

COUNTERING RADICALIZATION AMONG WOMEN IN JALAL-ABAD AND CHUI OBLASTS

Module for trainers for training on building the capacity of
women's leadership in Islam



Mutakalim - 2018
Bishkek

This module is a five-day capacity building training for 100 women from the Jalal-Abad and Chui regions of Kyrgyzstan.

The goal of the training is to increase the capacity of the participants in questions about the role of religious leaders in building peace and community security, determining the risks of radicalization and applying preventive approaches and mediation methods in conflict situations.

The trainings will be held in the framework of the project “Countering Radicalization among Women in Jalal-Abad and Chui Oblasts” implemented by Mutakalim, with the support of “Hedayah”.

The training sessions will be conducted by experts of the **State Commission on Religious Affairs of the Kyrgyz Republic** and others.

**TRAINING
TO ENHANCE THE POTENTIAL OF WOMEN'S LEADERSHIP IN ISLAM**

Objectives of the training:

- To increase the potential of participants in the role of religious leaders in conflict resolution and in promoting community security, state policy in the field of religion, religious tolerance, identifying the risks of radicalization, and applying preventive approaches.
- Help participants develop their leadership in the community.
- Provide participants with a practical information base (materials) on the relevant parts of the training for their further work to disseminate information in their communities.

Dates of the training: August 2018.

Location: Bishkek, Jalalabad.

Participants: religious women leaders.

Trainers: representatives of the SCRA of the KR, experts on women's rights and leadership in Islam

DAY 1

TIME	ACTIVITIES
9:00-9:30	<p>Introduction:</p> <ul style="list-style-type: none"> • Greetings <ul style="list-style-type: none"> ○ Representative of the SCRA of the KR ○ Zhamal Frontbek kyzy, Chairman of the Board of MUTAKALIM • Goals and objectives of the training. <ul style="list-style-type: none"> ○ Acquaintance of the participants, identification of participants' expectations, definition of work rules.
9.30.-13.00. 11:00-11:30 <i>Coffee-break</i>	<p>Session 1. State policy to prevent radicalization and violent extremism and Peacebuilding.</p> <ul style="list-style-type: none"> • State policy in the religious sphere. • Secularity in the Kyrgyz Republic. Concept and principles. • State policy to support the Hanafi madhhab. • Institutions governing religious issues in Kyrgyzstan.
13.00.-14.30	<i>LUNCH</i>
14.30.-17.30. 16.00.-16.30. <i>Coffee-break</i>	<p>Session 2. Tolerance. Religious diversity of Kyrgyzstan. Religious tolerance.</p> <ul style="list-style-type: none"> • What is tolerance? Types of tolerance. • Islam about tolerance. • Religious diversity. • Responsibility for inciting religious hatred.
17.30.-18.00.	<i>Conclusion</i>

DAY 2

TIME	ACTIVITIES
9.30-13.00. <i>11:00-11:30</i> <i>Coffee-break</i>	Session 3. Signs of radicalization: what they are and how they can be recognized. <ul style="list-style-type: none">• What is radicalism (radicalization), extremism, violent extremism• Reasons for the radicalization of women.• Areas of work to prevent radicalization of women.• Women from the "risk group"
13.00.-14.30.	LUNCH
14.30-17.30. <i>16.00.-16.30.</i> <i>Coffee-break</i>	Session 4. Modern threats of radicalism, extremism, terrorism. <ul style="list-style-type: none">• Concepts of extremism and terrorism.• Reasons and forms of manifestation of radicalism and extremism.• Law on Countering Extremism.• Extremist and terrorist organizations banned in the Kyrgyz Republic.
17.30.-18.00.	Conclusion

DAY 3

TIME	ACTIVITIES
9.30-13.00. <i>11:00-11:30</i> <i>Coffee-break</i>	Session 5. WOMEN'S RIGHTS - HUMAN RIGHTS <ul style="list-style-type: none">• The rights and freedoms of women in a democratic state.• Social protection in Kyrgyzstan. Concept and types.• Social protection of women and legislation.
13.00.-14.30.	LUNCH
14.30.-17.00 <i>15.30.-16.00.</i> <i>Coffee-break</i>	Session 6. Islam and Gender. <ul style="list-style-type: none">• Women's Rights in Islam.
17.30.-18.00.	Conclusion

DAY 4

TIME	ACTIVITIES
9.00-13.00. <i>11:00-11:30</i> <i>Coffee-break</i>	Session 7. WOMEN'S LEADERSHIP: CONCEPT AND PRACTICE <ul style="list-style-type: none">• Defining the leader and leadership qualities, leadership styles• Women's leadership and diversity in society and the state
13.00.-14.30.	LUNCH
14.30.-17.30	Session 8. Women's Leadership and Islam <ul style="list-style-type: none">• What does Islam say about women's leadership (from Hadith and Quran)?• Spiritual leadership of women in Islam• Historical figures of Muslim women
17.30.-18.00.	Conclusion

DAY 5

TIME	ACTIVITIES
9.30-13.00. <i>11:00-11:30</i> <i>Coffee-break</i>	Session 9. Conflict resolution and mediation methods <ul style="list-style-type: none">• Concept and types of conflicts• Styles of behavior in conflict.• Speech tools in conflict resolution
13.00.-14.30.	<i>LUNCH</i>
14.30.-17.00 <i>15.30.-16.00.</i> <i>Coffee-break</i>	Session 10. <ul style="list-style-type: none">• Approaches to conflict resolution• Peacebuilding and mediation: notion and practices
17.30.-18.00.	<i>Conclusion of the training. Presentation of certificates.</i>

Session No. 1. State policies to prevent radicalization and violent extremism and Peacebuilding.

Objectives of the session:

- To acquaint participants with the concepts of a “secular” state and secular principles in the Kyrgyz Republic
- Inform participants about the state policy in the religious sphere

Plan of the Session:

No.	Themes	Time
1	Introduction: Greeting from the SCRA, PPAW "Mutakalim". Goals and objectives of the training. Acquaintance, expectations of participants, rules of work.	15 min.
2.	State policy of the KR in the religious sphere. Secular model of the state in the Kyrgyz Republic. <ul style="list-style-type: none">• Presentation	40 min.
3.	Group work: Secularism in the Kyrgyz Republic. Concepts and principles.	40 min.
4.	State policy to support the Hanafi madhhab.	20 min.
5.	Institutions governing religious affairs: <ul style="list-style-type: none">• State Commission for Religious Affairs of the Kyrgyz Republic.• Spiritual Administration of Muslims of Kyrgyzstan (Muftiyat)	30 min.
6.	Exercise “Stages of development of religious policy and practice in the Kyrgyz Republic”	50 min.
7.	Competition game	20 min.
8.	Conclusion	15 min.
		3 hours 50 min.

Introduction.

- Acquaintance. Expectations of participants, rules of work.
- Greeting from the SCRA, PPAW "Mutakalim".
- Goals and objectives of the training.

1. Lecture on the state policy of the Kyrgyz Republic in the religious sphere.

Support materials for the trainer:

The lecture is based on key state normative legal acts in the religious sphere: the Constitution of the Kyrgyz Republic, the Law of the Kyrgyz Republic “On Freedom of Religion and Religious Organizations in the Kyrgyz Republic”, the Concept of State Policy in the religious sphere 2014-2020.

You can use the presentation slides given in the appendix.

2. Secularism in the Kyrgyz Republic. Concepts and principles. (Discussions in small groups)

- The trainer divides participants into 3 groups. Handouts are distributed to all groups: “Principles of a secular state - the Kyrgyz Republic”. Participants are given time to read the material.
- The coach asks each group to answer questions:
 - **Group No. 1-** *What is a secular state? Can we say that a secular state is an atheistic state?*
 - **Group No. 2-** *Why is there a need for secular principles of a state in a multi-ethnic and multi-religious state?*
 - **Group No. 3-** *How can state bodies and religious organizations interact in a secular state? How does this happen on the ground?*
- The trainer organizes presentations of small groups, helps draw conclusions based on the presentations.

3. Lecture on state policies in support of the Hanafi madhhab.

Support materials for the trainer:

- The trainer talks about what Islam says about the state, what the participants know about it, gives own examples.
- To consolidate the material, the trainer asks questions:
 - *Why is the Hanafi madhhab considered “traditional” in Kyrgyzstan?*
 - *Why does the state support the “Hanafi madhhab”?*

4. Lecture on the institutions governing religious affairs.

Support materials for the trainer:

- State Commission for Religious Affairs (mission, structure, activities)

5. Exercise “Stages of development of religious policy and practice in the Kyrgyz Republic” (Small group discussions)

- The trainer divides the participants into small groups (no more than 5 people in a group) and gives a task in 25 minutes to compile a time scale that would reflect the development of religious policies and practices in the Kyrgyz Republic from the day they acquired state sovereignty to the present. In addition, each memorable event and date must be written on separate A4 sheets.
- After the groups prepare their “lists” of dates, each group will post the sheets in chronological order and present their “time scale” for the development of religious policies and practices.
- After the presentation of all groups, the coach asks participants to comment on the presentations. For more clarity, the trainer will ask several key questions that will make it possible to make a conclusive summary:
 - What events intersect in all \ almost all groups?

- What events seem unexpected to you in a presentation on a given topic? Why?
- Who is most often the “author” of the event - the state, religious communities (jamaats), individuals? Why?

6. Competition game

To consolidate the theme of the session, it is proposed to organize a competition on the topics discussed. The slides show questions, participants respond. Badges are given for correct answers. Those who receive more badges are given a prize.

Questions:

1) What is the main law of the Kyrgyz Republic in the field of religion?

- A. Law of the Kyrgyz Republic “On Freedom of Religion and Religious Organizations”
- B. Law of the Kyrgyz Republic “On Freedom of Faith and Religious Organizations” ✓
- C. Law of the Kyrgyz Republic "On Religious Organizations"
- D. Law of the Kyrgyz Republic "On Religion"

2) Complete the blank in the norm of Article 7 of the Constitution of the KR: "Religion and everything are separated from the state".

- A. Religious organizations
- B. Religious people
- C. Cults ✓
- D. Shrines

3) Complete the blank in the norm of Article 32 of the Constitution of the Kyrgyz Republic: “..... guaranteed freedom of conscience and religion”.

- A. Religious minorities are
- B. Everyone is ✓
- C. Religious organizations are
- D. Even foreigners are

Who appoints the head of the State Commission on Religious Affairs of the Kyrgyz Republic?

- A. Prime Minister
- B. Jogorku Kenesh
- B. President ✓
- G. Secretary of the Security Council

5) Complete the blank in the following norm in the Kyrgyz legislation: "The Kyrgyz Republic is a secular state where interference of religious and ministers of religious cults in the activities of state authorities and local self-government is not allowed".

- A. figures
- B. norms
- C. leaders
- D. organizations ✓

6) In accordance with the legislation of the Kyrgyz Republic, what religion is considered the official religion of the state?

- A. none ✓
- B. traditional
- V. historical
- G. useful

7) What organizations do you know that regulate religion in Kyrgyzstan?

8). How do you understand what a secular state is?

9). What is the structure of the muftiat?

10). What documents of the Kyrgyz Republic regulate religious issues in Kyrgyzstan?

7. Conclusion

- The coach summarizes the session through the following questions:
 - *What have you learned from this session?*
 - *What from this session and why is it necessary to convey to women on the ground?*
 - *What additional knowledge on this topic would you like to receive?*

Session No. 2. Tolerance. Religious diversity of Kyrgyzstan. Religious tolerance.

Objectives of the session:

- To acquaint participants with the concept of “tolerance”, to form a tolerant outlook of participants.
- To promote the addition of ideas about religious diversity of Kyrgyzstan.
- Discuss what religious tolerance is, tolerance as a basis for preventing radicalism.

Plan of the session:

No.	Exercises	Time
1.	Introduction: <ul style="list-style-type: none"> • Warm-up "How are we similar?" 	15 min.
2.	What is tolerance. <ul style="list-style-type: none"> • Work in groups. What is tolerance? • Role-playing game. Types of tolerance. • Lecture and group discussion. Tolerance in terms of Islam • Group discussion. Tolerance is the basis for preventing radicalization. 	60 min.
3.	Role play “Signs”	45 min.
4.	Religious diversity <ul style="list-style-type: none"> • Group discussion. Modern religious communities in Kyrgyzstan. • Lecture. Islam and other religions. 	60 min.

	<ul style="list-style-type: none"> • Work in small groups. Problems of religious intolerance in modern society. • Lecture. Responsibility for inciting religious hatred. 	
5.	Conclusion	15 min.
		3 hours 15 min.

1. Introduction

Warm up Exercise "How are we alike/similar?"

- The trainer invites one of the participants to the circle on the basis of any real or imaginary resemblance to oneself. For example: "Bermet, please come out to me, because you and I have the same eye color (or we are similar in that we are inhabitants of the Earth, or we are of the same height, etc.)". Bermet comes out in a circle and invites one of the participants out in the same way. The game continues until all members of the group are in a circle.
- The coach conducts a discussion about the purpose of the exercise and leads to the conclusion that although all people are different, each has its own characteristics, but there are also many similarities that unite people. It is necessary to notice the characteristics of a person and respect them. So the world is interesting, that everyone has his/her own peculiarities, and makes the world diverse and interesting.
- The trainer announces the topic and objectives of the session.

2. What is tolerance

- The trainer divides participants into groups of 3-4 people. The task is given: to define what tolerance is. The definition should be short and comprehensive.
- After discussion, a representative from each group hangs the definition written on a flipchart-paper on the board and introduces all students to the definition. The trainer draws attention to common words in the definitions of the participants.
- The trainer distributes handouts and asks to read the definitions.

Types of tolerance. Role-playing game.

- The trainer introduces participants to information about existing types of tolerance.
- The coach distributes handouts on the subject of tolerance and asks participants to get acquainted with the material.
- The coach divides the participants into groups and gives them cards with the types of tolerance and asks them to explain / in a game form the kind of tolerance / intolerance that was observed in life. Cards: gender, age, education, interethnic, geographical, physiological, linguistic, religious.
- The trainer gives 15 minutes to prepare the groups.
- The coach asks to make presentations, and the spectators can guess what kind of tolerance / intolerance is demonstrated.

2.3. Tolerance from the point of view of Islam.

The introduction to the topic begins in the general discussion, which is organized by the coach, asking the participants the following questions:

- Is there a concept of tolerance in Islam? Give examples.

- The trainer briefly records the answers on the board. Shows fragments about tolerant attitude in Islam.

Group discussion. Tolerance is the basis of prevention of radicalism.

- The coach builds the discussion through the questions:
 - *How are the concepts of tolerance and radicalism interrelated?*
 - *What do you think of the expression: Tolerance is the basis of the prevention of radicalism?*

3. Role playing "Signs"

- The trainer asks the participants to stand in a circle and explains the rules of the game. The rules are as follows: the trainer and his assistant (if any) are pinned \ the card in different colors is pasted on the backs of the participants of (these can also be different geometric figures of the same color). The task of the participants: for 3 minutes without talking to each other, silently divide into groups depending on the color on the back. " Since the beginning of the game, participants cannot verbally speak, whereas non-verbal speech should exclude pointing. That is, no one can directly show the color or shape, finding counterparts from the environment - in the clothes or the interior of the hall.
- Note for trainer:
 - cards must be secured well so that they do not fall.
 - there should be an unequal number of cards of different colors / forms: one color - the form can make up half of the group of participants, the other two, respectively, can represent approximately 35 and 10% of the number of participants. The cards of the fourth color \ form should be 1-2 pieces, depending on the presence of an obvious leader in the group. if this is already highlighted at the time of the game, then you can stick the fourth color / form of the card only to the leader on the back. if you are not sure of the leadership strength of the participant, it is better to stick these cards to two.
- During the passage of the game - breakdown into groups - it is important to observe the process
- After the participants have formed groups, organize a discussion of the game, referring to each group in turn, starting with the largest. First you need to ask participants about emotional well-being (questions: How did you feel before you found your group? Why? How do you feel now? Why? Do you want to go to another group? Why?)
- Then you need to discuss the process of the game (questions: How was the process of distribution into groups like? How did you get into your group? Were there participants who took the initiative and began to "gather" people into groups? Were there those who just stood waiting that someone will help them? Why were the behaviors of different people different?)

- At the end of the game - it is necessary to discuss the key issues that relate to the tasks of the game. The coach asks the participants to draw conclusions from the exercise. (Questions: what do you think were the goals of this game? What can different colors / figures on the back of the participants mean? Can you give any analogies from life? How does the process of interaction between different groups of people occur in life?
 - The trainer makes final conclusions about the cultural diversity of society and the importance of multicultural dialogue and interaction.

Supporting ideas for the coach:

- The attribution of a person to an ethnic or gender group occurs regardless of his will, people do not choose their nationality or gender. Often people cannot even choose their religion;
- Society imposes rules of behavior and determines the position of a person depending on the size and status of his ethnic / religious group;
- It is not always that people belonging to minorities agree with the position they occupy in society; this disagreement may manifest itself in various forms;

4. Religious diversity of Kyrgyzstan.

4.1. Group discussion. Modern religious communities in Kyrgyzstan.

- The trainer discusses that for a long time for the communities living in the territory of Kyrgyzstan religious diversity was characteristic. Mutual influence and patient attitude can be considered as the richest historical experience of tolerant coexistence of various religious communities in our country.
- The trainer builds the discussion on the following issues:
 - *What modern religious communities do you know in Kyrgyzstan?*
- The coach, using brainstorm method, records on the flipchart what the participants say. Commenting on the recorded, the trainer says that along with the communities representing world religions, non-traditional religions, groups, movements are active in Kyrgyzstan.

4.2. Islam and other religions. Lecture

Support materials for the coach – selection of the Quran and Hadith embodying respect for others and the principle of nonviolence.

4.3. Problems of religious intolerance. Small group discussions.

- The trainer builds the discussion through the following questions:
 - *What are the problems of intolerance in the religious field in the field?*
- The trainer divides participants into groups:
 - Explain the situation, why this is a problem, what consequences they may have, how to work with this situation in the light of the information that was obtained at the seminar.

4.4. Law of the Kyrgyz Republic on responsibility for inciting inter-religious and interethnic hostility. Lecture

Supporting materials for the coach: the lecture is based on the presentation and interpretation of Article 299 for inciting national, racial, religious and inter-regional hatred of the Criminal Code of the Kyrgyz Republic.

4. Conclusion

- In order to find out whether the session objectives have been achieved, the trainer can ask the following questions:
 - *What have you learned from this session?*
 - *What measures do you consider necessary to promote the tolerant attitude of Muslims towards members of other religions and the secular part of the population?*

Session 3. Signs of radicalism and radicalization

Objectives of the session:

- Give the concept of the term radicalism.
- Discuss the reasons for the radicalization of women in modern Kyrgyzstan.
- Discuss areas for the prevention of the radicalization of women, and determine what types of activities can be carried out by women participating in the workshop at the local level.

Session plan

No.	Theme	Time
1.	Introduction: Information on the aims and objectives of the project.	15 min.
2.	What is radicalism, radicalization. Causes of radicalization of women.	1 hour 10 min.
3.	Directions for the prevention of radicalization of women.	40 min.
4.	Women at risk	40 min.
5.	Conclusion	15 min.
		3 hours

Introduction: Information on the aims and objectives of the project.

- The trainer has a conversation with the participants on the following issues:
 - *What is the name of the project under which the training takes place?*
 - *What are the goals and objectives of the project?*
 - *How do the participants understand their role in this project?*

This conversation will help the participants to once again clarify the goals and objectives of the project and their role in the project. The trainer listens to the answers of the participants, makes supplements if necessary.

1. What is radicalism and radicalization.

1.1. Brainstorming

- The trainer asks the participants their understanding what radicalism is.
- The trainer records the statements of the participants.
- The trainer shows the definition of the concept on the slide.

Radicalism(from the Latin. Radix - root) - **extreme, uncompromising** adherence to any views, ideas. It is expressed most often in the promotion of ideas, their declarations.

1.2. Work in groups: spheres of manifestation of radicalism.

- The coach says that radicalism is manifested in our daily life in many areas. In what spheres can they manifest themselves?
- The trainer divides participants into 5 groups and gives each group the following cards:
Group 1. How does radicalism manifest itself in the inter-ethnic sphere?
Group 2. How does radicalism manifest itself in the economic sphere?
Group 3. How does radicalism manifest itself in the political sphere?
Group 4. How does radicalism manifest itself in sports?
Group 5. How does radicalism manifest itself in the religious sphere?
- The coach conducts presentations and then gives comments on the presentations of the participants.

2.2. Causes of female radicalization.

- The coach speaks about modern challenges:
- The trainer brainstorms with the participants to determine the causes of female radicalization in Kyrgyzstan, and especially religious women
- The trainer records on the flipchart answers of the participants, comments and supplements the answers:
- The trainer and the women discuss the issue:
 - *What are the consequences of radical views of women?*

3. Areas of work on the prevention of radicalization of women.

- The trainer together with the participants concludes that it is necessary to work on the causes of radicalization as early as possible. On the basis of the above reasons for the radicalization of women, the participants determine the direction in which to work to prevent the radicalization of women.
- The coach writes down the answers to the question: in which direction can we build the work on the prevention of the radicalization of women.

4. Women at risk

- The trainer, together with the participants, determines who is in the “risk group”, who is most exposed to radicalization, and which women need to be involved in project activities.

5. Conclusion

The participants, drawing up the conclusion of the session, determine what activities they can conduct in their communities, what materials are needed for this, from whom they can get appropriate advice on the correct provision of information and who can act as an expert at their events, how they can ensure the participation of women from the "risk group" to their activities.

Session 4. Modern threats of radicalism, extremism, terrorism.

Objectives of the session:

- Increase the capacity of participants to identify risks of radicalization and apply preventive approaches.
- Motivate women to work to prevent community radicalization.

Session plan

No.	Theme	Time
1.	The concepts of extremism and terrorism. <ul style="list-style-type: none">• What is "extremism", "terrorism".• The law on countering extremism.• Extremist and terrorist organizations banned in the Kyrgyz Republic.	1 hour 15 min.
2.	Modern threats: recruiting activities of extremist and terrorist organizations.	60 min.
3.	Conclusion	15 min.
		2 hours 30 min.

1.1 Brainstorming

- The trainer asks the participants' understanding of what extremism is.
- The trainer asks the participants' understanding of what terrorism is.
- The trainer summarizes the definition written on the flipchart and supplements it.

1.2 Summary of the Law on Countering Extremism.

Supporting materials for a trainer: Definitions and signs of extremism in the Law on Countering Extremism.

1.3. How to fight and resist radicalism and extremism?

- The trainer holds a discussion on what the participants would suggest to combat these phenomena. Answers can be written on the board / flipchart, after reading them. To

supplement answers as necessary, in particular, if the participants did not say that laws and state and law enforcement bodies must be observed, politicians and officials should behave correctly, that they should be responsible for their words and deeds, that every citizen should know your rights and be able to protect them and respect other people. From kindergarten, from school, you need to foster respect for the individual, diversity, inculcate a culture of tolerance, etc.

1.4. Banned extremist and terrorist organizations.

- **General discussion organized by the trainer's questions:**
Extremist activity is prohibited. Have you heard about banned extremist organizations? Why are they called such? What kind of activity do they have?
- **Lecture.** The list of organizations prohibited in the Kyrgyz Republic is used as a reference material.

2. Modern threats: recruiting activities of extremist and terrorist organizations.

2.1. General discussion:

- Coach builds discussion on the following issues:
 - *How can people get into the networks of extremist and terrorist organizations?*
 - *What motivational tools are used to engage people in various prohibited movements?*

2.2. Methods of recruitment into forbidden currents.

Supporting material for the trainer: The influence of the Internet and other methods.

3. Conclusion

- The trainer asks the participants “What kind of work can we do to prevent radicalization of the population?” Writes on a flipchart.
- The trainer summarizes the session and makes a conclusion on the development of an integrated approach.

Session 5. Islam and gender

Objectives of the session:

- Raise awareness of participants about the role and place of women in Islam and in a democratic state
- Promote the integration of religious women’s basic human rights in Islam with modern democratic values.

Session plan

No.	Exercises	Time
1.	Introduction: What are human rights?	20 min.

2.	Women's rights in Islam. <ul style="list-style-type: none"> • Work in groups. • • Group discussion 	60 min.
3.	The rights and freedoms of women in a democratic state. <ul style="list-style-type: none"> • Group discussion • Lecture: documents guaranteeing the rights and freedoms of women in a democratic state. • Practical exercise. 	1 hour 20 min.
4.	Conclusion	20 min.
		3 hours

1. Introduction: What are human rights?

- The trainer talks about the title and goals of the session.
- The trainer asks questions in order to introduce participants to the topic of human rights and to understand how well participants are informed on this topic.
 - *What are human rights?*
 - *Where are the human rights in Islam?*
 - *What documents guarantee human rights in a democratic state?*
 - *What are women's rights? Where are the rights of women in Islam? What documents guarantee the rights of women in a democracy?*

2. Women's rights in Islam.

2.1. Work in groups.

- The trainer divides participants into groups and asks each group to prepare a presentation on what women's rights in Islam are.
- Each group presents 2-3 rights.
- Coach comments on presentations

3. The rights and freedoms of women in a democratic state.

3.1. Group discussion.

- The trainer discusses how participants understand what “gender” is, “gender equality”, and what examples of gender problems the participants most often encounter in life.

Exercise: Democratic and Islamic values regarding the rights and freedoms of women.

- The trainer shows on a presentation slide the table and asks groups to give examples from the norms, principles or practices of Islam that support modern democratic norms regarding the rights and freedoms of women.
- Each group is given 2-3 norms.
- Presentation.

Democratic Values	Islamic Values
Women have the right to medical care.	
Women have the right to equal access to	

education.	
Women have the right not to be abused at home, at work or on the street.	
Women have the right to any job or occupation	
Women enjoy equal rights with men in marriage and divorce	
Women have equal rights with men to own and dispose of property	
Women have equal rights with men to participate in elections and to occupy positions in the highest authorities	
Married women enjoy the same rights as unmarried	
Women have equal rights with men to the protection of criminal law	
Women have the right to equal pay for its equal value.	

5. Summing up the session:

- The trainer summarizes the session on the following issues:
 - *What have you learned from this session?*
- The trainer and the participants together draw conclusions about the role and place of women in Islam and in a democratic state, how she should live in modern society, how to become an active and conscious member of society in order to avoid many problems in relationships with others.

Session 6. Women's rights - human rights

Objectives of the session:

- Explain the concept of universality of human rights and equality of women in the Kyrgyz Republic
- Provide information on the legal framework in the Kyrgyz Republic that guarantees and protects the rights of women.
- Show the importance and benefits of protecting the rights of women in all areas of their lives: work, family, social life.
- Discuss unpaid domestic work and women's rights to productive work
- Inform about government measures to support women

Session plan

No.	Exercises	Time
1	Exercise "Ranking claims"	30 min.
2.	Mini-lecture on the rights of working women	15 min.

3.	Cartoon "Unpaid Domestic Work"	5 min.
4.	Presentation "Women's rights in the Kyrgyz Republic: legislation and practices"	30 min.
5.	Conclusion	10 min.
		1 hour 30 min.

1. Exercise "Ranking claims"

- The coach hangs signs on the two opposite walls of the hall with the appraisal words - "I agree, I support" and "I do not agree, I am against".
- Then, in a slide show format, the trainer presents the participants with various statements, suggesting that each participant determine her position by moving under one of the posted signs.
- After the participants determine their position in response to the read statement (I agree - I do not agree), it is necessary to hold a discussion in which participants can argue their position. A Minority must always be given first floor to arguments.
- At the end of the general discussion on all the proposed statements, the trainer offers the attendees a mini-lecture, based on the basic conceptual ideas about the areas of women's rights that were discussed during the ranking exercise. In particular, if the rights of women in the labor and professional sphere were discussed, it is important to give information on key concepts (the triple role of a woman is productive, reproductive and labor for the good of the community; unpaid household work, a contract of working mother, a glass ceiling - glass walls), if we discussed political leadership issues, it will be important to talk about affirmative measures to support women's political leadership, about the SDGs and national programs to achieve gender equality, about the glass ceiling and glass influence of the presence of a critical mass of women on the quality of decisions, etc.

Supporting ideas for the coach:

- The exercise can contain from 3 to 7 statements, around which the discussion will be organized.
- Assertions can be modified and adapted to the specific needs of different groups of participants. The following statements are recommended as starting points for this seminar:
 - Parental leave to care for a child and his upbringing can be taken by a man, if a woman does not tolerate long-term vacations or doesn't want to lose her career chances
 - Women should not earn a living
 - Only women can take care of children and elderly people because they are naturally patient, caring and humane.
 - Men never cry
 - According to statistics, in the Kyrgyz Republic the life expectancy of men is less than the life expectancy of women.

2. Mini-lecture on the rights of working women

Support material for the trainer:

The basis of the lecture material can be put materials from the collection for trainees (handout 1 and 2 on this topic).

Of key importance is the idea of changing gender contracts in the family and society depending on the economic and cultural situation. In each type of gender regime, there are different ideas and concepts about the socially useful work of women and men, about the purpose and mission of women – mothers and other important aspects. If possible, pay attention to the distributed supplementary materials - article by A. Musabayeva about gender equality in the Kyrgyz Republic.

3. Cartoon "Unpaid Domestic Work"

Questions for discussion:

- Do you understand the basic idea of the cartoon? How can it be formulated?
- Do you agree with this idea? Why?

4. Presentation “Women's rights in the Kyrgyz Republic: legislation and practices”

Support material for the trainer:

- The lecture material is presented in the form of presentation slides (see the presentation of the same name in the appendix), but depending on the degree of preparedness of the participants, it is possible, supplement / shorten the material. In particular, it is possible to give an additional presentation on the topic of violence and on the study “How much does domestic violence cost in Kyrgyzstan?)

5. Conclusion

The trainer asks the participants to note the most useful aspects of information on women's rights for them, and to justify the benefits of such information. It is also advisable to discuss publicly, what aspects of human rights did the participants find to be inadequate to our realities and the reasons?

Session 7. Women's leadership: concept and practice

Session objectives

No.	Exercises	Time
1.	The prologue. Leadership Self-Assessment	20 min.
2	Exercise "Auction values and leadership qualities"	30 min.
3.	Presentation “Leader and Chief. Features of female leadership ”	30 min.
4.	Cartoon "Adagio"	10 min.
5.	Conclusion	10 min.
		1 hour 40 min.

1. Introduction

- The trainer invites participants to conduct a self-assessment of leadership potential by reading out the test questions (you can display questions on the screen). After completing the test, the coach asks everyone to calculate the scores received and declares how to interpret the values obtained (you can display the interpretation of the results obtained).
- The coach organizes brainstorming to come to an agreement: What does it mean to be a leader in society? All characteristics after discussion are written out in a list on the board.

2. Exercise "Auction of Values"

- The coach explains the rules of the game in the "Auction of Values": Imagine that I distribute to each of you the same amount of money (100 US dollars) that you can spend to buy at the auction the qualities or values that from your point of view will strengthen your leadership potential. The starting price of all goods is \$ 20.
- There are limitations in the game: participants cannot pool their funds, having one copy of all the goods presented at the auction, bargaining is carried out until the coach says the price three times = the facilitator of the bidding and does not announce "sold".
- Note for trainer:
In the course of the auction, you must write the name of the person who bought the product and the cost at which the product was purchased next to the name of the value / characteristics put up for auction.

Issues for discussion:

- Why were specific values more popular than others?
- Why were some values not popular at auction?
- Is everyone happy with what they bought? Would you like to buy something else?
- If such an auction took place in real life, would your choice change?
- What are the problems of women leaders associated with the proposed values?

3. Presentation "Leader and Boss. Features of female leadership"

Support materials for the trainer:

The main material is presented in the presentation format in the appendix.

questions for discussion after the presentation (stimulated by the coach through the following questions):

- Is female leadership special, different from male leadership?
- In projects and programs of developing agencies and international organizations, there are often initiatives to create leadership schools for women and there have never been similar initiatives for men. What does this mean, in your opinion?
- Would you like to participate in leadership training programs and why?

4. Cartoon "Adagio"

Issues for discussion:

- What did you feel while watching the cartoon? Why?
- What is this cartoon about? What is the main idea, the message of the cartoon?

- What type of leadership does the cartoon discuss?
- What associations did this cartoon cause in you? Why?
- What would you recommend to leaders to remember from what the cartoon teaches?

5. Conclusion

The trainer summarizes the main ideas expressed during discussions in general and in small groups. In the final word, the trainer should emphasize the taught nature of leadership, the opportunity to develop leadership qualities, and not the purpose of nature.

At the same time, there is the concept of women's leadership style \ management, which are often discriminatory.

Session 8. Women's Leadership and Islam

Objectives of the session:

Session plan

No.	Exercise	Time
1.	Introduction	

Session 9. Conflict Resolution and Mediation

Objectives of the session:

- Introduce participants to the concept of “conflict”,
- Form the participants' perceptions about the styles of behavior in conflicts and the factors causing this or that choice.
- Discuss with the participants the existing methods of conflict resolution.

Session plan

No.	Exercises	Time
1.	Introduction: Brainstorming to define conflict	15 min.
2.	Cartoon "Matches" and discussion	10 min.
3.	Presentation "Conflict Resolution"	35 min.
4.	Role-playing game “Wonderful Fruit” and exercise - “Arm Wrestling” warm-up	40 min.
5.	Role-playing game “Donor Heart”	30 min.
6.	Role-playing game "Frogs and Crocodile"	10 min.

7.	Verbal means of conflict resolution	35 min.
	Conclusion	10 min.
		3 hours 05 min.

1. Introduction: Brainstorming to define the concept of conflict

The trainer writes out all the wording of the concept proposed by the participants, individual characteristics of the conflict. If necessary, the trainer can stimulate brainstorming by asking the discussion vectors - what is the basis of the conflict? Are there any positive functions for conflicts? and so forth

Lecture “What is conflict?”, Conflict Analysis

2. Cartoon "Matches"

Questions for discussion:

- What caused the conflict in the cartoon?
- Who were the sides of the opponents? On what grounds were they different?
- What did the cartoon author want to convey to the viewer?
- Do you agree with this “message”? Why?
- What associations caused the cartoon?

3. Presentation "Conflict Resolution"

Support material for the trainer:

Presentation slides are presented in the appendix. Special attention along with the presence of different formulations of the concept of conflict, it is important to understand the nature of the conflict and styles of behavior in the conflict

4. Role-playing game "Wonderful Fruit"

- The coach explains the rules of the game and asks the participants to break up in threes. After that, he distributes role descriptions to each participant in triples and instructs that no one needs to show a description of the role, but in communication during the game it is important to state one’s interests to the extent knowing that your success in the bidding will be determined by this communication
- The trainer then reports that the game is taking place in the market where three people meet by the end of the day: the seller has 17 wonderful but perishable fruits and two potential buyers of all 17 fruits - the head doctor of the children's hospital and the head of the perfume business. Success in bidding depends a lot on the affairs of both potential buyers.
- Note to the trainer: role descriptions are contained in the annex, as well as an assessment of the success and degree of satisfaction of each of the bidders. This assessment must be presented on screen so that participants can see and participate in the assessment.
- At the end of the game, the coach writes down the results of the auction and asks the participants to determine which group was able to achieve the win-win effect

- The trainer gives the word to such a group and then sums up how a cooperative strategy for the common good was possible in this case.

Issues for discussion

- What prevented your groups from agreeing on the effect of trading? Why not all groups were able to achieve a win-win result?
- What strategy did most of the gamers use? Why
- How often does this happen in life? Why?

- **Game “Wonderful Fruit”**

- You are the owner of a counter in a downtown market. You need to sell 17 Wonderful fruits for the price of 1 dollar a piece. You paid \$8 for all 17 fruits. The fruits are very ripe and can spoil tomorrow. You are very concerned because the market will close soon.

- You are the head of the children's hospital in the city. You definitely need Wonderful Fruits, because their flesh contains components that will help save children in your hospital from death. Just before the market closes, you find a counter selling 17 Wonderful Fruits for the price of \$ 1 each. You need all 17 fruits, but you only have 12 dollars at your disposal. Ideally, since the hospital has little money, you would like to pay as little as possible.
- You are the head of a perfume company in the city. You urgently need to buy Wonderful Fruits, because after 2 days a group of rich tourists arrive in the city. The peel of the Wonderful Fruit contains the ingredient needed to make very expensive perfumes that you hope to sell to tourists. If you do not implement this project, your company will go bankrupt, and 10 of your employees will become unemployed. Just before the closing of the market, you found a counter where 17 Wonderful fruits are sold for the price of 1 dollar per piece. You need all 17 fruits, but you only have 15 dollars. Ideally, since the company has little money, you would like to pay as little as possible.

Criteria for evaluating results:

- Seller:
- Lose - if you have not sold fruit, or you have saved less than \$ 8
- Win - sold all fruits for \$ 8
- Win- sold all fruits and received more than \$ 8

Exercise - “Arm Wrestling” Warm Up

- At the end of the role-playing game with trading in the bazaar, the trainer offers to switch and play arm-wrestling. To do this, the participants are divided into twos, are conveniently seated and the coach gives the task: Within 1 minute to achieve the maximum possible number of victories.
- The definition of winners and the discussion are based on the same pattern as the previous game.
- Note to the coach: often in a conflict the parties only imagine a contradiction of interests. In reality, needs can, on the contrary, facilitate cooperation. The desire to choose a strategy for fighting for resources is connected not so much with human nature as with learning, it becomes part of the automatic instincts.

5. Role-playing game “Donor Heart”

- The trainer asks the participants to break up into small groups of 5 to 8 people and presents the situation (all of you in this small group are cardiology surgeons who came to the consultation. In your clinic, several people are in the queue for a donor heart and now you have received the news that one donor heart is already completely admitted to your clinic. Your task: within 10 minutes to agree in a group about which patient you will give priority to and present your selection logic)
- Note to the trainer: role descriptions can vary, in the appendix you will find the proposed list of candidates.
- The game will present additional facets for conclusions, if the coach conducts preliminary preparatory work, having agreed in secret mode with some participants (two in each group). Namely, to these two participants, the coach gives different instructions regarding what decision which participant should “carry out” in her small group.
- The results of the group work are presented on the blackboard and the selection criteria are discussed. In the case of a hard clash of "interests" of the selected participants, and hold a discussion about the clash of interests and the reasons for this situation - for the mother and for the father.

6. Game - warm up "frogs and crocodile"

Reinforces the key points of the previous discussions: in the competition of frogs for vital resources, a cooperation strategy may prove more advantageous than all other strategies. It is necessary to distinguish between what and who confronts interests and creates a contradiction of interests of subjects.

7. Voice means of prevention and resolution and prevention of conflict

Mini lecture, during which the trainer presents the main material on the technique of the I-message, on paraphrase, in order to achieve effective communication.

The trainer offers case studies that participants are invited to solve using techniques taught during the training.

8. Conclusion.

The trainer invites participants to draw final conclusions and helps with the wording.

Session 9 continued.

Session plan

No.	Exercises	Time
1.	Introduction: <ul style="list-style-type: none"> • Warm up exercise "UN Assembly" 	40 min.
2.	Methods of conflict resolution. <ul style="list-style-type: none"> • Work in groups. What methods do we know? • Lecture and group discussion. 	30 min.
3.	What is peacebuilding? <ul style="list-style-type: none"> • Lecture. • Work in small groups. • Group discussion 	30 min.
4.	Conclusion	20 min..
		2 hours

1. Introduction

Warm up Exercise "UN Assembly"

Step 1. To invite participants to discuss the following questions in the role-playing game: “Why does the question of nationality / ethnic origin sometimes become a source of conflict? What is the nature of the national?”

Divide the participants into 2 groups, arrange them in two opposite ends of the room. Describe the role situation and explain the task.

The task:

Situation: Imagine that you are members of the UN General Assembly, during which possible solutions to the problem of inter-ethnic conflicts are discussed.

Roles:

The Innovators Group comes up with a proposal: “Nationality is what separates people, opposes them to each other. Today, nationality is a source of conflict and war. We propose not to fix nationality in documents, to strive to erase national differences between people.”

The Conservatives group believes that “nationality is very important for a person and its abolition will lead to the impoverishment of the picture of the world and, ultimately, to the spiritual degeneration of all humanity. We stand for the support and development of ethnic differences between people.”

Groups need to discuss and put forward arguments in defense of their positions within 10 min.

Step 2. Discussion in groups. The trainer, if necessary, can facilitate the discussion in groups.

Information for trainers:

Possible arguments in favor of the position of "Conservatives":

- Nationality is largely determined by natural and climatic conditions. Depending on the natural conditions, one or another economic-cultural type is formed, which means a way of life and a way of thinking. Since we cannot radically change the natural and climatic conditions, we cannot change the national peculiarities.
- The individual does not choose his nationality at will, it is predetermined from the moment of his birth. One is born in a certain cultural environment, learns to speak his/her native language, and not some abstract one. The cultural framework outlines the entire life course of a person, and only people who have non-standard biographies (living in a different national environment, brought up by step-parents, etc.) can think about a change of nationality.
- The nation (people) to which a person belongs is something more than himself and his environment (work, family, etc.). Belonging to an ethnic community can give meaning to individual existence, this is what will remain after the death of the individual.
- According to the Swedish Institute for World Studies, there were twelve thousand languages in the world after the Second World War. By the beginning of the XXI century, their number has halved. If these trends continue, languages and cultures will disappear on the planet every day, which is an irreplaceable loss for humanity.
- That is why, in response to universal globalization and universalization, people need to actualize their cultural needs, to preserve their national identity, otherwise individual peoples and humanity as a whole are doomed to lack of spirituality and extinction

Possible arguments in favor of the position of "Innovators":

- ★ The concept of nationality was relevant for the past era. Today, when globalization and universalization processes occur, this concept is outdated. The difference of economic and cultural types is leveled by the universalization of material life and culture. Today, in all corners of the earth, except the most remote, people use the same household items, technology, watch global news and follow the same moral standards. Universal values and human rights - this is what is relevant for all people today.

- ★ Today in the world a huge number of people undergoing socialization in a different ethnic environment. Many do not remember their own language, from other elements of culture only symbols remained - the cap of the Kyrgyz, the skullcap of the Uzbeks. Many people know several languages, and the desire to master a new language today is not for the neighboring Uzbek, for example, but for English, which today is expanding economic and social opportunities.
- ★ Nationality today is a convenient mechanism used for pragmatic purposes. No wonder one of the founders of the modern theory of nations, Benedict Andersen, called them “Imagined Communities”. Volumes have been written about how people use nationality as a kind of “umbrella” to protect their interests and “fold” it when they don’t need it. When it is profitable for them, they change their nationality - for example, the Indians of America did not stick out their ethnicity until the 60s, tried to hide it. As soon as laws were passed, giving them some benefits, their number increased dramatically.
- ★ Those people who have to relate their own individual life with a certain eternity (in this case with a nationality) can be argued that ethnic communities are not eternal. You can offer them as an alternative to relate to the fate of their states, and not ethnic groups. The path of such “political acculturation” is much more promising and correlates with the values of democracy.
- ★ Nationality today is what separates people, opposes them to each other. In all corners of the earth, it becomes a source of conflict. If these processes are encouraged (protrusion and actualization of their national identity) in conditions where several thousand nationalities live in less than 200 states, the world is doomed to constant wars.
- ★ Nationality should become a deeply personal, intimate affair of every person, neither promotion, marriage, etc. should depend on it. Equality of opportunity, demand for any human potential is possible, provided that the basic principle of democracy is observed: human rights are above the interests of the group.

Шаг 3. Заседание «Ассамблеи ООН» – дебаты.

Предупредить участников, что на дискуссию отводится 20 мин., и чтобы они рационально спланировали очередность высказывания аргументов.

Согласовать с ними процедуру дебатов: начинают «Новаторы»; группы высказывают по очереди по одному аргументу или контраргументу.

Тренер фиксирует на флипчарте аргументы сторон.

Step 3. The meeting of the UN Assembly - the debate.

Warn participants that 20 minutes are allotted for discussion, and that they rationally plan the order in which the arguments are expressed.

Agree with them the procedure of the debates: begin "Innovators"; groups express in turn on one argument or counterargument.

The coach fixes the arguments of the parties on the flipchart.

Step 4. General discussion of the game.

?Possible questions for discussion:

- Did you enjoy the exercise? What exactly did you like?
- What was the process of preparing arguments in groups like? Have there been disputes and controversies?
- Was it easy for you to defend the role position?
- Which of the arguments of the opposite side, from your point of view, have a rational kernel and can we agree with them?
- Was this exercise helpful to you?
- What have you learned from this exercise?
- Is it right to divide people into extreme positions, especially in matters relating to ethnicity, the nation?
- Could a third position be offered in the game, combining the best of the two voices?

As a rule, the answer to the last question is positive, that is, participants say that it is necessary to take into account the arguments of the two parties and try to find a "middle ground". Note that the participants chose the right decision and proceed to the lecture.

1. The trainer divides the participants into 3 groups to prepare a presentation on the topic **“What methods of conflict management do we know?”**.
2. The coach comments on the presentations of the participants and complements them.
3. Lecture on peacebuilding.
4. Group discussion.
5. Trainer summarizes.