|---|--|---|---|
| <p>Informational and analytical headquarters for tracking and monitoring the socio-political situation under the Office of the Government of the Kyrgyz Republic</p> | <p>Prime Minister of the Kyrgyz Republic - Head of Civil Protection of KR Minister of Emergency Situations - First Deputy Head of CP KR Interdepartmental Commission for Civil Protection, composed of leaders - heads of civil protection ministries, departments Evacuation Commission under the KR Government</p> | <p>Council on ensuring safety and law order under the Government of the Kyrgyz Republic executes preparation of the agreed actions to address the current and unexpected issues in the field of national security.</p> | <p>Coordinating Council on combating religious extremism coordinates the efforts of the executive authorities, including law enforcement agencies, local self-governments, religious organizations and associations aimed at maintaining stability, preventing escalation of tensions in the religious sphere, combating religious extremism, achievement of ethnic and religious tolerance.</p> |
|---|--|---|---|

II. POLICY IMPLEMENTATION TO ENSURE PEACEFUL AND SAFE LIFE OF CITIZENS IN KYRGYZSTAN

| | | | |
|---|---|---|---|
| At the national level | | | |
| <p>National Security Committee, The body of public protection, as well as military counterintelligence agencies. SCNS Antiterrorism Center Ministries, departments, government, organizations and associations, within their competence, based on the existing legislation, in accordance with the decisions of the President of the Kyrgyz Republic and the Government's Resolutions</p> | <p>Ministry of Emergency Situations is the authorized state body, performing the unified state policy in the field of civil protection Republican Civil Protection Services (central government bodies)</p> | <p>Ministry of Internal Affairs - national armed law enforcement agency, securing law order, security of individuals and society and fight against crime.</p> | <p>State Agency for local government and ethnic relations under the Government (SALG/ER) is a state executive body, implementing the state policy in the sphere of local self-government and inter-ethnic relations.</p> |

| | | | |
|---|---|--|--|
| <p>Support forces are: bodies and units of the ministries of defense, internal affairs, emergency situations, State Committee for National Security, State Customs Service, State Service for Combating Economic Crimes, State Drug Control Service, National Guard, as well as special service bodies and other ministries and agencies.</p> | | <p>Law enforcement bodies of the Kyrgyz Republic</p> | |
| <p>Prosecutor's Office of the Kyrgyz Republic supervises the correct and uniform implementation of legislative acts by local governments, ministries, state committees, administrative departments and other bodies, established under the Government, local public administration, public associations, officials, business entities, regardless of ownership and citizens.</p> | | | |
| <p>Courts administer justice; exercise judicial protection of constitutional rights and freedoms of citizens, interests of organizations and public bodies.</p> | | | |
| <p>At provincial and district level</p> | | | |
| <p>SCNS authorities over regions, Bishkek and their subordinate city, district offices (branches), Local bodies of state power within their competence, on the basis of existing legislation</p> | <p>Heads of regional offices - Heads of CP on their territories, Territorial divisions MES Commission on Civil Protection, Evacuation Commission under state administrations.</p> | <p>Plenipotentiary Office of the Government of the Kyrgyz Republic in provinces Department of Internal Affairs regions and districts, Bishkek and Osh, transport departments, city, district, city district, township subdivisions of the Interior Affairs bodies, as well as special and sensitive facilities, schools, institutions and organizations.</p> | <p>Interregional management of SALG/ER of the Plenipotentiary of the Government of the Kyrgyz Republic in the province</p> |
| <p>Plenipotentiary Office of the Government of the Kyrgyz Republic in the province Regional State Administration</p> | <p>Regional and district civil defense services</p> | <p>Regional State Administration</p> | <p>Regional State Administration</p> |

| | | | |
|--------------------------------------|---|---|---|
| | | <p>Coordination meetings of law enforcement agencies on crime prevention are created at regional, city and district state administrations and self-government bodies to coordinate government bodies, local authorities and public organizations, enterprises, institutions and organizations, irrespective of ownership, on crime prevention issues.</p> <p>If necessary, similar coordination meetings may be organized at Ail Okmoty.</p> | |
| At the local level | | | |
| Local self governments | <p>Heads of local governments - CP heads in their territories, CP Commission under Ail Okmoty Territorial divisions MES Municipal Civil Protection Services</p> | <p>Department of Internal Affairs in cities, settlement subdivisions of the Interior Affairs bodies, local police officers Local self governments</p> | Local self governments |
| | <p>on site-level - heads of organizations, enterprises, institutions, regardless of ownership. Civil protection services under organizations</p> | <p>Heads of organizations, enterprises, institutions regardless of ownership. Security services under organizations</p> | <p>Heads of organizations, enterprises, institutions regardless of ownership.</p> |
| Public and associations and citizens | <p>Voluntary rescue teams (VRT), citizens</p> | <p>Associations: Public advisory committees (PAC), Public prevention centers (PPC), Voluntary militias (DND), citizens</p> | <p>Associations: Assembly of Peoples of Kyrgyzstan, Public advisory committees, Public prevention centers, Voluntary militias, citizens</p> |

1. Were your expectations of the training met? Please, give you comments

2. What training topic was the most useful for you? Why? Please, give you comments

3. What knowledge and skills you received at the training? Where you will be able to apply them? Please, give you comments

Foundation for Tolerance International
36, 27 Umetalieva Str., Kyrgyz Republic, Bishkek 720010
Tel.: +996 (312) 91-07-57, 91-08-58
Fax: +996 (312) 91-08-57
fti@fti.kg
www.fti.org.kg