



EIU Best Practices Series No. 14

# TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN

EIU Best Practices 2009



United Nations  
Educational, Scientific and  
Cultural Organization

## APCEIU

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO



# Foreword

As a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region, Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been engaged in various endeavors aimed at fulfilling its mandate since its inception. APCEIU launched the EIU Best Case Studies in 2006 as an Experiential Learning Programme (ELP) in cooperation with the Member States in the region to encourage local initiatives on EIU. In 2009, it was renamed EIU Best Practices.

EIU aims to promote, in particular, “Learning to Live Together”, among the four pillars of education set forth in the Delors report, through participatory learning and critical thinking. EIU Best Practices brings and explores various efforts in the region geared to foster “Learning to Live Together”.

Asia and the Pacific region, with some of the major flashpoints of the world, have long been plagued by a history of socio-political conflicts often intersected by challenging ethnic, cultural and religious issues. In the era of globalization, ensuring education towards a culture of peace and a sustainable future has become critical more than ever for a common prosperous future of all humanity. Launched against this background, EIU Best Practices is an outreach effort that seeks to encourage and further local initiatives on peace, human rights, intercultural understanding and sustainability in different social and cultural contexts.

This series No. 14 introduces a case that leads to a course proposal to a higher education institute of a highly multicultural city, Osh, Kyrgyzstan. Aiming to gather dispersed momentum and expertise into the educational practice for cultural diversity and tolerance, a series of round table discussion and researches had been organized and conducted under the local leadership. A university in the city Osh has won the benefit to pilot the course contents developed out of the round tables as well as researches and surveys that were conducted in parallel. Participants in the round tables include educators in pre-school institutes, primary schools, civil practitioners in culture, art, and social justice apart from educators in local higher education institutes. The case confirms the promise that mobilizing higher academic level for educational or social changes can ensure wider and deeper impacts if the momentum cascades smoothly. I hope that APCEIU's intervention eventually turns the promise into a solid evidence that would encourage other institutes of higher education in the region towards adopting the practices showcased in here.

I would like to extend my heartfelt appreciation to the Kyrgyzstan National Commission for UNESCO, the Kyrgyz-Uzbek University, and the selection committee for their kind support and cooperation in carrying out this project.

December 2009



LEE Seunghwan  
Director

## EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Announcement: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and MOU partners of APCEIU in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected case to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout the Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region and the support from the National Commissions for UNESCO, APCEIU wishes to expand on the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from Asia and the Pacific region to apply and share their experiences and perspectives. The centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the whole region, thus contributing towards achieving a Culture of Peace.

## Authors

### Prof. Erkeayim Jorobekova

She is teaching philosophy and social science at Kyrgyz-Uzbek University, Osh, Kyrgyzstan as the Head of the UNESCO Chair. Since 1995 she has been acknowledged as the honors educator of the Kyrgyz Republic. Conferences, forums, roundtable discussions, and training courses on the culture of peace have been organized at both international and regional levels under her leadership. Titles of her academic works vary from problems of nation building to intercultural dialogue in the polyethnic and transitional society. *The Heritage of Kyrgyz People in the Context of Diversity* (Bishkek, 2008) and *Medieval Art of the Muslim Orient* (Bishkek, 2005) are among more than 100 publications authored by her.



### Ms. Almakan Naizabekova

She studied in the Faculty of Foreign Languages, Kyrgyz National University. Her career has widely covered from the language teacher to museum guide, curator, cross-cultural programme coordinator, and training programme manager. Before moving to the current job as the director of the public association, Central Asian Network for Arts and Culture, she had joined the Advising Committee for projects focused on development of civil society dealing with issues of ecology, trans-border water resources, gender issues, migration and poverty alleviation, human rights and health, youth and democracy. She has successfully completed the training course organized by APCEIU in 2008.

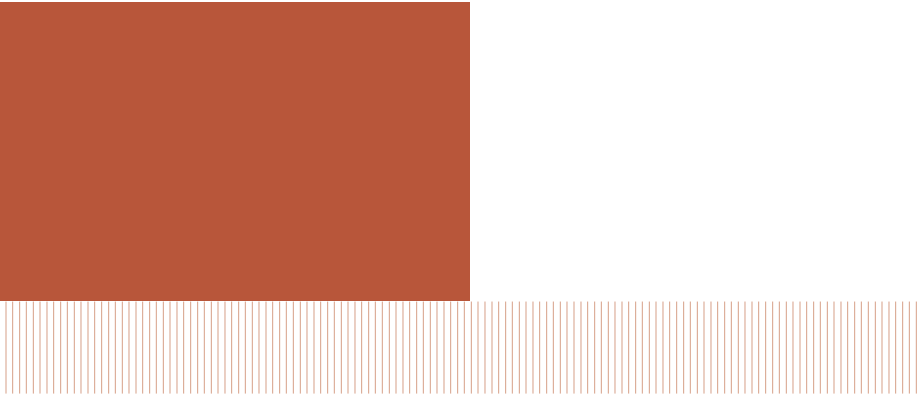


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## TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN

### 1. Social Context and Social Problems in the Kyrgyz Republic

The Kyrgyz Republic is one of the Central Asian states located in the very center of the Eurasian continent with a territory of 198,500 km<sup>2</sup> and a population of over 5 million people. In the north - Kyrgyzstan borders with Kazakhstan, in the West - with Uzbekistan, in the South - with Tajikistan and with China in the East. After the collapse of the Soviet Union the Supreme Council of Kyrgyzstan passed the Kyrgyzstan Declaration of Independence on August 31, 1991 and this day has been officially declared as Independence Day. The Declaration emphasizes the commitment of the new independent sovereign democratic state to the universal principles of international law, friendship and cooperation between nations as well as urging the people of Kyrgyzstan to unite for the sake of the sovereignty of the state with the rule of law.

Kyrgyzstan is facing various challenges in this transition period while building an independent democratic state, moving towards a market economy and establishing a civil society. In the current age of globalization social theory needs to encompass new paradigm shifts and to adjust to the positive experience of other countries of the world with regard to conditions for transforming multicultural, multiethnic, multi-confessional Kyrgyz society. For the purposes of strengthening social and economic and political stability, the Kyrgyz Republic relies on international cooperation with the rest of the world and continues working on its position in the international community;

the Kyrgyz Republic advances its reforms, including reform of the educational sector with a focus on Education for International Understanding [1]. Stable education in its own turn ensures sustainable development and further advancement of social and economic reforms in the country.

Kyrgyz society has remained multiethnic regardless of the emigration of some ethnic groups to their “historical motherlands” during the years of independence; however the share of so called “title” ethnicities has increased. According to the results of regional research conducted in 2003, ethnic majorities amounted to 66.9% in Kyrgyzstan versus 53.4% in Kazakhstan, 80% in Tajikistan, 71.4% in Uzbekistan and 77% in Turkmenistan [2]. The second largest ethnicity in Kyrgyzstan is Uzbek (14%) and the third is Russian (approximately 12%), therefore relations between the ethnic groups predetermine the stable development of the country and impact priorities in ethnic diversity policy.

Kyrgyzstan like any other Central Asian countries traditionally had been multi-confessional. As of today there are 2,185 various registered religious organizations, 14 new religious movements as well as approximately 400 organizations with pending registration due to irregularities in their charters [3]. This can be compared with 2,227 religious organizations representing 16 confessions in the neighboring Uzbekistan with its population of 26 million [4].

Despite stable ethnic and cultural development in general there is the probability of local conflicts, the most severe one of which took place in 1990 in Osh between Kyrgyz and Uzbeks. Kyrgyzstan still faces the problem of tribalism and regionalism which prevents further consolidation of Kyrgyz ethnicity and prioritizes sub-ethnic division which has never been considered as a serious political threat. Currently tribalism is earning more attention as the cause of conflicts of both a political and an economic nature. Certain economic hardships facing Kyrgyzstan are believed to be aggravated by unresolved border

issues, water and power problems and related challenges and risks in the ethnic - cultural diversity sphere. These risks and threats are caused by the activities of extremist religious - political structures that are getting stronger along with international terrorism; an undeveloped political culture, legal and religious illiteracy, immaturity of a substantial portion of the population in terms of intercultural competence, etc. [5].

In these conditions it is important to develop mechanisms for ensuring the stability of the situation, relieving tension and maintaining security. Development of the educational system aimed at the formation of interethnic and interreligious understanding by embedding cultural diversity and tolerance of ideas in the educational process at all stages is the most crucial way forward in terms of the implementation of reliable preventive measures.

## 2. Development of Cultural Diversity and Tolerance Studies in the Kyrgyz Republic

### 2.1. Promotion of cultural diversity and tolerance studies in academic community

Kyrgyzstan is developing new disciplines and introducing them in curriculum for the benefit of promoting cultural diversity and tolerance studies within the academic community , e.g. civic education, democratic nation building, Manas studies, intercultural communications, etc. These disciplines conform to the conceptual idea of social and cultural differences in terms of human rights and factors of social problem formation in managing diversity based on the multi-ethnic, multi-confessional and multicultural nature of the Kyrgyz society.

Certain efforts have been taken during these years of sovereignty development, including measures taken in the area of cultural diversity and tolerance education. The phenomenon of ethnicity and

problems associated with nation building are under review in scientific-educational discourse, as are problems of managing cultural diversity; the introduction of tolerance through appropriate educational programs: multicultural and multilingual education, civic education, authorized education, education through culture, etc.

Currently despite certain success in the development of cultural diversity and tolerance studies there is a need to study the specifics, identifying challenges and overcoming them in a multiethnic society. Kyrgyzstan like any other modern multicultural society is seeking and mastering efficient methods of forming the skills required for coexistence and co-working regardless of differences in culture, language, faith and religion. In this regard there are successful projects directly addressing issues of intercultural communication and dialogue in the educational process (see Annex 3).

## 2.2. Efforts of the UNESCO Department of the Kyrgyz-Uzbek University : advancement of academic discourse related to cultural diversity and tolerance studies

UNESCO Departments in the Kyrgyz Republic, including the one in the Kyrgyz-Uzbek University, are successfully developing their activities by conducting research and introducing disciplines in the curriculum that are aimed at the formation of multicultural and tolerant individuals. E. Zhorobekova, chief of the Department and several professors with support from UNESCO have published several guidebooks: “Medieval Art of the Muslim East” in 2005, “Heritage of the Kyrgyz People in the Context of Cultural Diversity” in 2009; and the “Ethnic Journalism Manual” was drafted with support from the OSCE in 2008. The electronic manual “Nation Building in Theory and Practice” was drafted with the participation of well known Russian ethnologist S. Abashin and local experts.

In the years of its operation the Department has organized 14 regional, municipal, inter-university scientific and practical

conferences, round table discussions, trainings on the most pressing educational issues and social and cultural development of the country. These include “Potential of higher education in the Kyrgyz Republic in learning about the ethnic phenomenon and nation building problems (2005)”, “Role of cultural heritage in cultivating tolerance (2006)”, “Islam and civil society in the period of transformation”, “Sulaiman mountain: preservation problems (2007)”, “Education in the area of cultural diversity and tolerance in Kyrgyzstan and contemporary conditions” as well as “Tolerance for peacekeeping (2008)”, etc.

### 2.3. Roundtables for 2009

#### 2.3.1. Theme

<The Religious Situation in the South of Kyrgyzstan :  
Fostering Sustainable Development, Opinions and Attitudes>

#### 2.3.2. Roundtable No.1

- 1) Organizers
  - Kyrgyz-Uzbek University
  - UNESCO Chairs
  - Public Foundation “Epistemos-Info”
  - Human Rights Center “Citizens against corruption”
- 2) Dates & Venue: February 28, 2009 in 27 G. Aitijev Street., Osh (Kyrgyz-Uzbek University, Conference Hall)
- 3) Agenda: The Law on Freedom of Religion and Religious Organizations in the Kyrgyz Republic and aims for its implementation

#### 2.3.3. Roundtable No.2

- 1) Organizers
  - Kyrgyz-Uzbek University
  - UNESCO Chairs

- Public Foundation “Epistemos-Info”
- 2) Dates & Venue : March 31, 2009 in 27 G. Aitijev Street., Osh  
(Kyrgyz-Uzbek University, Conference Hall)
  - 3) Agenda  
“Problems of politicization and radicalism in the region:  
ways of non-violent decision making”

#### 2.3.4. Roundtable No.3

- 1) Organizers
  - Kyrgyz-Uzbek University
  - UNESCO Chairs
  - Public Foundation “Epistemos-Info”
- 2) Dates & Venue : June 24, 2009 in 27 G. Aitijev Street., Osh  
(Kyrgyz-Uzbek University, Conference Hall)
- 3) Agenda : “Formation of principles of tolerant consciousness in the system of education in the Kyrgyz Republic and the prevention of religious extremism”

2.4. Outcomes : A “Resolution” was accepted as a result of the cycle of roundtables as quoted below:

#### ▣ <The Resolution>

Considering the importance of securing internal stability for a poly-confessional state and the acceptance of the Law on “Freedom of Religion and Religious Organizations in the Kyrgyz Republic”,

taking into account that poly-confessional Kyrgyzstan needs to strengthen truly democratic institutions, fostering the realization of optimal models of relationship between the state and religious organizations,

realizing the necessity of usage of non-violence methods of prevention of conflicts appearing in the interreligious and inter-ethnic arena, and

welcoming the joint initiative of the Kyrgyz-Uzbek University,

the Chair of UNESCO, and the “Epistemos-Info” Public Foundation on holding discussions on the aims of non-violent solutions to the problems of politicization and radicalism of religion in the region on the basis of the realization of the Law entitled “Freedom of Religion and Religious Organizations in the Kyrgyz Republic”,

the participants in the cycle of round-tables call for the consolidation of the efforts of local administrations and religious organizations acting on the basis of the legislation of the Kyrgyz Republic, and first of all, the southern section of the state agency on religious issues and civil society (educational and scientific-research organizations, scientists, theologians, mass-media, NGOs, youth and women’s organizations) for the realization of the following aims and goals:

- to lead systematic informational activities among the citizens and youth on raising skills and knowledge of the legal basis for the equality of citizens independently from their attitude to religion;
- to form understanding of the role of the Constitution, legislative acts and international legal documents regarding juridical aspects of freedom of conscience and religion;
- to develop the concept of freedom of conscience and state policy in relationship to religion;
- to provide legal basis for the creation of religious organizations and missions of foreign religious organizations in the Kyrgyz Republic;
- to study political-legal issues, promoting harmonization of religions, ethno cultural identity of socio-cultural groups to feel themselves part of society and equal participants in state and nation building;
- to monitor of values in the orientation of various socio-cultural groups of citizens;
- to research the reasons for the politicization of religion and



- analyze the radicalism and activation of destructive activities among extremist and terrorist religious organizations;
- to analyze and disseminate the positive experiences of separate organizations and their efforts in working out effective mechanisms for the creative realization of the regulations and principles of the Law entitled “On Freedom of Religion and Religious Organizations in the Kyrgyz Republic”;
    - with the support of UNESCO, the Soros Foundation-Kyrgyzstan, the OSCE, the SDC and other international organizations and jointly with the Ministry of Education and Science of the Kyrgyz Republic to continue working out and implementing effective mechanisms for the formation of a tolerant poly-cultural personality in the system of secular and religious education;
    - with the aim of increasing the role of the educational system in the realization of non-violent measures for preventing calls and threats to the security of the state, to ask the Ministry of Education and Science of the Kyrgyz Republic to introduce the disciplines of “Religious studies” and “Culturology” to school programs and educational standards of higher education with the approach of a new secular interpretation of religion without accent on atheism or theological approaches;
    - to attract the representatives acting in the legal field of religious organizations to various activities for discussion on the aims and tasks for the realization of the regulations and principles of the Law “Freedom of Religion and Religious Organizations in the Kyrgyz Republic.”

### 3. Results of the Research “Teaching Cultural Diversity and Tolerance in the Kyrgyz Republic”

(See Annex for Questionnaire and experts’ responses)

3.1. Mission of the Research study academic discourse in the Kyrgyz Republic focusing on textbooks / methodology, the supply and staffing of teaching personnel and types of education in the area of teaching cultural diversity and tolerance in the following levels:

- 1) preschool educational institutions
- 2) high schools
- 3) universities
- 4) public educational foundations that specialize in enhancing teacher qualification

#### 3. 2. Research Methodology

- inclusive observation
- expert survey (questionnaires, interview)
- focus groups among graduate students
- analysis of scientific-educational discourses on cultural diversity and tolerance (scientific publications and public presentations, materials from forums, scientific conferences and roundtables, monographs, scientific magazines)

#### 3.3. Research Respondents : 46 persons

Highly qualified education specialists participated as experts in the survey and research: total 24 persons

- professors of 5 universities - 14 persons
- directors and teachers of 4 high schools and 2 vocational schools - 6 persons
- leaders of educational NGOs - 2 persons
- directors of 2 preschool institutions - 2 persons

In addition to these experts, 22 graduate students participated in focus group activities.

Opinions expressed at conferences, roundtables and trainings held in 2008-2009 to discuss cultural diversity and tolerance in education were also taken into account.

#### 3.4. Results of the research fully confirmed preliminary assumptions:

- the overall deficit of teachers in the Republic impacts on the number of professional able to teach cultural diversity and tolerance issues
- program and methodology supply in the above area is insufficient too
- the educational system needs active enhancement of the qualifications of secondary and vocational school teachers and university professors teaching the subject
- a common information platform is needed to ensure the interrelation of the educational sphere with local authorities and civil society
- whenever universities do not have specific disciplines dedicated to issues of cultural diversity and tolerance it would make sense to incorporate these subjects in the discipline of cultural sciences which is already found in the curricula of most of the humanities departments.

#### 3.5. Research Findings

a) Regardless of teaching level, most of the respondents use the following educational programs in their practice : “Multicultural and Multilingual Education”, “Civic Education”, and “Rodnik” (used in preschool education which also facilitates the formation of a multicultural and tolerant personality in preschool age children).

b) Also, they use various verbal and visual materials that reflect the multicultural and multiethnic nature of Kyrgyz society. In the universities these include direct dialogue between students and professionals and people's pedagogy methods such as sanjyra (myths), fairytales, proverbs, sayings, music and songs of different nations. These are used not only with future pedagogues but are also used at schools and preschool education institutions. Universities also use brainstorming, business games, group discussion and other interactive methods: out-of-auditorium lessons, student conferences, with control over the self-guided work of the students.

c) The respondents' ability to use new technologies for multicultural study (audio, video, web-resources) is limited too. Preschool education institutions are more equipped. They have opportunities to use TV, movie theaters, and the internet. Students mainly use the internet for self-guided work according to the findings of focus groups.

d) Respondents teach various disciplines and their sections related to cultural diversity and tolerance issues: pedagogy, cultural science, ethics, aesthetics, philosophy, history of Kyrgyzstan, history of political and legal studies, conflict resolution, diplomacy and consular services, theory of international relations, leadership, interethnic conflicts, international literature, methodology for teaching music, history of musical performance, morality lessons, Manas studies, people and society (at schools). Experts believe that all of these disciplines are related to cultural diversity and tolerance.

Participants of the focus group students named about 30 disciplines which they have studied and they also think cover cultural diversity and tolerance issues.

e) The overwhelming majority of respondents mainly have

textbooks published in Russian. Experts noted the absence of textbooks in Kyrgyz.

Obtain different ideas from:

- 1) Class tutor
- 2) Raising schoolchildren
- 3) Materials from workshops and round tables on these issues
- 4) Spiritual-cultural values from religious sources of various confessions
- 5) Books "Ethics", "Aesthetics", "Ethics and Psychology", etc.

Regular schools do not have resources to back up the teaching process with quality programs and methodology materials. They use available materials from the above magazines and books, and selected items from the normative basis of the Republic [from an interview with N. Bashieva, director of a High School named after M. Lomonosov].

f) Experts' assessment of the level of textbooks and methodology guidebooks provision:

- 21 out of 24 experts (87,5%) stated "no, insufficient"
- 2 (8.3%) said that it is sufficient for some issues
- 1 (4.2%) believe that the provision is insufficient

g) Challenges in teaching abovementioned disciplines:

- Insufficient program and methodology provision
- Lack of qualified teaching personnel
- Lack of academic hours dedicated on a mandatory basis, in all years of study
- Lack of Kyrgyzstan realities in the textbooks
- Lack of textbooks in Kyrgyz
- Students and teachers do not speak foreign languages
- Management is not interested enough to be involved in problem solving

- Language barrier [from focus group]
- Differences in terminology and interpretation of historical processes, distorted information [from focus group]

“Public and youth in particular are not informed enough or do not fully realize the essence of this mission. There is no environment for exchange of opinions, experience sharing, etc.”

[from an interview with E. I. Ruzieva, editor-in-chief of the scientific magazine “Science, Education, Technologies” and also a KUU professor].

g-1) Respondents offered the following ways of eliminating drawbacks

- Publish manuals on tolerance with Kyrgyz experience and from Kyrgyz sources
- Study and publish works of Kyrgyz researchers
- Publish and disseminate available methodology guidebooks among professors and other members of society, and information literature - among students
- Develop work plans and guidebooks on methodology for teaching cultural diversity and tolerance as well as plans for extracurricular activities
- Joint efforts to draft elective courses are needed
- Special seminars and trainings need to be conducted
- These subjects should be added to the curriculum for 10th- and 11th-graders in the “Man and Society” discipline
- Raise professionals in cultural diversity and tolerance at the universities of the Republic
- Deliver lectures on cultural diversity and tolerance issues to the public and in the media
- Solve problems jointly with the local self-governing administrations
- Raise these issues in discussions with students more often.

The results of such discussions should be readily available for all interested parties. [from focus group]

h) Experts believe that teaching cultural diversity and tolerance should start at the preschool education level.

i) The following responses were received to the question “Which books and methodology guidebooks on tolerance and cultural diversity are crucial for the modern educational system of the Kyrgyz Republic”:

- guidebooks on tolerance with Kyrgyz experience
- guidebooks need to be developed, both in regular and electronic formats, separately for students in humanities and technical departments with regard to their major subjects
- guidebooks on ethnic tolerance, courses on tolerance and trainers’ materials on cultural diversity and tolerance
- guidebooks that take into account Kyrgyz specifics
- guidebooks on “cultural interaction between (other) countries and the “ethnic rainbow of Kyrgyzstan” need to be developed
- guidebook on tolerance for high schools
- guidebooks with modern scientific methodology
- guidebooks in Kyrgyz, Russian and Uzbek
- guidebooks for children should be written in plain language with interesting case studies [from focus group]
- print setting should be adjusted to age features, e.g. colorful for children
- audio lectures and guidebooks developing a culture of speech.

j) Only 46% of experts are planning to develop the program or draft methodology guidebook on tolerance and cultural diversity issues. Only 41.66% have decided on titles.

k) These are the titles they have decided:

- Monograph entitled “Interethnic Relations in Kyrgyzstan in the New Geopolitical Space”
- Tolerance ideas in works of Russian literary classics
- History of musical art
- Guidebook on ethnic journalism
- Family abuse
- Multilanguage environment for tolerance
- International relations in Central Asia: the role of culture in international relations
- Religious tolerance in Kyrgyzstan
- The ethnic rainbow in Kyrgyzstan. Guidebook for school teachers
- Synthesis of secular and theological aspects of best practices for ethnic pedagogy

l) The following responses were received to the question “How well staffed is teaching of tolerance and cultural diversity subjects”:

- No staff - 20 (83.3%)
- Well staffed - 2 (8.3%)
- Average - 1 (4.2%)
- No response - 1 (4.2%)

m) Assessment of staff professional level by experts:

- Low - 15 (62.5%)
- High enough, but not everyone - 3 (12.5%)
- Average - 4 (16.7%)
- No response - 2 (8.3%)

n) Experts’ opinions as to what are the ways to enhance the qualifications of teachers and specialists:

- Organization of round table discussions, training sessions and



seminars with participation of scholars and practitioners

- Training at summer schools, special courses on tolerance
- School teachers and staff at preschool institutions to have opportunity to raise their qualifications at the Osh Teacher Training Center
- Materials informing of new teaching methods
- The Ministry of Education and Science of the Kyrgyz Republic is able to provide centralized training and enhance qualifications  
However in the market economy this ability is limited
- Participation in international scientific-research programs
- Access to the internet should be used more  
[from focus group]
- 9 experts (37.5%) believe that there are no ways to enhance qualifications

o) Experts named the available ways of organizing joint activities in the educational and social spheres to enhance educational potential in the area of tolerance and cultural diversity:

- Recommendations and handouts from round tables and UNESCO Department conferences
- Joint seminars and trainings on a grant basis with participation of university professors, school teachers and local government representatives
- Use opportunities offered by educational NGOs
- Internet, TV, PF “Kyal”
- Design projects and make proposals to international organizations and foundations for funding
- Establish a council on ethnic development under the Mayor’s office with its main function to coordinate the joint efforts of local authorities, the education system and civil society on keeping and managing cultural diversity .

p) Experts on the chances for the establishment of a common information platform in the educational system that would ensure the interaction of interested parties and information and experience sharing:

- 5 experts (20.83%) consider the UNESCO department as a common information platform
- Mass media, Internet, UNESCO department
- It is possible to organize an inter-university information platform. KUU and the UNESCO Department are handling this job successfully.
- Trainers' team
- We can organize an association of like-minded persons and gather on a monthly basis for round tables and workshops, etc.
- Involve international organizations in setting up research centers for the universities
- Exchange visits with the representatives of neighboring countries, learning their culture and traditions
- Some experts believe that they almost lack any such opportunity - 2 (8,33%)

“We should establish workgroups from university professors to develop conceptions of teaching cultural diversity and tolerance and draft academic-methodology sets on these issues” [from the presentation of N. Eshenova, director of the Critical Thinking Lab at Osh State University given during the roundtable June 24, 2009]

#### 4. Proposal for a Course on “Culturology” in the Kyrgyz-Uzbek University (KUU)

4.1. The Cultural Sciences course at KUU was originally delivered at the “Philosophy” department, then it was transferred to another department (International Relations). However the scientific - methodology council of the university on the basis of recommendations made by the inter-university round tables in recent years made a decision to transfer this course to the KUU UNESCO Department in the 2009-2010 academic year. Professors designed the curriculum for the “Cultural Sciences” discipline in the spirit of the UNESCO conception on cultural diversity and in line with the APCEU conception of “Education for International Understanding” [see Annex 2].

4.2. Goals and objectives of the course are set in the introduction to the work plan [see Annex 2].

4.3. The KUU Academic Council made a decision that this discipline shall be mandatory for all disciplines and types of study.

4.4. The work plan for this discipline includes a section dedicated to the issues of cultural anthropology which in western European countries are studied separately from so called “biological”, “theological”, “social”, “psychological”, and “ecological” anthropology. “Cultural anthropology” is close to ethnology, ethnography, and studies culture through human phenomena by comparative analysis of anthropology and the cultural differences (customs, traditions, behavior, etc.) of different ethnic cultural groups. Contemporary cultural anthropology correlates with cultural science as one of the most important and prospective culturology approaches which assumes that the human problematic phenomenon is a core (aspect / component) of culture.

4.5. See course contents in the Work Plan [see Annex 2].

## 5. Conclusions

K. Bakiev, President of the Kyrgyz Republic in his address to the nation declared the intention of renovation of the country which requires “consistent systemic changes implemented jointly by the authorities and a civil society thus setting the ground for an independent state and a free stable society” [6]. Reforms in public administration, cultural policy and the education system are underway.

Research findings and events held in recent years demonstrated the need for educational development aimed at the formation of interethnic and inter-confessional understanding through embedding ideas of cultural diversity and tolerance in the education process. The first steps in learning and the implementation of concrete resources and possibilities for the educational system in this direction have been taken in the spirit of reforms launched in the Republic.

The activities of the UNESCO department are positively perceived by the public, and this is reflected in several publications of the materials from international conferences and forums, specifically the endorsement and publication of the country’s presentation in the APCEU collection “Situations of Education for International Understanding in Central Asia” after a consultation in 2006 in Tashkent.

The collection of materials from the series of round tables “Religious Situation in Southern Kyrgyzstan: Ensuring Stable Development, Opinions and Positions” is in process of being published. The Department also drafted a schedule of events dedicated to the “Year of Culture of Peace” proposed by UNESCO.

## Notes:

1. E. Jorobekova "Education for International Understanding in Kyrgyzstan / Educational Policy for International Understanding in Central Asia." Materials of the Regional Conference on Designing Educational Policy for International Understanding in Central Asia (Tashkent, Republic of Uzbekistan, September 9-11, 2006) - Tashkent 2006, p. 70-75.
2. Presentation on regional project "Monitoring compliance with the rights of ethnic minorities and analysis of their involvement in political, social, economic and cultural life in Central Asian states" - Astana 2005, p. 6.
3. Analytical materials "Open Kyrgyzstan". News Briefing Central Asia (NBCA): Confessions under close surveillance by the state. 18.07.2007.
4. Intercultural Dialogue in Uzbekistan, 2007, p. 11.
5. E. Jorobekova "International communications and skills in multiethnic and multicultural societies" (with Central Asia as a model) / International Dialogues, Communications and Skills in Central Asia. Collection of materials for the training / seminar dedicated to issues of international dialogue and intercultural communication in Central Asia. Bishkek, 2009, p. 87-91.
6. President Bakiyev's address to the nation related to the course aimed at the renovation of the country. / Slovo Kyrgyzstana newspaper, March 27, 2009.

## Appendix 1

### Questionnaires for the Research

#### **“TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN”**

- 1.1. *Questions for experts*
- 1.2. *Questions for the interview*
- 1.3. *Questions for focus groups*



## 1.1. Questionnaire

**Ministry of Education and Science of the Kyrgyz Republic  
Kyrgyz-Uzbek University  
UNESCO Department**

**TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN**

Dear Respondents:

The purpose of this research held by the UNESCO Department of the Kyrgyz-Uzbek University is to identify the potential (textbooks / methodology supplies and human resources) for teaching cultural diversity and tolerance in Kyrgyzstan at all major levels and types of education - from preschool to postgraduate including extracurricular forms of education and upbringing related to cultural diversity and tolerance in Kyrgyzstan.

Your responses are valuable for this research. We would like to thank you in advance for your attention and assistance.

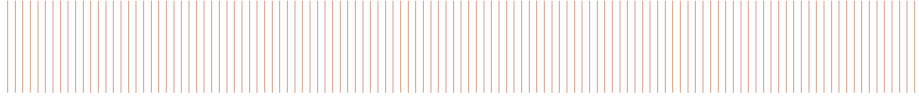
Research Group. Osh, 2009.

Dear Respondents:

Please circle your answer below or briefly answer the questions.

1. Which educational programs in your practice allow solving tolerance and cultural diversity issues in the process of education?

- A) Multicultural and multi-language education
- B) Civic education
- C) Education through culture
- D) Professional human development programs



E) Other \_\_\_\_\_

2. Which methods of multicultural education do you use ( in developing the ability to coexist with different cultures)?

A) Use of verbal and visual materials that demonstrate the multicultural, multi-ethnic nature of Kyrgyz society

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

E) \_\_\_\_\_

3. Abilities to use new technologies for (multicultural) education with any of the following:

A) Audio

B) Video

C) Internet resources


D) \_\_\_\_\_

E) \_\_\_\_\_

4. Which disciplines or sections thereof related to tolerance and cultural diversity do you teach?

\_\_\_\_\_  
\_\_\_\_\_





5. Books, methodology guidebooks and materials available on this issue

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6. Is supply of textbooks and methodology guidebooks covering these issues sufficient for these disciplines or sections thereof?

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7. What are the challenges in teaching these subjects and ways to cope with them?

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8. Which level of the educational system, in your opinion, is the most appropriate for studying tolerance and cultural diversity subjects?

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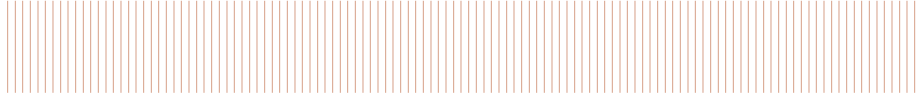
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9. Which books and methodology guidebooks on tolerance and cultural diversity are crucial for the modern educational system of the Kyrgyz Republic?

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10. Are you planning to develop a program or draft methodology guidebook on tolerance and cultural diversity issues? \_\_\_\_\_

---

11. If yes, please describe? \_\_\_\_\_

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---

12. How well staffed is teaching for tolerance and cultural diversity subjects?

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---

---

13. Please assess the level of staff qualifications

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---

---


14. What are the ways of enhancing qualifications for the teachers and specialists?

---

---

---

---



15. Available ways of organizing joint activities in educational and social spheres for enhancing educational potential in the area of tolerance and cultural diversity

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16. What are chances for establishing a common information field in the educational system that would ensure the interaction of interested parties and information and experience sharing?

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---

---

17. Full name

---

18. Organization, position

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Thank you for your participation.



## 1.2. Interview questions

### TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN

Dear Experts:

We are interested in your opinion on the following matters:

#### **I. Situation in universities for teaching tolerance and cultural diversity subjects in the Kyrgyz Republic.**

1. Which disciplines or sections thereof related to tolerance and cultural diversity do you teach?
2. Books / methodology guidebooks and materials available on this issue.
3. Is the supply of textbooks and methodology guidebooks covering these issues sufficient for these disciplines or sections thereof?
4. What are the challenges in teaching these subjects and ways to cope with them?
5. Which level of the educational system, in your opinion, is the most appropriate for studying tolerance and cultural diversity subjects?
6. How well staffed is the teaching of tolerance and cultural diversity subjects?



7. Please assess the level of their qualifications.

**II. Ability of the educational system to ensure high quality teaching of tolerance and cultural diversity matters**

8. Which books and methodology guidebooks on tolerance and cultural diversity are crucial for the modern educational system of the Kyrgyz Republic?

9. Are you planning to develop a program or draft methodology guidebook on tolerance and cultural diversity issues? \_\_\_\_\_

10. If yes, please describe.

11. What are the ways of enhancing the qualifications of the teachers and specialists?

12. What are the available ways of organizing joint activities in educational and social spheres for enhancing educational potential in the area of tolerance and cultural diversity?

13. What are chances for establishing a common information field in the educational system that would ensure interaction between interested parties as well as information and experience sharing?

Thank you for your interest and informative responses.



### 1.3. Questions for focus groups

#### TEACHING CULTURAL DIVERSITY AND TOLERANCE IN KYRGYZSTAN

1. Which disciplines or sections thereof related to tolerance and cultural diversity have you studied at the university?
2. Books, methodology guidebooks and materials on this subject that you used.
3. Was supply of textbooks and methodology guidebooks covering these issues sufficient for these disciplines or sections thereof?
4. In your opinion what are the challenges in teaching these subjects and ways to cope with them?
5. Which level of the educational system, in your opinion, is the most appropriate for learning tolerance and cultural diversity subjects?
6. Which books and methodology guidebooks on tolerance and cultural diversity are crucial for the modern educational system of the Kyrgyz Republic?
7. How well staffed is the teaching of tolerance and cultural diversity subjects?
8. Please assess their professional level.
9. What are the ways of enhancing the qualifications of the teachers



and specialists?

10. What are the chances for establishing a common information field in the educational system that would ensure interaction between interested parties as well as information and experience sharing?

#### 1.4. Responses

## Appendix 2

### The Cultural Science Course Syllabus

MINISTRY OF EDUCATION AND SCIENCE OF  
THE KYRGYZ REPUBLIC  
KYRGYZ-UZBEK UNIVERSITY  
UNESCO DEPARTMENT

*Intercultural Dialogue and Democracy in a Multiethnic Society*

DRAFT PROGRAM  
CULTURAL SCIENCE SUBJECT

Full-time study department  
3<sup>rd</sup> year of study, 5-6<sup>th</sup> semesters

Total	64 hours
Lectures	36 hours
Practical lessons (workshops)	28 hours
Form of control - test (exam)	5-6 semesters
Major: all fields	
Qualification:	

Osh, 2009

Approved by the meeting of

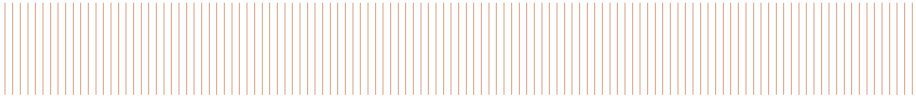
UMS KUU

Day of \_\_\_\_\_ 2009

Minutes # \_\_\_\_\_

Reviewed by Dr. A. Anarbaev  
Candidate in Philosophy





This program has been developed pursuant to the official guidelines “Collection of government educational standards for high professional education” published by the Ministry of Education of the Kyrgyz Republic in 2004, the “Conception on multicultural education and upbringing of the Kyrgyz Republic” approved by the decision of the Board of the Ministry of Education and Science of the Kyrgyz Republic in 2008 and with respect to experience in teaching cultural sciences at other universities. Suitable for students in all fields of study.

Written by: E.Jorobekova, UNESCO Professor; Senior Professors K.  
Duishenalieva and I. Gimazeddinov  
Osh, 2009

## INTRODUCTION

Cultural sciences are of the utmost importance for contemporary society in the modern globalizing, rapidly changing yet fragile world due to the need for the coexistence of people with different views and value systems. Cultural studies facilitate a stronger peaceful coexistence that is based on the recognition of the unity of universal values and the unique components of various cultures. The Universal Declaration of UNESCO on Cultural Diversity states: “respect for cultural diversity, tolerance, dialogue and cooperation given trust and mutual understanding is the best guarantee for international peace and security”.

### **Course goals:**

Facilitate the formation of the multicultural person through knowledge, abilities and skills to live in harmony with surrounding cultural diversity.

### **Course objectives:**

1. Describe the essence of culture, its origin and evolution
2. Set the place of culture in the system of intellectual knowledge
3. Establish skills for a positive attitude to cultural differences that ensure the progress of mankind and conditions for the self-development of personality
4. Encourage the ability of learners for personal cultural self-identity
5. Expand students' knowledge of the diversity of cultures in Kyrgyzstan and the world and develop respect and tolerance for the history and cultures of various nations
6. Ensure individuals understand the culture of their own ethnic

groups which is the precondition for understanding other cultures

7. Describe the policy for cultural monuments and heritage preservation in Kyrgyzstan

8. Develop intercultural competencies, students' abilities and skills for productive interaction with bearers of different cultures through study of culture as a communicative system

9. Study politics and practical ways of managing diversity including cultural diversity

**Forms of assessment:**

test (exam to be passed by the students majoring in international relations) based on the current rating of students

*Subject / Module curriculum for the course (64 hours)*

#		Per hours	
		Lectures	Wokrshop
<b>Section I. Cultural sciences as a scientific and academic discipline</b>		2	2
1.	Subject matter, goals and objectives of the course	1	
2.	Major definitions of cultural science	1	2
<b>Section II. History and theory of culture</b>		6	4
3.	Major stages of culture formation	2	2
4.	Major attitudes to studying culture	2	
5.	Conceptions of modern cultural science	2	2
<b>Section III. Cultural anthropology</b>		6	2
1.	Anthropology in modern cultural science	2	2

2.	Philosophic and anthropologic typology of culture	2	
3.	Philosophic and anthropologic periodization of culture	2	
<b>Section IV. UNESCO strategy in the area of cultural diversity</b>		<b>4</b>	<b>2</b>
1.	Innovative approaches of UNESCO in studying cultural diversity	2	2
2.	UNESCO on cultural diversity: analysis of the Declaration, Convention and other documents	2	
<b>Section V. Kyrgyz heritage in the context of cultural diversity</b>		<b>12</b>	<b>8</b>
1.	Roots of the Kyrgyz cultural phenomenon. Epical heritage of the Kyrgyz	4	2
2.	The Manas epic -a monument of world verbal epic culture	2	2
3.	Types of arts as cultural heritage	4	2
4.	Revival of cultural traditions	2	2
<b>Section VI. Intercultural communications</b>		<b>6</b>	<b>6</b>
1.	Cultural diversity of the world Theory of intercultural communication	2	2
2.	Types of intercultural communication M. Bennet' s model for mastering foreign culture	2	2
3.	Effective communication and tolerance Cultural competence and ways of enhancing cultural competence	2	2
<b>Total</b>		<b>36</b>	<b>28</b>
<b>Final form of assessment</b>		<b>Test (exam)</b>	



Lectures:

*Section I. Cultural science as scientific and academic discipline*

- 2 hours

**Lecture 1. Cultural science as system of knowledge - 2 hours**

Plan:

1. Subject matter, goals and objectives of the course
2. Major definitions of cultural science
3. Functions of culture

*Section II. History and theory of culture*

-6hrs

**Lecture 2. Major stages of culture formation: cultural typology**

- 2 hours

Plan:

1. Cultural genesis. Archaic culture specifics
2. From the culture of ancient kingdoms to the culture of New Age
3. Major types of cultures

**Lecture 3. Major approaches to learning culture - 2 hours**

Plan:

1. Civilization approach
2. Value and activity approach
3. Hermeneutical and game approaches

**Lecture 4. Conceptions of modern cultural science - 2 hours**

Plan:

1. O. Shpengler's Cultural Crisis Conception

2. Neo-Freudian Conception of culture

3. Structural Conception of Culture

*Section III. Cultural anthropology*

- 6 hours

**Lecture 5. Anthropology in modern cultural science - 2 hours**

Plan:

1. From classic anthropology to cultural anthropology
2. M. Scheler's human concept as a methodology basis for cultural anthropology
3. Culture as a phenomenon formed by people and that forms people's creativity

**Lecture 6. Philosophic and anthropologic typology of culture**

- 2 hours

Plan:

1. Anthropocentrism: human beings are the center of culture
2. Essential features of the culture in terms of philosophical and anthropological analysis
3. Principles of personal and extra-personal types of cultures

**Lecture 7. Philosophical and anthropological periodization of culture**

- 2 hours

Plan:

1. Basis for the philosophical and anthropological periodization of culture
2. Periods of "body" and "soul"
3. Periods of "mind" and "existence"



Section IV. UNESCO strategy towards cultural diversity - 4 hours

**Lecture 8. Innovative approaches of UNESCO in studying cultural diversity - 2 hours**

1. History of UNESCO, strategy of UNESCO in the area of cultural diversity
2. UNESCO ideas on the humanization of globalization
3. Basic tools of UNESCO

**Lecture 9. UNESCO on cultural diversity: analysis of the Declaration, Convention, and other documents - 2 hours**

1. Universal Declaration on Cultural Diversity
2. Convention on Safeguarding and Encouraging Various Forms of Cultural Self-expression
3. The UNESCO World heritage list , its role in the preservation of natural and historical and cultural monuments

Section V. Kyrgyz heritage in the context of cultural diversity  
- 12 hours

**Lecture 10. Roots of the phenomenon of Kyrgyz culture: The Epic heritage of the Kyrgyz - 4 hours**

1. Kyrgyz folklore
2. Theoretical - ethical nature of proverbs and sayings
3. Sanjyra (verbal legends) as the most important source of ethnic genesis (origin of Kyrgyz)

### **Lecture 11. The Manas epic: monument of world folklore**

**- 2 hours**

1. Role of the Manas epic in the formation of the self-actualization of Kyrgyz culture
2. Information from the epic on Kyrgyz culture
3. Role of the 1000th anniversary of the Manas Epic in implementation of the program of ethnic revival during the first years of sovereignty of the Kyrgyz Republic

### **Lecture 12. Types of arts as cultural heritage**

**- 4 hours**

1. Musical heritage
2. Craft arts
3. Contemporary arts

### **Lecture 13. Revival of cultural traditions**

**- 2 hours**

1. Revival of traditions
2. Revival of ancient festivities
3. Revival of customs and rituals

## **Section VI. Intercultural communications**

**- 6 hours**

### **Lecture 14. Cultural diversity of the world:**

#### **Theories of intercultural communication**

**- 2 hours**

1. Objective basis of cultural diversity. "Cultural identity" definition
2. Essence of intercultural communication. E. Hall's intercultural communication conception
3. G. Hofstede and E. Hirsch's intercultural communication conceptions



**Lecture 15. Types of intercultural communication: M. Bennet’s model of mastering foreign culture - 2 hours**

1. Structure of communicative act
2. Verbal, non-verbal and paraverbal types of communication
3. Types of reaction from different cultures. M. Bennet’s model of mastering foreign culture

**Lecture 16. Effective communication and tolerance - 2 hours**

1. Nature of intercultural conflicts, reasons and ways of overcoming such conflicts
2. Definitions of effective communication and tolerance
3. Cultural competence and ways of enhancing cultural competence

**Workshop Schedule**

**- 28 hours**

	<b>Plan for practical lesson #1 on the subject of “Cultural science as a science” - 2 hours (1 hour 20 minutes)</b>	<b>Duration</b>
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Cultural science in order to know human beings and culture better: Discussion	20 min
3.	Definition of the “culture”, philosophical definition: Survey	20 min
4.	Major functions of culture	20 min.
5.	Wrap up & Summary	15 min
	<b>Plan for practical lesson #2 on the subject of “History and theory of culture” - 2 hours (1 hour 20 minutes)</b>	<b>Duration</b>
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Myths of various nations on origin of the culture: Discussion	20 min
3.	Ancient studies on culture: Discussion	
4.	Differences in development of Eastern and Western cultures:	20 min
5.	Quiz.	20 min
6.	Wrap up & Summary	15 min

	<b>Plan for practical lesson #3 on the subject of “Cultural values development stages” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Early cultural studies: Ancient India, Ancient China, Greece and Rome	20 min
3.	Medieval views on culture	20 min
4.	Scientific - historical stage. Renaissance authors and their view of culture: Discussion	20 min
5.	Wrap up & Summary	15 min
	<b>Plan for practical lesson #4 on the subject of “Contemporary anthropology theories of culture” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Girtz - definition of culture: Presentation & Discussion	20 min
3.	Schpengler on crisis of culture: Presentation & Discussion	20 min
4.	Ethnic cultures as “constructed” worlds. R. Schveder’s theories: Presentation & Discussion	20 min
5.	G. Schwartz’s views on the cultural model: Presentation & Discussion	20 min
5.	Wrap up & Summary	15 min
	<b>Plan for practical lesson #5 on the subject of “UNESCO on cultural diversity” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	UNESCO ideas on globalization of cultures: Discussion	20 min
3.	Universal Declaration on Cultural Diversity: Quiz	20 min
4.	Role of UNESCO World Cultural Heritage: Discussion	20 min
5.	Wrap up & Summary	15 min
	<b>Plan for practical lesson #6 on the subject of “Roots of the Kyrgyz culture phenomenon. Epic heritage of the Kyrgyz” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	What is folklore? Kyrgyz Folklore?	20 min
3.	Brainstorming session	15 min
4.	Kyrgyz proverbs and sayings: Quiz	20 min
5.	Sanjyra (Kyrgyz verbal genealogy legends): Discussion	10 min
6.	Mini lecture: Epical Heritage of the Kyrgyz	10 min
	Wrap up & Summary	

	<b>Plan for practical lesson #7 on the subject of “The Manas epic - monument of world folklore culture ” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Definition of epic. The Manas epic as a source for forming the self-identity of the Kyrgyz nation: Brainstorming session.	20 min
3.	“Manas” - historical and cultural roots in creating the epic and its role in the world culture process: Discussion.	20 min
4.	Paper “Manas - hero of the Kyrgyz epic”	15 min
5.	Role of the Manas epic and its contribution in world culture: Quiz	10 min
6.	Wrap up & Summary	10 min
	<b>Plan for practical lesson #8 on the subject of “Art and its types as cultural heritage of Kyrgyz ” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Definition of Art: Quiz	15 min
3.	Music	10 min
4.	Handicrafts	10 min
5.	Literature	10 min
6.	Modern types of art	20 min
7.	Wrap up & Summary	10 min
	<b>Plan for practical lesson #9 on the subject of “Revival of cultural traditions ” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Tradition as descent of social experience of the nation from generation to generation: Discussion	20 min
3.	Definition of customs, traditions	10 min
4.	National holidays and their revival: Quiz	15 min
5.	Positive and negative traditions of the Kyrgyz nation, their revival in modern society: Discussion	20 min
6.	Wrap up & Summary	10 min

	<b>Plan for practical lesson #10 on the subject of “The cultural diversity of the world. Theories of intercultural communication” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Definition of “cultural identity”: Brainstorming session What are objective basis for cultural diversity?: Quiz	20 min
3.	Presentation of papers: E. Hall’s conception of intercultural communication	15 min
4.	G. Hofstede’s conception of intercultural communication	10 min
	E. Hirsch’s conception of intercultural communication	10 min
5.	Wrap up & Summary	10 min
	<b>Plan for practical lesson #11 on the subject of “Types of intercultural communication. M. Bennet’s model for mastering foreign culture” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Definition of “communicative act”, its structure: Brainstorming M. Bennet’s model of mastering foreign culture: Discussion	20 min
3.	Presentation of types of communication:	15 min
4.	Verbal	10 min
	Non-verbal	10 min
	Paraverbal	10 min
5.	Wrap up & Summary	10 min
	<b>Plan for practical lesson #12 on the subject of “intercultural conflicts, effective communication and tolerance” - 2 hours (1 hour 20 minutes)</b>	Duration
1.	Presentation of the subject, participants’ expectations from discussion of the proposed subject	5 min
2.	Essence and definition of intercultural conflict: Brainstorming	20 min
3.	Mini lecture: Reasons behind and ways of overcoming intercultural conflicts	20 min
4.	Definitions of effective communication and tolerance: Quiz	15 min
5.	Cultural competence and ways of enhancing it: Discussion	10 min
6.	Wrap up & Summary	10 min
	<b>Total:</b>	<b>28.Hours</b>



### Recommended Literature

1. Universal Declaration of UNESCO on Cultural Diversity, UNESCO, 2004.
2. E. Jorobekova, A. Toktosunova, G. Toktosunova "Kyrgyz Heritage in the Context of Cultural Diversity." Textbook, Bishkek 2008 - 343 p.
3. Intercultural Dialogue, Communications and Skills in Central Asia. Bishkek, 2009 - 132 p.
4. Intercultural Dialogue as a Contribution to Peaceful Coexistence. Bishkek 2009 - 192 p.
5. Intercultural Dialogue and Cultural Diversity. Almaty, 2007 - 316 p
6. T. N. Persikova. Intercultural Communication and Corporate Culture, M.: Sociology institute, 2002.
7. Educational Policy for International Understanding in Central Asia, Tashkent, 2006 - 88 p.
8. A. Sadokhin. Intercultural Communication. M.: Sociology institute, 2004 - 288 p.
9. Tolerance Versus Xenophobia, edited by V. I. Mukomel and E. A. Pain. M.: Sociology institute, RAS, 2005
10. L.A. Chernaya "Cultural Science: Basics". Textbook. - M.: Sociology institute, 2003 - 184 p.

## Appendix 3

### Related Previous UNSECO Activities in Central Asia

#### 1. UNESCO Survey

In the context of international efforts to promote dialogue among cultures and civilizations as well as sustainable development there is a need to learn from good practice in intercultural dialogue and learning in order to develop the concept of interculturality and formulate policy proposals for cultural diversity.

UNESCO has over the past few years identified a number of contemporary good practices of intercultural dialogue and learning as well as policy proposals to promote cultural pluralism. These were based on geographic and thematic approaches (Plan Arabia, Caucasus, The Balkans, Central Asia, Cities, Conflict Prevention, Religion and Spirituality and Indigenous Peoples). While many good practices exist in the regions, they remain dispersed. There is a need to consolidate the results achieved by making information on them more easily accessible, strengthening dialogue among the resource persons involved and ensuring that the lessons learnt inform the conceptual as well as the political debates around this important issue.

Therefore, country based surveys on intercultural dialogue and learning have been implemented in collaboration with UNESCO Field offices. Country based Surveys should explain and illustrate why and to what extent each case could be considered a good practice of intercultural dialogue and a way to promote cultural diversity and sustainable development, based on concrete examples from the perspective of fostering intercultural dialogue, cultural diversity and sustainable development with reference to the principles of the UNESCO Universal Declaration on Cultural Diversity (2001) and the



related normative instruments.

The collected information was shared through a website and at an international meeting in 2007 to bring together some of the most inspiring and competent resource persons involved in the theory and practice of intercultural dialogue and learning to assess the lessons learnt and formulate policy proposals aimed at creating environments where the practice of intercultural dialogue and cultural diversity can flourish.

The aim of the present survey was to take stock of these experiences, collect the available information on intercultural dialogue policies and practices and try to reach further, fine-tuning better strategies and choosing partners that will enable action to undertake specific activities with a real impact on target groups.

Authors were encouraged to illustrate their answers with examples from local, national and regional levels as well as provide relevant documents and information on concrete projects.

## 2. Round Table on the Exchange and Sharing of Good Practices in Intercultural Dialogue

This country based survey was presented at the Round Table on the Exchange and Sharing of Good Practices in Intercultural Dialogue held in Almaty, Kazakhstan, June 4-7, 2007.

The Round Table on the Exchange and Sharing of Good Practices in Intercultural Dialogue in Almaty was the inspiration for creating a follow-up project and in 2008 the project named “Intercultural Dialogue as a Contribution to Peaceful Coexistence” was submitted to UNESCO on behalf of the Central-Asian Network for Arts and Culture via the National Commission for UNESCO in Kyrgyz Republic..

### 3. Training Workshop “Intercultural Dialogue as a Contribution to Peaceful Coexistence”


The project “Intercultural Dialogue as a Contribution to Peaceful Coexistence” was supported by UNESCO. A forum was held in Bishkek with participation of cultural people, art managers, journalists and public figures 2008 November 26-27. After the forum, a two day workshop / training on Intercultural Dialogue, Intercultural Communication and Skills in Multiethnic and Multicultural Communities was organized by the Central-Asian Network for Arts and Culture Public Associations (CANAC) in cooperation with the Kyrgyz National Commission for UNESCO, supported by UNESCO within the Central Asian Forum “Intercultural Dialogue as a Contribution to Peaceful Coexistence” from November 28 to 29, 2008.

The training consisted of a series of workshops and lectures, and was conducted in an interactive format by the European expert in the sphere of cultural policy and intercultural dialogue - Mr.Aleksandar Brkic, from the University of Arts, Belgrade, Serbia and Mrs.Erkeaiym Jorobekova, Ph.D., Professor of Philosophy, UNESCO Chair, at the Kyrgyz-Uzbek University.

#### 3.1. Background of organizing the workshop

During the workshop on intercultural dialogue, experts from the Balkan region passed on their experience on the mediation between different actors in a multinational context. The workshop also served to relate the experiences of conflict on macro and micro social levels based also on the proceedings of training in the Balkan region, supported by UNESCO.





The workshop became a platform for peer-group training and coaching through the re-development of the participant's own experiences in intercultural dialogue, helping them to understand new approaches to the same ideas

### **3.2. Aims of the workshop**

The aims of the workshops were:

- Promotion and development of intercultural dialogue, communication and skills in multiethnic communities;
- Awareness raising and capacity building for stakeholders in Central Asia;
- Sharing, discussing, reflecting and learning from good practices and examples to promote and develop intercultural dialogue, communication and skills in Central Asia;
- Better preparation and sensitization of the cultural actors to the needs and problems of the world (critical thinking);
- Developing the ideas for artistic and cultural projects to be suited to the community's needs (participatory, activist projects);
- Initiation of cultural dialogue between different actors through the appropriated methodologies.

### **3.3. Contents of the workshop**

The concept or promotion of cultural diversity and diversity of views as one of the main factors of intercultural dialogue was introduced through lectures, workshops, examples and comparative analysis between different case studies from the Balkans and Central Asian regions. Meanwhile, the concept of the intercultural communication and skills necessary for living together beyond differences of culture, language, belief and religions, based upon

universally agreed on values such as human rights, tolerance, non-violence, peace and mutual respect, were introduced for discussion and projects.

### 3.4. Outcome of the workshop: *Intercultural Dialogue, Communications and Skills in Central Asia*

The training / workshop and publication were supported by UNESCO.

The forum materials were published as well and this publication contained articles by the participants from the Central-Asian region.

Both, forum materials depicting the situation in the cultural sphere and the cultural diversity of Central-Asian region and training materials showing the experience of the Balkan region and Central-Asia on communication and skills, stimulated a great interest to cultural managers, educators and the general public.

The collection consists of the works of the trainers Alexander Brkich (Serbia) and Erkeayim Jorobekova (Kyrgyzstan), as well as relevant research findings provided by UNESCO.

This book will be of interest to specialists in the fields of cultural science, religious science, history, philosophy, and art-management as well as everyone interested in the issues of intercultural dialogue, communications and skills.

This collection of materials was compiled by Almadan Naizabekova and Erkeayim Jorobekova.

## Appendix 4

### Photos from the Series of Roundtable Discussions (February - June 2009)

*Photos: coverage of the series of round table discussions*

#### **“Religious situation in the Southern Kyrgyzstan: Ensuring stable development, opinions and positions”** (February - June 2009)

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##### Photo 1

Presentation of Isakbay Murzabekov, head of southern regional division of the State Agency on religious affairs of the Kyrgyz Republic at a round table on 24 February 2009



##### Photo 2

Participants of the round table (left to right): A. Aliyev, dean of theology department of Osh state university, docent; A. Belekov, deputy director of vocational school # 16; M. Ziganshin, Consul General of RF, N. Bashieva, director of school named after M. Lomonosov





Photo 3

Presentation by R. Kasymov, member of Ulems Council of the Kyrgyz Republic, imam of Manas Ata mosque, was of great interest for the participants

Photos 4 and 5



Presentation of the book

“Kyrgyz heritage in the context of cultural diversity” took place at a round table on March 31. The book has been published with support from UNESCO.

Photo 6



Rector of KUU A. Ismanjanov, academician of Engineering academy of the Kyrgyz Republic, doctor of technical sciences, professor, provided active support to UNESCO Department - morally and materially - in organizing a number of round tables, in conducting scientific research, in transferring “cultural sciences” discipline from one department to UNESCO department which allowed changing its curriculum.

# Field Visit

On behalf of APCEIU, Dr. YANG Hye-Ran, Chief, Research & Development undertook a field visit to Kyrgyzstan from 5~7 August, 2009 to carry out the following missions : 1) to confer the EIU Best Practice Award , 2) to provide the guidelines on finalizing the report, 3) to attend a consultation meeting with local educators, scholars and practitioners on the developed course and encourage them to continue and enhance further activities related to EIU.



▲ Two authors with the best practice award



▲ Authors presenting results of other related activities



▲ A visit to the Kyrgyzstan National Commission for UNESCO



▲ Reviewing a guide line on the final report



▲ Introducing APCEIU's activities to participants of the consultation

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TEACHING CULTURAL DIVERSITY  
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